

Sheldon Independent School District
Michael R. Null Middle School
2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Michael R. Null Middle School is a campus in Sheldon ISD that opened in 2009. NMS is projected to serve 1,006 students in grades 6th through 8th during the 2024-2025 school year.

Mission: Michael R. Null will provide a welcoming and collaborative environment for all students through personalized learning that is relevant and rigorous.

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

We do this through:

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

Motto: Connections First

Theme: Where Visions Becomes Legacy

Null Middle School reviewed various campus data elements to evaluate the overall progress towards goals of the campus to complete the campus program evaluation, and to outline components of a needs assessment. The Campus Leadership Team met on May 6, 2024, and again on May 29th to develop the Campus Needs Assessment. The meetings were held in the campus library starting at 4:30 PM on May 6th and 1:30pm on May 29th. We plan to meet again in July 2024, September 2024, January 2025, and April 2025 to review and revise the CNA as needed. The team was able to facilitate the development of the campus comprehensive needs assessment and NMS improvement plan for the 2024 - 2025 school year. Our campus administration and academic teams reviewed the data and proposed a plan that would help to ensure student growth.

Campus Administration/Academic Team

Name	Position
Roberto Gonzalez	Principal
Duaine Harris	Associate Principal
Adrienne Tate	Dean of Instruction

Name	Position
Patricia Alejandro	Assistant Principal
Shaquanda Taylor-Curb	Assistant Principal
Veronica Citizen	Campus Testing/RTI Coordinator
Natalie King	Campus Instructional Specialist - ELAR
Christina Guillory	Campus Instructional Specialist - Math
Colin Merritt	Campus Instructional Specialist- Social Studies
Angela Coleman	Campus Instructional Specialist - Science
Brandon Taylor	Campus Program Specialist - Special Education
Jantel Boutte	ELAR Department Chair
David High	Social Studies Department Chair
Demetra Aponte	Math Department Chair
Nichole Spriggs	Science Department Chair
James Peace	Elective Department Chair
David Lea	Fine Arts Department Chair
Lakeisha Miller	Campus Counselor
Paula Roberson	Campus Counselor
Laura Flores	Campus Counselor- Lead
Derrick Williams	Athletic Coordinator
Natasha Greene	AVID Site Coordinator
Kathryn Black	School Librarian
Shearone Hudson	Teacher- Math Intervention
Shavon Bazemore	Teacher- CTE
Stacy Holt	Teacher- Reading Intervention
Sherrell Wilson	Teacher- STEM/AVID
Joshua Holt	Teacher- Science
Madison Philip	Teacher- STEM/Science
Racquel Edwards	Teacher- STEM/RELA
Tracie Howard	Teacher- Science
Esmeralda Gonzalez	Paraprofessional
Tacarra Williams	SISD Title 1 Representative
Janice Whiting	SISD Title 1 Representative

Name	Position
	Parent

Campus Targets:

The 2023-2024 STAAR/EOC data was used to determine the academic needs of all students. According to the Texas Education Agency Accountability Summary Report, Null Middle School received a rating of D. (This is according to On-Data Suite)

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted	Weighted Points	Overall Score	2024 Overall Rating
(101924043) - Michael R Null Middle							
Student Achievement	58		63	70%	44.1	65	D
School Progress, Part A	60	63					
School Progress, Part B	63						
Closing the Gaps	68		30%	20.4			

The School Decision Making Committee (SDMC) created a plan of action to ensure student success and a positive culture and climate for student and staff. To produce continuous improvement across all grade levels and student demographic populations, the following priorities will continue be the targets for our work for the 2024-2025 school year.

1. Improving the campus MTSS/RTI process to increase student growth metrics in STAAR Domain 2A/B by 10%.
2. Provide targeted support for our at-risk, special education, emerging bilingual, African American, and Two or More Races population to increase performance in Domain 3 by 10 points.
3. Establish a PBIS system to implement consistent behavioral, academic, decision-making, and social-emotional expectations that will aid students in a well-rounded educational experience.

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

The campus improvement plan and parent and family engagement policy are available in the front office at Null Middle School, in the foyer of the NEY Administration building.

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

Demographics

Demographics Summary

Michael R. Null Middle School is a 6th - 8th grade campus on the East side of Houston between two large districts. We sit between Galena Park ISD to our South and Humble ISD to our North. The campus has a population of over 1155 students, ages 11 - 15 years old. Most students live in homes around our campus in our attendance zones. The student body is made up of many different neighborhoods and several of our elementary campuses. Null Middle School has a high concentration of Economic Disadvantaged students. Our campus has to ensure that the basic needs of our students are being met before we can educate them. Everyday our students come to campus with educational needs, but we must also make sure that we focus on their emotional and social needs as well. It is also important that we ensure that our staff has the support to assist with the emotional needs of the students.

Demographics Strengths

- Null Middle School is a diverse representation of the Sheldon Community.
- Null Middle School employs a diverse staff and averages that exceed the state in the number of males, African Americans, and Hispanics.
- 15 teachers are ESL certified to support our EB student population
- Majority of the teachers employed at Null Middle School have 5-20 years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ensuring that our campus continues to be inclusive.

Problem Statement 2: Supporting our subpopulations.

Problem Statement 3: Supporting sped population in academic growth.

Problem Statement 4: Sharing communication and information in diverse languages and ensuring external meetings are translated.

Student Achievement

Student Achievement Summary

The campus experienced significant academic decline in core subject area, with Social Studies, Science 8, and Math 6, 7, and Algebra I courses showing a decrease of more than 5% in comparison to 2022-2023 STAAR Domain 1 data. This downward trend counterbalanced a steady 4% growth in Reading Language Arts courses. Overall student performance declined by 5% as evidenced by a decrease in the number of students approaching grade level. While the percentage of students meeting grade level standards remained stable, there was a slight 1% increase in the number of students mastering grade level expectations. After reviewing the comprehensive data, our campus goal for the 2024-2025 school year is overall 67% of students approaching grade level, 36% meeting grade level standards, and 13% of students mastering grade level standards.

We will improving outcomes in student achievement, academic growth and closing the gaps by having an increased focus on closing math learning gaps through strategic intervention, strengthening academic support of our special populations, and refining our personalized learning approach to ensure individual students are reaching their academic growth goals.

Null Middle School accountability ratings are as follows:

Overall Accountability:

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted	Weighted Points	Overall Score	2024 Overall Rating
(101924043) - Michael R Null Middle							
Student Achievement	58					65	D
School Progress, Part A	60	63	63	70%	44.1		
School Progress, Part B	63						
Closing the Gaps	68			30%	20.4		

Longitudinal Data:

Performance Band	2021-2022	2022-2023	2023-2024
Approaches	52%	60%	55%
Meets	22%	26%	26%
Masters	9%	7%	8%

Domain 3: Closing the Gaps

Student Success:

	All Students	African American	Hispanic	White	American Indian	Asian	Two or More Races	High Focus	EB	Eco. Dis.	SPED (Current)	SPED (Former)	Cont Enrolled
2023-27 Interim Target	47	37	41	58	45	74	55	38	37	38	23	42	48
2024 Average Component Score	30	26	31	29	29	79	34	29	28	29	18	33	32

** High Focus are any students identified as the following:

- Economically Disadvantage
- EB student/ EL
- Current special education
- Highly mobile

Domain 1: Component Score by Course:

Course	22-23 STAAR	23-24 Goal	Interim 1 Fall	Interim 2 Spring	24-23 STAAR	STAAR % from Goal
6th Math		37	31	28	24	-13%
7th Math		25	9	18	9	-16%
8th Math		38	33	35	29	-9%
Algebra 1		66	36	47	48	-18%
RELA 6		38	33	48	38	0%
RELA 7		40	36	49	38	-2%
RELA 8		45	45	47	40	-5%
Science 8		46	No Interim	35	25	-21%
Social Studies 8		25	No Interim	20	15	-10%

Student Achievement Strengths

Strengths:

Our preliminary scores from the 2023-2024 assessment data showed a decrease in Alg. 1, 8th grade science and social Studies, and 7 and 6th grade Math.

Data and scores have been collected from all students and student sub-groups show that our students scored in close proximity to the neighboring campus King Middle School, with the exception of 8th grade Science and Social Studies. There will be a lot of work to grow our students this coming school year. Our goal component score was a 31 and we calculated the score unofficially at an 28.

Other Strengths include:

- Reading courses averaged a 4% growth
- We see more students moving from intermediate to advanced but not advanced to advanced high on TELPAS.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Performance in Math 7, Social Studies 8, Algebra I, and Science 8 regressed 5% points or more.

Problem Statement 2: Addressing the drop in Alg scores across all performance levels and not meeting the 100% approaches goal.

Problem Statement 3: Testing: Addressing the need to move students from advanced to advanced high levels to exit EB programming

Problem Statement 4: Sheltered instructional practices and support for teachers and paraprofessionals.

District Culture and Climate

District Culture and Climate Summary

Students at Null Middle School describe campus life as an engaging and safe learning environment. It is a typical middle school with the occasional peer pressure and drama associated with growing up and the physical changes that a middle school student goes through. Teachers are very focused on educating their students and holding them accountable for not only their academic progress, but also their behavior. This past school year, we focused on increasing adult presence and consistency with setting clear expectations for students. This greatly helped focus our students who are doing the things that are required to be a "Super Stallions".

