

Nixon-Smiley CISD

Nixon-Smiley Middle School

2023-2024 Campus Improvement Plan



Board Approval Date: October 16, 2023
Public Presentation Date: September 6, 2023

Mission Statement

Inspire and empower everyone to grow, lead, and serve through meaningful educational opportunities and experiences.

Vision

Our students will be successful in their future, maximizing their full potential and making positive contributions to society.

Value Statement

We Are Community

We Listen

We Care

We Grow

We Protect

Never Give Up On Us...We Will Never Give Up On You

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	12
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	18
Goals	19
Goal 1: Recruit, support, and retain teachers and principals.	19
Goal 2: Build a foundation in all Academic Areas.	22
Goal 3: Prepare students for high school and career.	33
Goal 4: Improve schools through campus climate, safety, and parent and community involvement.	37
Targeted Support Strategies	45
Additional Targeted Support Strategies	46
State Compensatory	47
Budget for Nixon-Smilely Middle School	47
Personnel for Nixon-Smilely Middle School	47
Title I Personnel	48
Campus Funding Summary	49

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics refer to the characteristics or make up of the school, including who we are, who we serve, and the level of success we have at involving all stakeholders.

Nixon-Smilely Middle School (rural public school)/ Serves grades 5-8/ Current enrollment 308 students, which is down from last year (up slightly from last year, but down from 19-20).

Per 20-21 TAPR Report:

* Average class size= 13.0 (below state in all areas)

Students (based on 20-21 TAPR report)

* African American- 1.0%, Hispanic- 81.5%, White- 16.8%, Two or More Races-0.7% Economically Disadvantaged- 84.9%, At-Risk- 61.4%, ELL- 22.8%, Students w/ Disabilities -19.8% (above state average), 504 students 17.4% (above state average), GT-12.1%

District Goal Setting Data:

* Staff Turnover rate (including all staff)-

* Teacher Turnover rate-

* Average class size - below state average in all areas -5th 14.0. 6th-13.2 Secondary ELA 12.7 Math 11.6 Science 13.1 Social Studies 13.5

Staff:

* 96.6% Bachelor's Degree/ 3.4% Master's Degree

* Experience: 6.6% (Beginning), 31.3% (1-5 years), 14.1% (5-10 years), 20.4% (11-20 years), 27.6% (over 20 years)

* 91% of staff is certified in the subject(s) they teach (Technology teacher is not certified in technology, but has gone through the program training and is certified in the program she teaches/ Resource ELA teacher is not certified in ELA; she is certified in SPED k-12, ESL, and is bilingual certified

Data Sources

- Attendance
- Ethnicity
- Goal Setting Data
- Graduation, Completion, Dropout, and GED rates
- TAPR Report 20-21
- TEA Accountability report 2021

Student Learning

Student Learning Summary

I. Due to COVID-19, lost instructional time and attendance issues even after the return from remote learning, the campus is facing increased academic issues. The following data is from the 2021 STAAR (District Site Base numbers).

- **5th Reading- 33% DNM and 35% were at or above grade level (below the state average)**
- **5th Math- 52% DNM and 22% were at or above grade level (considerably below state average)**
- **5th Science- 43% DNM and 22% at or above GL (considerably below state average)**
- **6th Reading-56% DNM and 27% at or above GL (Considerably below state average)**
- **6th Math- 52% DNM and 12% at or above GL (Considerably below)**
- **7th Reading- 30% DNM and 45% at or above GL (Above the state average)**
- **7th Math- 46% DNM and 24% at or above GL (at state average)**
- **7th Writing- 34% DNM and 43% at or above GL (above state average)**
- **8th Reading- 19% DNM and 52% at or above GL (above state average)**
- **8th Math- 15% DNM and 42% at or above GL (considerably above state average)**
- **8th ALGI- 100% at or above grade level (considerably above state average)**
- **8th Science- 12% DNM and 50% at or above GL (considerably above state average)**
- **8th SS- 8% DNM and 62% at or above GL (considerably above state average)**
-

II. Nixon-Smiley CISD STAAR Performance Comparison (2021 STAAR)

For complete state assessment data tables that compares results by state average and sub-population, please see the Addendums.

III. 2021 Accountability Ratings

Overall Campus Rating - Not rated

- STAAR Performance-40
- School Progress-40
- Closing the Gaps- 19

Earned Distinctions: Distinctions not awarded in 2021

III. Closing The Gaps -Score 19

Did not meet Targets :

- ELA/Reading- All students (41/44) White (48/60) SPED (16/19)
- Math- All students (27/46) Hispanic (24/40) White (33/59) ED (26/36) EL (22/40) SPED (33/59)
- Student Success (at or above grade level) All (40/47) Hisp (39/41) White (44/58) EL (35/37) SPED (18/23)
- **IV. Identified for Targeted Support**

- White Population (Reading, math and student success)
- All Students (Math)
- SPED Math (not yet identified, but in the second year of not meeting the target).

Student Learning Strengths

Reading:

- Above the state average in 7th/8th grade Approaches Grade Level and Masters Grade levels
- 7th/8th Grade Masters Level above state average

Math:

- 8th grade -85% met passing standards and 42% were at or above grade level. This was well above the state average even with all honors students taking Algebra I.
- 8th grade ALG I- 100% were at or above grade level, which was considerably higher than the state average.

Social Studies:

- Continues to be above the state average in Approaches Grade Level percentages (92% met standards)
- Well Above the state average in students performing at a Masters Grade Level (62% were at or above GL with 39% performing at a masters level).

Writing:

- Writing students performed above the state average.

Accountability:

- ELA Reading- Met targets for Hispanic, Economically Disadvantaged, and EL sub pops.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special Education and EL populations continue to score low on state assessments. Campus did not hit the targets for special education math or reading. **Root Cause:** Documented learning and language disabilities.

Problem Statement 2 (Prioritized): Students performing below grade level in reading (5th-65%, 6th-73%, 7th-54%, 8th-48%) **Root Cause:** High percentage of our student body has documented disabilities. There are learning gaps (especially in the lower grades due to lost instruction (COVID)). They were not able to handle remote learning as well as the older students.

Problem Statement 3 (Prioritized): Students performing below grade level in math (5th-78%, 6th-88%, 7th-76%, 8th-58%) on 2021 STAAR. **Root Cause:** High percentage of our student body has documented disabilities. Math was hit hard across the state due to lost instruction. We have huge learning gaps in math. It is very difficult for students to learn math virtually, and the skills build on one another.

Problem Statement 4 (Prioritized): White sub-population continues to fail to meet targets in both math and reading. **Root Cause:** 60% of students not meeting this target have documented learning disabilities. A large portion of the students is also labeled economically disadvantaged.

