

Greenville Independent School District

Greenville Middle School

2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

We educate today, you succeed tomorrow!

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Goal 5: Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The district will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the district and share responsibility at various levels of involvement accepting responsibility for the education of students.	30
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Greenville Middle School is located in Greenville, TX (Hunt County) approximately 35 miles northeast of Dallas. The estimated population is 28,000. The current building at 3611 Texas Street, has 70 years of rich history, first serving as serving as the high school from 1951 to 1982 and now as the middle school.

See Addendums

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographics of the Hispanic and African American teacher population does not represent Hispanic and African American student population. **Root Cause:** Teacher shortage and bigger districts paying more.

Student Achievement

Student Achievement Summary

See addendums

Student Achievement Strengths

See addendums

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

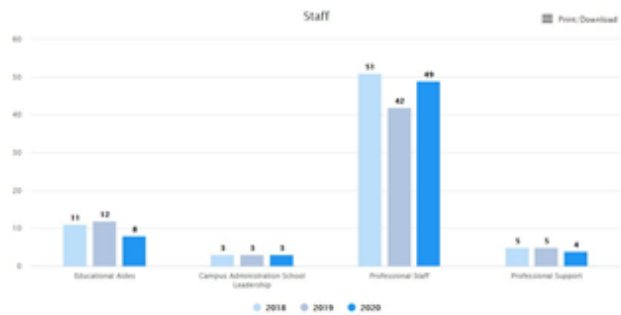
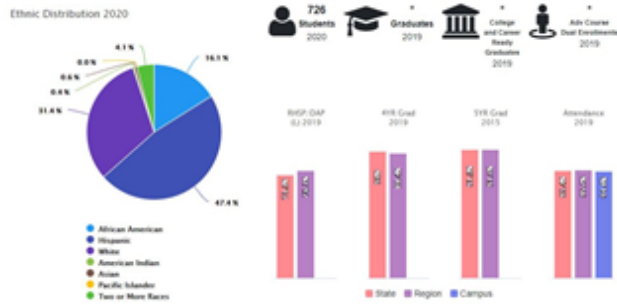
Greenville Middle School embraces a culture in which personal and academic achievement is fostered for all students. We are proud to celebrate the various social and cultural differences that make our campus unique. By building strong relationships with our students and parents, we are seeing: reduction 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: Re-acclimating students to an academic setting and mind-frame. **Root Cause:** Due to COVID, students were not consistently in an academic setting.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary



Staff Quality, Recruitment, and Retention Strengths

For the 2021-2022 school year, Greenville Middle School added the following positions to support student success: Dean of Instruction, Lead Teacher, 5 Demonstration Teachers, Community In School Liaison, and Interventionist.

Strengths include:

- Staff provided professional learning opportunities and support to meet the academic needs of our students
- Redevelopment of PLC to implement STEP protocol
- Administration supports teacher growth
- Team building activities
- Chrome book 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:** More money in bigger districts.

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
- Dean of Instruction 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 provides 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.

Parent and Community Engagement

Parent and Community Engagement Summary

Our focus for the 2021-2022 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.
- Bi-weekly campus newsletter "The MANE Tale" to share updates and upcoming academic, athletic, and social activities
- Campus team to plan and organize community focused events and family nights, such as Summer Send-Off and Cub Camp
- Restarting PTA

Parent and Community Engagement Strengths

Strengths include:

- Large participation in Cub Camp
- 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 2021-2022:

- 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, Dean of Instruction, 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 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 Chromebooks
- Dedicated computer lab
- 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
- Federal Report Card 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 Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- School safety data

Employee Data





- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data
- T-P ESS data

Goals

Goal 1: Greenville Middle School will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

