

Greenville Independent School District
Greenville Middle School
2022-2023 Campus Improvement Plan

Accountability Rating: C



Public Presentation Date: October 25, 2022

Mission Statement

GMS: Our mission is to provide a nurturing environment that empowers students to be actively involved life-long learners and future leaders.

District: Our united GISD community strives to prepare, inspire, and empower every student to lead a successful life.

Vision

We educate today...you succeed tomorrow!

Value Statement

We believe every student deserves to be in a safe environment while receiving a broad-based education in preparation for life and work.

- ***We will maintain on each GISD campus, a safe and disciplined environment conducive to student learning and employee effectiveness.***

We believe all children can and will reach their full educational potential when given the necessary tools, direction, and support.

- ***We will ensure that all children leave GISD with a strong educational foundation which will allow them to pursue their goals and dreams regardless of personal circumstance, economic status, or learning challenges. This will be facilitated through the equitable allocation of resources and utilization of personalized education plans.***

We believe our exceptional staff is the most important resource serving the students of our district.

- ***We will actively recruit, support, develop, and maintain highly qualified employees who have character and competencies for all areas of the organization. The district will develop an attractive and competitive career package that will establish GISD as a preferred employer.***

We believe GISD is accountable to all stakeholders through the success of our students and staff.

- ***We will continually strive toward achieving the highest accountability ratings established by the Texas Education Agency and will foster the development of leadership skills which will allow our students to become successful and productive citizens.***

We believe GISD is accountable to all stakeholders through the efficient use of our resources.

- ***We will maintain fiscal responsibility in all district management decisions. We will implement our long-range strategic plan to ensure that improvements in school and support facilities are developed in a timely, functional, and cost-effective manner. We will maintain existing facilities to support the safety, comfort, and educational well-being of all those in our district. We will communicate with open, honest, transparency of the financial needs of the district with the broader community.***

We believe partnerships with the larger community are vital to a vibrant and exceptional educational system, and that maintaining effective communication is critical to maintaining these relationships.

- ***We will maintain accurate, consistent, timely, and interactive communication between district employees, students, parents, and the community at large. The district will provide for family and community involvement that results in positive partnerships reflecting a willingness to work with the district and to share responsibility at various levels for the education of our students.***

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Greenville Middle School is located in Greenville, Texas, the county seat and largest city in Hunt County. Greenville is located approximately 35 miles northeast of Dallas with an estimated population of 28,686. Greenville ISD educates approximately 5300 students of which almost 750 are at the Greenville Middle School. The current building at 3611 Texas Street has 70+ years of rich history starting as the high school from 1951 to 1982 then transitioning to the middle school from 1983 to present day.

Student demographics

2021-2022 PEIMS Data		
Student Enrollment Totals for Greenville Middle School		
Ethnicity/Race	Student Count	Percentage
American Indian or Alaskan Native	<10	<1%
Asian	<10	<1%
Black or African American	122	15.7%
Hispanic/Latino	403	51.8%
Native Hawaiian/Other Pacific Islander	<10	<1%
Two or More Races	36	4.6%
White	204	26.2%

2021-2022 PEIMS Data		
Total Enrollment Counts in Student Program and Special Populations		
Program/Special Population	Student Count	Percentage
All Enrollment	778	100%
At Risk	595	76.5%
Bilingual	0	0%
Dyslexic	73	9.4%
Economically Disadvantaged	607	78.0%
Emergent Bilingual	233	29.9%
ESL	208	26.7%
Foster Care	0	0%
Gifted & Talented	79	10.2%

2021-2022 PEIMS Data

Total Enrollment Counts in Student Program and Special Populations

Homeless	N/A	N/A
Military Connected	19	2.4%
Section 504	100	12.9%
Special Education	132	17.0%
Title I	778	100%
Transfer In	25	3.2%
Transfer Out	8	1.0%

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Hispanic and African American teacher demographics are not proportional to the Hispanic and African American student demographics. **Root Cause:** Teacher shortage and bigger districts near are attracting teachers from the same pool.

Student Achievement

Student Achievement Summary

	Spring 2022 STAAR EOC, Algebra I							
	Total Students	Raw Score	Scale Score	% Score	Did Not Meet	Approaches	Meets	Masters
Greenville Middle School	92	39	4341	72.28%	3.26%	96.74%	75%	50%
Economic Disadvantage	50	40	4388	74.42%	0.00%	100%	78%	56%
Asian	2	45	4671	83%	0.00%	100%	100%	50%
Black/African American	2	39	4344	72.50%	0.00%	100%	50%	50%
Hispanic	49	39	4337	73.04%	0.00%	100%	79.59%	48.98%
Two or More Races	5	36	4396	66.80%	20.00%	80%	60%	40%
White	34	39	4320	71.35%	5.88%	94.12%	70.59%	52.94%
Currently Emergent Bilingual	28	37	4235	69.29%	0.00%	100%	67.86%	42.86%
Second Year of Monitoring	1	49	4862	91%	0.00%	100%	100%	100%

