

Wichita Falls Independent School District

McNiel Middle School

2022-2023 Campus Improvement Plan



Mission Statement

The mission of McNiel Middle School is to prepare all students to become lifelong learners who are productive, responsible, and participating students at McNiel and in our community.

Vision

McNiel Middle School students will lead the Wichita Falls Independent School District in Academic Achievement.

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Comprehensive Needs Assessment

Demographics

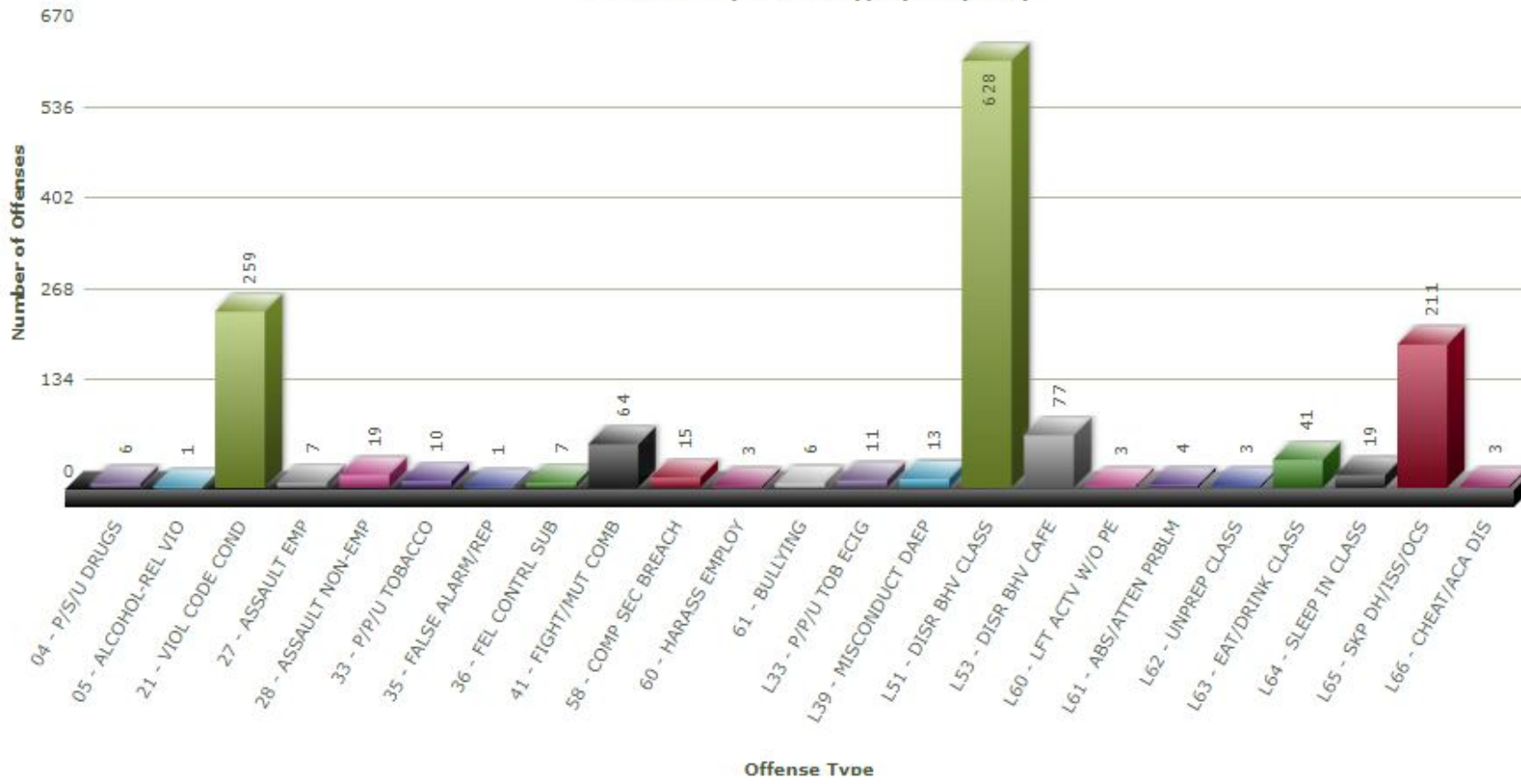
Demographics Summary

McNiel Middle School is an attendance zone campus which serves 1,194 starting in 21-22 with students in sixth, seventh, and eighth grades. The 2021-22 enrollment for the campus by grade level is 428 sixth graders, 396 seventh graders, and 370 eighth graders. The population of the school is projected down by 24 students from last year. Over the course of the year, the enrollment decreased to 1163. Although, the growth of the city is on the southwest side within the school's attendance zone and additional housing have been built. The spike in population is also due to a population wave that is traveling through the feeder pattern. A breakdown of the Federal races is listed in the table below.

