Sheldon Independent School District

Michael R. Null Middle School

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: October 17, 2023

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Comprehensive Needs Assessment

Revised/Approved: October 17, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

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

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

We do this through:

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

Motto: Great By Choice

Theme: Better Every Day

NMS reviewed various campus data elements to evaluate the overall goals of the campus, to complete the campus program evaluation, and to outline components of a needs assessment. In order to develop an effective plan, input was provided by the campus content area leadership team as they reviewed parent survey data and discussed how federal/state funds would be used to support campus goals and expectations at a meeting held on May 8, 2023. The next steps for the upcoming school year were facilitated during the planning meeting held on May 8, 2023 by the campus leadership team. The team was able to facilitate the development of the campus comprehensive needs assessment and NMS improvement plan for the 2023 - 2024 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
Jasmine Giron	Associate Principal
Adrienne Tate	Dean of Instruction
Patricia Alejandro	Assistant Principal
Jeffrey Goston	Assistant Principal
Natalie Vital	Campus Instructional Specialist - ELAR
Christina Guillory	Campus Instructional Specialist - Math
Angela Coleman	Campus Instructional Specialist - Science/SS
Dominique Lewis	Campus Instructional Specialist - Special Education
Jantel Boutte	ELAR Department Chair
Shameka Hamilton	Social Studies Department Chair
Demetra McPherson	Math Department Chair
Nichole Spriggs	Science Department Chair
James Peace	Elective Department Chair
David Lea	Fine Arts Department Chair
	Parent

Campus Targets:

The 2022-23 STAAR/EOC data was used to determine the academic needs of all students. According to the Texas Education Agency Accountability Summary Report, Null Middle School received a "Not Rated: Senate Bill 1365" accountability rating summary. Below is our accountability rating summary and our change over time from the previous school years:

Texas Education Agency

2022 Accountability Ratings Overall Summary

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

Accountability Rating Summary

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

Change Over Time

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

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

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

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

continue be the targets for our work for the 2023-2024 school year.

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

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

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

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

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

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

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

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

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

Demographics

Demographics Summary

M.R. Null Middle School is a racially diverse campus with a student population of 1,164. 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.

(A) Student Enrollment

Student Population	Count	Percent
Student Total	1164	100%
6th Grade	344	29.55%
7th Grade	394	33.85%
8th Grade	426	36.60%

(B) Student Demographics

Student Demographics	Count	Percent
Gender		
Male	585	50.26%
Female	579	49.74%
Ethnicity		
Hispanic-Latino	736	63.23
Race		
American Indian - Alaskan Native	3	.26%
Asian	6	.52%
Black - African American	343	29.47%
Native Hawaiian - Pacific Islander	2	.17%
White	46	3.95%
Two or More	28	2.41%

(C) Student Longitudinal Demographics by Ethnicity

Ethnicity	2020 - 2021	2021-2022	2022 - 2023
Hispanic	63.10%	62.12%	63.23%
American Indian	.15%	0.22%	0.26%
Asian	.38%	0.43%	0.52%
African American	29.2%	29.91%	29.47%
Native Hawaiian	0%	0%	0.17%
White	5.19%	5.31%	3.95%
Two or More Races	1.91%	2.01%	2.41%

(D) Student Programs

Student Programs	Count	Percent
Dyslexia	81	6.96%
Gifted and Talented	72	6.19%
Section 504	49	4.21%
Special Education	133	11.43%
Emergent Bilingual	358	30.76%
ESL	171	14.96%
Alt. ESL	166	14.26%
Title 1 Homeless	3	.26%

(E) Student Indicators

Student Programs	Count	Percentage
At-Risk	854	73.37
Foster Care	1	.09
Immigrant	2	.17
Intervention Indicator	53	4.55
Military Connected	23	1.98
Transfer In Students	12	1.03
Economic Disadvantage		

Student Programs	Count	Percentage
Eco. Dis	1,031	88.57
Free Meals	189	16.24
Reduced Priced Meals	91	7.82
Other Eco. Dis	751	64.52
Homeless and Unaccompanied Youth		
Homeless Status Total	3	.26

(F) Staff Demographics by Ethnicity

Ethnicity	Campus	District	State
Hispanic	6.6%	69.4%	52.9%
African American	64%	23.6%	12.7%
White	26.6%	4.7%	26.5%
Asian	1.3%	0.5%	4.7%
Two or More Races	1.3%	1.5%	2.7%

(G) Staff Demographics by Gender

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

(H) Staff Demographics by Years of Experience

Years of Experience	Campus	District	State
Beginning Teachers	16%	18.5%	6.7%
1-5 Years Experience	33.3%	35%	27.8%
6-10 Years Experience	22.6%	17%	20.3%

Years of Experience	Campus	District	State
11-20 Years Experience	24%	23.2%	29.1%
Over 20 Years Experience	4%	6.4%	16.1%

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

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

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

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

Student Learning

Student Learning Summary

NMS state accountability ratings are as follows:

TEA 22-23 Preliminary School Report Card: Michael R. Null Middle (101924043)				
Accountability Rating	Michael R. Null Middle is not rated. To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.			
	State accountability rating are based on three domains, Student Achievement, School Progress, and Closing the Gaps. The numbers below provide summary results for Michael R. Null Middle. Scores are scaled from 0 to 100 to align with letter grades.			
	Overall	**Student Achievement**	**School Progress**	**Closing the Gaps**
	NR:SB1365	**NR:SB1365**	**NR:SB1365**	**NR:SB1365**
Distinction Designations	Campuses that earn a rating of A-C are eligible for as many as seven distinction designations, or awards for outstanding performance.			
	X - Science	X - Mathematics	X - Social Studies	X - ELA/Reading
	X - Comparative Academic Growth	X - Comparative closing the gaps	X - Post secondary Readiness	

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

STAAR RESULTS 2023

	'21	'22	'23
Approaches	43%	51%	60% (+9)
Meets	16%	24%	27% (+3)
Masters	5%	9%	7% (-2)
Component Score	21	28	31 (+3)

Course	Approaches	Meets	Masters	% Growth
Algebra	91% (+2)	64% (+11)	32% (+8)	+7%
Math 8	58% (+20)	18% (+15)	2% (+2)	+13%
Reading 8	71% (+6)	31%	8%	-3%
Science 8	66% (+12)	28% (+7)	6% (+1)	+6%
Social Studies 8	40% (+14)	13%(+8)	5% (+4)	+8%
Math 7	40%(-6)	14 (0)	-3% (-2)	-3%
Math 6	61% (+14)	18% (+2)	2% (-1)	+4%
Reading 7	63% (-1)	32%(-3)	10% (-9)	-5%
Reading 6	59 (+11)	32 (+9)	9% (-3)	+5%

Course	Last Year CS	23-24 CS Goal	Growth %
Math 6	27%	37%	+10%
Math 7	18%	25%	+7%
Math 8	26%	38%	+12%
Algebra I	62%	66%	+4%
Reading 6	33%	38%	+5%
Reading 7	35%	40%	+5%
Reading 8	37%	45%	+12%
Science	33%	46%	+13%
Social Studies	19%	25%	+6%

Student Learning Strengths

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

Course	Approaches	Meets	Masters	% Growth
Algebra	91% (+2)	64% (+11)	32% (+8)	+7%
Math 8	58% (+20)	18% (+15)	2% (+2)	+13%
Reading 8	71% (+6)	31%	8%	-3%
Science 8	66% (+12)	28% (+7)	6% (+1)	+6%
Social Studies 8	40% (+14)	13%(+8)	5% (+4)	+8%
Math 7	40%(-6)	14 (0)	-3% (-2)	-3%
Math 6	61% (+14)	18% (+2)	2% (-1)	+4%
Reading 7	63% (-1)	32%(-3)	10% (-9)	-5%
Reading 6	59 (+11)	32 (+9)	9% (-3)	+5%

	2023 STAAR & EOCs				2022 STAAR & EOCs			
Campus	2023 Approaches	2023 Meets	2023 Masters	2023 STAAR Component Score	2022 Approaches	2022 Meets	2022 Masters	2022 STAAR Component Score
NMS	58%	24%	6%	30%	51%	24%	9%	28%

Problem Statements Identifying Student Learning Needs

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

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

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

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

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction

Sheldon ISD and Null Middle School focuses on Best Practices for maximizing our results. We also use a district wide curriculum that is constructed by our district curriculum coordinators.

Our district curriculum coordinators, Dean of Instruction, and Campus Instructional Support Specialists are easily accessible to our teachers. This allows our teachers the opportunity to also participate in the development of our own curriculum. Our teachers have the opportunities to create, modify, and delete lessons that were not successful with students. This opportunity has given teachers a voice to design and build what works best with our students.

Teachers utilize the Vertical Alignment Documents to determine alignment with the Texas Essential Knowledge and Skills standards and our curriculum. Teachers are also learning the SISD Common Instructional Framework in addition to the SISD Instructional Principles, which includes many strategies that have been proven successful in the past such as scaffolding, questioning, and collaborative group work. Some new additions to the framework this year that we believe will be beneficial to all students is the implementation of writing to learn in all classes including electives and the focus on classroom talk which will encourage more student engagement and peer teaching.

Data from TEA is used at the beginning of each year to assist with proper placement of students who need intervention classes as well as providing data to the Math & Reading teachers that are student specific. This data provides a three year look at state test data and gives a prediction of student performance for the upcoming school year as well. This data, combined with campus data from benchmark tests, is used for intervention and tutorials fairly effectively. It is very important to test not only what we teach, but test the material the way it was taught. The new curriculum should prove to be at a challenging level of complexity for our students. Teachers are very supportive, but not all students are challenged. We are striving to accomplish three essential things for the 21st century: a strong grasp on readiness elements, best practices in the classroom, and reading and writing in every subject area.

The curriculum is monitored through planning, Professional Learning Communities, minimal latitude progress, and timely requests and lesson modifications. Teachers must continue to differentiate lessons for the different learning styles in their classrooms and implement best practices daily to improve student performance. There is consistency within the district due to common planning time for the core subject instructional specialists from both middle schools, and a SPED Program Specialist.

Teachers must incorporate critical thinking skills and higher order thinking skills. Some teachers effectively scaffold lessons and build on student profiles to maximize student engagement and a positive learning environment. It is a campus goal that all teachers learn to do so.