	May 2022 STAAR Mathematics, Grade 8							
	Total Students	Raw Score	Scale Score	% Score	Did Not Meet	Approaches	Meets	Masters
Greenville Middle School	394	20	1611	48.77%	43.40%	56.60%	18.78%	4.31%
Economic Disadvantage	295	20	1600	46.78%	48.14%	51.86%	15.25%	3.73%
Asian	4	26	1706	62.50%	25.00%	75%	50%	50%
Black/African American	59	17	1562	40.17%	66.10%	33.90%	6.78%	3.39%
Hispanic	211	20	1610	48.73%	42.65%	57.35%	18.48%	3.32%
Native Hawaiian/Pacific Islander	2	18	1572	41.50%	100.00%	0%	0%	0%
Two or More Races	20	21	1610	48.90%	40.00%	60%	20%	0%
White	98	23	1640	53.60%	31.63%	68.37%	25.51%	6.12%
Currently Emergent Bilingual	126	20	1606	47.96%	45.24%	54.76%	13.49%	3.17%
First Year of Monitoring	3	23	1643	54.67%	33.33%	66.67%	33.33%	0%
Second Year of Monitoring	2	18	1577	42.50%	50.00%	50%	0%	0%
Special Ed Indicator	49	14	1520	33.31%	75.51%	24.49%	6.12%	2.04%

	May 2022 STAAR Reading, Grade 8							
	Total Students	Raw Score	Scale Score	% Score	Did Not Meet	Approaches	Meets	Masters
Greenville Middle School	391	28	1661	63.81%	29.41%	70.59%	39.64%	23.02%
Economic Disadvantage	286	27	1645	61.36%	32.52%	67.48%	34.96%	18.18%
Asian	4	35	1807	80.25%	25.00%	75%	75%	50%

Spring 2022 STAAR EOC, Algebra I

	Total Students	Raw Score	Scale Score	% Score	Did Not Meet	Approaches	Meets	Masters
Black/African American	51	22	1578	50.27%	56.86%	43.14%	19.61%	11.76%
Hispanic	218	28	1659	63.90%	25.69%	74.31%	38.53%	19.72%
Two or More Races	20	29	1686	65.65%	35.00%	65%	60%	35%
White	98	31	1700	69.61%	22.45%	77.55%	46.94%	32.65%
Currently Emergent Bilingual	127	28	1652	62.80%	26.77%	73.23%	34.65%	18.90%
First Year of Monitoring	3	34	1746	78%	0.00%	100%	66.67%	66.67%
Second Year of Monitoring	3	24	1607	54.33%	66.67%	33.33%	33.33%	33.33%
Special Ed Indicator	44	18	1518	40.20%	77.27%	22.73%	4.55%	0%

May 2022 STAAR Science, Grade 8

	Total Students	Raw Score	Scale Score	% Score	Did Not Meet	Approaches	Meets	Masters
Greenville Middle School	393	24	3687	56.22%	40.20%	59.80%	26.46%	10.43%
Economic Disadvantage	287	23	3615	53.61%	45.30%	54.70%	21.95%	8.01%
Asian	4	28	4022	67%	25.00%	75%	50%	25%
Black/African American	53	18	3318	42.11%	77.36%	22.64%	9.43%	5.66%
Hispanic	218	24	3684	56.30%	38.53%	61.47%	23.85%	8.26%
Two or More Races	20	22	3604	51.70%	50.00%	50%	15%	15%
White	98	27	3896	64.14%	22.45%	77.55%	42.86%	16.33%
Currently Emergent Bilingual	127	23	3628	54.32%	40.94%	59.06%	19.68%	7.87%
First Year of Monitoring	3	30	4060	71.33%	0.00%	100%	66.67%	0%
Second Year of Monitoring	3	26	3911	62.33%	33.33%	66.67%	33.33%	33.33%
Special Ed Indicator	44	15	3160	36.43%	84.09%	15.91%	0%	0%

May 2022 STAAR Social Studies, Grade 8

	Total Students	Raw Score	Scale Score	% Score	Did Not Meet	Approaches	Meets	Masters
Greenville Middle School	391	22	3556	49.13%	52.69%	47.31%	18.16%	8.44%
Economic Disadvantage	286	20	3473	45.71%	60.84%	39.16%	11.54%	6.29%
Asian	4	25	3705	56.25%	50.00%	50%	50%	0%
Black/African American	51	17	3308	38.63%	80.39%	19.61%	3.92%	3.92%
Hispanic	218	21	3511	47.45%	53.67%	46.33%	12.39%	5.96%
Two or More Races	20	21	3572	48.45%	60.00%	40%	20%	15%
White	98	26	3777	58.18%	34.69%	65.31%	36.73%	15.31%
Currently Emergent Bilingual	127	20	3446	44.49%	62.99%	37.01%	7.87%	5.51%
First Year of Monitoring	3	24	3662	54.67%	33.33%	66.67%	0%	0%