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

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. Strategy's Expected Result/Impact: Increase in students achieving "approaches" and "meets" grade level expectations. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Dean of Instruction and 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. Strategy's Expected Result/Impact: Increase the academic performance of students who are identified as needing intervention. Staff Responsible for Monitoring: Principal Assistant Principal (s) Dean of Instruction Lead Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - 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 Strategy's Expected Result/Impact: Increase rigor Staff Responsible for Monitoring: Dean of Instruction Principal Title I Schoolwide Elements: 2.5, 2.6 - 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 and provide coaching conferences based on T-TESS rubric.</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal (s)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - 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 to create engaging, rigorous TEKS based lessons.</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 Principal(s) Dean of Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - 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>TEA Priorities: Recruit, support, retain teachers and principals - 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) that focus on formative student performance, student work, and appropriate intervention and enrichment.</p> <p>Strategy's Expected Result/Impact: Student achievement Effective planning, data analysis, and collaboration</p> <p>Staff Responsible for Monitoring: Lead Teacher Principal Assistant Principal(s) Dean of Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: Greenville Middle School will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

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. Strategy's Expected Result/Impact: Increase purposeful re-teach and interventions through TEKS specific lessons. Staff Responsible for Monitoring: Teacher (s), Assistant Principal (s), Principal Title I Schoolwide Elements: 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. Strategy's Expected Result/Impact: Increased achievement for low performing students. Staff Responsible for Monitoring: Interventionist Principal Assistant Principal(s) Dean of instruction Title I Schoolwide Elements: 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. Strategy's Expected Result/Impact: Reinforcement of concepts Staff Responsible for Monitoring: Principal Asst. Principal (s) Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Provide tutorials/acceleration before and after school utilizing the ACE program. Strategy's Expected Result/Impact: Increased growth Staff Responsible for Monitoring: ACE Coordinator Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers will ensure that each EL is provided with linguistic and instructional accommodations as determined by the LPAC. Strategy's Expected Result/Impact: Increase overall academic performance of all EL students Staff Responsible for Monitoring: Principal Assistant Principal(s) Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Implement STEP PLC Protocol Strategy's Expected Result/Impact: Allow teachers to problem-solve Staff Responsible for Monitoring: Lead Teacher Principal Assistant Principal(s) TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Teachers will utilize AVID strategies using WICOR. Strategy's Expected Result/Impact: Increased reading comprehension and analysis. Staff Responsible for Monitoring: AVID Coordinator AVID Site Team Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: 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 Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Greenville Middle School will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

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: Teacher will implement data trackers to identify learning gaps and provide interventions. Strategy's Expected Result/Impact: Close learning gaps Staff Responsible for Monitoring: Administration Dean of Instruction 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: Develop and implement a comprehensive set of supports to engage students in a varied options for grade repair, credit attainment, and goal setting. Strategy's Expected Result/Impact: Prepared for college and career Staff Responsible for Monitoring: Counselors Principal Assistant Principal(s) Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Promote free and open recruitment 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. Title I Schoolwide Elements: 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 4 Details	Reviews			
<p>Strategy 4: Continue to establish community partnerships for CTE and to work with he CTE Advisory Board. Strategy's Expected Result/Impact: More CTE courses offered at middle school. 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
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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, MANDT relational strategies, and intentional supports to reduce discipline incidents. to reduce discipline incidents.

Evaluation Data Sources: 425 report
 Attendance reports
 Discipline Referrals/data





Strategy 1 Details	Reviews			
Strategy 1: All teachers and staff will be trained on Capturing Kids Hearts and MANDT relational strategies. Strategy's Expected Result/Impact: Increased academic performance Staff Responsible for Monitoring: Principal Assistant Principal(s) ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus administration, with Student Engagement Officer will support the continued implementation of Tier I behavior strategies on the student code of conduct. Strategy's Expected Result/Impact: Reductions of behavior incidents Staff Responsible for Monitoring: Principal Assistant Principals(s) Student Engagement Officer Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Greenville Middle School Administration will inform students of expectations for success. Strategy's Expected Result/Impact: Success for all students Staff Responsible for Monitoring: Principal Asst. Principal(s) All staff Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Campus instructional leadership teams along with Student Engagement Officer 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 Principal(s)</p> <p>Title I Schoolwide Elements: 2.6 - 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 Principal(s) Student Engagement Officer</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
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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			
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: Counselor(s) ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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: Counselor(s) ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Counselors will use Choose Love program to integrate SEL instruction and activities to both grade levels. Strategy's Expected Result/Impact: Less referrals Staff Responsible for Monitoring: Counselor(s) ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
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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			
Strategy 1: Identify and target at risk attendance students Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal Region 10-Community In Schools ESF Levers: Lever 3: Positive School Culture	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: Greenville Middle School will actively recruit, support, develop, and retain highly qualified employees 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 provide support to teachers needing to pass certification tests.</p> <p>Strategy's Expected Result/Impact: Teachers passing required certification exams</p> <p>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;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Greenville Middle School will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization.

