

**Greenville Independent School District**  
**Greenville Middle School**  
**2024-2025 Campus Improvement Plan**

**Accountability Rating: Not Rated**



**Board Approval Date:** November 19, 2024

# Mission Statement

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

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

## Vision

**We educate today...you succeed tomorrow!**

## Value Statement

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

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

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

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

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

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

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

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

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

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

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Greenville Middle School serves approximately 773 students in grades 7 and 8. This represents approximately 50 new students from the previous year. The district added new modular buildings with 10 rooms to accommodate new growth and continue to meet student needs. These rooms serve 7th grade language arts and math students. They also have helped somewhat with over crowding in some classrooms and in the hallways.

Our emergent bilingual student population continues to grow especially with the number of newcomer students. This year we added classes to address the needs of this unique student group.

### Student demographics

Student Demographics (2023 - 2024 Summer PEIMS file loaded 07/30/2024)		
	Count	Percent
<b>Gender</b>		
Female	358	45.78%
Male	424	54.22%
<b>Ethnicity</b>		
Hispanic-Latino	405	51.79%
<b>Race</b>		
American Indian - Alaskan Native	3	0.38%
Asian	6	0.77%
Black - African American	134	17.14%
Native Hawaiian - Pacific Islander	1	0.13%
White	185	23.66%
Two-or-More	48	6.14%

Student Programs (2023 - 2024 Summer PEIMS file loaded 07/30/2024)		
	Count	Percent
CTE Attendance	221	28.26%
Gifted and Talented	71	9.08%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	1	0.13%

Section 504	102	13.04%
Special Education (SPED)	127	16.24%
Bilingual/ESL		
Emergent Bilingual (EB)	237	30.31%
Standard or Alternative Bilingual/ESL	235	30.05%
Dual Language Immersion/One-Way	0	0.00%
Dual Language Immersion/Two-Way	0	0.00%
Dyslexia		
Dyslexia Indicator Code	70	8.95%
Dyslexia Risk Code	0	0.00%
Dyslexia Services Code	69	8.82%
Title 1 Part A		
Schoolwide Program	782	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

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### Demographics Strengths

Our diverse population is our strength. Our students are able to learn from each other's personal experience due to the unique backgrounds of our population. In addition to our diversity, our students also come from a variety of socioeconomic status. These differences allow students to be more prepared for the society and become positive contributors to it.

#### STAAR Demographic Strengths:

- 28% of All Student group achieved "Meets" in Reading

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our newcomer students struggle adapting to a new culture and climate. EL students were at 37% approaches for all tests. **Root Cause:** We do not have a robust Title III program that is adequate for newcomers to the US.

**Problem Statement 2:** Our teachers struggle making connections and building relationships with our Hispanic (43% approaches) and African American (39% approaches) students. **Root Cause:** Teachers have not been through diversity training. Teachers do not have the tools to build relationships with students that do not come from the same background as them.

# Student Achievement

## Student Achievement Summary

GMS performance on STAAR exams decreased mostly.  GMS was able to close the gap between its performance and state's performance in 7th grade Math. This was because GMS scores stayed stagnant while the state fell by double digit points.  GMS continues to perform well on the Algebra I EOC.

GMS is expected to receive an "F" rating from the Texas Education Agency.  Our goal for the 2024-2025 is a "C".

Reading Language Arts (RLA)				
	Did Not Meet %	Approaches or Above %	Meets or Above %	Masters %
Grade 7 2023	43%	57%	30%	11%

# Reading Language Arts (RLA)

<b>Grade 7 2024</b>	<b>49%</b>	<b>51%</b>	<b>29%</b>	<b>10%</b>
<b>Grade 8 2023</b>	<b>35%</b>	<b>65%</b>	<b>31%</b>	<b>12%</b>
<b>Grade 8 2024</b>	<b>44%</b>	<b>56%</b>	<b>27%</b>	<b>11%</b>