Spring 2022 STAAR EOC, Algebra I

	Total Students	Raw Score	Scale Score	% Score	Did Not Meet	Approaches	Meets	Masters
Second Year of Monitoring	3	25	3740	57.33%	33.33%	66.67%	66.67%	33.33%
Special Ed Indicator	44	14	3150	32.55%	84.09%	15.91%	4.55%	0%

May 2022 STAAR Mathematics, Grade 7

	Total Students	Raw Score	Scale Score	% Score	Did Not Meet	Approaches	Meets	Masters
Greenville Middle School	268	14	1547	35.76%	66.04%	33.96%	8.21%	0.75%
Economic Disadvantage	208	14	1544	35.25%	67.31%	32.69%	8.17%	0.48%
Asian	1	16	1575	40%	0.00%	100%	0%	0%
Black/African American	57	12	1518	31.02%	77.19%	22.81%	7.02%	0%
Hispanic	143	14	1547	35.67%	67.83%	32.17%	8.39%	0.70%
Native Hawaiian/Pacific Islander	2	10	1483	24%	100.00%	0%	0%	0%
Two or More Races	7	14	1540	34.29%	71.43%	28.57%	0%	0%
White	58	16	1580	41.17%	50.00%	50%	10.34%	1.72%
Currently Emergent Bilingual	92	14	1544	35.05%	70.65%	29.35%	7.61%	1.09%
Second Year of Monitoring	3	20	1627	50.33%	0.00%	100%	0%	0%
Special Ed Indicator	63	12	1517	30.68%	80.95%	19.05%	1.59%	0%

May 2022 STAAR Reading, Grade 7

	Total Students	Raw Score	Scale Score	% Score	Did Not Meet	Approaches	Meets	Masters
Greenville Middle School	362	25	1613	59.42%	39.50%	60.50%	33.98%	20.17%
Economic Disadvantage	266	24	1600	57.58%	42.48%	57.52%	28.95%	15.79%
Asian	3	31	1740	74%	33.33%	66.67%	66.67%	33.33%
Black/African American	67	23	1582	54.93%	46.27%	53.73%	22.39%	10.45%
Hispanic	185	24	1595	56.50%	45.41%	54.59%	31.35%	19.46%
Native Hawaiian/Pacific Islander	4	17	1498	40.50%	75.00%	25%	0%	0%
Two or More Races	12	25	1618	60.50%	41.67%	58.33%	25%	16.67%
White	91	29	1672	68.87%	20.88%	79.12%	49.45%	29.67%
Currently Emergent Bilingual	119	22	1570	52.72%	52.10%	47.90%	26.89%	11.76%
Second Year of Monitoring	3	27	1636	65%	33.33%	66.67%	33.33%	0%
Special Ed Indicator	69	18	1519	43.83%	71.01%	28.99%	8.70%	5.80%

Student Achievement Strengths

Spring 2022 STAAR EOC, Algebra I

	Scale Score	Did Not Meet	Approaches	Meets	Masters		Scale Score	Did Not Meet	Approaches	Meets
Greenville Middle School	4341	3%	97%	75%	50%	State	4004	26%	74%	46%
Economic Disadvantage	4388	0%	100%	78%	56%	Economic Disadvantage	3859	33%	67%	37%
Asian	4671	0%	100%	100%	50%	Asian	4840	5%	95%	85%
Black/African American	4344	0%	100%	50%	50%	Black/African American	3775	39%	61%	31%
Hispanic	4337	0%	100%	80%	49%	Hispanic	3913	30%	70%	41%
Two or More Races	4396	20%	80%	60%	40%	Two or More Races	4111	21%	79%	53%
White	4320	6%	94%	71%	53%	White	4190	16%	84%	59%
Currently Emergent Bilingual	4235	0%	100%	68%	43%	Currently Emergent Bilingual	3770	39%	61%	30%
Second Year of Monitoring	4862	0%	100%	100%	100%	Second Year of Monitoring	4290	10%	90%	67%

May 2022 STAAR Reading, Grade 8

	Scale Score	Did Not Meet	Approaches	Meets	Masters		Scale Score	Did Not Meet	Approaches	Meets
Greenville Middle School	1661	29%	71%	40%	23%	State	1710	18%	82%	56%
Economic Disadvantage	1645	33%	67%	35%	18%	Economic Disadvantage	1678	24%	76%	47%
Asian	1807	25%	75%	75%	50%	Asian	1816	5%	95%	84%
Black/African American	1578	57%	43%	20%	12%	Black/African American	1675	25%	75%	45%
Hispanic	1659	26%	74%	39%	20%	Hispanic	1690	22%	78%	50%
Two or More Races	1686	35%	65%	60%	35%	Two or More Races	1738	13%	87%	64%
White	1700	22%	78%	47%	33%	White	1749	11%	89%	68%
Currently Emergent Bilingual	1652	27%	73%	35%	19%	Currently Emergent Bilingual	1631	35%	65%	32%
First Year of Monitoring	1746	0%	100%	67%	67%	First Year of Monitoring	1769	3%	97%	80%
Second Year of Monitoring	1607	67%	33%	33%	33%	Second Year of Monitoring	1766	3%	97%	77%
Special Ed Indicator	1518	77%	23%	5%	0%	Special Ed Indicator	1569	56%	44%	16%