Performance Objective 2: Greenville Middle School teachers will be 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 Instructional 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) Lead Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - 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)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - 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 Lead Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - 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
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Goal 3: Greenville Middle School will actively recruit, support, develop, and retain highly qualified employees 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: The instructional leadership team will conduct a monthly meeting with all new teachers. Strategy's Expected Result/Impact: Introduce new strategies Staff Responsible for Monitoring: Lead Teacher Demonstration teachers Principal Assistant Principal(s) Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - 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. Strategy's Expected Result/Impact: Increased student achievement through improved instructional methods Staff Responsible for Monitoring: Principal Assistant Principal(s) TEA Priorities: Recruit, support, retain teachers and principals - 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. Strategy's Expected Result/Impact: Increased student performance by giving teachers increased knowledge about content skills and strategies. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - 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
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Greenville Middle School will actively recruit, support, develop, and retain highly qualified employees 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: Reading and Math teachers will attend Hacking the STAAR. Strategy's Expected Result/Impact: Rigorous Teaching and ways to guide instruction Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will present professional development/learning techniques/strategies to staff. Strategy's Expected Result/Impact: Peer-to-peer professional development results in teachers being more receptive to strategies Staff Responsible for Monitoring: Principal Assistant Principal (s) Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - 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;"> <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: Greenville Middle School will support GISD's long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district. (Resulting in improved Student Achievement)

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
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The district will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the district and share responsibility at various levels of involvement accepting responsibility for the education of 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			
Strategy 1: Greenville Middle school will host Cub Camp and Summer Send-Off events. Strategy's Expected Result/Impact: Increase family engagement Staff Responsible for Monitoring: Counselor(s) Principal Assistant Principal(s) Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture	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: Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The district will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the district and share responsibility at various levels of involvement accepting responsibility for the education of 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			
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 Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Principal will create and distribute "The MANE Tale" a bi-weekly campus newsletter. Strategy's Expected Result/Impact: Effective communication. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
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 ESF Levers: Lever 3: Positive School Culture	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 6: Throughout the COVID-19 pandemic and for the foreseeable future, Greenville Middle School will prioritize resources and adjust time lines as necessary to support student achievement.

Performance Objective 1: Greenville will support the social and emotional health of students and staff.





Evaluation Data Sources: Sign-In sheets
Comparison data from each 9 week

Strategy 1 Details	Reviews			
Strategy 1: Counselors and Community In School liaison will provide responsive services. Strategy's Expected Result/Impact: Increased Student achievement and emotional support Staff Responsible for Monitoring: Principal Counselor(s) ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Counselors will provide a Social and Emotional helpline via Counselor's Corner on the GMS website. Strategy's Expected Result/Impact: Increased student achievement and emotional support. Staff Responsible for Monitoring: Counselor(s) ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: Throughout the COVID-19 pandemic and for the foreseeable future, Greenville Middle School will prioritize resources and adjust time lines as necessary to support student achievement.

Performance Objective 2: Greenville Middle School will support adjustment to protocol as new circumstances arise.