When assessments are developed by curriculum specialists, many variables affect the connection. Teacher and Instructional Coach input are critical; however, it is not necessarily the philosophy of the district to allow teacher input on district assessments. There are some biases toward district test questions that are eliminated. While we know basically what will be tested, the way the question is worded or the vocabulary used in the answers may not connect to the way the objective was taught. Many times questions are eliminated based on the request of one school, not the consensus of both. The purpose of district assessments is to ensure that everyone is assessed using one common standard to compare the same variables across the district. The individual campuses/teachers dissect the data to drive instruction.

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

Focus on ELA and Math

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

Student Work Posted Bi-Weekly with TEKS/ELPS

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

Interactive Notebooks

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

Full TEKS/ELPS Posted in Classrooms

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

Periodic Nominal Data

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

PLC - Professional Learning Communities

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

Content Planning

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

Unpacking the TEKS/Reflection on TEKS

- Breakdown and understanding of the rigor of the TEKS

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

Intervention Acceleration Program Throughout the Day

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

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

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

School Context & Organization

Null MS is enrolled 1164 students for the 22-23 school year.

The breakdown of core teachers is as follows:

ELA: 9.5 teachers

Math: 9 teachers

Science: 9 teachers

Social Studies 8 teachers

Intervention for ELA/Math are provided on each grade level 6-8. Intervention currently has Math teachers and 3.5 ELA teachers

Special Services at Null include:

Life Skills/SLC (2 teachers, 2 paraprofessionals)

BEST-Behavior Program (1 teacher, 2 paraprofessionals)

AVID: 3 full time and 2 part time teachers

5 "In Class Support" paraprofessionals, 4 In Class Support teachers

The office staff consists of the following staff members:

Principal

Associate Principal

Dean of Instruction

2 House assistant principals

3 House counselors

3 House secretaries

Attendance Clerk

PEIMS Clerk

School Secretary

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,

Null MS has 3 instructional specialists that support content core team Daily PLC/Intervention. This time is built into the master schedule to support all students, regardless of their level or program.

Technology

We are a "one to one" district and we will continue this for the upcoming school year. The traditional way of instructional delivery will change as students have more access to the world around them through technology. If we are producing globally competitive students, we have to adapt to the world they will encounter.

As we continue to make a pivot out of the pandemic and attempt to fill learning gaps, all students and staff will continue to be given given a Chromebook to assist with the learning platform we utilized as a district i.e. Google Classroom.

The use of various educational applications and programs in the classroom are great tools for teaching and learning. All teachers also utilized the Internet to seek out new learning materials, information, or photos to enhance student learning.

The effect of using technology in all content areas is positive, innovative and modern. It is necessary to use technology in content in order to prepare students for higher education. It keeps the students engaged during the instructional period. Students are able to observe and complete presentations, participate in hands-on activities, and build technical skills. This is a definite way to reach students. They are very much technology literate. Technology is essential to the curriculum throughout the school. To effectively teach our curriculum the use of technology is needed on a daily basis.

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

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

- All teachers are utilizing Google Classroom as a way to communicate with students outside of the classroom walls. Students maneuver the site to obtain work assignments, watch review lessons (student and teacher-created), and post questions about an assignment.
- Infrastructure is strong to allow for students to utilize Wi-Fi for B.Y.O.D.

- All educators have utilized Zoom, Google Suite, Kami, Google Docs, Slides, Meets, Zoom, IXL, Prodigy, Padlet, Kahoot, Quizzes, Eduphoria, and many others.

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

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

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

School Processes & Programs Strengths

- Teachers utilize Google Classroom, Reading Plus, and Think Through Math, IXL, APEX, ELLevation, Goalbook and a host of other applications as a way to engage with students outside of the classroom walls. Students utilize the site to obtain work assignments, watch review lessons (student and teacher-created), and post questions about an assignment
- STEM Lab
- Classroom set of laptops in our STEM Lab
- Chromebook COWs (Chromebooks on wheels) in several classroom

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

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

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

Positive Perceptions:

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

Negative Perceptions:

- Parents generally feel that the school does not communicate with them in a language that they can understand.
- Parents have been concerned about vaping in the school.
- Although the amount of physical altercations has decreased since last year, ideally, parents would prefer that the amount of physical altercations would continue to diminish.

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

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

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

Problem Statement 8 Areas: Perceptions

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

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

Problem Statement 9 Areas: School Processes & Programs

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

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

Problem Statement 10 Areas: Student Learning

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

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

Problem Statement 11 Areas: Student Learning

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

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

Problem Statement 12 Areas: Demographics

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

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

Problem Statement 13 Areas: Demographics

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

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

Problem Statement 14 Areas: Demographics

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

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

Problem Statement 15 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Goal: By June 2024, Null Middle School will increase the overall STAAR component score from 30 to 38 by increasing the number of students who achieve meets and masters.

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

A) Student achievement: By May 2024, the scores for all students taking the STAAR assessments will increase by 8%:
STAAR Reading (6-8) will increase from 60.3% to 68%
STAAR Math (6-8) will increase from 43.6% to 52%
STAAR Algebra 1 will increase from 89% to 100%
STAAR Science (8) will increase from 55% to 63%
STAAR Social Studies (8) will increase from 27% to 35%

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

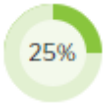
Evaluation Data Sources: NMS will conduct the following STAAR exams: STAAR Reading/Math 6-8--April 2024, Algebra 1 EOC, 8th Grade Science and Social Studies STAAR in April 2024, STAAR Interim Assessments, 9 Week Assessments, and Quarterly Grading Periods.

