

Wichita Falls Independent School District

McNiel Middle School

2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

Table of Contents

Comprehensive Needs Assessment 3

 Demographics 3

 Student Learning 6

 School Processes & Programs 11

 Perceptions 12

Priority Problem Statements 14

Comprehensive Needs Assessment Data Documentation 16

Goals 18

 Goal 1: Recruit, retain, and support teachers and principals. 18

 Goal 2: Build a foundation of literacy and numeracy. 22

 Goal 3: Connect high school to career and college. 26

 Goal 4: Improve low performing schools. 28

State Compensatory 34

 Budget for McNiel Middle School 34

 Personnel for McNiel Middle School 34

Title I Personnel 36

Campus Funding Summary 37

Addendums 39

Comprehensive Needs Assessment

Revised/Approved: August 9, 2024

Demographics

Demographics Summary

McNiel Middle School is a sixth, seventh, and eighth grade campus that is beginning the 2024-25 school year serving 1,005 students. The enrollment by grade level 322 sixth graders, 361 seventh graders, and 312 eighth graders. Enrollment has decreased by 46 students from the end of last school year. The enrollment has fluctuated with the realignment of attendance zones to prepare for the growth on the southwest side of town and the opening of Memorial High School.

McNiel has parental and community support from the following Partners In Education (PIE Partners) McNiel PTO, City Hope Church, Sonic, Western Hills Baptist Church, Lolly's Cookies, Raising Canes, Bahama Bucks, Bree Charcuterie, Wichita Falls Junior League, United Market Street, and Anthony & Karla Scott; Scotts Drive In. Members of the previously mentioned group of stakeholders have been invited to serve on our Campus Site Based Decision Making Team.

Student Demographics:

Gender: (TAPR Report 22/23)

- 47% (520 students) are Female
- 53% (586 students) are Male

Ethnicity: (Eduphoria 9/3/24)

- 27% (272 students) are Hispanic-Latino
- 72.9% (733 students) are White/Non-Hispanic

Race: (Eduphoria 9/3/24)

- 0.1% (2 students) are American Indian-Alaskan Native
- 4.0% (41 students) are Asian
- 9.5% (96 students) are Black-African American
- 0.09% (1 student) is Native Hawaiian - Pacific Islander
- 8.85% (89 students) are two-or-more races
- 50% (505 students) are White

Student by Program (Eduphoria 9/3/24):

- 13.1% (167 students) are considered highly mobile (TAPR Report 22/23)
- 22.5% (227 students) of the student population are identified as Special Education
- 10.2% (113 students) are identified as students with Dyslexia (TAPR Report 22/23)
- 11.8% (119 students) are identified as Gifted & Talented
- 6.3% (64 students) are identified as Limited English Proficient (English Learners)

- 12.3% (123 students) are identified as Section 504

Other Student Information: (Eduphoria 9/3/24)

- 51.6% (519 students) are identified as Economically Disadvantaged
- 45% (455 students) are identified as At-Risk
- 8.7% (96 students) are Military Connected (TAPR Report 22/23)
- 0.9% (1 student) is identified as Homeless

For the 2023-2024 school year, a total of 6800 disciplinary occurrences from 702 different students that were assigned to students by staff members during the year. This number includes all infractions. In an effort to develop consistent expectations across campus and speak as one voice 40 staff members attended Capturing Kids Hearts training over before the school year began. Campus wide expectations for common areas were developed and communicated. A discipline clerk was hired and a Communities in Schools Site Coordinator has joined our team.

