Duncanville Independent School District

Byrd Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: F

Board Approval Date: October 20, 2025
Public Presentation Date: October 8, 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

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Comprehensive Needs Assessment

Revised/Approved: October 1, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

Byrd Middle School serves a diverse and dynamic student population with significant academic, social, and behavioral needs. As a campus identified for Additional Targeted Support under the TEA's accountability system, Byrd faces persistent challenges with student achievement, subgroup performance, and instructional consistency. This Comprehensive Needs Assessment (CNA) synthesizes findings across four key domains—**Demographics, Student Learning, School Processes & Programs, and Perceptions**—to identify the highest-priority areas for improvement and guide campus planning efforts.

Byrd MS educates a predominantly African American and Hispanic student body, with over 83% of students classified as economically disadvantaged. Additional high-needs groups include English Language Learners (ELs), Special Education students, and students identified as highly mobile. These populations face multiple barriers to academic success, including chronic absenteeism, language acquisition challenges, and socioeconomic instability.

Student performance across all tested areas remains below state expectations. In 2025 STAAR results, only 44% of students reached Approaches Grade Level across tested subjects, with just 20% achieving Meets and 5% achieving Masters. Math and Social Studies are the lowest-performing content areas. Academic growth is also a concern, with a campus score of 46—well below the state target. Performance gaps remain severe for ELs, Special Education, and Economically Disadvantaged students.

Byrd MS has foundational structures in place, including PLCs, curriculum resources, and intervention time. However, inconsistencies in implementation, staff turnover, and lack of instructional coaching and accountability hinder these programs from driving strong outcomes. PLCs vary in quality, and data-use practices are not uniformly embedded.

Surveys, feedback, and observational data highlight concerns related to campus morale, stakeholder communication, and school climate. Staff report low morale and lack of clarity in schoolwide goals. Families want to be involved but express a need for clearer, more consistent communication. Students often report feeling disconnected from learning or not recognized for their efforts.

Based on the data analysis, Byrd Middle School has identified the following **campus-wide problem statements**:

1. **Low Academic Performance in Core Content Areas**
   Root Cause: Instruction not aligned with STAAR rigor; insufficient Tier 1 and 2 support.

2. **Insufficient Academic Growth Across Content Areas**
   Root Cause: Inadequate formative assessment and data-use cycles.

3. **Performance Gaps for Special Populations**
   Root Cause: Lack of differentiated strategies for EL, SPED, and ED students.

4. **Inconsistent Implementation of School Programs**
   Root Cause: Limited coaching and leadership support for program execution.

5. **Limited Student Engagement and Stakeholder Communication**
   Root Cause: Absence of structured engagement systems and shared leadership.

Demographics

Demographics Summary

Byrd Middle School serves a diverse student population, predominantly composed of African American and Hispanic students, with a high percentage identified as economically disadvantaged. Significant student groups also include English Language Learners (ELs), Special Education students, and a growing population of highly mobile students. This diversity presents a range of academic and behavioral needs that require targeted interventions and inclusive practices.

Demographics Strengths

- A racially and culturally diverse student population that enriches the school community.

- Dedicated staff with knowledge of working with diverse and high-needs populations.

- Systems in place to identify students for special programs and services.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Byrd MS serves a high percentage of at-risk students, yet current systems are not adequately addressing their diverse academic and behavioral needs.
Root Cause: Limited differentiated supports and interventions tailored to unique subgroup needs (e.g., EL, SPED, low SES) and inconsistent progress monitoring.

Student Learning

Student Learning Summary

2025 STAAR data reveals that only 44% of students scored at Approaches Grade Level or above across all subjects. Academic performance in Math and Social Studies is particularly concerning, with Meets Grade Level performance at just 13% and 7% respectively. Academic growth is also limited, with an Academic Growth score of 46, indicating that less than half of students demonstrated a full year of expected growth. Performance gaps persist for ELs, Special Education, and economically disadvantaged students across all content areas.

Student Learning Strengths

- Stronger relative performance in Reading compared to Math.

- Teachers are using some data sources to identify student needs.

- Interventions and tutorials exist on campus to support student learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall student academic achievement and growth are significantly below state standards, especially in Math, Social Studies, and among special populations.
Root Cause: Instruction is not consistently aligned with the rigor of STAAR; limited data-driven instructional practices and lack of targeted interventions for struggling students.