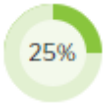
Summative Evaluation: Some progress made toward meeting Objective

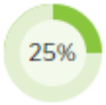
Next Year's Recommendation: Goals will have to be revisited and modified going into the 24-25 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Instructional Specialists will monitor the continued use of the district curriculum as well as model instructional lessons and strategies. This process will begin in August 2023 through May 2024. (Including Power Ups, At Bats during PLC, and weekly planning meetings.) (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Classroom visitations and modeled lessons. Increased student achievement as measured by STAAR and TELPAS. **Staff Responsible for Monitoring:** Campus Administration, CIS, Curriculum Coordinators. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Lead4Ward Field Guides, Educational Manipulatives, Summary Resources - 199-State Comp. Ed. - $2,000	25%	50%	65%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue use of district wide curriculum in all core subject areas. Create and monitor department action plans to successfully implement curriculum. This process will begin in August 2023 through June 2024 . (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Classroom visitations, observations and DCA scores/STAAR Interim Exams. Increased student achievement as measured by STAAR and TELPAS. **Staff Responsible for Monitoring:** Campus Administration, Dept. Chairs, Instructional Specialists **TEA Priorities:** Build a foundation of reading and math - **Funding Sources:** BAMM Chart Resources, Data Planning Supplies - 199-State Comp. Ed. - $2,000	25%	50%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop interventions plans for struggling students and place them in selective intervention courses for ELA and Math classes to meet the needs of those at-risk of not meeting the challenging State academic standards. Students will go through the RTI process to ensure all leveled interventions are applied for at-risk learners. This process will begin in July 2023 through June 2024 and continue throughout the duration of the school year. (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). All students needing extra support will have double block ELA/Math and intervention semester courses. **Strategy's Expected Result/Impact:** Increase all students overall scores by 5% - 10% in Mathematics and ELA **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialists, RTI Coordinator **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** Stipend for RTI Coordinator - 199-State Comp. Ed. - $10,000				

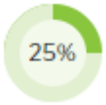
Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Conduct grade level data conferences with teachers. Following district assessments, Academic Team Lead teachers will assist content groups with focused planning and data assessment. *Identify students' differing achievement levels (BAMM Chart) *Identify objectives which are below state average. *Review scores for all sub-groups. *Conduct item analysis. *Review district wide curriculum. *Develop intervention plans for struggling students. This process will begin in July 2023 through June 2024 and continue throughout the duration of the school year. This strategy that will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners) to meet the challenging State academic standards. (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** DCA Exam scores will increase with each administration of test by 5%. Increased student achievement as measured by STAAR and TELPAS. 1X per nine weeks **Staff Responsible for Monitoring:** Campus Administration, Instructional Specialists, RTI Coordinator,Teachers. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Stipends for Content Team Leaders - 199-State Comp. Ed. - $6,000				

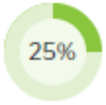
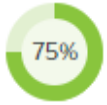
Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement a visual data tracking & progress monitoring system for individual students. Students will also track their own data through content classes to support student's at-risk of not meeting State academic standards. This process will begin in September 2022 and continue throughout the duration of the school year (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** *Increase STAAR Scores **Staff Responsible for Monitoring:** Dean of Instruction, Instructional Specialists and math/ELA department heads. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Academic Interventions provided through Saturday School and After School Interventions. This process will begin in October 2023 and continue throughout the duration of the school year, leading up to STAAR testing. 2 Saturdays a month beginning October 2023 through May 2024 and continue throughout the duration of the school year. (October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Increase in STAAR and DCA scores **Staff Responsible for Monitoring:** Dean of Instruction, instructional coaches, classroom teachers **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Extra duty pay for teachers and snacks for students - 199-State Comp. Ed. - $10,000	25%	50%	70%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Implement the use of Interactive Note Books in all core classes to support those at-risk of not meeting State academic standards. This process will begin in August 2023 and continue throughout the duration of the school year (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Students will be better organized and develop better student habits. **Staff Responsible for Monitoring:** All teachers and staff on campus **Funding Sources:** Resources and Supplies for Interactive Notebooks - 199-State Comp. Ed. - $3,000	25%	75%	100%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Literacy Goal - To assist students with developing critical reading skills and reading endurance through a novel studies conducted by ELAR classroom teachers. Students will be given their own novel to learn how to use critical reading and writing strategies that connect to the depth and complexity of TEKS standards. (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Students will show growth after STAAR assessment. **Staff Responsible for Monitoring:** ELA teachers, ELA specialist, Dean of Instruction, Principal, and Curriculum Coordinator **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** Novels and Books - 199-State Comp. Ed. - $2,000	25%	70%	80%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Use iReady to meet the needs of all students at-risk of not meeting the state academic standards. This process will begin in July 2023 through June 2024 and continue throughout the duration of the school year. (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Student's reading levels will increase. **Staff Responsible for Monitoring:** ELA Interventionists, Dean of Instruction, ELA CIS **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** TCM Kits - 199-State Comp. Ed. - $3,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Increase student achievement in math and ELA classes through use of technology resources and applications. This process will begin in August 2023 and continue throughout the duration of the school year to impact effective instruction through: Interactive lessons to increase student engagement Customizable lessons for differentiation Gamified and engaging formative assessments Instant teacher and student feedback for tailoring lessons Direct instructional focus (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Increase student achievement in math classes and student growth on formative and summative assessments **Staff Responsible for Monitoring:** Dean of Instruction, CIS **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Subscription to Online Academic Platforms - 199-State Comp. Ed. - $10,000				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Provide instructional materials & resources to increase at-risk student achievement in all STAAR tested areas and summer enrichment and intervention. This process will begin in August 2023 and continue throughout the duration of the school year (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Increase STAAR scores and campus accountability **Staff Responsible for Monitoring:** CIS, Campus Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** STAAR Review Materials - 199-State Comp. Ed. - $18,000	25%	25%	50%	→