Our staff is very devoted and always ready to put in additional time to accomplish whatever needs to be done on campus for us to be successful. Although all teachers are not considered "highly qualified", as a campus, we made a concerted effort to recruit and hire competent and caring individuals that serve to be positive "real-life" role models for our student body that is composed of a large number of at-risk students.

The attendance rate at school ranges around 94%. This is a true indicator of a school where students like to attend. Keeping students engaged and wanting to attend school regularly continues to remain a challenge however. We will continue to encourage our teachers to focus on motivating and engaging our students to keep them attending classes.

District Culture and Climate Strengths

Strengths:

- Increased adult presence in hallway duty translated into teachers feeling safe on campus.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Lack of sunshine(teacher morale) committee and team building activities **Root Cause:** A need to establish a committee of people who prioritize staff celebrations.

Problem Statement 2 (Prioritized): Lack of leadership development opportunities for veteran teachers. **Root Cause:** Defining the role of Administrative Intern role and providing frequent and documented activities to strengthen our veteran teachers' leadership skill set.

Problem Statement 3 (Prioritized): Lack of PBIS system to motivate students **Root Cause:** A need to establish a committee of people who prioritize students positive behavior incentives and student celebrations

Problem Statement 4 (Prioritized): Inconsistent structure, norms, and expectations for students classroom to classroom, classroom to hallway, and classroom to common spaces.

Root Cause: Leadership visibility in classrooms and hallways to remind both staff and students of the expectations

Problem Statement 5 (Prioritized): Perception of how students are held accountable for their behavior. **Root Cause:** A need to establish a committee of people who prioritize student behavior by reviewing PBIS matrix and determining if reward and consequences are being upheld with fidelity.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We aspire to have 100% of our teachers considered highly qualified at Null Middle School. The district allows for campuses to hire adjunct teachers to fill high need vacancies. This year, We revamp our hiring practices and increased the number of certified staff. We have also seen an increase in our ability to retain teachers. Besides our hiring efforts, we also have a mentoring program to ensure that new teachers feel welcomed and have a qualified mentor support them as they acclimate to the campus.

According to the committee, we have a strong mentoring program that works well assisting brand new teachers, who are new to the profession, get the assistance and support that is needed to keep them in the profession longer by making their first year experience a positive one.

All core teachers attend staff development during the school year along with all elective classes. All teachers that request staff development are afforded the opportunity to go whenever it is applicable to our campus goals and the expenses are affordable within our budget. Those that attend are required to bring back what they have learned to the staff through their Professional Learning Communities. Other staff development opportunities that we will be taking advantage of this school year include RTI, Lead4ward, AVID, ELPS, and GT training.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Our turnover rate for 2023-2024 decreased.
- Revised hiring practices to include performance tasks increasing the chance of staff quality.
- Increased focus on hiring certified staff members

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Unclear outcomes of teacher mentorship programs to leading to a gap in new teachers gaining the skills to accelerate their development as effective novice teachers **Root Cause:** A need to develop clear outcomes for the mentor program ensuring their is a measurable result to determine effectiveness

Problem Statement 2 (Prioritized): Uncertified teachers on campus **Root Cause:** A need to develop clear outcomes for the mentor program ensuring their is a measurable result to determine effectiveness

Problem Statement 3 (Prioritized): Adjunct teachers lacking foundational classroom skills (lesson planning, classroom management) **Root Cause:** A need to develop clear outcomes for the mentor program ensuring their is a measurable result to determine effectiveness

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum and Instruction

As of the 2024-2025 school year, Sheldon Independent School District has adopted the following curriculum by content:

Science: McGraw Hill

Reading Language Arts: StudySync

Reading Intervention: I-Ready Pathway

Math: I-Ready Math

Math Intervention: I-Ready Pathway

Social Studies: Lowman

Dean of Instruction and Campus Instructional Specialists play a critical roles in fostering teacher growth and development by providing ongoing support and guidance. Through collaborative Professional Learning Communities (PLCs), these leaders work alongside teachers to analyze student work, model effective instructional strategies, and disaggregate data to inform targeted interventions. This collective effort empowers educators to internalize best practices, refine their teaching, and ultimately enhance student achievement.

The Sheldon ISD instructional framework provides a structure that helps teachers deliver effective instruction. It provides a common language so that educators can identify and discuss good teaching practices. The framework is comprised of a three-part cycle and core strategies delivered in a positive learning environment. The following core instructional strategies are grounded in clear expectations aligned to learning standards:

- Productive Struggle
- Student Agency
- Academic Discourse
- Purposeful Small Group
- Constructive Feedback
- Critical Writing
- Grade-Level Texts

Quarterly, core teachers will display wall work according to the district expectations of alignment walks. Teachers utilize the Collaborative Planning Document to establish alignments to the TEKS and identify wall work. The purpose of alignment walks is to gauge lesson planning and implementation of effectiveness regarding alignment to the TEKS as well as the district instructional framework. Alignment Walks are utilized as a professional development and lesson study tool that fosters dialogue and discussion amongst the instructional staff.

Sheldon ISD also implements district non-negotiables focuses on planning and implementing various

- Wall Work
- TEKS Posted
- Interactive Notebooks

- Nominal Data

The curriculum is monitored through planning, Professional Learning Communities, and classroom observations. This year, teachers will focus on incorporating critical thinking and higher order thinking skills to improve their abilities to scaffold and extend learning opportunity. Therefore, teachers will continue to practice differentiating lesson to meet diverse learner needs in their classrooms and implement best practices daily to improve student achievement.

Intervention

Data from the previous STAAR is used at the beginning of each year to assist with proper placement of students who need intervention classes. The new curriculum will allow interventionists to target specific skill deficits and the I-Ready platforms allows the interventionists to track student data to support timely reteach opportunities.

Curriculum, Instruction, and Assessment Strengths

Strengths:

- The master schedule allows for teachers to have a PLC planning block to support a culture of collaboration and alignment
- We have a PLC protocol- supported by development by Solution Tree.
- Reading Intervention redesigned to include tiered support for struggling readers
- The district provides teachers a scope and sequence with aligned district common assessments

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Frequency of common formative assessment . **Root Cause:** Pacing and prioritizing purposeful practice during instruction

Problem Statement 2 (Prioritized): There is a need to analyze student work more to determine students' misconceptions. **Root Cause:** PLC were focused on lesson planning

Problem Statement 3: There is a need to have more models of practice (at-bats in PLCs) **Root Cause:** PLCs were focused on lesson planning

Problem Statement 4 (Prioritized): Blended learning: Enhance student proficiency in using educational technology platforms. **Root Cause:** Teachers need more professional development to improve implementation of blended learning.

Problem Statement 5 (Prioritized): Math intervention lack of curriculum and structure **Root Cause:** Teacher developed resources that targeted strictly Tier 3 foundational gaps.

Family and Community Engagement

Family and Community Engagement Summary

The success of an instructional program is often significantly influenced by how well parents of the students and the community support the school. In order to achieve support, parents must become involved as partners in the education of their students and the community as a whole must support education efforts. Null Middle School will be encouraging an increased amount of parental involvement and support compared to the last school year. We strive to increase the number of parents attending events on campus each year. Nevertheless, parental/community involvement and support is something that every staff person must continue to actively cultivate.

The community and parents are generally very supportive of the district and campuses. Numerous fundraisers are held throughout the year and the community and parents purchase thousands of dollars worth of fundraiser items in support of campus efforts. The number of parents that attend events, such as fine arts activities, student assemblies, athletic endeavors, patriotic celebrations, and curriculum nights, continues to increase each year.

Family and Community Engagement Strengths

Strengths:

- Our parents attend events - especially for Elective programming.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): Our parents do not take advantage of leadership roles on campus. **Root Cause:** Lack of engagement opportunities for parents/guardians to have an active voice in their child's education.

Problem Statement 2 (Prioritized): We currently do not have a PTO. **Root Cause:** Lack of engagement opportunities for parents/guardians to have an active voice in their child's education

District Organization

District Organization Summary

The breakdown of core teacher is as follows:

- RELA
- Math
- Science
- Social Studies
- Intervention for RELA/Math

Special Services at Null Middle School:

- Life Skills/SLC
- BEST- Behavior Program
- AVID
- In-Class Support

The office staff consists of the following staff members:

- Principal
- Associate Principal
- Dean of Instruction
- Two Assistant Principals
- Three Counselors
- Three Secretaries
- Attendance Clerk
- PEIMS Clerk
- Principal Secretary

Null Middle School has three instructional specialists that support content core team with classroom instructional best practices and daily Professional Learning Communities. PLCs are built into the master schedule to support for all core content teachers.

The following elective classes are provided to students as electives: Band, Choir, Art, PE, Journalism, Coding, Spanish, Speech, Touch Data/CCR, AVID, CAP, Dance, and Theater.

District Organization Strengths

School Context and Organization Strengths Strengths include:

Intervention teachers for ELA/Math provided on each grade-level.