Problem Statement 5 (Prioritized): Science passing standards (5th) are well below the state average. **Root Cause:** Science TEKS tested are taught at multiple grade levels, not just the tested grade level.

Problem Statement 6 (Prioritized): Masters Grade Level in science is below the state average. **Root Cause:** Lack of Background Knowledge

Problem Statement 7: 6th-grade math and reading historically show low scores (significantly below the state average in growth). **Root Cause:** Needs exploration; possibly the test is harder with new concepts, possibly the stakes are higher in 5th grade (SSI).

School Processes & Programs

School Processes & Programs Summary

As a campus, we have highly qualified teachers in all core subjects with one exception (Resource ELA teacher is not certified in ELA, but is certified in SPED K-12). We will continue to hire individuals with the necessary qualifications and offer PD based on staff needs. Administration will collaborate with teachers on T-TESS focus areas, specifically increasing differentiation in the classroom, the use of sheltered instruction strategies, and student-centered learning in order to meet the needs of ALL students. Walkthroughs will be based on the Fundamental Five, which directly relates to the domains in TTESS.

Technology (both hardware and software) is available in every middle school classroom. In an effort to increase technology integration into instruction, we will continue to focus on technology PD, specifically providing opportunities for teachers to work with the District Technology Specialist and other technology leaders on the campus. Administration will also work to obtain the training required in order to maximize the effectiveness of the technology programs we are using.

The campus has numerous things in place to support both students and staff. Faculty meetings are held to address staff concerns, and campus administration always has an open-door policy. The Teacher Leadership and PBIS Committees meet periodically to discuss concerns and suggestions. Teachers are encouraged to collaborate and share ideas. Students are monitored, and their needs are addressed through remediation classes, small group tutoring sessions, and extended library hours. The campus utilizes programs such as PBIS and Capturing Kids' Hearts to develop relationships and student buy-in.

The biggest issue on our campus is keeping the focus on student achievement. If the students are not successful, we are not successful, no matter how hard we work or how many hours we devote to the cause. Therefore, it is a goal this year to ensure that the focus remains on student achievement and continue to revamp the RTI plan in order to achieve results. We have added days to look at data to determine whether current strategies are working.

School Processes & Programs Strengths

Curriculum and Instruction:

- * Variety of support systems are available to teachers, such as instructional coaches, ESL specialist, behavior specialist, instructional facilitator and counselor, and contracted service providers to assist with data collection and technology implementation
- * In-depth training provided for Sheltered Instruction strategies
- * ESL coordinator provides teachers with EL strategies
- * Co-teach situations with special populations when appropriate
- * Use of Interim STAAR testing to gauge growth
- * Continue implementation of ExactPath to individualize remediation efforts.
- * Add Math and Reading Workshop 6-8.
- * Add 90 minute math classes for all 5th graders
- * Dyslexia Pull-Out Program

- * Tutoring may be offered before, during, or after school based on student need and teacher availability.
- * Extended library hours offered to students and parents 3 days a week (staffed by 2 teachers certified in high needs areas).
- * Writing plan across the curriculum
- * Continue implementation of campus-wide requirement of SLO development to track and increase student achievement
- * Continue to provide Instructional Field Guides to all core subjects
- * Career Interest surveys provided to students
- * Continue Career Day for students
- * Continue implementation of Fundamental Five
- * Continue implementation of lesson plan monitoring and feedback
- * Revise and implement a new T-TESS schedule with more frequent walk-through schedule

Technology:

- * Staff is more technologically literate and integrating technology more seamlessly into curriculum. Each grade level has a laptop cart or technology available in the classroom.
- * 42 of 60 8th grade students scored proficient or above on the Technology Proficiency Test in 2019/Not able to take test in 2020
- * District contracts with a Technology Specialist who works with teachers in implementing technology into instruction.
- * Use of software to support instruction (Achieve3000, IXL, Reading Horizons, Nearpod, Study Island, Google Classroom, APEX, ExactPath, Online Textbook Resources, etc.)
- * Math teachers have Smartboards
- * Teachers have the means to project information through interactive boards, Apple TV's, or other projection devices.
- * Continue loaning hot spots and Chromebooks to students for use outside of class that was implemented through the Lending Grant
- * Student e-mail address is available to all students for teacher/student communication
- * Continue to provide use of SWIVEL device for teachers to critique their own lessons.
- * Continue to provide PD to encourage blended learning
- * Continue to use the Navigate program to increase school safety

School Context and Organization:

- * CIP is monitored and revised a minimum of three times a year by the Campus Improvement Committee.
- * Quarterly Monitoring meetings are held to discuss student performance/growth/need for intervention.
- * Campus participates in lead4ward Learning Leadership Webinars and discussions to analyze data and plan for instructional adjustments
- * Faculty meetings are scheduled twice a month to discuss procedures, address issues, or offer PD.
- * Campus Administration meetings scheduled once per week
- * District Administration meeting scheduled once per week (Only done as needed due to COVID-19)
- * Continue implementation of Campus Initiative: Capturing Kid's Hearts
- * Continue implementation of Content Professional Learning Communities once per month for teachers to discuss problem areas and share instructional approaches and successes.
- * Continue implementation of Grade Level Professional Learning Communities once per month for teachers to discuss student achievement and necessary interventions.
- * Continue partnership with Communities in Schools to meet student needs.
- * Continue mandatory drug testing for students in grades 7 and 8 that are involved in school sponsored extra-curricular activities

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Administration and teachers do not have the training to optimally use the programs. **Root Cause:** Lack of time and knowledge

Problem Statement 2: Student achievement continues to fall below state average in some areas (fluctuates, but Science is an ongoing issue). **Root Cause:** Tested TEKS for Science are taught at multiple grade levels, not just the tested grade level.

Problem Statement 3 (Prioritized): Students performing at the Meets Grade Level and Masters Grade level is still below 50% in most areas.

Problem Statement 4 (Prioritized): The percentage of students requiring intervention is higher than what is expected. We cannot adequately serve 30-60% of our student body with intervention pull out. **Root Cause:** Possible Tier 1 instructional issue.

Problem Statement 5 (Prioritized): Documentation for RTI program is lacking. **Root Cause:** We do not have a consistent documentation system or framework from campus to campus.

Perceptions

Perceptions Summary

In general, the campus is clean, welcoming and supportive. We will continue to participate in a school-wide PBIS program and use student organizations (Student Council, No Place for Hate, NJHS, etc.) to promote service, acceptance, and belonging. The campus will continue with both a teacher and student appreciation plan (student of month, teacher of month, Compliment Corner, team building events, attendance contests if COVID protocols allow). Trainings will be provided to both students and teachers concerning bullying, abuse, and cultural awareness. It is a major goal to expand many of the trainings and activities to include parents. Parents have requested improved communication. This year, we will continue to send information home with students, but we will also post important information on the district social media outlets and provide a monthly newsletter.