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Provide STAAR support for implementation of new item type questions in the Cambium testing platform for At-Risk students. At-Risk students will need small group device support through Chromebooks and Chargers. This process will begin in January 2024 and continue throughout the duration of the school year (January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Students will be prepared to successfully analyze new STAAR question items. **Staff Responsible for Monitoring:** Campus Administrators, CIS, and Campus Teachers and Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199-State Comp. Ed. - $6,000	25%	50%	75%	100%

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

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

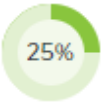
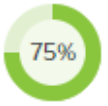
Performance Goal: By June 2024, Null Middle School will increase the overall STAAR component score from 30 to 38 by increasing the number of students who achieve meets and masters.

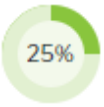
Performance Objective 2: AVID - Campus-wide Initiative.

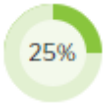
Summative Evaluation: Met Objective

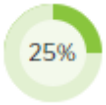
Next Year's Recommendation: Continue to carry our our AVID initiative campus wide as a national demonstration school.

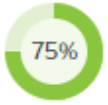
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: AVIDcacy plans for all students on days with built in AVIDcacy time to meet all students needs. This process will begin in This process will begin in July 2023 through June 2024 and continue throughout the duration of the school year. (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Staff Responsible for Monitoring:** N. Greene and J. Roland, All teachers implement the lessons. **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: College theme weeks and days to promote college culture on campus. Teachers will help create and implement events and activities that include college tee days, classroom tiles of colleges, college placards outside doors, chaperone fields trips to college campuses. This process will begin in July 2023 through June 2024. (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024).				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: NMS presents AVID Hour once a month, to provide Professional Development to our staff. This process will begin in July 2023 through June 2024 and continue throughout the duration of the school year. (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** AVID leaders and teacher will participate in Professional Development, AVID Summer Institute, AVID conference, AVID pathway trainings, and district AVID trainings. **Staff Responsible for Monitoring:** N. Greene, S. Wilson and J. Roland. Teachers who present AVID site team.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: AVID Planner (Supporting At Risk students with college and career readiness) - given to students and will be utilized in the AVIDcacy lesson. This process will begin in July 2023 through June 2024 and continue throughout the duration of the school year. (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Student will use the planner for organizational purpose, academic goal setting and data tracking character lessons and Avidcacy classes.				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Writing across the curriculum. Research their career and write an essay on the career they choose. This process will begin in July 2023 through June 2024 and continue throughout the duration of the school year. (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024).				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Increase accessible technology for the students and AVID staff on campus. This process will begin in Aug 2023 through June 2024 and continue throughout the duration of the school year. (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** AVID tutors and teacher will be able to use technology to increase tutor time and classroom expectations.				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By May 2024, we will research effective practices to address the campus teacher turnover ratio and reduce it by 5%.

Evaluation Data Sources: The campus will review the staff retention rate at the end of the 2023-2024 school year.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Our percentage of teachers retuning, that did not get promotion, has been more than last year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide mentors to support 1st and 2nd year teachers. This process will begin in August 2023 and continue throughout the duration of the school year (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). . **Strategy's Expected Result/Impact:** Conduct surveys of 1st and 2nd year teacher mentor and mentee three times during the school year. October 2023, January 2024, and April 2024 **Staff Responsible for Monitoring:** Sherrill Wilson and administrative team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	50%	60%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide opportunity for staff members to attend professional development and share activities/ideas for the campus to implement. This process will begin in August 2022 and continue throughout the duration of the school year (September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2023, May 2024, June 2024, July 2024) . **Strategy's Expected Result/Impact:** The professional development culture and climate of the campus will improve resulting in a higher retention rate of teachers. Survey: End of year teacher survey. **Staff Responsible for Monitoring:** Organizers: Campus Administrators, CIS, Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Supplies for teams, PD Fees - 199-State Comp. Ed. - $3,000	30%	50%	65%	100%