**Texas Education Agency
2022-23 Staff Information (TAPR)
MCNIEL MIDDLE (243905047) - WICHITA FALLS ISD - WICHITA COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	90.2	100.0%	100.0%	100.0%
Professional Staff:	77.5	85.9%	71.1%	64.1%
Teachers	67.1	74.4%	56.6%	48.7%
Professional Support	7.7	8.5%	10.3%	10.9%
Campus Administration (School Leadership)	2.7	3.0%	3.5%	3.3%
Educational Aides:	12.7	14.1%	15.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	9.0	4,258.0
Part-time Librarians	1.0	n/a	7.0	646.0
Full-time Counselors	4.0	n/a	47.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	10.0	11.0%	24.6%	53.2%
Teachers by Ethnicity:				
African American	2.0	3.0%	6.4%	11.8%
Hispanic	3.1	4.6%	11.2%	29.6%
White	60.0	89.5%	78.8%	54.9%
American Indian	0.0	0.0%	0.6%	0.3%

Asian	0.0	0.0%	0.6%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	2.0	3.0%	2.3%	1.2%
Teachers by Sex:				
Males	24.8	37.0%	26.9%	24.4%
Females	42.3	63.0%	73.1%	75.6%
Teachers by Highest Degree Held:				
No Degree	2.1	3.1%	4.3%	2.0%
Bachelors	47.3	70.4%	71.3%	72.2%
Masters	17.8	26.5%	23.7%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.7	5.5%	4.2%	9.7%
1-5 Years Experience	15.9	23.7%	27.3%	26.3%
6-10 Years Experience	10.3	15.3%	21.9%	20.5%
11-20 Years Experience	25.6	38.2%	26.8%	27.2%
21-30 Years Experience	9.6	14.3%	15.8%	13.3%
Over 30 Years Experience	2.0	3.0%	4.1%	2.9%

We currently have 1 vacancy for a special education inclusion teacher and a paraprofessional.

Demographics Strengths

- McNeil has a wonderfully diverse student body.
- There is a high desire to enroll to in advanced classes and eligibility is based on passing the previous years STAAR assessment and teacher recommendation.
- Teachers offer academic support and tutorials to students twice a week one time before school and one time afterschool to accommodate busy schedules.
- The percentage of minority students participating in clubs/organizations has increased due to concentrated efforts on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The enrollment into advanced curriculum is not reflective of the population of the school.

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

Student Learning

Student Learning Summary

Accountability Ratings for the 23/24 school year are not available. McNeil has been identified to be a Targeted Support and Improvement campus by Federal Accountability to focus on students who are identified as two or more races and/or special education.

8th Grade STAAR Spring 2024 Scores:

	Spring 2024 STAAR EOC, Algebra I										
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Performance Level Indicators			
								Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low
McNeil Jr High	126	42	4468	71.01%	100%	88.10%	55.56%	0%	0%	0%	3.17
Economic Disadvantage	33	43	4511	73.09%	100%	84.85%	66.67%	0%	0%	0%	6.06
Asian	11	47	4820	79.35%	100%	100%	72.73%	0%	0%	0%	0
Black/African American	3	48	4684	81.36%	100%	100%	100%	0%	0%	0%	0
Hispanic	25	40	4355	68.47%	100%	88%	48%	0%	0%	0%	0
Native Hawaiian/Pacific Islander	1	43	4431	72.88%	100%	100%	100%	0%	0%	0%	0
Two or More Races	10	47	4684	78.98%	100%	100%	70%	0%	0%	0%	0
White	76	41	4418	69.16%	100%	84.21%	51.32%	0%	0%	0%	5.26
Currently Emergent Bilingual	2	44	4676	73.73%	100%	50%	50%	0%	0%	0%	0

	May 2024 STAAR Mathematics, Grade 8										
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Performance Level Indicators			
								Excluded	Did Not Meet Low	Did Not Meet High	Approach
McNeil Jr High	228	22	1813	46.35%	73.68%	30.70%	3.51%	0.44%	9.21%	16.67%	
Economic Disadvantage	129	21	1795	43.81%	68.99%	24.81%	1.55%	0.78%	14.73%	15.50%	
Asian	7	26	1875	54.46%	71.43%	71.43%	14.29%	0%	0%	28.57%	
Black/African American	20	19	1770	39.48%	60%	20%	0%	0%	20%	20%	
Hispanic	68	23	1813	47.09%	76.47%	35.29%	0%	1.47%	11.76%	10.29%	
Two or More Races	17	22	1809	45.10%	70.59%	17.65%	11.76%	0%	5.88%	23.53%	
White	116	22	1818	46.80%	75%	29.31%	4.31%	0%	6.90%	18.10%	
Currently Emergent Bilingual	8	23	1831	48.18%	50%	37.50%	12.50%	0%	0%	50%	
Special Ed Indicator	61	18	1759	37.47%	50.82%	9.84%	1.64%	0%	22.95%	26.23%	