Diverse electives provided to students

Staff diversity

Curriculum Support staff to oversee curriculum and instruction on campus

CIS provided to each core content area.

Problem Statements Identifying District Organization Needs

Problem Statement 1 (Prioritized): The number of students failing the Math STAAR causes more students to need a form of intervention. **Root Cause:** Lack of in-depth instruction and high levels of rigor in math classes.

Technology

Technology Summary

Technology

All core teachers have a Chromebook cart in their classrooms. The traditional way of instructional delivery has changed as students have more access to the world around them through technology. If we are producing globally competitive students, teachers have to adapt to the world they will encounter.

As we continue to meet the demands of the 21st century and fill students' learning gaps, teachers will utilize blended learning educational approach to engage, intervene, and accelerate student learning. The district uses Google Class as the learning management system.

The effect of using technology in all content areas is innovative and modern. It is necessary to use technology in content in order to prepare students for post-secondary opportunities. Technology supports engagement and allows students to observe and complete presentations, participate in hands-on activities, and build technical skills. Since students have constant exposure to technology, it is important to teach them how to effectively use technology to engage in the curriculum programs. we a focused on building the digital literacy gap between our students and teacher through Blended Learning Professional Development.

Technology Strengths

Strengths:

- Our campus was able to secure Chromebooks for all of our students.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology management and student protocols: ensuring students treat technology appropriately to decrease the cost of replacement technology. **Root Cause:** Lack of monitor Chromebook carts once distributed to teachers.

Problem Statement 2: Purposeful use of instructional technology. Teachers need more support in blending classroom instruction with technology **Root Cause:** A need for professional development

Problem Statement 3: Wifi is unreliable at times **Root Cause:** A need more infrastructures to support the use of technology.

Problem Statement 4: Lack of technology devices and/or Internet access at home **Root Cause:** A need for more Chromebook devices.

Demographics

Demographics Summary

Michael R. Null Middle School is a 6th - 8th grade campus on the East side of Houston between two large districts: Galena Park ISD to our South and Humble ISD to our North. The campus has a population of over 1155 students, ages 11 - 15 years old. Most students live in homes around our campus in our attendance zones. We receive students from Garrett Elementary, Sheldon Elementary, and Sheldon Lake Elementary. The majority of our students reside in the following major neighborhoods in the Sheldon area: Greensbrook, Kingslake, Sheldon Ridge, ABC, and Texas Pride. Eighty-nine percent of Null Middle School students are economically disadvantaged.

(A) Student Enrollment

Student Population	Count	Percent
Student Total	1155	100%
6th Grade	372	32.21%
7th Grade	360	31.17%
8th Grade	423	36.62%

(B) Student Demographics

Student Demographics	Student Count	Percent
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Gender

Male	568	50.82%
Female	587	49.18%

Ethnicity

Hispanic-Latino	719	62.25%
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Race

American Indian- Alaskan Native	3	0.26%
Asian	4	0.35%
Black- African American	351	30.39%
Native Hawaiian- Pacific Islander	0	0.00%
White	50	4.33%

American Indian- Alaskan Native	3	0.26%
Two-or-More	28	2.42%

(C) Student Longitudinal Demographics by Ethnicity

Ethnicity	2021-2022	2022-2023	2023-2024
Hispanic	62.12%	63.23%	
American Indian- Alaskan Native	0.22%	0.26%	
Asian	0.43%	0.52%	
Black- African America	29.91%	29.47%	
Native Hawaiian- Pacific Islander	0%	0.17%	
White	5.31%	3.95%	
Two-or- More	2.01%	2.41%	

(D) Student Programs

Student Programs	Count	Percent
Dyslexia	83	7.19%
Gifted and Talented	68	5.89%
Section 504	46	3.98%
Special Education	156	13.51%
Emergent Bilingual	375	32.47%
Alt. ESL	353	30.56%
Title 1 Homeless	2	0.17%

(E) Student Indicators

Student Indicators	Count	Percentage
Foster Care	3	0.26%
Migrant	0	0.00%
Intervention Indicator	91	7.88%
Military Connected	26	2.25%
Unschooling Asylee/Refugee	0	0.00%
Economically Disadvantage	1,027	88.92%
Free Meals	180	15.58%

Student Indicators	Count	Percentage
Reduced- Price Meals	73	6.32%
Other Economic Disadvantage	774	67.01%
Homeless	2	0.17%

(F) Staff Demographics by Ethnicity

Ethnicity	Campus	District	State
Hispanic	13%	27%	29.6%
African American	62.6%	43.2%	11.8%
White	20%	25.7%	54.9%
Asian	2.9%	1.6%	2.0%
Two or More Races	1.4%	1.4%	1.2%

(G) Staff Demographics by Gender

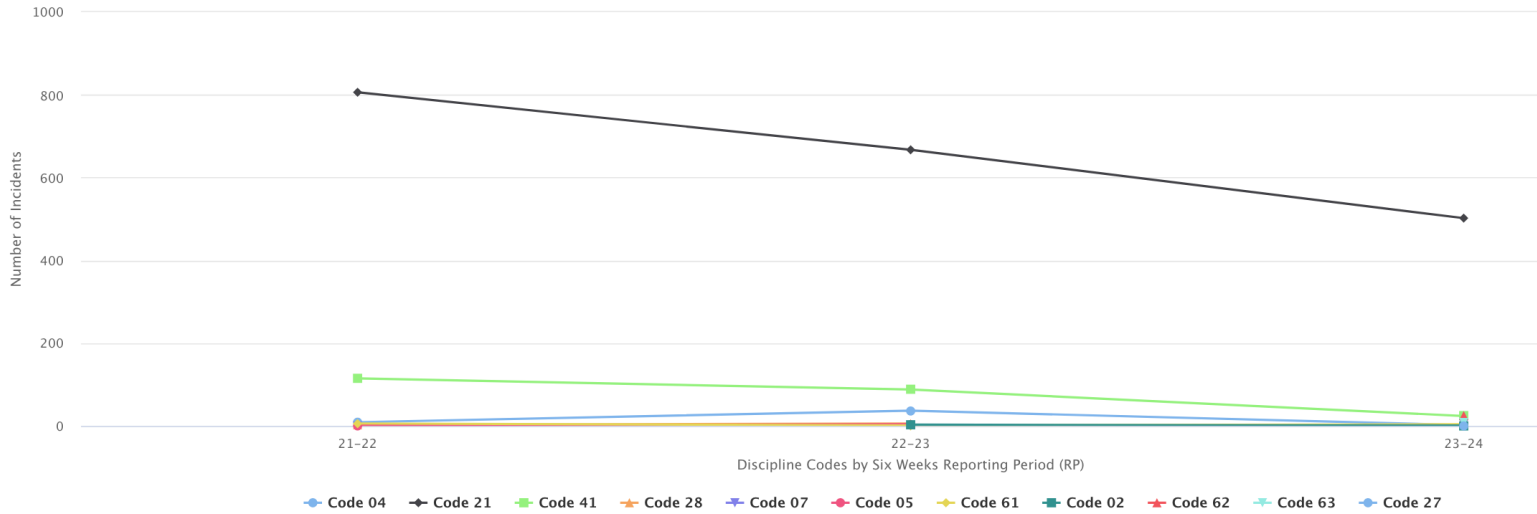
Gender	Campus	District	State
Male	32%	27.2%	24.4%
Female	68%	72.8%	75.6%

(H) Staff Demographics by Years of Experience

Years of Experience	Campus	District	State
Beginning Teachers	21.7%	19.2%	9.7%
1-5 Years Experience	34.6%	31.9%	26.3%
6-10 Years Experience	18%	19.9%	20.5%
11-20 Years Experience	21.7%	21.1%	27.2%
21-30 Years Experience	2.8%	4.0%	7.4%
Over 30 Years Experience	0.0%	0.5%	2.9%

Longitudinal Discipline Data 2021-2024

Discipline Action Reason Code Trend Analysis for 2022, 2023, 2024 for Sheldon ISD Where Ethnicity is All Eth-Race



Longitudinal Attendance 2022-2024

Campus Attendance for Years: 2022, 2023, 2024 for All Campuses

Total Eligible Days Present	Total Ineligible Days Present	Membership (Abs + Pres)	Average Daily Attendance	Percent In Attendance	Total Days Absent	Total Eligible Days Present	Total Ineligible Days Present	Membership (Abs + Pres)	Average Daily Attendance	Percent In Attendance	Total Days Absent	Total Eligible Days Present	Total Ineligible Days Present	Membership (Abs + Pres)	Average Daily Attendance	Percent In Attendance
2021 - 2022	2021 - 2022	2021 - 2022	2021 - 2022	2021 - 2022	2022 - 2023	2022 - 2023	2022 - 2023	2022 - 2023	2022 - 2023	2022 - 2023	2023 - 2024	2023 - 2024	2023 - 2024	2023 - 2024	2023 - 2024	2023 - 2024
198,694.0	0.0	214,356.0	1,167.876	92.7%	12,964.0	180,070.0	0.0	193,034.0	1,065.334	93.3%	12,016.0	169,642.0	0.0	181,658.0	1,009.535	93.4%
198,694.0	0.0	214,356.0	1,167.876	92.7%	12,964.0	180,070.0	0.0	193,034.0	1,065.334	93.3%	12,016.0	169,642.0	0.0	181,658.0	1,009.535	93.4%

Demographics Strengths

- Null Middle School is a diverse representation of the Sheldon Community.
- Null Middle School employs a diverse staff that is representative of the student community
- Null Middle School's average of males, African American, and Hispanic teachers exceeds the state average.
- Over the course of three years, Null Middle School has maintained a steady increase in daily attendance
- Over the course of three years, Null Middle School has seen a significant decline in student discipline reports, including approximately a

50% decrease in students violating the code of conduct (code 21).