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We have less adjunct teachers going into the 24-25 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hire and maintain highly effective and state certified teachers. Administrators will begin the hiring process during Summer 2023 and will continue to fill vacancies throughout the course of the school year. (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Teacher Certifications **Staff Responsible for Monitoring:** Campus Administration	40%	50%	50%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional development and PLC and Planning to assist teachers in becoming proficient, accomplished, and/or distinguished in T-TESS domains and dimensions. This process will begin in August 2023 and continue throughout the duration of the school year (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024, July 2024). Administrators, CIS, and Teacher will utilize Interactive Touch Screen for Data Digs, PLC At-Bats/How-To's, Lesson Modeling, Professional Development, and ESL/SIOP strategies collaboration. **Strategy's Expected Result/Impact:** -Improved and targeted PLC and Planning -District Best Practices -District Benchmark assessment data. -T-Tess Results/Artifacts. **Staff Responsible for Monitoring:** Campus Administration and CIS **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Update technology - 199-State Comp. Ed. - $5,000	35%	60%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide online and in-person opportunities for teachers to complete the ESL certification, obtain 30 hours of initial G/T professional development, and extend their content knowledge through outside conferences and professional development to impact instruction for at-risk students. This process will begin in August 2023 and continue throughout the duration of the school year (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024, July 2024). **Strategy's Expected Result/Impact:** Completion of required hours. **Staff Responsible for Monitoring:** Campus Administration; Director of Advanced Academics; Director of the Multilingual Dept. **Funding Sources:** Professional Development Fees - 199-State Comp. Ed. - $3,000	30%	50%	65%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide Ellevation training to all teachers on campus (Fall 2023). **Strategy's Expected Result/Impact:** Classroom observations and lesson plans that demonstrate the effectiveness of implementing the Ellevation system during planning. **Staff Responsible for Monitoring:** Instructional Specialists, Campus Administration **Additional Targeted Support Strategy**	25%	50%	75%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Collaborative Teaching Model Training and Ongoing Effective SPED and Differentiation Training. This process will begin in August 2023 and continue throughout the duration of the school year (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Observe collaborative teaching strategies and models to improve student performance. **Staff Responsible for Monitoring:** Campus Administration, Director of SPED, and SPED Program Specialists	25%	50%	50%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: AVID Summer Institute July 2024 **Strategy's Expected Result/Impact:** Classroom observations demonstrating the use and impact of AVID strategies. Improved academic performance among AVID students. **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - 199-State Comp. Ed. - $6,360	25%	50%	50%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

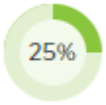
Goal 3: Null Middle School will provide a learning community with parents to strengthen the home and classroom connection in order to increase parent involvement throughout the academic process.

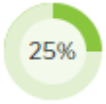
Performance Objective 1: According the parent survey that was conducted during the 2023-2024 school year, 75% of parent felt that parental communication was sufficient and 25% felt that parental involvement was insufficient. NMS is looking to increase the amount of parents that are satisfied with the amount of parent communication from 60% to 85%.

Evaluation Data Sources: This will be determined by a parent survey that will be conducted twice during the school year. One survey conducted in December 2023 and the other done in early April 2024

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: We will need to revisit our routines and procedures regarding customer service with stakeholders next year.

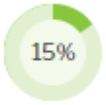
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Host annual Curriculum Nights. Fall 2023, Spring 2024 **Strategy's Expected Result/Impact:** Parent sign in sheets. Program evaluation/survey. **Staff Responsible for Monitoring:** Dean of Instruction, Instructional Specialists and Dept. Chairs **Funding Sources:** - 199-State Comp. Ed. - $4,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide Updates through School Messenger and SMORE Instructional Insight Newsletters to parents This process will begin in August 2023 and continue throughout the duration of the school year (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Results from Parent Satisfaction Survey (communication) **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - 199-State Comp. Ed. - $300				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Host Meet The Teacher and Campus Tours (August 2023) **Strategy's Expected Result/Impact:** Parent Sign-in sheets Parent evaluation/survey **Staff Responsible for Monitoring:** Campus administration & Staff				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Host Pre-AP Informational Meeting Spring 2024 **Strategy's Expected Result/Impact:** Observe better performance in Pre-Ap classes overall. Parent participation at meeting. **Staff Responsible for Monitoring:** Director of Advanced Academics, Counselors **Funding Sources:** - 199-State Comp. Ed. - $500				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Host GT Parent Information Meeting Spring 2024 **Strategy's Expected Result/Impact:** Parent participation at meeting. Increased number of students in GT program. **Staff Responsible for Monitoring:** Director of Advanced Academics **Funding Sources:** - 199-State Comp. Ed. - $500				