May 2022 STAAR Science, Grade 8

	Scale Score	Did Not Meet	Approaches	Meets	Masters		Scale Score	Did Not Meet	Approaches	Meets
Greenville Middle School	3687	40%	60%	26%	10%	State	3934	27%	73%	43%
Economic Disadvantage	3615	45%	55%	22%	8%	Economic Disadvantage	3770	36%	64%	32%
Asian	4022	25%	75%	50%	25%	Asian	4582	7%	93%	80%

May 2022 STAAR Science, Grade 8

Black/African American	3318	77%	23%	9%	6%	Black/African American	3718	39%	61%	29%
Hispanic	3684	39%	61%	24%	8%	Hispanic	3816	33%	67%	36%
Two or More Races	3604	50%	50%	15%	15%	Two or More Races	4066	20%	80%	52%
White	3896	22%	78%	43%	16%	White	4154	15%	85%	59%
Currently Emergent Bilingual	3628	41%	59%	20%	8%	Currently Emergent Bilingual	3616	46%	54%	22%
First Year of Monitoring	4060	0%	100%	67%	0%	First Year of Monitoring	4183	9%	91%	61%
Second Year of Monitoring	3911	33%	67%	33%	33%	Second Year of Monitoring	4153	10%	90%	60%
Special Ed Indicator	3160	84%	16%	0%	0%	Special Ed Indicator	3405	66%	34%	11%

May 2022 STAAR Social Studies, Grade 8

	Scale Score	Did Not Meet	Approaches	Meets	Masters		Scale Score	Did Not Meet	Approaches	Meets
Greenville Middle School	3556	53%	47%	18%	8%	State	3727	41%	59%	29%
Economic Disadvantage	3473	61%	39%	12%	6%	Economic Disadvantage	3574	52%	48%	18%
Asian	3705	50%	50%	50%	0%	Asian	4276	12%	88%	67%
Black/African American	3308	80%	20%	4%	4%	Black/African American	3580	52%	48%	18%
Hispanic	3511	54%	46%	12%	6%	Hispanic	3609	49%	51%	21%
Two or More Races	3572	60%	40%	20%	15%	Two or More Races	3868	30%	70%	38%
White	3777	35%	65%	37%	15%	White	3927	26%	74%	43%
Currently Emergent Bilingual	3446	63%	37%	8%	6%	Currently Emergent Bilingual	3431	66%	34%	10%
First Year of Monitoring	3662	33%	67%	0%	0%	First Year of Monitoring	3842	26%	74%	35%
Second Year of Monitoring	3740	33%	67%	67%	33%	Second Year of Monitoring	3835	28%	72%	33%
Special Ed Indicator	3150	84%	16%	5%	0%	Special Ed Indicator	3340	75%	25%	8%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: African American students are not mastering grade level content as compared to the White and Hispanic students in all areas. **Root Cause:** Many African American students lack the foundational skills.

Problem Statement 2: Special education students are not mastering grade level content in reading and math. **Root Cause:** A number of special education students have multiple deficits.

Problem Statement 3: English Language Learners are having difficulty mastering 7th and 8th grade level content in math. **Root Cause:** Teachers not effectively and consistently utilizing the ELPS (English Language Proficiency Standards). Lack of ESL certified teachers.

School Culture and Climate

School Culture and Climate Summary

As a campus, we are dedicated to building a community which empowers each individual to realize his or her full social and academic potential. We believe that the key to achieving our mission is through the dedication of our teachers and their commitment to supporting all learners. This commitment has resulted in teachers acquiring further support and training to meet the challenges that some of our students are coming to school with. Our campus has worked hard to establish a culture that believes that brightening our minds truly helps us build our future.

School Culture and Climate Strengths

Greenville Middle School embraces a culture in which personal and academic achievement is fostered for all students. We are proud to celebrate the various social and cultural differences that make our campus unique. By building strong relationships with our students and parents, we are seeing: reduction in office referrals, fewer verbal confrontation between peers, fewer aggressive behaviors, and a stronger community of learners developing. Key strength: Students and staff work and collaborate together using Capturing Kids Hearts and MANDT relational strategies.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teachers and students do not view the school as part of their life. **Root Cause:** There are not enough events to promote a sense of belonging for the staff and the students.

