

Wichita Falls Independent School District

McNiel Middle School

2023-2024 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

McNiel Middle School is an attendance zone campus which serves 1,051 students in 23-24 with students in sixth, seventh, and eighth grades.

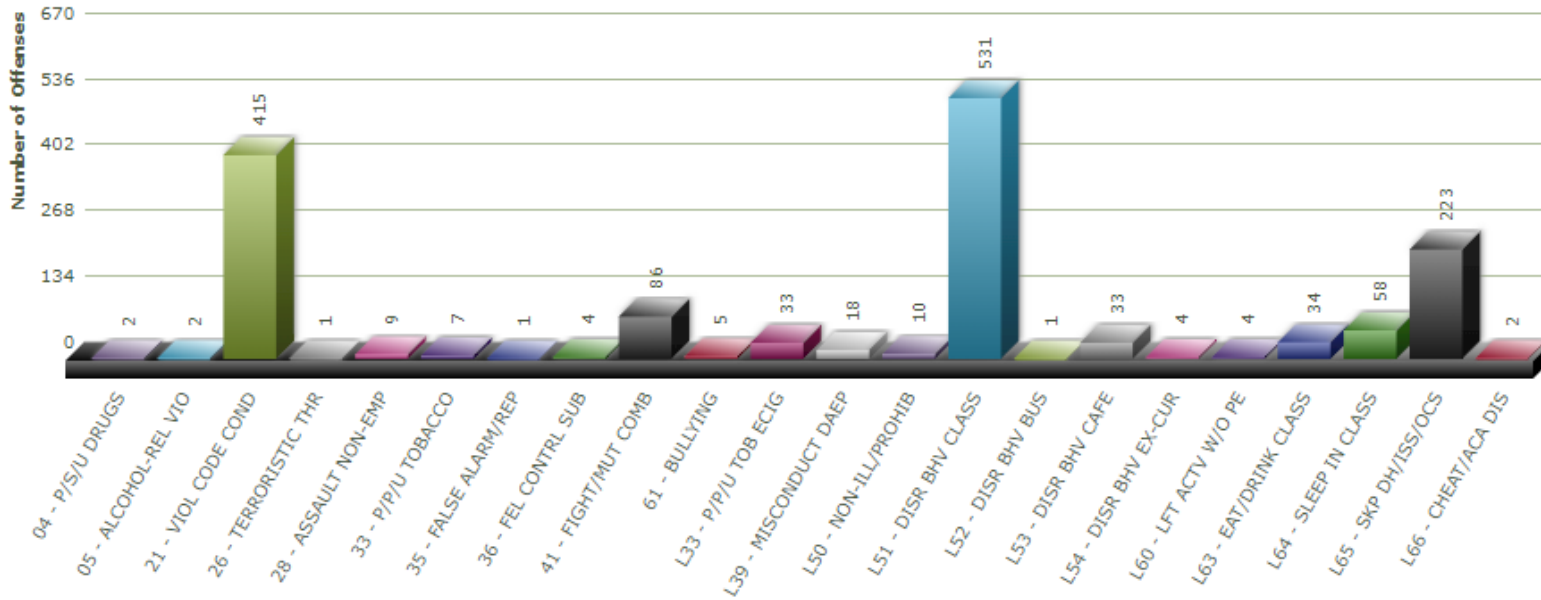
The 2023-24 enrollment for the campus by grade level is 372 sixth graders, 322 seventh graders, and 357 eighth graders. The population of the school is down by approximately 50 students from last year. The enrollment number is down due to the realignment of attendance zones. The attendance zones were redone in order to prepare for future growth on the southwest side of town with the new Memorial HS opening in 24-25. A breakdown of the Federal races is listed in the table below based on 22-23 (from On Data Suite) as of 6/3/2023.

Student Demographics (2022 - 2023 Summer PEIMS file loaded 06/03/2023)	Count	Percent
Gender		
Female	551	47.38%
Male	612	52.62%
Ethnicity		
Hispanic-Latino	281	24.16%
Race		
American Indian - Alaskan Native	6	0.52%
Asian	41	3.53%
Black - African American	107	9.20%
Native Hawaiian - Pacific Islander	1	0.09%
White	646	55.55%
Two-or-More	81	6.96%