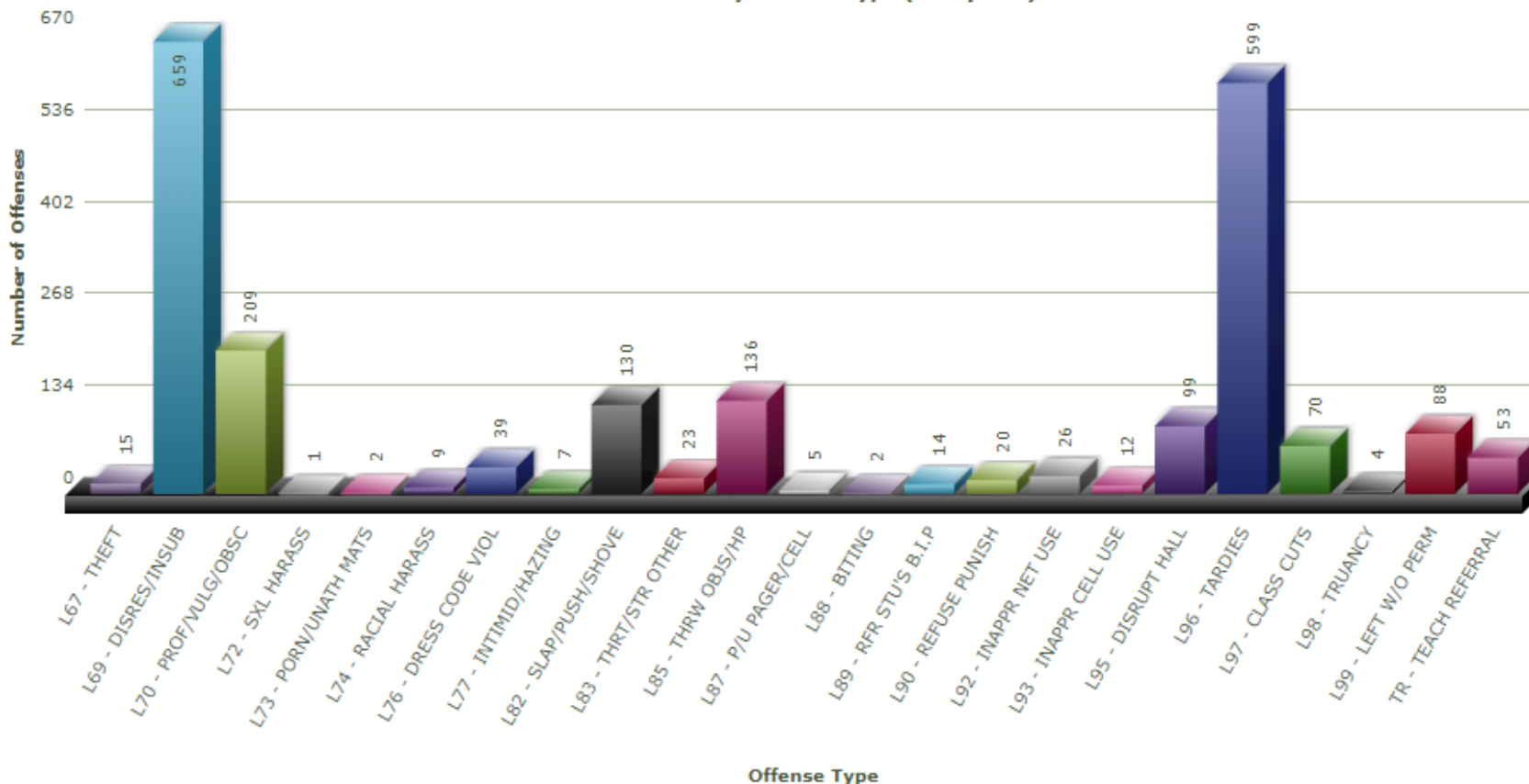
Fed Race Description	Sex	6	7	8	Grand Total
American Indian or Alaskan Native Total		10	17	19	46
Asian Total		25	17	23	65
Black or African American Total		61	68	57	186
Native Hawaiian or Other Pacific Islander Total		2	1	1	4
White Total		330	293	270	893
Grand Total		428	396	370	1194

For the 21-22 school year, a total of 1,911 discipline referrals were assigned to students by staff members during the year. The prior year there were 2,500 referrals. A breakdown of offenses shows 721 referrals for disruptive behavior in the classroom, 317 referrals for disrespect/insubordination, 220 referrals for skipping D-Hall/ISS, and 278 referrals classified as a violation of the student code of conduct.

Discipline Offenses Breakdown by Offense Type (Entity 047)



**Discipline Offenses
Breakdown by Offense Type (Entity 047)**



There are 10 students identified as LEP students composed of 4 sixth graders, 4 seventh graders, and 2 eighth graders. The students identified as Gifted and Talented compose 10.8% or 130 students of the student body. There are 100 white students, 11 Black or African American students, 16 Asian students, and one American Indian or Alaskan Native. There are no migrant students served. The student body identified as At Risk total 35 percent or 419 students, with white (294) and Black or African American (85) students creating the largest majority. Special education identifies 18 percent or 217 students. There are 86 sixth graders, 68 seventh graders, and 63 eighth graders receiving SPED services. The program is composed of 161 white students, 43 Black or African American students, 8 American Indian or Alaskan Native, 4 Asian student, and 1 Native Hawaiian or Other Pacific Islander. Section 504 identifies 14 percent or 167 students. There are 51 sixth graders, 64 seventh graders, and 52 eighth graders. The program is composed of 129 white students, 24 Black or African American students, 10 American Indian or Alaskan Native, and 4 Asian students.

The current attendance rates per six weeks for the 21-22 school year are as follows:

Attendance by Reporting Period by Campus for USER CAMPUSES MCNIEL MIDDLE

Reporting Period	Campus
1 - First six weeks	243905047 - MCNIEL MIDDLE
2 - Second six weeks	243905047 - MCNIEL MIDDLE
3 - Third six weeks	243905047 - MCNIEL MIDDLE
4 - Fourth six weeks	243905047 - MCNIEL MIDDLE
5 - Fifth six weeks	243905047 - MCNIEL MIDDLE
6 - Sixth six weeks	243905047 - MCNIEL MIDDLE
TOTALS	

The staff consists of 1 principal, 3 assistant principals, and 3 counselors. The teaching staff consists is 85.8 professional staff. There are 21.1 paraprofessionals. The ethnicity breakdown can be seen in the chart.

Texas Education Agency 2020-21 Staff Information (TAPR) MCNIEL MIDDLE (243905047) - WICHITA FALLS ISD - WICHITA COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	106.9	100.0%	100.0%	100.0%
Professional Staff:	85.8	80.3%	70.3%	64.3%
Teachers	74.8	70.0%	53.7%	49.6%
Professional Support	8.0	7.5%	11.8%	10.6%
Campus Administration (School Leadership)	3.0	2.8%	3.9%	3.0%
Educational Aides:	21.1	19.7%	17.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	12.0	4,290.0
Part-time Librarians	1.0	n/a	9.0	582.0
Full-time Counselors	4.0	n/a	43.0	13,211.0
Part-time Counselors	0.0	n/a	8.0	1,176.0

Full-time Counselors	0.0	1.4	0.0	1,120.0
Total Minority Staff:	21.0	19.7%	25.1%	51.5%
Teachers by Ethnicity:				
African American	4.7	6.3%	6.8%	11.1%
Hispanic	4.0	5.3%	10.4%	28.4%
White	63.7	85.1%	79.5%	56.9%
American Indian	1.0	1.3%	0.6%	0.3%
Asian	0.0	0.0%	1.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.4	1.8%	1.6%	1.2%
Teachers by Sex:				
Males	25.2	33.6%	24.8%	23.8%
Females	49.7	66.4%	75.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	2.7%	3.9%	1.2%
Bachelors	54.6	72.9%	71.2%	73.0%
Masters	17.3	23.1%	24.3%	25.0%
Doctorate	1.0	1.3%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	2.7%	5.1%	6.7%
1-5 Years Experience	19.1	25.6%	30.9%	27.8%
6-10 Years Experience	20.9	28.0%	20.0%	20.3%
11-20 Years Experience	19.9	26.6%	27.2%	29.1%
21-30 Years Experience	10.4	13.9%	14.2%	13.0%
Over 30 Years Experience	2.4	3.2%	2.6%	3.1%

Demographics Strengths

- There is a high enrollment in advanced classes.
- Gifted and talented students are served through the creation of TAG Leadership. These are dedicated sections of G/T.
- Teachers offer tutorials to all students before, during, and after the school day.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The enrollment into advanced curriculum is not reflective of the population of the school. **Root Cause:** Minority students are not identified for placement into advanced classes at the same rate as their white peers.