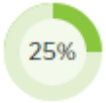
Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Parent/Student Activities and Parent University SPTO (Stallion Parent Teacher Organization). Increase teacher participation. This process will begin in August 2023 and continue throughout the duration of the school year (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Parent Sign-in sheets, Program evaluation/survey. **Staff Responsible for Monitoring:** Campus Administration, Parent University Committee, **Funding Sources:** Parenting Partners Resources - 199-State Comp. Ed. - $2,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Establish and expand activities outside the regular school hours to support academic performance, positive behavior, school day attendance, grade promotion rates, and graduation rate by offering academic and enrichment activities such as tutorials, homework assistance, martial arts, skating, dance, STEM classes, character building, etc. (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024). **Strategy's Expected Result/Impact:** * Student & Parent surveys * Student Attendance/Participation - Minimum of 90 students participating in the program at least 45 days during the school year. **Staff Responsible for Monitoring:** After School Program Site Coordinator, Campus Administrators, & Director of Federal Programs & Grants Compliance **Funding Sources:** Staff Payroll & Teacher Extra duty pay - 269 21st Century After-School Program (Cycle 11) - $70,000	25%	60%	100%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide opportunity for the after school program staff to attend trainings and local, state, and national conferences a required for deemed necessary to fulfill the requirements of the grant. (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024). **Strategy's Expected Result/Impact:** * Completion of the Professional Development Follow-up worksheet **Staff Responsible for Monitoring:** After School Program Site Coordinator & Executive Director of Federal Programs & Grants **Funding Sources:** Registration cost - 265-21st Century After-School Program (Cycle 12) - $3,000	25%	50%	70%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Parents of students participating in the After School Program will be invited to participated in activities such as the winter and spring showcases, Parent/Community Advisory Board meetings held once per quarter, and monthly parent education activities on a variety of topics presented in English and Spanish. This process will begin in August 2023 and continue throughout the duration of the school year (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024). **Strategy's Expected Result/Impact:** * Completion of parent and student surveys * Reach a target of 40 parents participating in a minimum of 2 events during the school year. **Staff Responsible for Monitoring:** After School Program Site Coordinator and Executive Director of Federal Programs Grants **Funding Sources:** Vendors - 265-21st Century After-School Program (Cycle 12) - $500	20%	50%	50%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Increase Parent Volunteers - This process will begin in August 2023 and continue throughout the duration of the school year (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Parent Sign In Sheets, Parent Surveys **Staff Responsible for Monitoring:** Campus Administrators Members of SPTO				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Increase positive behavior of at-risk students and adversely impacted subpopulations through Positive Behavior Interventions and Supports frameworks. This process will begin in August 2023 and continue throughout the duration of the school year (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Decrease in office referrals and increase in student adherence to core beliefs (Ready, Respectful, Responsible), Assistance with classroom management **Staff Responsible for Monitoring:** PBIS Liaison, Administrators, RTI Coordinator **Funding Sources:** PBIS Rewards System, PBIS Liaison Stipend - 199-State Comp. Ed. - $8,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

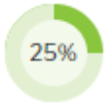
Evaluation Data Sources: This will be determined by a student survey that will be conducted at the end of the school year.

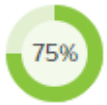
Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue our initiatives for safety and inclusion going into the 24-25 school year.

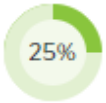
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct Red Ribbon Week and Bully Education activities encouraging students to stay drug free. October 2023 and February 2024 **Strategy's Expected Result/Impact:** Drug Prevention Participation by students on campus all week. **Staff Responsible for Monitoring:** Counselors, Teachers, and community. **Funding Sources:** - 199-State Comp. Ed. - $500				

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Internet Safety Program for 6th, 7th, and 8th graders and their parents. Fall October - November 2023 Spring March - April 2024 **Strategy's Expected Result/Impact:** Decreased number of students/incidents in office due to internet issues. **Staff Responsible for Monitoring:** Campus administration, counselors, and teachers. **Funding Sources:** Materials - 199-State Comp. Ed. - $500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Monthly Emergency Drills. This process will begin in August 2023 and continue monthly throughout the duration of the school year (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** After action reports for the district. **Staff Responsible for Monitoring:** Administrators & Constable				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Random Drug Testing This process will begin in August 2023 and continue throughout the duration of the school year (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** After action reports for district. **Staff Responsible for Monitoring:** Associate Principal - Broussard				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Assigned daily monitoring stations for all staff members. Increase number of staff on duty. Increase student safety and orderly arrival and dismissal through pass protocols and hallway direction transitions. This process will begin in August 2023 and continue throughout the duration of the school year (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Fewer unsafe incidents on campus involving students/staff. **Staff Responsible for Monitoring:** All NMS staff and administrators. **Funding Sources:** Hall Passes, Hallway Signage, and Duty Captain Stipend - 199-State Comp. Ed. - $5,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Student, staff, and visitor ID badges provided to wear while on campus. This process will begin in September 2023 and continue throughout the duration of the school year (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** All students and staff wearing IDs on campus daily. **Staff Responsible for Monitoring:** Administrators. Teachers, and Paraprofessional **Funding Sources:** ID and Supplies - 199-State Comp. Ed. - $2,000	30%	50%	70%	→

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Anonymous tip line from Sheldon ISD and the Sheldon App to help reduce bullying. Administrator will investigate and use proper protocol from district to conduct and report all incidents. This process will begin in September 2023 and continue throughout the duration of the school year (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Reduced incidences of bullying. **Staff Responsible for Monitoring:** Campus Administrators, Counselors	30%	55%	70%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Security cameras in high need and high traffic areas to ensure the safety and security of students throughout the building (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Maintain safety and security of students on campus **Staff Responsible for Monitoring:** Administrators **Funding Sources:** Security Cameras - 199-State Comp. Ed. - $3,000	50%	60%	75%	100%

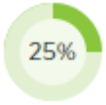
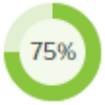
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

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

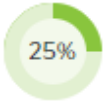
Performance Objective 2: NMS will support our students and their parents with knowledge of C. E. King High School (CTE Programs) and College Programs for incoming 5th graders and outgoing 8th graders by offering transition activities throughout the school year. NMS will evaluate this goal by increasing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