School Processes & Programs

School Processes & Programs Summary

While Byrd MS offers a variety of programs and has systems in place to support student learning, the data indicates a need to revisit instructional delivery, assessment alignment, and progress monitoring. Interventions and enrichment opportunities must be better aligned to data, especially in Math and Science. High teacher turnover and gaps in consistent professional learning cycles have also limited program implementation fidelity.

School Processes & Programs Strengths

- Established programs and curriculum tools available for all core content areas.

- Some teachers are implementing effective instructional practices with fidelity.

- PLC structures are in place to promote collaboration.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is inconsistency in the implementation of schoolwide instructional and intervention programs.
Root Cause: Inadequate professional development and support systems for staff, combined with high turnover and weak accountability for consistent program execution.

Perceptions

Perceptions Summary

Stakeholder feedback and observational data suggest challenges with school climate, academic expectations, and student engagement. Staff morale has been impacted by inconsistent communication and lack of clarity around improvement initiatives. Students report feeling disconnected from learning, and families desire more frequent and clear communication about student progress and opportunities for involvement.

Perceptions Strengths

- Staff and community express pride in the school's mission.

- Families are willing to engage when opportunities are accessible.

- Strong individual relationships exist between staff and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There are inconsistent perceptions of school climate, morale, and communication among students, staff, and families.
Root Cause: Lack of shared vision, inconsistent communication protocols, and limited structured engagement opportunities for stakeholders.

Priority Problem Statements

Problem Statement 1: Byrd MS serves a high percentage of at-risk students, yet current systems are not adequately addressing their diverse academic and behavioral needs.
Root Cause 1: Limited differentiated supports and interventions tailored to unique subgroup needs (e.g., EL, SPED, low SES) and inconsistent progress monitoring.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Overall student academic achievement and growth are significantly below state standards, especially in Math, Social Studies, and among special populations.
Root Cause 2: Instruction is not consistently aligned with the rigor of STAAR; limited data-driven instructional practices and lack of targeted interventions for struggling students.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is inconsistency in the implementation of schoolwide instructional and intervention programs.
Root Cause 3: Inadequate professional development and support systems for staff, combined with high turnover and weak accountability for consistent program execution.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There are inconsistent perceptions of school climate, morale, and communication among students, staff, and families.
Root Cause 4: Lack of shared vision, inconsistent communication protocols, and limited structured engagement opportunities for stakeholders.
Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Local benchmark or common assessments data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- State certified and high quality staff data
- Campus leadership data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Priorities

Priority 1: Student Academic Success

Goal 1: By June 2026, student achievement on the state assessments in Reading will increase at approaches from 63% to 83%, meets from 35% to 45%, and masters from 9% to 20% on the STAAR test.

High Priority

Evaluation Data Sources: 2026 Reading STAAR, Fall and Spring Benchmark data

Strategy 1 Details	Reviews			
Strategy 1: 100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increases STAAR scores based on set Domain I, II, and III target goals **Staff Responsible for Monitoring:** Teachers, Instructional Coach (Precious Boyd), Administration (William Davis) **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				
Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers will use the SustainED Reading PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.	**Formative**			**Summative**
	Oct	Jan	Apr	June
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Strategy 3 Details	Reviews			
Strategy 3: 100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.	**Formative**			**Summative**
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Strategy 4 Details	Reviews			
Strategy 4: 100% of core STAAR teachers will participate in a structured quarterly data conference cycle to review student performance data from district assessments, and i-Ready, identify priority standards and gaps in student mastery, and develop reteach and enrichment plans tailored to student needs.	**Formative**			**Summative**
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Strategy 5 Details	Reviews			
Strategy 5: 100% of core STAAR teachers will implement student trackers aligned to TEKS in Reading. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences.	**Formative**			**Summative**
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Strategy 6 Details	Reviews			
Strategy 6: 100% of core STAAR teachers will collect and analyze student work samples aligned to priority TEKS during weekly PLCs. Teachers will use samples to identify misconceptions, adjust instruction, and plan reteach opportunities. Evidence of implementation will be visible in student portfolios and walkthrough observations connecting work samples to instructional shifts.	**Formative**			**Summative**
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Strategy 7 Details	Reviews			
Strategy 7: 100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins.	Formative			Summative
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Strategy 8 Details	Reviews			
Strategy 8: 100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly.	Formative			Summative
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○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Overall student academic achievement and growth are significantly below state standards, especially in Math, Social Studies, and among special populations. **Root Cause**: Instruction is not consistently aligned with the rigor of STAAR; limited data-driven instructional practices and lack of targeted interventions for struggling students.