Problem Statement 2 (Prioritized): Minority staff are under represented when compared to the demographics of the student body. **Root Cause:** The small number of minority applicants prevents staff demographics from being representative of the student body.

Problem Statement 3 (Prioritized): The size of the student population hinders relationship building with adults. **Root Cause:** The campus has average class sizes of 23.8, which is above the district average of 22.0 and the state average of 20.4.

Student Learning

Student Learning Summary

McNiel Middle School is not rated in 2020 accountability, but was rated as a B campus in 2019. The school performs above the district average in STAAR and MAP assessment.

- System to systematically address reteaching for at-risk/absent students
- Vertically align with our school (vocab, acronyms, procedures)
- Although we did great with our SPED scores comparatively we want to grow our achievement percentages
- Continue to focus on gaps in our Foundations classes to try to close the gap between 6-8
- PSAT score growth from 6th to 7th to 8th grade?
- Create new procedures to lower insubordination/disrespect problems

Grade 6 MAP Growth 21-22

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	370
Mean RIT Score	221.4
Standard Deviation	14.9
District Grade-Level Mean RIT	217.3
Students At or Above District Grade-Level Mean RIT	234
Grade-Level Mean RIT	222.6
Students At or Above Grade-Level Mean RIT	194

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	73	20%	70	19%	81	22%	98	26%	48	13%	221-221-222	14.9

Grade 7 MAP Growth 21-22

Math: Math K-12

Growth: Math 6+ TX 2012 / TX Essential Knowledge and Skills Math: 2012

Summary	
Total Number of Students With Valid Growth Scores	360
Mean RIT Score	223.8
Standard Deviation	16.4
District Grade-Level Mean RIT	220.8
Students At or Above District Grade-Level Mean RIT	231
Grade-Level Mean RIT	226.5
Students At or Above Grade-Level Mean RIT	174

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Math 6+ TX 2012 / TX Essential Knowledge and Skills Math: 2012	71	20%	79	22%	80	22%	94	26%	36	10%	223-224-225	16.4
Instructional Area RIT Range												
Numerical Representations and Probability	72	20%	66	18%	97	27%	101	28%	24	7%	223-223-224	16.8
Computations and Algebraic Relationships	59	16%	82	23%	94	26%	90	25%	35	10%	224-225-225	15.8
Geometry and Measurement	72	20%	73	20%	88	24%	80	22%	47	13%	223-224-225	18.4
Data Analysis	81	23%	78	22%	73	20%	79	22%	49	14%	222-223-224	18.5

Grade 8 MAP Growth 21-22

Math: Math K-12

Growth: Math 6+ TX 2012 / TX Essential Knowledge and Skills Math: 2012

Summary	
Total Number of Students With Valid Growth Scores	244
Mean RIT Score	221.7
Standard Deviation	15.3
District Grade-Level Mean RIT	220
Students At or Above District Grade-Level Mean RIT	148
Grade-Level Mean RIT	230.1
Students At or Above Grade-Level Mean RIT	75

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Math 6+ TX 2012 / TX Essential Knowledge and Skills Math: 2012	57	23%	85	35%	59	24%	37	15%	6	2%	221-222-223	15.3
Instructional Area RIT Range												
Numerical Representations and Probability	60	25%	67	27%	61	25%	50	20%	6	2%	222-223-224	16.4
Computations and Algebraic Relationships	58	24%	78	32%	58	24%	39	16%	11	5%	221-222-223	16.2
Geometry and Measurement	69	28%	70	29%	52	21%	44	18%	9	4%	221-222-223	16.8
Data Analysis	70	29%	81	33%	53	22%	34	14%	6	2%	219-220-221	16.1

Algebra STAAR 21-22

May 2022 STAAR Algebra I EOC Preliminary

Total Students Scale Score Approaches Meets Masters Date Taken

	110	4567	99.09%	90%	70%
McNiel Jr High					
Economic Disadvantage	30	4602	100%	90%	76.67%
Asian	12	4948	100%	91.67%	83.33%
Black/African American	7	4474	100%	100%	57.14%
Hispanic	18	4432	94.44%	77.78%	66.67%
Two or More Races	7	4961	100%	85.71%	85.71%
White	66	4503	100%	92.42%	68.18%
Currently Emergent Bilingual	5	4711	100%	100%	80%
First Year of Monitoring	1	4422	100%	100%	100%

8th MATH

May 2022 STAAR Grade 8 Mathematics EOC Preliminary

Total Students Scale Score Approaches Meets Masters Date Taken

	253	1630	67.98%	23.32%	2.37%
McNiel Jr High					
Economic Disadvantage	139	1613	61.87%	21.58%	0.72%
Asian	5	1643	80%	40%	0%
Black/African American	24	1620	66.67%	16.67%	0%
Hispanic	80	1613	65%	18.75%	1.25%
Two or More Races	18	1648	66.67%	27.78%	5.56%
White	126	1640	69.84%	26.19%	3.17%
Currently Emergent Bilingual	10	1661	90%	30%	0%
Special Ed Indicator	45	1558	37.78%	6.67%	0%

7th MATH

May 2022 STAAR Grade 7 Mathematics EOC Preliminary

Total Students Scale Score Approaches Meets Masters Date Taken

McNiel Jr High	380	1646	63.68%	35%	16.84%
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May 2022 STAAR Grade 7 Mathematics EOC Preliminary

	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Economic Disadvantage	209	1601	47.85%	20.10%	10.05%	
American Indian/Alaskan Native	5	1664	80%	40%	20%	
Asian	10	1740	90%	60%	30%	
Black/African American	39	1604	48.72%	15.38%	10.26%	
Hispanic	91	1578	46.15%	16.48%	4.40%	
Two or More Races	21	1677	61.90%	47.62%	38.10%	
White	214	1674	72.43%	43.93%	20.56%	
Currently Emergent Bilingual	13	1541	38.46%	7.69%	0%	
First Year of Monitoring	3	1847	100%	100%	100%	
Special Ed Indicator	58	1549	27.59%	6.90%	3.45%	

6th MATH

May 2022 STAAR Grade 6 Mathematics EOC Preliminary

	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
McNiel Jr High	398	1628	78.39%	42.96%	15.08%	
Economic Disadvantage	174	1584	68.97%	25.86%	8.05%	
American Indian/Alaskan Native	1	1750	100%	100%	0%	
Asian	17	1721	88.24%	70.59%	41.18%	
Black/African American	30	1538	43.33%	13.33%	6.67%	
Hispanic	113	1601	76.11%	30.97%	9.73%	
Native Hawaiian/Pacific Islander	1	1750	100%	100%	0%	
Two or More Races	27	1668	77.78%	59.26%	29.63%	
White	209	1642	83.73%	48.80%	15.31%	
Currently Emergent Bilingual	9	1647	66.67%	44.44%	33.33%	
Special Ed Indicator	76	1534	43.42%	9.21%	5.26%	

Student Learning Strengths

- Above average in EVERYTHING vs. the district

- Unit test scores and report cards correlated with STAAR
- African American scores strong and great comparatively
- Math MAP scores were better than the District; the gap between us and the district increases each year 6-8
- MAP scores for us vs. the national/norm average gap closed every year 6-8
- MAP low % and low avg % are less every year 6-8

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students fall behind in the classroom when they fail to understand a concept during the first learning opportunity. **Root Cause:** Teachers face challenges with available time and resources to incorporate sufficient reteaching opportunities.

