Sheldon Independent School District

Michael R. Null Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: October 18, 2022
Public Presentation Date: October 18, 2022

Table of Contents

Comprehensive Needs Assessment 3
- Needs Assessment Overview 3
- Demographics 6
  - Student Demographics (2021 - 2022 Fall PEIMS file loaded 01/20/2022) 7
  - Student by Program (2021 - 2022 Fall PEIMS file loaded 01/20/2022) 9
- Student Learning 11
- School Processes & Programs 18
- Perceptions 22

Priority Problem Statements 24

Comprehensive Needs Assessment Data Documentation 26

Goals 27
- Goal 1: Null Middle School will maximize learning for all students. Performance Goal: By June 2023, Null Middle School will increase the overall STAAR component score from 28 to 36 by increasing the number of students who achieve meets and masters. 28
- Goal 2: Null Middle School will recruit, develop, and retain highly qualified and effective personnel. 35
- Goal 3: Null Middle School will continue to build positive relationships with students, parents, and community members. 38
- Goal 4: Null Middle School will ensure all students and staff feel safe and valued in their building. 42
- Goal 5: Null Middle School will maintain and monitor systems to ensure financial accountability. 48

Campus Funding Summary 50

Comprehensive Needs Assessment

Revised/Approved: June 23, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Mission: Michael R. Null Middle school will provide a welcoming and collaborative Environment for all students through Personalized Learning that is relevant and rigorous

Vision: Michael R. Null Middle school ensures learning for all stakeholders in a welcoming and safe environment.

We do this through:

- Collaborative efforts in Professional Learning Communities to ensure alignment
- Partnering with community members who are relentless in the continuous improvement of our learning environment
- Becoming culture cultivators that build positive relationships

Motto: Together Everyone Achieves More (T.E.A.M.)

Theme: Better Every Day

NMS reviewed various campus data elements to evaluate the overall goals of the campus, to complete the campus program evaluation, and to outline components of a needs assessment. In order to develop an effective plan, input was provided by the campus content area leadership team as they reviewed parent survey data and discussed how federal/state funds would be used to support campus goals and expectations at a meeting held on May 23, 2022. The next steps for the upcoming school year were facilitated during the planning meetingheld on May 23, 2022 by the campus leadership team. The team was able to facilitate the development of the campus comprehensive needs assessment and NMS improvement plan for the 2022 - 2023 school year. Our campus administration and academic teams reviewed the data and proposed a plan that would help to ensure student growth.

Campus Administration/Academic Team

Name	Position
Roberto Gonzalez	Principal
Raechel Broussard	Associate Principal
Melissa Archer	Dean of Instruction
Patricia Alejandro	Assistant Principal
Jeffrey Goston	Assistant Principal
Natalie Vital	Campus Instructional Specialist - ELAR
Christina Guillory	Campus Instructional Specialist - Math
Angela Coleman	Campus Instructional Specialist - Science/SS
Dominique Lewis	Campus Instructional Specialist - Special Education
Jantel Boutte	ELAR Department Chair
Shameka Hamilton	Social Studies Department Chair
Demetra McPherson	Math Department Chair
Nichole Spriggs	Science Department Chair
James Peace	Elective Department Chair
David Lea	Fine Arts Department Chair
	Parent

Campus Targets:

The 2022 STAAR/EOC data was used to determine the academic needs of all students. According to the Texas Education Agency Accountability Summary Report, Null Middle School received a "Not Rated: Senate Bill 1365" accountability rating summary. Below is our accountability rating summary and our change over time from the previous school years:

Texas Education Agency

2022 Accountability Ratings Overall Summary

MICHAEL R NULL MIDDLE (101924043) - SHELDON ISD - HARRIS COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**67**	**Not Rated: Senate Bill 1365**
Student Achievement		**56**	**Not Rated: Senate Bill 1365**
STAAR Performance	28	56	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**66**	**Not Rated: Senate Bill 1365**
Academic Growth	64	66	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 87.6%)	28	59	Not Rated: Senate Bill 1365
Closing the Gaps	**27**	**69**	**Not Rated: Senate Bill 1365**

Change Over Time

Academic Year	Overall Rating	Score
2021-22	Not Rated	67
2020-21	Not Rated*	N/A
2019-20	Not Rated*	N/A
2018-19	C	70
2017-18	Met Standard	69

* Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2019-20 and 2020-21 accountability ratings.

This shows how overall performance at the school has changed over time.

The Campus Committees worked diligently to create a plan of action to ensure student success and a positive culture and climate for student and staff. To produce continuous improvement across all grade levels and student demographic populations, the following priorities will

continue be the targets for our work for the 2022-2023 school year.

1. Provide support to campus teachers, students, and parents to build strong campus relationships. Add support for social and emotional needs for all stakeholders.

2. Improve the approach of Tier I instruction where teachers differentiate content, process, products, and/or the learning environment for all students, including at-risk, SPED, and EL's.

3. Implement Best Practices campus-wide to support the teaching and learning process supporting the development of highly effective teachers and paraprofessionals meeting the needs of all students.

4. Continue to monitor Best Practices with weekly classroom observations by continuing Alignment Walks for the administration team and to meet about them with the support of district leaders and district curriculum coordinators to ensure effective implementation.

5. Implement strategies to improve and increase parent and family engagement.

6. Review and Implement safe and secure protocols to create a more safe and secure environment for all staff and students.

Null Middle School values the support and feedback from our parents and community. To ensure that the community is well informed of campus information, communication is provided to all parents in both English and Spanish. Sheldon ISD continues to expand every school year with a growing number of different languages represented in the district. To continue our commitment towards building a strong home to school partnership, we will continue to provide communication in English and Spanish.

The campus improvement plan and parent and family engagement policy are available in the front office at Null Middle School, in the foyer of the Ney Administration building, at the North Channel Library, and at Greensbrook Community Center.

This campus is a School-wide program that facilitates a “Conceptual Consolidation” of federal, state, and local funds to improve student performance and upgrade the entire educational program. The Site-based decision-making team collaborates on how the funds will be utilized to enable all students to meet the challenging state academic standards.

Demographics

Demographics Summary

M.R. Null Middle School is a racially diverse campus with a student population of 1,256. We receive students from Carroll Elementary, Garrett Elementary, Sheldon Elementary, and Sheldon Lake Elementary. The majority of our students reside in the following major neighborhoods in the Sheldon area: Greensbrook, Kingslake, Sheldon Ridge, ABC, and Texas Pride.

(A) Student Enrollment

Year	Enrollment
2020-2021	1316
2021-2022	1256
2022-2023	1361

(B) Student Demographics by Ethnicity

Student Demographics (2021 - 2022 Fall PEIMS file loaded 01/20/2022)	Count	Percent
Gender		
Female	642	51.11%
Male	614	48.89%
Ethnicity		
Hispanic-Latino	781	62.18%
Race		
American Indian - Alaskan Native	2	0.16%
Asian	7	0.56%

Student Demographics (2021 - 2022 Fall PEIMS file loaded 01/20/2022)	Count	Percent
Black - African American	385	30.65%
Native Hawaiian - Pacific Islander	0	0.00%
White	57	4.54%
Two-or-More	24	1.91%

(C) Student Longitudinal Demographics by Ethnicity

Ethnicity	2020 - 2021	2021-2022	2022 - 2023
Hispanic	63.10%	62.12%	61.20%
American Indian	.15%	0.22%	0.15%
Asian	.38%	0.43%	0.51%
African American	29.2%	29.91%	31.59%
Native Hawaiian	0%	0%	0.07%
White	5.19%	5.31%	4.48%
Two or More Races	1.91%	2.01%	1.98%