Priority 1: Student Academic Success

Goal 2: By June 2026, student achievement on the state assessments in Math will increase at approaches from 36% to 70%, meets from 13% to 30%, and masters from 4% to 15% on the STAAR test.

High Priority

Evaluation Data Sources: 2026 Math STAAR, Fall and Spring Benchmark data

Strategy 1 Details	Reviews			
Strategy 1: 100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increases STAAR scores based on set Domain I, II, and III target goals **Staff Responsible for Monitoring:** Teachers, Instructional Coach (Precious Boyd), Administration (Nathaniel Singleton) **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1	**Oct**	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers will use the SustainED Math PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increases STAAR scores based on set Domain I, II, and III target goals **Staff Responsible for Monitoring:** Teachers, Instructional Coach (Precious Boyd), Administration (Nathaniel Singleton) **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1	**Oct**	**Jan**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: 100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.	**Formative**			**Summative**
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Strategy 4 Details	Reviews			
Strategy 4: 100% of core STAAR teachers will participate in a structured quarterly data conference cycle to review student performance data from district assessments, and i-Ready, identify priority standards and gaps in student mastery, and develop reteach and enrichment plans tailored to student needs.	**Formative**			**Summative**
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Strategy 5 Details	Reviews			
Strategy 5: 100% of core STAAR teachers will implement student trackers aligned to TEKS in Math. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences.	**Formative**			**Summative**
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Strategy's Expected Result/Impact: Increases STAAR scores based on set Domain I, II, and III target goals
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    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**
    Problem Statements: Student Learning 1				

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 - **ESF Levers:**
Lever 5: Effective Instruction
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Strategy 7 Details	Reviews			
Strategy 7: 100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins.	**Formative**			**Summative**
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Strategy 8 Details	Reviews			
Strategy 8: 100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly.	**Formative**			**Summative**
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⬤ No Progress　　◯ Accomplished　　➡ Continue/Modify　　✖ Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Byrd MS serves a high percentage of at-risk students, yet current systems are not adequately addressing their diverse academic and behavioral needs.　**Root Cause**: Limited differentiated supports and interventions tailored to unique subgroup needs (e.g., EL, SPED, low SES) and inconsistent progress monitoring.

Student Learning

Problem Statement 1: Overall student academic achievement and growth are significantly below state standards, especially in Math, Social Studies, and among special populations. **Root Cause**: Instruction is not consistently aligned with the rigor of STAAR; limited data-driven instructional practices and lack of targeted interventions for struggling students.

Priority 1: Student Academic Success

Goal 3: By June 2026, student achievement on the state assessments in Science will increase at approaches from 44% to 72%, meets from 18% to 38%, and masters from 3% to 15% on the STAAR test.

High Priority

Evaluation Data Sources: 2026 Science STAAR, Fall and Spring Benchmark data

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will use the SustainED Science PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increases STAAR scores based on set Domain I target goals **Staff Responsible for Monitoring:** Teachers, Administration (Nathaniel Singleton) **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: 100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.	**Formative**			**Summative**
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Strategy 3 Details	Reviews			
Strategy 3: 100% of core STAAR teachers will participate in a structured quarterly data conference cycle to review student performance data from district assessments, and i-Ready, identify priority standards and gaps in student mastery, and develop reteach and enrichment plans tailored to student needs.	**Formative**			**Summative**
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Strategy 4 Details	Reviews			
Strategy 4: 100% of core STAAR teachers will implement student trackers aligned to TEKS in Science. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences.	**Formative**			**Summative**
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Strategy 6 Details		Reviews			
Strategy 6: 100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins.		**Formative**			**Summative**
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Strategy 7 Details	Reviews			

Strategy 7: 100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly.
 	
    Strategy's Expected Result/Impact: Increases STAAR scores based on set Domain I target goals
    Staff Responsible for Monitoring: Teachers, Administration (Nathaniel Singleton)
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**
    Problem Statements: Student Learning 1
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: Overall student academic achievement and growth are significantly below state standards, especially in Math, Social Studies, and among special populations.   **Root Cause**: Instruction is not consistently aligned with the rigor of STAAR; limited data-driven instructional practices and lack of targeted interventions for struggling students.

Priority 1: Student Academic Success

Goal 4: By June 2026, student achievement on the state assessments in Social Studies will increase at approaches from 36% to 67%, meets from 7% to 27%, and masters from 1% to 10%on the STAAR test.

