

Alice Independent School District



William Adams Middle School 2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

Student Achievement: Provide high quality engaging and rigorous instruction for all students that incorporates technology and promotes student success in college and/or careers.

Performance Objective 1 High Priority

Improve Campus Overall Performance: Verified Accountability Calculations: Overall Accountability Rating: 82 B to 90 A

Increase campus overall score for the 2026-2027 school year:

Student Achievement from 74C to 82 B

School Progress: 91 B

*School Progress A: Academic Growth from 67 D to 85

*School Progress B: Relative Performance from 85 B to 91 B

*Closing the Gap from 74 C to 86 B

* English Language Proficiency: TELPAS Progress Rate to 50%

Evaluation Data Source: TAPR, Accountability Reports

Strategy 1 Targeted Support Strategy

Teachers and students in core area subjects will use data trackers for each content/section and track student progress after each formative and summative assessment. Teachers will use the trackers to have data conversations with students, create goals for their current achievement level on specific TEKS, and determine student learning objectives needed to progress to the next level (approach, meets, and mastery).

Strategy's Expected Result/Impact: This system allows teachers to identify which students need to be targeted for small group instruction and other reteach opportunities. Students would be able to self-identify areas of strengths and weaknesses to address. Students will be able to progress and monitor their growth.

Tracking student data will create positive teacher-student relationships focused on the specific academic needs of each student. Student investment in their learning and outcomes will increase student achievement.

Staff Responsible for Monitoring: Administration, Leadership Team, Core Subject Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Strategy 2

Teachers will schedule one-on-one data meetings with students following unit and district assessments. Goals will be reviewed and set for future assessments, and areas needing improvement will be identified. Teachers will create a plan of action for reteaching.

Strategy's Expected Result/Impact: Students will reflect on and monitor their progress and collaborate on an improvement plan with teachers.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean, IF

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Strategy 3

Conduct grade-level departmental data meetings within one week following district assessments to plan for intervention.

Strategy's Expected Result/Impact: Teachers and inclusion faculty and staff will reflect and monitor student progress and collaborate on an improvement plan.

Staff Responsible for Monitoring: Principal, Assistant Principal, DOI, and IF

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Strategy 4

During PLC meetings, core teachers will review disaggregated data to identify strengths and areas needing improvement to drive instruction, re-teach, and identify gaps.

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Strategy's Expected Result/Impact: The campus data wall/board will reflect the strengths and areas needing improvement. Teachers will utilize the lesson internalization plan to target areas of need and will progress monitor/track student academic growth.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principal, ILT Members, Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **ESF**

Levers: Lever 5: Instructional Leadership and Capacity Building

Strategy 5

Administrators will conduct monthly leadership calibration walks and provide actionable feedback.

Strategy's Expected Result/Impact: Align evaluation; evaluate the implementation of lesson plans to determine patterns and trends to support teachers in PLC and planning sessions.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean, IF

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **ESF**

Levers: Lever 5: Instructional Leadership and Capacity Building

Strategy 6

Content teachers will utilize Instructional Interventions to differentiate instruction that will support all students (EB, SPED, 504, & Eco Disc) with academic success. Teachers in reading and math will utilize TANGO Data to identify tiers and provide interventions.

Strategy's Expected Result/Impact: Differentiated instruction is evident in classrooms. **Staff**

Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, Teachers **TEA**

Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools **ESF**

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

Strategy 7

Provide teacher PLC meetings twice a month focused on instructional practices: critical thinking and checking for understanding.

Strategy's Expected Result/Impact: Enhanced student-centered instruction/engagement utilizing high-leverage teaching strategies.

Staff Responsible for Monitoring: Principal, Dean of Instruction, IF, Assistant Principals

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **ESF**

Levers: Lever 5: Instructional Leadership and Capacity Building

Strategy 8

EB students will receive support provided by an EB-certified teacher designed to provide linguistic instructional aligned instruction and support differentiation through the use of Summit K-12.

Strategy's Expected Result/Impact: Improved STAAR and TELPAS scores and increased the number of students exiting the ESL program.

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

(ESL/SpEd)

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Strategy 9

Students with dyslexia will receive additional support in MTA classes designed to enable them to demonstrate success on STAAR assessments.