Problem Statement 2 (Prioritized): Students receiving special education services achieve lower scores than their nondisabled peers on unit assessments and STAAR. **Root Cause:** Special education students need scaffolded learning opportunities.

Problem Statement 3 (Prioritized): Students and teachers need additional access to various instructional resources (curriculum and/online/technology) to meet the needs of the students. **Root Cause:** The expectation is to differentiate curriculum for the needs of the students, however, teachers do not have access to multiple resources to facilitate creating new content that is accessible for all students. Students have a variation of needs based on how they learn and access information.

Problem Statement 4 (Prioritized): Parental involvement decreases when students enter the secondary level of education. **Root Cause:** Parents are uncomfortable or less sure with their role in their children's education at the secondary level.

School Processes & Programs

School Processes & Programs Summary

The campus procedures are under review through the High Reliability School (HRS) process and the New Art and Science of Teaching. The HRS team meets regularly to review input from students, staff, parents, and community members. The team is responsible for the gathering of data to guide decision making and make recommendations to the appropriate decision making body. Campus-wide initiative focused staff development is conducted during monthly staff meetings and during campus staff development days. Technology integration focused staff development is offered through the campus technology trainer during school days, so teaching staff can attend on their conference periods. The Curriculum Instruction Leaders (CILs) are focused on developing teachers through observation and best practice teaching.

School Processes & Programs Strengths

- Instructional time is valued and protected.
- Students are supported as they transition from fifth to sixth grade and eighth to ninth grade. Collage and Career Prep course helps students to decide on an endorsement.
- Students are given the opportunity to develop leadership skills through elective courses.
- Communication processes deliver information on multiple platforms to students, parents, and staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Advanced classes do not challenge students with high level learning opportunities such as project based learning or self discovery. **Root Cause:** There is a significant ability gap between students in the advance classes.

Problem Statement 2 (Prioritized): The membership of clubs and organizations is not representative of the demographic population of the school. **Root Cause:** Prerequisite and entrance requirements of clubs and organizations are not equitable.

Perceptions

Perceptions Summary

Student Engagement:

- 93.7 attendance rate for 2021-2022 (as of May 23, 2022)
- Disproportionate number of african americans and hispanic students in ISS
- Disproportionate number of male student discipline issues
- High number of 6th grade referral
 - Classroom management issues skewing numbers possibly
- Classroom management
 - Provide training/build student relationships
 - Let things go/non negotiables
 - How to support teachers?
 - Once referral written - teachers need to realize no longer involved in the process
 - If going back to look - what is your intent? Punitive?
 - Better communication from admin to staff on this (notification from skyward?)

52 teachers have 10 or less referrals written

17 have between 11 and 20 written

15 have been 20 and 40

1 between 40 and 50

1 in 60's

1 in 90's

2 in 100's (not new teachers)

Staff Engagement:

- Staff Retention:
 - Due to the district RIFs this year several staff members are not returning
 - 3 retirements
 - 1 transfer to elementary (BASE)
 - 5 resignations outside of the RIF
 - Mentor teacher? CIL?
 - Instructional - Content from CIL
 - Institutional - finding people at McNiel that do things well
- Teacher morale low***
 - Building relationships between staff and administrators
 - Inconsistency/all teachers need to be treated equally and fairly across the board
 - Teachers not being made to feel responsible for lack of subs
 - Teacher not feeling recognized (per HRS survey)

Parent/Guardian/Community Engagement:

- We do communicate with parents well from a whole school perspective.
 - Barrier for communication between school/parents
 - Parents not checking email
 - Parents turning off district calls
 - Parents w/out social media
- Community support is great.
- Parent perception skewed based on specific situations (kid being picked on, seeing a fight, kids perceptions, etc).
- Connecting w/ 5th graders prior to coming to middle school
 - Student council going over to talk to kids from 5th graders

- Mustang camp

Students:

- Gap between way students see the building/staff sees building but overall positive/safe/orderly
- Students know their rules/procedures
- Make sure students know how to give their suggestions.
- Students don't feel celebrated for their accomplishments.
 - Making sure kids don't get overlooked (RELATIONSHIPS)
 - If giving rewards we need consistency
 - Growth needs to be rewarded

Parents and Guardians:

- Overall good w/ safe, orderly, procedures, etc.
- Grades in skyward need to match google classroom or make more sense...
 - Classroom refresher for teacher
 - Grades not in class - CHECK SKYWARD
 - Have students do grade checks periodically

Perceptions Strengths

- Electives that are extensions of the career paths in high school.
- Social emotional support through leadership and student launchpad with counselor request option
- A large social media presence used to communicate with students, parents, and the community

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff view of the climate and culture of our district and campus is low. **Root Cause:** Student behavior is not handled consistently at the classroom or administration level which impedes student learning.

Problem Statement 2 (Prioritized): The academic, athletic, and social accomplishments of students are unknown to the student body and staff. **Root Cause:** Student achievement is

not recognized consistently.

Priority Problem Statements

Problem Statement 6: The enrollment into advanced curriculum is not reflective of the population of the school.

Root Cause 6: Minority students are not identified for placement into advanced classes at the same rate as their white peers.

Problem Statement 6 Areas: Demographics

Problem Statement 3: Students fall behind in the classroom when they fail to understand a concept during the first learning opportunity.

Root Cause 3: Teachers face challenges with available time and resources to incorporate sufficient reteaching opportunities.

Problem Statement 3 Areas: Student Learning

Problem Statement 5: Advanced classes do not challenge students with high level learning opportunities such as project based learning or self discovery.

Root Cause 5: There is a significant ability gap between students in the advance classes.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 1: Staff view of the climate and culture of our district and campus is low.

Root Cause 1: Student behavior is not handled consistently at the classroom or administration level which impedes student learning.

Problem Statement 1 Areas: Perceptions

Problem Statement 10: Minority staff are under represented when compared to the demographics of the student body.

Root Cause 10: The small number of minority applicants prevents staff demographics from being representative of the student body.

Problem Statement 10 Areas: Demographics

Problem Statement 7: Students receiving special education services achieve lower scores than their nondisabled peers on unit assessments and STAAR.

Root Cause 7: Special education students need scaffolded learning opportunities.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: The membership of clubs and organizations is not representative of the demographic population of the school.

Root Cause 8: Prerequisite and entrance requirements of clubs and organizations are not equitable.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: The academic, athletic, and social accomplishments of students are unknown to the student body and staff.