Evaluation Data Sources: Attendance
Quarantine logs

Strategy 1 Details	Reviews			
Strategy 1: Sanitizing stations throughout building Strategy's Expected Result/Impact: Student and staff safety Staff Responsible for Monitoring: Maintenance Principal Assistant Principal(s)	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Addendums

Student demographics for the 2020-2021 school year were as follows:

Student Demographics (2020 - 2021 Fall PEIMS file loaded 03/05/2021)	Count	Percent
Gender		
Female	380	47.62%
Male	418	52.38%
Ethnicity		
Hispanic-Latino	398	49.87%
Race		
American Indian - Alaskan Native	5	0.63%
Asian	6	0.75%
Black - African American	117	14.66%
Native Hawaiian - Pacific Islander	0	0.00%
White	237	29.70%
Two-or-More	35	4.39%

Student by Program (2020 - 2021 Fall PEIMS file loaded 03/05/2021)	Count	Percent
Limited English Proficient (LEP)	236	29.57%
Bilingual	3	0.38%
English as a Second Language (ESL)	29	3.63%
Alternative Bilingual Language Program	48	6.01%
Alternative ESL Language Program	146	18.30%
Gifted and Talented	101	12.66%
Special Education (SPED)	114	14.29%
Title I Participation	798	100.00%

Student by Program (2020 - 2021 Fall PEIMS file loaded 03/05/2021)	Count	Percent
Dyslexia	71	8.90%
Economic Disadvantage		
Economic Disadvantage Total	585	73.31%
Free Meals	489	61.28%
Reduced-Price Meals	57	7.14%
Other Economic Disadvantage	39	4.89%
Homeless Statuses		
Homeless Status Total	12	1.50%
Shelter	0	0.00%
Doubled Up	10	1.25%
Unsheltered	0	0.00%
Hotel/Motel	2	0.25%

At-Risk	535	67.04%
Title I Homeless	0	0.00%
Immigrant	7	0.88%
Migrant	0	0.00%
Military Connected	9	1.13%
Foster Care	0	0.00%
Section 504	97	12.16%
Intervention Indicator	60	7.52%
IEP Continuer	0	0.00%
Transfer In Students	12	1.5038%

Spring 2021 STAAR EOC, Algebra I	Scale Score	Did Not Meet	Approaches	Meets	Masters
Greenville Middle School	3955	19.54%	80.46%	39.08%	25.29%
Economic Disadvantage	3872	13.16%	86.84%	26.32%	15.79%
Asian	3652	0.00%	100%	0%	0%
Black/African American	3701	40.00%	60%	20%	0%
Hispanic	3905	19.35%	80.65%	35.48%	19.35%
Two or More Races	4079	0.00%	100%	66.67%	33.33%
White	4014	19.15%	80.85%	42.55%	31.91%
LEP	3930	16.67%	83.33%	38.89%	27.78%
Special Ed Indicator	4099	0.00%	100%	50%	50%
May 2021 STAAR Social Studies, Grade 8	Scale Score	Did Not Meet	Approaches	Meets	Masters
Greenville Middle School	3521	53.63%	46.37%	16.76%	6.15%
Economic Disadvantage	3408	63.45%	36.55%	8.43%	2.41%
American Indian/Alaskan Native	3330	50.00%	50%	0%	0%
Asian	3824	0.00%	100%	0%	0%
Black/African American	3256	75.93%	24.07%	1.85%	0%
Hispanic	3456	61.05%	38.95%	11.05%	2.91%

Native Hawaiian/Pacific Islander	3296	100.00%	0%	0%	0%
Two or More Races	3511	57.14%	42.86%	21.43%	7.14%
White	3749	31.58%	68.42%	32.46%	14.04%
First Year of Monitoring	3393	100.00%	0%	0%	0%
LEP	3382	68.57%	31.43%	6.67%	1.90%
Special Ed Indicator	3147	86.67%	13.33%	6.67%	0%