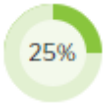
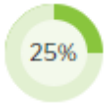
Evaluation Data Sources: This will be determined by a parent and student survey that will be conducted at the end of the school year.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Allow Band, Choir, Orchestra, Theater, CAP, and Dance to visit the elementary schools so students may become familiar with activities that are available to them in the future and learn the importance of the fine arts. Pending the pandemic. We may also create a short video to welcome new students onto our campus. We will also reach out to C.E. King High School for support of programs offered to students. If students are unable to visit the campus we will ask CTE teachers to create mini videos. Spring 2024 **Strategy's Expected Result/Impact:** Increased student participation in extracurricular activities. **Staff Responsible for Monitoring:** Counselors, Fine Arts Coordinators, CTE Coordinator, Campus Administrators. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Invite 5th grade students to visit NMS and transition to middle school. Band/Choir/CAP/Drama/Dance/ART/ Student Council will present information and give performances. Spring 2024 **Strategy's Expected Result/Impact:** Students will tour campus and classes to receive all pertinent information for transition from elementary setting to middle school. **Staff Responsible for Monitoring:** Counselors, Fine Arts Teachers, Program Leaders, Campus Administrators. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Invite high school counselors and AVID students to present the high school showcase to 8th grade students. Possibly on a Zoom Meeting Call in the Spring of 2024. ECHS and STEM Academy will also be invited. Spring 2024 **Strategy's Expected Result/Impact:** Students will be registered for classes and receive all pertinent information about choosing an academy and the structure of each program. **Staff Responsible for Monitoring:** Counselors, AVID Site Coordinators, Campus Administrators. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: All 6th, 7th ,and 8th grade students will participate in the Naviance program designed to foster career awareness and aid future planning. Spring 2024 **Strategy's Expected Result/Impact:** Students will create a four year plan and take an interest and career inventory/ survey. **Staff Responsible for Monitoring:** Counselors, Campus Administrators, AVID Team, and ELA teachers. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Conduct College Week Activities/awareness events with dress up days and college talks form their classroom teacher for AVIDcacy. Fall 2023 and Spring 2024 **Strategy's Expected Result/Impact:** Student participation in stories, posters, and college shirt day will promote college and career readiness. **Staff Responsible for Monitoring:** Counselors, Campus Administrators, AVID Leadership Team, and all teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilizing, by December 2023, 60% of the NMS budget addressing the needs of our students. (Funds will be used from August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Budget Report **Staff Responsible for Monitoring:** Campus Principal, Associate Principal, Campus Secretary	25%	55%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Generating monthly expenditure reports to provide an opportunity for review to determine additional funding needs. This process will begin in August 2023 and continue throughout the duration of the school year (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Budget Report **Staff Responsible for Monitoring:** Campus Principal, Associate Principal Campus Secretary	25%	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Skyward is now used for tardy tracking. We also continue to have weekly DRIP meetings for attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Tardy Eliminator - will be purchased August 2023 and continue use throughout the duration of the school year (August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024). **Strategy's Expected Result/Impact:** Eliminate students time out of class when they are late to class **Staff Responsible for Monitoring:** Administrators and Secretaries **Funding Sources:** Tardy Eliminator System - 199-State Comp. Ed. - $3,000, Scanners and printers - 199-State Comp. Ed. - $500	50%	50%	70%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Lead4Ward Field Guides, Educational Manipulatives, Summary Resources		$2,000.00
1	1	2	BAMM Chart Resources, Data Planning Supplies		$2,000.00
1	1	3	Stipend for RTI Coordinator		$10,000.00
1	1	4	Stipends for Content Team Leaders		$6,000.00
1	1	6	Extra duty pay for teachers and snacks for students		$10,000.00
1	1	7	Resources and Supplies for Interactive Notebooks		$3,000.00
1	1	8	Novels and Books		$2,000.00
1	1	9	TCM Kits		$3,000.00
1	1	10	Subscription to Online Academic Platforms		$10,000.00
1	1	11	STAAR Review Materials		$18,000.00
1	1	12			$6,000.00
2	1	2	Supplies for teams, PD Fees		$3,000.00
2	2	2	Update technology		$5,000.00
2	2	3	Professional Development Fees		$3,000.00
2	2	6			$6,360.00
3	1	1			$4,000.00
3	1	2			$300.00
3	1	4			$500.00
3	1	5			$500.00
3	1	6	Parenting Partners Resources		$2,000.00
3	1	11	PBIS Rewards System, PBIS Liaison Stipend		$8,000.00
4	1	1			$500.00
4	1	2			$500.00
4	1	3	Materials		$500.00
4	1	6	Hall Passes, Hallway Signage, and Duty Captain Stipend		$5,000.00
4	1	7	ID and Supplies		$2,000.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	9	Security Cameras		$3,000.00
5	2	1	Tardy Eliminator System		$3,000.00
5	2	1	Scanners and printers		$500.00
				Sub-Total	$119,660.00

265-21st Century After-School Program (Cycle 12)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	8	Registration cost		$3,000.00
3	1	9	Vendors		$500.00
				Sub-Total	$3,500.00

269 21st Century After-School Program (Cycle 11)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	7	Staff Payroll & Teacher Extra duty pay		$70,000.00
				Sub-Total	$70,000.00