Root Cause 9: Student achievement is not recognized consistently.

Problem Statement 9 Areas: Perceptions

Problem Statement 2: The size of the student population hinders relationship building with adults.

Root Cause 2: The campus has average class sizes of 23.8, which is above the district average of 22.0 and the state average of 20.4.

Problem Statement 2 Areas: Demographics

Problem Statement 11: Students and teachers need additional access to various instructional resources (curriculum and/online/technology) to meet the needs of the students.

Root Cause 11: The expectation is to differentiate curriculum for the needs of the students, however, teachers do not have access to multiple resources to facilitate creating new content that is accessible for all students. Students have a variation of needs based on how they learn and access information.

Problem Statement 11 Areas: Student Learning

Problem Statement 4: Parental involvement decreases when students enter the secondary level of education.

Root Cause 4: Parents are uncomfortable or less sure with their role in their children's education at the secondary level.

Problem Statement 4 Areas: Student Learning

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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation





Goals

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

Performance Objective 1: Increase the retention rate of teaching staff from 13 professional staff changes from May 2021 to no more than six staff change by May 2022.

Evaluation Data Sources: PEIMS information





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Each teacher new to our campus, who fewer than three years of teaching experience, will be provided a peer mentor for a minimum of one year. The mentor will meet with the teacher a minimum of 6 times per school year.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each teacher new to our campus, who has 3 or more years of teaching experience, will be provided a peer go-to person for a minimum of one year. The go-to person will be available to meet with the new staff member as needed.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Professional development will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Inclusion/Special Education, TBSI, technology integration, and the support of English Learners.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Denton ISD Instructional Technology Conference - Title 1 Part A - 21113641100047830000, TEKS Resource System Conference - Title 1 Part A - 21113641100047830000, PD Subs - Title 1 Part A, ESC Contract Services - Title 1 Part A, Campus Instructional Leaders - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The campus will recruit, hire, and train highly effective and skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal Superintendent</p> <p>Funding Sources: staff salaries - Title 1 Part A</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: The faculty and staff will perceive the school environment as safe when surveyed 96% of the time by May 2023.

Evaluation Data Sources: Surveys and quick data sources from staff.





Strategy 1 Details	Formative Reviews		
Strategy 1: School Resource Officers will routinely monitor the campus through hallway and perimeter patrols.	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: The Texas Behavior Support Initiative (TBSI) team will be utilized in response to a student is in a crisis that results in physical aggression. Funding Sources: Student Support Counselors - SCE	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Administration will use various communication methods to ensure staff are informed: Navigate, Remind 101, Principal Newsletter, and district email. Strategy's Expected Result/Impact: none Staff Responsible for Monitoring: Principal and Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Staff view of the climate and culture of our district and campus is low. Root Cause: Student behavior is not handled consistently at the classroom or administration level which impedes student learning.

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

Performance Objective 3: Teachers provide input in the decision-making process, through feedback forms, polls, and surveys, regarding school initiatives in 9 out of 10 situations by May 2023.





Strategy 1 Details	Formative Reviews		
Strategy 1: Information will be developed through the HRS process and distributed to show what teachers decide individually, collective decisions made by teachers and administrators, and the decisions made solely by administrators.	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher input opportunities will be increased through an online input format developed through the HRS process..	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: Increase the number of students who Meet Grade Level on the STAAR reading test and STAAR math test by 3% when comparing STAAR results from May 2022 to May 2023.

Evaluation Data Sources: STAAR Reading results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will be identified for and enrolled in accelerated instruction foundation reading classes based on prior state reading assessments. The classes will provide intensive remediation in preparation for upcoming exams.</p> <p>Staff Responsible for Monitoring: Principal Campus Testing Coordinator Counselors</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: EdPuzzle Pro (year subscription) - Title 1 Part A - \$1,500, Manuevering the Middle (math) - Title 1 Part A - \$4,000, Generation Genius (science) - Title 1 Part A - \$1,000</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Title I will pay for paraprofessionals who will be scheduled into reading and math classes to help special education students by lowering the student to teacher ratio.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: State Compensatory Education (SCE) will pay for paraprofessionals who will be scheduled into reading and math classes to help special education students by lowering the student to teacher ratio.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The campus will provide systematic tutorials for students identified as needing improvement with reading and math skill deficits for small group instruction.</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Math and Reading Tutors (during the day) - Title 1 Part A - \$12,000, Science and History Tutors (during the day - spring semester) - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The campus will utilize MAP Growth to identify reading and math skills and target individual student improvement needs..</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Teachers will use the campus' instructional framework: Fundamental 5, NASOT instructional strategies, Seidlitz, and other researched methods of instruction to build inclusive classrooms focused on student success.</p> <p>Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teachers will use additional curriculum resources (online/print) to assist in the exposure to varied content in Math, English, Science, and History classes which will improve student academic performance on assessments.</p> <p>Funding Sources: supplies and materials - Title 1 Part A - \$42,700, supplies and materials - SCE - \$2,400</p>	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: The campus will purchase technology such as instructional Chromebook stands, Chromebooks, licenses, web cameras, swivls, iPads, second computer monitors, 3D printer parts, wireless keyboards and mice, microphone system, splitter cables, voice amplifiers, Kwikbook chargers, TV and stands, SMART Boards, iPevo pens, headphones, and chargers to help with routine collaboration on best practices, district, and campus policies & procedures, classroom management, curriculum, technology integration, staff involvement, etc., that result in highly effective teaching practices.</p> <p>Problem Statements: Student Learning 3 Funding Sources: wireless keyboard and mice - Title 1 Part A - \$1,500, Chromebook Carts - Title 1 Part A - \$18,500</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Students fall behind in the classroom when they fail to understand a concept during the first learning opportunity. **Root Cause:** Teachers face challenges with available time and resources to incorporate sufficient reteaching opportunities.





Problem Statement 2: Students receiving special education services achieve lower scores than their nondisabled peers on unit assessments and STAAR. **Root Cause:** Special education students need scaffolded learning opportunities.

Problem Statement 3: Students and teachers need additional access to various instructional resources (curriculum and/online/technology) to meet the needs of the students. **Root Cause:** The expectation is to differentiate curriculum for the needs of the students, however, teachers do not have access to multiple resources to facilitate creating new content that is accessible for all students. Students have a variation of needs based on how they learn and access information.

Goal 2: Build a foundation of literacy and numeracy.





Performance Objective 2: Increase the combined percentage score of all students on TELPAS from the 2021 percentage of 58% to 59% in May 2023.

Evaluation Data Sources: TELPAS results by student and campus.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.</p> <p>Staff Responsible for Monitoring: Principal LPAC Administrator</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The TELPAS will be utilized to assess EL students' achievement measured against the state achievement standards. EL students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.</p> <p>Staff Responsible for Monitoring: Principal LPAC Administrator</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Connect high school to career and college.





