

Duncanville Independent School District

Reed Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: C



Board Approval Date: October 20, 2025

Mission Statement

Duncanville ISD: We engage, equip, and empower all scholars to achieve their unique potential.

Vision

Duncanville ISD: Where dreams are inspired and excellence is achieved.

Value Statement

We are D'Ville...

P - Professionalism

A - Accountability and excellence

N - Nurturing, safe environments

T - Transparent communication

H - Honesty, integrity, and ethics

E - Everyone contributing to student success

R - Relationships, equity, and inclusion

S - Students as our top priority

Table of Contents

.....	2
Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Priorities	11
Priority 1: Student Academic Success	11
Priority 2: Students, Families, and Community	19
Priority 3: Personnel and Professional Development	25
Priority 4: Fiscal Stewardship and Operational Excellence	31
State Compensatory	34
Budget for Reed Middle School	34
Title I	35
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)	35
2.3: Description of Plan Availability, Format, and Language 1114(b)(4)	35
2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)	35

Comprehensive Needs Assessment

Demographics

Demographics Summary

For the 2025-2026 school year, approximately 564 students were enrolled at Reed Middle School. Out of 514 students, 194 students, or 37% of our students were African American, 291 students, or 56%, were Hispanic, approximately nine students, or 2%, were Caucasian, and 29 students, or 6%, were Asian, American Indian, white, or two or more races. We have 52% of males, which is about 264 students, and 250 female students, which is about 48%. 451 out of 514 or 87% of our students are economically disadvantaged, while 147 out of 514 (28%) of our students were ESL/ELLs. There are 76 special education students, which is approximately 14%. A necessity for diversity among staff is evident. Campus collected data revealed a disproportionate Hispanic student demographic between the growing Hispanic student demographic of 51% and the Hispanic teacher demographic of 6% in 2023-2024.

Approximately 7%, or 39 students, were identified as Gifted and Talented, while 30 students, or 5%, have 504 accommodations.

Demographics Strengths

- Data from the 2025 STAAR assessment indicates that our Hispanic demographic is performing at a higher rate than other student groups in most tested areas.
- We have strengthened last year's initiative to provide SEL training by providing support counselors on campuses at each grade level.
- Opportunities in our extracurricular activities are high due to ongoing efforts to eliminate access barriers for our low SES demographic.
- CTE opportunities are equally diverse, focusing on attracting a diverse student group into our campus Business and Technology program.
- Mentorship programs for students met regularly on campus during the 2024-2025 school year.
- Shared decision-making through data-driven PLCs.
- The increase in the Hispanic teacher population corresponds with the number of Hispanic students.
- Guiding Coalition meets biweekly to review data and develop leadership capacity.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance and truancy negatively impacted the district's financial and academic performance as evidenced by the less than 95% ADA for 2023-2024 school year. Root Cause Truancy prevention measures were not consistently implemented, and classroom instruction did not consistently engage students in relevance and interest-based learning opportunities.

Root Cause: Truancy prevention measures were not consistently implemented, and classroom instruction did not consistently engage students in relevance and interest-based learning opportunities.

Problem Statement 2 (Prioritized): Reed Middle School staff turnover has caused a reduction in the number of years of experience for the instructional staff that has the most substantial impact on student achievement.

Root Cause: Reed Middle School has not adequately provided a consistent plan for instructional training and peer mentorship that adequately impacts teacher growth and

development.

Problem Statement 3: Although we have strengthened SEL initiatives, students are not receiving the services to meet their needs as evident by counseling data that states our RMS counselors have provided less than 12 hours of group counseling and less than five weeks of individual counseling during the 2023-2024 school year.

Root Cause: Reed Middle School counselors are assigned duties that support the campus overall but limit their ability to service student SEL needs.

Student Learning

Student Learning Summary

All Reed Middle School campus administrators attended CMAT and received professional development on the 3Cs and the backward design process. Reed Middle School conducted BOY, MOY, and EOY MAP growth testing throughout the year. Overall, during the 2024-2025 school year, Reed Middle School showed a decrease in most tested areas

Student Learning Strengths

- Faculty and staff will use the district curriculum guide and resources.
- RLA, Science, and History classes use the CER model for instruction.
- All math classes used the APS check problem-solving method.
- Most staff members received restorative discipline training.
- Data Tracker to track the individual growth of students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a lack of quality tier 1 instruction in the classrooms, as evidenced by the overall district STAAR Meets performance level being <60% in reading, math, social studies, and science.

Root Cause: There is an absence of a consistently implemented, district-wide instructional framework that ensures alignment between curriculum, instructional practices, and assessment rigor, which results in fragmented delivery of Tier 1 instruction and contributes to low student performance across content areas.

School Processes & Programs

School Processes & Programs Summary

Most teachers and instructional paraprofessionals at Reed Middle School are highly qualified. Reed administration attended multiple job fairs during the 2024-2025 to recruit top candidates from neighboring districts, colleges, and universities. Instructional support and coaching will be key for new staff members. Three administrators, 1 RTI interventionist, and a teacher specialist are in place to support and coach new and returning faculty members. We have implemented the Reed New Teacher Academy to mentor our new faculty members. Reed can improve our campus efficiency and effectiveness by building teacher capacity and allowing all teachers to collaborate and learn from each other. Teachers have formal and informal observations followed by coaching conversations and implementation assurance walkthroughs. Administrators, support staff, teachers, and district coordinators participate in weekly PLCs focused on teaching and learning. Reed STAAR tested teachers' participation in daily professional learning communities to support individual growth, discuss instructional strategies, and plan effective lesson plans.

School Processes & Programs Strengths

- Reed Middle School has put multiple systems in place to support new teachers:
 - Weekly meetings with the Principal, Assistant Principal (s), and Teacher Specialist.
 - All new teachers with 0-1 years of experience are assigned veteran mentor teachers to support their transition to Reed Middle School.
 - New Teacher Orientation—All new teachers participate in New Teacher orientation prior to the beginning of the school year. At this meeting, new teachers are introduced to administration and support staff and provided with an overview of campus expectations and support.
- Weekly PLC meetings: Staff members are provided with weekly instructional meeting time. Teachers share, discuss, and create instructional strategies to ensure students succeed academically.
- Teacher specialist—The teacher specialist provides support and instructional strategies during PLCs and individual meetings with staff members who need additional support.
- Guiding Coalition meets twice monthly with campus administration to ensure lines of communication regarding student concerns, teacher concerns, and upcoming events.
- Our Business and Technology program includes approximately 90 students.
- Mentoring program for young men and women on our campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus has failed to execute priorities of resources to ensure results for student achievement.