The Middle School Campus has a "Team" mentality. The teacher turnover rate continues to fall below the state average. We will continue to offer competitive salaries, Teacher Excellence Stipends, and daycare services for the children of employees. New teachers will be provided with mentors to help relieve the stress of the first year. As a goal for this year, administration will strive to use teacher feedback to tailor PD to fit the needs of the teachers, making the trainings specific to subjects and skill levels to the degree possible. Administration will also make an effort to include TAs in PD trainings whenever possible and hold meetings with TAs to address needs.

The campus offers several opportunities for parent involvement (access to student grades, Family Involvement Nights, Health and Wellness Day, Trunk-or-Treat, open library hours). Due to COVID-19, many of these plans have been or will be cancelled. We will continue to search for new ways to involve parents, using parent feedback to select activities and schedule events at more convenient time or offer virtual events when applicable.

Perceptions Strengths

School Culture and Climate:

- * A strong, supporting, caring staff devoted to all students. Campus is clean and welcoming.
- * Campus wide participation in PBIS to promote positive school culture
- * Continue implementation of campus wide participation in Capturing Kids' Hearts
- * Continued implementation of counselor guidance lessons on a consistent basis targeting all students
- * Student Organizations which focus on service, acceptance of others and community building (Student Council, FCA, NJHS, Embody Love Club, No Place for Hate, Lunch Bunch, Book Club)
- * Campus improvement projects (Ceiling Tiles)
- * Implementation of attendance competitions
- * Spirit weeks to build community
- * Continue implementation of Focus Unit to provide behavior intervention
- * Attendance rates exceed the state average

- * Class size average consistently falls below the state average
- * Decrease in ISS referrals last year
- * Suicide, Drug Abuse, and Child Abuse education for students.
- * Continue implementation of College/ Career Club and Robotics Club
- * Continue partnership with Communities In Schools to meet student needs.

Staff Retention:

- * Professional development: A variety of support systems are available for teachers, including but not limited to coaches, support personnel, and contracted service providers.
- * Low teacher turnover rate most years/ was higher in 2019 than usual.
- * Improved “New Teacher” mentor/mentee program
- * Daycare for staff
- * Competitive Salaries/ Teacher Excellence Stipend
- * Paid benefits, including health, life, disability, and matching funds in 457 plan
- * Campus has a "Team" mentality and participates in "team building" activities (luncheons, appreciation days, etc.)

Family and Community Involvement:

- * After school library and computer lab open to students and parents with certified teachers available for tutorials and academic support.
- * Parent/Student/Teacher Compacts & Policies
- * Family Engagement Night(s)
- * Trunk-or-Treat (adapted in 2020)
- * Participation in community events (Veteran's Day, National Night Out, community pep rallies, etc.)
- * Health & Wellness Day in collaboration with SHAC
- * Positive feedback on Parent Engagement Survey at Thanksgiving Lunch
- * Continue to involve parents in Career Day
- * Continue offering resources for parents
- * Begin to engage parents in educational presentations (cyber safety, current health issues such as vaping, etc)
- * Continue partnership with Communities In Schools (works with both students and families to meet needs, providing outside resources when necessary).
- * Add newsletter to improve parent communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Mental health issues are on the rise (suicidal ideations, suicide attempts, depression, etc.) **Root Cause:** Students are dealing with normal teenage stressors plus the added stressors of living during a pandemic.

Problem Statement 2: Morale is Down on Campus **Root Cause:** Teachers are exhausted trying to teach in person and deal with extended absences due to health reasons.

Problem Statement 3 (Prioritized): Attendance rates were down, even though they remain above the state average. **Root Cause:** COVID-19 remains an issue. Some parents are afraid to send students to school. Students are used to being home, and the structure of coming to school has been broken.

Problem Statement 4 (Prioritized): Cyber issues, drug usage (including tobacco and vaping) continues to be a problem at the middle school. **Root Cause:** There are too many opportunities for students to make poor decisions. The Apps today promote cyber issues. Vapes are readily available and hard to detect.

Problem Statement 5 (Prioritized): Content teachers do not have common planning times. **Root Cause:** Our master schedule will not allow for this to happen.

Problem Statement 6 (Prioritized): Professional Development is not always practical and relevant to all, and Teacher Assistants are not involved in instructional training. **Root Cause:** Planning on the administrative side (me).

Problem Statement 7 (Prioritized): Parent engagement is low at academic events. **Root Cause:** Many parents are uncomfortable with the academic side. They feel like the school is responsible for teaching their children.

Priority Problem Statements

Problem Statement 1: Mental health issues are on the rise (suicidal ideations, suicide attempts, depression, etc.)

Root Cause 1: Students are dealing with normal teenage stressors plus the added stressors of living during a pandemic.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Special Education and EL populations continue to score low on state assessments. Campus did not hit the targets for special education math or reading.

Root Cause 2: Documented learning and language disabilities.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students performing below grade level in reading (5th-65%, 6th-73%, 7th-54%, 8th-48%)

Root Cause 3: High percentage of our student body has documented disabilities. There are learning gaps (especially in the lower grades due to lost instruction (COVID). They were not able to handle remote learning as well as the older students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students performing below grade level in math (5th-78%, 6th-88%, 7th-76%, 8th-58%) on 2021 STAAR.

Root Cause 4: High percentage of our student body has documented disabilities. Math was hit hard across the state due to lost instruction. We have huge learning gaps in math. It is very difficult for students to learn math virtually, and the skills build on one another.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The percentage of students requiring intervention is higher than what is expected. We cannot adequately serve 30-60% of our student body with intervention pull out.

Root Cause 5: Possible Tier 1 instructional issue.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Masters Grade Level in science is below the state average.

Root Cause 6: Lack of Background Knowledge

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Science passing standards (5th) are well below the state average.

Root Cause 7: Science TEKS tested are taught at multiple grade levels, not just the tested grade level.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Documentation for RTI program is lacking.

Root Cause 8: We do not have a consistent documentation system or framework from campus to campus.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Cyber issues, drug usage (including tobacco and vaping) continues to be a problem at the middle school. .

Root Cause 9: There are too many opportunities for students to make poor decisions. The Apps today promote cyber issues. Vapes are readily available and hard to detect.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Attendance rates were down, even though they remain above the state average.

Root Cause 10: COVID-19 remains an issue. Some parents are afraid to send students to school. Students are used to being home, and the structure of coming to school has been broken.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Content teachers do not have common planning times.

Root Cause 11: Our master schedule will not allow for this to happen.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Parent engagement is low at academic events.