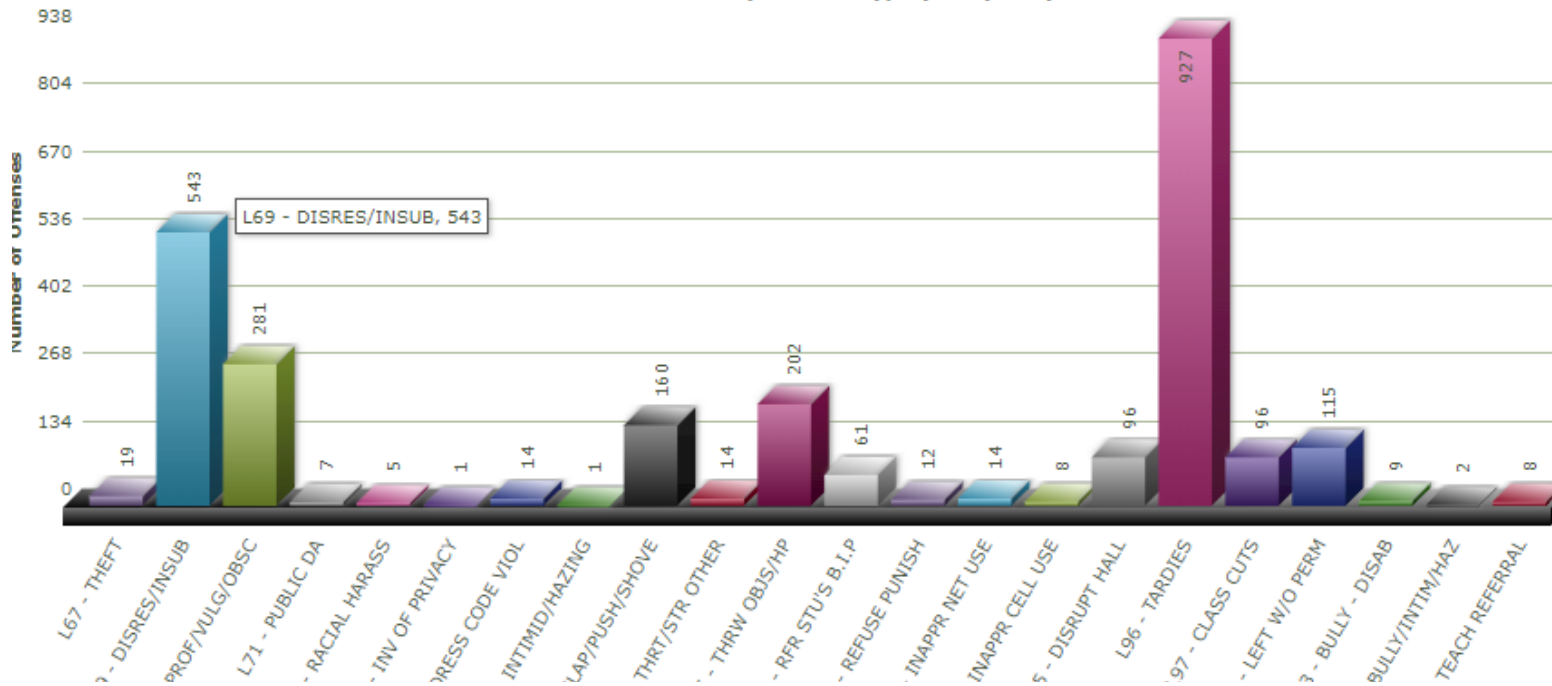
For the 22-23 school year, a total of 2,283 discipline referrals for 312 different students (removing tardies/truancy) were assigned to students by staff members during the year. The prior year there were 3,048 referrals (484 students). A breakdown of offenses shows 531 referrals for disruptive behavior in the classroom, 543 referrals for disrespect/insubordination, 223 referrals for skipping D-Hall/ISS, and 415 referrals classified as a violation of the student code of conduct.

Discipline Offenses Breakdown by Offense Type (Entity 047)





Discipline Offenses
Breakdown by Offense Type (Entity 047)



Based on data at the On Data Suite website for 6/23/2023, there are 50 students (4.3%) identified as LEP students. The students identified as Gifted and Talented compose 133 students (11.4%) of the student body. The student body identified as At Risk total 591 (50.3%) students. Special education identifies 216 (20.6%) students (22-23 school data). The campus has middle school centralized programs with LIFE, LIFE/BASE, BASE, and Regional Deaf Ed. Section 504 identifies 158 (13.59%) students.

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

Attendance & Discipline					
Year	Attendance	Percent	Flag	Goal	Absentees
22-23	Sixth six weeks	94.2%		80%	2,164
22-23	Fifth six weeks	94.6%		80%	1,682
22-23	Fourth six weeks	93.7%		80%	2,149
22-23	Third six weeks	92.9%		80%	1,963
22-23	Second six weeks	95.3%		80%	1,415
22-23	First six weeks	96.1%		80%	1,171

The staff consists of 1 principal, 3 assistant principals, and 3 counselors. The teaching staff consists is 85.8 professional staff. There are 14 paraprofessionals (23-24 school year). The ethnicity breakdown for the staff from 21-22 can be seen in the chart.