Strategy's Expected Result/Impact: Increase scores on district assessments in reading.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Teachers (Dyslexia)

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **ESF**

Levers: Lever 5: Instructional Leadership and Capacity Building

Strategy 10

The teachers will effectively implement the use of HQIM that aligns to the depth and rigor of the standards.

Strategy's Expected Result/Impact: Effective tier 1 instruction

Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals,

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Performance Objective 2 High Priority

READING GRADES 6-8: William Adams Middle School will provide a comprehensive reading process to increase Student Progress and Close the Achievement Gap.

Grade 6 READING:

A) All students increase from:

-Approaches Grade Level from 72% to 80%

-Meets Grade Level from 52% to 55%

-Masters Grade Level from 21% to 40%

GRADE 7 READING:

A) All students increase from:

-Approaches Grade Level from 78% to 82%

-Meets Grade Level from 55% to 57%

-Masters Grade Level from 28% to 25%

GRADE 8 READING:

A) All Students from:

- Approaches Grade Level from 71% to 82%
- Meets Grade level from 35% to 57%
- Masters Grade level from 8% to 28%

English 1

A) All Students

Approaches Grade Level 100% to 100%

Meets Grade Level 100% to 100%

Masters Grade Level 38% to 100%

Evaluation Data Source: The campus will utilize the TAPR and Accountability Reports to monitor progress.

Strategy 1

Teachers will utilize district created unit assessments to assess students' mastery level at the end of each Amplify unit of study. TANGO data will be analyzed to assess students' mastery level of reading and writing and an intervention action plan will be implemented to meet students' needs.

Strategy's Expected Result/Impact: Monitor student progress.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Teachers, Campus IF

TEA Priorities: Build a foundation of reading and math

All teachers will utilize the AMPLIFY Curriculum for TIER 1 RLA instruction.

Strategy's Expected Result/Impact: All students will increase student achievement on local and state assessments.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Teachers, Campus IF

Strategy 3

Provide ongoing RLA planning support and professional development to strengthen teachers' understanding of grade-level standards and ensure instruction, questioning, and assessments are aligned to the depth and rigor of the standards. Professional learning will include a specific focus on Short Constructed Responses (SCRs) and Extended Constructed Responses (ECRs), including analyzing prompts, understanding scoring expectations, modeling effective responses, providing students with actionable feedback, and using student work to guide instructional next steps.

Strategy's Expected Result/Impact: RLA teachers will demonstrate increased understanding of grade-level standards and consistently plan instruction aligned to the appropriate level of rigor. Students will demonstrate growth in their ability to analyze text, develop SCR and ECR responses, support their thinking with relevant text evidence, and clearly explain their reasoning. Increased proficiency on SCR and ECR items will contribute to improved performance on campus assessments and STAAR.

Staff Responsible for Monitoring: Campus admin, dept lead, teachers, and central office support

Performance Objective 3 **High Priority**

MATH AND ALGEBRA I Grade 6, Grade 7, and Grade 8: William Adams Middle School will ensure that all students receive quality math instruction aligned to the new state standards to increase Student Achievement, Student Progress, and Closing the Achievement Gap.

Grades 6-8 Math:

Grade 6 Math:

A) All Students from:

- Approaches Grade Level from 69% to 75%
- Meets Grade level from 34% to 50%
- Masters Grade level from 9% to 25%

Grade 7 Math:

A) All Students from:

- Approaches Grade Level from 41% to 60%
- Meets Grade level from 19% to 35%
- Masters Grade level from 3% to 13%

GRADE 8 MATH

A) All Students from:

- Approaches Grade Level from 68% to 80%
- Meets Grade level from 45% to 35%
- Masters Grade level from 19% to 27%

ALGEBRA I

A) All students from:

- Approaches from 100% to 100%
- Meets from 100% to 90%
- Masters from 81% to 75%

Evaluation Data Source: The campus will utilize the TAPR and Accountability Reports to monitor progress.

Strategy 1

All students will use Bluebonnet and Carnegie Math for Tier 1 instruction.