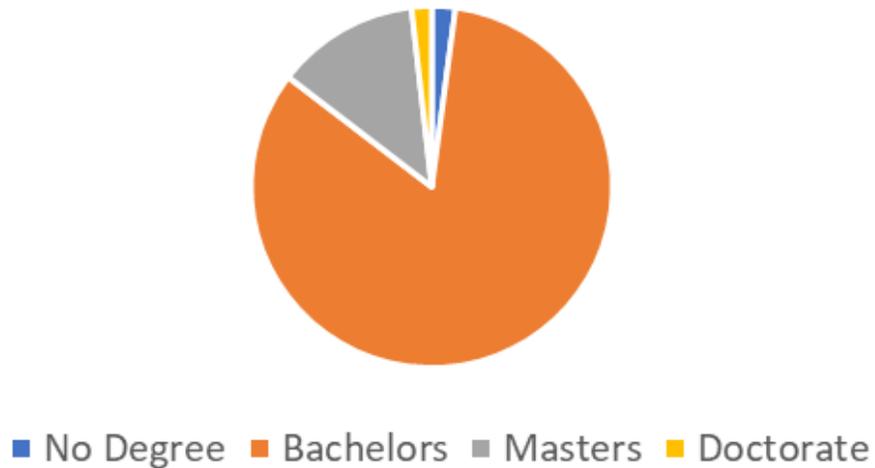
Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff data provided by Texas Education Agency, 2020-2021 TAPR for Greenville Middle School, Greenville ISD, Hunt County.

Teachers by Ethnicity	Count	Percent	Students by Ethnicity	Count	Percent
African American	6.7	14.0%	African American	117	14.7%
American Indian	1.3	2.8%	American Indian	5	0.6%
Asian	1	2.1%	Asian	6	0.8%
Hispanic	2	4.2%	Hispanic	398	49.9%
Two or More Races	1.5	3.2%	Two or More Races	35	4.4%
White	35.2	73.7%	White	237	29.7%

Teachers by Highest Degree Held



Teachers by Years of Experience





■ Beginning Teachers
■ 11 - 20 Years

■ 1 - 5 Years
■ 21 - 30 Years

■ 6 - 10 Years
■ Over 30 Years

Staff Quality, Recruitment, and Retention Strengths

For the 2022-2023 school year, Greenville Middle School continued the following positions added in the 2021-2022 school year to support student success: Lead Teacher, Demonstration Teachers, Community In School Liaison, and Math Interventionist. For the 2022-2023, additional staff has been added for Reading Intervention, Photography, Theater, and Inclusion Support.

Strengths include:

- Staff provided professional learning opportunities and support to meet the academic needs of our students
- Continuation of implementation of STEP protocol for PLC
- Administration supports teacher growth
- Team building activities
- Chromebook for all teaching staff

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The demographics of the Hispanic and African American teacher population do not represent Hispanic and African American student population. **Root Cause:** Teachers relocated to jobs that are closer to where they live. Surrounding districts are more attractive to new teachers. There is a shortage of new teachers coming into the field

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Staff reviews student assessments in order to provide targeted instruction for improvement. Professional Learning Communities (PLCs) meet weekly to discuss student and teacher needs to promote achievement. During PLCs, instructional activities are aligned with student learning needs and expected outcomes for achievement. Assessments are developed with the purpose of measuring the impact of curriculum and instruction on student learning. Data from assessments and progress monitoring tools are also used to form small group instruction and intervention groups that focus on meeting the specific needs of our students. Data is used to inform curriculum, instruction, and assessments decisions.

Curriculum, Instruction, and Assessment Strengths

Strengths include:

- Weekly PLCs to review instruction and data led by instructional leadership team or campus teacher leaders
- All GMS teachers follow the district curriculum within all content areas
- Lead Teacher monitors lesson plans
- Walkthroughs reflect teaching by following district curriculum and implementing best instructional practices
- Small group instruction formed based on student needs assessments

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers sometimes provide a one-size-fits-all lesson without meaningful differentiation. **Root Cause:** Teachers need continuous support with differentiation during planning that adapts lessons to address the individual needs of all students.

Problem Statement 2: Teachers lesson plans are not aligned from the learning standard through the student product. **Root Cause:** Teachers have not received adequate training on lesson alignment

Parent and Community Engagement

Parent and Community Engagement Summary

Our focus for the 2022-2023 school year is to:

- Connect with ALL families, emphasizing connections with families that are low-income to increase parent relationship opportunities.
- Frequent use of Remind and Blackboard to consistently communicate with families.
- Monthly campus newsletter to share updates and upcoming academic, athletic, and social activities
- Campus team to plan and organize community focused events and family nights, such as Meet in the Middle and Summer Send-off
- Continuing and strengthening PTA

Parent and Community Engagement Strengths

Strengths include:

- Large participation in Meet in the Middle
- Emphasis on effectively communicating and building culture with students and parents via social media

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent involvement is high at sporting events, but low interest in academic events. **Root Cause:** Lack of opportunities tied to academics and the enrichment of academics through which students and parents can connect.