# Mathematics

	<b>Did Not Meet %</b>	<b>Approaches or Above %</b>	<b>Meets or Above %</b>	<b>Masters %</b>
<b>Grade 7 2023</b>	<b>67%</b>	<b>33%</b>	<b>10%</b>	<b>1%</b>
<b>Grade 7 2024</b>	<b>69%</b>	<b>31%</b>	<b>9%</b>	<b>2%</b>
<b>Grade 8 2023</b>	<b>42%</b>	<b>58%</b>	<b>24%</b>	<b>3%</b>

# Mathematics

<b>Grade 8 2024</b>	<b>50%</b>	<b>50%</b>	<b>17%</b>	<b>3%</b>
<b>Algebra I 2023</b>	<b>1%</b>	<b>99%</b>	<b>66%</b>	<b>43%</b>
<b>Algebra I 2024</b>	<b>2%</b>	<b>98%</b>	<b>61%</b>	<b>28%</b>

# Science

	<b>Did Not Meet %</b>	<b>Approaches or Above %</b>	<b>Meets or Above %</b>	<b>Masters %</b>
<b>Grade 8 2023</b>	<b>57%</b>	<b>43%</b>	<b>14%</b>	<b>3%</b>
<b>Grade 8 2024</b>	<b>60%</b>	<b>40%</b>	<b>15%</b>	<b>3%</b>

# Social Studies

	Did Not Meet %	Approaches or Above %	Meets or Above %	Masters %
Grade 8 2023	69%	31%	10%	3%
Grade 8 2024	69%	31%	10%	4%

## Action Steps:

- A true focus on growing every student.
- Increased academic resources for Math 7 and Math 8.
- FIT curriculum and consultants for Science 8 and Social Studies 8.

- Writing and reading across all classes (WICOR, CATCH, ELLA).
- A focus on data collection and student engagement (ESF Work).
- Campus Instructional Leadership Team (CILT).
- Restructuring of PLCs.
  - “I GREW!” parties after every major assessment.
  - Consistent professional learning for teachers throughout the school year.
  - Data walls in PLC rooms.
  - Conversations with Carter.
  - Continuing previous student motivation and encouragement initiatives.

### Student Achievement Strengths

- Several special populations showed small growth at the Meets and Masters level.
- Algebra I scores continue to be above 98% Approaches and 60% Meets.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Students are not growing in reading and math on the STAAR assessment from one year to the next. (31.1% of tests demonstrated little to no growth.) **Root Cause:** GMS is not focusing on data and providing data-driven instruction.

**Problem Statement 2:** Students are not performing at the meets and masters level on STAAR. 20% of all students achieved "Meets" and only 6% of students achieved "Masters" on all tests. **Root Cause:** Teachers are not using engaging strategies and high-quality instructional materials with students .

**Problem Statement 3 (Prioritized):** Subpopulations of students are not meeting targets in Domain 3 of TEA Accountability System. **Root Cause:** Teachers are not differentiating instruction and other Tier 2 and Tier 3 instructional practices.

# School Culture and Climate

## School Culture and Climate Summary

Greenville Middle School continues to build upon its positive school culture. The campus administration places a high emphasis on ensuring the needs of students, parents, and staff are met through a safe and engaging atmosphere. Last year the campus team developed Playbooks that continue to guide campus expectations both in and out of the classroom. We continually review this documents and adjust when needed based on feedback, data, and need.

Our commitment is to educate students by doing two things. First, teach our students holistically and secondly, support those individuals that teach our students.

The campus supports teachers through Professional Learning Communities, professional learning opportunities, and through coaching feedback. We believe that strengthening our teachers benefits all.

As a campus, we are dedicated to building a school community that is on the basis of team dynamics and structure. We believe that every stakeholder has a unique role in our community, yet, the foundation for all stakeholders is the growth and development of our students as positive productive members of society. Our commitment is to educate students by doing two things. First, teach our students holistically and secondly, support those individuals that teach our students.