Strategy's Expected Result/Impact: Instructional alignment to the TEKS and effective tier 1 instruction.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Teachers, Campus IF

Strategy 2

Teachers will utilize district created unit assessments to assess students' mastery level at the end of each unit of study that is identified on the district's assessment calendar. TANGO data will be analyzed to assess students' mastery level of skills.

Strategy's Expected Result/Impact: Teachers will consistently use district unit assessment and TANGO data to identify student strengths, learning gaps, and areas requiring additional support. Data analysis will result in timely reteach and intervention, adjustments to Tier 1 instruction, and targeted

support for students based on identified needs. Students will demonstrate increased mastery of grade-level standards and continued growth across unit assessments, district benchmarks, and STAAR.

Staff Responsible for Monitoring: Campus leadership, dept lead, and teachers

Strategy 3

Provide ongoing Math planning and instructional support focused on lesson internalization and strengthening Tier 1 instruction. During collaborative planning, teachers will unpack and internalize upcoming lessons, identify essential vocabulary, anticipate student misconceptions, and intentionally plan questions and tasks that provide opportunities for students to think critically, explain their reasoning, and demonstrate conceptual understanding. Teachers will also model instructional practices and strategies for one another to build consistency and share effective approaches across Math classrooms.

Strategy's Expected Result/Impact: Students will demonstrate increased ability to think critically, explain and justify their mathematical reasoning, use appropriate academic vocabulary, and apply their understanding to rigorous problems.

Staff Responsible for Monitoring: Campus leadership, dept lead, teachers and central office staff

Performance Objective 4 High Priority

SCIENCE 8th Grade: William Adams Middle School will provide a rigorous and relevant instructional program to increase Student Achievement and Close the Achievement Gap.

Grade 8 Science

A) All Students from:

- Approaches Grade Level from 56% to 75%
- Meets Grade level from 28% to 50%
- Masters Grade level from 10% to 30%

Biology

A) All Students from:

- Approaches Grade Level 100 to 100%%
- Meets Grade Level 100 to 100%%
- Masters Grade Level 35% to 60%

Evaluation Data Source: The campus will utilize the TAPR and Accountability Reports to monitor progress.

Strategy 1

Teachers will utilize SAAVAS curriculum and Science Labs to reinforce content skills for ALL STUDENTS.

Strategy's Expected Result/Impact: Improve student engagement; Enhance student-centered instruction, and enhance scores on formal and informal assessments.

Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Dept. Chair

TEA Priorities: Improve low-performing schools

Strategy 2

Teachers will utilize district created unit assessments to assess students' mastery level at the end of each unit of study that is identified on the district's assessment calendar. TANGO data will be analyzed to assess students' mastery level of skills and determine an intervention plan to meet students' needs.

Strategy's Expected Result/Impact: All students will increase student achievement on local and state assessments.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Teachers, Campus IF

Strategy 3

Partner with ESC Region 2 to provide ongoing professional learning, planning support, and instructional coaching for secondary Science teachers focused on increasing the use of hands-on, inquiry-based learning experiences. Support will focus on helping teachers intentionally plan investigations, labs, demonstrations, and student-centered activities that allow students to apply grade-level science concepts, make observations, analyze evidence, problem-solve, and explain their thinking. ESC support will also assist teachers in connecting hands-on experiences to the rigor and expectations of the TEKS and state assessments.

Strategy's Expected Result/Impact: Science teachers will demonstrate increased implementation of hands-on, inquiry-based learning experiences aligned to grade-level standards. Students will have increased opportunities to investigate scientific concepts, analyze evidence, collaborate, think critically, and apply their learning.

Staff Responsible for Monitoring: campus leadership, dept. lead, teachers, and central office support

Performance Objective 5 High Priority

SOCIAL STUDIES 8th Grade: William Adams Middle School will provide a rigorous and relevant instructional program to increase Student Achievement and Close the Achievement Gap.

Grade 8 STAAR

A) All Students from:

- Approaches Grade Level from 48% to 60%
- Meets Grade level from 17% to 30%
- Masters Grade level from 6% to 13%

Evaluation Data Source: The campus will utilize the TAPR and Accountability Reports to monitor progress.

Strategy 1

Social Studies Teachers will provide instruction centered on most-tested TEKS as determined by Lead4ward trainings and Lowman trainings.