	May 2024 STAAR Reading Language Arts, Grade 8										
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Performance Level			
								Excluded	Did Not Meet Low	Did Not Meet High	Appro
McNiel Jr High	357	30	1717	54.21%	82.35%	58.26%	27.17%	0%	10.08%	7.56%	
Economic Disadvantage	163	27	1672	47.51%	74.23%	42.33%	17.18%	0%	14.11%	11.66%	
Asian	18	38	1814	67.76%	88.89%	88.89%	50%	0%	11.11%	0%	
Black/African American	24	22	1619	38.69%	41.67%	25%	16.67%	0%	37.50%	20.83%	
Hispanic	93	28	1696	50.81%	82.80%	49.46%	20.43%	0%	8.60%	8.60%	
Native Hawaiian/Pacific Islander	1	39	1803	69.64%	100%	100%	100%	0%	0%	0%	
Two or More Races	27	31	1730	55.95%	85.19%	55.56%	33.33%	0%	7.41%	7.41%	
White	194	31	1728	56.19%	86.08%	63.92%	28.35%	0%	7.73%	6.19%	
Currently Emergent Bilingual	10	24	1639	42.86%	50%	40%	10%	0%	40%	10%	
Special Ed Indicator	64	18	1565	31.36%	37.50%	7.81%	1.56%	0%	40.62%	21.88%	

	May 2024 STAAR Social Studies, Grade 8										
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Performance Level			
								Excluded	Did Not Meet Low	Did Not Meet High	Appro
McNiel Jr High	357	24	3707	48.33%	54.34%	28.29%	16.53%	0.28%	21.57%	23.81%	
Economic Disadvantage	162	21	3534	42.38%	40.74%	20.37%	11.73%	0.62%	30.86%	27.78%	
Asian	18	32	4203	65.87%	88.89%	72.22%	33.33%	0%	5.56%	5.56%	
Black/African American	25	18	3383	37.14%	24%	20%	8%	0%	48%	28%	
Hispanic	93	21	3566	43.27%	48.39%	15.05%	6.45%	0%	21.51%	30.11%	
Native Hawaiian/Pacific Islander	1	25	3780	51.02%	100%	0%	0%	0%	0%	0%	
Two or More Races	27	25	3822	51.02%	51.85%	33.33%	33.33%	0%	22.22%	25.93%	
White	193	25	3754	50.20%	58.03%	31.09%	18.65%	0.52%	19.69%	21.76%	
Currently Emergent Bilingual	10	20	3513	41.43%	30%	30%	10%	0%	40%	30%	
Special Ed Indicator	64	15	3177	30.20%	12.50%	0%	0%	1.56%	51.56%	34.38%	

	May 2024 STAAR Science, Grade 8										
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Performance Level			
								Excluded	Did Not Meet Low	Did Not Meet High	Appro
McNiel Jr High	356	23	3849	49.14%	67.42%	38.20%	10.67%	0%	12.08%	20.51%	
Economic Disadvantage	161	20	3689	43.69%	54.66%	25.47%	6.83%	0%	16.15%	29.19%	
Asian	18	27	4144	59.66%	88.89%	66.67%	22.22%	0%	5.56%	5.56%	
Black/African American	24	17	3452	35.87%	20.83%	20.83%	8.33%	0%	33.33%	45.83%	
Hispanic	92	21	3721	44.73%	61.96%	23.91%	5.43%	0%	14.13%	23.91%	
Native Hawaiian/Pacific Islander	1	35	4619	76.09%	100%	100%	100%	0%	0%	0%	
Two or More Races	27	24	3948	52.09%	70.37%	51.85%	18.52%	0%	22.22%	7.41%	
White	194	24	3914	51.34%	73.20%	42.27%	10.82%	0%	7.73%	19.07%	
Currently Emergent Bilingual	10	20	3729	43.48%	40%	20%	20%	0%	30%	30%	
Special Ed Indicator	63	15	3327	31.82%	22.22%	1.59%	0%	0%	26.98%	50.79%	