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

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	106.9	100.0%	100.0%	100.0%
Professional Staff:	85.8	80.3%	70.3%	64.3%
Teachers	74.8	70.0%	53.7%	49.6%
Professional Support	8.0	7.5%	11.8%	10.6%
Campus Administration (School Leadership)	3.0	2.8%	3.9%	3.0%
Educational Aides:	21.1	19.7%	17.2%	10.6%
Librarians and Counselors (Headcount):				

Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	12.0	4,290.0
Part-time Librarians	1.0	n/a	9.0	582.0
Full-time Counselors	4.0	n/a	43.0	13,211.0
Part-time Counselors	0.0	n/a	8.0	1,126.0
Total Minority Staff:				
	21.0	19.7%	25.1%	51.5%
Teachers by Ethnicity:				
African American	4.7	6.3%	6.8%	11.1%
Hispanic	4.0	5.3%	10.4%	28.4%
White	63.7	85.1%	79.5%	56.9%
American Indian	1.0	1.3%	0.6%	0.3%
Asian	0.0	0.0%	1.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.4	1.8%	1.6%	1.2%
Teachers by Sex:				
Males	25.2	33.6%	24.8%	23.8%
Females	49.7	66.4%	75.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	2.7%	3.9%	1.2%
Bachelors	54.6	72.9%	71.2%	73.0%
Masters	17.3	23.1%	24.3%	25.0%
Doctorate	1.0	1.3%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	2.7%	5.1%	6.7%
1-5 Years Experience	19.1	25.6%	30.9%	27.8%
6-10 Years Experience	20.9	28.0%	20.0%	20.3%
11-20 Years Experience	19.9	26.6%	27.2%	29.1%
21-30 Years Experience	10.4	13.9%	14.2%	13.0%
Over 30 Years Experience	2.4	3.2%	2.6%	3.1%

We currently have 2 vacancies on campus in 6th History and 7/8 Global Investigations and College Prep. We have a long term sub for GI/CCP for the semester and we are working on locating a full time teacher. We do not have a long term sub yet for 6th History. Both of these vacancies came from resignations after school started.

Demographics Strengths

- There is a high enrollment in advanced classes.
- Gifted and talented students are served through the creation of TAG Leadership. These are dedicated sections of G/T.
- Teachers offer tutorials to all students before, during, and after the school day.
- The percentage of minority students participating in clubs/organizations has increased due to concentrated efforts on campus.

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

McNiel Middle School is rated as a C for the 22-23 school year. Accountability ratings for 23-24 have not been released yet. The school performs above the district average in STAAR and MAP assessment.

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

	Total Students	Raw Score	Scale Score	Percent Score	Meets	Masters
McNiel Jr High	105	41	4387	68.85%	88.57%	48.57%
Economic Disadvantage	29	39	4298	65.63%	82.76%	37.93%
American Indian/Alaskan Native	2	43	4482	72.88%	100%	50%
Asian	5	44	4602	74.24%	100%	80%
Black/African American	4	44	4504	75%	100%	75%
Hispanic	12	40	4352	67.51%	83.33%	50%
Two or More Races	7	45	4614	76.27%	100%	57.14%
White	75	40	4348	67.57%	86.67%	44%
Currently Emergent Bilingual	1	47	4631	79.66%	100%	100%

Algebra STAAR 22-23

8th MATH 22-23

	Total Students	Raw Score	Scale Score	Percent Score	Meets	Masters
McNiel Jr High	257	23	1822	47.53%	40.47%	4.67%
Economic Disadvantage	160	21	1800	44.13%	31.88%	3.12%
American Indian/Alaskan Native	3	24	1837	50%	33.33%	0%
Asian	6	29	1941	60.42%	50%	16.67%
Black/African American	33	20	1786	41.86%	36.36%	0%
Hispanic	77	22	1808	45.27%	33.77%	2.6%
Two or More Races	17	20	1776	42.65%	41.18%	5.88%
White	121	24	1842	50.50%	45.45%	6.61%

Currently Emergent Bilingual	11	19	1767	38.64%	18.18%	0%
Special Ed Indicator	55	19	1769	38.98%	25.45%	1.82%