## School Culture and Climate Strengths

- Celebrating students and staff
- Good collaboration between administration and teachers
- Creation of the Campus Instructional Leadership Team (CILT)
- Campus Playbook

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** GMS faculty and staff need to establish better relationship with each other to improve student performance. **Root Cause:** GMS administrators need to provide opportunities for staff and faculty to connect and display their strengths to each other.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Greenville Middle School values its teachers and seeks to build upon their strengths to affect student achievement. Teachers are supported through PLCs, content coordinators, and campus administration. Campus administration created a walkthrough schedule to observe and coach teachers throughout the year. Building teacher capacity is vital to student growth.

Source: TAPR

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	1.0	3.9	6.1
Average Years Experience of Principals with District	1.0	1.9	5.3
Average Years Experience of Assistant Principals	1.3	2.6	5.2
Average Years Experience of Assistant Principals with District	1.3	2.1	4.4
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	9.9	9.8	11.0
Average Years Experience of Teachers with District:	7.0	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$49,351	\$48,657	\$53,300
1-5 Years Experience	\$50,688	\$50,839	\$56,516
6-10 Years Experience	\$55,031	\$52,964	\$59,732
11-20 Years Experience	\$54,218	\$56,060	\$63,389
21-30 Years Experience	\$62,419	\$60,423	\$67,876
Over 30 Years Experience	\$68,189	\$66,270	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$53,803	\$53,612	\$60,717
Professional Support	\$57,779	\$62,856	\$72,022
Campus Administration (School Leadership)	\$80,339	\$85,414	\$85,167
<b>Instructional Staff Percent:</b>			
	n/a	70.0%	65.1%
<b>Contracted Instructional Staff (not incl. above):</b>			
	0.0	0.0	2,105.4

### **Staff Quality, Recruitment, and Retention Strengths**

GMS had the lowest turnover for the 2023-2024 school year.. While our turnover was low, we still have a lot of young teachers. This year, the staff is bought into the vision for the school and understands the work needed to get GMS's goals accomplished.

- Staff willingness to learn
- Commitment to PLC process
- New Teacher's Academy

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** GMS staff is inexperienced. **Root Cause:** Recruiting veteran teachers to GMS is a challenge given the close proximity of the metroplex.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The PLC structure at GMS has changed for the 24-25 school year. GMS administration has created a 8 question protocol designed for teachers to collaborate effectively and use the information in PLC to create dynamic lesson plans for future weeks. PLCs are designed to be completed in 30 minutes and were moved from Thursdays to Tuesdays so teachers have enough time to use the information provided in the PLCs in future weeks' lesson plans.

The district provided new curriculum for Science and Social studies through Foundations in Teaching. Our campus is supporting our teachers with resources and with implementation. We are starting to see the benefits of this this new curriculum in the classroom and in our PLC data.

## Curriculum, Instruction, and Assessment Strengths

Strengths include:

- New 8 Question PLC protocol
- FIT Curriculum for Social Studies 8 and Science 8
- Focus on internalization and not compliance
- 24-25 Walkthrough Data Tracker
- 24-25 Walkthrough Form

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Teachers are not consistently using STAAR aligned and rigorous instructional materials consistently. **Root Cause:** Teachers need access to more rigorous and STAAR aligned instructional materials.

**Problem Statement 2:** Teachers do not have a multitude of student engagement strategies to use in their classroom. **Root Cause:** GMS administrators have not provided training on student engagement strategies.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Greenville Middle School believes that a strong parent/school relationship is vital to student success. We continue to communicate with parents through a variety of avenues including our newsletter, emails, and social media posts.

Our focus for the 2024-2025 school year is to:

- Continue our All Pro Dads chapter at Greenville Middle School
  - Create "Conversations with Carter" to keep parents involved
  - Use PTA as a vessel to communicate to all stakeholders
  - Continue to use "Stuck in THE Middle" Newsletter and social media to inform stakeholders
  - Add Staff vs Student Volleyball game
  - Continue Staff vs Student Basketball game
  - Continue Summer Send Off!
  - Continue Good Character Day!