Problem Statements Identifying Demographics Needs

Problem Statement 1: EB and SPED students are performing below their peers. **Root Cause:** Teachers need additional support and professional development to meet diverse learner needs.

Problem Statement 2: We serve a high population of Economically Disadvantaged students. **Root Cause:** Null Middle School is in a growing community and students are moving to the area with inconsistent foundational skills in math and reading.

Student Learning

Student Learning Summary

The campus experienced significant academic decline in core subject area, with Social Studies, Science 8, and Math 6, 7, and Algebra I courses showing a decrease of more than 5% in comparison to 2022-2023 STAAR Domain 1 data. This downward trend counterbalanced a steady 4% growth in Reading Language Arts courses. Overall student performance declined by 5% as evidenced by a decrease in the number of students approaching grade level. While the percentage of students meeting grade level standards remained stable, there was a slight 1% increase in the number of students mastering grade level expectations. After reviewing the comprehensive data, our campus goal for the 2024-2025 school year is overall 67% of students approaching grade level, 36% meeting grade level standards, and 13% of students mastering grade level standards.

We will improving outcomes in student achievement, academic growth and closing the gaps by having an increased focus on closing math learning gaps through strategic intervention, strengthening academic support of our special populations, and refining our personalized learning approach to ensure individual students are reaching their academic growth goals.

Null Middle School accountability ratings are as follows:

Overall Accountability:

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted	Weighted Points	Overall Score	2024 Overall Rating
(101924043) - Michael R Null Middle							
Student Achievement	58					65	D
School Progress, Part A	60	63	63	70%	44.1		
School Progress, Part B	63						
Closing the Gaps	68			30%	20.4		

Longitudinal Data:

Performance Band	2021-2022	2022-2023	2023-2024
Approaches	52%	60%	55%
Meets	22%	26%	26%
Masters	9%	7%	8%

Domain 3: Closing the Gaps

Student Success:

	All Students	African American	Hispanic	White	American Indian	Asian	Two or More Races	High Focus	EB	Eco. Dis.	SPED (Current)	SPED (Former)	Cont Enrolled
2023-27 Interim Target	47	37	41	58	45	74	55	38	37	38	23	42	48
2024 Average Component Score	30	26	31	29	29	79	34	29	28	29	18	33	32

** High Focus are any students identified as the following:

- Economically Disadvantage
- EB student/ EL
- Current special education
- Highly mobile

Domain 1: Component Score by Course:

Course	22-23 STAAR	23-24 Goal	Interim 1 Fall	Interim 2 Spring	24-23 STAAR	STAAR % from Goal
6th Math	27	37	31	28	24	-13%
7th Math	18	25	9	18	9	-16%
8th Math	26	38	33	35	29	-9%
Algebra 1	62	66	36	47	48	-18%
RELA 6	33	38	33	48	38	0%
RELA 7	35	40	36	49	38	-2%
RELA 8	37	45	45	47	40	-5%
Science 8	33	46	No Interim	35	25	-21%
Social Studies 8	19	25	No Interim	20	15	-10%

Student Learning Strengths

Reading Language Arts met the interim target in two out of four special population indicators and has shown growth from the 2022-2023 STAAR Assessment in the indicators that did not meet the 2023-2027 interim target.

Academic Achievement: STAAR Performance Status at Meets Grade Level or above standard															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled	Component Points
Reading 2023-27 Interim	44	32	35	59	44	74	46	56	33	28	31	19	38	45	
Reading 2028-32 Next Interim	53	43	46	66	53	78	55	63	44	40	43	33	48	54	
Reading 2038 Long Term	72	66	68	80	72	87	73	78	67	64	66	60	69	73	
Reading 2023 (TEA 2022 Data)	33	29	35	31	-1	71	.	29	31						
Reading 2024	39 409 1,045	38 116 302	39 261 666	36 17 47	33 1 3	100 4 4		43 10 23	37 361 967	35 125 361	38 353 929	20 28 141	50 7 14	42 281 664	
Points	2	3	3	1	0	0	0	2	3	0	0	0	0	0	10
Met Minimum Size	Yes	Yes	Yes	Yes	No	No	NR	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

Reading Language Arts reach academic growth interim targets for African American students and High Focus students

Student Growth															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled	Component Points
Reading (2023-27) Interim	63	58	59	69	63	79	63	68	58	57	58	43	61	64	
Reading (2028-32) Next Interim	73	68	69	78	73	84	73	77	68	67	68	53	71	74	
Reading (2038) Long Term	93	88	89	95	93	95	93	95	88	87	88	73	91	94	
Reading Previous Year Rate (TEA 2022 Data)	72	72	72	63	-1	-1	.	88	60						
Reading Growth Score	59 599.0 1,011	60 174.0 290	59 383.0 651	57 25.0 44	100 2.0 2	100 3.0 3		62 13.0 21	58 544.0 938	54 196.0 361	58 527.0 902	39 53.0 136	57 8.0 14	62 407.0 659	
Points	0	3	3	0	0	0	0	0	3	0	0	0	0	0	6
Met Minimum Size	Yes	Yes	Yes	Yes	No	No	NR	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

TELPAS met the 2023-2027 interim target

English Language Proficiency															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled	Component Points
(2023-27) Interim										44					
(2028-32) Next Interim										46					
(2038) Long Term										50					
Prior Year Rate (TEA 2022 Data)										23					
2024 Advanced High or Basic Fluency										45					
										155					
										342					
Points	0	0	0	0	0	0	0	0	0	3	0	0	0	0	3
Met Minimum Size	NR	NR	NR	NR	NR	NR	NR	NR	NR	Yes	NR	NR	NR	NR	
Total Growth Component Points														3	

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Null Middle School is 17 points below the 2023-2027 Interim School Quality measure. Students are not prepared to reach the rigor of the state assessment.

Root Cause: Tier 1 Instruction is not effective in preparing students to reach grade level standards.

Problem Statement 2: Special Education students are significantly under performing compared to all students. **Root Cause:** Improvement needed in progress monitoring to ensure assignments are modified or accommodated according to students' IEPs. SPED teachers need additional support monitoring goals to ensure special education students are making progress and adjustments are made when students are not making academic gains.

Problem Statement 3: Null Middle School is 27 points below the 2023-2027 Interim Mathematic target for the percentage of students meeting grade level standards. **Root Cause:** Improvement needed in curriculum and instructional practices to improve outcomes for students in math.

Problem Statement 4: Null Middle School earned 6 out of 32 points for academic growth. Students are not making significant academic gains from year to year. **Root Cause:** Improvement needed in analyzing and interpreting data to determine targeted intervention plans to support students making academic gains.

Problem Statement 5: Null Middle School regressed 9% in Science 8, 5% in Social Studies, 10% in Math 7, and 15% in Algebra I. **Root Cause:** Improvement needed in curriculum alignment to ensure that daily course work is aligned to the state assessment. Also, improvement needed to analyze data to determine student misconceptions to reteach and reassess low-performing standards.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

As of the 2024-2025 school year, Sheldon Independent School District has adopted the following curriculum by content:

Science: McGraw Hill

Reading Language Arts: StudySync

Reading Intervention: I-Ready Pathway

Math: I-Ready Math

Math Intervention: I-Ready Pathway

Social Studies: Lowman

Dean of Instruction and Campus Instructional Specialists play a critical roles in fostering teacher growth and development by providing ongoing support and guidance. Through collaborative Professional Learning Communities (PLCs), these leaders work alongside teachers to analyze student work, model effective instructional strategies, and disaggregate data to inform targeted interventions. This collective effort empowers educators to internalize best practices, refine their teaching, and ultimately enhance student achievement.

The Sheldon ISD instructional framework provides a structure that helps teachers deliver effective instruction. It provides a common language so that educators can identify and discuss good teaching practices. The framework is comprised of a three-part cycle and core strategies delivered in a positive learning environment. The following core instructional strategies are grounded in clear expectations aligned to learning standards:

- Productive Struggle
- Student Agency
- Academic Discourse
- Purposeful Small Group
- Constructive Feedback
- Critical Writing
- Grade-Level Texts

Quarterly, core teachers will display wall work according to the district expectations of alignment walks. Teachers utilize the Collaborative Planning Document to establish alignments to the TEKS and identify wall work. The purpose of alignment walks is to gauge lesson planning and implementation of effectiveness regarding alignment to the TEKS as well as the district instructional framework. Alignment Walks are utilized as a professional development and lesson study tool that fosters dialogue and discussion amongst the instructional staff.

Sheldon ISD also implements district expectations for instructional best practices:

- Wall Work
- TEKS Posted
- Interactive Notebooks

- Nominal Data

The curriculum is monitored through planning, Professional Learning Communities, and classroom observations. This year, teachers will focus on incorporating critical thinking and higher order thinking skills to improve their abilities to scaffold and extend learning opportunity. Therefore, teachers will continue to practice differentiating lesson to meet diverse learner needs in their classrooms and implement best practices daily to improve student achievement.

Intervention

Data from the previous STAAR is used at the beginning of each year to assist with proper placement of students who need intervention classes. The new curriculum will allow interventionists to target specific skill deficits and the I-Ready platforms allows the interventionists to track student data to support timely reteach opportunities.

School Context & Organization

The breakdown of core teacher is as follows:

- RELA
- Math
- Science
- Social Studies
- Intervention for RELA/Math

Special Services at Null Middle School:

- Life Skills/SLC
- BEST- Behavior Program
- AVID
- In-Class Support

The office staff consists of the following staff members:

- Principal
- Associate Principal
- Dean of Instruction
- Two Assistant Principals
- Three Counselors
- Three Secretaries
- Attendance Clerk
- PEIMS Clerk
- Principal Secretary

Null Middle School has three instructional specialists that support content core team with classroom instructional best practices and daily Professional Learning Communities. PLCs are built into the master schedule to support for all core content teachers.

The following elective classes are provided to students as electives: Band, Choir, Art, PE, Journalism, Coding, Spanish, Speech, Touch Data/CCR, AVID, CAP, Dance, and Theater.

Technology

All core teachers have a Chromebook cart in their classrooms. The traditional way of instructional delivery has changed as students have more access to the world around them

through technology. If we are producing globally competitive students, teachers have to adapt to the world they will encounter.

As we continue to meet the demands of the 21st century and fill students' learning gaps, teachers will utilize blended learning educational approach to engage, intervene, and accelerate student learning. The district uses Google Class as the learning management system.

The effect of using technology in all content areas is innovative and modern. It is necessary to use technology in content in order to prepare students for post-secondary opportunities. Technology supports engagement and allows students to observe and complete presentations, participate in hands-on activities, and build technical skills. Since students have constant exposure to technology, it is important to teach them how to effectively use technology to engage in the curriculum programs. we a focused on building the digital literacy gap between our students and teacher through Blended Learning professional development.

School Processes & Programs Strengths

Our campus was able to secure Chromebooks for all of our students in core classes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Technology management and student protocols: ensuring students treat technology appropriately to decrease the cost of replacement technology. **Root Cause:** Lack of monitor Chromebook carts once distributed to teachers.

Problem Statement 2: The number of students failing the Math STAAR causes more students to need a form of intervention. There is a need for more math teachers to make classes smaller. **Root Cause:** Lack on in-depth instruction and high levels of rigor in math classes.

Problem Statement 3: Perception of how students are held accountable for their behavior. **Root Cause:** A need to establish a committee of people who prioritize student behavior by reviewing PBIS matrix and determining if reward and consequences are being upheld with fidelity.

Problem Statement 4: Inconsistent structure, norms, and expectations for students classroom to classroom, classroom to hallway, and classroom to common spaces. **Root Cause:** Leadership visibility in classrooms and hallways to remind both staff and students of the expectations

Problem Statement 5: Lack of PBIS system to motivate students **Root Cause:** A need to establish a committee of people who prioritize students positive behavior incentives and student celebrations

Problem Statement 6: Lack of leadership development opportunities for veteran teachers. **Root Cause:** Defining the role of Administrative Intern role and providing frequent and documented activities to strengthen our veteran teachers' leadership skill set.

Perceptions

Perceptions Summary

The success of an instructional program is significantly greater when parents and community members contribute to the school community. In order to support academic growth, parents must be actively involved in the education of their students. Null Middle School developed a plan to increase the number of parents and families who actively engage in supporting our collaboration efforts. In addition, every staff member must actively support and cultivate community involvement. Null Middle School will prioritize family and community engagement to drive academic success.

An essential element to any school system is the perception of the campus. At Null Middle School, we pride ourselves on being inclusive. In terms of community involvement and decision making, perceptions may be stronger than actuality. As a result, we conducted two surveys to measure input including parents, students, and staff members. A summary of the results are listed below:

Perceptions Strengths

- Parents generally feel that the school gives instruction that meets the individual needs of their children.
- Parents generally feel that the school gives academic counseling and/or career planning services.
- Parents generally feel that the school has explained the different assessments use to determine student academic achievement to them.
- Parents generally feel that the school gives them training and materials to help support their children.
- Parents felt that the campus administration leads the campus.

Priority Problem Statements

Problem Statement 1: Lack of sunshine(teacher morale) committee and team building activities

Root Cause 1: A need to establish a committee of people who prioritize staff celebrations.

Problem Statement 1 Areas: District Culture and Climate

Problem Statement 2: Lack of leadership development opportunities for veteran teachers.

Root Cause 2: Defining the role of Administrative Intern role and providing frequent and documented activities to strengthen our veteran teachers' leadership skill set.

Problem Statement 2 Areas: District Culture and Climate

Problem Statement 3: Lack of PBIS system to motivate students

Root Cause 3: A need to establish a committee of people who prioritize students positive behavior incentives and student celebrations

Problem Statement 3 Areas: District Culture and Climate

Problem Statement 4: Inconsistent structure, norms, and expectations for students classroom to classroom, classroom to hallway, and classroom to common spaces.

Root Cause 4: Leadership visibility in classrooms and hallways to remind both staff and students of the expectations

Problem Statement 4 Areas: District Culture and Climate

Problem Statement 5: Perception of how students are held accountable for their behavior.

Root Cause 5: A need to establish a committee of people who prioritize student behavior by reviewing PBIS matrix and determining if reward and consequences are being upheld with fidelity.

Problem Statement 5 Areas: District Culture and Climate

Problem Statement 6: Unclear outcomes of teacher mentorship programs to leading to a gap in new teachers gaining the skills to accelerate their development as effective novice teachers

Root Cause 6: A need to develop clear outcomes for the mentor program ensuring their is a measurable result to determine effectiveness

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Uncertified teachers on campus

Root Cause 7: A need to develop clear outcomes for the mentor program ensuring their is a measurable result to determine effectiveness

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Adjunct teachers lacking foundational classroom skills (lesson planning, classroom management)

Root Cause 8: A need to develop clear outcomes for the mentor program ensuring there is a measurable result to determine effectiveness

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: There is a need to analyze student work more to determine students' misconceptions.

Root Cause 9: PLC were focused on lesson planning

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Blended learning: Enhance student proficiency in using educational technology platforms.

Root Cause 10: Teachers need more professional development to improve implementation of blended learning.

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: Math intervention lack of curriculum and structure

Root Cause 11: Teacher developed resources that targeted strictly Tier 3 foundational gaps.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 12: Our parents do not take advantage of leadership roles on campus.

Root Cause 12: Lack of engagement opportunities for parents/guardians to have an active voice in their child's education.

Problem Statement 12 Areas: Family and Community Engagement

Problem Statement 13: We currently do not have a PTO.

Root Cause 13: Lack of engagement opportunities for parents/guardians to have an active voice in their child's education

Problem Statement 13 Areas: Family and Community Engagement

Problem Statement 14: The number of students failing the Math STAAR causes more students to need a form of intervention.

Root Cause 14: Lack of in-depth instruction and high levels of rigor in math classes.

Problem Statement 14 Areas: District Organization

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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
- 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
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: Null Middle School will strengthen the quality of instructional practices to accelerate student performance and prepare students to navigate post-secondary academic and career options.

Performance Objective 1: Overall, the total number of students approaching grade level will improve by 12 %, total number of students meeting grade-level standards will improve by 10 %, and the total number of students mastering grade-level standards will improve by 5%.