Strategy's Expected Result/Impact: Improved unit assessment scores; improved STAAR scores

Staff Responsible for Monitoring: Principal, Dean, Assistant Principal, Department Chairs

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Strategy 2

Teachers will use the SAVVAS and Lowman curriculum during Social Studies class to support student accelerated instruction.

Strategy's Expected Result/Impact: All students will increase student achievement on local and state assessments.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Teachers, Campus IF

Strategy 3

Teachers will utilize district created unit assessments to assess students' mastery level at the end of each unit of study that is identified on the district's assessment calendar. TANGO data will be analyzed to assess students' mastery level of skills.

Strategy's Expected Result/Impact: All students will increase student achievement on local and state assessments.

Staff Responsible for Monitoring: Principal, Dean, Assistant Principals

Strategy 4

Partner with ESC Region 2 Social Studies Specialist Mr. Rocha to provide ongoing coaching and instructional support to campus administrators and Social Studies teachers focused on strengthening Tier 1 instruction through critical thinking, rigorous questioning, student discourse, and consistent checks for understanding.

Strategy's Expected Result/Impact: Social Studies teachers will demonstrate increased implementation of rigorous instructional practices, including opportunities for students to think critically, engage in academic discussion, justify responses with evidence, and demonstrate understanding through frequent checks for understanding.

Staff Responsible for Monitoring: Campus administration, teachers, and central office staff

Strategy 5

WAMS will utilize Lowman Education to provide Social Studies teachers with instructional resources and support focused on incorporating hands-on, engaging learning experiences into Tier 1 instruction. Teachers will use Lowman Education resources to provide students with opportunities to interact with Social Studies content through purposeful activities that promote collaboration, critical thinking, analysis, and application of grade-level standards.

Strategy's Expected Result/Impact: Increased implementation of hands-on, student-centered activities in Social Studies classrooms will result in higher levels of student engagement, critical thinking, and application of content. Students will demonstrate increased understanding of grade level standards,

resulting in improved performance on classroom, campus, and state assessments.

Staff Responsible for Monitoring: Campus administration, teachers, and central office staff

Goal 2

A SAFE and NUTURING ENVIRONMENT:

Create a positive safe and secure learning environment for all students and staff.

Performance Objective 1

CAMPUS ATTENDANCE: William Adams Middle School will increase the overall attendance rate from 92.54% to 94%.

Evaluation Data Source: The campus will utilize RAWEE, PEIMS, and TAPR Reports to monitor attendance.

Strategy 1

Implement campus attendance procedures to identify and communicate roles, responsibilities and plans for monitoring and managing student attendance.

Strategy's Expected Result/Impact: Increase student attendance rate and decrease the dropout rate of the campus.

Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Attendance Clerk, Social Workers, and Counselors.

Strategy 2

Implement RaaWee 6-8 grade Truancy and Dropout Prevention System in order to increase student attendance and decrease student Dropout Rate.

Strategy's Expected Result/Impact: Increase student attendance rate and decrease the dropout rate of the campus.

Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Attendance Clerk, Social Workers, and Counselors

Strategy 3

Social Workers will work with students and parents to improve student attendance to reduce truancy as a risk factor for dropping out and delinquency.

Strategy's Expected Result/Impact: Increase student attendance rate and decrease the dropout rate of the campus.

Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Attendance Clerk, Social Workers, and Counselors

Strategy 4

Provide a comprehensive counseling program that focuses on Social-Emotional Learning in all

grade levels.

Strategy's Expected Result/Impact: Increase student attendance rate and decrease the dropout rate of the campus.

Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Attendance Clerk, Social Workers, and Counselors

Strategy 5

Identify Homeless students to provide school supplies, emergency clothing, hygiene products, government assistance program referrals, and free school meals.

Strategy's Expected Result/Impact: Increase student attendance rate and decrease the dropout rate of homeless students on campus.

Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Attendance Clerk, Social Workers, and Counselors

Performance Objective 2

DROPOUT RATE: William Adams Middle School will develop prevention and intervention strategies to maintain the dropout rate to less than 1%.

Evaluation Data Source: The campus will use Skyward, PEIMS, and TAPR Reports to monitor the dropout rate for the campus.

