2026-2027 Local Improvement Plan

District: Mount Pleasant ISD **Campus:** PE Wallace Middle School

Describe the evidence-based school improvement strategy that will improve student outcomes and result in the campus no longer being D-rated or having an ATS/TSI designation.

PE Wallace Middle School will implement a two-pronged, evidence-based improvement strategy centered on **Data-Driven Professional Learning Communities (PLCs)** and a daily **45-minute Targeted Acceleration Period**.

1. **Daily Collaborative PLC Planning:**
    - Math and core teachers will meet daily in PLCs using the *Effective Schools Framework (ESF)* model.
    - Teachers will unpack Texas Essential Knowledge and Skills (TEKS) standards, co-design aligned daily lessons, and analyze modular student performance data—specifically targeting **continuously enrolled** students who have demonstrated gaps in mathematics.

2. **Daily 45-Minute Math Acceleration Period:**
    - Every student receives 45 minutes of scheduled daily support.
    - Students performing below grade level in mathematics receive small-group, explicit intervention on specific prerequisite TEKS skills.
    - Continuously enrolled students are tracked through flexible grouping, meaning student placement in intervention groups changes dynamically every 2 to 3 weeks based on immediate assessment data.

Describe how the district and campus leaders will monitor the implementation of the plan.

Monitoring Strategy

District and campus leaders will ensure fidelity of implementation through four key monitoring mechanisms:

1. **Structured Administration Walkthroughs:**
    - Campus principals, assistant principals, and district instructional specialists will perform weekly walkthroughs during PLC planning sessions to verify that teachers are unpacking math TEKS, aligning daily assessments, and analyzing disaggregated data for continuously enrolled students.
    - Regular classroom walkthroughs will be conducted during regular scheduled class periods and 45-minute acceleration periods to ensure small-group instruction is targeted, engaging, and aligned with student needs.
2. **Unit Assessment & Growth Tracking:**
    - Unit assessments will be administered every 3–4 weeks. District and campus leadership will review disaggregated data reports within 48 hours of test completion to identify

mastery rates in mathematics and student success indicators.

3. **Teacher-Led Data Meetings:**
    - Campus leaders will verify that teachers maintain updated student performance trackers.
    - Teachers will hold bi-weekly 1-on-1 data conferences with students to review their math growth scores, discuss missed concepts, and set individual STAAR/MAP growth targets.
4. **District Leadership Check-Ins:**
    - District leaders will hold monthly progress-monitoring meetings with the campus administrative team to review benchmark data, evaluate growth trends for the continuously enrolled student group, and adjust instructional resources as needed.

What additional actions will the school system take if the plan is not successfully implemented?

Action Steps

If mid-year benchmarks or unit assessments indicate that students in the target areas (Math Academic Achievement, Math Academic Growth, Student Success) are not making expected progress towards growth goals, the following corrective steps will immediately occur:

1. **Targeted Coaching & Direct Support:** Assign dedicated district math specialists and regional service center (ESC) consultants to provide intensive, 1-on-1 instructional coaching, model lessons, and daily co-planning for core math teachers.
2. **Refined Acceleration Grouping & Curriculum:** Adjust the 45-minute acceleration period schedules, lower student-to-teacher ratios in math intervention classes, and introduce high-dosage, evidence-based supplemental math intervention software/curriculum.
3. **Extended Learning Opportunities:** Reallocate campus resources to fund mandatory after-school, Saturday, or intersession math intervention camps for continuously enrolled students falling short of growth benchmarks.
4. **Administrative & Schedule Adjustments:** Modify master schedules to allow double-blocked math periods or reassign teaching staff to match high-need student groups with top-performing math educators.

Describe the reallocation of resources (time, funding, and staffing) that are needed to implement the school improvement strategy.

Resource Reallocations

- Time: **Master schedules have been structurally altered to build in a mandatory 45-minute daily acceleration block for all students and dedicated daily PLC planning time for grade-level math teams during the instructional school day.**
- **Staffing: Existing instructional coaches, interventionists, and paraprofessionals are reallocated during the 45-minute acceleration block to push into core math classrooms, creating smaller teacher-to-student ratios (e.g., 1:8 or 1:10) for targeted small-group tutoring.**

- Funding: Reallocating local and federal Title I / State Comp Ed funds toward:
    - High-quality TEKS-aligned supplemental math materials (IXL, Bluebonnet) and diagnostic tracking software (DMAC).
    - Professional development for math teachers on data-driven instruction and accelerated learning strategies.

Student Performance Goals:

These goals should target the reason you are having to write a Local Improvement Plan (LIP).

Annual Goals for 2026–2027

- Goal 1: Academic Achievement in Mathematics (Continuously Enrolled Group)
    - *Baseline:* [Insert 2025–2026 Math Performance % for Continuously Enrolled]
    - *Target:* By May 2027, at least 65% of continuously enrolled students will score at or above the Approaches Grade Level standard, and at least 35% will score at or above Meets Grade Level on the STAAR Mathematics assessment.
- Goal 2: Academic Growth in Mathematics (Continuously Enrolled Group)
    - *Baseline:* [Insert 2025–2026 Math Growth %]
    - *Target:* By May 2027, at least 65% of continuously enrolled students will meet or exceed their individualized STAAR Academic Growth Measure target in mathematics.
- Goal 3: Student Success Indicator
    - *Baseline:* [Insert 2025–2026 Component Score]
    - *Target:* By May 2027, PE Wallace Middle School will increase its overall Student Success / STAAR Component Score by at least 8 percentage points across all student groups, removing the TSI/ATS designation.

Date of Board Approval: