Sheldon Independent School District

Michael R. Null Middle School

2020-2021 Campus Improvement Plan



Board Approval Date: November 17, 2020
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

School districts across Texas suspended classes over coronavirus concerns in March of 2020 and remained closed for the remainder of the school year. Due to the pandemic, the State assessments were not administered leaving the campus to rely on assessment data from the previous school year and mock data from the current year to evaluate the overall goals of the campus instructional program, to complete the campus program evaluation, and to outline components of a needs assessment which led the development of the campus improvement plan. The following is a list of the site-based team that participated in the task of completing these processes. Upon approval of the CIP by the Sheldon ISD board of trustees, it will be translated into Spanish to meet the needs of our student population.

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
Katrina White	Principal
Jodi Douglas	Associate Principal
Raechel Broussard	Dean of Instruction
James O'Keeffe	Assistant Principal
Jeffrey Goston	Assistant Principal
Natalie Vital	Campus Instructional Specialist - Social Studies/ELA
Wayne Richardson	Campus Instructional Specialist - Math/Science
Kuwana Reed	Campus Instructional Specialist - Special Education

James Green	Parent

Campus Targets:

The 2019 STAAR/EOC data were used to determine the academic needs of all students. According to the Texas Education Agency Accountability Summary Report, Null Middle School scored a letter grade of "C." Below is a list of the accountability rating for our campus for 2017-2018 and 2018-2019:

Campus	2018 (would have been)	2019	Labels
Sheldon ISD	C	B	RECOGNIZED
Null Middle	D	C	Acceptable

The information in the chart above was shared publicly at the August 20, 2019, school board meeting by the Chief Academic Officer. The campus will continue to focus on improving the teaching and learning process during the 2020-2021 school year.

The Campus Committees worked diligently to create a plan of action to reopen schools in the fall of 2020. 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 2020-2021 school year whether instruction is face-to-face (Sheldon On-Site) or virtual (Sheldon On Demand):

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

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. Identify and implement evidence-based strategies to address the needs of EL students as it relates to language acquisition.

6. Identify and implement evidence-based strategies to address the needs of Special Education students that include a focus on their individual IEPs.

7. Improve fiscal management as it relates to federal and state funds to support the needs of all students, especially struggling students and those identified as at-risk.

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

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

10. Provide additional support to meet the academic and social emotional needs of all students especially struggling students and those identified as at-risk.

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.

Demographics

Demographics Summary

M.R. Null Middle School is a racially diverse campus with a student population of 1,316. We receive students from Carroll Elementary, Garrett Elementary, and Sheldon 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

Year	Enrollment
2018-2019	1129
2019-2020	1302
2020-2021	1316

(B) Student Demographics by Ethnicity

Student Demographics (2020 - 2021 Preliminary Fall PEIMS file loaded 10/19/2020)	Count	Percent
Gender		
Female	655	50.04%
Male	654	49.96%
Ethnicity		
Hispanic-Latino	826	63.10%
Race		
American Indian - Alaskan Native	2	0.15%
Asian	5	0.38%
Black - African American	383	29.26%

Student Demographics (2020 - 2021 Preliminary Fall PEIMS file loaded 10/19/2020)	Count	Percent
Native Hawaiian - Pacific Islander	0	0.00%
White	68	5.19%
Two-or-More	25	1.91%

(C) Student Longitudinal Demographics by Ethnicity

Ethnicity	2018-2019	2019 - 2020	2020 - 2021
Hispanic	65%	63%	63.10%
American Indian	.09%	.16%	.15%
Asian	.18%	.08%	.38%
African American	28%	30%	29.2%
Native Hawaiian	.27%	.08%	0%
White	5%	5%	5.19%
Two or More Races	.97%	1%	1.91%

(D) Student Demographics by Gender

Gender	Campus	District	State
Male	50%	51%	51%
Female	49%	49%	49%

(E) Student Demographics by Special Populations

Student by Program (2020 - 2021 Preliminary Fall PEIMS file loaded 10/19/2020)	Count	Percent
Bilingual	1	0.08%
English as a Second Language (ESL)	302	23.07%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Career and Technical Education (CTE)	0	0.00%
Free Lunch Participation	309	23.61%
Reduced Lunch Participation	96	7.33%
Other Economically Disadvantaged	697	53.25%
Gifted and Talented	78	5.96%
Special Education (SPED)	147	11.23%
Title I Participation	419	32.01%
Dyslexia	54	4.13%