(D) Student Demographics by Gender

Gender	Campus	District	State
Male	48.89%	50.9%	48.9%
Female	51.11%	49.1%	51.1%

(E) Student Demographics by Special Populations

Student by Program (2021 - 2022 Fall PEIMS file loaded 01/20/2022)	Count	Percent
Emergent Bilingual (EB)	329	26.19%
Bilingual	0	0.00%
English as a Second Language (ESL)	122	9.71%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	192	15.29%
Gifted and Talented	72	5.73%
Special Education (SPED)	145	11.54%
Title I Participation	0	0.00%
Dyslexia	69	5.49%
Economic Disadvantage		
Economic Disadvantage Total	1,100	87.58%
Free Meals	226	17.99%
Reduced-Price Meals	117	9.32%
Other Economic Disadvantage	757	60.27%
Homeless Statuses		
Homeless Status Total	2	0.16%
Shelter	0	0.00%
Doubled Up	2	0.16%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

(F) Staff Demographics by Ethnicity

Ethnicity	Campus	District	State
Hispanic	6.6%	69.4%	52.9%
African American	64%	23.6%	12.7%

Ethnicity	Campus	District	State
White	26.6%	4.7%	26.5%
Asian	1.3%	0.5%	4.7%
Two or More Races	1.3%	1.5%	2.7%

(G) Staff Demographics by Gender

Gender	Campus	District	State
Male	29.9%	24.2%	23.8%
Female	70.1%	75.8%	76.2%

(H) Staff Demographics by Years of Experience

Years of Experience	Campus	District	State
Beginning Teachers	16%	18.5%	6.7%
1-5 Years Experience	33.3%	35%	27.8%
6-10 Years Experience	22.6%	17%	20.3%
11-20 Years Experience	24%	23.2%	29.1%
Over 20 Years Experience	4%	6.4%	16.1%

Demographics Strengths

- Sheldon ISD has seen steady growth in the community.

- Null Middle School is culturally diverse in the students that attend and the teachers that serve them.
- The growth of individual student ethnicity groups remain steady over time.
- The campus is consistent with the state and district in regards to male/female student equity.
- The Special Education population is comparable to the district and state in terms of student representation.
- The campus staff numbers are generally diverse.
- The campus has more male teachers than the district and state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Due to the high numbers of Economically Disadvantaged students, we need better understanding of the impact of poverty on our students. **Root Cause:** Economically Disadvantaged numbers are slightly higher than the state by 22.4%.

Problem Statement 2 (Prioritized): We have to accommodate the needs of our fast growing district. We have to adjust our programs based on these demographics. **Root Cause:** The student population at NMS has steadily grown over the past 3 years. Our current enrollment is at 1,256.

Problem Statement 3 (Prioritized): We need to continue to shift curriculum resources to more culturally relevant material to support our underrepresented student population. **Root Cause:** Currently, 93% of the student body at NMS are underrepresented students.

Problem Statement 4 (Prioritized): EL & SPED students are performing below their peers. **Root Cause:** Teachers need additional support and framing to meet the unique academic needs of our at-risk student population.

Student Learning

Student Learning Summary

NMS state accountability ratings are as follows:

Texas Education Agency
2021-22 Preliminary School Report Card
MICHAEL R NULL MIDDLE (101924043)

Accountability Rating

Not Rated

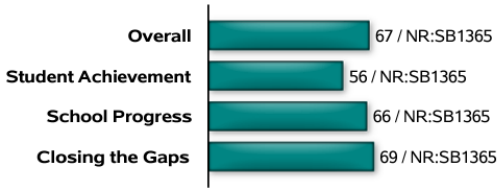
MICHAEL R NULL MIDDLE is not rated. To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

School Information

District Name:	**SHELDON ISD**
Campus Type:	**Middle School**
Total Students:	**1,256**
Grade Span:	**06 - 08**

For more information about this campus, see: https://TXSchools.gov

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for MICHAEL R NULL MIDDLE. Scores are scaled from 0 to 100 to align with letter grades.



Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations, or awards for outstanding performance.

- X ELA/Reading
- X Science
- X Comparative Academic Growth
- X Postsecondary Readiness
- X Mathematics
- X Social Studies
- X Comparative Closing the Gaps

NMS was able to make overall growth as a campus in various areas this year. Specific areas of yearly and cohort growth can be shown in the table below:

May 2022 STAAR Mathematics, Grade 6

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Null Middle School	385	15	1547	39.72%	47.53%	16.62%	3.90%	05/01/22
Economic Disadvantage	359	15	1543	39.08%	46.24%	15.32%	3.06%	05/01/22
American Indian/Alaskan Native	1	8	1439	21%	0%	0%	0%	05/01/22
Asian	1	25	1684	66%	100%	100%	0%	05/01/22
Black/African American	116	14	1528	36.29%	37.93%	14.66%	4.31%	05/01/22
Hispanic	242	16	1558	41.67%	53.72%	17.36%	4.13%	05/01/22
Native Hawaiian/Pacific Islander -	-	-	-	-	-	-	-	
Two or More Races	7	12	1504	32.29%	14.29%	14.29%	0%	05/01/22
White	18	15	1537	38.11%	38.89%	16.67%	0%	05/01/22
Currently Emergent Bilingual	116	15	1548	39.85%	48.28%	13.79%	4.31%	05/01/22
First Year of Monitoring	5	26	1740	68.40%	100%	80%	40%	05/01/22
Second Year of Monitoring	2	21	1623	54%	100%	50%	0%	05/01/22
Special Ed Indicator	47	12	1495	30.57%	23.40%	2.13%	0%	05/01/22

May 2022 STAAR Reading, Grade 6

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Null Middle School	385	22	1524	54.02%	48.57%	23.38%	12.21%	05/01/22
Economic Disadvantage	359	21	1518	53.30%	47.63%	21.45%	10.86%	05/01/22
American Indian/Alaskan Native	1	23	1533	58%	100%	0%	0%	05/01/22
Asian	1	37	1802	93%	100%	100%	100%	05/01/22
Black/African American	116	20	1507	50.91%	41.38%	20.69%	12.07%	05/01/22
Hispanic	242	22	1533	55.68%	52.48%	25.62%	12.81%	05/01/22
Native Hawaiian/Pacific Islander -	-	-	-	-	-	-	-	
Two or More Races	7	18	1481	46.29%	28.57%	14.29%	14.29%	05/01/22
White	18	21	1508	52.44%	44.44%	11.11%	0%	05/01/22
Currently Emergent Bilingual	116	22	1526	54.90%	54.31%	21.55%	8.62%	05/01/22
First Year of Monitoring	5	33	1763	83.60%	100%	60%	60%	05/01/22
Second Year of Monitoring	2	35	1735	88%	100%	100%	100%	05/01/22
Special Ed Indicator	47	13	1401	32.66%	10.64%	2.13%	0%	05/01/22

May 2022 STAAR Mathematics, Grade 7

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Null Middle School	427	16	1576	40.60%	46.37%	14.29%	3.28%	05/01/22
Economic Disadvantage	362	16	1575	40.37%	45.86%	14.36%	2.76%	05/01/22
American Indian/Alaskan Native	1	33	1823	83%	100%	100%	100%	05/01/22
Asian	3	28	1808	69.33%	66.67%	66.67%	66.67%	05/01/22
Black/African American	122	14	1537	34.07%	31.97%	6.56%	0%	05/01/22
Hispanic	273	17	1591	43.12%	52.75%	17.22%	4.03%	05/01/22
Native Hawaiian/Pacific Islander	1	12	1522	30%	0%	0%	0%	05/01/22
Two or More Races	8	16	1577	40.88%	37.50%	12.50%	0%	05/01/22
White	19	16	1570	39.89%	47.37%	10.53%	0%	05/01/22
Currently Emergent Bilingual	128	16	1567	39.17%	42.19%	12.50%	1.56%	05/01/22
First Year of Monitoring	6	22	1661	56.17%	100%	33.33%	0%	05/01/22
Second Year of Monitoring	7	28	1743	70.29%	100%	71.43%	28.57%	05/01/22
Special Ed Indicator	45	12	1509	29.31%	15.56%	2.22%	0%	05/01/22