Student achievement: By May 2025, the scores for all approaching will increase by 12%:

STAAR Reading (6-8) will increase from 65% to 75%

STAAR Math (6-8) will increase from 45% to 55%

STAAR Algebra I will increase from 88% to 100%

STAAR Science (8) will increase from 49% to 55%

STAAR Social Studies (8) will increase from 33% to 43%

Student achievement: By May 2025, the scores for all meets will increase by 10%:

STAAR Reading (6-8) will increase from 37% to 44%

STAAR Math (6-8) will increase from 14% to 20%

STAAR Algebra I will increase from 41% to 60%

STAAR Science (8) will increase from 21% to 30%

STAAR Social Studies will increase from 8% to 20%

Student achievement: By May 2025, the scores for masters will increase by 5%

STAAR Reading (6-8) will increase from 14% to 17%

STAAR Math (6-8) will increase from 2% to 5%

STAAR Algebra I will increase from 13% to 26%

STAAR Science (8) will increase from 4% to 6%

STAAR Social Studies will increase from 3% to 5%





Strategy 1 Details	Reviews			
<p>Strategy 1: Use i-Ready in Reading and Math to provide personalized learning opportunities for all students to intervene or accelerate learning. This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: 90% of students will complete BOY, MOY, and EOY assessments to determine progress from diagnostic We will meet 100% median percent progress towards typical growth in RELA using IReady's measure of growth We will meet 70% median percent progress towards typical growth in math</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Campus Administration, Campus Instructional Specialist, math and RELA teachers.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: To increase students' organization and academic habits, we will implement the use of Interactive Notebooks in all core classes for all students. This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: 80% of core classrooms will implement AVID's 5 phases of the note-taking process 60% of classrooms will effectively implement phases 1-3</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialist Dean of Instruction Campus Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: To provide students with additional academic intervention support, we will host Saturday School and after-school tutorial programming for all students at risk of not meeting state academic standards. This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: 50% of students who are invited to Saturday School will attend Saturday School Students tutorial attendance correlates with teacher failure percentage</p> <p>Staff Responsible for Monitoring: Dean of Instruction Campus Instructional Specialists Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: To ensure students who are at risk of not meeting state academic standards have relevant and aligned curriculum for academic intervention, we will hire a Saturday School Curriculum Coordinator to collect, assess, and evaluate the effect that Saturday curriculum has on the impact of student achievement. This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: 100% of Saturday school lessons have a relevant, grade appropriate formative assessment 100% of students who attend Saturday School complete formative assessment for each content rotation</p> <p>Staff Responsible for Monitoring: Campus Principal Dean of Instruction Campus Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: To build student investment toward academic growth, we will implement a visual data tracking & progress monitoring system for all students. Students will also track their own data in Interactive Notebooks. This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: 100% of core classroom teachers have a visual classroom data tracking tool posted 80% of core content teachers consistently update tracker after each CFA, DCA, and Interim</p> <p>Staff Responsible for Monitoring: Dean of Instruction Campus Instructional Specialist Core Content Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Increase student achievement in core content areas through the use of technology resources and applications in blended learning environments.</p> <p>*Interactive lessons to increase student engagement</p> <p>*Customized lessons for differentiation</p> <p>*Gamified and engaging formative assessments</p> <p>*Artificial Intelligent platforms to support instant teacher and student feedback</p> <p>This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: Usage reports reveal the technology resource has a positive impact on student learning and/or engagement</p> <p>Staff Responsible for Monitoring: Dean of Instruction Campus Instructional Specialists Core Content Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: To ensure that Pre-AP, STEM and GT students can exceed grade-level expectations, we will provide high-quality curricular resources and professional development to teachers. This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: 50-60% of students in Pre-AP, STEM, and GT students courses earn Meets and Masters</p> <p>Staff Responsible for Monitoring: Dean of Instruction Advanced Placement Teachers Campus Instructional Specialists</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: To ensure students have consistent access to effective Tier 1 curriculum and instructional practices, instructional specialists will monitor the use of the district curriculum and model instructional lessons and strategies. This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: Core content teachers average T-TESS rating of 2.8 on Domain 2</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Curriculum Coordinators Dean of Instruction</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Develop intervention plans for SPED and EB students and schedule students in selective intervention courses for RELA and math to meet their academic needs. This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: 30-40% of students with EB or SPED indicators will show 'expected' growth on the 2025 STAAR</p> <p>Staff Responsible for Monitoring: Dean of Instruction Interventionists MTSS Coordinator</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Conduct grade-level data conferences with teachers. Following district assessments, Content Team Lead teachers will assist content groups with focused planning and data assessment.</p> <p>*Identify students' achievement *Identify objectives that are below the state average *Review scores for all sub-groups *Conduct item analysis *Develop intervention plans for struggling students.</p> <p>This strategy will provide opportunities for all students, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners. This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: 8% increase in STAAR Performance</p> <p>Staff Responsible for Monitoring: Content Team Leads Dean of Instruction Campus Instructional Specialist</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 11 Details	Reviews			
<p>Strategy 11: To increase students' proficiency in basic word processing, sharing files, and navigating online resources, teachers will receive blended learning professional development. This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Null Middle School will strengthen the quality of instructional practices to accelerate student performance and prepare students to navigate post-secondary academic and career options.

Performance Objective 2: Improve the campus MTSS/RTI process to increase student growth metrics in math and reading by 10%

Strategy 1 Details	Reviews			
<p>Strategy 1: Support struggling learners by implementing the Multi-Tiered System of Support (MTSS) model to ensure that all learners are successful with curriculum mastery. This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: Decrease behavior referrals and increase the percentage of students meeting grade level expectations</p> <p>Staff Responsible for Monitoring: Dean of Instruction</p> <p>RTI/MTSS Coordination</p> <p>MTSS academic, behavior/social-emotional learning, and absenteeism committee</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: In RELA and math students who did not approach grade level will receive remediation through an intervention (AVIDcacy, Intervention course, or pull outs). This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: 50% of students who failed the RELA or Math STAAR the previous year will pass the 2024-2025 STAAR assessment</p> <p>Staff Responsible for Monitoring: Campus Administrators Dean of Instruction Interventionists Campus Instructional Specialists</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Targeted math students who have shown stagnant growth over 2 years, will be scheduled in a double-block math course with an interventionist for both Tier 1 and Tier 2 academic instruction. This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: 50% of students who failed the RELA or Math STAAR the previous year will pass the 2024-2025 STAAR assessment</p> <p>Staff Responsible for Monitoring: Campus Administrators Dean of Instruction Interventionists Campus Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: To support at-risk students' learning gaps, provide students with RELA consultant and math consultant to help with pull-outs and push-ins. This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: 50% of students who failed the RELA or Math STAAR the previous year will pass the 2024-2025 STAAR assessment</p> <p>Staff Responsible for Monitoring: Campus Administrators Dean of Instruction Interventionists Campus Instructional Specialists</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: To monitor effectiveness of interventions, teachers will meet monthly to review students in MTSS and RTI process. This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: Accurate assessment of RTI students determine by progress monitored data</p> <p>Staff Responsible for Monitoring: RTI Coordinator RTI/MTSS Administrator</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <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: Null Middle School will strengthen the quality of instructional practices to accelerate student performance and prepare students to navigate post-secondary academic and career options.

Performance Objective 3: By the end of the 2024-2025 school year, 100% of core teachers across all grade levels will implement AVID strategies in their classrooms at least twice per week, leading to a 15% increase in student engagement, critical thinking, and organizational skills as measured by classroom observations and AVID walkthrough data.

Strategy 1 Details	Reviews			
<p>Strategy 1: By the end of the 2024-2025 school year, all students will receive personalized AVIDcacy plans during dedicated AVIDcacy time, ensuring their academic, social-emotional, and college/career readiness needs are met. The plans will be reviewed and updated monthly to reflect student progress and growth. This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: Campus- wide AVID implementation Staff Responsible for Monitoring: N. Greene and S. Wilson. All AVIDcacy teachers implement the lessons.</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: College theme weeks and days to promote college culture on campus.</p> <p>Teachers will help create and implement events and activities that include college t-shirt days, classroom tiles of colleges, college placards outside doors, chaperone fields trips to college campuses. This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: Increased awareness of college as a post-secondary option Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: NMS will conduct monthly AVID Hour sessions to deliver targeted, high-quality professional development for staff, focusing on AVID strategies that enhance instructional practices and student engagement. Each session will include actionable takeaways, with participating staff demonstrating the integration of AVID strategies in their classrooms as measured by lesson plans and classroom observations. This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: Campus-wide AVID implementation</p> <p>Staff Responsible for Monitoring: Dean of Instruction Campus Instructional Specialists AVID Site Coordinator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The AVID Planner, designed to support students in college and career readiness, will be distributed to all students and actively integrated into AVIDcacy lessons. Students will use the planner to set goals, track academic progress, and develop organizational skills, with students demonstrating improved self-management and readiness for post-secondary opportunities, as evidenced by planner checks, student reflections, and AVIDcacy lesson assessments. This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: Students are organized and developing stronger academic habits</p> <p>Staff Responsible for Monitoring: Campus Administration AVID Site team AVID Site Coordinator</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Students will engage in focused note-taking and writing across all subject areas. As part of their college and career readiness development, AVID students will research a career of their choice and write a comprehensive essay, integrating their findings. This process will include critical thinking, organization, and synthesis of information . This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Expand access to technology for both students and AVID staff to enhance learning and instruction. By the end of the 2024-2025 school year, the campus will increase the availability of digital tools and devices, ensuring all students and staff have the necessary resources to effectively support AVID strategies, research, collaboration, and college/career readiness. Utilization rates of tech platforms will be tracked, with the goal of all students and staff regularly incorporating technology into daily learning and teaching practices. This process will begin in August 2024 through June 2025 . (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: Increase students' proficiency of technology as an instructional instrument</p> <p>Staff Responsible for Monitoring: Dean of Instruction Campus Instructional Specialists AVID Site Coordinator</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: The AVID Summer Institute and the AVID national conference will provide an immersive professional development experience for educators, focused on enhancing the implementation of AVID strategies campus-wide. Participants will engage in collaborative workshops, hands-on sessions, and leadership training designed to strengthen instructional practices, foster a college-going culture, and equip staff with the tools to support all students in achieving academic success. Attendees will return to campus prepared to lead AVID initiatives, promote student engagement, and implement research-based strategies in their classrooms. (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025, July 2025).</p> <p>Strategy's Expected Result/Impact: Classroom observations demonstrating the use and impact of AVID strategies. Improved academic performance among AVID students.</p> <p>Staff Responsible for Monitoring: AVID coordinator and campus administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199-State Comp. Ed. - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


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


Performance Objective 1: By May 2025, we will research effective practices to address the campus teacher turnover rate and reduce it by 5%.