Root Cause: The fiscal ability to maintain fiscal responsibility have been suppressed by needs in other areas that were not effective.

Problem Statement 2 (Prioritized): Although campus provided opportunities for student and parental participation in programs to expose students and families for post secondary readiness opportunities, there was a limited amount of participation. .

Root Cause: Lack of communication and lack of collaboration with all stakeholders results in minimal participation.

Perceptions

Perceptions Summary

Reed Middle School is developing a campus culture of excellence by increasing positive communication within the campus and community. According to parental interaction with school staff, parents reported that communication between the campus administration and parents was strong and consisted of students' academic and overall well-being. Student discipline directly impacted learning achievement. Of the discipline referrals submitted, 70% were male students, and 30% were female students; African Americans comprised 69% of referrals, and Hispanics comprised 21%.

Perceptions Strengths

- Important announcements and items of interest were conveyed daily to parents via phone and/or email by the campus principal.
- Continued implementation of positive phone calls expectations for all staff.
- Reed Middle School places an emphasis on creating a strong staff culture
- After school clubs and activities
- Creation of Parent Teacher Association
- Creation of House System
- Community Involvement (Donuts with Dads/Muffins with mom)
- Recognize and celebrate cultural differences (Ex. Hispanic Heritage and Black history program)

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): African American students' disciplinary consequences are disproportionately higher, as evidenced by the percentage of ISS/OSS placements during the 2023-2024 school year when compared to Hispanic students. African American ISS placements (56 of 80), while Hispanic ISS placements (16 out of 80). African American OSS placements (100 out of 140) while Hispanic OSS placements (28 out of 140)

Root Cause: Restorative practices (CHAMPS) are not effectively implemented, and there is a lack of culturally responsive education.

Problem Statement 2: During 2024-2025, instructional time was lost due to a lack of process implementation and the use of the consequence discipline/tardy matrix.

Root Cause: Lack of effectively training all staff members of the discipline matrix and Tier 1, 2, and 3 processes. Ensuring that all teachers are implementing tardy expectations with fidelity.

Priority Problem Statements

Problem Statement 1: Reed Middle School staff turnover has caused a reduction in the number of years of experience for the instructional staff that has the most substantial impact on student achievement.

Root Cause 1: Reed Middle School has not adequately provided a consistent plan for instructional training and peer mentorship that adequately impacts teacher growth and development.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a lack of quality tier 1 instruction in the classrooms, as evidenced by the overall district STAAR Meets performance level being <60% in reading, math, social studies, and science.

Root Cause 2: There is an absence of a consistently implemented, district-wide instructional framework that ensures alignment between curriculum, instructional practices, and assessment rigor, which results in fragmented delivery of Tier 1 instruction and contributes to low student performance across content areas.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Although campus provided opportunities for student and parental participation in programs to expose students and families for post secondary readiness opportunities, there was a limited amount of participation. .

Root Cause 3: Lack of communication and lack of collaboration with all stakeholders results in minimal participation.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: African American students' disciplinary consequences are disproportionately higher, as evidenced by the percentage of ISS/OSS placements during the 2023-2024 school year when compared to Hispanic students. African American ISS placements (56 of 80), while Hispanic ISS placements (16 out of 80). African American OSS placements (100 out of 140) while Hispanic OSS placements (28 out of 140)

Root Cause 4: Restorative practices (CHAMPS) are not effectively implemented, and there is a lack of culturally responsive education.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Campus has failed to execute priorities of resources to ensure results for student achievement.

Root Cause 5: The fiscal ability to maintain fiscal responsibility have been suppressed by needs in other areas that were bot effective.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Priorities

Priority 1: Student Academic Success

Goal 1: By June 2026, student achievement on the state assessments in Reading will increase at approaches from 64% to 70%, meets from 35% to 40%, and masters from 13% to 18% on the STAAR test.

Evaluation Data Sources: Edugence, DCAs, Benchmarks

Strategy 1 Details				Reviews																			
Strategy 1: Targeted Tier 1 Instructional Rigor with STAAR-Aligned Practices Strategy's Expected Result/Impact: Improves Tier 1 instruction quality, closes skill gaps earlier, and ensures all students consistently engage with the level of complexity demanded by the STAAR. Staff Responsible for Monitoring: Administrators, Instructional Coach and Department Chair <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Daily Exit Tickets: Require teachers to implement STAAR-aligned exit tickets in every Reading/ELA class, directly tied to TEKS/SEPs. This ensures daily formative data on whether students are mastering the tested standards at the approaches, meets, and masters levels.</td><td>Teachers</td><td>All Year</td></tr><tr><td>2</td><td>Data-Driven PLCs: Use weekly PLCs to analyze exit ticket and common assessment data. Teachers should group students based on performance (approaches vs. meets vs. masters) and design reteach lessons that specifically address gaps in comprehension, text analysis, and inferential reasoning.</td><td>Teachers, Instructional Coach</td><td>All Year</td></tr><tr><td>3</td><td>Complex Text Exposure: Ensure all students engage daily with grade-level complex texts (both fiction and nonfiction) and are asked questions at the meets and masters levels of rigor, not just approaches.</td><td>Teachers, Instructional Coach</td><td>All Year</td></tr></table> Problem Statements: Student Learning 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Daily Exit Tickets: Require teachers to implement STAAR-aligned exit tickets in every Reading/ELA class, directly tied to TEKS/SEPs. This ensures daily formative data on whether students are mastering the tested standards at the approaches, meets, and masters levels.	Teachers	All Year	2	Data-Driven PLCs: Use weekly PLCs to analyze exit ticket and common assessment data. Teachers should group students based on performance (approaches vs. meets vs. masters) and design reteach lessons that specifically address gaps in comprehension, text analysis, and inferential reasoning.	Teachers, Instructional Coach	All Year	3	Complex Text Exposure: Ensure all students engage daily with grade-level complex texts (both fiction and nonfiction) and are asked questions at the meets and masters levels of rigor, not just approaches.	Teachers, Instructional Coach	All Year	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																
				1	Daily Exit Tickets: Require teachers to implement STAAR-aligned exit tickets in every Reading/ELA class, directly tied to TEKS/SEPs. This ensures daily formative data on whether students are mastering the tested standards at the approaches, meets, and masters levels.	Teachers	All Year																
2	Data-Driven PLCs: Use weekly PLCs to analyze exit ticket and common assessment data. Teachers should group students based on performance (approaches vs. meets vs. masters) and design reteach lessons that specifically address gaps in comprehension, text analysis, and inferential reasoning.	Teachers, Instructional Coach	All Year																				
3	Complex Text Exposure: Ensure all students engage daily with grade-level complex texts (both fiction and nonfiction) and are asked questions at the meets and masters levels of rigor, not just approaches.	Teachers, Instructional Coach	All Year																				
Oct	Jan	Apr	June																				