May 2022 STAAR Reading, Grade 7

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Null Middle School	427	26	1624	61.33%	66.74%	35.13%	19.44%	05/01/22
Economic Disadvantage	362	25	1620	60.66%	65.75%	33.15%	17.40%	05/01/22
American Indian/Alaskan Native	1	37	1797	88%	100%	100%	100%	05/01/22
Asian	3	30	1771	72.33%	66.67%	66.67%	66.67%	05/01/22
Black/African American	122	24	1592	56.70%	57.38%	29.51%	14.75%	05/01/22
Hispanic	273	27	1639	63.62%	71.43%	37.73%	21.25%	05/01/22
Native Hawaiian/Pacific Islander	1	17	1501	40%	0%	0%	0%	05/01/22
Two or More Races	8	24	1594	57.38%	62.50%	12.50%	12.50%	05/01/22
White	19	24	1600	57.95%	63.16%	36.84%	15.79%	05/01/22
Currently Emergent Bilingual	128	25	1603	58.52%	62.50%	27.34%	12.50%	05/01/22
First Year of Monitoring	6	36	1793	85%	100%	83.33%	66.67%	05/01/22
Second Year of Monitoring	7	36	1815	86.43%	100%	85.71%	71.43%	05/01/22
Special Ed Indicator	45	19	1532	44.20%	31.11%	11.11%	8.89%	05/01/22

May 2022 STAAR Mathematics, Grade 8

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Null Middle School	333	17	1559	40.03%	36.64%	3.60%	0%	05/01/22
Economic Disadvantage	294	17	1557	39.60%	35.37%	3.40%	0%	05/01/22
American Indian/Alaskan Native -	-	-	-	-	-	-	-	
Asian	1	12	1499	29%	0%	0%	0%	05/01/22
Black/African American	117	16	1547	38.10%	29.06%	4.27%	0%	05/01/22
Hispanic	198	17	1565	40.80%	39.90%	3.03%	0%	05/01/22
Native Hawaiian/Pacific Islander -	-	-	-	-	-	-	-	
Two or More Races	4	17	1565	41.25%	50%	0%	0%	05/01/22
White	13	19	1594	46.08%	53.85%	7.69%	0%	05/01/22
Currently Emergent Bilingual	80	16	1551	38.26%	26.25%	3.75%	0%	05/01/22
First Year of Monitoring	5	18	1576	43%	40%	0%	0%	05/01/22
Second Year of Monitoring	5	23	1640	54.80%	80%	0%	0%	05/01/22
Special Ed Indicator	41	14	1509	32.63%	21.95%	0%	0%	05/01/22

May 2022 STAAR Reading, Grade 8

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Null Middle School	438	27	1640	60.69%	65.07%	36.30%	18.95%	05/01/22
Economic Disadvantage	380	26	1630	59.33%	63.16%	33.95%	16.84%	05/01/22
American Indian/Alaskan Native -	-	-	-	-	-	-	-	
Asian	3	28	1658	63.67%	66.67%	66.67%	33.33%	05/01/22
Black/African American	137	25	1613	56.96%	59.12%	27.74%	11.68%	05/01/22
Hispanic	275	27	1652	62.37%	67.64%	40%	22.91%	05/01/22
Native Hawaiian/Pacific Islander -	-	-	-	-	-	-	-	
Two or More Races	7	30	1689	67.43%	71.43%	57.14%	28.57%	05/01/22
White	16	27	1631	60.19%	68.75%	31.25%	6.25%	05/01/22
Currently Emergent Bilingual	92	23	1591	52.86%	48.91%	23.91%	10.87%	05/01/22
First Year of Monitoring	11	33	1717	74.45%	100%	63.64%	36.36%	05/01/22
Second Year of Monitoring	9	32	1695	72.11%	100%	33.33%	22.22%	05/01/22
Special Ed Indicator	43	18	1527	41.79%	27.91%	11.63%	4.65%	05/01/22

May 2022 STAAR Science, Grade 8

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Null Middle School	438	23	3614	54.04%	54.34%	21.92%	5.25%	05/01/22
Economic Disadvantage	380	22	3575	52.53%	50.53%	19.47%	4.74%	05/01/22
American Indian/Alaskan Native -	-	-	-	-	-	-	-	
Asian	3	27	3872	63.33%	66.67%	66.67%	0%	05/01/22
Black/African American	137	22	3557	51.93%	51.09%	16.79%	2.92%	05/01/22
Hispanic	275	23	3625	54.47%	55.27%	22.18%	6.18%	05/01/22
Native Hawaiian/Pacific Islander -	-	-	-	-	-	-	-	
Two or More Races	7	24	3717	58%	57.14%	42.86%	0%	05/01/22
White	16	26	3817	61.38%	62.50%	43.75%	12.50%	05/01/22
Currently Emergent Bilingual	91	20	3433	46.90%	36.26%	9.89%	3.30%	05/01/22
First Year of Monitoring	11	27	3894	65.27%	72.73%	54.55%	0%	05/01/22
Second Year of Monitoring	9	28	3934	66.44%	88.89%	44.44%	22.22%	05/01/22
Special Ed Indicator	42	17	3246	39.55%	19.05%	2.38%	0%	05/01/22

May 2022 STAAR Social Studies, Grade 8

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Null Middle School	439	18	3359	40.95%	26.88%	5.01%	1.82%	05/01/22
Economic Disadvantage	381	17	3327	39.57%	23.88%	3.15%	0.79%	05/01/22
American Indian/Alaskan Native -	-	-	-	-	-	-	-	
Asian	3	19	3373	42.33%	66.67%	0%	0%	05/01/22
Black/African American	138	17	3329	39.36%	17.39%	3.62%	1.45%	05/01/22
Hispanic	275	18	3354	40.88%	29.45%	4.73%	0.73%	05/01/22
Native Hawaiian/Pacific Islander -	-	-	-	-	-	-	-	
Two or More Races	7	21	3509	47.29%	28.57%	14.29%	14.29%	05/01/22
White	16	23	3641	52.75%	56.25%	18.75%	18.75%	05/01/22
Currently Emergent Bilingual	91	16	3233	35.56%	16.48%	3.30%	0%	05/01/22
First Year of Monitoring	11	20	3446	44.73%	36.36%	0%	0%	05/01/22
Second Year of Monitoring	9	19	3418	43.22%	22.22%	0%	0%	05/01/22
Special Ed Indicator	43	16	3246	36.09%	13.95%	2.33%	0%	05/01/22

Spring 2022 STAAR EOC, Algebra I

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Null Middle School	103	34	4045	62.35%	89.32%	53.40%	24.27%	05/01/22
Economic Disadvantage	84	33	4010	61.01%	86.90%	51.19%	21.43%	05/01/22
American Indian/Alaskan Native -	-	-	-	-	-	-	-	
Asian	2	35	4079	65%	100%	50%	50%	05/01/22
Black/African American	20	32	3957	58.65%	80%	45%	25%	05/01/22
Hispanic	75	34	4078	63.64%	93.33%	54.67%	24%	05/01/22
Native Hawaiian/Pacific Islander -	-	-	-	-	-	-	-	
Two or More Races	3	31	3911	57.33%	66.67%	66.67%	0%	05/01/22
White	3	31	3933	58%	66.67%	66.67%	33.33%	05/01/22
Currently Emergent Bilingual	10	32	3942	58.70%	90%	40%	20%	05/01/22
First Year of Monitoring	6	39	4216	71.67%	100%	100%	33.33%	05/01/22
Second Year of Monitoring	4	38	4228	70.25%	100%	75%	25%	05/01/22
Special Ed Indicator	1	41	4333	76%	100%	100%	100%	05/01/22

Student Learning Strengths

6th, 7th, and 8th Grade students made growth in various areas and across subjects for STAAR tested content areas:

Growth (21 vs. 22)				
Grade				
6	ELAR	Math		
App.	2.38	-3.39		
Meets	8.68	-0.27		
Mast.	5.91	1.53		
7	ELAR	Math		
App.	18.74	14.37		
Meets	11.66	4.16		
Mast.	10.11	0.61		
8	ELAR	Math	Sci	Soc. Stud.
App.	9.17	12.19	11.91	-6.01
Meets	8.09	-1.5	5.43	-3.21
Mast.	9.46	0	1.47	-0.04
Alg 1		Math		
App.		0.53		
Meets		5.12		
Mast.		-2.45		

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): EL students scored lower than all other students in 6th, 7th, and 8th grade reading and math. **Root Cause:** SIOP and Seidletz strategies were not used with fidelity in reading classes. There needs to be an increase in effective Tier 1 instruction and best practices strategies. The campus will also utilize the Ellevation program.