7th Grade STAAR Spring 2024 Scores:

	May 2024 STAAR Mathematics, Grade 7										
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Performance Level			
								Excluded	Did Not Meet Low	Did Not Meet High	Approaches
McNiel Jr High	310	25	1796	54.63%	62.26%	42.26%	19.35%	0.32%	16.13%	21.29%	
Economic Disadvantage	165	22	1746	48.26%	52.73%	31.52%	10.30%	0.61%	20.61%	26.06%	
Asian	14	35	1971	75.47%	85.71%	71.43%	50%	0%	0%	14.29%	
Black/African American	34	20	1709	42.65%	38.24%	26.47%	5.88%	0%	32.35%	29.41%	
Hispanic	72	23	1752	49.73%	55.56%	36.11%	12.50%	1.39%	16.67%	26.39%	
Two or More Races	15	23	1762	49.86%	53.33%	26.67%	13.33%	0%	20%	26.67%	
White	175	27	1820	57.71%	68.57%	46.86%	22.86%	0%	13.71%	17.71%	
Currently Emergent Biling	28	24	1779	52.72%	57.14%	35.71%	21.43%	0%	17.86%	25%	
Special Ed Indicator	52	17	1659	36.20%	28.85%	7.69%	1.92%	1.92%	42.31%	26.92%	

	May 2024 STAAR Reading Language Arts, Grade 7											
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Performance Level				
								Excluded	Did Not Meet Low	Did Not Meet High	Approaches Grade Level (TX)	
McNiell Jr High	307	33	1680	59.38%	77.52%	56.68%	25.08%	0.33%	9.45%	12.70%		
Economic Disadvantage	162	30	1636	53.12%	67.90%	40.74%	15.43%	0.62%	13.58%	17.90%		
Asian	14	42	1810	74.36%	92.86%	92.86%	57.14%	0%	0%	7.14%		
Black/African American	34	29	1623	51%	58.82%	35.29%	14.71%	0%	20.59%	20.59%		
Hispanic	70	31	1642	55.08%	71.43%	47.14%	21.43%	1.43%	10%	17.14%		
Two or More Races	15	36	1715	64.17%	93.33%	66.67%	33.33%	0%	0%	6.67%		
White	174	34	1692	61.12%	81.03%	60.92%	25.29%	0%	8.62%	10.34%		
Currently Emergent Biling	27	31	1649	54.89%	66.67%	40.74%	22.22%	0%	7.41%	25.93%		
Special Ed Indicator	50	20	1511	36.18%	24%	8%	0%	2%	38%	36%		

6th Grade STAAR Spring 2024 Scores:

	May 2024 STAAR Mathematics, Grade 6										
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Performance Level			
								Excluded	Did Not Meet Low	Did Not Meet High	Approaches Grade Level (TX)
McNiel Jr High	345	21	1708	47.96%	68.41%	34.78%	12.46%	0.29%	14.49%	16.81%	
Economic Disadvantage	183	18	1663	41.33%	57.38%	21.86%	6.56%	0.55%	20.22%	21.86%	
American Indian/Alaskan Native	1	21	1710	48.84%	100%	0%	0%	0%	0%	0%	
Asian	14	30	1846	68.60%	100%	71.43%	28.57%	0%	0%	0%	
Black/African American	23	16	1638	37.51%	43.48%	21.74%	4.35%	0%	30.43%	26.09%	
Hispanic	89	18	1667	41.78%	56.18%	20.22%	8.99%	0%	22.47%	21.35%	
Native Hawaiian/Pacific Islander	1	32	1866	74.42%	100%	100%	0%	0%	0%	0%	
Two or More Races	36	20	1690	47.03%	72.22%	38.89%	8.33%	2.78%	11.11%	13.89%	
White	181	22	1729	50.76%	74.03%	39.78%	14.92%	0%	10.50%	15.47%	
Currently Emergent Bilingual	25	24	1765	56.28%	76%	52%	16%	0%	12%	12%	
Special Ed Indicator	74	13	1592	31.18%	37.84%	6.76%	1.35%	1.35%	36.49%	24.32%	