Strategy 2 Details				Reviews			
Strategy 2: Structured Intervention and Acceleration System Strategy's Expected Result/Impact: Creates systematic, sustained opportunities for struggling students to catch up and advanced students to accelerate, directly moving percentages in each performance category. Staff Responsible for Monitoring: Administrators, Instructional Coach, Department Chair				Formative			Summative
				Oct	Jan	Apr	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Targeted Small-Group Interventions: Provide intervention blocks for struggling readers, differentiated by STAAR performance band (students in certain ranges receive "push to meets" support, while students already at meets focus on "push to masters" enrichment).	Teachers	Academic School Year				
2	High-Frequency Progress Monitoring: Use tools like STAAR formatted DCAs and iReady to progress monitor every 3-4 weeks. Adjust groups and reteach plans accordingly.	Teachers, Instructional Coach, Administrators	Academic School Year				
3	After-School/ Saturday STAAR Academy: Offer extended learning opportunities focusing on test-taking strategies, annotation skills, and exposure to high-yield STAAR question stems. Enrichment groups for advanced students ensure growth at the masters level.	Teachers, Instructional Coach, Administrators	October 2025 - April 2025				
Problem Statements: Student Learning 1							
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>							

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of quality tier 1 instruction in the classrooms, as evidenced by the overall district STAAR Meets performance level being <60% in reading, math, social studies, and science. Root Cause: There is an absence of a consistently implemented, district-wide instructional framework that ensures alignment between curriculum, instructional practices, and assessment rigor, which results in fragmented delivery of Tier 1 instruction and contributes to low student performance across content areas.


Priority 1: Student Academic Success


Goal 2: By June 2026, student achievement on the state assessments in Math will increase at approaches from 52% to 57%, meets from 29% to 34%, and masters from 12% to 17% on the STAAR test.


Evaluation Data Sources: Edugence, DCAs, Benchmarks


Strategy 1 Details				Reviews																			
Strategy 1: Strengthening Tier 1 Math Instruction through Problem-Solving Rigor Strategy's Expected Result/Impact: Builds procedural fluency and conceptual understanding while ensuring all students regularly engage with high-rigor STAAR-style problems. Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Daily Problem-Solving Protocols: Embed multi-step, STAAR-aligned problem-solving tasks in daily lessons, ensuring students consistently practice at approaches, meets, and masters levels. Teachers should explicitly model how to break down word problems, highlight common misconceptions, and use think-aloud strategies.</td><td>Teachers</td><td>All School Year</td></tr><tr><td>2</td><td>Spiral Review with TEKS Tracking: Implement daily warm-ups that spiral back to high-priority readiness TEKS (such as proportionality, algebraic reasoning, and data analysis). Use a campus-wide tracker to ensure every standard is revisited multiple times before STAAR.</td><td>Teachers, Instructional Coach</td><td>All School Year</td></tr><tr><td>3</td><td>Math Talk & Justification: Require students to explain their reasoning (both orally and in writing). This practice improves conceptual understanding and prepares them for STAAR open-ended items.</td><td>Teachers</td><td>All School Year</td></tr></table> Problem Statements: Student Learning 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Daily Problem-Solving Protocols: Embed multi-step, STAAR-aligned problem-solving tasks in daily lessons, ensuring students consistently practice at approaches, meets, and masters levels. Teachers should explicitly model how to break down word problems, highlight common misconceptions, and use think-aloud strategies.	Teachers	All School Year	2	Spiral Review with TEKS Tracking: Implement daily warm-ups that spiral back to high-priority readiness TEKS (such as proportionality, algebraic reasoning, and data analysis). Use a campus-wide tracker to ensure every standard is revisited multiple times before STAAR.	Teachers, Instructional Coach	All School Year	3	Math Talk & Justification: Require students to explain their reasoning (both orally and in writing). This practice improves conceptual understanding and prepares them for STAAR open-ended items.	Teachers	All School Year	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																
				1	Daily Problem-Solving Protocols: Embed multi-step, STAAR-aligned problem-solving tasks in daily lessons, ensuring students consistently practice at approaches, meets, and masters levels. Teachers should explicitly model how to break down word problems, highlight common misconceptions, and use think-aloud strategies.	Teachers	All School Year																
				2	Spiral Review with TEKS Tracking: Implement daily warm-ups that spiral back to high-priority readiness TEKS (such as proportionality, algebraic reasoning, and data analysis). Use a campus-wide tracker to ensure every standard is revisited multiple times before STAAR.	Teachers, Instructional Coach	All School Year																
3	Math Talk & Justification: Require students to explain their reasoning (both orally and in writing). This practice improves conceptual understanding and prepares them for STAAR open-ended items.	Teachers	All School Year																				
Oct	Jan	Apr	June																				