8th READING 22-23

	Total Students	Raw Score	Scale Score	Percent Score	Meets	Masters
McNiel Jr High	362	29	1695	52%	48.07%	21.82%
Economic Disadvantage	189	26	1657	45.98%	34.39%	13.76%
American Indian/Alaskan Native	5	33	1722	58.93%	80%	20%
Asian	11	36	1769	65.10%	81.82%	54.55%
Black/African American	38	25	1646	44.83%	34.21%	10.53%
Hispanic	91	26	1664	47.04%	37.36%	13.19%
Two or More Races	22	30	1718	53.90%	45.45%	36.36%
White	195	31	1711	54.59%	53.33%	24.62%
Currently Emergent Bilingual	12	23	1618	40.18%	25%	0%
Special Ed Indicator	56	19	1577	33.80%	17.86%	0%

8th History 22-23

	Total Students	Raw Score	Scale Score	Percent Score	Meets	Masters
McNiel Jr High	363	23	3653	46.75%	24.24%	12.4%
Economic Disadvantage	190	20	3480	40.53%	15.26%	6.32%
American Indian/Alaskan Native	5	24	3717	48.57%	20%	20%
Asian	11	30	4068	60.48%	54.55%	27.27%
Black/African American	38	20	3477	40.49%	15.79%	7.89%
Hispanic	90	21	3520	41.84%	15.56%	7.78%
Two or More Races	24	23	3629	47.19%	33.33%	20.83%
White	195	24	3727	49.36%	27.18%	13.33%
Currently Emergent Bilingual	12	20	3482	40.31%	16.67%	8.33%
Special Ed Indicator	56	17	3313	34.44%	7.14%	1.79%

8th Science 22-23

	Total Students	Raw Score	Scale Score	Percent Score	Meets	Masters
McNiel Jr High	364	23	3877	49.28%	41.76%	9.62%
Economic Disadvantage	191	20	3690	42.95%	28.27%	3.66%
American Indian/Alaskan Native	5	25	4032	55.22%	60%	0%
Asian	11	30	4330	64.23%	72.73%	27.27%
Black/African American	38	18	3591	39.65%	23.68%	2.63%
Hispanic	91	19	3677	42.26%	25.27%	1.1%
Two or More Races	24	23	3889	50.18%	33.33%	25%
White	195	25	3995	53.32%	51.79%	12.31%
Currently Emergent Bilingual	12	19	3613	40.22%	25%	0%
Special Ed Indicator	56	17	3538	37.62%	23.21%	1.79%

7th MATH 22-23

	Total Students	Raw Score	Scale Score	Percent Score	Meets	Masters
McNiel Jr High	332	27	1822	58.17%	52.11%	19.88%
Economic Disadvantage	159	23	1767	50.55%	34.59%	13.21%
American Indian/Alaskan Native	1	35	1927	76.09%	100%	0%
Asian	16	33	1938	72.42%	75%	50%
Black/African American	21	20	1733	44.20%	19.05%	14.29%
Hispanic	90	25	1791	54.06%	43.33%	13.33%
Native Hawaiian/Pacific Islander	1	35	1927	76.09%	100%	0%
Two or More Races	27	28	1836	59.82%	51.85%	22.22%
White	176	28	1835	60.18%	57.95%	21.02%
Currently Emergent Bilingual	7	26	1828	55.59%	42.86%	14.29%
Second Year of Monitoring	1	41	2064	89.13%	100%	100%
Special Ed Indicator	61	17	1672	36.53%	6.56%	0%

7th READING 22-23

	Total Students	Raw Score	Scale Score	Percent Score	Meets	Masters
McNiel Jr High	334	32	1664	57.39%	52.99%	23.95%
Economic Disadvantage	160	28	1612	49.55%	33.75%	14.38%
American Indian/Alaskan Native	1	42	1771	75%	100%	100%
Asian	16	40	1762	70.54%	81.25%	43.75%
Black/African American	21	24	1573	43.45%	23.81%	19.05%
Hispanic	90	30	1634	53.23%	42.22%	15.56%
Native Hawaiian/Pacific Islander	1	35	1690	62.50%	100%	0%

Two or More Races	27	34	1687	60.25%	59.26%	29.63%
White	178	33	1678	59.40%	57.87%	25.84%
Currently Emergent Bilingual	7	24	1568	43.11%	14.29%	14.29%
Second Year of Monitoring	1	49	1889	87.50%	100%	100%
Special Ed Indicator	61	19	1500	33.17%	3.28%	0%

6th MATH 22-23

	Total Students	Raw Score	Scale Score	Percent Score	Meets	Masters
McNiel Jr High	302	23	1737	52.53%	41.72%	18.54%
Economic Disadvantage	158	20	1693	46.26%	31.01%	9.49%
Asian	13	31	1899	72.45%	84.62%	53.85%
Black/African American	32	17	1648	40.48%	21.88%	0%
Hispanic	65	21	1709	49.23%	33.85%	12.31%
Two or More Races	19	21	1700	47.98%	31.58%	5.26%
White	173	24	1756	54.99%	46.24%	23.12%
Currently Emergent Bilingual	26	22	1718	50.18%	42.31%	15.38%
Second Year of Monitoring	2	30	1949	68.60%	50%	50%
Special Ed Indicator	55	15	1617	35.52%	12.73%	1.82%