	May 2024 STAAR Reading Language Arts, Grade 6										
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Performance Level			
								Excluded	Did Not Meet Low	Did Not Meet High	Approaches Grade Level (TX)
McNiel Jr High	344	27	1612	47.98%	71.51%	46.80%	13.08%	0.29%	14.53%	13.66%	
Economic Disadvantage	181	24	1576	42.71%	60.77%	34.81%	7.18%	0.55%	20.99%	17.68%	
American Indian/Alaskan Native	1	36	1706	64.29%	100%	100%	0%	0%	0%	0%	
Asian	14	33	1679	58.67%	92.86%	78.57%	28.57%	0%	0%	7.14%	
Black/African American	23	24	1579	42.47%	65.22%	30.43%	0%	0%	13.04%	21.74%	
Hispanic	88	24	1581	43.02%	65.91%	30.68%	9.09%	0%	20.45%	13.64%	
Native Hawaiian/Pacific Islander	1	47	1854	83.93%	100%	100%	100%	0%	0%	0%	
Two or More Races	35	29	1623	51.63%	71.43%	60%	17.14%	2.86%	11.43%	14.29%	
White	182	28	1622	49.25%	73.08%	51.10%	14.29%	0%	13.74%	13.19%	
Currently Emergent Bilingual	25	30	1655	53.93%	72%	52%	28%	0%	4%	24%	
Special Ed Indicator	73	19	1516	34.47%	42.47%	17.81%	2.74%	1.37%	35.62%	20.55%	

Student Learning Strengths

- Math MAP scores were better than the District; the gap between us and the district increases each year 6-8
- MAP scores for us vs. the national/norm average gap closed every year 6-8
- MAP low % and low avg % are less every year 6-8

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students come to MS with gaps in learning and have difficulty transitioning to middle school (time management, academic work load, shorter classes)

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

Problem Statement 2 (Prioritized): Students identified to receive special education services are performing lower than their nondisabled peers on unit assessments and STAAR.

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

Problem Statement 3 (Prioritized): Students and teachers need additional access to various instructional resources (curriculum and/online/technology) to meet the needs of the students.

Root Cause: The expectation is to differentiate curriculum for the needs of the students, however, teachers do not have access to multiple resources to facilitate creating new content that is accessible for all students. Students have a variety of needs based on how they learn and access information.

Problem Statement 4 (Prioritized): Parental involvement has decreased.

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

Problem Statement 5 (Prioritized): Students identified as two or more races are performing lower than their peers on unit assessments and STAAR.

Root Cause: Data driven decisions cannot be made if data is not tracked and students are identified.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Advanced classes do not provide the rigor to challenge students with high level learning opportunities such as project based learning or self discovery.

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

Perceptions

Perceptions Summary

Student Engagement:

- Disproportionate number of African Americans and Hispanic students in ISS/OSS
- Disproportionate number of male student disciplinary issues
- Classroom management deficits skewing referral numbers
- Required documentation for SpEd entered into Skyward Referrals skews the campus disciplinary needs

Staff Retention:

The following are new to McNiel for the 2024-2025 school year:

- Principal
- 3 Counselors & College & Career Advisor
- Secretary
- Nurse
- Discipline Clerk - position added
- Diagnostician
- Communities in Schools Site Coordinator - position added
- 7 ELAR Teachers
- 1 History Teacher
- 3 Math Teachers
- 1 Science Teacher.
- 3 Fine Arts Teachers
- 2 Elective Teachers
- 4 Special Education Teachers
- 4 Special Education Paraprofessionals

Teacher morale is perceived as low according to beginning of the year staff surveys. This is attributed to lack of systems, structures, and supports that are allow a campus to run smoothly. Lack of accountability across the board from administration, teachers, staff, students, and parents. Inconsistencies in treatment of staff.