Strategy 2 Details				Reviews																			
Strategy 2: Systematic Intervention and Acceleration in Math Strategy's Expected Result/Impact: Ensures struggling students are supported in closing foundational gaps while advanced students are pushed into higher performance bands, directly impacting the meets and masters percentages. Staff Responsible for Monitoring: Teachers, Instructional Coach, Department Chair, Administrators <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Data-Driven Small Groups: After each common assessment, regroup students into intervention and enrichment groups. Struggling students receive reteach on essential TEKS, while students at meets are challenged with masters-level enrichment tasks.</td><td>Teachers, Instructional Coach</td><td>Academic School Year</td></tr><tr><td>2</td><td>Math Lab / Pull-Out Support: Provide targeted "Math Lab" time for students identified as at-risk, with focus on problem-solving strategies, computational fluency, and test-taking stamina.</td><td>Teachers, Interventionists, Instructional Coach</td><td>Academic School Year</td></tr><tr><td>3</td><td>Extended Learning Opportunities: Offer after-school and Saturday STAAR Math Academy with a focus on high-yield TEKS (fractions, proportionality, linear relationships, geometry). Advanced students work on enrichment tasks like STAAR Released Masters-level questions to push growth at the top end.</td><td>Teachers, Interventionists, Instructional Coach, Administrators</td><td>October 2025-April 2025</td></tr></table> Problem Statements: Student Learning 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Data-Driven Small Groups: After each common assessment, regroup students into intervention and enrichment groups. Struggling students receive reteach on essential TEKS, while students at meets are challenged with masters-level enrichment tasks.	Teachers, Instructional Coach	Academic School Year	2	Math Lab / Pull-Out Support: Provide targeted "Math Lab" time for students identified as at-risk, with focus on problem-solving strategies, computational fluency, and test-taking stamina.	Teachers, Interventionists, Instructional Coach	Academic School Year	3	Extended Learning Opportunities: Offer after-school and Saturday STAAR Math Academy with a focus on high-yield TEKS (fractions, proportionality, linear relationships, geometry). Advanced students work on enrichment tasks like STAAR Released Masters-level questions to push growth at the top end.	Teachers, Interventionists, Instructional Coach, Administrators	October 2025-April 2025	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																
				1	Data-Driven Small Groups: After each common assessment, regroup students into intervention and enrichment groups. Struggling students receive reteach on essential TEKS, while students at meets are challenged with masters-level enrichment tasks.	Teachers, Instructional Coach	Academic School Year																
2	Math Lab / Pull-Out Support: Provide targeted "Math Lab" time for students identified as at-risk, with focus on problem-solving strategies, computational fluency, and test-taking stamina.	Teachers, Interventionists, Instructional Coach	Academic School Year																				
3	Extended Learning Opportunities: Offer after-school and Saturday STAAR Math Academy with a focus on high-yield TEKS (fractions, proportionality, linear relationships, geometry). Advanced students work on enrichment tasks like STAAR Released Masters-level questions to push growth at the top end.	Teachers, Interventionists, Instructional Coach, Administrators	October 2025-April 2025																				
Oct	Jan	Apr	June																				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of quality tier 1 instruction in the classrooms, as evidenced by the overall district STAAR Meets performance level being <60% in reading, math, social studies, and science. Root Cause: There is an absence of a consistently implemented, district-wide instructional framework that ensures alignment between curriculum, instructional practices, and assessment rigor, which results in fragmented delivery of Tier 1 instruction and contributes to low student performance across content areas.

Priority 1: Student Academic Success

Goal 3: By June 2026, student achievement on the state assessments in Science will increase at approaches from 59% to 64%, meets from 29% to 34%, and masters from 9% to 14% on the STAAR test.

Evaluation Data Sources: Edugence, DCAs, Benchmarks

Strategy 1 Details				Reviews			
Strategy 1: Strengthen Tier 1 Science Instruction with TEKS/SEP Alignment Strategy's Expected Result/Impact: Improves conceptual understanding, strengthens scientific reasoning, and ensures consistent exposure to STAAR-tested rigor. Staff Responsible for Monitoring: Teachers, Department Chairs, Instructional Coach and Administrators				Formative			Summative
				Oct	Jan	Apr	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Daily Use of Exit Tickets: Science teachers will implement short, STAAR-aligned exit tickets focusing on readiness standards (e.g., force and motion, matter and energy, Earth/space systems). These should be designed at approaches, meets, and masters levels to expose students to the full rigor.	Teachers, Instructional Coach	Academic School Year				
2	Embedded SEP & CER Practices: Integrate Science and Engineering Practices (SEP) daily, requiring students to engage in Claim-Evidence-Reasoning (CER) writing tasks. This strengthens their ability to analyze data, interpret experiments, and justify answers--key skills for STAAR constructed responses.	Teachers, Instructional Coach	Academic School Year				
3	Hands-On, Inquiry-Based Labs: Ensure students consistently conduct labs and simulations rather than relying solely on textbook learning. Reinforce vocabulary acquisition during labs to build both content knowledge and language proficiency, especially for EB/EL students.	Teachers, Instructional Coach	Academic School Year				
Problem Statements: Student Learning 1							

Strategy 2 Details				Reviews			
Strategy 2: Systematic Intervention & Enrichment for Science Strategy's Expected Result/Impact: Closes performance gaps for struggling learners while pushing advanced students toward higher performance bands, directly improving results at meets and masters. Staff Responsible for Monitoring: Teachers, Department Chair, Instructional Coach, Administrators				Formative			Summative
				Oct	Jan	Apr	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Targeted Interventions by TEKS Clusters: After unit assessments, group students based on mastery of high-yield TEKS (e.g., 8th grade physical science readiness standards). Provide reteach interventions for students below approaches and enrichment lessons for students already meeting grade-level expectations.	Teachers, Interventionists, Instructional Coach	Academic School Year				
2	Cross-Curricular Literacy Support: Partner with ELA teachers to embed reading comprehension strategies for science texts (annotating passages, analyzing graphs/tables, interpreting experiment results). This directly supports struggling readers in science STAAR.	Teachers, Interventionists	Academic School Year				
3	After-School/Saturday Science STAAR Academy: Focus extended learning time on labs, test-taking strategies, and analysis of released STAAR questions. Provide enrichment groups for students at meets level to push toward masters.	Teachers, Interventionists, Instructional Coach, Administrators	October 2025 - April 2025				
Problem Statements: Student Learning 1							
<div><div><div></div><div>No Progress</div></div><div><div></div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>							

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of quality tier 1 instruction in the classrooms, as evidenced by the overall district STAAR Meets performance level being <60% in reading, math, social studies, and science. Root Cause: There is an absence of a consistently implemented, district-wide instructional framework that ensures alignment between curriculum, instructional practices, and assessment rigor, which results in fragmented delivery of Tier 1 instruction and contributes to low student performance across content areas.

Priority 1: Student Academic Success

Goal 4: By June 2026, student achievement on the state assessments in Social Studies will increase at approaches from 34% to 39%, meets from 14% to 19%, and masters from 5% to 10%on the STAAR test.