School Context and Organization

School Context and Organization Summary

Focus for 2022-2023:

- Staff members are involved in decision making by serving on the Instructional Leadership Team
- Response to Intervention (RTI) as a collaborative process and will be used to identify students who are not making adequate progress
- Data sheets will be used to identify students who are at risk
- Timely interventions will be implemented once students are identified
- The principal, assistant principals, and Lead Teacher will conduct intentional walk-throughs
- Walk-throughs will be used to provide reinforcement and refinement to teachers to continuously improve instruction
- All teachers have an opportunity to collaborate with their grade level leader and campus administration

Technology

Technology Summary

- One-to-one chrome book-to-student ratio for core classes and most non-core classes.
- One-to-one laptop and docking stations for each classroom teacher, instructional aide, and most other support staff.
- One-to-one TI graphing calculators in classrooms for each Algebra, 8th grade math, and 7th grade Pre-AP math student.
- Access to Learning Ally, the world's largest audio textbook library with over 80,000 human-narrated books, for all students who face reading challenges.
- Use of Classwize to allow teachers to see and shape internet access in real time, to help students stay focused and avoid digital distractions.

Technology Strengths

- Continuing investment in infrastructure, including wireless capabilities, bandwidth, teacher/student equipment, and technical support.
- Our teachers continue to be innovative in their use of technology including the google suite of program and instructional game playing.
- Technology being used on a daily basis with all students and teachers.
- All core classrooms have a class set of Chromebooks.

Problem Statements Identifying Technology Needs

Problem Statement 1: Need of consistent and available technology for all students in all classrooms. **Root Cause:** Lack of working technology and increase in student enrollment.

Priority Problem Statements

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)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- T-TESS data
- T-PESS data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Other additional data

Goals

Goal 1: Greenville Middle School will continually strive toward achieving the highest accountability ratings established by the Texas Education Agency and will foster the development of leadership skills which will allow our students to become successful and productive citizens.

Performance Objective 1: Greenville Middle School will achieve an overall "B" or higher rating with at least one academic distinction.

Strategy 1 Details	Reviews			
<p>Strategy 1: Reconfigure master schedule to include the addition of a second block of math and reading for all students not successful on state assessment.</p> <p>Strategy's Expected Result/Impact: Increase in students achieving "approaches" and "meets" grade level expectations.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Lead Teacher will work with teachers to plan lessons and analyze data to focus on targeted instructional strategies for at risk students in need of intervention.</p> <p>Strategy's Expected Result/Impact: Increase the academic performance of students who are identified as needing intervention.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Lead Teachers Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide weekly lesson plan audits for rigor, depth, and complexity.</p> <p>Strategy's Expected Result/Impact: Increase rigor</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Lead Teacher</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The Instructional Leadership Team (ILT) will conduct intentional walkthroughs for lesson alignment.</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Lead Teacher Demo Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Disaggregate and analyze student data to identify strengths and weaknesses.</p> <p>Strategy's Expected Result/Impact: Target Instruction resulting in 10% increase on the 2022 STAAR in all grade levels for all subjects.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Lead Teacher Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: All core teachers will participate in on-campus planning days in the fall and spring to plan instruction, develop materials, and analyze data.</p> <p>Strategy's Expected Result/Impact: Effective planning, data analysis, and collaboration.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Lead Teacher Demo Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Expand PLCs, utilizing the Supporting Teacher Effectiveness Project (STEP).</p> <p>Strategy's Expected Result/Impact: Student achievement Effective planning, data analysis, and collaboration</p> <p>Staff Responsible for Monitoring: Lead Teachers Principal Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	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: Greenville Middle School will continually strive toward achieving the highest accountability ratings established by the Texas Education Agency and will foster the development of leadership skills which will allow our students to become successful and productive citizens.

Performance Objective 2: Greenville Middle School will increase the academic performance of students identified as Economically Disadvantaged, English Language Learners, African American, and/or Special Education students at all grade levels in Math and Reading by 10%.

Evaluation Data Sources: STAAR

Nine Week Assessments

Formative Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement student data trackers to aide in identifying learning gaps.</p> <p>Strategy's Expected Result/Impact: Increase purposeful re-teach and interventions through TEKS specific lessons.</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Assistant Principals Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Support our lowest 20% students through a campus based interventionist and B classes.</p> <p>Strategy's Expected Result/Impact: Increased achievement for low performing students.</p> <p>Staff Responsible for Monitoring: Interventionists Principal Assistant Principals Lead Teacher</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Use spiraling techniques (ex. rigorous bell ringers and exit tickets) based on student data to review/reinforce concepts.</p> <p>Strategy's Expected Result/Impact: Reinforcement of concepts</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Teachers Lead Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide tutorials/acceleration before and after school utilizing the ACE program.</p> <p>Strategy's Expected Result/Impact: Increased growth</p> <p>Staff Responsible for Monitoring: ACE Coordinator Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement STEP PLC Protocol.</p> <p>Strategy's Expected Result/Impact: Identify and implement challenge and aim statements to address areas for growth.</p> <p>Staff Responsible for Monitoring: Lead Teachers Principal Assistant Principal(s)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will utilize AVID strategies using WICOR.</p> <p>Strategy's Expected Result/Impact: Increased reading comprehension and analysis.</p> <p>Staff Responsible for Monitoring: AVID Coordinator AVID Site Team Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The English Language Proficiency Standards (ELPS) will be implemented into instruction to make content comprehensible and develop academic language.</p> <p>Strategy's Expected Result/Impact: Academic language development</p> <p>Staff Responsible for Monitoring: Administration Department Chairs</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	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: Greenville Middle School will continually strive toward achieving the highest accountability ratings established by the Texas Education Agency and will foster the development of leadership skills which will allow our students to become successful and productive citizens.