Parent participation is increasing overall but is still lower on academic focused events.

## Parent and Community Engagement Strengths

Strengths include:

- Increase in parent involvement at the school as evidenced through attendance at school events
- A strong and active PTA
- Continued growth of Meet in THE Middle (Meet the Teacher night)
- Centralizing social media accounts through Class Intercom

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** GMS parents are not engaged with their students academic progress. **Root Cause:** GMS must provide more opportunities for parents to be involved and explain the importance of a good middle school education.

# School Context and Organization

## School Context and Organization Summary

Focus for 2024-2025:

GMS is continue its participation in the Effective Schools Framework grant for the 2024-2025 school year. GMS will focus on Coaching and Feedback Cycles. Particularly looking at aggressive monitoring, checks for understanding, and student engagement strategies. Principal Carter and the administrative team is also paying close attention to HQIM (high quality instructional materials) in RLA and Math. Coaching support is being provided by Deputy Superintendent, Wes Underwood, to the principal. Good models from videos of GMS teachers will be shared with the GMS staff via Google Drive.

In addition to focusing on instruction GMS continues to:

- Staff members are involved in decision making by serving on the Campus Instructional Leadership Team (CILT)
- Accelerated Instruction being modified to include smaller class sizes and more targeted interventions.
- GMS administration performing biweekly collaboration walks.

As well, the campus principal is receiving additional instructional coaching the National Institute for Excellence in Teaching. This coaching aligns and enhances the ESF work the district and campus continue to work on.

## School Context and Organization Strengths

- GMS administration is in its third year as a team
- GMS Principal fully understands Bambrick and ESF work
- Increased teacher and staff buy in

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** GMS teachers are not providing effective instruction to produce the results on STAAR assessments. Often, instruction is below the desired level of rigor and not fully aligned. **Root Cause:** GMS administrators have not had a clear vision for instruction in GMS classrooms.

# Technology

## Technology Summary

- Implementation of Class link
- Continuation of Classwize
- Cell phone policy
- More Chromebooks to supplement for devices that are being worked on by tech department
- Implementation of Chromebook logs
- Centegix badges
- One-to-one chrome book-to-student ratio for core classes and most non-core classes.
- One-to-one laptop and docking stations for each classroom teacher, instructional aide, and most other support staff.
- One-to-one TI graphing calculators in classrooms for each Algebra, 8th grade math, and 7th grade Pre-AP math student.
- Access to Learning Ally, the world's largest audio textbook library with over 80,000 human-narrated books, for all students who face reading challenges.

## Technology Strengths

- Continue to look for innovated ways to increase the safety and better the experience for our students.
- Implementation of Centegix System.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Teachers need better training and process of dealing with technology in the classroom. **Root Cause:** Teachers are have not been trained on specific ways to implement technology in the classroom.

# Priority Problem Statements

**Problem Statement 1:** Students are not growing in reading and math on the STAAR assessment from one year to the next. (31.1% of tests demonstrated little to no growth.)

**Root Cause 1:** GMS is not focusing on data and providing data-driven instruction.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Subpopulations of students are not meeting targets in Domain 3 of TEA Accountability System.

**Root Cause 2:** Teachers are not differentiating instruction and other Tier 2 and Tier 3 instructional practices.

**Problem Statement 2 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## **Accountability Data**

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

## **Student Data: Assessments**

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

## **Student Data: Student Groups**

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

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

- Class size averages by grade and subject
- School safety data

### **Employee Data**

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

### **Support Systems and Other Data**

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

# Goals

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

**Performance Objective 1:** Greenville Middle School will achieve an overall "C" or higher rating on the TEA Accountability system through growth in the number of students demonstrating STAAR growth and the number of students meeting meets or better.