Root Cause 12: Many parents are uncomfortable with the academic side. They feel like the school is responsible for teaching their children.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: White sub-population continues to fail to meet targets in both math and reading.

Root Cause 13: 60% of students not meeting this target have documented learning disabilities. A large portion of the students is also labeled economically disadvantaged.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: Students performing at the Meets Grade Level and Masters Grade level is still below 50% in most areas.

Root Cause 14:

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: Administration and teachers do not have the training to optimally use the programs.

Root Cause 15: Lack of time and knowledge

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: Professional Development is not always practical and relevant to all, and Teacher Assistants are not involved in instructional training.

Root Cause 16: Planning on the administrative side (me).

Problem Statement 16 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact





Parent/Community Data

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

Goals

Goal 1: Recruit, support, and retain teachers and principals.





Performance Objective 1: Recruit and retain high quality staff.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to offer competitive salaries and Teacher Excellence Stipend. Continue to offer a stipend for ESL certifications.</p> <p>Strategy's Expected Result/Impact: Teacher Turnover rate will be low.</p> <p>Staff Responsible for Monitoring: Principal/District Personnel</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative		
	Jan	May	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Strive to keep classes small and provide TAs for high-needs students.</p> <p>Strategy's Expected Result/Impact: Teachers will be more effective and happier. The teacher turnover rate will be low.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Jan	May	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to offer benefits, 457 Plan and daycare services for District personnel.</p> <p>Strategy's Expected Result/Impact: Teacher retention rate will be high.</p> <p>Staff Responsible for Monitoring: Principal/ District Personnel</p>	Formative		
	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Recruit, support, and retain teachers and principals.

Performance Objective 2: Support teachers in personal and professional growth.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide targeted PD based on teacher needs. Offer webinars/training for programs teachers are expected to use. Strategy's Expected Result/Impact: Teachers will be more prepared and less stressed. Teacher retention will be high. Staff Responsible for Monitoring: Principal/Inst. Facilitator</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide choice for teachers in professional development. Let teachers choose PD that is "just right" for them. Offer choice as well as opportunities for teachers to find their own PD. Strategy's Expected Result/Impact: Teachers will be more engaged in PD and the PD will be more meaningful. Teachers will grow and learn. Staff Responsible for Monitoring: Brittany Rogers</p>	Formative		
	Jan	May	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Mentoring program for all new teachers. Develop a schedule where mentors and mentees have time to collaborate within the school day (half days, intersession, etc.) New Teacher Academy for all first and second year teachers. Strategy's Expected Result/Impact: New teachers will be more prepared and less stressed. New teachers will remain in the profession and with the district. Staff Responsible for Monitoring: Principal, Mentor Teachers, Deputy Superintendent</p> <p>Title I: 2.5</p> <p>Funding Sources: Mentor Stipend - 255 Title II, Part A, TPTR</p>	Formative		
	Jan	May	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Administrators, instructional facilitator, and District support personnel will assist teachers in analyzing data and problem-solving by developing a strategic plan for collaboration and learning. Content and Grade Level PLCs will be held once per month after school. Data digs will be set up after testing for teachers to analyze testing data. In addition, teachers will attend one content PLC a month during the school day. QM will be held quarterly during Intersession Days. (TIP)</p> <p>Strategy's Expected Result/Impact: Teachers will be more effective. Students will be more successful. Teacher turn-over rate will be low.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Involve teachers in campus decision making and leadership roles.</p> <p>Strategy's Expected Result/Impact: Teachers will get what they need. Students will get what they need. Campus will be more successful.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation in all Academic Areas.

Performance Objective 1: Meet accountability goals in all grade levels and content areas and increase the percentage of students who perform at grade level on STAAR.

Evaluation Data Sources: STAAR Scores/ School Report Card

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Growth Measure goals for all subjects and grade levels to address areas of need. Strategy's Expected Result/Impact: Increased performance on State assessment. More students performing at grade level. Staff Responsible for Monitoring: Teachers/ Principal/Instructional coach</p> <p>Title I: 2.4 - Targeted Support Strategy</p>	Formative		
	Jan	May	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize local assessments each quarter, beginning of year tests, and benchmarks to monitor student growth. Include questions that will prepare students for STAAR 2.0-type questions. Quarterly, place at least one assessment into DMAC, Ed-site, or some other data processing site to analyze data. Strategy's Expected Result/Impact: Identification of students in need of intervention. Close gaps on STAAR. Prepare for STAAR 2.0. Increased performance on State assessment. Staff Responsible for Monitoring: Teachers/Instructional Facilitator/Principal/Assistant Principal</p> <p>Title I: 2.4, 2.6 - Targeted Support Strategy</p>	Formative		
	Jan	May	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide state accountability training for teachers. Including mandatory STAAR training, training on STAAR 2.0, DMAC, and curriculum. Strategy's Expected Result/Impact: Teachers will understand the system, recognize the need for the usage of data analysis and use data in their instructional planning. Staff Responsible for Monitoring: Principal/Data Specialist, Executive Director of Special Programs, Deputy Superintendent</p>	Formative		
	Jan	May	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide outside consultant to work with math teachers. Create a detailed schedule with a strategic plan that includes observations, data digs, and time to plan.</p> <p>Strategy's Expected Result/Impact: Teachers will watch example lessons and be observed by the consultant. The consultant will work with the teachers to plan for strategic instruction and intervention. Math scores will improve. More students will perform at Masters level, and campus will receive distinctions.</p> <p>Staff Responsible for Monitoring: Principal/Instructional Facilitator</p> <p>Title I: 2.4, 2.5 - Targeted Support Strategy</p>	Formative		
	Jan	May	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide PLC time during the school day for teachers. Have a prepared agenda based off of needs and teacher feedback for each meeting.</p> <p>Strategy's Expected Result/Impact: Teachers will gain additional time to collaborate with their content area teams, admin, and the instructional facilitator. Teaching practices will continue to improve and grow. Content areas will align across the campus. Students will make significant growth from year to year.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Facilitator.</p>	Formative		
	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation in all Academic Areas.