Problem Statement 2 (Prioritized): SPED students scored lower than all other students in 6th, 7th, and 8th grade reading and math. **Root Cause:** Differentiation strategies were not used with fidelity in reading classes. There needs to be an increase in the implementation of best practices strategies. Ongoing professional development is needed to address the specific needs of our SPED population. Teachers need to incorporate Goalbook lessons and strategies to impact Tier 1 instruction.

Problem Statement 3: 6th Grade Math STAAR scores decreased from the previous year. **Root Cause:** Implementation of best practices and lesson alignment was not implemented with fidelity. Ongoing professional development is needed to address best practice implementation, TEKS alignment to lesson structure, activities, and assignments, and formative assessment creation and alignment.

Problem Statement 4: 8th Grade Social Studies STAAR scores decreased from the previous year. **Root Cause:** Implementation of best practices and lesson alignment was not implemented with fidelity. Ongoing professional development is needed to address best practice implementation, TEKS alignment to lesson structure, activities, and assignments, and formative assessment creation and alignment.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction

Sheldon ISD has worked diligently to revised the district's curriculum to meet the needs of all students. This move towards the development of our own curriculum provides teachers opportunities to create, modify, and delete lessons that were not successful with students. This opportunity has given teachers a voice to design and build what works best with students. Teachers utilize the Vertical Alignment Documents to determine alignment with the Texas Essential Knowledge and Skills standards and our curriculum. Teachers are also learning the Sheldon ISD (SISD) Instructional Framework, which includes many strategies that have been proven successful in the past such as scaffolding, questioning, collaborative group work, and purposeful classroom talk.

Our Sheldon ISD Best Practices Framework focuses on planning and impleementing various tasks to impact academic achievement:

Focus on ELA and Math

- We will look at previous years' STAAR ELA and Math scores as diagnostics to see where our students are and how we can close the academic achievement gap.

Student Work Posted Bi-Weekly with TEKS/ELPS

- Utilize the TEKS pages in the Lead4Ward Field Guide (Standards include the knowledge and skills statements, the readiness and/or supporting standards, the process/ comprehension standards, and ELPS)
- In planning, teachers should decide what work will be posted weekly

Interactive Notebooks

- Resources are available in Google Drive
- Students should use their Interactive Notebooks as their class reference and review/reflection resource
- Teacher interactive notebooks are used as a model.

Full TEKS/ELPS Posted in Classrooms

- TEKS posted to reflect the content and academic focus of the lesson
- Both students and teachers should interact with the TEKS regularly
- Standards include the knowledge and skills statements, the readiness and/or supporting standards, the process/comprehension standards, and ELPS

Periodic Nominal Data

- Data walls up for collective teacher data in campus designated location
- Data walls in classrooms that show class progression and student progression

- Individual data tracking sheets for students

PLC - Professional Learning Communities

- Collective professional development
- Collaborative setting
- Interactive strategies
- Data focused

Content Planning

- Teachers should meet with their grade level team members for content planning
- Teachers should be collaboratively planning to ensure all members are on the same page and lessons are aligned with the TEKS

Unpacking the TEKS/Reflection on TEKS

- Breakdown and understanding of the rigor of the TEKS
- Ensuring we are teaching the skill at the rigor of the TEKS
- Ensuring activity alignment with the TEKS

Intervention Acceleration Program Throughout the Day

- Various in class strategies that assist students in understanding course content
- Selected students have intervention classes/RTI process

Data from the AWARE program in Eduphoria is used at the beginning of each year to assist with proper placement of students who need an intervention class in either ELA, Math, or both. We also provided data to the Math & Reading teachers that are student specific. This data provides a comprehensive look at state test data and gives a prediction of student performance for the upcoming school year, as well. This data, combined with campus data from benchmark tests, is used for creating intervention and tutorial groups. This year, we should be more aligned with predictions of student performance with the implementation of effective curriculum from our Curriculum and Instruction Department and standard aligned assessments. It is very important to test not only what we teach, but test the material the way it was taught. The curriculum should prove to be at a challenging level of complexity for our students. Teachers are very supportive, but not all students are challenged. We are striving to accomplish three essential things for our 21st century classroom: a strong grasp on readiness elements, best practices in the classroom, and reading and writing in every subject area.

The curriculum is monitored through planning, Professional Learning Communities (PLCs), minimal latitude progress, and timely requests and lesson modifications. Teachers must continue to differentiate lessons for the different learning styles in their classrooms and implement best practices daily to improve student performance.

School Context & Organization

Null Middle School is a campus with approximately 1,256 students located in NE Houston. There is one principal, an associate principal, dean of instruction, 2 assistant principals, 3 counselors, 3 curriculum instructional specialists (Math, ELA, Science/Social Studies), 78 teachers, 12 administrative support staff, 10 educational aides, 10 custodians, and 9 child

nutrition specialist for a total of 120 staff members.

Curriculum and student needs are addressed at monthly faculty meetings, weekly PLC meetings, monthly department head meetings, team leader meetings, and weekly instructional coaches & assistant principals' meetings.

The Campus Improvement Plan (CIP) is the driving force for improvement at NMS. The CIP is developed by our SBDM committee during the summer for the forthcoming school year. The CIP is reviewed each month at our SBDM meetings and formal progressed is measured quarterly in the Planned4Learning website.

Technology

The traditional way we "do school" will change as students have more access to the world around them through technology. If we are producing globally competitive students, we have to adapt to the world they will encounter. As such, all students will be 1:1 with a technology device this school year.

We currently have various forms of technology available. The following is a list of educational technology used in our classrooms:

- STEM Lab
- Classroom set of laptops in our STEM Lab
- Chromebook COWs (Chromebooks on wheels) in all core content areas and several elective classrooms
- Ipad Stations in math classrooms

The use of various educational applications and programs in the classroom are great tools for teaching and learning. Many teachers also utilized the Internet to seek out new learning materials, information, or photos to enhance student learning. Google Classroom is used as a link between our students and teachers. It allows our teachers to enter assignments and communicate with students and parents at any time.

The effect of using technology in all content areas is positive, innovative and modern. It is necessary to use technology in content in order to prepare students for higher education. It keeps the students engaged during the instructional period. Students are able to observe and complete presentations, participate in hands-on activities, and build technical skills. Standard items for core classrooms would be very welcome. Most of the information that we use in Social Studies has some type of video or movie segment that can be used to enhance the lesson. It is great to have the capability to share these different media types using this equipment. This is a definite way to reach students. They are very much technology literate. Technology is essential to the curriculum throughout the school. To effectively teach our curriculum the use of technology is needed on a daily basis.

Technology is utilized as a means of conducting research, the creation of projects, and various web pages are accessed by teachers to generate study materials and create online activities. Additionally, access to online subscriptions of district materials also supports curriculum and instruction.