May 2021 STAAR Science, Grade 8	Scale Score	Did Not Meet	Approaches	Meets	Masters
Greenville Middle School	3600	48.45%	51.55%	24.79%	11.27%
Economic Disadvantage	3486	55.87%	44.13%	18.22%	6.48%
American Indian/Alaskan Native	3258	50.00%	50%	0%	0%
Asian	4275	0.00%	100%	100%	0%
Black/African American	3281	71.70%	28.30%	5.66%	0%
Hispanic	3526	52.33%	47.67%	19.19%	8.14%
Native Hawaiian/Pacific Islander	3689	0.00%	100%	0%	0%
Two or More Races	3521	61.54%	38.46%	15.38%	15.38%
White	3869	30.97%	69.03%	43.36%	21.24%
First Year of Monitoring	3689	0.00%	100%	0%	0%
LEP	3425	62.86%	37.14%	14.29%	4.76%
Special Ed Indicator	3139	86.36%	13.64%	6.82%	2.27%

April 2021 STAAR Reading, Grade 8	Scale Score	Did Not Meet	Approaches	Meets	Masters
Greenville Middle School	1602	45%	54.90%	24.65%	10.08%
Economic Disadvantage	1575	52.02%	47.98%	17.34%	6.85%
American Indian/Alaskan Native	1508	50.00%	50%	0%	0%
Asian	1766	0.00%	100%	100%	0%
Black/African American	1548	62.96%	37.04%	7.41%	5.56%
Hispanic	1584	50.58%	49.42%	20.93%	7.56%
Native Hawaiian/Pacific Islander	1555	100.00%	0%	0%	0%
Two or More Races	1620	38.46%	61.54%	30.77%	7.69%
White	1654	28.95%	71.05%	37.72%	16.67%
First Year of Monitoring	1746	0.00%	100%	100%	0%
LEP	1560	59.05%	40.95%	17.14%	6.67%
Special Ed Indicator	1495	88.64%	11.36%	2.27%	0%
April 2021 STAAR Mathematics, Grade 8	Scale Score	Did Not Meet	Approaches	Meets	Masters
Greenville Middle School	1584	59.19%	40.81%	16.47%	2.39%
Economic Disadvantage	1573	64.52%	35.48%	12.90%	2.26%

American Indian/Alaskan Native	1474	100.00%	0%	0%	0%
Asian	1772	0.00%	100%	66.67%	33.33%
Black/African American	1530	75.00%	25%	1.79%	1.79%
Hispanic	1583	60.91%	39.09%	15.91%	1.82%
Native Hawaiian/Pacific Islander	1526	100.00%	0%	0%	0%
Two or More Races	1584	63.16%	36.84%	15.79%	5.26%
White	1609	48.31%	51.69%	23.73%	2.54%
First Year of Monitoring	1634	28.57%	71.43%	14.29%	0%
LEP	1575	64.66%	35.34%	13.53%	3.01%
Special Ed Indicator	1504	88.89%	11.11%	0%	0%
May 2021 STAAR Writing, Grade 7	Scale Score	Did Not Meet	Approaches	Meets	Masters
Greenville Middle School	3553	46.94%	53.06%	23.21%	4.59%
Economic Disadvantage	3490	50.97%	49.03%	20.65%	2.90%
Asian	4487	25.00%	75%	75%	50%
Black/African American	3256	70.59%	29.41%	5.88%	0%
Hispanic	3521	48.15%	51.85%	21.76%	1.39%
Two or More Races	3586	50.00%	50%	27.78%	5.56%
White	3723	33.01%	66.99%	32.04%	11.65%
First Year of Monitoring	3353	53.85%	46.15%	7.69%	7.69%

LEP	3477	53.85%	46.15%	17.09%	0.85%
Special Ed Indicator	3057	81.25%	18.75%	4.17%	2.08%
May 2021 STAAR Reading, Grade 7					
	Scale Score	Did Not Meet	Approaches	Meets	Masters
Greenville Middle School	1575	48.47%	51.53%	28.57%	13.52%
Economic Disadvantage	1557	53.23%	46.77%	23.23%	10.32%
Asian	1729	25.00%	75%	75%	75%
Black/African American	1507	67.31%	32.69%	15.38%	5.77%
Hispanic	1569	48.84%	51.16%	24.19%	10.23%
Two or More Races	1575	52.94%	47.06%	29.41%	17.65%
White	1616	38.46%	61.54%	42.31%	21.15%
First Year of Monitoring	1551	53.85%	46.15%	23.08%	7.69%
LEP	1557	52.14%	47.86%	21.37%	9.40%
Special Ed Indicator	1475	81.25%	18.75%	8.33%	4.17%
May 2021 STAAR Mathematics, Grade 7					
	Scale Score	Did Not Meet	Approaches	Meets	Masters
Greenville Middle School	1534	76.23%	23.77%	5.33%	0.82%
Economic Disadvantage	1532	75.83%	24.17%	4.74%	0.47%
Asian	1483	100.00%	0%	0%	0%

