

Frisco Independent School District
Staley Middle School
2025-2026 Campus Improvement Plan



Mission Statement

The mission of Staley Middle School is to invest in the heart and mind of each student.

Vision

Staley Middle School equips children for the challenges of today and tomorrow in an environment that promotes collaboration, community, and accountability.

Value Statement

- We value Growth and Achievement
- We value Accountability
- We value Collaboration
- We value Relationships
- We value Recognizing Successes

Collective Commitments:

- We are committed to the growth of all students.
- We are committed to closing any gaps in learning.
- We are committed to accountability and holding each other to high standards.
- We are committed to using professional learning communities to support learning for all students.
- We are committed to building relationships with our students, parents, staff and community.
- We are committed to communicating effectively.
- We are committed to celebrate achievements within the Staley community.

Table of Contents

- Comprehensive Needs Assessment 4
 - Learning Organization 4
 - Basic Conditions for Learning 5
 - Guaranteed and Viable Curriculum 6
 - Differentiated Instruction and Assessment 7
 - Positive Culture 8
 - Learner-Centered Experience 9
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- Focus Areas 13
 - Focus Area 1: Learning Organization 13
 - Focus Area 2: Basic Conditions for Learning 18
 - Focus Area 3: Guaranteed and Viable Curriculum 21
 - Focus Area 4: Differentiated Instruction and Assessment 25
 - Focus Area 5: Positive Culture 28
 - Focus Area 6: Learner-Centered Experience 32
- Title I Personnel 35

Comprehensive Needs Assessment

Learning Organization

Learning Organization Summary

Staley Middle School is a Title I campus located in Frisco; the school emphasizes quality education for all students. STAAR data reveals a positive link between students' duration at Staley and their academic growth. This year, we will continue our work in developing team capacity and increasing teacher efficacy by refining our planning and data analysis protocols. We will be enhancing our multiple tiers of support system to help students reach their academic goals. The school's dedicated educators and strong community bonds empower students to thrive, overcome socio-economic barriers, and build a brighter future for all.

Learning Organization Strengths

Staley Middle School's learning organization strengths include a dedicated focus on quality education for all students, as evidenced by the positive correlation between students' duration at the school and their academic growth. The school has structures to support team planning, data analysis protocols, ongoing professional development workshops, and data-driven decision-making processes. Additionally, the school's Multi-Tiered Systems of Support (MTSS) effectively addresses students' diverse academic and behavioral needs through universal, targeted, and intensive support.

Problem Statements Identifying Learning Organization Needs

Problem Statement 1: As a school, we do not consistently modify our organizational behavior to reflect new knowledge and insights. Despite engaging in professional learning and data analysis, these efforts rarely result in systemic changes or improvements in practice. This stagnation limits our ability to grow as a learning organization and hinders our efforts to improve student outcomes.

Root Cause: There is a lack of intentional structures and accountability systems to translate new learning into action. Without clearly defined processes to evaluate, implement, and monitor changes, insights gained from professional development, collaboration, or data are often treated as isolated events rather than drivers of sustained improvement

Basic Conditions for Learning

Basic Conditions for Learning Summary

At Staley, we recognize that a student's ability to learn is significantly influenced by their physical well-being and the learning environment. Recognizing this, we are committed to providing classrooms that are both safe and stimulating, as well as inclusive. Our goal is to create spaces that accommodate a variety of learning styles, ensuring that every student feels encouraged to explore their interests and excel in their educational pursuits. By fostering such an environment, we aim to support each student's unique learning journey and help them reach their full potential.

Basic Conditions for Learning Strengths

The Instructional Leadership Team and teachers plan to frequently evaluate evidence of learning to identify and ensure teachers and students have been provided with sufficient learning resources, such as textbooks, technology, educational materials, and professional development to enhance teaching and learning experiences.

Guaranteed and Viable Curriculum

Guaranteed and Viable Curriculum Summary

At Staley Middle School, we are committed to providing all students with equitable access to a well-defined and achievable set of learning standards through a guaranteed and viable curriculum. Aligned with state standards (TEKS), our curriculum prioritizes essential content and skills, ensuring consistency and focus across all subjects. We support teachers with the resources, time, and professional development necessary to deliver this content effectively, while using data-driven approaches to monitor and adjust instruction for student success. By fostering a culture of high expectations and continuous improvement, we empower students to meet academic goals and prepare for lifelong success.