High Priority

Evaluation Data Sources: 2026 Social Studies STAAR, Fall and Spring Benchmark data

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will use the SustainED Social Studies PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increases STAAR scores based on set Domain I target goals **Staff Responsible for Monitoring:** Teachers, Instructional Coach (Precious Boyd), Administration (Gerardo Fuentes) **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: 100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.	**Formative**			**Summative**
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Strategy's Expected Result/Impact: Increases STAAR scores based on set Domain I target goals **Staff Responsible for Monitoring:** Teachers, Administration (Gerardo Fuentes) **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 3 Details		Reviews			
Strategy 3: 100% of core STAAR teachers will participate in a structured quarterly data conference cycle to review student performance data from district assessments, and i-Ready, identify priority standards and gaps in student mastery, and develop reteach and enrichment plans tailored to student needs.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increases STAAR scores based on set Domain I target goals **Staff Responsible for Monitoring:** Teachers, Administration (Gerardo Fuentes) **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1					

Strategy 4 Details		Reviews			
Strategy 4: 100% of core STAAR teachers will implement student trackers aligned to TEKS in Social Studies. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increases STAAR scores based on set Domain I target goals **Staff Responsible for Monitoring:** Teachers, Administration (Gerardo Fuentes) **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1					

Strategy 5 Details	Reviews			
Strategy 5: 100% of core STAAR teachers will collect and analyze student work samples aligned to priority TEKS during weekly PLCs. Teachers will use samples to identify misconceptions, adjust instruction, and plan reteach opportunities. Evidence of implementation will be visible in student portfolios and walkthrough observations connecting work samples to instructional shifts.	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increases STAAR scores based on set Domain I target goals **Staff Responsible for Monitoring:** Teachers, Administration (Gerardo Fuentes) **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 6 Details	Reviews			
Strategy 6: 100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins.	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increases STAAR scores based on set Domain I target goals **Staff Responsible for Monitoring:** Administration (William Davis, Gerardo Fuentes, Nathaniel Singleton) **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 7 Details	Reviews			
Strategy 7: 100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly. **Strategy's Expected Result/Impact:** Increases STAAR scores based on set Domain I target goals **Staff Responsible for Monitoring:** Teachers, Administration (Gerardo Fuentes) **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

○ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 1: Overall student academic achievement and growth are significantly below state standards, especially in Math, Social Studies, and among special populations. **Root Cause**: Instruction is not consistently aligned with the rigor of STAAR; limited data-driven instructional practices and lack of targeted interventions for struggling students.

Priority 2: Students, Families, and Community

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 form 50% to 70%.

Strategy 1 Details	Reviews			
Strategy 1: By June 2026, 60% of all students will attend Career Day	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will interact with different colleges and career pathways available to raise their awareness of CCMR	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors (Campbell, Griffin) **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 1	No Progress			

No Progress   Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: There are inconsistent perceptions of school climate, morale, and communication among students, staff, and families. **Root Cause**: Lack of shared vision, inconsistent communication protocols, and limited structured engagement opportunities for stakeholders.

Priority 2: Students, Families, and Community

Goal 2: By June 2026, ADA will increase from 93% to 96%.

Strategy 1 Details	Reviews			
Strategy 1: The campus will implement Attendance Incentives, such as "No Tardy Party", "Nearly Perfect Attendance Celebration" and points towards their House.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student attending school and being on time to class **Staff Responsible for Monitoring:** Attendance Clerk (Martinez), Counselors (Campbell, Griffin), Administration (Davis, Fuentes, Singleton) **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 1	No Progress			

Strategy 2 Details	Reviews			
Strategy 2: Campus Administration will meet with students and families once a student hits 5 unexcused absences (Counselors)and 7 unexcused absences (Assistant Principals)	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease chronic absenteeism numbers across the campus **Staff Responsible for Monitoring:** Counselors (Campbell, Griffin), Administration (Davis, Fuentes, Singleton) **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 1	No Progress			

No Progress	Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2 Problem Statements:

Perceptions
Problem Statement 1: There are inconsistent perceptions of school climate, morale, and communication among students, staff, and families. **Root Cause**: Lack of shared vision, inconsistent communication protocols, and limited structured engagement opportunities for stakeholders.

Priority 2: Students, Families, and Community

Goal 3: By June 2026, the campus will off a Bridge TSIA program all 8th graders.