Black/African American	1506	86.67%	13.33%	0%	0%
Hispanic	1540	73.72%	26.28%	6.57%	0.73%
Two or More Races	1547	70.00%	30%	0%	0%
White	1540	74.51%	25.49%	7.84%	1.96%
First Year of Monitoring	1513	100.00%	0%	0%	0%
LEP	1533	76.06%	23.94%	5.63%	1.41%
Special Ed Indicator	1511	93.48%	6.52%	2.17%	0%

On Algebra I STAAR, special education and LEP students scored above the state level for all indicators.

	Spring 2021 STAAR EOC, Algebra I						Spring 2021 STAAR EOC, Algebra I				
	Scale Score	Did Not Meet	Approaches	Meets	Masters		Scale Score	Did Not Meet	Approaches	Meets	Masters
Greenville Middle School	3955	19.54%	80.46%	39.08%	25.29%	State Average	3933	28.00%	72.00%	41.00%	23.00%
Economic Disadvantage	3872	13.16%	86.84%	26.32%	15.79%	Economic Disadvantage	3774	37.00%	63.00%	29.00%	14.00%
Asian	3652	0.00%	100%	0%	0%	Asian	4614	6%	94%	79%	63%
Black/African American	3701	40.00%	60%	20%	0%	Black/African American	3734	41.00%	59%	26%	12%
Hispanic	3905	19.35%	80.65%	35.48%	19.35%	Hispanic	3816	34.00%	66.00%	32.00%	16.00%
Two or More Races	4079	0.00%	100%	66.67%	33.33%	Two or More Races	4055	21%	79%	49.00%	30.00%
White	4014	19.15%	80.85%	42.55%	31.91%	White	4128	16.00%	84.00%	56.00%	35.00%
LEP	3930	16.67%	83.33%	38.89%	27.78%	LEP	3662	46.00%	54.00%	21.00%	9.00%
Special Ed Indicator	4099	0.00%	100%	50%	50%	Special Ed Indicator	3527	61%	39%	12%	5%

	May 2021 STAAR Social Studies, Grade 8						May 2021 STAAR Social Studies, Grade 8					
	Scale Score	Did Not Meet	Approaches	Meets	Masters		Scale Score	Did Not Meet	Approaches	Meets	Masters	
Greenville Middle School	3521	53.63%	46.37%	16.76%	6.15%		State Average	3656	44.00%	56.00%	27.00%	13.00%
Economic Disadvantage	3408	63.45%	36.55%	8.43%	2.41%		Economic Disadvantage	3498	57.00%	43.00%	15.00%	6.00%
American Indian/Alaskan Native	3330	50.00%	50%	0%	0%		American Indian/Alaskan Native	3673	44%	56%	28%	14%
Asian	3824	0.00%	100%	0%	0%		Asian	4115	15%	85%	61%	39%
Black/African American	3256	75.93%	24.07%	1.85%	0%		Black/African American	3506	56.00%	44.00%	16.00%	6%
Hispanic	3456	61.05%	38.95%	11.05%	2.91%		Hispanic	3531	54.00%	46.00%	18.00%	7.00%
Native Hawaiian/Pacific Islander	3296	100.00%	0%	0%	0%		Native Hawaiian/Pacific Islander	3669	42%	58%	24%	12%
Two or More Races	3511	57.14%	42.86%	21.43%	7.14%		Two or More Races	3790	33.00%	67.00%	36.00%	19.00%
White	3749	31.58%	68.42%	32.46%	14.04%		White	3869	26.00%	74.00%	42.00%	22.00%
First Year of Monitoring	3393	100.00%	0%	0%	0%		First Year of Monitoring	3709	35%	65%	27%	10%
LEP	3382	68.57%	31.43%	6.67%	1.90%		LEP	3330	74.00%	26.00%	7.00%	2.00%
Special Ed Indicator	3147	86.67%	13.33%	6.67%	0%		Special Ed Indicator	3294	77.00%	23.00%	7.00%	3%