6th READING 22-23

	Total Students	Raw Score	Scale Score	Percent Score	Meets	Masters
McNiel Jr High	301	28	1613	49.83%	43.85%	16.94%
Economic Disadvantage	157	24	1573	43.33%	28.66%	9.55%
Asian	13	35	1704	62.77%	69.23%	30.77%
Black/African American	32	22	1550	39.96%	25%	6.25%
Hispanic	65	26	1588	45.74%	30.77%	10.77%
Two or More Races	19	28	1615	50.19%	42.11%	10.53%
White	172	29	1628	52.19%	50.58%	20.93%
Currently Emergent Bilingual	26	26	1594	46.70%	30.77%	11.54%
Second Year of Monitoring	2	45	1843	80.36%	100%	50%
Special Ed Indicator	54	16	1482	29.43%	3.7%	0%

6th grade TELPAS (26 students)

TELPAS Composite Rating				
No Rating	Beginning	Intermediate	Advanced	Advanced High
0%	3.85%	19.23%	42.31%	34.62%

0%	5.88%	23.53%	41.18%	29.41%
0%	0%	14.29%	14.29%	71.43%
0%	0%	0%	50%	50%
0%	0%	30.77%	46.15%	23.08%
0%	0%	0%	100%	0%
0%	33.33%	0%	66.67%	0%
0%	3.85%	19.23%	42.31%	34.62%
0%	0%	0%	100%	0%

7th grade TELPAS (7 students)

TELPAS Composite Rating				
No Rating	Beginning	Intermediate	Advanced	Advanced High
0%	0%	28.57%	42.86%	28.57%
0%	0%	25%	50%	25%
0%	0%	50%	0%	50%
-	-	-	-	-
0%	0%	33.33%	66.67%	0%
-	-	-	-	-
0%	0%	0%	50%	50%
0%	0%	28.57%	42.86%	28.57%
0%	0%	100%	0%	0%

8th grade TELPAS (12 students)

TELPAS Composite Rating				
No Rating	Beginning	Intermediate	Advanced	Advanced High

0%	8.33%	16.67%	58.33%	16.67%
0%	10%	20%	60%	10%
0%	0%	100%	0%	0%
-	-	-	-	-
0%	11.11%	11.11%	66.67%	11.11%
0%	0%	0%	100%	0%
0%	0%	0%	0%	100%
0%	8.33%	16.67%	58.33%	16.67%
0%	0%	33.33%	66.67%	0%

For the school year 23-24, there is 1 retained student for 7th grade.

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students come to MS below grade level and are apathetic towards learning. **Root Cause:** Teachers face challenges with available time and resources to incorporate sufficient reteaching opportunities.

Problem Statement 2 (Prioritized): Students receiving special education services achieve lower scores than their nondisabled peers on unit assessments and STAAR. **Root Cause:** Special education students are not growing at a rate proportionate to their non-disabled peers.

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

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

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Advanced classes do not provide the rigor to challenge students with high level learning opportunities such as project based learning or self discovery. **Root Cause:** Advanced classes have students who should not be in advanced based on academic achievement which creates a significant gap in the ability.

Perceptions

Perceptions Summary

Student Engagement:

- 93.7 attendance rate for 2021-2022 (as of May 23, 2022)
- Disproportionate number of african americans and hispanic students in ISS
- Disproportionate number of male student discipline issues
- High number of 6th grade referral
 - Classroom management issues skewing numbers possibly
- Classroom management
 - brought in Doug Curry to help provide strategies/options for teachers to use in the classroom prior to writing referrals

Staff Engagement:

- Staff Retention:
 - 1 retirements
 - New positions created after cut from realignment of attendance zones
 - 1 resignations at the end of school year 22-23
 - 2 resignations after school started for 23-24
- Teacher morale is still perceived as low according to staff feedback. Some is attributed to areas outside the control of the campus.
 - Building relationships between staff and administrators
 - Inconsistency/all teachers need to be treated equally and fairly across the board
 - Teachers not being made to feel responsible for lack of subs

Parent/Guardian/Community Engagement:

- We do communicate with parents well from a whole school perspective.