Evaluation Data Sources: The campus will review the staff retention at the end of the 2024-2025 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to support first- and second-year teachers, pairing them with experienced educators who will provide guidance, instructional coaching, and emotional support. Mentors will collaborate regularly with new teachers, offering feedback on classroom management, lesson planning, and professional growth. The program aims to foster a strong foundation for early-career teachers, promoting their development and long-term success in the profession. Progress will be monitored through regular check-ins, mentor-mentee reflections, and classroom observations. This process will begin in August 2024 and continue throughout the school year (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: Conduct surveys of first and second year teacher mentor and mentee three times during the school year (October 2024, January 2025, and April 2025)</p> <p>Staff Responsible for Monitoring: Mentor Coordinator and administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for staff members to attend professional development and share activities/ideas for the campus to implement through PLCs and AVID hour. This process will begin in August 2024 and continue throughout the school year (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: The professional development culture and climate of the campus will improve resulting in a higher retention rate of teachers (End-of-Year Teacher Survey).</p> <p>Staff Responsible for Monitoring: Campus administrators, CIS, Team Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


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


Performance Objective 2: By Spring 2025, 100% of campus classrooms will continue to be taught by highly effective teachers. 100% English Language Arts teachers will be ESL certified.

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire and maintain highly effective, state certified teachers. Administrators will begin the hiring process in the Spring of 2024 and continue to vacancies throughout the year. This process will begin in August 2024 and continue throughout the school year (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: Teacher Certifications Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ongoing professional development and dedicated PLC planning to support teachers in achieving proficiency, accomplished, or distinguished ratings in T-TESS domains and dimensions. Administrators, CIS, and teachers will collaborate using Interactive Touch Screens for data analysis, lesson modeling, PLC "At-Bats," and professional development sessions. These tools will also be used to enhance collaboration on ESL/SIOP strategies, ensuring that instructional practices are data-driven and aligned with student needs. This approach will empower teachers to refine their skills and improve instructional outcomes. This process will begin in August 2024 and continue throughout the school year (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: -Improved and targeted PLC and Planning -District Best Practices -District Benchmark assessment data. -T-Tess Results/Artifacts.</p> <p>Staff Responsible for Monitoring: Campus Administration and CIS</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide online and in-person opportunities for teachers to complete the ESL certification, obtain 30 hours of initial G/T professional development, and extend their content knowledge through outside conferences and professional development to impact instruction for at-risk students. This process will begin in August 2024 and continue throughout the school year (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: Completion of required hours.</p> <p>Staff Responsible for Monitoring: Campus Administration; Director of Advanced Academics; Director of the Multilingual Dept.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide Ellevation and K-12 training to all teachers on campus (Fall 2024).</p> <p>Strategy's Expected Result/Impact: Classroom observations and lesson plans that demonstrate the effectiveness of implementing the Ellevation system during planning.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide collaborative Teaching Model Training and Ongoing Effective SPED and Differentiation Training. This process will begin in August 2024 and continue throughout the school year (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: Classroom observations</p> <p>Staff Responsible for Monitoring: Special Education Dept. and administration.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 3: Null Middle School will provide a learning community with parents to strengthen the home and classroom in order to increase parent involvement throughout the academic process.





Performance Objective 1: Null Middle School will strengthen partnerships with parents and the community by hosting monthly family engagement nights and community outreach events, focusing on enhancing communication and collaboration. Each event will be tailored to address key areas such as academic support, social-emotional learning, and college/career readiness.

Strategy 1 Details	Reviews			
<p>Strategy 1: To ensure the success of the monthly family engagement nights and community outreach events, Null Middle School will designate a Parent and Family Engagement Coordinator. This coordinator will be responsible for planning, organizing, and evaluating each event, ensuring that they address the diverse needs and interests of families. The coordinator will establish consistent communication channels, such as newsletters, social media updates, and direct outreach, to promote events and encourage active participation. This process will begin in August 2024 and continue throughout the school year (September 2024, October 2024, November 2024, December 2025, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: Feedback from parents and community members will be collected to continuously improve and tailor future events to better meet the needs of the community.</p> <p>Staff Responsible for Monitoring: PFE and Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Host annual Curriculum Nights Fall 2024, Spring 2025</p> <p>Strategy's Expected Result/Impact: Parent sign in sheets. Program evaluation/survey</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Instructional Specialists, and Department Chairs</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide updates through Parent Square and SMORE Stallion Saddle Up Newsletter to parents</p> <p>Strategy's Expected Result/Impact: Results from parent satisfaction survey (communication)</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Null Middle School will provide a learning community with parents to strengthen the home and classroom in order to increase parent involvement throughout the academic process.

Performance Objective 2: Increase the parent relationship development to boost parent involvement by 10% in school wide events.

Strategy 1 Details	Reviews			
Strategy 1: Host Open House and Parent Conferences Strategy's Expected Result/Impact: Parent sign-ins sheets and parent evaluation survey Staff Responsible for Monitoring: Campus administrators and staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase Parent/Student Activities and (SPTO) Stallion Parent Teacher Organization participation Strategy's Expected Result/Impact: Parent sign-in sheets, program evaluation/survey Staff Responsible for Monitoring: Campus Administrators and Parent Teacher Organization Committee	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase Parent Volunteers Strategy's Expected Result/Impact: Parent sign in sheets, Parent survey Staff Responsible for Monitoring: Campus Administrators and Members of SPTO	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Null Middle School will ensure all students and staff feel safe and valued in their building. By May 2025, all discipline numbers related to disrespect, misbehavior, and horseplay will decrease by 20% due to increased proactive staff SEL training, monitoring, and support from all campus administrators. Students and staff will be given opportunities to be recognized as valuable members of the school community and informed of their incoming and outgoing school environment.

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Null Middle School will conduct Red Ribbon Week in October 2024 and Bully Education activities in February 2025 to promote a drug-free lifestyle and a safe, supportive school environment. These events will include assemblies, classroom lessons, and interactive activities that encourage students to make positive choices and raise awareness about the dangers of drugs and bullying. This process will begin in August 2024 and continue throughout the school year (September 2024, October 2024, November 2024, December 2025, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: Success will be measured through student participation, surveys, and a reduction in incidents related to drug use and bullying, fostering a healthier school climate.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers, and community.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: In Fall 2024 and Spring 2025, Null Middle School will administer a Drug and Alcohol Use Survey to all students to assess the prevalence of substance use on campus. Based on the findings, targeted interventions, including prevention programs, counseling services, and awareness campaigns, will be developed and implemented. The data-driven approach will allow for tailored solutions to address substance use and promote a healthier, drug-free school environment. This process will begin in August 2024 and continue throughout the school year (September 2024, October 2024, November 2024, December 2025, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: Success will be tracked through follow-up surveys and a reduction in related incidents.</p> <p>Staff Responsible for Monitoring: The survey results will be analyzed by administrators and counselors to identify trends and areas of concern.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Monthly Emergency Drills. This process will begin in August 2024 and continue throughout the school year (September 2024, October 2024, November 2024, December 2025, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: After action reports for the district</p> <p>Staff Responsible for Monitoring: Administrators & Constable</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Random Drug Testing. This process will begin in August 2024 and continue throughout the school year (September 2024, October 2024, November 2024, December 2025, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: After action reports for district.</p> <p>Staff Responsible for Monitoring: Associate Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Assigned daily monitoring stations for all staff members. Increase number of staff on duty. Increase student safety and orderly arrival and dismissal through pass protocols and hallway direction transitions. This process will begin in August 2024 and continue throughout the school year (September 2024, October 2024, November 2024, December 2025, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: Fewer unsafe incidents on campus involving students/staff.</p> <p>Staff Responsible for Monitoring: All NMS staff and administrators.</p> <p>Funding Sources: - 199-State Comp. Ed. - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: All students, staff, and visitors will be provided with ID badges to wear at all times while on campus, ensuring a safe and secure environment. The implementation of mandatory ID badges will promote accountability, enhance campus security, and foster a sense of community.</p> <p>Strategy's Expected Result/Impact: Regular reviews of the process will be conducted to identify any improvements needed to streamline the procedure and enhance overall campus safety.</p> <p>Staff Responsible for Monitoring: Compliance will be monitored daily by staff, and any issues will be addressed promptly to ensure the system effectively supports a safe school environment.</p> <p>Funding Sources: - 199-State Comp. Ed. - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Install and maintain security cameras in high-traffic and high-need areas across the campus to enhance student safety and security. The cameras will serve as a proactive measure to monitor activity, deter inappropriate behavior, and ensure swift responses to any incidents. This process will begin in August 2024 and continue throughout the school year (September 2024, October 2024, November 2024, December 2025, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: This initiative will help create a safer, more secure learning environment for all students, staff, and visitors.</p> <p>Staff Responsible for Monitoring: Camera footage will be regularly reviewed by school administrators and security personnel to address potential safety concerns and continuously improve the overall security plan.</p> <p>Funding Sources: - 199-State Comp. Ed. - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Goal 4: Null Middle School will ensure all students and staff feel safe and valued in their building. By May 2025, all discipline numbers related to disrespect, misbehavior, and horseplay will decrease by 20% due to increased proactive staff SEL training, monitoring, and support from all campus administrators. Students and staff will be given opportunities to be recognized as valuable members of the school community and informed of their incoming and outgoing school environment.