**High Priority**

**Evaluation Data Sources:** STAAR scores, TEA Accountability rating

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement and monitor Foundations of Teaching (FIT) in 8th grade Science and Social Studies. <b>Strategy's Expected Result/Impact:</b> Increased student achievement on STAAR <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create and implement a new PLC protocol consisting of 4 questions regarding data and the 4 questions of a PLC. Campus administration will attend all subject/grade level PLCs. <b>Strategy's Expected Result/Impact:</b> Create a data-driven culture and increase student growth and student achievement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals District Curriculum Coordinators FIT Consultants  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Analyze student data to identify strengths and weaknesses on a daily basis using DMAC and EdSpire. <b>Strategy's Expected Result/Impact:</b> 70% of GMS students showing growth on STAAR RLA and Math assessments. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals District Curriculum Coordinators RLA and Math Team Leads  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Create a Campus Instructional Leadership Team (CILT) comprised of lead teachers and campus administration. CILTs will analyze data from nine-weeks assessments and benchmarks generated in DMAC and Edspire. <b>Strategy's Expected Result/Impact:</b> Better understanding of instructional needs <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> GMS Administration will conduct intentional walkthroughs for lesson alignment and provide coaching to teachers. GMS will use the ESF framework and Bambrick model when providing feedback. <b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness and pedagogy. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Campus administration will create and implement a walkthrough calendar and feedback trackers. <b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Evaluate lesson plans weekly to make sure that data provided from previous weeks are being used in upcoming weeks' lessons. <b>Strategy's Expected Result/Impact:</b> Increase teacher capacity to provide data driven instruction and create a data driven culture. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Team Leads District Curriculum Coordinators FIT Consultants  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Continue to include the addition of a second block of math and reading for all students not successful on state assessment to serve students in need of accelerated instruction. <b>Strategy's Expected Result/Impact:</b> Increase in students achieving "approaches" and "meets" grade level expectations. <b>Staff Responsible for Monitoring:</b> Principal and Team Leads  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Utilizing the planning Fridays on the district calendar, GMS administration, along with district support, will work with teachers to ensure lesson plans developed meet the rigor of required TEKS and are aligned. <b>Strategy's Expected Result/Impact:</b> Increase the capacity of teachers to develop high quality lessons that will impact student growth and achievement <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Team Leads FIT Consultants District Curriculum Coordinators  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Writing and reading across all classes (WICOR, CATCH, ELLA). <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Add curriculum resources to the math department by collaborating with the C&I department. <b>Strategy's Expected Result/Impact:</b> Increase student achievement on the mathematics. <b>Staff Responsible for Monitoring:</b> Team Leads Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

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





**Performance Objective 2:** Greenville Middle School will increase the academic performance of students sub populations populations by at 10% across all STAAR tested subjects.

**High Priority**  
**Evaluation Data Sources:** STAAR

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> GMS administration will create data tracker focused on individual student growth. Data tracker will have a family friendly version of individual student goals based on 2024 STAAR performance and a teacher version for teachers to implement in RLA and Math classes.  <b>Strategy's Expected Result/Impact:</b> Create a growth mindset for the entire GMS community including parents and guardians. <b>Staff Responsible for Monitoring:</b> Teachers Assistant Principals Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monitor the growth of students in accelerated instruction and provide specific TEKS to target based on weekly data. <b>Strategy's Expected Result/Impact:</b> Increase student growth amongst the lowest performing students. <b>Staff Responsible for Monitoring:</b> RLA and Math Teachers Principal Assistant Principals District Curriculum Coordinators  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement an ELLA course for newcomers in our school. <b>Strategy's Expected Result/Impact:</b> Academic language development Student growth TELPAS success rates increase <b>Staff Responsible for Monitoring:</b> Bilingual Coordinator Teachers AP of Special Programs Principal  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Use more small group instruction in general education classrooms in RLA and Math. Teachers will be trained in effective strategies. <b>Strategy's Expected Result/Impact:</b> Increase Student growth on STAAR <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide tutoring to students before and after school utilizing ESF grant funds and the ACE program. <b>Strategy's Expected Result/Impact:</b> Increase student growth in RLA and Math Increase student achievement in Science and Social Studies <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals ACE Coordinator Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Train staff throughout the year on AVID WICOR strategies in the categories of Organization, Reading, and Writing <b>Strategy's Expected Result/Impact:</b> Student reading comprehension and problem solving skills and capacity will increase. <b>Staff Responsible for Monitoring:</b> Principal AVID Coordinator AVID Site Team Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				