Performance Objective 1: Through review by the grade placement committee, 100% of students will be promoted to the next grade for the 2022-2023 year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will monitor students who are identified as at-risk of dropping out. Support for these students may be provided through counseling, credit recovery, and accelerated instruction.</p> <p>Staff Responsible for Monitoring: At-Risk Coordinator Principal</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Extra duty tutorials - SCE - \$14,075, Subs - tutorials - SCE, tutorials - Title 1 Part A - \$25,000, Instructional Aides - SCE, Teachers / College & Career Advisors - Salaries & Benefits - SCE, Teachers Salaries & Benefits - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitted to the State and Federal Programs Office monthly.</p> <p>Staff Responsible for Monitoring: Principal Homeless Liaison</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Connect high school to career and college.

Performance Objective 2: Increase school wide activities that allow students to explore college and career opportunities from three to four opportunities by May 2022.





Evaluation Data Sources: Schedule reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students enrolled in technology applications will understand engineering and programming foundations, as well as data input, formatting, and communication skills. Staff Responsible for Monitoring: Technology Application Teacher</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will have opportunities to talk to professionals through a job site visits or guest speakers in the Career/College Prep classes. Strategy's Expected Result/Impact: none Staff Responsible for Monitoring: Tara Li (college advisor), counselors</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 1: Increase school provided family engagement activities to 5 times per year by May 2023.

Evaluation Data Sources: Family engagement activities, calendar, agendas, and audience.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Printing for engagement activities (Print Shop) - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will develop a cross curricular parent involvement opportunities.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement and understanding of TEKS.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors SBDM</p> <p>Funding Sources: PI Food - Title 1 Part A - \$380, PI Printing - Title 1 Part A, Screenagers - Title 1 Part A - \$650</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: Parental involvement decreases when students enter the secondary level of education. Root Cause: Parents are uncomfortable or less sure with their role in their children's education at the secondary level.</p>

Goal 4: Improve low performing schools.

Performance Objective 2: Increase overall campus attendance rate from 93.5% (21-22) to 96.0% by May 2023.

Evaluation Data Sources: Monthly and yearly campus and district attendance data reports.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing. We added an online attendance form to encourage families to submit dr notes electronically.</p> <p>Staff Responsible for Monitoring: Attendance Clerk Principal</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
<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 low performing schools.

Performance Objective 3: Reduce the number of in-school suspension placements from 639 (21-22) to 543, a 15 percent reduction, by May 2023.

Evaluation Data Sources: Monthly and yearly campus discipline reports.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: School-wide expectations will be created and presented to staff and students at the beginning of the year. Staff consistency in the reinforcement of expectations will help decrease the inconsistent approaches to classroom management.</p> <p>Staff Responsible for Monitoring: All campus personnel</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: Staff view of the climate and culture of our district and campus is low. Root Cause: Student behavior is not handled consistently at the classroom or administration level which impedes student learning.</p>

Goal 4: Improve low performing schools.

Performance Objective 4: Students, parents, and the community perceive the school environment as safe and orderly in 4 of 5 surveys by May 2023.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent groups will be invited to tour classrooms during instruction to provide input on safety and the environment.</p> <p>Strategy's Expected Result/Impact: none</p> <p>Staff Responsible for Monitoring: Administration - Campus</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 4: Parental involvement decreases when students enter the secondary level of education. Root Cause: Parents are uncomfortable or less sure with their role in their children's education at the secondary level.</p>

Goal 4: Improve low performing schools.

Performance Objective 5: Students, parents, and the community have six opportunities for input on the optimal functioning of the school by May 2023.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The HRS process will develop digital input forms for parents to address safety, how the school is performing, and suggestions to help improve the school environment for all students.</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 4: Parental involvement decreases when students enter the secondary level of education. Root Cause: Parents are uncomfortable or less sure with their role in their children's education at the secondary level.</p>

Goal 4: Improve low performing schools.

Performance Objective 6: Improve the whole child by meeting the physical, social, and emotional needs of students' families by providing SEL services throughout the school year 2022-23.

Evaluation Data Sources: none

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Social-emotional learning opportunities will be provided through Mustang Meetings 30 minutes per week. The curriculum will be developed by the counselors and facilitated by the teaching staff.</p> <p>Problem Statements: Demographics 3</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be trained through Athletics/Physical Education classes to maintain physical health. A fitness gram will be utilized to measure the students physical health each year.</p> <p>Strategy's Expected Result/Impact: none</p> <p>Staff Responsible for Monitoring: PE teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students transitioning to 6th grade will be provided the opportunity to attend Mustang Camp prior to the start of school. The purpose is to provide information to students, becoming familiar with the building, and to learn the expectations for middle school.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Teachers to teach the lessons outside of their duty contract - Title 1 Part A - \$4,000</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 3: The size of the student population hinders relationship building with adults. **Root Cause:** The campus has average class sizes of 23.8, which is above the district average of 22.0 and the state average of 20.4.

State Compensatory

Budget for McNiel Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4.91

Brief Description of SCE Services and/or Programs

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Personnel for McNiel Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dohmen, Michaelene	Teacher	0.14
Dudley, Mark	Teacer	0.28
Flores, Jennifer	Aide	0.9
Helton, Jerry	Student Support Counselor	1
Huckebeby, Milea	Teacher	0.14
Marks, Chaundra	Aide	0.9
McCartney, Melisse	Teacher	0.14
Meek, Susan	Teacher	0.14
Music, Christina	Teacher	0.28
Nally, Sierra	Teacher	0.28
Reames, Jeffrey	Teacher	0.14
Sansome, Delaine	Teacher	0.14
Twilligear, Melissa	Teacher	0.43

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bobbitt, Colby	Teacher	School Wide	.14
Briscoe, Jennifer	CIL-Math	School Wide	.14
Dohmen, Michaelene	Teacher	School Wide	.28
Huckeby, Milea	Teacher	School Wide	.28
Laughlin, Kyle	Teacher	School Wide	.14
McCartney, Melisse	Teacher	School Wide	.43
Nix, Cheryl	CIL-Science	School Wide	.14
Penney, Ashley	CIL - SS	School Wide	.14
Reames, Jeffrey	Teacher	School Wide	.28
Sansome, Delaine	Teacher	School Wide	.28

Addendums

Student Scores - May 2021 STAAR Mathematics, Grade 6

	May 2021 STAAR Mathematics, Grade 6							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
McNiel Jr High	362	18	1590	48.45%	64.92%	29.01%	9.94%	05/01/21
Economic Disadvantage	196	17	1560	43.86%	56.63%	21.43%	5.1%	05/01/21
American Indian/Alaskan Native	5	22	1648	58.60%	80%	40%	20%	05/01/21
Asian	9	23	1673	60.44%	88.89%	44.44%	33.33%	05/01/21
Black/African American	33	15	1538	39.55%	51.52%	12.12%	3.03%	05/01/21
Hispanic	88	15	1539	40.31%	51.14%	17.05%	3.41%	05/01/21
Two or More Races	21	20	1616	52.57%	61.9%	47.62%	23.81%	05/01/21
White	206	20	1612	52.16%	71.84%	33.98%	11.16%	05/01/21
LEP	14	11	1475	29%	21.43%	0%	0%	05/01/21
Special Ed Indicator	54	12	1494	32.39%	31.48%	5.56%	0%	05/01/21