Parent/Guardian/Community Engagement:

Parent Square has streamlined communication with parents and guardians. There are still barriers of parents not checking the messages and blocking school district phone numbers.

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

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

Problem Statement 2 (Prioritized): The academic, athletic, and social accomplishments of students are unknown to the student body, parents, and staff.

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Students come to MS with gaps in learning and have difficulty transitioning to middle school (time management, academic work load, shorter classes)

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

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Parental involvement has decreased.

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

Problem Statement 3 Areas: Student Learning

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

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

Problem Statement 4 Areas: School Processes & Programs

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

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

Problem Statement 5 Areas: Demographics

Problem Statement 6: The academic, athletic, and social accomplishments of students are unknown to the student body, parents, and staff.

Root Cause 6: Coaches and sponsors of groups do not consistently report the accomplishments of their students.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Students and teachers need additional access to various instructional resources (curriculum and/online/technology) to meet the needs of the students.

Root Cause 7: The expectation is to differentiate curriculum for the needs of the students, however, teachers do not have access to multiple resources to facilitate creating new content that is accessible for all students. Students have a variety of needs based on how they learn and access information.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students identified to receive special education services are performing lower than their nondisabled peers on unit assessments and STAAR.

Root Cause 8: Special education students are not growing at a rate proportionate to their non-disabled peers.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Students identified as two or more races are performing lower than their peers on unit assessments and STAAR.

Root Cause 9: Data driven decisions cannot be made if data is not tracked and students are identified.

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Gifted and talented data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

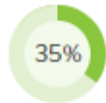
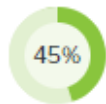
Revised/Approved: September 6, 2024

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

Performance Objective 1: Retain 90% of staff at the end of the 2024-2025 school year.

Evaluation Data Sources: PEIMS information
WFISD Staffing Information
Resignation/retirement letters

Strategy 1 Details	Formative Reviews		
Strategy 1: Each teacher new to our campus, who has fewer than three years of teaching experience, will be provided a peer mentor for a minimum of one year. The mentor will meet with the teacher a minimum of 1 time per week. Strategy's Expected Result/Impact: New teachers' planning and teaching skills will improve & connection to the campus will be well established Staff Responsible for Monitoring: Campus Administrators Campus Instructional Leaders Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan. Staff Responsible for Monitoring: Principal Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: All staff will be offered staff development opportunities, either on campus, within WFISD, or out of district, throughout the year. *Professional development will be provided for all staff. PD will be designed to support improved student achievement. To include, but not limited to: Inclusion/Special Education, MTSS, PLC, Differentiation, NASOT, TBSI, and the support of English Learners. Strategy's Expected Result/Impact: Staff will gain additional knowledge and their teaching practices will improve Staff Responsible for Monitoring: Campus Administrators; Instructional Coaches; District Curriculum Specialists Funding Sources: TEKS Resource System Conference - Title 1 Part A - 21113641100047830000, PD Subs - Title 1 Part A, ESC Contract Services - Title 1 Part A, Campus Instructional Leaders - Title 1 Part A	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: The campus will recruit, hire, and train highly effective and skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement. Staff Responsible for Monitoring: Principal Superintendent Funding Sources: staff salaries - Title 1 Part A	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Quick Data will be done to analyze the perception of staff regarding level of support, campus climate, etc. Analyze data for trends, areas of strengths, areas that need to be improved. After reviewing data create a plan to improve our practices. Strategy's Expected Result/Impact: Gain an understanding of staff perceptive in school's overall safety, culture, and collaboration. Staff Responsible for Monitoring: Principal, Asst. Principal HRS Leadership Team	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Fill at least 90% of vacancies for the 2025-2026 school year by the end of May 2025.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend yearly district job fair, collect resumes, interview candidates, reaching out to local university to get potential candidates who are student teachers, maintain file of potential new hires. *The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan. Title II, Part A, Teacher & Principal Training & Recruiting *The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement. Strategy's Expected Result/Impact: All current staff members are highly qualified. Staff Responsible for Monitoring: Administrators, teachers	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Establish and utilize Texas Behavior Support Initiative (TBSI) team will be utilized in response to a student in crisis. Funding Sources: Student Support Counselors - SCE	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: Teachers provide input in the decision-making process, through feedback forms, polls, and surveys through Leadership, SBDM, and Department Meetings including various staff surveys.