Strategy 1 Details	Reviews			
Strategy 1: Campus administration will coordinate with the Curriculum & Instruction department to determine a date and resources needed for the program	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: The number of students passing the TSIA will increase **Staff Responsible for Monitoring:** Administration (Davis) **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	No Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: Overall student academic achievement and growth are significantly below state standards, especially in Math, Social Studies, and among special populations. **Root Cause**: Instruction is not consistently aligned with the rigor of STAAR; limited data-driven instructional practices and lack of targeted interventions for struggling students.

Priority 3: Personnel and Professional Development

Goal 1: By June 2026, the number of teachers meeting "accomplished" or higher on T-TESS will increase 5% by June 2026.

Strategy 1 Details	Reviews			
Strategy 1: By May 2026, campus leaders will conduct 5 weekly instructional walkthroughs with teachers, providing timely, actionable feedback within 48 hours of each walkthrough.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: At least a 5% increase in the number of teachers rated "Accomplished" or higher in the T-TESS dimensions of Planning, Instruction, and Learning Environment. **Staff Responsible for Monitoring:** Administration (Davis, Fuentes, Singleton) **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	No Progress			

◯ No Progress	◯ Accomplished	➔ Continue/Modify	✕ Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: Byrd MS serves a high percentage of at-risk students, yet current systems are not adequately addressing their diverse academic and behavioral needs. **Root Cause**: Limited differentiated supports and interventions tailored to unique subgroup needs (e.g., EL, SPED, low SES) and inconsistent progress monitoring.
Student Learning
Problem Statement 1: Overall student academic achievement and growth are significantly below state standards, especially in Math, Social Studies, and among special populations. **Root Cause**: Instruction is not consistently aligned with the rigor of STAAR; limited data-driven instructional practices and lack of targeted interventions for struggling students.
School Processes & Programs
Problem Statement 1: There is inconsistency in the implementation of schoolwide instructional and intervention programs. **Root Cause**: Inadequate professional development and support systems for staff, combined with high turnover and weak accountability for consistent program execution.

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: 100% of non-certified teachers will participate in quarterly check-ins with Administration to identify key task to complete (modules, practice exams, TExES exam). Teachers will ensure they have taken and passed their content exam and PPR by April 1, 2025.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Ensures that all teachers are certified in their content area for the 2026-2027 school year **Staff Responsible for Monitoring:** Administration (Davis) **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: Overall student academic achievement and growth are significantly below state standards, especially in Math, Social Studies, and among special populations. **Root Cause**: Instruction is not consistently aligned with the rigor of STAAR; limited data-driven instructional practices and lack of targeted interventions for struggling students.

Priority 3: Personnel and Professional Development

Goal 3: The retention rate of "certified teachers" will increase from 79% to 82% by 2028.

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will participate in a quarterly survey to identify instructional supports needed and identify strengths and areas of opportunity for the campus	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase of teacher retention for the 2026-2027 school year **Staff Responsible for Monitoring:** Administration (Davis) **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				
No Progress	Accomplished	Continue/Modify	Discontinue	

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: Overall student academic achievement and growth are significantly below state standards, especially in Math, Social Studies, and among special populations. **Root Cause**: Instruction is not consistently aligned with the rigor of STAAR; limited data-driven instructional practices and lack of targeted interventions for struggling students.

Priority 4: Fiscal Stewardship and Operational Excellence

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

Strategy 1 Details	Reviews			
Strategy 1: The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Expenditures will align to instructional purposes. **Staff Responsible for Monitoring:** Administration (Davis) **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1	No Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 1 Problem Statements:

Demographics
Problem Statement 1: Byrd MS serves a high percentage of at-risk students, yet current systems are not adequately addressing their diverse academic and behavioral needs. **Root Cause**: Limited differentiated supports and interventions tailored to unique subgroup needs (e.g., EL, SPED, low SES) and inconsistent progress monitoring.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 2: The campus will support the district goal of improving 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.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Expenditures will align to instructional purposes. **Staff Responsible for Monitoring:** Administration (Davis) **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 1	No Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 2 Problem Statements:

Perceptions
Problem Statement 1: There are inconsistent perceptions of school climate, morale, and communication among students, staff, and families. **Root Cause**: Lack of shared vision, inconsistent communication protocols, and limited structured engagement opportunities for stakeholders.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 3: The campus will support the district goal in reducing the 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.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Campus expenditures will align to district expectations **Staff Responsible for Monitoring:** Administration (Davis) **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 1	No Progress			

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3 Problem Statements:

Perceptions
Problem Statement 1: There are inconsistent perceptions of school climate, morale, and communication among students, staff, and families. **Root Cause**: Lack of shared vision, inconsistent communication protocols, and limited structured engagement opportunities for stakeholders.