Strategy 1

Monitor the success of tutorials and intervention strategies for low-performing student groups (ELLs, SPED, and Migrant) in core areas.

Strategy's Expected Result/Impact: Increase the number of STAAR passers and to maintain or decrease the Dropout Rate to less than 1%.

Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Teachers, LPAC Members, ARD Members, Drop Out Prevention Coordinator

Strategy 2

Implement a comprehensive, developmental Guidance and Counseling Program designed to serve all students and all student groups.

Strategy's Expected Result/Impact: To decrease the number of campus discipline referrals and to maintain or decrease the Dropout Rate to less than 1%.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, Social workers, and Teachers.

Strategy 3

Identify and monitor the Dropout Rate of all At-Risk students and ensure students are coded appropriately and timely.

Strategy's Expected Result/Impact: To decrease the number of student failures and to maintain or decrease the Dropout Rate to less than 1%.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, Social workers, Counselors, and Teachers.

Strategy 4

Provide At-Risk students with opportunities for Tutorial interventions and monitor the effectiveness of interventions

Strategy's Expected Result/Impact: Increase the number of students passing STAAR and to maintain or decrease the Dropout Rate to less than 1%.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, Social workers, Counselors, and Teachers.

Strategy 5

Provide a tuition-free summer school program for eligible students for the purpose of academic acceleration and remediation.

Strategy's Expected Result/Impact: To maintain or decrease the Dropout Rate to less than 1%.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, Social workers, Counselors, and Teachers.

Performance Objective 3

CAMPUS BEHAVIOR: William Adams Middle School will decrease the number of discipline incidences from 1,493 to 1,000 a 30% decrease from last year's numbers.

Evaluation Data Source: The campus will use the PEIMS Discipline Report and Skyward Reports to monitor school suspensions, out-of-school suspensions, and DAEP placements.

Strategy 1

Promote awareness and notification of the Student Code of Conduct to students, parents and staff through the campus distribution of the district's Parent-Student Handbook and our campus social media and campus presentations.

Strategy's Expected Result/Impact: To decrease discipline incidences and fewer violations of the student code of conduct

Staff Responsible for Monitoring: Principal, Dean, Assistant principals, Counselors, and Social Workers

Strategy 2

Ensure teachers and administrators make parent contact in regard to student behavior concerns.

Strategy's Expected Result/Impact: To increase school-home communication and decrease disciplinary referrals

Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Counselors, Social Workers, and Teachers.

Strategy 3

Utilize a survey to gather campus culture & climate student data.

Strategy's Expected Result/Impact: To increase the Culture & Climate of the campus.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Social Workers, Teachers, Staff.

Performance Objective 4

SOCIAL-EMOTIONAL HEALTH: William Adams Middle School will provide all students with mental health and safety needs services.

Evaluation Data Source: The campus will utilize GAGGLE, attendance, and incident reports to monitor the mental health and safety needs of students. The counselors and social worker will be utilized to meet with students depending on their needs.

Strategy 1

Provide professional development training to all staff annually for the purpose of identifying and reducing the number of bullying incidents on campus.

Strategy's Expected Result/Impact: Timely response to bullying complaints and a reduction in the number of bullying reports/incidents.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers

Strategy 2

Provide bullying awareness information and website through Coffee with the Principal meetings, flyers, campus social media, and campus website.

Strategy's Expected Result/Impact: Increased awareness of what constitutes bullying and available resources on campus to address bullying.

Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Counselors, and Social Workers.

Strategy 3

Utilize Gaggle's mental services to address the social and emotional needs of students, parents, and staff members.

Strategy's Expected Result/Impact: To reduce the number of social-emotional needs of students and provide timely and appropriate services.

Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Counselors, and Social Workers.

Strategy 4

Utilize the Gaggle student monitoring system to monitor student Google Accounts for safety concerns that include bullying, self-harm, and sexual content.

Strategy's Expected Result/Impact: To reduce the number of social-emotional needs of students and provide timely and appropriate services.

Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Counselors, and Social Workers.

Performance Objective 5

EMERGENCY OPERATIONS: William Adams Middle School will maintain an Emergency Operations Plan for the campus that is multi-hazard in nature and is reviewed and updated annually

Evaluation Data Source: The campus will practice safety drills monthly to develop the skills students and staff need to protect themselves during an emergency. Assistant Principals and designated staff members will monitor evacuation procedures through timed practices and reflection meetings with the campus safety committee to revise and improve campus safety systems and protocols.