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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Allow Band, Choir, Orchestra, Theater, CAP, and Dance to visit the elementary schools so students may become familiar with activities that are available to them in the future and learn the importance of the fine arts. Pending the pandemic. We may also create a short video to welcome new students onto our campus.</p> <p>We will also reach out to C.E. King High School for support of programs offered to students. If students are unable to visit the campus we will ask CTE teachers to create mini videos.</p> <p>Spring 2025</p> <p>Strategy's Expected Result/Impact: Increased student participation in extracurricular activities.</p> <p>Staff Responsible for Monitoring: Counselors, Fine Arts Coordinators, CTE Coordinator, Campus Administrators.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Invite 5th grade students to visit NMS and transition to middle school. Band/Choir/CAP/Drama/Dance/ART/ Student Council will present information and give performances.</p> <p>Spring 2025</p> <p>Strategy's Expected Result/Impact: Students will tour campus and classes to receive all pertinent information for transition from elementary setting to middle school.</p> <p>Staff Responsible for Monitoring: Counselors, Fine Arts Teachers, Program Leaders, Campus Administrators.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: In Spring 2025, Null Middle School will invite high school counselors and AVID students to present a high school showcase to 8th-grade students, highlighting opportunities at ECHS and the STEM Academy. Counselors will also be available to answer questions and offer guidance on the transition to high school, ensuring students are well-prepared for the next stage of their academic journey.</p> <p>Strategy's Expected Result/Impact: he in-person presentation will provide information on academic programs, extracurricular activities, and college and career pathways, helping students make informed decisions about their high school options.</p> <p>Staff Responsible for Monitoring: counselor's and administrators.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: In Fall 2024 and Spring 2025, Null Middle School will host College Week activities to promote college awareness and readiness. These events will include themed dress-up days, classroom discussions led by teachers during AVIDcacy, and interactive college-related activities. The goal is to inspire students to explore post-secondary options, cultivate a college-going culture, and engage in conversations about their future goals. Teachers will incorporate college talks into their lessons, sharing personal experiences and providing information on college pathways, financial aid, and career readiness.</p> <p>Strategy's Expected Result/Impact: Success will be measured by student participation and feedback on their awareness of college opportunities.</p> <p>Staff Responsible for Monitoring: AVID staff and Admiration.</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
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  Discontinue


Goal 4: Null Middle School will ensure all students and staff feel safe and valued in their building. By May 2025, all discipline numbers related to disrespect, misbehavior, and horseplay will decrease by 20% due to increased proactive staff SEL training, monitoring, and support from all campus administrators. Students and staff will be given opportunities to be recognized as valuable members of the school community and informed of their incoming and outgoing school environment.


Performance Objective 3: By the end of the 2024-2025 school year, Null Middle School will increase student engagement and sense of belonging by implementing a comprehensive SEL and PBIS program. This program will include monthly events, mentorship opportunities, and peer support initiatives. Success will be measured through student surveys, participation rates, and a 10% reduction in disciplinary referrals related to behavior.

Evaluation Data Sources: Data from student surveys and disciplinary referrals will be reviewed quarterly to make data-driven adjustments, ensuring the program effectively promotes student engagement and reduces negative behaviors.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase positive behavior of all students through Positive Behavior Interventions and Supports frameworks. Strategy's Expected Result/Impact: Decrease in office referrals and increase in student adherence to core beliefs (Ready, Respectful, Responsible), assistance with classroom management Staff Responsible for Monitoring: PBIS Liaison, Administrators, RTI Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish and expand activities outside of the regular school hours to support academic performance, positive behavior, school day attendance, grade promotion rates by offering academic and enrichment activities such as tutorials, homework assistance, STEM classes, dance, character building, etc. (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025, July 2025) Strategy's Expected Result/Impact: Student and parent surveys *Student attendance/ participation Staff Responsible for Monitoring: After School Program Site Coordinator, Campus Administrators, After School Program Project Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Parents of students participating in the After School Program will be invited to participate in activities such as the winter and spring showcases, Parent/Community Advisory meetings held once per quarter and monthly parent parent education activities on a variety of topics presented in English and Spanish. Strategy's Expected Result/Impact: Parent and Student Survey Staff Responsible for Monitoring: After School Program Site Coordinator and Director of Federal Programs and Grants</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

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Goal 5: Null Middle School will effectively manage and allocate financial resources to maximize student learning opportunity.


Performance Objective 1: NMS will utilize 100% of all federal and state funds during 24-25 to meet the goals and expectations for all students. We will have 60% of the budget spent by December 2024 and the remainder by April 2025.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilizing , by December 2024, 60% of the NMS budget addressing the needs of our students. (Funds will be used from August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, and June 2025).</p> <p>Strategy's Expected Result/Impact: Budget Report</p> <p>Staff Responsible for Monitoring: Campus Principal, Associate Principal, Campus Secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: NMS will generate monthly expenditure reports to provide an opportunity for review to determine additional funding needs.</p> <p>This process will begin in August 2024 and continue throughout the duration of the school year (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: Budget Report</p> <p>Staff Responsible for Monitoring: Campus Principal, Associate Principal, Campus Secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The principal and financial secretary will meet bi-weekly to discuss financial issue.</p> <p>Strategy's Expected Result/Impact: Regular meetings will lead to better oversight and control of the school's finances, reducing the risk of financial mismanagement or errors.</p> <p>Staff Responsible for Monitoring: Campus Principal, Associate Principal, Campus Secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

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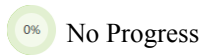
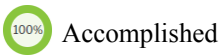
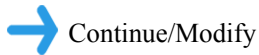

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Goal 5: Null Middle School will effectively manage and allocate financial resources to maximize student learning opportunity.

Performance Objective 2: Passing periods and tardies will be addressed for all students who are late to class. All students will be identified with a school issued ID or a missing ID sticker to be worn at all times. PBIS rewards will be utilized to incentivize and enhance the school climate on campus through the PBIS rewards system/

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

Strategy 1 Details	Reviews			
<p>Strategy 1: PBIS Rewards will be purchased August 2024 and continue use throughout the duration of the school year (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: Eliminate students time out of class when they are late to class.</p> <p>Staff Responsible for Monitoring: Administrators and Secretaries.</p> <p>Funding Sources: PBIS Rewards is a schoolwide management system that costs \$750 per school, plus \$2.15 per student. - 199-State Comp. Ed. - \$3,000, - 199-State Comp. Ed. - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June





Goal 5: Null Middle School will effectively manage and allocate financial resources to maximize student learning opportunity.

Performance Objective 3: All Students will have access to a variety of instructional resource materials and supplies such as paper, interactive notebooks, highlighters, Graphic and interactive materials, Chromebooks and other electronic interactive devices.

Evaluation Data Sources: Review the school's inventory records to ensure that a variety of instructional resources and materials are available across all grade levels and subject areas.

Gather feedback from teachers on the availability, accessibility, and adequacy of instructional materials and supplies in their classrooms.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a Comprehensive Resource Inventory and Distribution System (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: The centralized inventory system will lead to more efficient management and allocation of instructional materials, ensuring that all classrooms are well-equipped with the necessary resources. Teachers will have confidence that they can access the resources they need to deliver effective instruction, leading to higher job satisfaction. Students will benefit from having consistent access to high-quality materials, which can enhance their engagement and learning outcomes.</p> <p>Staff Responsible for Monitoring: Campus Principal, Associate Principal, Campus Secretary, Campus Dean of Instruction.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Integrate Technology to Enhance Access to Instructional Resources to ensure all students have access to necessary technology and use data from digital platforms to create personalized learning pathways tailored to their individual needs and pace.. (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025).</p> <p>Strategy's Expected Result/Impact: The digital resource platform will significantly broaden the range of instructional materials available to students and teachers, including interactive and multimedia content that can cater to diverse learning styles and needs.</p> <p>By incorporating digital tools, students are likely to become more engaged in their learning, as these tools can offer interactive and personalized experiences that traditional materials may not provide</p> <p>Staff Responsible for Monitoring: Campus Principal, Associate Principal, Campus Secretary, Campus Dean of Instruction.</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
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Campus Funding Summary

199-State Comp. Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	7			\$7,000.00
4	1	5			\$5,000.00
4	1	6			\$5,000.00
4	1	7			\$4,000.00
5	2	1			\$500.00
5	2	1	PBIS Rewards is a schoolwide management system that costs \$750 per school, plus \$2.15 per student.		\$3,000.00
Sub-Total					\$24,500.00