Performance Objective 2: Meet or exceed the state averages in overall passing percentages in all areas.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Participate in lead4ward training to gain additional tools for planning. Strategy's Expected Result/Impact: Teachers will attend Lead4Ward PD and use strategies throughout the school year to help with planning and teaching. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5 - Targeted Support Strategy</p>	Formative		
	Jan	May	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide PD based on identified campus and district needs (differentiation, check for understanding, strategies for struggling students and ELs, lesson planning, classroom management, student engagement, etc.). Strategy's Expected Result/Impact: Planned lessons, meaningful instruction, student success. Staff Responsible for Monitoring: Principal/AP/Deputy Superintendent</p> <p>Title I: 2.6 - Additional Targeted Support Strategy</p>	Formative		
	Jan	May	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers develop PD goals and SGMs. Strategy's Expected Result/Impact: Students will show growth on local and State assessments. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</p>	Formative		
	Jan	May	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide STAAR reports to parents and offer question/answer sessions to discuss results and provide strategies for home. Provide assessment data and Benchmark data to parents throughout the year.</p> <p>Strategy's Expected Result/Impact: Parents will become more invested in their student's STAAR performance. There will be more student buy-in. Students will perform better in the classroom and on assessments.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Jan	May	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue writing plan, which requires writing across the curriculum.</p> <p>Strategy's Expected Result/Impact: Students will write in all contents. Writing skills will improve. Test scores will improve.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</p>	Formative		
	Jan	May	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide separate reading and writing classes at all grade levels, giving students 90 minutes of RLA curriculum.</p> <p>Strategy's Expected Result/Impact: Teachers will collaborate to ensure there is consistency across the grade level and content area. Scores in both areas should continue to improve. The STAAR 2.0, including reading and language arts TEKS, scores will continue to improve.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5</p>	Formative		
	Jan	May	June

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Implement classroom strategies to meet the needs of the identified "At-Risk" students, including teachers trained and serving the "At-Risk" student, lower class sizes, tutorial times, and small group settings in the classroom (differentiation). (REQ)</p> <p>Title I: Abigail Scarbrough and Carlina Medina SCE: Kristi Boatright, Karly Moss, Jonathan Miller, Tasha Janicek, Jordan Harvey, Daniel Pierce, Jeff Stavinoha, Magda Gaytan, Robert Mejia, and Stephanie Sendejo Title III: Cristina Leal ESSER III: Hayley Gordon, Jennifer Hines, Dawn Risinger, and Melissa Baethge</p> <p>Strategy's Expected Result/Impact: Increase student achievement and attendance. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Salaries & Supplies - 211 Title I, Part A, Salaries & Supplies - 199-PIC 30 SCE, Title IA, Schoolwide Activity, Salaries & Supplies - 263 Title III - LEP, Salaries & Supplies - 282 ESSER III</p>	Formative		
	Jan	May	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: Build a foundation in all Academic Areas.

Performance Objective 3: Increase rigor of curriculum in an effort to increase students performing at Masters Grade Level performance.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide differentiated instructional practices for high-performing students (PBL, project choice, field trips, honors classes, GT pull-out, Mustang Masters Grade Level enrichment, chances to compete academically).</p> <p>Strategy's Expected Result/Impact: Students will be pushed to reach their potentials and will perform at Masters Grade Level performance on state assessments. More students will qualify for talent searches and leadership opportunities.</p> <p>Staff Responsible for Monitoring: Principal/Campus GT Coordinator/Executive Director of Special Programs</p> <p>Title I: 2.5</p> <p>Funding Sources: Salary & Supplies - 199-PIC 30 SCE, Title IA, Schoolwide Activity</p>	Formative		
	Jan	May	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Offer PD , which focuses on higher level students (GT 30 hour training and required 6 hour update workshops).</p> <p>Strategy's Expected Result/Impact: Teachers will raise expectations in the classroom, and students will rise to the task. Students will exceed growth on testing and perform at Masters Grade Level performance.</p> <p>Staff Responsible for Monitoring: Principal/ Executive Director of Special Programs</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement Fundamental Five in all content areas. (TIP)</p> <p>Strategy's Expected Result/Impact: Student will become more invested in their education, increasing engagement and overall performance in the classroom.</p> <p>Staff Responsible for Monitoring: Principal/AP</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide teacher support through lesson plan feedback along with frequent, immediate walk-through feedback. (TIP)</p> <p>Strategy's Expected Result/Impact: Increased student engagement and performance.</p> <p>Staff Responsible for Monitoring: Principal/AP</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	June
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Goal 2: Build a foundation in all Academic Areas.

Performance Objective 4: Improve intervention identification/support processes to reach all students.

High Priority





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor Student Progress through *Content PLC's at least twice a month that focuses on areas of need and instructional strategies. Grade Level PLC's once a month to address student achievement and concerns and interventions. (TIP) *Quarterly monitoring meetings to discuss student performance/progress and make educational decisions. (Set aside time BOY PD to develop "focus list").</p> <p>Strategy's Expected Result/Impact: Struggling students will be identified and placed in appropriate interventions. Student interventions will be assessed and adjusted as necessary. Students will show growth on local and state assessments.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Offer student support through Dyslexia class and monitoring; Intersession Days; Math and Reading Workshop classes; Tutoring; Target Time (7/8); After school Library Hours; Student mentors; Student groups; Credit/ Grade recovery Opportunities; Optional tutoring before and after school. (TIP)</p> <p>Strategy's Expected Result/Impact: Students will receive the support they need. Overall performance will improve.</p> <p>Staff Responsible for Monitoring: Principal/Deputy Superintendent</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continually meet with various committees (504/ ESL/ARD/RTI/Student Services Team) as needed to address student concerns and work with SPED teachers, ESL, and 504 coordinators, and instructional coach for guidance in providing support strategies to ensure all accommodations are being met. SPED: Lisa Nixon and Shayna Messenger Title III: Cristina Leal Title IV, Part A: Maggie Gaytan ESSER III: Melissa Baethge</p> <p>Strategy's Expected Result/Impact: Accommodations will be adjusted throughout the year. Students will be successful in the classroom and show growth on State assessments.</p> <p>Staff Responsible for Monitoring: Principal/ESL Coordinator/Counselor/Communities In Schools/Student Services Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Salaries & Supplies - 224 IDEA B - Formula Special Ed (SpEd), Salaries & Supplies - 263 Title III - LEP, Salaries & Supplies - 289 Title IV, Part A, Salaries & Supplies - 282 ESSER III</p>	Formative		
	Jan	May	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Research RTI programs and collaborate with other administrators/districts to continue to improve our RTI plan, which follows all notification guidelines, provides monitoring with fidelity, and assures appropriate documentation.</p> <p>Strategy's Expected Result/Impact: Better documentation/better decisions/ better results</p> <p>Staff Responsible for Monitoring: Principal/Executive Director of Special Programs</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation in all Academic Areas.