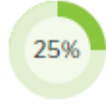
Strategy 1 Details	Formative Reviews		
Strategy 1: Create and distribute necessary information through the HRS process to show what teachers decide individually, collective decisions made by teachers and administrators, and the decisions made solely by administrators.	Formative		
	Nov	Feb	May
	10%		
Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher input opportunities will increase to 80% staff responses through an online input format through surveys and other feedback forms of communication.	Formative		
	Nov	Feb	May
	20%		
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: 75% students at the sixth grade level will maintain or increase their STAAR passing percentage in reading and math May 2024 to May 2025.

Evaluation Data Sources: STAAR Reading & Math results

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

Strategy 4 Details	Formative Reviews		
Strategy 4: The campus will provide systematic tutorials for students identified as needing improvement with reading and math skill deficits for small group instruction with additional resources or materials purchased to include, but not limited to, curricular resources, snacks, technology, and other materials deemed necessary to provide after school tutorials for struggling students. Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Math and Reading Tutors (during the day) - Title 1 Part A - \$12,000, Science and History Tutors (during the day - spring semester) - Title 1 Part A, Snacks - Title 1 Part A - \$2,000	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will use the campus' instructional framework: Fundamental 5, NASOT instructional strategies, Seidlitz, and other researched methods of instruction to build inclusive classrooms focused on student success. Targeted Support Strategy	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will use additional curriculum resources (online/print) to assist in the learning of Math, English, Science, and History content which will improve student academic performance on assessments. Funding Sources: supplies and materials - Title 1 Part A - \$42,700, supplies and materials - SCE - \$2,400	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: The campus will purchase technology such as instructional Chromebook stands, Chromebooks, licenses, web cameras, iPads, second computer monitors, 3D printer parts, wireless keyboards and mice, microphone system, splitter cables, voice amplifiers, Chromebook chargers, TV and stands, SMART Boards, headphones, and chargers to help with routine collaboration on best practices, district, and campus policies & procedures, classroom management, curriculum, technology integration, staff involvement, etc., that result in highly effective teaching practices. Funding Sources: wireless keyboard and mice - Title 1 Part A - \$1,500, Chromebook Carts - Title 1 Part A - \$18,500	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
Strategy 8: Teachers and Leadership teams will assess students using common assessments and track/review student progress using a Google Sheet during PLC meetings. Strategy's Expected Result/Impact: Data based decision will inform campus operations and instructional practices Staff Responsible for Monitoring: Administration Campus Instructional Leaders Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Increase the combined percentage score of all students on TELPAS from the 2024 percentage of 60% to 62% in May 2025.

Evaluation Data Sources: TELPAS results by student and campus.

Strategy 1 Details	Formative Reviews		
Strategy 1: Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. Staff Responsible for Monitoring: Principal LPAC Administrator Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The TELPAS will be utilized to assess EL students' achievement measured against the state achievement standards. EB students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success. Staff Responsible for Monitoring: Principal LPAC Administrator Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue			

Goal 3: Connect high school to career and college.

Performance Objective 1: By partnering with Communities in Schools up to 100 students will have case management to support attendance, behavior, and academics during the 2024-2025 school year.

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

Goal 3: Connect high school to career and college.

Performance Objective 2: Increase school wide activities that allow students to explore college and career opportunities from three to four opportunities by May 2025.

Evaluation Data Sources: Schedule reports

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

Goal 4: Improve low performing schools.

Performance Objective 1: Increase school provided family engagement activities to 5 times per year by May 2025.

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

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

Goal 4: Improve low performing schools.

Performance Objective 2: Increase overall campus attendance rate from 93.89% to 96.0% by May 2025.

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

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

Goal 4: Improve low performing schools.