Guaranteed and Viable Curriculum Strengths

Staley Middle School's include collaborative faculty, data-driven decision-making, effective curriculum mapping, engaged stakeholders, resources and technology integration, differentiated instruction, a culture of continuous improvement, PLCs, responsive leadership, and inclusive practices. These strengths ensure equitable access to learning standards, tailored instruction, and effective progress monitoring.

- UbD process
- Learning Walks
- Collaborative Planning Time

Problem Statements Identifying Guaranteed and Viable Curriculum Needs

Problem Statement 1: Misalignment between instructional focus and assessments results in fragmented instruction and hinder student mastery of essential standards.

Root Cause: A lack of a cohesive assessment plans and timely feedback/intervention support hinders the school's ability to guarantee a viable curriculum.

Differentiated Instruction and Assessment

Differentiated Instruction and Assessment Summary

At Staley Middle School, teachers utilize various assessment methods, including formative and summative assessments, to monitor and evaluate student progress, allowing for personalized instruction and timely interventions. Formative assessments like quizzes and observations provide ongoing feedback, while summative assessments such as tests and projects measure mastery at the end of units. By differentiating instruction and assessment based on student needs and aligning assessments with state standards (TEKS), teachers can address learning gaps, challenge advanced students, and adjust instruction to ensure all students succeed. This data-driven approach ensures targeted support and fosters an inclusive learning environment.

Through the strategic use of differentiated instruction and assessment, Staley Middle School is committed to fostering an inclusive learning environment where all students can thrive, and teachers are empowered with the tools and strategies needed to support every learner's growth.

Differentiated Instruction and Assessment Strengths

A comprehensive approach to Understanding by Design (UbD) has been designed to launch to 2023-2024 school year. The Instructional Coaches work collaboratively with Content Leaders to align learning objectives, instructional resources, and teacher support to support teaching and learning efforts.

- ESL language support
- Enriching Students
- Math Labs
- Reading Labs
- Instructional Walks
- New Teacher Mentor Program
- Hello Learning PD for new to Frisco and new to teaching teachers

Positive Culture

Positive Culture Summary

At Staley, we focus on hiring, developing, and retaining future-ready staff. We actively promote a growth mindset and action among our staff and student learners, fostering an environment of continuous learning and personal development. We systematically address our learners' social, emotional, and academic needs, ensuring a holistic approach to education that supports their overall well-being. Our commitment to creating a connected and involved school community encourages active student engagement and a sense of belonging.

Positive Culture Strengths

Staley has established Positive Behavior Intervention and Support (PBIS) systems. PBIS creates a positive environment that fosters a safe and conducive learning atmosphere, reducing disruptions and disciplinary actions. PBIS helps teachers promote social-emotional well-being and equip students with essential life skills.

- Staley Guidelines for Success - HERO
- Behavior Management Guidelines
- Schoolwide expectations
- Established Benchmarks of Quality
- Hello Learning professional learning for new teachers

Problem Statements Identifying Positive Culture Needs

Problem Statement 1: Our school lacks a consistently positive and supportive culture, which impacts staff morale, collaboration, and student engagement. While isolated efforts to build community exist, there is no cohesive, schoolwide approach to fostering trust, mutual respect, and shared purpose among staff and students.

Root Cause: Teachers often work in isolation, relying on familiar routines and long-standing practices rather than embracing collaborative efforts or innovative approaches. This tendency is reinforced by a school culture that lacks consistent structures for shared learning and collective accountability. New initiatives are frequently met with skepticism, and change efforts struggle to gain traction.

Learner-Centered Experience

Learner-Centered Experience Summary

At Staley, we focus on creating an inclusive and collaborative learning environment that empowers students and teachers. We monitor data, adjust instruction, and focus on AVID strategies to ensure the curriculum caters to diverse learning needs. Encouraging student choice and voice promotes ownership in their learning. Our reflective practices and self-assessment tools enable us to set goals and track progress. Our Instructional Coaches and Digital coach support innovation and help create dynamic learning spaces to enhance engagement.

Learner-Centered Experience Strengths

- Staley has established an inclusive and collaborative learning experience that supports teachers in employing differentiated instruction to accommodate diverse learning styles. Cooperative learning fosters teamwork and mutual respect among students.
- Counseling support ensures students' social and emotional well-being, creating a supportive learning environment for all.
- Focus on Future Ready skills.
- Focus on AVID strategies that promote career and college readiness skills.
 - WICOR- writing, inquiry, collaboration, organization, and reading

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Focus Areas

Focus Area 1: Learning Organization

Key Question 1: Do we solicit feedback and partner with all stakeholders in an effort to meet school improvement needs?