- Barrier for communication between school/parents
 - Parents not checking email
 - Parents turning off district calls
 - Parents w/out social media
- Community support is great.
- Student council going over to talk to kids from 5th graders
- Mustang camp for incoming 6th - great attendance - need to look at expanding so all 6th graders have a chance to attend

Students:

- Campus-wide non-negotiables and united message to all students for procedures/policies
- Student to staff shoutouts
- Student Silver Star awards - recognition from teachers

Parents and Guardians:

- Parents like the weekly newsletter - lots of positive feedback regarding content and being informed

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff view that inconsistent campus expectations and low parent engagement result in negative climate and culture. **Root Cause:** Parental involvement is low and classroom discipline is inconsistent in the classroom and through administration.

Problem Statement 2 (Prioritized): The academic, athletic, and social accomplishments of students are unknown to the student body, parents, and staff. **Root Cause:** Coaches and sponsors of groups do not consistently report the accomplishments of their students.

Priority Problem Statements

Problem Statement 1: Staff view that inconsistent campus expectations and low parent engagement result in negative climate and culture.

Root Cause 1: Parental involvement is low and classroom discipline is inconsistent in the classroom and through administration.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Students come to MS below grade level and are apathetic towards learning.

Root Cause 2: Teachers face challenges with available time and resources to incorporate sufficient reteaching opportunities.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Parental involvement has decreased.

Root Cause 3: Parents are uncomfortable or less sure with their role in their children's education at the secondary level.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Advanced classes do not provide the rigor to challenge students with high level learning opportunities such as project based learning or self discovery.

Root Cause 4: Advanced classes have students who should not be in advanced based on academic achievement which creates a significant gap in the ability.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The enrollment into advanced curriculum is not reflective of the population of the school.

Root Cause 5: Minority students are not identified for placement into advanced classes at the same rate as their white peers.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Students receiving special education services achieve lower scores than their nondisabled peers on unit assessments and STAAR.

Root Cause 6: Special education students are not growing at a rate proportionate to their non-disabled peers.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: The academic, athletic, and social accomplishments of students are unknown to the student body, parents, and staff.

Root Cause 7: Coaches and sponsors of groups do not consistently report the accomplishments of their students.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Students and teachers need additional access to various instructional resources (curriculum and/online/technology) to meet the needs of the students.

Root Cause 8: The expectation is to differentiate curriculum for the needs of the students, however, teachers do not have access to multiple resources to facilitate creating new

content that is accessible for all students. Students have a variety of needs based on how they learn and access information.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data




- Processes and procedures for teaching and learning, including program implementation
- Study of best practices









Goals

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

Performance Objective 1: Increase the retention rate of teaching staff from 13 professional staff changes from May 2023 to no more than six staff change by May 2024.

Evaluation Data Sources: PEIMS information







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

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Professional development will be provided for all staff. It will be designed to improve student achievement. To include, but not limited to: Inclusion/Special Education, TBSI, technology integration, and the support of English Learners, Section 504, and Dyslexia.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: TEKS Resource System Conference - Title 1 Part A - 21113641100047830000, PD Subs - Title 1 Part A, ESC Contract Services - Title 1 Part A, Campus Instructional Leaders - Title 1 Part A</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The campus will recruit, hire, and train highly effective and skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal Superintendent</p> <p>Funding Sources: staff salaries - Title 1 Part A</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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







Performance Objective 2: The faculty and staff will perceive the school environment as safe 96% of the time when surveyed by May 2024.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: School Resource Officers will routinely monitor the campus through hallway and perimeter patrols.	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The Texas Behavior Support Initiative (TBSI) team will be utilized in response to a student is in a crisis that results in physical aggression. Funding Sources: Student Support Counselors - SCE	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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








Performance Objective 3: Teachers provide input in the decision-making process, through feedback forms, polls, and surveys, regarding school initiatives in 9 out of 10 situations by May 2024 through Leadership, SBDM, and Department Meetings including various staff surveys.









Strategy 1 Details	Formative Reviews		
Strategy 1: Information will be developed through the HRS process and distributed to show what teachers decide individually, collective decisions made by teachers and administrators, and the decisions made solely by administrators.	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher input opportunities will increase to 50% staff responses through an online input format through surveys and other feedback forms of communication.	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: Increase the number of students who Meet Grade Level on the STAAR reading test and STAAR math test by 10 points when comparing STAAR results from May 2023 to May 2024.