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

**Performance Objective 3:** GMS students will be offered a variety of opportunities to explore colleges and careers.

**Evaluation Data Sources:** Qualitative Data from events  
 Elective Course selection  
 List of offered experiences  
 Event Sign-in sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review programs of study offered by GHS with 8th grade students during the Spring semester. <b>Strategy's Expected Result/Impact:</b> Increased awareness <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselors	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Promote CTE events and opportunities through the campus website, social media, and counseling staff to all students and parents. <b>Strategy's Expected Result/Impact:</b> Increased knowledge of activities. Increased college preparedness. <b>Staff Responsible for Monitoring:</b> Principal Media specialist  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Connect with GHS to create a plan to offer more introductory CTE Classes. <b>Strategy's Expected Result/Impact:</b> Offer more CTE courses offered at middle school. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselor GHS CTE Coordinator  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

**Performance Objective 4:** GMS will focus on more students achieving "Meets" and improve from 20% to 30% for all students by June 2025.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create data walls in PLC room to help teachers know where there students, group students, and guide instructional decisions. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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

**Performance Objective 1:** GMS will review discipline data to identify trends and effectively plan to reduce overall infractions.

**Evaluation Data Sources:** Skyward Reports  
On Data Suite  
Discipline Referrals/data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus administration will train staff at the beginning of the year on the GMS Playbook and discipline procedures. GMS principal will create a yearly professional development plan that includes updates to the playbook and classroom management techniques. <b>Strategy's Expected Result/Impact:</b> Consistency in discipline approaches by staff <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Student Engagement Officer Teachers  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> GMS will provide students anti-bullying information throughout the year to increase awareness and reduce incident of bullying. <b>Strategy's Expected Result/Impact:</b> Reduced bullying <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Greenville Middle School Administration will inform students of expectations throughout the school year in a variety of ways. <b>Strategy's Expected Result/Impact:</b> Decrease in classroom disruptions and removals <b>Staff Responsible for Monitoring:</b> Principal Asst. Principals All staff  <b>Title I:</b> 2.5 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Campus leadership team will review student discipline monthly to look for trends and to make adjustments to daily operations and trainings needed. <b>Strategy's Expected Result/Impact:</b> Decrease in student out of placements <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Student Engagement Officer Secretaries Registrars Teachers Coaches  <b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

**Performance Objective 2:** All Teachers will implement Character Strong during their 5th period class

**Evaluation Data Sources:** Character Strong usage report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Counselors will train all teachers on Character Strong. <b>Strategy's Expected Result/Impact:</b> Reduce the number of incidents leading to referrals <b>Staff Responsible for Monitoring:</b> Counselors  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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

**Performance Objective 3:** Utilize Communities in Schools to assist with students basics needs.

**Evaluation Data Sources:** CIS enrollment  
CIS campus activities

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify students that need assistance with basic needs. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Principal APs Counselor Region 10-Community In Schools  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				





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

**Performance Objective 4:** GMS will decrease out of class placements by 10% from 2023-2024 school year.

**Evaluation Data Sources:** On data suite  
Skyward Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a training plan around classroom management and discipline strategies. <b>Strategy's Expected Result/Impact:</b> A staff equipped to deal with a variety of discipline issues. <b>Staff Responsible for Monitoring:</b> Principal APs  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Communicate weekly with parents on the needs of the school regarding discipline. <b>Strategy's Expected Result/Impact:</b> parents take more ownership <b>Staff Responsible for Monitoring:</b> Principals APs Social Media personnel  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Send weekly motivational emails to the staff of GMS. <b>Strategy's Expected Result/Impact:</b> A mindset change regarding discipline <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize Student Engagement Officer to support and effectively coach students with multiple discipline referrals. <b>Strategy's Expected Result/Impact:</b> Improved behavior <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Student Engagement Officer	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