Student Scores - May 2021 STAAR Reading, Grade 6

	May 2021 STAAR Reading, Grade 6							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
McNiel Jr High	361	24	1547	60.54%	57.06%	24.65%	11.63%	05/01/21
Economic Disadvantage	195	22	1515	55.62%	46.15%	17.44%	4.62%	05/01/21
American Indian/Alaskan Native	5	26	1577	64.60%	60%	60%	40%	05/01/21
Asian	9	28	1591	69.22%	77.78%	33.33%	22.22%	05/01/21
Black/African American	33	21	1501	53.85%	45.45%	15.15%	3.03%	05/01/21
Hispanic	88	22	1507	54.59%	51.14%	12.5%	2.27%	05/01/21
Two or More Races	20	25	1583	63.70%	65%	35%	25%	05/01/21
White	206	25	1564	63.37%	59.71%	29.13%	14.56%	05/01/21
LEP	14	18	1456	45.86%	35.71%	7.14%	0%	05/01/21
Special Ed Indicator	54	17	1436	42.19%	18.52%	3.7%	0%	05/01/21

Student Scores - May 2021 STAAR Mathematics, Grade 7

	May 2021 STAAR Mathematics, Grade 7							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
McNiel Jr High	347	21	1649	52.18%	63.69%	36.02%	20.17%	05/01/21
Economic Disadvantage	167	17	1596	43.66%	48.5%	23.35%	9.58%	05/01/21
Asian	16	29	1807	72.69%	87.5%	62.5%	56.25%	05/01/21
Black/African American	27	20	1634	49.96%	62.96%	25.93%	14.81%	05/01/21
Hispanic	103	18	1603	44.66%	52.43%	21.36%	12.62%	05/01/21
Two or More Races	24	18	1612	44.79%	37.5%	20.83%	20.83%	05/01/21
White	177	22	1669	56.04%	71.75%	45.76%	22.03%	05/01/21
LEP	16	21	1673	53.63%	75%	25%	18.75%	05/01/21
Second Year of Monitoring	1	38	1969	95%	100%	100%	100%	05/01/21
Special Ed Indicator	51	12	1522	30.22%	15.69%	7.84%	0%	05/01/21

Student Scores - May 2021 STAAR Reading, Grade 7

	May 2021 STAAR Reading, Grade 7							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
McNiel Jr High	344	27	1614	63.11%	63.66%	37.79%	18.9%	05/01/21
Economic Disadvantage	165	24	1569	56.36%	52.12%	26.67%	8.48%	05/01/21
Asian	16	30	1688	72.13%	81.25%	56.25%	37.5%	05/01/21
Black/African American	26	28	1623	66.46%	76.92%	42.31%	19.23%	05/01/21
Hispanic	103	24	1579	57.83%	54.37%	28.16%	10.68%	05/01/21
Two or More Races	24	25	1603	60.38%	54.17%	33.33%	20.83%	05/01/21
White	175	27	1628	65.27%	66.86%	41.71%	21.71%	05/01/21
LEP	16	25	1587	60.19%	68.75%	31.25%	6.25%	05/01/21
Second Year of Monitoring	1	39	1836	93%	100%	100%	100%	05/01/21
Special Ed Indicator	50	17	1486	41.60%	22%	12%	2%	05/01/21

Student Scores - May 2021 STAAR Writing, Grade 7

	May 2021 STAAR Writing, Grade 7							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
McNiel Jr High	346	26	3686	57.17%	63.58%	30.06%	5.78%	05/01/21
Economic Disadvantage	165	23	3471	50.32%	46.06%	15.76%	3.03%	05/01/21
Asian	16	29	3879	61.94%	62.5%	50%	18.75%	05/01/21
Black/African American	27	26	3622	56.33%	70.37%	25.93%	0%	05/01/21
Hispanic	102	24	3532	52.15%	49.02%	18.63%	2.94%	05/01/21
Two or More Races	24	25	3597	54.63%	54.17%	16.67%	8.33%	05/01/21
White	177	28	3780	60.11%	72.32%	37.29%	6.78%	05/01/21
LEP	16	24	3481	51.19%	37.5%	12.5%	0%	05/01/21
Second Year of Monitoring	1	33	4117	72%	100%	100%	0%	05/01/21
Special Ed Indicator	51	16	3011	34.33%	19.61%	1.96%	0%	05/01/21

Student Scores - April 2021 STAAR Mathematics, Grade 8

	April 2021 STAAR Mathematics, Grade 8							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
McNiel Jr High	238	21	1629	50.65%	65.97%	27.31%	1.68%	04/01/21
Economic Disadvantage	127	20	1615	48.17%	61.42%	23.62%	0.79%	04/01/21
American Indian/Alaskan Native	2	18	1580	41.50%	50%	0%	0%	04/01/21
Asian	5	32	1796	75%	80%	80%	40%	04/01/21
Black/African American	41	20	1608	47.54%	65.85%	14.63%	0%	04/01/21
Hispanic	64	21	1633	51.06%	65.62%	26.56%	1.56%	04/01/21
Two or More Races	23	23	1652	54.30%	69.57%	39.13%	4.35%	04/01/21
White	103	21	1622	49.81%	65.05%	28.16%	0%	04/01/21
LEP	4	29	1731	69.75%	100%	50%	0%	04/01/21
Special Ed Indicator	33	16	1561	38.70%	39.39%	15.15%	0%	04/01/21

Student Scores - April 2021 STAAR Reading, Grade 8

	April 2021 STAAR Reading, Grade 8							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
McNiel Jr High	376	30	1669	67.73%	74.47%	45.48%	17.29%	04/01/21
Economic Disadvantage	162	27	1629	61.72%	63.58%	31.48%	11.11%	04/01/21
American Indian/Alaskan Native	3	26	1612	60%	66.67%	33.33%	0%	04/01/21
Asian	13	36	1774	81.08%	100%	69.23%	38.46%	04/01/21
Black/African American	45	25	1598	57.33%	62.22%	15.56%	4.44%	04/01/21
Hispanic	91	29	1654	66.07%	73.63%	39.56%	15.38%	04/01/21
Two or More Races	26	31	1692	71.38%	76.92%	53.85%	23.08%	04/01/21
White	198	31	1683	69.62%	75.76%	52.53%	19.19%	04/01/21
LEP	5	30	1664	67.20%	80%	40%	20%	04/01/21
Special Ed Indicator	34	19	1524	44.21%	26.47%	5.88%	0%	04/01/21