RDA Strategies

Priority	Goal	Strategy	Description
1	1	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	1	2	100% of teachers will use the SustainED Reading PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
1	1	3	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	1	4	100% of core STAAR teachers will participate in a structured quarterly data conference cycle to review student performance data from district assessments, and i-Ready, identify priority standards and gaps in student mastery, and develop reteach and enrichment plans tailored to student needs.
1	1	5	100% of core STAAR teachers will implement student trackers aligned to TEKS in Reading. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences.
1	1	6	100% of core STAAR teachers will collect and analyze student work samples aligned to priority TEKS during weekly PLCs. Teachers will use samples to identify misconceptions, adjust instruction, and plan reteach opportunities. Evidence of implementation will be visible in student portfolios and walkthrough observations connecting work samples to instructional shifts.
1	1	7	100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins.
1	1	8	100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly.
1	2	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	2	2	100% of teachers will use the SustainED Math PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
1	2	3	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	2	4	100% of core STAAR teachers will participate in a structured quarterly data conference cycle to review student performance data from district assessments, and i-Ready, identify priority standards and gaps in student mastery, and develop reteach and enrichment plans tailored to student needs.

Priority	Goal	Strategy	Description
1	2	5	100% of core STAAR teachers will implement student trackers aligned to TEKS in Math. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences.
1	2	6	100% of core STAAR teachers will collect and analyze student work samples aligned to priority TEKS during weekly PLCs. Teachers will use samples to identify misconceptions, adjust instruction, and plan reteach opportunities. Evidence of implementation will be visible in student portfolios and walkthrough observations connecting work samples to instructional shifts.
1	2	7	100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins.
1	2	8	100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly.
1	3	1	100% of teachers will use the SustainED Science PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
1	3	2	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	3	3	100% of core STAAR teachers will participate in a structured quarterly data conference cycle to review student performance data from district assessments, and i-Ready, identify priority standards and gaps in student mastery, and develop reteach and enrichment plans tailored to student needs.
1	3	4	100% of core STAAR teachers will implement student trackers aligned to TEKS in Science. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences.
1	3	5	100% of core STAAR teachers will collect and analyze student work samples aligned to priority TEKS during weekly PLCs. Teachers will use samples to identify misconceptions, adjust instruction, and plan reteach opportunities. Evidence of implementation will be visible in student portfolios and walkthrough observations connecting work samples to instructional shifts.
1	3	6	100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins.
1	3	7	100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly.
1	4	1	100% of teachers will use the SustainED Social Studies PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.

Priority	Goal	Strategy	Description
1	4	2	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	4	3	100% of core STAAR teachers will participate in a structured quarterly data conference cycle to review student performance data from district assessments, and i-Ready, identify priority standards and gaps in student mastery, and develop reteach and enrichment plans tailored to student needs.
1	4	4	100% of core STAAR teachers will implement student trackers aligned to TEKS in Social Studies. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences.
1	4	5	100% of core STAAR teachers will collect and analyze student work samples aligned to priority TEKS during weekly PLCs. Teachers will use samples to identify misconceptions, adjust instruction, and plan reteach opportunities. Evidence of implementation will be visible in student portfolios and walkthrough observations connecting work samples to instructional shifts.
1	4	6	100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins.
1	4	7	100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly.
2	1	1	By June 2026, 60% of all students will attend Career Day
2	2	1	The campus will implement Attendance Incentives, such as "No Tardy Party", "Nearly Perfect Attendance Celebration" and points towards their House.
2	2	2	Campus Administration will meet with students and families once a student hits 5 unexcused absences (Counselors)and 7 unexcused absences (Assistant Principals)
3	1	1	By May 2026, campus leaders will conduct 5 weekly instructional walkthroughs with teachers, providing timely, actionable feedback within 48 hours of each walkthrough.
3	2	1	100% of non-certified teachers will participate in quarterly check-ins with Administration to identify key task to complete (modules, practice exams, TExES exam). Teachers will ensure they have taken and passed their content exam and PPR by April 1, 2025.
3	3	1	100% of teachers will participate in a quarterly survey to identify instructional supports needed and identify strengths and areas of opportunity for the campus
4	1	1	The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month
4	2	1	The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year.