**Performance Objective 1:** GMS will recruit new teachers that have the mindset needed to perform at a high level.

**Evaluation Data Sources:** T-TESS Evaluations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Work with teacher organizations to recruit certified teachers. <b>Strategy's Expected Result/Impact:</b> Retain highly qualified teachers. <b>Staff Responsible for Monitoring:</b> Human Resources Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create a strong hiring process that includes a multitude of stakeholders. <b>Strategy's Expected Result/Impact:</b> Hire quality people <b>Staff Responsible for Monitoring:</b> Principal APs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>				

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

**Performance Objective 2:** GMS Teachers will develop to proficient or high on their T-TESS evaluation.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus Instructional Leadership Team (CILT) will conduct walkthroughs based on the Bambrick Book and ESF training.  <b>Strategy's Expected Result/Impact:</b> Improvement in instruction and reinforce positive instructional practices <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal(s)  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> GMS administration will record teachers to build a library of best practices and allow other teachers to view in order to improve practices.  <b>Strategy's Expected Result/Impact:</b> Improved instruction <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal (s) Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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


**Performance Objective 3:** GMS new teachers will attend the district New Teacher Academy.


**High Priority**


**Evaluation Data Sources:** Teacher retention  
Teacher Effectiveness  
T-TESS observations


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

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Opportunity to participate in professional development at the district, state, or region to improve and understand district and campus goals that will impact student growth. <b>Strategy's Expected Result/Impact:</b> Increased student performance by giving teachers increased knowledge about content skills and strategies. <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June


No Progress


Accomplished


Continue/Modify


Discontinue

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

**Performance Objective 4:** GMS will provide high-quality professional development to all teachers during the biweekly team meetings.

**Evaluation Data Sources:** Staff Meeting Agendas  
Professional Development Certificates

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> GMS Administrators will conduct PD at staff meetings to roll out a instructional delivery design for the entire campus. <b>Strategy's Expected Result/Impact:</b> Learning objective Student Products Data Digging and how to use it The Tasks (agenda) Accommodations and Differentiation Student Engagement Techniques <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will present professional development/learning techniques/strategies to staff. <b>Strategy's Expected Result/Impact:</b> Peer-to-peer professional development results in teachers being more receptive to strategies <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal (s)  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue



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

**Performance Objective 1:** Perform monthly audits of GMS finances

**Evaluation Data Sources:** Monthly Financial Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Greenville Middle School will have budget reviews throughout the year to determine resources are allocated for achieving student success. <b>Strategy's Expected Result/Impact:</b> Expenses aligned with campus and district goals <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>				

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

**Performance Objective 2:** Utilize grant funds to support teaching and learning at GMS

**Evaluation Data Sources:** Budget reports

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

**Performance Objective 1:** GMS will consolidate initiatives such as "Convos with Carter" and Title 3 engagements into PTA meetings.

**Evaluation Data Sources:** Sign-in sheets at events  
Tickets  
Engagement with Smores  
Engagement with Facebook

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Greenville Middle school will host Meet in the Middle, Conversations with Carter and Summer Send-Off events.  <b>Strategy's Expected Result/Impact:</b> Increase family engagement <b>Staff Responsible for Monitoring:</b> Counselor(s) Principal Assistant Principal(s)  <b>Title I:</b> 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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

**Performance Objective 2:** GMS will provide weekly communication through social media and blackboard messenger

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Principal will communicate with stakeholders through the use of Blackboard messenger. <b>Strategy's Expected Result/Impact:</b> Effective communication <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Principal will create and distribute a GMS weekly newsletter. <b>Strategy's Expected Result/Impact:</b> Effective communication. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Use Facebook and Twitter to "Celebrate" and deliver important messages about Greenville Middle School. <b>Strategy's Expected Result/Impact:</b> Increased engagement <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



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