Initial Status: Maintain

Focus Area 1: Learning Organization

Key Question 2: Do our foundational commitments drive our decision-making?

Initial Status: Maintain

Focus Area 1: Learning Organization

Key Question 3: Do we modify organizational behavior to reflect new knowledge and insights?

Initial Status: Major Change

Goal 1 Details	Reviews			
Goal 1: Our goal is to ensure the regular use of formative and summative assessment data in collaborative meetings to inform instructional decisions and guide targeted intervention planning that meets the diverse needs of all students. Evidence of Success: Walkthrough Data: Regular use of formative and summative assessment data in collaborative meetings to adjust instruction and intervention plans. Staff Responsible: Teachers, Content Leaders, ILT	Formative			Summative
	Nov	Feb	June	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Strategy 1: We will implement monthly structured data protocols in collaborative meetings to analyze student performance and identify learning gaps. Teams will use these insights to adjust lesson plans, differentiate instruction, and assign timely interventions based on student needs.

Resources: Instructional Coaches to guide teams in data analysis and planning.

Content Leaders to support structured team discussions and ensure follow-through on instructional adjustments.

Professional Learning: Data Literacy - Training teachers on how to interpret formative and summative assessment data to identify trends, strengths, and gaps in student learning.

Collaborative Data Protocols - Introducing and modeling structured protocols for data analysis during team meetings (e.g., data-driven dialogue, item analysis, root cause analysis).

Communication Plan: The plan will be communicated to teachers at the beginning of the year, with monthly meetings held with Content and Team Leaders to reinforce key messages, address challenges, and provide ongoing support for implementation.

Collaborating Departments: Professional Development

Staff Responsible: ICs and ILT

Strategy 2: We will purchase additional resources to strengthen our PBIS program, including student incentives, visual supports, and tools for recognizing positive behavior. These resources will be used to reinforce schoolwide expectations, increase student engagement, and promote a positive campus culture.

Professional Learning: Staff will receive training on the effective implementation of PBIS strategies, including how to consistently reinforce expectations, utilize incentive

systems, and respond to student behavior in a positive and restorative manner. Ongoing support will be provided through campus PBIS team meetings, behavior data reviews, and classroom coaching as needed.

Communication Plan: The updated PBIS plan and new resources will be introduced to staff during back-to-school training, with clear expectations for implementation, reinforcement strategies, and behavior tracking. Regular communication will continue through staff meetings, weekly updates, and PBIS team check-ins to celebrate successes, address challenges, and ensure consistent application across all classrooms and common areas.

Focus Area 1: Learning Organization

Key Question 4: Do our decisions reflect the coordination of the interrelated systems within our organization?

Initial Status: Maintain

Focus Area 2: Basic Conditions for Learning

Key Question 1: Do we provide safe and effective learning spaces for all students in all circumstances?

Initial Status: Maintain

Focus Area 2: Basic Conditions for Learning

Key Question 2: Do we ensure students' physiological needs are met?

Initial Status: Maintain

Focus Area 2: Basic Conditions for Learning

Key Question 3: Do we provide all students access to education?

Initial Status: Maintain

Focus Area 3: Guaranteed and Viable Curriculum

Key Question 1: Do all learners have access to a standards-based curriculum that supports learning for all?

Initial Status: Maintain

Focus Area 3: Guaranteed and Viable Curriculum

Key Question 2: Are all learners provided with rigorous and meaningful future-ready learning experiences?

Initial Status: Maintain

Focus Area 3: Guaranteed and Viable Curriculum

Key Question 3: Are all learners demonstrating grade-level achievement?

Initial Status: Major Change

Goal 1 Details	Reviews			
Goal 1: By the end of the grading cycle, 80% + of students will demonstrate measurable growth toward grade-level proficiency in core content area], as evidenced by performance on pre- and post-assessments aligned to priority standards. Students will set personal learning targets based on formative data and receive differentiated instruction and support to meet or exceed their growth goals. Evidence of Success: Students will set personal learning targets based on formative data and receive differentiated instruction and support to meet or exceed their growth goals. Staff Responsible: Teachers and Content Leaders	Formative			Summative
	Nov	Feb	June	June
<div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>				

Strategy 1: Teachers will use pre-assessment data to identify individual student needs and guide instruction aligned to priority standards. Throughout the instructional cycle, they will monitor progress using formative assessments and support students in setting and tracking personalized learning targets to promote academic growth.