Priority	Goal	Strategy	Description
4	3	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.

Targeted Support Strategies

Priority	Goal	Strategy	Description
1	1	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	1	2	100% of teachers will use the SustainED Reading PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
1	1	3	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	1	4	100% of core STAAR teachers will participate in a structured quarterly data conference cycle to review student performance data from district assessments, and i-Ready, identify priority standards and gaps in student mastery, and develop reteach and enrichment plans tailored to student needs.
1	1	5	100% of core STAAR teachers will implement student trackers aligned to TEKS in Reading. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences.
1	1	6	100% of core STAAR teachers will collect and analyze student work samples aligned to priority TEKS during weekly PLCs. Teachers will use samples to identify misconceptions, adjust instruction, and plan reteach opportunities. Evidence of implementation will be visible in student portfolios and walkthrough observations connecting work samples to instructional shifts.
1	1	7	100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins.
1	1	8	100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly.
1	2	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	2	2	100% of teachers will use the SustainED Math PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
1	2	3	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	2	4	100% of core STAAR teachers will participate in a structured quarterly data conference cycle to review student performance data from district assessments, and i-Ready, identify priority standards and gaps in student mastery, and develop reteach and enrichment plans tailored to student needs.

Priority	Goal	Strategy	Description
1	2	5	100% of core STAAR teachers will implement student trackers aligned to TEKS in Math. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences.
1	2	6	100% of core STAAR teachers will collect and analyze student work samples aligned to priority TEKS during weekly PLCs. Teachers will use samples to identify misconceptions, adjust instruction, and plan reteach opportunities. Evidence of implementation will be visible in student portfolios and walkthrough observations connecting work samples to instructional shifts.
1	2	7	100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins.
1	2	8	100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly.
1	3	1	100% of teachers will use the SustainED Science PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
1	3	2	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	3	3	100% of core STAAR teachers will participate in a structured quarterly data conference cycle to review student performance data from district assessments, and i-Ready, identify priority standards and gaps in student mastery, and develop reteach and enrichment plans tailored to student needs.
1	3	4	100% of core STAAR teachers will implement student trackers aligned to TEKS in Science. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences.
1	3	5	100% of core STAAR teachers will collect and analyze student work samples aligned to priority TEKS during weekly PLCs. Teachers will use samples to identify misconceptions, adjust instruction, and plan reteach opportunities. Evidence of implementation will be visible in student portfolios and walkthrough observations connecting work samples to instructional shifts.
1	3	6	100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins.
1	3	7	100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly.
1	4	1	100% of teachers will use the SustainED Social Studies PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.

Priority	Goal	Strategy	Description
1	4	2	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	4	3	100% of core STAAR teachers will participate in a structured quarterly data conference cycle to review student performance data from district assessments, and i-Ready, identify priority standards and gaps in student mastery, and develop reteach and enrichment plans tailored to student needs.
1	4	4	100% of core STAAR teachers will implement student trackers aligned to TEKS in Social Studies. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences.
1	4	5	100% of core STAAR teachers will collect and analyze student work samples aligned to priority TEKS during weekly PLCs. Teachers will use samples to identify misconceptions, adjust instruction, and plan reteach opportunities. Evidence of implementation will be visible in student portfolios and walkthrough observations connecting work samples to instructional shifts.
1	4	6	100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins.
1	4	7	100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly.
2	1	1	By June 2026, 60% of all students will attend Career Day
2	2	1	The campus will implement Attendance Incentives, such as "No Tardy Party", "Nearly Perfect Attendance Celebration" and points towards their House.
2	2	2	Campus Administration will meet with students and families once a student hits 5 unexcused absences (Counselors)and 7 unexcused absences (Assistant Principals)
3	1	1	By May 2026, campus leaders will conduct 5 weekly instructional walkthroughs with teachers, providing timely, actionable feedback within 48 hours of each walkthrough.
3	2	1	100% of non-certified teachers will participate in quarterly check-ins with Administration to identify key task to complete (modules, practice exams, TExES exam). Teachers will ensure they have taken and passed their content exam and PPR by April 1, 2025.
3	3	1	100% of teachers will participate in a quarterly survey to identify instructional supports needed and identify strengths and areas of opportunity for the campus
4	1	1	The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month
4	2	1	The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year.

Priority	Goal	Strategy	Description
4	3	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.