Performance Objective 5: Close the gaps for SPED and ESL populations.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to fund programs that support the EB and migrant population such as mentors to migrant students, language classes, remediation classes, ESL strategic pull out plan, ESL coordinator to offer support strategies and push into classrooms, TA to support EB students in the classroom, etc. Title III: Cristina Leal</p> <p>Strategy's Expected Result/Impact: EL test scores will continue to rise. Students will show growth on TELPAS. Staff Responsible for Monitoring: Principal/Director of Special Programs/ESL Coordinator/Migrant Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Salaries & Supplies - 263 Title III - LEP</p>	Formative		
	Jan	May	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All ELA/Reading teachers will be ESL certified, and the District will encourage certification in the other content areas. Strategy's Expected Result/Impact: Teachers will use ESL strategies in their classrooms. Students will be successful in the classroom and show growth on the state assessments. Staff Responsible for Monitoring: Principal/Director of Human Resources/Deputy Superintendent</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Jan	May	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Keep resource classes small, and provide TAs to support SpEd students in the general education setting. (TIP) Strategy's Expected Result/Impact: Students will receive the support they need to participate in the class. Students will show growth on the state assessments. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Jan	May	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Participate in outside PD for SpEd, EL, and strategies aimed at struggling students, and have participants share in-house.</p> <p>Strategy's Expected Result/Impact: Teachers will use different methods of presentation, more visuals, more resources, and more hands-on activities in their lessons, which will reach more students. Students will perform better in the classroom and show growth on state assessments.</p> <p>Staff Responsible for Monitoring: Principal/Director of Special Programs/Director of Special Education</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Jan	May	June
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Goal 3: Prepare students for high school and career.

Performance Objective 1: Encourage strong pedagogical practices that focus on sound curriculum and the integration of technology.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to increase technology integration into the classroom. Focus on students using technology to present as well as receive information. Technology Badge Challenges: Badge 2.0 for returning teachers and Badge 1.0 for new teachers. Title II, Part A: Jennifer Faulkner</p> <p>Strategy's Expected Result/Impact: Students will regularly engage in activities that involve technology. This will prepare students for college and career.</p> <p>Staff Responsible for Monitoring: Principal/AP/Technology Specialist</p> <p>Title I: 2.5</p> <p>Funding Sources: Salary & Supplies - 255 Title II, Part A, TPTR</p>	Formative		
	Jan	May	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use technology support services as well as campus mentors to support the implementation of current technology. Technology support staff to help with implementation in the classroom (example SWIVL or technology projects).</p> <p>Strategy's Expected Result/Impact: Teachers will be able to use the technology we already have in place to provide instruction.</p> <p>Staff Responsible for Monitoring: Principal/AP/Technology Specialist</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Focus on PD that addresses engaging technology activities that will enhance student learning. During PLC's have time for teachers to share their technology resources that work well in the classroom.</p> <p>Strategy's Expected Result/Impact: Observations will show student engagement, scores will improve.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Facilitator, Technology Specialist</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Prepare students for high school and career.





Performance Objective 2: Ensure that modern technologies and current software are available to students and teachers.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Stay current on the latest technology available. Send representatives to Technology Computer Education Association (TCEA) Conference to explore new developments in the field of technology.</p> <p>Strategy's Expected Result/Impact: The District will continue to use the latest technology and programs to assist our students.</p> <p>Staff Responsible for Monitoring: Principal/AP/Technology Director</p> <p>Title I: 2.5</p> <p>Funding Sources: PD - 255 Title II, Part A, TPTR</p>	Formative		
	Jan	May	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to replace and update technology.</p> <p>Strategy's Expected Result/Impact: The district will be able to depend on reliable technology to analyze data and support student growth.</p> <p>Staff Responsible for Monitoring: Principal/Technology Director</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Purchase newest calculators and train teachers on programs. Teachers teach students how to best utilize calculators to help prepare students for STAAR, PSAT, TSI, other college entrance exams, college, career and beyond.</p> <p>Strategy's Expected Result/Impact: Teachers and students become proficient in calculators. Student outcomes on math assessments with calculators increase.</p> <p>Staff Responsible for Monitoring: Principal, instructional facilitator,</p>	Formative		
	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Prepare students for high school and career.

Performance Objective 3: Provide opportunities for career education and exploration, organizational skill development, and student leadership.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide opportunities for students to participate in goal-setting activities. This includes goals for academics and social-emotional goals (benchmark goals, lexile goals, goals during SEL lessons, etc). SCE: Maggie Gaytan and Jeff Stavinoha</p> <p>Strategy's Expected Result/Impact: Students will set and monitor individual growth goals. Students will take an active role in their education. Scores on state assessments will improve.</p> <p>Staff Responsible for Monitoring: Principal/Teachers/ Student Services Department</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: Salaries and Supplies - 199-PIC 30 SCE, Title IA, Schoolwide Activity, Salary and Supplies - 282 ESSER III</p>	Formative		
	Jan	May	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to offer CTE classes (Ag, Culinary, Education, Technology) to 8th grade students and explore the possibility of adding to the options.</p> <p>Strategy's Expected Result/Impact: Students receive high school credit. Students are able to explore personal interests. Students learn skills that will benefit them in college or in the job market.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide opportunities for college/ career education (interest surveys, speakers, field trips (college visits as well as career com), career fair for students and parents, career lessons, college club).</p> <p>Strategy's Expected Result/Impact: Students will discover and interest and explore what they need to pursue the career. Students will see value in their education when they have an end goal or purpose in mind.</p> <p>Staff Responsible for Monitoring: Counselor/Student Services Department</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide opportunities for Student Leadership (Student Council, No Place for Hate, NJHS, etc.); Recognize students for outstanding leadership (Helping our school and community board, students of the month, special thank yous)</p> <p>Strategy's Expected Result/Impact: Students will take on roles and responsibilities. Students will become more involved in their own education. Students will participate in activities that will qualify as experience for jobs or college scholarships.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Improve schools through campus climate, safety, and parent and community involvement.

Performance Objective 1: Provide opportunities for positive parent engagement.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Host Family Engagement Night opportunities. (Family Night, Adventure Race, Trunk-or Treat, Thanksgiving Lunch, Awards Ceremonies, Extended Library Hours, Meet the Teacher Nights, GT Wax Museum, SOM Dinner Celebrations, Pep Rallies, Plays, Concerts, Athletic Events, etc)</p> <p>Strategy's Expected Result/Impact: Parents will feel welcome on campus and will want to take part in their child's activities. Parent involvement will increase. Parents will be supportive.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal/Counselor</p> <p>Title I: 4.2</p>	Formative		
	Jan	May	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Have parents participate in district and campus goal setting.</p> <p>Strategy's Expected Result/Impact: Parents offer a different perspective. Decisions will be based on the views of all stakeholders.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Jan	May	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to offer home visits and maintain communication with parents (ROOMS, website, social media (Facebook), e-mail, positive notes, phone calls, personal visits, Monthly newsletter etc.)</p> <p>Strategy's Expected Result/Impact: Parents will take part in their child's education. Parents will see that the success of their child is very important to the school. Students will perform better in school.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal/Teachers</p> <p>Title I: 4.2</p>	Formative		
	Jan	May	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Explore other avenues for parent engagement. In the works for this year: GED program for parents (referring out to Luling classes for now); Options to volunteer for class project days or school functions; Parent Corner at the office; Options for parents videos or classes and learn what students are learning (how to use IXL, Achieve3000, reading strategies, Google Classroom) or be given strategies to use with their child at home. Look into providing informational videos to parents for on-demand access (on-demand library).</p> <p>Strategy's Expected Result/Impact: The campus will implement at least one new way for parents to have positive involvement with the school.</p> <p>Staff Responsible for Monitoring: Principal/Student Services Department/Counselor</p> <p>Title I: 4.2</p>	Formative		
	Jan	May	June
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Goal 4: Improve schools through campus climate, safety, and parent and community involvement.