	May 2021 STAAR Writing, Grade 7						May 2021 STAAR Writing, Grade 7				
	Scale Score	Did Not Meet	Approaches	Meets	Masters		Scale Score	Did Not Meet	Approaches	Meets	Masters
Greenville Middle School	3553	46.94%	53.06%	23.21%	4.59%	State Average	3706	39.00%	61.00%	31.00%	9.00%
Economic Disadvantage	3490	50.97%	49.03%	20.65%	2.90%	Economic Disadvantage	3522	50.00%	50.00%	20.00%	4.00%
Asian	4487	25.00%	75%	75%	50%	Asian	4304	12.00%	88%	69%	35%
Black/African American	3256	70.59%	29.41%	5.88%	0%	Black/African American	3553	49.00%	51.00%	21.00%	5%
Hispanic	3521	48.15%	51.85%	21.76%	1.39%	Hispanic	3564	47.00%	53.00%	22.00%	5.00%
Two or More Races	3586	50.00%	50%	27.78%	5.56%	Two or More Races	3858	29.00%	71%	41.00%	13.00%
White	3723	33.01%	66.99%	32.04%	11.65%	White	3927	24.00%	76.00%	46.00%	14.00%
First Year of Monitoring	3353	53.85%	46.15%	7.69%	7.69%	First Year of Monitoring	3851	22.00%	78.00%	36.00%	7.00%
LEP	3477	53.85%	46.15%	17.09%	0.85%	LEP	3307	67.00%	33.00%	1.00%	0.85%
Special Ed Indicator	3057	81.25%	18.75%	4.17%	2.08%	Special Ed Indicator	3099	83.00%	17.00%	5.00%	1.00%

	May 2021 STAAR Reading, Grade 7						May 2021 STAAR Reading, Grade 7					
	Scale Score	Did Not Meet	Approaches	Meets	Masters		Scale Score	Did Not Meet	Approaches	Meets	Masters	
Greenville Middle School	1575	48.47%	51.53%	28.57%	13.52%		State Average	1631	32.00%	68.00%	44.00%	25.00%
Economic Disadvantage	1557	53.23%	46.77%	23.23%	10.32%		Economic Disadvantage	1593	41.00%	59.00%	32.00%	16.00%
Asian	1729	25.00%	75%	75%	75%		Asian	1746	9.00%	91%	77%	56%
Black/African American	1507	67.31%	32.69%	15.38%	5.77%		Black/African American	1592	42.00%	58.00%	32.00%	16.00%
Hispanic	1569	48.84%	51.16%	24.19%	10.23%		Hispanic	1604	38.00%	62.00%	36.00%	18.00%
Two or More Races	1575	52.94%	47.06%	29.41%	17.65%		Two or More Races	1664	24.00%	76.00%	53.00%	32.00%
White	1616	38.46%	61.54%	42.31%	21.15%		White	1677	20.00%	80.00%	58.00%	35.00%
First Year of Monitoring	1551	53.85%	46.15%	23.08%	7.69%		First Year of Monitoring	1678	12.00%	88.00%	56.00%	28.00%
LEP	1557	52.14%	47.86%	21.37%	9.40%	█	LEP	1548	54.00%	46.00%	19.00%	7.00%
Special Ed Indicator	1475	81.25%	18.75%	8.33%	4.17%		Special Ed Indicator	1497	73.00%	27.00%	11.00%	4.00%