- Resources:** Pre- and Post-Assessments aligned to priority standards
Formative Assessment Tools (e.g., exit tickets, rubrics, digital platforms like Eduphoria or Google Forms)
Student Data Trackers to support goal-setting and progress monitoring
Templates and Protocols for analyzing student work and tracking growth
Planning Time built into the schedule for data analysis and instructional adjustment
Coaching Support from instructional coaches or team leaders to guide implementation and reflection

Professional Learning: Teachers will receive training on analyzing baseline assessment data to identify student starting points and set appropriate growth targets. Additional learning will focus on designing formative assessments, using data to inform instruction, and coaching students to develop, monitor, and reflect on their own learning goals.

Communication Plan: The SLO process will be introduced to teachers during beginning-of-year professional development, with clear expectations, timelines, and support structures shared through staff meetings and follow-up emails. Ongoing communication will occur through monthly check-ins with content and team leaders, where progress can be discussed, challenges addressed, and successful strategies shared across teams to maintain momentum and alignment.

Staff Responsible: Teachers, Content Leaders, ICs

Evidence: Student Growth Data: Pre- and post-assessment results showing individual and group progress toward targeted standards. Formative assessment results indicating ongoing improvement over time

Student Learning Artifacts: Student work samples aligned to learning targets. Student goal-setting sheets or progress trackers with reflection notes

Teacher Documentation: Lesson plans reflecting instructional adjustments based on assessment data. Notes or protocols from collaborative team meetings analyzing student growth

Observation and Coaching Notes: Evidence of goal-aligned instruction during walkthroughs or coaching visits

Strategy 2: We will utilize two Teacher Tutors to provide targeted, small-group instruction in math and reading for students identified as performing below grade level. These tutors will work closely with classroom teachers to align support with current instructional goals and monitor student progress regularly.

Professional Learning: Teacher Tutors will receive training on effective small-group instruction strategies, progress monitoring tools, and how to align their support with classroom instruction. They will also participate in ongoing collaboration with content-area teachers to ensure consistency in academic language, instructional approaches, and student learning targets.

Focus Area 4: Differentiated Instruction and Assessment

Key Question 1: Is timely and meaningful feedback provided in order to design and adapt instructional practices?

Initial Status: Maintain

Focus Area 4: Differentiated Instruction and Assessment

Key Question 2: Are all learners given appropriate time to demonstrate mastery of the standards?

Initial Status: Maintain

Focus Area 4: Differentiated Instruction and Assessment

Key Question 3: Are we growing and cultivating our students' knowledge, talents, and abilities?

Initial Status: Maintain

Focus Area 5: Positive Culture

Key Question 1: Do we systematically address educational, social, behavioral, and emotional needs?

Initial Status: Maintain

Focus Area 5: Positive Culture





Key Question 2: Are our learners involved and connected within the school community?

Initial Status: Maintain

Focus Area 5: Positive Culture

Key Question 3: Do we promote a growth mindset and action in our staff and student learners?

Initial Status: Minor Change

Goal 1 Details	Reviews			
<p>Goal 1: Our goal is to promote a growth mindset among staff by fostering a culture of continuous improvement through reflective practice, goal setting, and instructional coaching. We will use evidence such as professional learning participation, team collaboration notes, and documented adjustments to instruction to demonstrate staff commitment to learning and responsive action.</p> <p>Evidence of Success: Evidence of success will include staff goal-setting documents, coaching logs, and team meeting notes that reflect intentional reflection and instructional adjustments. Additionally, participation in professional learning and implementation of new strategies observed during walkthroughs will demonstrate a commitment to continuous growth and improvement.</p> <p>Staff Responsible: Teacher, Content Leaders, ILT</p>	Formative			Summative
	Nov	Feb	June	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Focus Area 5: Positive Culture

Key Question 4: Do we hire, develop, and retain future-ready focused staff?

Initial Status: Maintain

Focus Area 6: Learner-Centered Experience

Key Question 1: Are we creating engaging learning experiences that are inclusive and collaborative?

Initial Status: Maintain

Focus Area 6: Learner-Centered Experience

Key Question 2: Do we facilitate, promote, and value students' ownership in their learning?

Initial Status: Maintain

Focus Area 6: Learner-Centered Experience

Key Question 3: Are resources and learning spaces being utilized and adapted to support learner engagement and outcomes?

Initial Status: Maintain