School Processes & Programs Strengths

- During the 2021-2022 school year, we designated professional development to utilizing technology for both staff and students.
- Teachers utilize Google Classroom, Reading Plus, and Think Through Math, IXL, APEX, ELLevation, Goalbook and a host of other applications as a way to engage with students outside of the classroom walls. Students utilize the site to obtain work assignments, watch review lessons (student and teacher-created), and post questions about an assignment
- STEM Lab
- Classroom set of laptops in our STEM Lab

- Chromebook COWs (Chromebooks on wheels) in several classroom

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The growth of 21st century skills and engagement in the classroom facilitated by our teachers is minimal. **Root Cause:** We need to offer more opportunities for professional development for our teachers to incorporate 21st century strategies and skills in the classroom.

Perceptions

Perceptions Summary

The success of an instructional program is often significantly influenced by how well parents of the students and the community support the school. In order to achieve support, parents must become involved as partners in the education of their students and the community as a whole must support education efforts. Null Middle School developed a plan to increase the number of parents and families who actively engage in supporting our efforts as compared to last school year. Due to the pandemic, this was a difficult year to have such a lofty goal, but we increased parental support and increased our communication with all stakeholders. Nevertheless, parental/community involvement and support is something that every staff member and the administration team must continue to actively cultivate.

A vital element to any school system is the community's perceptions of the campus. Although, we at Null Middle School pride ourselves on being as inclusive as possible when it comes to community involvement and decision making the community's perceptions can be stronger than reality. We conducted two surveys that involved parents, students, and staff members. A summary of the results is listed below:

Positive Perceptions:

- Parents generally feel that the school gives instruction that meets the individual needs of their children.
- Parents generally feel that the school gives academic counseling and/or career planning services.
- Parents generally feel that the school has explained the different assessments used to determine student academic achievement to them.
- Parents generally feel that the school gives them training and materials to help support their children.
- Parents felt that the campus administration leads the campus.
- Parents felt that the school communicated with them regularly and in a language they could understand.
- Students generally feel that their principal is visible in the halls, classrooms, and throughout the building.
- Students generally feel that their teachers prepare them to do well on tests.
- Students generally feel that they know what is expected of them at school.

Negative Perceptions:

- Parents generally feel that the school does not communicate with them in a language that they can understand.
- Parents were generally concerned about their students' safety in relation to health. (COVID)

Perceptions Strengths

- Parents generally feel that the school gives instruction that meets the individual needs of their children.
- Parents generally feel that the school gives academic counseling and/or career planning services.
- Parents generally feel that the school has explained the different assessments used to determine student academic achievement to them.
- Parents generally feel that the school gives them training and materials to help support their children.
- Students generally feel that their principal is visible in the halls, classrooms, and throughout the building.
- Students generally feel that their teachers prepare them to do well on tests.
- Students generally feel that they know what is expected of them at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents generally feel that the school does not communicate with them in a language that they can understand. **Root Cause:** All parent meetings throughout the year did not always have individuals to translate for parents.

Priority Problem Statements

Problem Statement 15: Due to the high numbers of Economically Disadvantaged students, we need better understanding of the impact of poverty on our students.

Root Cause 15: Economically Disadvantaged numbers are slightly higher than the state by 22.4%.

Problem Statement 15 Areas: Demographics

Problem Statement 11: EL students scored lower than all other students in 6th, 7th, and 8th grade reading and math.

Root Cause 11: SIOP and Seidletz strategies were not used with fidelity in reading classes. There needs to be an increase in effective Tier 1 instruction and best practices strategies. The campus will also utilize the Ellevation program.

Problem Statement 11 Areas: Student Learning

Problem Statement 9: The growth of 21st century skills and engagement in the classroom facilitated by our teachers is minimal.

Root Cause 9: We need to offer more opportunities for professional development for our teachers to incorporate 21st century strategies and skills in the classroom.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 8: Parents generally feel that the school does not communicate with them in a language that they can understand.

Root Cause 8: All parent meetings throughout the year did not always have individuals to translate for parents.

Problem Statement 8 Areas: Perceptions

Problem Statement 14: We have to accommodate the needs of our fast growing district. We have to adjust our programs based on these demographics.

Root Cause 14: The student population at NMS has steadily grown over the past 3 years. Our current enrollment is at 1,256.

Problem Statement 14 Areas: Demographics

Problem Statement 10: SPED students scored lower than all other students in 6th, 7th, and 8th grade reading and math.

Root Cause 10: Differentiation strategies were not used with fidelity in reading classes. There needs to be an increase in the implementation of best practices strategies. Ongoing professional development is needed to address the specific needs of our SPED population. Teachers need to incorporate Goalbook lessons and strategies to impact Tier 1 instruction.

Problem Statement 10 Areas: Student Learning

Problem Statement 13: We need to continue to shift curriculum resources to more culturally relevant material to support our underrepresented student population.

Root Cause 13: Currently, 93% of the student body at NMS are underrepresented students.

Problem Statement 13 Areas: Demographics

Problem Statement 12: EL & SPED students are performing below their peers.

Root Cause 12: Teachers need additional support and framing to meet the unique academic needs of our at-risk student population.

Problem Statement 12 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: August 31, 2022

Goal 1: Null Middle School will maximize learning for all students.

Performance Goal: By June 2023, Null Middle School will increase the overall STAAR component score from 28 to 36 by increasing the number of students who achieve meets and masters.

Performance Objective 1: All STAAR Tested subjects, Reading and Math (6, 7, and 8 grade), Science and Social Studies (8th grade)

A) Student achievement: By May 2023, the scores for all students taking the STAAR assessments will increase by 8%:
STAAR Reading (6-8) will increase from 60.3% to 68%
STAAR Math (6-8) will increase from 43.6% to 52%
STAAR Algebra 1 will increase from 89% to 100%
STAAR Science (8) will increase from 55% to 63%
STAAR Social Studies (8) will increase from 27% to 35%

With a specific focus on raising the number of students who show significant growth in all areas and the number of students who Meet and Master by 5% - 10% on each STAAR test.