Evaluation Data Sources: Edugence, DCAs, Benchmarks

Strategy 1 Details				Reviews																			
<p>Strategy 1: Strengthen Tier 1 Social Studies Instruction through Content Literacy</p> <p>Strategy's Expected Result/Impact: Strengthens literacy, historical thinking skills, and familiarity with STAAR-tested question types, moving students up from approaches toward meets and masters.</p> <p>Staff Responsible for Monitoring: Teachers, Department Chairs, Instructional Coach, Administrators</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>STAAR-Aligned Questioning: Embed STAAR-style questions (chronology, cause/effect, primary source analysis, government, economics, geography) into daily lessons and exit tickets. Questions should be written at approaches, meets, and masters levels to gradually expose students to the rigor needed for growth.</td><td>Teachers</td><td>Academic School Year</td></tr><tr><td>2</td><td>Primary Source Integration: Require regular analysis of maps, charts, graphs, political cartoons, and historical documents. Students should annotate and answer CER-style prompts to practice making claims with evidence.</td><td>Teachers</td><td>Academic School Year</td></tr><tr><td>3</td><td>Academic Vocabulary Emphasis: Build structured routines for mastering academic and content-specific vocabulary (e.g., through Frayer models, word walls, and quick writes). This is especially critical for EB/EL learners who often struggle with Social Studies' dense terminology.</td><td>Teachers, Interventionists, Instructional Coach</td><td>Academic School Year</td></tr></table> <p>Problem Statements: Student Learning 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	STAAR-Aligned Questioning: Embed STAAR-style questions (chronology, cause/effect, primary source analysis, government, economics, geography) into daily lessons and exit tickets. Questions should be written at approaches, meets, and masters levels to gradually expose students to the rigor needed for growth.	Teachers	Academic School Year	2	Primary Source Integration: Require regular analysis of maps, charts, graphs, political cartoons, and historical documents. Students should annotate and answer CER-style prompts to practice making claims with evidence.	Teachers	Academic School Year	3	Academic Vocabulary Emphasis: Build structured routines for mastering academic and content-specific vocabulary (e.g., through Frayer models, word walls, and quick writes). This is especially critical for EB/EL learners who often struggle with Social Studies' dense terminology.	Teachers, Interventionists, Instructional Coach	Academic School Year	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																
				1	STAAR-Aligned Questioning: Embed STAAR-style questions (chronology, cause/effect, primary source analysis, government, economics, geography) into daily lessons and exit tickets. Questions should be written at approaches, meets, and masters levels to gradually expose students to the rigor needed for growth.	Teachers	Academic School Year																
				2	Primary Source Integration: Require regular analysis of maps, charts, graphs, political cartoons, and historical documents. Students should annotate and answer CER-style prompts to practice making claims with evidence.	Teachers	Academic School Year																
3	Academic Vocabulary Emphasis: Build structured routines for mastering academic and content-specific vocabulary (e.g., through Frayer models, word walls, and quick writes). This is especially critical for EB/EL learners who often struggle with Social Studies' dense terminology.	Teachers, Interventionists, Instructional Coach	Academic School Year																				
Oct	Jan	Apr	June																				

Strategy 2 Details				Reviews			
Strategy 2: Data-Driven Intervention & Enrichment in Social Studies Strategy's Expected Result/Impact: Improves mastery of tested standards, builds student confidence with STAAR question formats, and accelerates growth into higher achievement bands. Staff Responsible for Monitoring: Teachers, Department Chair, Instructional Coach, Administrators				Formative			Summative
				Oct	Jan	Apr	June

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Small-Group Interventions by Theme: After unit assessments, regroup students by performance levels (approaches, meets, masters). Provide targeted reteach sessions for students struggling with major historical eras and enrichment opportunities (e.g., DBQs, STAAR Released Masters-level questions) for higher performers.	Teachers, Interventionists	Academic School Year
2	Cross-Curricular Literacy Collaboration: Partner with ELA teachers to reinforce reading strategies (summarization, identifying bias, analyzing cause-and-effect relationships) within social studies texts.	Teachers, Interventionists	Academic School Year
3	Extended Learning Opportunities: Offer Social Studies "STAAR Camps" before testing--focused on high-yield TEKS, constructed response practice, and strategies for interpreting visuals (charts, timelines, political cartoons).	Teachers, Interventionists, Administrators	Academic School Year

Problem Statements: Student Learning 1

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of quality tier 1 instruction in the classrooms, as evidenced by the overall district STAAR Meets performance level being <60% in reading, math, social studies, and science. Root Cause: There is an absence of a consistently implemented, district-wide instructional framework that ensures alignment between curriculum, instructional practices, and assessment rigor, which results in fragmented delivery of Tier 1 instruction and contributes to low student performance across content areas.

Priority 2: Students, Families, and Community

Goal 1: Campus Goal #1: By June 2026, stakeholder's beliefs as measured on the Spring Climate Survey "in our commitment to prepare our students for college career readiness" will increase from 93% to 96%.





Evaluation Data Sources: Panorama

Strategy 1 Details				Reviews																			
Strategy 1: Strengthen College and Career Readiness Exposure Strategy's Expected Result/Impact: Students will gain increased access to college and career readiness opportunities, resulting in stronger stakeholder confidence in the campus's ability to prepare students for postsecondary success. Survey results will reflect a measurable increase in parent and community satisfaction with CCR preparation. Staff Responsible for Monitoring: Counselors and Administrators <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Host college and career events (e.g., College Nights, Career Fairs, Workforce Panels) at least once per semester with participation from local colleges, businesses, and workforce partners.</td><td>Counselors, Teachers, Administrators</td><td>Fall Semester 2025</td></tr><tr><td>2</td><td>Implement grade-level CCR activities (resume building, interview skills workshops, goal-setting conferences) tied to GEAR UP or AVID strategies.</td><td>Counselors, Teachers, Administrators</td><td>Academic School Year</td></tr><tr><td>3</td><td>Provide parent education sessions (e.g., FAFSA workshops, workforce certification pathways, dual credit opportunities) to equip families with resources to support their child's readiness.</td><td>Counselors, Teachers, Administrators</td><td>Spring Semester 2025</td></tr></table> Problem Statements: School Processes & Programs 2				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Host college and career events (e.g., College Nights, Career Fairs, Workforce Panels) at least once per semester with participation from local colleges, businesses, and workforce partners.	Counselors, Teachers, Administrators	Fall Semester 2025	2	Implement grade-level CCR activities (resume building, interview skills workshops, goal-setting conferences) tied to GEAR UP or AVID strategies.	Counselors, Teachers, Administrators	Academic School Year	3	Provide parent education sessions (e.g., FAFSA workshops, workforce certification pathways, dual credit opportunities) to equip families with resources to support their child's readiness.	Counselors, Teachers, Administrators	Spring Semester 2025	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																
				1	Host college and career events (e.g., College Nights, Career Fairs, Workforce Panels) at least once per semester with participation from local colleges, businesses, and workforce partners.	Counselors, Teachers, Administrators	Fall Semester 2025																
2	Implement grade-level CCR activities (resume building, interview skills workshops, goal-setting conferences) tied to GEAR UP or AVID strategies.	Counselors, Teachers, Administrators	Academic School Year																				
3	Provide parent education sessions (e.g., FAFSA workshops, workforce certification pathways, dual credit opportunities) to equip families with resources to support their child's readiness.	Counselors, Teachers, Administrators	Spring Semester 2025																				
Oct	Jan	Apr	June																				