Strategy 1

The safety and Security Committee reviews the Emergency Operations Plan (EOP) Plan Annually with teachers and staff.

Strategy's Expected Result/Impact: To increase the awareness of the Emergency Operations Plan (EOP) Plan for students, teachers, and staff.

Staff Responsible for Monitoring: Principal and Assistant Principals

Strategy 2

Practice both announced and unannounced campus Emergency Operations Plan (EOP) drills throughout the school year.

Strategy's Expected Result/Impact: To increase the awareness of the campus Emergency Operations Plan (EOP) drills for students, teachers, and staff.

Staff Responsible for Monitoring: Principal and Assistant Principals

Strategy 3

Develop an Emergency Operations Plan (EOP) schedule on Google Calendar to include practice drills for Lockout, Lockdown, Shelter, and Evacuation procedures.

Strategy's Expected Result/Impact: To improve evacuation times; student awareness of safety protocols

Staff Responsible for Monitoring: Principal and Assistant Principals

Strategy 4

Security and Administrators will monitor all Exit Doors using daily logs.

Strategy's Expected Result/Impact: To improve the safety and security of the campus.

Staff Responsible for Monitoring: Assistant Principals and Security Guards

Performance Objective 6

HEALTH AND PHYSICAL EDUCATION: William Adams Middle School will promote and participate in the District Health Fair, conduct fitness assessments, and the Texas Education Agency Wellness Program.

Evaluation Data Source: The campus will use the Fitness Gram Reports, Agendas, and sign-in sheets for District Health Fair and Wellness Program campus evaluation form to monitor progress.

Strategy 1

Implement the Child Health (CATCH) in grades 6th -8th to develop goals and objectives based on fitness assessment data, academic performance and attendance rates to ensure students are reaching the required moderate to vigorous physical activity as indicated by the SHAC committee.

Strategy's Expected Result/Impact: Improved student physical fitness

Staff Responsible for Monitoring: Coaches, Principal, Assistant Principals, and Dean of Instruction

Strategy 2

Participate in the Fitness Gram Program and complete all of the reporting requirements to the Texas Education Agency (TEA).

Strategy's Expected Result/Impact: To increase the awareness of making informed decisions about physical education and physical activity requirements for students.

Staff Responsible for Monitoring: Athletic Director, Assistant Athletic Director, Principal, and Physical education Staff

Performance Objective 7

PARENT SUPPORT: William Adams Middle School will continue implementing district procedures and resources for parents addressing dating violence, child abuse, family violence, sex trafficking, and other campus-informed topics based on campus data.

Evaluation Data Source: The campus will utilize agendas and sign-in sheets provided to parents through campus events and training.

1. Social Worker Events
2. Sessions with the Principal
3. Campus Parent Liaison meetings
4. District Parental Events
5. Awareness using social media

Strategy 1

Social Workers will provide community resources and will offer them to students and parents affected by dating violence, child abuse and family violence, and sex trafficking. Counselors will provide support through school guidance counseling,

Strategy's Expected Result/Impact: To increase awareness of parents of dating violence, child abuse and family violence, and sex trafficking.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, and Social Workers

Strategy 2

Dating Violence, child abuse and family violence, and sex trafficking education will be provided by Social Workers and community partnerships to parents during Coffee with the Principal.

Strategy's Expected Result/Impact: To increase awareness of parents of dating violence, child abuse and family violence, and sex trafficking.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, and Social Workers.

Goal 3

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT:

Build strong family and community partnerships that promote the Alice ISD vision, mission and goals.

Performance Objective 1

PARENTAL INVOLVEMENT: Increase William Adams Middle School activities and events from 6 events to 10 events.

Evaluation Data Source: The campus will keep track of Parental Involvement Monthly Reports.

Strategy 1

Regularly scheduled PTO meetings, Principal/Parent meetings, and Report Card Nights to disseminate relevant information related to state and federal requirements, curricular requirements, campus and district policies, extracurricular activities, and accountability and student performance expectations.