Evaluation Data Sources: NMS will conduct the following STAAR exams: STAAR Reading/Math 6-8--April/May 2023, Algebra 1 EOC, 8th Grade Science and Social Studies STAAR in April/May 2023, STAAR Interim Assessments, 9 Week Assessments, and Quarterly Grading Periods.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Instructional Specialists will monitor the continued use of the district curriculum as well as model instructional lessons and strategies. This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) . (Including Power Ups, At Bats during PLC, and weekly planning meetings.) **Strategy's Expected Result/Impact:** Classroom visitations and modeled lessons. Increased student achievement as measured by STAAR and TELPAS. **Staff Responsible for Monitoring:** Campus Administration, CIS, Curriculum Coordinators. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Lead4Ward Field Guides, Educational Manipulatives, Summary Resources - 199-State Comp. Ed. - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue use of district wide curriculum in all core subject areas. Create and monitor department action plans to successfully implement curriculum. This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023). **Strategy's Expected Result/Impact:** Classroom visitations, observations and DCA scores/STAAR Interim Exams. Increased student achievement as measured by STAAR and TELPAS. **Staff Responsible for Monitoring:** Campus Administration, Dept. Chairs, Instructional Specialists **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum **Funding Sources:** BAMM Chart Resources, Data Planning Supplies - 199-State Comp. Ed. - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop interventions plans for struggling students and place them in selective intervention courses for ELA and Math classes to meet the needs of those at-risk of not meeting the challenging State academic standards. Students will go through the RTI process to ensure all leveled interventions are applied for at-risk learners. This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023). All students needing extra support will have double block ELA/Math and intervention semester courses. **Strategy's Expected Result/Impact:** Increase all students overall scores by 5% - 10% in Mathematics and ELA **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialists, RTI Coordinator **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** Stipend for RTI Coordinator - 199-State Comp. Ed. - $4,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Conduct grade level data conferences with teachers. Following district assessments, Academic Team Lead teachers will assist content groups with focused planning and data assessment. *Identify students' differing achievement levels (BAMM Chart) *Identify objectives which are below state average. *Review scores for all sub-groups. *Conduct item analysis. *Review district wide curriculum. *Develop intervention plans for struggling students. This process will begin in September 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) . This strategy that will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners) to meet the challenging State academic standards. **Strategy's Expected Result/Impact:** DCA Exam scores will increase with each administration of test by 5%. Increased student achievement as measured by STAAR and TELPAS. 1X per nine weeks **Staff Responsible for Monitoring:** Campus Administration, Instructional Specialists, RTI Coordinator,Teachers. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Stipends for Content Team Leaders - 199-State Comp. Ed. - $6,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement a visual data tracking & progress monitoring system for individual students. Students will also track their own data through content classes to support student's at-risk of not meeting State academic standards. This process will begin in September 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023). **Strategy's Expected Result/Impact:** *Increase STAAR Scores **Staff Responsible for Monitoring:** Dean of Instruction, Instructional Specialists and math/ELA department heads. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Academic Interventions provided through Saturday School and After School Interventions. This process will begin in October 2022 and continue throughout the duration of the school year, leading up to STAAR testing. 2 Saturdays a month beginning October 2022 (October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) **Strategy's Expected Result/Impact:** Increase in STAAR and DCA scores **Staff Responsible for Monitoring:** Dean of Instruction, instructional coaches, classroom teachers **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Extra duty pay for teachers and snacks for students - 199-State Comp. Ed. - $10,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Implement the use of Interactive Note Books in all core classes to support those at-risk of not meeting State academic standards. This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023). **Strategy's Expected Result/Impact:** Students will be better organized and develop better student habits. **Staff Responsible for Monitoring:** All teachers and staff on campus **ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** Resources and Supplies for Interactive Notebooks - 199-State Comp. Ed. - $3,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Literacy Goal - To assist students with developing critical reading skills and reading endurance through a novel studies conducted by ELAR classroom teachers. Students will be given their own novel to learn how to use critical reading and writing strategies that connect to the depth and complexity of TEKS standards. **Strategy's Expected Result/Impact:** Students will show growth after STAAR assessment. **Staff Responsible for Monitoring:** ELA teachers, ELA specialist, Dean of Instruction, Principal, and Curriculum Coordinator **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** Novels and Books - 199-State Comp. Ed. - $1,000				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Use iReady to meet the needs of all students at-risk of not meeting the state academic standards. This process will begin in September 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) . **Strategy's Expected Result/Impact:** Student's reading levels will increase. **Staff Responsible for Monitoring:** ELA Interventionists, Dean of Instruction, ELA CIS **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** TCM Kits - 199-State Comp. Ed. - $3,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Increase student achievement in math and ELA classes through use of technology resources and applications. This process will begin in August 2022 and continue throughout the duration of the school year to impact effective instruction through: Interactive lessons to increase student engagement Customizable lessons for differentiation Gamified and engaging formative assessments Instant teacher and student feedback for tailoring lessons Direct instructional focus (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) **Strategy's Expected Result/Impact:** Increase student achievement in math classes and student growth on formative and summative assessments **Staff Responsible for Monitoring:** Dean of Instruction, CIS **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Subscription to Online Academic Platforms - 199-State Comp. Ed. - $5,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Null Middle School will maximize learning for all students.

Performance Goal: By June 2023, Null Middle School will increase the overall STAAR component score from 28 to 36 by increasing the number of students who achieve meets and masters.

Performance Objective 2: AVID - Campus-wide Initiative.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: AVIDcacy plans for all students on days with built in AVIDcacy time to meet all students needs. This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) . **Staff Responsible for Monitoring:** N. Greene and J. Roland, All teachers implement the lessons. **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: College theme weeks and days to promote college culture on campus. Teachers will help create and implement events and activities that include college tee days, classroom tiles, of colleges, college placards outside doors, etc. This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) .				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: NMS presents AVID Hour once a month, to provide Professional Development to our staff. This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) . **Strategy's Expected Result/Impact:** AVID leaders and teacher will participate in Professional Development off campus and lead PD on campus thru Monthly Zoom meetings. N. Greene and J. Roland. Teachers who present AVID site team.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: AVID Planner Schoolwide - given to all students and will be utilized in the AVIDcacy lesson. This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) .				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Writing across the curriculum. Research their career and write an essay on the career they choose. Students will begin this process in January 2023 and continue throughout the spring semester(January 2023, February 2023, March 2023, April 2023, May 2023) .				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Increase Accessible technology for the students and AVID staff on campus. This process will begin in September 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) . **Strategy's Expected Result/Impact:** AVID tutors and teacher will be able to use technology to increase tutor time and classroom expectations.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Null Middle School will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: By May 2023, we will research effective practices to address the campus teacher turnover ratio and reduce it by 5%.

Evaluation Data Sources: The campus will review the staff retention rate at the end of the 2022-2023 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide mentors to support 1st and 2nd year teachers. This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) . **Strategy's Expected Result/Impact:** Conduct surveys of 1st and 2nd year teacher mentor and mentee three times during the school year. October 2022, January 2023, and April 2023 **Staff Responsible for Monitoring:** Sherrill Wilson and administrative team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide opportunity for staff members to attend professional development and share activities/ideas for the campus to implement. This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) . **Strategy's Expected Result/Impact:** The professional development culture and climate of the campus will improve resulting in a higher retention rate of teachers. Survey: End of year teacher survey. **Staff Responsible for Monitoring:** Organizers: Campus Administrators, CIS, Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Supplies for teams, PD Fees - 199-State Comp. Ed. - $3,000				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: Null Middle School will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: By Spring 2023, 100% of campus classrooms will continue to be taught by highly effective teachers. 100% of all English Language Arts Teachers will be ESL certified.

Evaluation Data Sources: The campus will conduct a monthly evaluation of the number of classrooms taught by highly effective teachers.
The campus will continue to work on getting all ELA teachers and Sheltered Identified teachers ESL certified.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hire and maintain highly effective and state certified teachers. Administrators will begin the hiring process during June 2022 and will continue to fill vacancies throughout the course of the school year. **Strategy's Expected Result/Impact:** Teacher Certifications **Staff Responsible for Monitoring:** Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional development and PLC and Planning to assist teachers in becoming proficient, accomplished, and/or distinguished in T-TESS domains and dimensions. This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) . Administrators, CIS, and Teacher will utilize Interactive Touch Screen for Data Digs, PLC At-Bats/How-To's, Lesson Modeling, Professional Development, and ESL/ SIOP strategies collaboration. **Strategy's Expected Result/Impact:** -Improved and targeted PLC and Planning -District Best Practices -District Benchmark assessment data. -T-Tess Results/Artifacts. **Staff Responsible for Monitoring:** Campus Administration and CIS **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Update technology - 199-State Comp. Ed. - $5,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide online and in-person opportunities for teachers to complete the ESL certification, obtain 30 hours of initial G/T professional development, and extend their content knowledge through outside conferences and professional development to impact instruction for at-risk students. This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023). **Strategy's Expected Result/Impact:** Completion of required hours. **Staff Responsible for Monitoring:** Campus Administration; Director of Advanced Academics; Director of the Multilingual Dept. **Funding Sources:** Professional Development Fees - 199-State Comp. Ed. - $3,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide Ellevation training to all teachers on campus (Fall 2022). **Strategy's Expected Result/Impact:** Classroom observations and lesson plans that demonstrate the effectiveness of implementing the Ellevation system during planning. **Staff Responsible for Monitoring:** Instructional Specialists, Campus Administration **Additional Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Collaborative Teaching Model Training and Ongoing Effective SPED and Differentiation Training. This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) . **Strategy's Expected Result/Impact:** Observe collaborative teaching strategies and models to improve student performance. **Staff Responsible for Monitoring:** Campus Administration, Director of SPED, and SPED Program Specialists				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: AVID Summer Institute July 2023 **Strategy's Expected Result/Impact:** Classroom observations demonstrating the use and impact of AVID strategies. Improved academic performance among AVID students. **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - 199-State Comp. Ed. - $6,360				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Null Middle School will continue to build positive relationships with students, parents, and community members.