Strategy 2 Details				Reviews			
Strategy 2: Strengthen Communication and Visibility of CCR Initiatives Strategy's Expected Result/Impact: Parents, staff, and community stakeholders will have greater awareness of the campus's CCR initiatives, leading to improved perceptions of the school's commitment as reflected in the Climate Survey. Engagement metrics (attendance at CCR events, website/social media hits) will also increase. Staff Responsible for Monitoring: Counselors, Teachers, Administrators				Formative			Summative
				Oct	Jan	Apr	June

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Develop a CCR communication plan that highlights college and career readiness events, success stories, and resources through newsletters, social media, and the campus website.	Teachers, Counselors	Academic School Year
2	Provide quarterly stakeholder updates (in parent meetings, faculty meetings, and community forums) showcasing student achievements and CCR program outcomes.	Teachers, Counselors, Administrators	Academic School Year
3	Establish a CCR advisory committee of teachers, parents, students, and community partners to provide feedback, improve programming, and promote shared accountability for CCR goals.	Teachers, Counselors, Administrators	Fall 2025

Problem Statements: School Processes & Programs 2

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Although campus provided opportunities for student and parental participation in programs to expose students and families for post secondary readiness opportunities, there was a limited amount of participation. . Root Cause: Lack of communication and lack of collaboration with all stakeholders results in minimal participation.


Priority 2: Students, Families, and Community


Goal 2: By June 2026, Reed Middle School will implement Parent University sessions twice annually (fall and spring) to increase family engagement and support. Each session will provide parents and guardians with workforce development opportunities, college and career education resources, mental health awareness, and health-related services. At least 70% of participating families will report increased knowledge and access to resources that support student success, as measured by post-event surveys and participation data.


Evaluation Data Sources: Agendas, Attendance Logs, Surveys


Strategy 1 Details				Reviews																			
Strategy 1: Strategic Partnerships and Community Collaboration Strategy's Expected Result/Impact: Builds strong community connections and ensures parents receive credible, high-quality information that directly supports student success and family well-being. Staff Responsible for Monitoring: Counselors <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Partner with local colleges/universities, workforce agencies, and health organizations (e.g., community colleges, workforce commissions, hospitals, mental health agencies) to provide expertise and resources during Parent University sessions.</td><td>Counselors</td><td>Fall 2025 and Spring 2026</td></tr><tr><td>2</td><td>Incorporate breakout sessions for workforce skills (resume writing, interview prep, certification pathways), college readiness (financial aid, dual credit, scholarships), and health/mental health awareness.</td><td>Counselors</td><td>Fall 2025 and Spring 2026</td></tr><tr><td>3</td><td>Translate materials and provide bilingual facilitators to ensure accessibility for all families.</td><td>Counselors</td><td>Fall 2025 and Spring 2026</td></tr></table> Problem Statements: School Processes & Programs 2				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Partner with local colleges/universities, workforce agencies, and health organizations (e.g., community colleges, workforce commissions, hospitals, mental health agencies) to provide expertise and resources during Parent University sessions.	Counselors	Fall 2025 and Spring 2026	2	Incorporate breakout sessions for workforce skills (resume writing, interview prep, certification pathways), college readiness (financial aid, dual credit, scholarships), and health/mental health awareness.	Counselors	Fall 2025 and Spring 2026	3	Translate materials and provide bilingual facilitators to ensure accessibility for all families.	Counselors	Fall 2025 and Spring 2026	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																
				1	Partner with local colleges/universities, workforce agencies, and health organizations (e.g., community colleges, workforce commissions, hospitals, mental health agencies) to provide expertise and resources during Parent University sessions.	Counselors	Fall 2025 and Spring 2026																
2	Incorporate breakout sessions for workforce skills (resume writing, interview prep, certification pathways), college readiness (financial aid, dual credit, scholarships), and health/mental health awareness.	Counselors	Fall 2025 and Spring 2026																				
3	Translate materials and provide bilingual facilitators to ensure accessibility for all families.	Counselors	Fall 2025 and Spring 2026																				
Oct	Jan	Apr	June																				

Strategy 2 Details				Reviews																			
Strategy 2: Engagement, Accessibility, and Measurable Outcomes Strategy's Expected Result/Impact: Increases parent attendance and engagement, ensures events meet family needs, and provides measurable data to demonstrate progress toward CIP goals. Staff Responsible for Monitoring: Counselors <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Schedule Parent University sessions twice annually (fall and spring) with flexible times (e.g., evening or Saturday) and provide childcare, meals, and incentives (raffles, school supplies) to increase participation.</td><td>Counselors</td><td></td></tr><tr><td>2</td><td>Collect parent feedback via surveys after each event to measure satisfaction, knowledge gained, and resource access, and use results to refine future sessions.</td><td>Teachers</td><td></td></tr><tr><td>3</td><td>Track attendance data by grade level and demographic group to ensure equitable participation across the school community.</td><td>Administrators</td><td></td></tr></table> Problem Statements: School Processes & Programs 2				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Schedule Parent University sessions twice annually (fall and spring) with flexible times (e.g., evening or Saturday) and provide childcare, meals, and incentives (raffles, school supplies) to increase participation.	Counselors		2	Collect parent feedback via surveys after each event to measure satisfaction, knowledge gained, and resource access, and use results to refine future sessions.	Teachers		3	Track attendance data by grade level and demographic group to ensure equitable participation across the school community.	Administrators		Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																
				1	Schedule Parent University sessions twice annually (fall and spring) with flexible times (e.g., evening or Saturday) and provide childcare, meals, and incentives (raffles, school supplies) to increase participation.	Counselors																	
2	Collect parent feedback via surveys after each event to measure satisfaction, knowledge gained, and resource access, and use results to refine future sessions.	Teachers																					
3	Track attendance data by grade level and demographic group to ensure equitable participation across the school community.	Administrators																					
Oct	Jan	Apr	June																				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Although campus provided opportunities for student and parental participation in programs to expose students and families for post secondary readiness opportunities, there was a limited amount of participation. . Root Cause: Lack of communication and lack of collaboration with all stakeholders results in minimal participation.

Priority 2: Students, Families, and Community

Goal 3: By June 2026, ADA will increase from 94 to 96%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Implement a proactive attendance monitoring and intervention system to identify and support students with attendance concerns.</p> <p>Administrators, counselors, and attendance clerks will review attendance data weekly, ihave monthly meetings, communicate with families regarding absences, and implement tiered interventions including parent conferences, attendance contracts, and home visits as needed</p> <p>Strategy's Expected Result/Impact: Weekly attendance reviews conducted by administration and attendance teams.</p> <p>100% of students falling below 90% attendance will receive documented intervention and follow-up.</p> <p>Campus ADA will increase from 94% to 96% by June 2026.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Perceptions 1</p>	<div><div></div></div> <div>No Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 3 Problem Statements:

Perceptions
<p>Problem Statement 1: African American students' disciplinary consequences are disproportionately higher, as evidenced by the percentage of ISS/OSS placements during the 2023-2024 school year when compared to Hispanic students. African American ISS placements (56 of 80), while Hispanic ISS placements (16 out of 80). African American OSS placements (100 out of 140) while Hispanic OSS placements (28 out of 140) Root Cause: Restorative practices (CHAMPS) are not effectively implemented, and there is a lack of culturally responsive education.</p>

Priority 2: Students, Families, and Community

Goal 4: By June 2026, the percent of 8th grade students meeting Texas Success Initiative (TSI) will increase from 0 to 15 by June 2026.