Performance Objective 2: Provide support for "At Risk" students.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide necessary support services for those identified as homeless, migrant, EL, 504, or special education students. (REQ) SpEd 224: Lisa Nixon and Shayna Messenger Title III: Cristina Leal Rural: Araceli Vazquez Title IV: Maggie Gaytan</p> <p>Strategy's Expected Result/Impact: Students will receive the academic and emotional support they need. Students will be attend school on a regular basis and be successful in the classroom.</p> <p>Staff Responsible for Monitoring: Principal/ESL Coordinator/504 Coordinator/SpEd Coordinator/Teachers</p> <p>Title I: 2.6</p> <p>Funding Sources: Salaries and Supplies - 224 IDEA B - Formula Special Ed (SpEd), Salary and Supplies - 263 Title III - LEP, Salary and Supplies - 270 Title V, Part B, Salaries and Supplies - 289 Title IV, Part A</p>	Formative		
	Jan	May	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide an alternative setting for students needing disciplinary guidance and a place for learning outside of the regular classroom. (Focus Unit/ISS/DAEP) SCE: Jeff Stavinoha</p> <p>Strategy's Expected Result/Impact: Students will receive appropriate instruction in an alternative setting. Students will not be disrupting the classroom. Students will learn to change disruptive behaviors and make better choices. All students will be able to learn.</p> <p>Staff Responsible for Monitoring: Principal/AP/Behavior Interventionist</p> <p>Title I: 2.6</p> <p>Funding Sources: Salary & Supplies - 199-PIC 30 SCE, Title IA, Schoolwide Activity</p>	Formative		
	Jan	May	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor students both emotionally and academically and provide services when needed (counseling, campus climate survey, teacher mentor, student services coordinator helping with transitioning back into the school or finding outside resources for students)</p> <p>SCE: Magda Gaytan</p> <p>Strategy's Expected Result/Impact: Students will feel like they are supported. Students will not feel like they are alone. Students and parents will reach out to the school for help when they need it.</p> <p>Staff Responsible for Monitoring: Counselor/Student Services Department/Principal/</p> <p>Title I: 2.6</p> <p>Funding Sources: Salary & Supplies - 199-PIC 30 SCE, Title IA, Schoolwide Activity</p>	Formative		
	Jan	May	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide training for teachers (cultural awareness, sensitivity training, identifying sexual, physical or emotional child abuse, suicide prevention, trauma training). (REQ)</p> <p>SCE: Magda Gaytan</p> <p>Strategy's Expected Result/Impact: Teachers will be aware of warning signs and know their legal obligation to report. Teachers will be understand cultural tendencies and emotional needs of students. Students will not fall through the cracks.</p> <p>Staff Responsible for Monitoring: Principal/Counselor/Student Services Department/Executive Director of Special Programs</p> <p>Title I: 2.6</p> <p>Funding Sources: Salaries & Supplies - 199-PIC 30 SCE, Title IA, Schoolwide Activity</p>	Formative		
	Jan	May	June
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Goal 4: Improve schools through campus climate, safety, and parent and community involvement.

Performance Objective 3: Increase student attendance and engagement.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parents will be contacted when student is absent. Letters will be sent home for attendance issues, and we will continue to hold attendance meetings, counseling with parents, and filing truancy when needed. Parents can also access student absences and grades on the Parent Portal. Middle school students will be required to attend intersession days if they are attendance issues.</p> <p>Strategy's Expected Result/Impact: Parents will be aware of attendance regulations. Parents will be involved in decision making and attendance planning.</p> <p>Staff Responsible for Monitoring: Assistant Principal/Student Services Department</p> <p>Title I: 2.6, 4.2</p>	Formative		
	Jan	May	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue PBIS supports for behavior and attendance, continue grade level attendance contests and individual attendance drawings.</p> <p>Strategy's Expected Result/Impact: Students will be more engaged in school, and attendance will improve.</p> <p>Staff Responsible for Monitoring: Principal/PBIS Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Jan	May	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to implement Capturing Kid's Hearts.</p> <p>Strategy's Expected Result/Impact: Teachers and students will build powerful relationships. Students will want to come to school. Attendance will improve.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal/Teachers</p> <p>Title I: 2.5, 2.6</p>	Formative		
	Jan	May	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Intersession Days for students with less than 90% Attendance for grades 5-8.</p> <p>Strategy's Expected Result/Impact: Students will come to school every day so that they can earn the intersession days off. If they do not, the intersession days will provide time for teachers and staff to work in small groups with students to meet their individual needs. Students and parents will be more aware of attendance laws and procedures and accountability will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p>	Formative		
	Jan	May	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Send attendance letters home with every progress report and report card for students over 90% attendance. Follow-through with processes set out in the MS Attendance Handbook</p> <p>Strategy's Expected Result/Impact: Parents will be more informed and aware of their child's attendance. Attendance will improve.</p> <p>Staff Responsible for Monitoring: Attendance Coordinator (Assistant Principal)</p>	Formative		
	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve schools through campus climate, safety, and parent and community involvement.