Additional Targeted Support Strategies

Priority	Goal	Strategy	Description
1	1	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	1	2	100% of teachers will use the SustainED Reading PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
1	1	3	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	1	4	100% of core STAAR teachers will participate in a structured quarterly data conference cycle to review student performance data from district assessments, and i-Ready, identify priority standards and gaps in student mastery, and develop reteach and enrichment plans tailored to student needs.
1	1	5	100% of core STAAR teachers will implement student trackers aligned to TEKS in Reading. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences.
1	1	6	100% of core STAAR teachers will collect and analyze student work samples aligned to priority TEKS during weekly PLCs. Teachers will use samples to identify misconceptions, adjust instruction, and plan reteach opportunities. Evidence of implementation will be visible in student portfolios and walkthrough observations connecting work samples to instructional shifts.
1	1	7	100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins.
1	1	8	100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly.
1	2	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	2	2	100% of teachers will use the SustainED Math PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
1	2	3	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	2	4	100% of core STAAR teachers will participate in a structured quarterly data conference cycle to review student performance data from district assessments, and i-Ready, identify priority standards and gaps in student mastery, and develop reteach and enrichment plans tailored to student needs.

Priority	Goal	Strategy	Description
1	2	5	100% of core STAAR teachers will implement student trackers aligned to TEKS in Math. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences.
1	2	6	100% of core STAAR teachers will collect and analyze student work samples aligned to priority TEKS during weekly PLCs. Teachers will use samples to identify misconceptions, adjust instruction, and plan reteach opportunities. Evidence of implementation will be visible in student portfolios and walkthrough observations connecting work samples to instructional shifts.
1	2	7	100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins.
1	2	8	100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly.
1	3	1	100% of teachers will use the SustainED Science PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
1	3	2	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	3	3	100% of core STAAR teachers will participate in a structured quarterly data conference cycle to review student performance data from district assessments, and i-Ready, identify priority standards and gaps in student mastery, and develop reteach and enrichment plans tailored to student needs.
1	3	4	100% of core STAAR teachers will implement student trackers aligned to TEKS in Science. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences.
1	3	5	100% of core STAAR teachers will collect and analyze student work samples aligned to priority TEKS during weekly PLCs. Teachers will use samples to identify misconceptions, adjust instruction, and plan reteach opportunities. Evidence of implementation will be visible in student portfolios and walkthrough observations connecting work samples to instructional shifts.
1	3	6	100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins.
1	3	7	100% of core teachers and campus administrators will implement targeted after-school and Saturday tutorials for students identified through Domain I (Student Achievement), Domain II (School Progress), and Domain III (Closing the Gaps) indicators. Student groups will be identified after each benchmark and interim assessment, with tutorial plans documented and adjusted quarterly.
1	4	1	100% of teachers will use the SustainED Social Studies PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.

Priority	Goal	Strategy	Description
1	4	2	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	4	3	100% of core STAAR teachers will participate in a structured quarterly data conference cycle to review student performance data from district assessments, and i-Ready, identify priority standards and gaps in student mastery, and develop reteach and enrichment plans tailored to student needs.
1	4	4	100% of core STAAR teachers will implement student trackers aligned to TEKS in Social Studies. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences.
1	4	5	100% of core STAAR teachers will collect and analyze student work samples aligned to priority TEKS during weekly PLCs. Teachers will use samples to identify misconceptions, adjust instruction, and plan reteach opportunities. Evidence of implementation will be visible in student portfolios and walkthrough observations connecting work samples to instructional shifts.
1	4	6	100% of campus administrators will conduct a minimum of five classroom walkthroughs per week to provide timely coaching and feedback to teachers. Evidence of implementation will be documented in walkthrough logs and campus coaching tracker with progress monitored during bi-weekly leadership check-ins.
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4	2	1	The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year.

Priority	Goal	Strategy	Description
4	3	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.

State Compensatory

Budget for Byrd Middle School

Total SCE Funds: $12,700.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Funds will be used to purchase Sirius STAAR Prep for 6-8 Reading, 6-8 Math, Algebra 1, 8th Social Studies and 8th Science

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Please see Title1Crate for the following documentation.

1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

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

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

2.2: Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Please see Title1Crate for the following documentation.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Jasmine Johnson	Intervention (Federal)	Title 1	1
Jordan Vaughn	Intervention (Federal)	Title 1	1
Precious Williams-Boyd	Instructional Coach (Federal)	Title 1	1