Strategy 1 Details	Reviews			
Strategy 1: Implement TSI awareness and preparation programs for students, staff, and families to build understanding of the TSI assessment and its connection to college readiness. Counselors, teachers, and administrators will collaborate to introduce informational sessions, parent workshops, and classroom lessons explaining TSI requirements, testing procedures, and score implications. Strategy's Expected Result/Impact: 100% of 8th-grade students and families will participate in at least one TSI awareness activity before the spring assessment. Student surveys will show increased awareness of TSI purpose and expectations by at least 20% from pre- to post-awareness sessions. TSI participation rate will increase to 90% of eligible 8th-grade students by spring 2026. Staff Responsible for Monitoring: Administrators, Teachers, and Counselors Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div>No Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 4 Problem Statements:

School Processes & Programs
Problem Statement 2: Although campus provided opportunities for student and parental participation in programs to expose students and families for post secondary readiness opportunities, there was a limited amount of participation. . Root Cause: Lack of communication and lack of collaboration with all stakeholders results in minimal participation.

Priority 3: Personnel and Professional Development

Goal 1: By June 2026, the number of teachers meeting "accomplished" or higher on T-TESS 2.1 will increase from 21% to 26% .






Strategy 1 Details		Reviews			
Strategy 1: Provide targeted professional development and instructional coaching focused on high-yield instructional practices that align with T-TESS Dimension 2.1, including lesson alignment, clarity of learning goals, and student engagement. Strategy's Expected Result/Impact: 100% of teachers will participate in at least three professional development sessions directly tied to T-TESS Dimension 2.1 by May 2026. Walkthrough and observation data will show an increase in evidence of clear learning objectives and student engagement strategies across classrooms. The percentage of teachers rated "Accomplished" or higher on Dimension 2.1 will increase from 21% to 26% by June 2026. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 2		Formative			Summative
		Oct	Jan	Apr	June
		<div><div></div>No Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

Goal 1 Problem Statements:

Demographics
Problem Statement 2: Reed Middle School staff turnover has caused a reduction in the number of years of experience for the instructional staff that has the most substantial impact on student achievement. Root Cause: Reed Middle School has not adequately provided a consistent plan for instructional training and peer mentorship that adequately impacts teacher growth and development.

Priority 3: Personnel and Professional Development

Goal 2: The percentage of teachers holding a valid Texas Certification will increase from 85% to 88% by 2028.

Strategy 1 Details		Reviews			
Strategy 1: Establish a campus-based support and accountability system to assist uncertified teachers in progressing through their certification programs. The principal and mentor teachers will provide guidance, encouragement, and structured check-ins for uncertified staff. Certification progress will be tracked each grading period to ensure timely completion of testing, coursework, and program requirements. Strategy's Expected Result/Impact: 100% of uncertified teachers will have an individualized certification plan on file by the end of the first semester Quarterly progress meetings will be held to document milestones such as test registration, coursework completion, and program advancement. At least 75% of uncertified teachers will complete or advance to the final phase of their certification program by the end of the 2027-28 school year. Increased teacher certification rates will improve instructional capacity and contribute to the campus reaching 88% certified staff by 2028. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 2		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 2 Problem Statements:

Demographics
Problem Statement 2: Reed Middle School staff turnover has caused a reduction in the number of years of experience for the instructional staff that has the most substantial impact on student achievement. Root Cause: Reed Middle School has not adequately provided a consistent plan for instructional training and peer mentorship that adequately impacts teacher growth and development.

Priority 3: Personnel and Professional Development

Goal 3: By June 2028, the campus will increase the number of teachers earning a Teacher Incentive Allotment (TIA) designation by building teacher capacity through high-quality professional development, targeted coaching, and data-driven instructional practices, resulting in at least 10% of campus teachers earning a TIA distinction.

Evaluation Data Sources: Edugence

Strategy 1 Details				Reviews											
<p>Strategy 1: Implement a comprehensive teacher development system that combines job-embedded professional learning, targeted coaching cycles, and frequent data reviews to strengthen instructional practices and student outcomes aligned to TIA performance measures.</p> <p>Strategy's Expected Result/Impact: By systematically building teacher capacity, the campus will increase the number of teachers eligible for and earning TIA distinctions. Teachers will demonstrate improved instructional effectiveness, higher student growth outcomes, and stronger T-TESS ratings, resulting in at least 10% of teachers earning a TIA designation by June 2028. This will also promote higher staff retention, professional growth, and overall student achievement.</p> <p>Staff Responsible for Monitoring: Administrators</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>The campus will establish a professional learning calendar aligned to TIA performance criteria and student growth measures. Teachers will participate in coaching cycles that include classroom observations, feedback conferences, and model lessons. PLCs will analyze student data biweekly to identify instructional gaps and monitor progress toward growth goals. Administrators will conduct calibrated T-TESS evaluations to ensure consistency in teacher feedback and alignment to TIA expectations. Progress will be reviewed each semester to identify teachers on track for TIA designation and provide additional targeted support as needed.</td><td>Administrators</td><td>August - May</td></tr></table> <p>Problem Statements: Demographics 2</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	The campus will establish a professional learning calendar aligned to TIA performance criteria and student growth measures. Teachers will participate in coaching cycles that include classroom observations, feedback conferences, and model lessons. PLCs will analyze student data biweekly to identify instructional gaps and monitor progress toward growth goals. Administrators will conduct calibrated T-TESS evaluations to ensure consistency in teacher feedback and alignment to TIA expectations. Progress will be reviewed each semester to identify teachers on track for TIA designation and provide additional targeted support as needed.	Administrators	August - May	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline								
				1	The campus will establish a professional learning calendar aligned to TIA performance criteria and student growth measures. Teachers will participate in coaching cycles that include classroom observations, feedback conferences, and model lessons. PLCs will analyze student data biweekly to identify instructional gaps and monitor progress toward growth goals. Administrators will conduct calibrated T-TESS evaluations to ensure consistency in teacher feedback and alignment to TIA expectations. Progress will be reviewed each semester to identify teachers on track for TIA designation and provide additional targeted support as needed.	Administrators	August - May								
Oct	Jan	Apr	June												

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3 Problem Statements:

Demographics

Problem Statement 2: Reed Middle School staff turnover has caused a reduction in the number of years of experience for the instructional staff that has the most substantial impact on student achievement. **Root Cause:** Reed Middle School has not adequately provided a consistent plan for instructional training and peer mentorship that adequately impacts teacher growth and development.