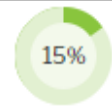
Performance Objective 3: Decrease the number of office referrals from 6,000 to 3,000 by May 2024. Disaggregate the referrals to determine how many are for tardies, SpEd documented (required referrals) vs. code of conduct infractions.

Evaluation Data Sources: Monthly and yearly campus discipline reports.

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

Goal 4: Improve low performing schools.

Performance Objective 4: Students, parents, and the community perceive the school environment as safe and orderly in 4 of 5 surveys by May 2025.

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent groups will be invited to tour classrooms during instruction to provide input on safety and the school environment. Strategy's Expected Result/Impact: none Staff Responsible for Monitoring: Administration - Campus TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

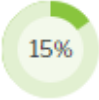
Performance Objective 5: Students, parents, and the community have six opportunities for input on the optimal functioning of the school by May 2025.

Strategy 1 Details	Formative Reviews		
Strategy 1: The HRS process will develop digital input forms for parents to address safety, how the school is performing, and suggestions to help improve the school environment for all students.	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 6: Improve the whole child by meeting the physical, social, and emotional needs of students' families by providing SEL services throughout the school year 2024-25.

Evaluation Data Sources: none

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

State Compensatory

Budget for McNiel Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4.9

Brief Description of SCE Services and/or Programs

--

Personnel for McNiel Middle School

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

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

Title I Personnel

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

Campus Funding Summary

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

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

Addendums

2022-23 Title I Campus Budget

McNiel Middle School								Summer Bynum	
Estimated 2022-23 Title I Budget Allocation:								\$172,500	
Estimated Discretionary Funds:								\$18,265	
Account Code									
Fund	FC	Obj	S/O	Org	FY	Prog	Proj	Budget	Description
Personnel:									
211	11	6112	00	047	3	30	000		Substitutes
211	11	6118	67	047	3	30	000		Tutoring
211	11	6118	00	047	3	30	000	\$13,715	Teacher Extra Duty Stipend
211	13	6118	00	047	3	30	000		Teacher Extra Duty Stipend for PD
211	11	6119	00	047	3	30	000	\$154,235	Teacher Salaries, Stipends & Benefits
211	11	6129	00	047	3	30	000		Aide Salaries, Stipends & Benefits
Contracted Services:									
211	13	6239	00	047	3	30	000		Region Esc Services
211	11	6248	00	047	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	047	3	30	000	\$4,000	On-line services/Maint agreements
211	34	6294	67	047	3	30	000		Student busing for tutorials
211	11	6297	00	047	3	30	000		Printing
211	11	6299	00	047	3	30	000		Contracted Services - For Students
211	13	6299	00	047	3	30	000		Contracted Services- For Teacher (PD registrations, etc)
Supplies/Computers/Equipment:									
211	11	6329	00	047	3	30	000		Instructional Reading materials/books
211	11	6339	00	047	3	30	000		STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	047	3	30	000		Technology
211	11	6396	00	047	3	30	000		Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	047	3	30	000		Software/Licenses
211	11	6399	00	047	3	30	000		Instructional classroom supplies/materials
Travel:									
211	13	6411	00	048	3	30	000		Teacher Staff Development Travel (not registration)
211	11	6412	00	048	3	30	000		Student Travel: Busing and Entrance fees for Field Trips
TOTALS								\$172,500	
Remaining Funds to Allocate:								\$0	
Parent & Family Engagement (PFE):								\$2,845	
211	61	6239	00	047	3	30	215		PFE Region Service Center Fees (Conference registration)
211	61	6299	00	047	3	30	215	\$1,000	PFE Contracted Services
211	61	6297	00	047	3	30	215	\$645	PFE Printing
211	61	6399	00	047	3	30	215	\$700	PFE Supplies
211	61	6411	00	047	3	30	215		PFE Travel Expenses for Conferences
211	61	6499	00	047	3	30	215	\$500	PFE Snacks
TOTALS								\$2,845	
Remaining Funds to Allocate:								\$0	

Non-transferrable: Encumbered								Non-transferrable: Must remain in PFE							
Principal Signature:															
Date:															