Performance Objective 4: Provide a positive, safe environment for teaching and learning.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to support SHAC in implementing activities and services for students and the community (health and wellness, adventure race, prevention activities, such as drug/alcohol, vaping, etc.)</p> <p>Strategy's Expected Result/Impact: Students will be encouraged to maintain a healthy lifestyle.</p> <p>Staff Responsible for Monitoring: Principal/SHAC Committee</p> <p>Title I: 2.5, 4.2</p>	Formative		
	Jan	May	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue implementation of Capturing Kids Hearts in conjunction with PBIS supports.</p> <p>Strategy's Expected Result/Impact: Teachers and students will develop powerful, lasting relationships. Campus climate will improve. Student referrals will decrease.</p> <p>Staff Responsible for Monitoring: Principal/Teachers/PBIS Coordinator</p> <p>Title I: 2.5, 2.6</p>	Formative		
	Jan	May	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Maintain positive campus morale through campus projects (Hello Month, talent show, door decorating, tournaments), snacks at meetings , pbis rewards (pep rally events, store, activities, prizes, Thumbs up Thursdays, PBIS Fridays, Bowl of Champions), Affirmation Alley, music on Fridays, appreciation days, luncheons, positive office referrals, Kindness projects, etc.</p> <p>Strategy's Expected Result/Impact: Teacher retention will remain high. Stress will decrease and productivity will increase.</p> <p>Staff Responsible for Monitoring: Principal/ Assistant Principal/Cheer Committee/Counselor</p>	Formative		
	Jan	May	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to implement Navigate for safety. Train teachers and students on crisis procedures and participate in campus wide drills. Provide teachers with procedural information, maps, and safety supplies.</p> <p>Strategy's Expected Result/Impact: Teachers and students will be prepared in the case of an emergency.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal/Teachers/Deputy Superintendent</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue to provide educational programs on drug/alcohol abuse, vaping, suicide prevention, bullying/cyberbullying, cyber safety, self-esteem, child abuse, and conflict resolution. (REQ) Research how to make some of these programs available to parents. Title IV: Maggie ESSER III: Patrick Garcez ESSER II: Cameron LaRue</p> <p>Strategy's Expected Result/Impact: Students and parents will be educated on the dangers that teenagers face today. Parents will be aware of signs. Students will be safer at school as well as outside of school.</p> <p>Staff Responsible for Monitoring: Principal/Counselor/Student Services Department</p> <p>Funding Sources: Salary & Supplies - 289 Title IV, Part A, Salary & Supplies - 282 ESSER III, Salary & Supplies - 281 ESSER II</p>	Formative		
	Jan	May	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Continue Districtwide mandatory drug testing of students in seventh and 8th grade participating in extracurricular activities, clubs, and sports.</p> <p>Strategy's Expected Result/Impact: Students will have an excuse not to use drugs, and those who are in trouble and need help will be provided with the support they need. Drug usage will decrease.</p> <p>Staff Responsible for Monitoring: District personnel and campus principals</p>	Formative		
	Jan	May	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: The campus will organize, plan, design, and implement a counseling program based on The Comprehensive Guidance Program for Texas Public Schools. This includes continuing professional growth in the areas of legal and ethical issues, normal growth and development, motivation/learning in the exceptional child, counseling, student appraisal, and counseling special populations. Focus on character education as prevention of bullying. (REQ)</p> <p>Strategy's Expected Result/Impact: Students will have social-emotional needs met, increasing attendance, increasing academic performance, and decreasing office referrals.</p> <p>Staff Responsible for Monitoring: Principal/Counselor/Student Services Department/Executive Director of Special Programs</p>	Formative		
	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Student Growth Measure goals for all subjects and grade levels to address areas of need.
2	1	2	Utilize local assessments each quarter, beginning of year tests, and benchmarks to monitor student growth. Include questions that will prepare students for STAAR 2.0-type questions. Quarterly, place at least one assessment into DMAC, Ed-site, or some other data processing site to analyze data.
2	1	4	Provide outside consultant to work with math teachers. Create a detailed schedule with a strategic plan that includes observations, data digs, and time to plan.
2	2	1	Participate in lead4ward training to gain additional tools for planning.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	2	2	Provide PD based on identified campus and district needs (differentiation, check for understanding, strategies for struggling students and ELs, lesson planning, classroom management, student engagement, etc.).
2	2	7	Implement classroom strategies to meet the needs of the identified "At-Risk" students, including teachers trained and serving the "At-Risk" student, lower class sizes, tutorial times, and small group settings in the classroom (differentiation). (REQ) Title I: Abigail Scarbrough and Carlina Medina SCE: Kristi Boatright, Karly Moss, Jonathan Miller, Tasha Janicek, Jordan Harvey, Daniel Pierce, Jeff Stavinoha, Magda Gaytan, Robert Mejia, and Stephanie Sendejo Title III: Cristina Leal ESSER III: Hayley Gordon, Jennifer Hines, Dawn Risinger, and Melissa Baethge
2	5	3	Keep resource classes small, and provide TAs to support SpEd students in the general education setting. (TIP)

State Compensatory

Budget for Nixon-Smilely Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 10

Brief Description of SCE Services and/or Programs

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Personnel for Nixon-Smilely Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Georgina Wright	Teacher	1
Javouhn Flores	Support Staff	1
Jonathan Miller	Teacher	1
Karly Moss	Teacher	1
Kristi Boatright	Teacher	1
Lesley Barrera	Teacher	1
Lizbeth Colon	Computer Tech	1
Magda Gaytan	Districtwide	1
Melissa Baethge	Instructional Facilitator	1
Tasha Janicek	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristi Boatright	Teacher	8th Grade	1
Melissa Baethge	Instructional Facilitator	Campus wide	1

Campus Funding Summary

199-PIC 30 SCE, Title IA, Schoolwide Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	7	Salaries & Supplies		\$0.00
2	3	1	Salary & Supplies		\$0.00
3	3	1	Salaries and Supplies		\$0.00
4	2	2	Salary & Supplies		\$0.00
4	2	3	Salary & Supplies		\$0.00
4	2	4	Salaries & Supplies		\$0.00
Sub-Total					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	7	Salaries & Supplies		\$0.00
Sub-Total					\$0.00
224 IDEA B - Formula Special Ed (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	3	Salaries & Supplies		\$0.00
4	2	1	Salaries and Supplies		\$0.00
Sub-Total					\$0.00
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Mentor Stipend		\$0.00
3	1	1	Salary & Supplies		\$0.00
3	2	1	PD		\$0.00
Sub-Total					\$0.00
263 Title III - LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	7	Salaries & Supplies		\$0.00
2	4	3	Salaries & Supplies		\$0.00

263 Title III - LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1	Salaries & Supplies		\$0.00
4	2	1	Salary and Supplies		\$0.00
Sub-Total					\$0.00
289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	3	Salaries & Supplies		\$0.00
4	2	1	Salaries and Supplies		\$0.00
4	4	5	Salary & Supplies		\$0.00
Sub-Total					\$0.00
270 Title V, Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Salary and Supplies		\$0.00
Sub-Total					\$0.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	7	Salaries & Supplies		\$0.00
2	4	3	Salaries & Supplies		\$0.00
3	3	1	Salary and Supplies		\$0.00
4	4	5	Salary & Supplies		\$0.00
Sub-Total					\$0.00
281 ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	5	Salary & Supplies		\$0.00
Sub-Total					\$0.00