Priority 3: Personnel and Professional Development

Goal 4: The retention rate of "certified teachers" will increase from 79% to 82% by 2028.

Evaluation Data Sources: SBEC, Edugence, Master Schedule

Strategy 1 Details				Reviews											
<p>Strategy 1: Establish a teacher certification support system that provides mentoring, exam preparation resources, and ongoing monitoring of certification status to ensure all teachers are fully credentialed and in compliance with state requirements.</p> <p>Strategy's Expected Result/Impact: By implementing this support system, the campus will reduce the number of uncertified teachers and ensure that at least 88% of teachers hold a valid Texas certification by June 2028. Teachers will benefit from improved preparation for certification exams, timely renewal reminders, and mentoring support, which will lead to higher teacher retention, greater instructional stability, and compliance with state and district expectations.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>The principal and assistant principals will track teacher certification status and renewal timelines. Quarterly audits will be conducted to identify teachers in need of certification testing, additional coursework, or renewal support. Targeted test preparation sessions and study resources will be offered, and uncertified teachers will be paired with certified mentors for guidance. Staff will receive timely reminders and one-on-one support to complete renewal requirements, and all documentation will be submitted to HR to ensure district and TEA compliance.</td><td>Administrators</td><td></td></tr></table> <p>Problem Statements: Demographics 2</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	The principal and assistant principals will track teacher certification status and renewal timelines. Quarterly audits will be conducted to identify teachers in need of certification testing, additional coursework, or renewal support. Targeted test preparation sessions and study resources will be offered, and uncertified teachers will be paired with certified mentors for guidance. Staff will receive timely reminders and one-on-one support to complete renewal requirements, and all documentation will be submitted to HR to ensure district and TEA compliance.	Administrators		Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline								
				1	The principal and assistant principals will track teacher certification status and renewal timelines. Quarterly audits will be conducted to identify teachers in need of certification testing, additional coursework, or renewal support. Targeted test preparation sessions and study resources will be offered, and uncertified teachers will be paired with certified mentors for guidance. Staff will receive timely reminders and one-on-one support to complete renewal requirements, and all documentation will be submitted to HR to ensure district and TEA compliance.	Administrators									
Oct	Jan	Apr	June												

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4 Problem Statements:

Demographics

Problem Statement 2: Reed Middle School staff turnover has caused a reduction in the number of years of experience for the instructional staff that has the most substantial impact on student achievement. **Root Cause:** Reed Middle School has not adequately provided a consistent plan for instructional training and peer mentorship that adequately impacts teacher growth and development.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 1: The amount of funds spent on "instructional expenditures (Function 11)" will increase from 52.74% to 60% by 2028.

Strategy 1 Details				Reviews											
<p>Strategy 1: The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month.</p> <p>Strategy's Expected Result/Impact: The campus principal will conduct monthly reviews of Function Code 11 budget expenditures to ensure that funds are strategically aligned to support classroom instruction.</p> <p>100% of instructional expenditures will be verified for compliance and effectiveness in promoting student learning.</p> <p>Increased alignment of fiscal decisions with campus instructional priorities will result in more efficient use of resources, directly supporting improved teaching and learning outcomes.</p> <p>Documentation of monthly reviews and adjustments will reflect data-informed financial management that maximizes instructional impact.</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td></td><td>Administrators</td><td></td></tr></table> <p>Problem Statements: School Processes & Programs 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1		Administrators		Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline								
				1		Administrators									
Oct	Jan	Apr	June												
<div><div><div></div></div>No Progress</div>															

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Campus has failed to execute priorities of resources to ensure results for student achievement. Root Cause: The fiscal ability to maintain fiscal responsibility have been suppressed by needs in other areas that were bot effective.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 2: The district will improve the School FIRST rating from an A-90 to A-94 by 2028.

Strategy 1 Details	Reviews			
Strategy 1: The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year. Strategy's Expected Result/Impact: The principal will conduct two annual trainings for staff focused on purchasing protocols, budget procedures, and fiscal compliance expectations. 100% of staff with budget responsibilities will demonstrate understanding of district and state financial compliance requirements as measured by training attendance and post-training documentation. Improved staff awareness will result in zero audit findings related to campus purchasing or budget management. Consistent fiscal compliance and accurate expenditure tracking will contribute to the district's School FIRST rating increasing from A-90 to A-94 by 2028. Staff Responsible for Monitoring: Administrators Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div></div> No Progress			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Campus has failed to execute priorities of resources to ensure results for student achievement. Root Cause: The fiscal ability to maintain fiscal responsibility have been suppressed by needs in other areas that were bot effective.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 3: The district will reduce payroll expenditures by 5% from 85.36% to 80.36% by 2028.

Strategy 1 Details	Reviews			
Strategy 1: The principal will work with Human Resources to prioritize campus staffing based on student needs and instructional priorities to reduce expenditures at campus leveling and the district budgeting at district level and the district annual budget review. Strategy's Expected Result/Impact: The principal will collaborate with Human Resources during campus leveling and the district budgeting process to ensure staffing allocations align with student enrollment, instructional priorities, and fiscal responsibility. Staffing adjustments and vacancy management will reflect data-informed decisions that balance student needs with budget efficiency. Annual campus expenditure reports will show progress toward the district goal of reducing payroll expenditures by 5%, decreasing from 85.36% to 80.36% by 2028. Strategic staffing decisions will support equitable class sizes, maintain instructional quality, and contribute to improved fiscal efficiency across the district. Staff Responsible for Monitoring: Administrators Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div>No Progress</div>			
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				

Goal 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Campus has failed to execute priorities of resources to ensure results for student achievement. Root Cause: The fiscal ability to maintain fiscal responsibility have been suppressed by needs in other areas that were bot effective.

State Compensatory

Budget for Reed Middle School

Total SCE Funds: \$3,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

State Compensatory Education (SCE) Funds provide extra support for students who are at risk or have not met academic standards.

Title I

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Please see Title I Crate for the following documentation.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Our plan is coordinated with Federal, State and local programs, integrating resources to support students' academic, behavioral, social-emotional needs and continuously enrollment.