Evaluation Data Sources: STAAR Reading results






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

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The campus will provide systematic tutorials for students identified as needing improvement with reading and math skill deficits for small group instruction with additional resources or materials purchased to include, but not limited to, curricular resources, snacks, technology, and other materials deemed necessary to provide after school tutorials for struggling students.</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Math and Reading Tutors (during the day) - Title 1 Part A - \$12,000, Science and History Tutors (during the day - spring semester) - Title 1 Part A, Snacks - Title 1 Part A - \$2,000</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will use the campus' instructional framework: Fundamental 5, NASOT instructional strategies, Seidlitz, and other researched methods of instruction to build inclusive classrooms focused on student success.</p> <p>Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Teachers will use additional curriculum resources (online/print) to assist in the learning of Math, English, Science, and History content which will improve student academic performance on assessments.</p> <p>Funding Sources: supplies and materials - Title 1 Part A - \$42,700, supplies and materials - SCE - \$2,400</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: The campus will purchase technology such as instructional Chromebook stands, Chromebooks, licenses, web cameras, iPads, second computer monitors, 3D printer parts, wireless keyboards and mice, microphone system, splitter cables, voice amplifiers, Chromebook chargers, TV and stands, SMART Boards, headphones, and chargers to help with routine collaboration on best practices, district, and campus policies & procedures, classroom management, curriculum, technology integration, staff involvement, etc., that result in highly effective teaching practices.</p> <p>Funding Sources: wireless keyboard and mice - Title 1 Part A - \$1,500, Chromebook Carts - Title 1 Part A - \$18,500</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Build a foundation of literacy and numeracy.







Performance Objective 2: Increase the combined percentage score of all students on TELPAS from the 2023 percentage of 60% to 62% in May 2024.

Evaluation Data Sources: TELPAS results by student and campus.

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

Goal 3: Connect high school to career and college.






Performance Objective 1: Through review by the grade placement committee, 100% of students will be promoted to the next grade for the 2023-2024 year.

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

Goal 3: Connect high school to career and college.

Performance Objective 2: Increase school wide activities that allow students to explore college and career opportunities from three to four opportunities by May 2024.







Evaluation Data Sources: Schedule reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will have opportunities to talk to professionals through a job site visits or guest speakers in the Career/College Prep classes.</p> <p>Strategy's Expected Result/Impact: none</p> <p>Staff Responsible for Monitoring: Tara Li (college advisor), counselors</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Improve low performing schools.

Performance Objective 1: Increase school provided family engagement activities to 5 times per year by May 2024.






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

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

Goal 4: Improve low performing schools.

Performance Objective 2: Increase overall campus attendance rate from 93.5% to 96.0% by May 2024.








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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing. We added an online attendance form to encourage families to submit dr notes electronically.</p> <p>Staff Responsible for Monitoring: Attendance Clerk Principal</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Improve low performing schools.





Performance Objective 3: Reduce the number of in-school suspension placements by 15 percent, by May 2024.

Evaluation Data Sources: Monthly and yearly campus discipline reports.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 4: Improve low performing schools.

Performance Objective 4: Students, parents, and the community perceive the school environment as safe and orderly in 4 of 5 surveys by May 2024.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent groups will be invited to tour classrooms during instruction to provide input on safety and the school environment.</p> <p>Strategy's Expected Result/Impact: none</p> <p>Staff Responsible for Monitoring: Administration - Campus</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Improve low performing schools.










Performance Objective 5: Students, parents, and the community have six opportunities for input on the optimal functioning of the school by May 2024.

Strategy 1 Details	Formative Reviews		
Strategy 1: The HRS process will develop digital input forms for parents to address safety, how the school is performing, and suggestions to help improve the school environment for all students.	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Improve low performing schools.

Performance Objective 6: Improve the whole child by meeting the physical, social, and emotional needs of students' families by providing SEL services throughout the school year 2023-24.

Evaluation Data Sources: none

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

State Compensatory

Budget for McNiel Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4.9

Brief Description of SCE Services and/or Programs

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Personnel for McNiel Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Blackwell, Travis	Teacher	0.125
Carroll, Jeremy	Teacher	0.125
Chapman, Steven	Teacher	0.125
Clark, Jessica	Teacher	0.125
Cotton, Laura Susan	Teacher	0.125
Flores, Jennifer	Teacher	0.125
Ghalam, Maryam	Aide: MS	0.9
Johnson, Kristie	Teacher	0.125
Li, Tara	College & Career Advisors	1
Little, Landon	Teacher	0.125
Meek, Susan	Teacher	0.125
Mendoza, Madelena	Teacher	0.125
Reames, Courtney	Teacher	0.125
Reames, Hannah	Teacher	0.125
Reames, Jeffrey	Teacher	0.125
Schriber, Mary	Teacher	0.125
Twilligear, Melissa	Teacher	0.125
Vacant	Teacher	0.125