Performance Objective 1: According the parent survey that was conducted during the 2021-2022 school year, 75% of parent felt that parental communication was sufficient and 25% felt that parental involvement was insufficient. NMS is looking to increase the amount of parents that are satisfied with the amount of parent communication from 60% to 85%.

Evaluation Data Sources: This will be determined by a parent survey that will be conducted twice during the school year. One survey conducted in December 2022 and the other done in early April 2023

Strategy 1 Details	Reviews			
Strategy 1: Host annual Curriculum Nights.	Formative			Summative
Fall 2022, Spring 2023	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Parent sign in sheets. Program evaluation/survey. **Staff Responsible for Monitoring:** Dean of Instruction, Instructional Specialists and Dept. Chairs **Funding Sources:** - 199-State Comp. Ed. - $4,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide Updates through School Messenger and SMORE Instructional Insight Newsletters to parents	Formative			Summative
This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) .	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Results from Parent Satisfaction Survey (communication) **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - 199-State Comp. Ed. - $300				

Strategy 3 Details	Reviews			
Strategy 3: Host Meet The Teacher and Campus Tours (August 2022)	Formative			Summative
Strategy's Expected Result/Impact: Parent Sign-in sheets Parent evaluation/survey	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus administration & Staff				

Strategy 4 Details	Reviews			
Strategy 4: Host Pre-AP Informational Meeting	Formative			Summative
	Nov	Jan	Mar	June
Spring 2023 **Strategy's Expected Result/Impact:** Observe better performance in Pre-Ap classes overall. Parent participation at meeting. **Staff Responsible for Monitoring:** Director of Advanced Academics, Counselors **Funding Sources:** - 199-State Comp. Ed. - $500				

Strategy 5 Details	Reviews			
Strategy 5: Host GT Parent Information Meeting	Formative			Summative
	Nov	Jan	Mar	June
Spring 2023 **Strategy's Expected Result/Impact:** Parent participation at meeting. Increased number of students in GT program. **Staff Responsible for Monitoring:** Director of Advanced Academics **Funding Sources:** - 199-State Comp. Ed. - $500				

Strategy 6 Details	Reviews			
Strategy 6: Parent/Student Activities and Parent University SPTO (Stallion Parent Teacher Organization). Increase teacher participation.	Formative			Summative
	Nov	Jan	Mar	June
This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) . **Strategy's Expected Result/Impact:** Parent Sign-in sheets, Program evaluation/survey. **Staff Responsible for Monitoring:** Campus Administration, Parent University Committee, **Funding Sources:** Parenting Partners Resources - 199-State Comp. Ed. - $2,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Establish and expand activities outside the regular school hours to support academic performance, positive behavior, school day attendance, grade promotion rates, and graduation rate by offering academic and enrichment activities such as tutorials, homework assistance, martial arts, dance, STEM classes, character building, etc. This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023). **Strategy's Expected Result/Impact:** * Student & Parent surveys * Student Attendance/Participation - Minimum of 80 students participating in the program at least 45 days during the school year. **Staff Responsible for Monitoring:** After School Program Site Coordinator, Campus Administrators, & Executive Director of Federal Programs & Grants Compliance **Funding Sources:** Staff Payroll & Teacher Extra duty pay - 265-21st Century After-School Program (Cycle 10) - $70,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide opportunity for the after school program staff to attend trainings and local, state, and national conferences a required for deemed necessary to fulfill the requirements of the grant. August 2022 , October, 2022, November 2022, January 2023, February 2023, March 2023, April 2023, and June 2023 **Strategy's Expected Result/Impact:** * Completion of the Professional Development Follow-up worksheet **Staff Responsible for Monitoring:** After School Program Site Coordinator & Executive Director of Federal Programs & Grants **Funding Sources:** Registration cost - 265-21st Century After-School Program (Cycle 10) - $3,000				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Parents of students participating in the After School Program will be invited to participated in activities such as the winter and spring showcases, Parent/Community Advisory Board meetings held once per quarter, and monthly parent education activities on a variety of topics presented in English and Spanish. This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023). **Strategy's Expected Result/Impact:** * Completion of parent and student surveys * Reach a target of 40 parents participating in a minimum of 2 events during the school year. **Staff Responsible for Monitoring:** After School Program Site Coordinator and Executive Director of Federal Programs Grants **Funding Sources:** Vendors - 265-21st Century After-School Program (Cycle 10) - $500				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Increase Parent Volunteers - This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023). **Strategy's Expected Result/Impact:** Parent Sign In Sheets, Parent Surveys **Staff Responsible for Monitoring:** Campus Administrators Members of SPTO				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Increase positive behavior of at-risk students and adversely impacted subpopulations through Positive Behavior Interventions and Supports frameworks. This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023). **Strategy's Expected Result/Impact:** Decrease in office referrals and increase in student adherence to core beliefs (Ready, Respectful, Responsible), Assistance with classroom management **Staff Responsible for Monitoring:** PBIS Liaison, Administrators, RTI Coordinator **Funding Sources:** PBIS Rewards System, PBIS Liaison Stipend - 199-State Comp. Ed. - $8,000				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 4: Null Middle School will ensure all students and staff feel safe and valued in their building.

Performance Objective 1: NMS will create a safe and positive learning environment for all students. NMS will evaluate this goal by increasing the amount of students that believe that NMS is a safe school from 80% to 95%. These students answered "true" or "somewhat true" when prompted with the question "Do you believe that NMS is a safe school" on a student survey.

Evaluation Data Sources: This will be determined by a student survey that will be conducted at the end of the school year.

Strategy 1 Details	Reviews			
Strategy 1: Conduct Red Ribbon Week and Bully Education activities encouraging students to stay drug free.	Formative			Summative
	Nov	Jan	Mar	June
October 2022 and February 2023 **Strategy's Expected Result/Impact:** Drug Prevention Participation by students on campus all week. **Staff Responsible for Monitoring:** Counselors, Teachers, and community. **Funding Sources:** - 199-State Comp. Ed. - $500				

Strategy 2 Details	Reviews			
Strategy 2: Students will take a Drug and Alcohol use survey to determine prevalence of drugs on campus and allow administrators to find solutions based on student responses.	Formative			Summative
	Nov	Jan	Mar	June
(Fall 2022 (October)and Spring 2023(February)) **Strategy's Expected Result/Impact:** Survey responses/results. **Staff Responsible for Monitoring:** Counselors, Administrators, Teachers **Funding Sources:** - 199-State Comp. Ed. - $500				