Strategy's Expected Result/Impact: Increased parent participation,
Awareness of school events and federal requirements

Staff Responsible for Monitoring: Principal, Assistant Principals, PTA officers

Performance Objective 2

PUBLIC RELATIONS AND COMMUNICATION: Promote and monitor William Adams Middle School using various social media outlets such as Facebook and the campus website such as:

1. Academic Events
2. Literacy Night
3. STEAM Night
4. Career Fair
5. Community Organizations and Clubs
6. Special Events
7. Attendance
8. Athletic recognitions
9. Athletic events
10. Awareness Days
11. Highlighting academics
12. Live streaming school events such as pep rallies
13. Fine Arts
13. Live streaming morning announcements

Evaluation Data Source: The campus will keep track of documentation through social media such as Facebook, Parent Square, and the campus website.

Strategy 1

Utilize social media forums such as Facebook, Remind and campus/district websites to

promote activities and events to parents and community.

Strategy's Expected Result/Impact: Improved communication

Staff Responsible for Monitoring: Principal, Dean campus technology liaison.

Performance Objective 3

PARTNERSHIPS: The campus will keep track of business and community partnerships to enhance relationships and involve community members in an organized and shared approach to community improvement.

Evaluation Data Source: The campus will keep track of student and teacher donations and campus incentive business reports.

Strategy 1

Work with campus Parental Involvement Coordinator to develop partnerships with community businesses to assist with Turkey giveaways, coat drives, school supplies.

Strategy's Expected Result/Impact: Increased partnerships and support from community

Staff Responsible for Monitoring: Parental Liaison, Principal, Dean

Goal 4:

Operational Effectiveness and Efficiency: Ensure that we, as a campus make fiscally sound decisions that support student achievement and maintain a strong financial position.

Performance Objective 1

MONITOR SPENDING OF CAMPUS BUDGET: Operate within the allocated budget and review all campus academic materials to ensure 100% alignment with TEKS Resource.

Evaluation Data Source: The Dean of Instruction will keep track of all High-Quality Instructional Materials (HQIM) inventory on campus, which is 100% aligned to TEKS Resource.

Strategy 1

Conduct a quarterly review of budget accounts and account balances

Strategy's Expected Result/Impact: Funds will be spent appropriately as per need and timeliness.

Staff Responsible for Monitoring: Principal

Performance Objective 2

TITLE I FUNDS: William Adams Middle School will use Title I funds to support At-Risk students with opportunities to meet challenging campus state assessments.

Evaluation Data Source: The campus will track student academic progress through after-school tutorials and targeted campus and district initiative programs.

Strategy 1

Teachers will maintain tutoring logs and sign-in sheets to ensure tutorial funds are spent appropriately, with specific emphasis on students at-risk of failing STAAR assessment.

Strategy's Expected Result/Impact: Effective use of funds to support student achievement **Staff**

Responsible for Monitoring: Principal, Dean, teachers

Goal 5 :

HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional learning, mentoring and organizational support to retain effective teachers, principals, and other instructional staff.

Performance Objective 1

TEACHER RECRUITMENT: William Adams Middle School will recruit and retain 100% of highly qualified staff.

Evaluation Data Source: The campus will recruit, support, and retain teachers and administrators through a collaborative recruitment process and support and provide targeted training for teachers and administrators.

Strategy 1

Involve teachers and staff in the recruitment process.

Strategy's Expected Result/Impact: Increased teacher participation in job fairs and interview process; higher teacher recruitment and retention of teacher

Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Teachers

Strategy 2

Provide opportunities for teachers to participate in the decision making and problem solving process (SBDM, PBIS, attendance committee, surveys, faculty meetings).

Strategy's Expected Result/Impact: Teacher/staff participation in ongoing committee meetings, increased teacher efficacy

Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Teachers

Strategy 3

Provide Teachers with data driven professional development opportunities throughout the school year.

Strategy's Expected Result/Impact: Improved instruction based on data

Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Teachers

Strategy 4

Principal and Assistant Principals will conduct a minimum of 10 walkthroughs per week to support personal growth for all teachers.

Strategy's Expected Result/Impact: Empowered teachers through prescriptive feedback **Staff**

Responsible for Monitoring: Principal, Dean, assistant principals.