Performance Objective 3: Greenville Middle School will ensure students are prepared for college, career, and life by increasing student knowledge of post-secondary readiness.

Evaluation Data Sources: Longitudinal STAAR data
 Elective Course selection
 Attendance
 Discipline

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement data trackers to identify learning gaps and provide interventions. Strategy's Expected Result/Impact: Close learning gaps Staff Responsible for Monitoring: Administration Lead Teacher</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote activities through the campus website, social media, and counseling staff to all students and parents. Strategy's Expected Result/Impact: Increased knowledge of activities. Increased college preparedness.</p> <p>Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to establish and expand community partnerships for Career Technology Education.</p> <p>Strategy's Expected Result/Impact: Offer more CTE courses offered at middle school.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Greenville Middle School will continually strive toward achieving the highest accountability ratings established by the Texas Education Agency and will foster the development of leadership skills which will allow our students to become successful and productive citizens.

Performance Objective 4: By June, 2023, the percentage of students that will rate in the category of meets for the combined STAAR/EOC will be 35%.

Evaluation Data Sources: STAAR Results

Goal 2: Greenville Middle School will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 1: Greenville Middle School will implement Capturing Kids Hearts, and intentional supports to reduce discipline incidents.

Evaluation Data Sources: 425 report

Attendance reports

Discipline Referrals/data

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers and staff will be trained on Capturing Kids Hearts. Strategy's Expected Result/Impact: Increased academic performance Staff Responsible for Monitoring: Principal Assistant Principal(s)</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administration and student engagement officer will support the continued implementation of Tier III behavioral strategies. Strategy's Expected Result/Impact: Reductions of behavior incidents Staff Responsible for Monitoring: Principal Assistant Principals Student Engagement Officer</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Greenville Middle School Administration will inform students of expectations for success during general assemblies and lunches.</p> <p>Strategy's Expected Result/Impact: Success for all students</p> <p>Staff Responsible for Monitoring: Principal Asst. Principals All staff</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus leadership team will review student discipline each month to monitor out-of-class placements and to strategize regarding areas in need of targeted interventions.</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Student Engagement Officer Secretaries Registrars</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize Student Engagement Officer to support and effectively coach students with multiple discipline referrals.</p> <p>Strategy's Expected Result/Impact: Improved behavior</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Student Engagement Officer</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Greenville Middle School will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 2: Counselors will provide guidance lessons addressing the Social and Emotional Learning needs of all students..

Evaluation Data Sources: School Discipline
School culture surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors will deliver and conduct character development lessons to both grade levels. Strategy's Expected Result/Impact: Reduce the number of incidents leading to referrals Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Presentation on digital safety and technology awareness for both grade levels. Strategy's Expected Result/Impact: Safe use of technology Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Counselors will use Character Strong program to integrate SEL instruction and activities to both grade levels. Strategy's Expected Result/Impact: Less referrals Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	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 2: Greenville Middle School will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 3: Partner with the campus Community In School liaison to increase student attendance.

Evaluation Data Sources: Attendance
 CIS enrollment
 CIS campus activities

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify at-risk attendance students and conduct counseling sessions based on need.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal Region 10-Community In Schools</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: We will actively recruit, support, develop, and maintain highly qualified employees who have character and competencies for all areas of the organization.

Performance Objective 1: 100% of Greenville Middle School teachers will meet the Texas certification requirements or District of Innovation requirements for CTE courses.

Evaluation Data Sources: Certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Work with teacher organizations to support to teachers. Strategy's Expected Result/Impact: Retain highly qualified teachers. Staff Responsible for Monitoring: Human Resources Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: We will actively recruit, support, develop, and maintain highly qualified employees who have character and competencies for all areas of the organization.

Performance Objective 2: Greenville Middle School teachers will show growth or maintain, if proficient or higher, on their T-TESS summative evaluations.