Strategy 3 Details	Reviews			
Strategy 3: Internet Safety Program for 6th, 7th, and 8th graders and their parents.	Formative			Summative
	Nov	Jan	Mar	June
Fall October - November 2022 Spring March - April 2023 **Strategy's Expected Result/Impact:** Decreased number of students/incidents in office due to internet issues. **Staff Responsible for Monitoring:** Campus administration, counselors, and teachers. **Funding Sources:** Materials - 199-State Comp. Ed. - $500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Monthly Emergency Drills. This process will begin in August 2022 and continue monthly throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) . **Strategy's Expected Result/Impact:** After action reports for the district. **Staff Responsible for Monitoring:** Administrators & Constable				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Random Drug Testing This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) . **Strategy's Expected Result/Impact:** After action reports for district. **Staff Responsible for Monitoring:** Associate Principal - Broussard				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Assigned daily monitoring stations for all staff members. Increase number of staff on duty. Increase student safety and orderly arrival and dismissal through pass protocols and hallway direction transitions. This process will begin in August 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023). **Strategy's Expected Result/Impact:** Fewer unsafe incidents on campus involving students/staff. **Staff Responsible for Monitoring:** All NMS staff and administrators. **Funding Sources:** Hall Passes, Hallway Signage, and Duty Captain Stipend - 199-State Comp. Ed. - $5,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Student, staff, and visitor ID badges provided to wear while on campus. This process will begin in September 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023). **Strategy's Expected Result/Impact:** All students and staff wearing IDs on campus daily. **Staff Responsible for Monitoring:** Administrators. Teachers, and Paraprofessional **Funding Sources:** ID and Supplies - 199-State Comp. Ed. - $2,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Anonymous tip line from Sheldon ISD and the Sheldon App to help reduce bullying. Administrator will investigate and use proper protocol from district to conduct and report all incidents. This process will begin in September 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023). **Strategy's Expected Result/Impact:** Reduced incidences of bullying. **Staff Responsible for Monitoring:** Campus Administrators, Counselors				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Security cameras in high need and high traffic areas to ensure the safety and security of students throughout the building (August 2022, September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023). **Strategy's Expected Result/Impact:** Maintain safety and security of students on campus **Staff Responsible for Monitoring:** Administrators **Funding Sources:** Security Cameras - 199-State Comp. Ed. - $3,000				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 4: Null Middle School will ensure all students and staff feel safe and valued in their building.

Performance Objective 2: NMS will support our students and their parents with knowledge of C. E. King High School (CTE Programs) and College Programs for incoming 5th graders and outgoing 8th graders by offering transition activities throughout the school year. NMS will evaluate this goal by increasing the amount of parents that believe that NMS gives excellent academic counseling and/or career planning services from 75% to 85%.

Evaluation Data Sources: This will be determined by a parent and student survey that will be conducted at the end of the school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Allow Band, Choir, Orchestra, Theater, CAP, and Dance to visit the elementary schools so students may become familiar with activities that are available to them in the future and learn the importance of the fine arts. Pending the pandemic. We may also create a short video to welcome new students onto our campus. We will also reach out to C.E. King High School for support of programs offered to students. If students are unable to visit the campus we will ask CTE teachers to create mini videos. Spring 2023 **Strategy's Expected Result/Impact:** Increased student participation in extracurricular activities. **Staff Responsible for Monitoring:** Counselors, Fine Arts Coordinators, CTE Coordinator, Campus Administrators. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Invite 5th grade students to visit NMS and transition to middle school. Band/Choir/CAP/Drama/Dance/ART/ Student Council will present information and give performances. Spring 2023 **Strategy's Expected Result/Impact:** Students will tour campus and classes to receive all pertinent information for transition from elementary setting to middle school. **Staff Responsible for Monitoring:** Counselors, Fine Arts Teachers, Program Leaders, Campus Administrators. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Invite high school counselors and AVID students to present the high school showcase to 8th grade students. Possibly on a Zoom Meeting Call in the Spring of 2023. ECHS and STEM Academy will also be invited. Spring 2023 **Strategy's Expected Result/Impact:** Students will be registered for classes and receive all pertinent information about choosing an academy and the structure of each program. **Staff Responsible for Monitoring:** Counselors, AVID Site Coordinators, Campus Administrators. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: All 6th, 7th ,and 8th grade students will participate in the Naviance program designed to foster career awareness and aid future planning. Spring 2023 **Strategy's Expected Result/Impact:** Students will create a four year plan and take an interest and career inventory/ survey. **Staff Responsible for Monitoring:** Counselors, Campus Administrators, AVID Team, and ELA teachers. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Conduct College Week Activities/awareness events with dress up days and college talks form their classroom teacher for AVIDcacy. Fall 2022 and Spring 2023 **Strategy's Expected Result/Impact:** Student participation in stories, posters, and college shirt day will promote college and career readiness. **Staff Responsible for Monitoring:** Counselors, Campus Administrators, AVID Leadership Team, and all teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Null Middle School will maintain and monitor systems to ensure financial accountability.

Performance Objective 1: NMS will will utilize 100% of all federal and state funds during 2022-2023 to meet the goals and expectations for all students. We will have have 60% of the budget spent by December of 2022 and the remainder by April of 2023.

Evaluation Data Sources: Review annual budget at the end of the academic year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilizing, by December 2022, 60% of the NMS budget addressing the needs of our students. (Funds will be used from August 2022, September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) **Strategy's Expected Result/Impact:** Budget Report **Staff Responsible for Monitoring:** Campus Principal, Associate Principal, Campus Secretary				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilizing allotted funds to provide instructional materials & resources to increase student achievement in all STAAR tested areas. This process will begin in September 2022 and continue throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023). **Strategy's Expected Result/Impact:** Budget Report **Staff Responsible for Monitoring:** Campus Principal, Associate Principal, Campus Secretary				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Generating monthly expenditure reports to provide an opportunity for review to determine additional funding needs. This process will begin in September 2022 and continue throughout the duration of the school year(September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023) . **Strategy's Expected Result/Impact:** Budget Report **Staff Responsible for Monitoring:** Campus Principal, Associate Principal Campus Secretary				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 5: Null Middle School will maintain and monitor systems to ensure financial accountability.

Performance Objective 2: Passing periods and tardies will be addressed for all students who are late to class. All students will be identified with a school issued ID or a missing ID sticker to be worn at all times.

Evaluation Data Sources: Tardy program and reports will be compared from last year to the previous.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Tardy Eliminator - will be purchased August 2022 and continue use throughout the duration of the school year (September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023). **Strategy's Expected Result/Impact:** Eliminate students time out of class when they are late to class **Staff Responsible for Monitoring:** Administrators and Secretaries **Funding Sources:** Tardy Eliminator System - 199-State Comp. Ed. - $3,000, Scanners and printers - 199-State Comp. Ed. - $500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Campus Funding Summary

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Lead4Ward Field Guides, Educational Manipulatives, Summary Resources		$2,000.00
1	1	2	BAMM Chart Resources, Data Planning Supplies		$2,000.00
1	1	3	Stipend for RTI Coordinator		$4,000.00
1	1	4	Stipends for Content Team Leaders		$6,000.00
1	1	6	Extra duty pay for teachers and snacks for students		$10,000.00
1	1	7	Resources and Supplies for Interactive Notebooks		$3,000.00
1	1	8	Novels and Books		$1,000.00
1	1	9	TCM Kits		$3,000.00
1	1	10	Subscription to Online Academic Platforms		$5,000.00
2	1	2	Supplies for teams, PD Fees		$3,000.00
2	2	2	Update technology		$5,000.00
2	2	3	Professional Development Fees		$3,000.00
2	2	6			$6,360.00
3	1	1			$4,000.00
3	1	2			$300.00
3	1	4			$500.00
3	1	5			$500.00
3	1	6	Parenting Partners Resources		$2,000.00
3	1	11	PBIS Rewards System, PBIS Liaison Stipend		$8,000.00
4	1	1			$500.00
4	1	2			$500.00
4	1	3	Materials		$500.00
4	1	6	Hall Passes, Hallway Signage, and Duty Captain Stipend		$5,000.00
4	1	7	ID and Supplies		$2,000.00
4	1	9	Security Cameras		$3,000.00
5	2	1	Tardy Eliminator System		$3,000.00
5	2	1	Scanners and printers		$500.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$83,660.00

265-21st Century After-School Program (Cycle 10)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	7	Staff Payroll & Teacher Extra duty pay		$70,000.00
3	1	8	Registration cost		$3,000.00
3	1	9	Vendors		$500.00
				Sub-Total	$73,500.00