Student Scores - May 2021 STAAR Science, Grade 8

	May 2021 STAAR Science, Grade 8							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
McNiel Jr High	377	25	3819	60.20%	64.72%	38.99%	16.71%	05/01/21
Economic Disadvantage	162	23	3638	53.81%	53.09%	24.69%	8.02%	05/01/21
American Indian/Alaskan Native	3	23	3684	54.67%	33.33%	33.33%	33.33%	05/01/21
Asian	13	33	4495	79.15%	92.31%	84.62%	61.54%	05/01/21
Black/African American	45	21	3537	50.53%	48.89%	17.78%	4.44%	05/01/21
Hispanic	91	24	3694	56.23%	57.14%	31.87%	5.49%	05/01/21
Two or More Races	26	26	3923	62.42%	69.23%	34.62%	19.23%	05/01/21
White	199	26	3885	62.76%	69.85%	44.72%	21.11%	05/01/21
LEP	5	26	3796	61.20%	80%	40%	0%	05/01/21
Special Ed Indicator	35	16	3233	38.71%	20%	5.71%	2.86%	05/01/21

Student Scores - May 2021 STAAR Social Studies, Grade 8

	May 2021 STAAR Social Studies, Grade 8							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
McNiel Jr High	377	25	3754	57.88%	60.21%	34.75%	19.1%	05/01/21
Economic Disadvantage	162	22	3581	51.09%	46.91%	24.07%	11.11%	05/01/21
American Indian/Alaskan Native	3	18	3356	41.67%	33.33%	0%	0%	05/01/21
Asian	13	35	4329	78.38%	100%	69.23%	53.85%	05/01/21
Black/African American	45	21	3498	47.56%	40%	13.33%	11.11%	05/01/21
Hispanic	91	24	3670	54.78%	54.95%	29.67%	12.09%	05/01/21
Two or More Races	26	26	3843	59.73%	65.38%	30.77%	23.08%	05/01/21
White	199	27	3807	60.29%	64.32%	40.7%	21.61%	05/01/21
LEP	5	25	3766	57.80%	60%	40%	20%	05/01/21
Special Ed Indicator	35	17	3304	39.40%	25.71%	8.57%	2.86%	05/01/21

Account Level		2021-22	2021-22	November 2021-22	2021-22	Encumbered	Unencumbered
FND T FC OBJ SO ORG F PI	Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
199	General Operating						
E	Expense						
6100	Payroll Costs						
199 E 11 6117 00 047 0 30 000	Stipends	0.00	0.00	7.29	22.75	0.00	-22.75
199 E 11 6118 67 047 0 30 000	Extra Duty-prof-tutorials	18,000.00	18,000.00	0.00	0.00	0.00	18,000.00
199 E 11 6119 00 047 0 30 000	Sal/wages-teachers	99,565.83	99,565.83	8,232.98	25,528.37	0.00	74,037.46
199 E 31 6119 00 047 0 30 469	Salary Professional	0.00	0.00	4,882.02	19,528.08	0.00	-19,528.08
199 E 11 6129 00 047 0 30 000	Sal/wages-support	29,460.64	29,460.64	2,252.74	7,163.00	0.00	22,297.64
199 E 11 6129 03 047 0 30 000	Sal/Wages Support Personl	0.00	0.00	0.00	0.03	0.00	-0.03
199 E -- 61-- -- -- -- --		147,026.47	147,026.47	15,375.03	52,242.23	0.00	94,784.24
6200	Contracted Svc						
199 E 11 6248 00 047 0 30 000	Maint Cont-Online Svc	0.00	2,000.00	2,000.00	2,000.00	0.00	0.00
199 E -- 62-- -- -- -- --		0.00	2,000.00	2,000.00	2,000.00	0.00	0.00
6300	Supplies						
199 E 11 6399 00 047 0 30 000	Supplies & Materials	4,280.00	2,280.00	0.00	0.00	0.00	2,280.00
199 E -- 63-- -- -- -- --		4,280.00	2,280.00	0.00	0.00	0.00	2,280.00
199 E -- -- -- -- --		151,306.47	151,306.47	17,375.03	54,242.23	0.00	97,064.24
199 - -- -- -- --		-151,306.47	-151,306.47	-17,375.03	-54,242.23	0.00	-97,064.24
Grand Expense Totals		151,306.47	151,306.47	17,375.03	54,242.23	0.00	97,064.24

Number of Accounts: 8

***** End of report *****

Account Level		2021-22	2021-22	November 2021-22	2021-22	Encumbered	Unencumbered
FND T FC OBJ SO ORG F PI	Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
211	ESEA Title I Part A						
E	Expense						
6100	Payroll Costs						
211 E 11 6112 00 047 2 30 000	Substitutes/00	1,000.00	1,000.00	0.00	0.00	0.00	1,000.00
211 E 11 6118 67 047 2 30 000		10,861.00	10,861.00	0.00	0.00	0.00	10,861.00
211 E 11 6119 00 047 2 30 000		149,879.00	149,879.00	9,518.62	29,589.63	0.00	120,289.37
211 E -- 61-- -- -- -- --		161,740.00	161,740.00	9,518.62	29,589.63	0.00	132,150.37
6200	Contracted Svc						
211 E 11 6248 00 047 2 30 000	Maint Cont-Online Svc/00/X	16,500.00	16,500.00	500.00	14,699.67	0.00	1,800.33
211 E 61 6299 00 047 2 30 215	Other Contracted Services	1,500.00	1,500.00	0.00	0.00	0.00	1,500.00
211 E -- 62-- -- -- -- --		18,000.00	18,000.00	500.00	14,699.67	0.00	3,300.33
6300	Supplies						
211 E 11 6399 00 047 2 30 000	Supplies & Materials	10,026.00	10,026.00	0.00	0.00	0.00	10,026.00
211 E 61 6399 00 047 2 30 215	Supplies & Materials/00/Parent	699.00	699.00	254.90	254.90	0.00	444.10
211 E -- 63-- -- -- -- --		10,725.00	10,725.00	254.90	254.90	0.00	10,470.10
6400	Other Op Costs						
211 E 61 6499 00 047 2 30 215	Other Misc Oper Exp/00/Parent	400.00	400.00	0.00	0.00	141.32	258.68
211 E -- 64-- -- -- -- --		400.00	400.00	0.00	0.00	141.32	258.68
211 E -- -- -- -- --		190,865.00	190,865.00	10,273.52	44,544.20	141.32	146,179.48
211 - -- -- -- -- --		-190,865.00	-190,865.00	-10,273.52	-44,544.20	-141.32	-146,179.48
Grand Expense Totals		190,865.00	190,865.00	10,273.52	44,544.20	141.32	146,179.48

Number of Accounts: 8

***** End of report *****