Evaluation Data Sources: T-TESS walk-through
 Observation
 Final summative

Strategy 1 Details	Reviews			
<p>Strategy 1: The Campus Leadership Team will conduct intentional walk-throughs followed by coaching sessions that target identified T-TESS standards.</p> <p>Strategy's Expected Result/Impact: Improvement in instruction and reinforce positive instructional practices</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal(s)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will engage in common planning time to ensure effective alignment, rigor, and instructional pace.</p> <p>Strategy's Expected Result/Impact: Improved instruction</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal (s) Lead Teachers Dean of Instruction Demonstration Teachers District Strategist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will engage in intentional observations of campus demonstrations teachers that serve on the campus instructional leadership team.</p> <p>Strategy's Expected Result/Impact: Develop strategies to improve instruction</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal (s) Lead Teachers Demonstration Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: We will actively recruit, support, develop, and maintain highly qualified employees who have character and competencies for all areas of the organization.

Performance Objective 3: The Greenville Middle School Instructional Leadership Team (ILT) will provide monitored and intentional support to all teachers new to GMS.

Evaluation Data Sources: Teacher retention

Strategy 1 Details	Reviews			
<p>Strategy 1: GMS will provide a mentor teacher to all new teachers.</p> <p>Strategy's Expected Result/Impact: Introduce new strategies and classroom management techniques</p> <p>Staff Responsible for Monitoring: Lead Teachers Principal Assistant Principal(s) Veteran Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Intentional coaching sessions for new teachers by members of the instructional leadership team.</p> <p>Strategy's Expected Result/Impact: Increased student achievement through improved instructional methods</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal(s) Lead Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Opportunity to participate in professional development at the district, state, or region to improve and understand district and campus goals that will impact student growth.</p> <p>Strategy's Expected Result/Impact: Increased student performance by giving teachers increased knowledge about content skills and strategies.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: We will actively recruit, support, develop, and maintain highly qualified employees who have character and competencies for all areas of the organization.

Performance Objective 4: Greenville Middle School will provide opportunities for high-quality professional development for 100% of teachers to support student learning.

Evaluation Data Sources: Nine week assessment
Professional Development Certificates

Strategy 1 Details	Reviews			
<p>Strategy 1: GMS ILT will conduct PD at staff meetings to roll out a instructional delivery design for the entire campus.</p> <p>Strategy's Expected Result/Impact: Learning objective</p> <ul style="list-style-type: none"> Student Products Data Digging and how to use it The Tasks (agenda) Accommodations and Differentiation Student Engagement Techniques <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction 	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will present professional development/learning techniques/strategies to staff.</p> <p>Strategy's Expected Result/Impact: Peer-to-peer professional development results in teachers being more receptive to strategies</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal (s)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Greenville Middle School will maintain fiscal responsibility in all district management decisions. We will implement our long-range strategic plan to ensure that improvements in school and support facilities are developed in a timely, functional, and cost-effective manner. We will maintain existing facilities to support the safety, comfort, and educational well-being of all those in our district. We will communicate with open, honest, transparency of the financial needs of the district with the broader community.

Performance Objective 1: Continue to ensure that the tax dollars invested into Greenville ISD are managed effectively and efficiently while abiding with all applicable standards, laws, and regulations.

Evaluation Data Sources: Monthly Financial Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Greenville Middle School will have budget reviews throughout the year to determine resources are allocated for achieving student success.</p> <p>Strategy's Expected Result/Impact: Expenses aligned with campus and district goals</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Greenville Middle School will maintain accurate, consistent, timely, and interactive communication between district employees, students, parents, and the community at large. The district will provide for family and community involvement that results in positive partnerships reflecting a willingness to work with the district and to share responsibility at various levels for the education of our students.

Performance Objective 1: Greenville Middle School will increase engagement with families, students, staff, and community.

Evaluation Data Sources: Sign-in sheets at events

Tickets

Engagement with Smores

Engagement with Facebook

Strategy 1 Details	Reviews			
<p>Strategy 1: Greenville Middle school will host Meet in the Middle, Conversations with Carter and Summer Send-Off events.</p> <p>Strategy's Expected Result/Impact: Increase family engagement</p> <p>Staff Responsible for Monitoring: Counselor(s) Principal Assistant Principal(s)</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Greenville Middle School will maintain accurate, consistent, timely, and interactive communication between district employees, students, parents, and the community at large. The district will provide for family and community involvement that results in positive partnerships reflecting a willingness to work with the district and to share responsibility at various levels for the education of our students.

Performance Objective 2: Greenville Middle School will increase communication with parents, staff, and stakeholders.

Evaluation Data Sources: Engagement with Smores
Follower count for Facebook, Twitter, etc.

Strategy 1 Details	Reviews			
<p>Strategy 1: Principal will communicate with stakeholders through the use of Blackboard messenger. Strategy's Expected Result/Impact: Effective communication Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Principal will create and distribute "Stuck in the Middle" a monthly newsletter. Strategy's Expected Result/Impact: Effective communication. Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Use Facebook and Twitter to "Celebrate" and deliver important messages about Greenville Middle School. Strategy's Expected Result/Impact: Increased engagement Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				