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Williams, Lisa	Student Support Counselor	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bobbitt, Colby	Teacher: 6thG-Intervention	School Wide	.5
Briscoe, Jennifer	CIL-Math / Teacher: 8thG	School Wide	.25
Huckeby, Melia	Teacher: 8thG-R Mustang Intervention Hr	School Wide	.125
Johnston, Pamela	Teacher: 7thG-R Mustang Intervention Hr	School Wide	.125
Laughlin, Kyle	Teacher: 7thG-M Mustang Intervention	School Wide	.125
McCartney, Melisse	CIL- Eng /8thG-R Mustang Intervention Hr	School Wide	.25
Nichols, Clifford	Teacher: 8thG-M Mustand Intervention	School Wide	.5
Nix, Cheryl	CIL-Science	School Wide	.125
Penney, Ashley	CIL-SS	School Wide	.125
Sewell, Konnie	Teacher: 6thG-R Mustang Intervention Hr	School Wide	.125

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Campus Instructional Leaders		\$0.00
1	1	4	TEKS Resource System Conference	21113641100047830000	\$0.00
1	1	4	PD Subs		\$0.00
1	1	4	ESC Contract Services		\$0.00
1	1	5	staff salaries		\$0.00
2	1	1	Generation Genius (science)		\$1,000.00
2	1	1	Maneuvering the Middle (math)		\$4,000.00
2	1	1	EdPuzzle Pro (year subscription)		\$1,500.00
2	1	4	Snacks		\$2,000.00
2	1	4	Science and History Tutors (during the day - spring semester)		\$0.00
2	1	4	Math and Reading Tutors (during the day)		\$12,000.00
2	1	6	supplies and materials		\$42,700.00
2	1	7	wireless keyboard and mice		\$1,500.00
2	1	7	Chromebook Carts		\$18,500.00
3	1	1	Teachers Salaries & Benefits		\$0.00
3	1	1	tutorials		\$25,000.00
4	1	1	Printing for engagement activities (Print Shop)		\$0.00
4	1	2	Screenagers		\$650.00
4	1	2	PI Food		\$380.00
4	1	2	PI Printing		\$0.00
4	6	3	Teachers to teach the lessons outside of their duty contract		\$4,000.00
Sub-Total					\$113,230.00
Budgeted Fund Source Amount					\$190,765.00
+/- Difference					\$77,535.00
Grand Total Budgeted					\$190,765.00
Grand Total Spent					\$113,230.00

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$77,535.00

Addendums

2022-23 Title I Campus Budget

McNiel Middle School Summer Bynum

Estimated 2022-23 Title I Budget Allocation: **\$172,500**

Estimated Discretionary Funds: **\$18,265**

Account Code									
Fund	FC	Obj	S/O	Org	FY	Prog	Proj	Budget	Description
Personnel:									
211	11	6112	00	047	3	30	000		Substitutes
211	11	6118	67	047	3	30	000		Tutoring
211	11	6118	00	047	3	30	000	\$13,715	Teacher Extra Duty Stipend
211	13	6118	00	047	3	30	000		Teacher Extra Duty Stipend for PD
211	11	6119	00	047	3	30	000	\$154,235	Teacher Salaries, Stipends & Benefits
211	11	6129	00	047	3	30	000		Aide Salaries, Stipends & Benefits
Contracted Services:									
211	13	6239	00	047	3	30	000		Region Esc Services
211	11	6248	00	047	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	047	3	30	000	\$4,000	On-line services/Maint agreements
211	34	6294	67	047	3	30	000		Student busing for tutorials
211	11	6297	00	047	3	30	000		Printing
211	11	6299	00	047	3	30	000		Contracted Services - For Students
211	13	6299	00	047	3	30	000		Contracted Services- For Teacher (PD registrations, etc)
Supplies/Computers/Equipment:									
211	11	6329	00	047	3	30	000		Instructional Reading materials/books
211	11	6339	00	047	3	30	000		STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	047	3	30	000		Technology
211	11	6396	00	047	3	30	000		Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	047	3	30	000		Software/Licenses
211	11	6399	00	047	3	30	000		Instructional classroom supplies/materials
Travel:									
211	13	6411	00	048	3	30	000		Teacher Staff Development Travel (not registration)
211	11	6412	00	048	3	30	000		Student Travel: Busing and Entrance fees for Field Trips
TOTALS								\$172,500	
Remaining Funds to Allocate:								\$0	
Parent & Family Engagement (PFE):									
211	61	6239	00	047	3	30	215		PFE Region Service Center Fees (Conference registration)
211	61	6299	00	047	3	30	215	\$1,000	PFE Contracted Services
211	61	6297	00	047	3	30	215	\$645	PFE Printing
211	61	6399	00	047	3	30	215	\$700	PFE Supplies
211	61	6411	00	047	3	30	215		PFE Travel Expenses for Conferences
211	61	6499	00	047	3	30	215	\$500	PFE Snacks
TOTALS								\$2,845	
Remaining Funds to Allocate:								\$0	