(F) Staff Demographics by Ethnicity

Ethnicity	Campus	District	State
Hispanic	15.7%	23.6%	26%
African American	43.5%	31.6%	10.1%
White	40%	42.1%	60.8%
Asian		1.1%	1.5%

(G) Staff Demographics by Gender

Gender	Campus	District	State
Male	30.1%	23.8%	23.5%
Female	69.9%	76.2%	76.5%

(H) Staff Demographics by Years of Experience

Years of Experience	Campus	District	State
Beginning Teachers	5.3%	11.2%	8.1%
1-5 Years Experience	31.3%	35.7%	27.3%
6-10 Years Experience	35.7%	26.3%	21.7%
11-20 Years Experience	23.6%	20.6%	27.3%
Over 20 Years Experience	4.1%	6.2%	15.7%

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 (50% male, 50% state, district, and campus)

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- 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: 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 district by 4.31% and higher than the state by 26.34%.

Problem Statement 2: 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 1,319.

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

Problem Statement 4: There is a need for both a male and female mentor program along with a deeper understanding and practice of restorative discipline practices. **Root Cause:** Administrators and teachers must find a way to understanding the unwanted behaviors that occur in school and determine the best approach to assist our students to change behaviors.

Student Learning

Student Learning Summary

NMS state accountability ratings are as follows:

	Component Score	**Scaled Score**	**Rating**
Overall		18	
Goal		40	
Student Achievement			
STAAR Performance	18		
College, Career and Military Readiness			
Graduation Rate			
School Progress			
Academic Growth			
Relative Performance (Eco Dis: 86.9%)			
Closing the Gaps			

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:

	May 2021 STAAR Mathematics, Grade 6							
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**	**Date Taken**
Null Middle School	379	16	1546	41.18%	50.13%	17.15%	2.11%	05/01/21
Economic Disadvantage	314	15	1544	40.75%	49.04%	16.88%	1.27%	05/01/21
Asian	2	23	1689	60.50%	50%	50%	50%	05/01/21
Black/African American	99	14	1527	37.93%	47.47%	11.11%	0%	05/01/21
Hispanic	249	16	1554	42.51%	51%	20.08%	2.81%	05/01/21

	May 2021 STAAR Mathematics, Grade 6							
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**	**Date Taken**
Two or More Races	7	17	1560	43.86%	85.71%	14.29%	0%	05/01/21
White	22	14	1528	38.09%	40.91%	9.09%	0%	05/01/21
First Year of Monitoring	7	25	1687	66.57%	100%	85.71%	14.29%	05/01/21
LEP	123	14	1525	37.66%	40.65%	11.38%	0%	05/01/21
Second Year of Monitoring	4	25	1684	65.25%	100%	75%	25%	05/01/21
Special Ed Indicator	48	12	1489	31.15%	18.75%	8.33%	0%	05/01/21
	May 2021 STAAR Reading, Grade 6							
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**	**Date Taken**
Null Middle School	380	22	1512	55.28%	48.16%	15.79%	6.58%	05/01/21
Economic Disadvantage	316	22	1506	54.51%	46.84%	14.24%	6.01%	05/01/21
Asian	3	20	1581	50%	33.33%	33.33%	33.33%	05/01/21
Black/African American	98	22	1505	54.64%	50%	13.27%	2.04%	05/01/21
Hispanic	250	22	1516	55.93%	48%	18.40%	8.80%	05/01/21
Two or More Races	7	22	1501	54.57%	57.14%	0%	0%	05/01/21
White	22	21	1486	51.64%	40.91%	0%	0%	05/01/21
First Year of Monitoring	7	32	1662	80.57%	100%	71.43%	28.57%	05/01/21
LEP	122	20	1480	50.19%	40.16%	8.20%	2.46%	05/01/21
Second Year of Monitoring	4	33	1696	82.50%	100%	75%	50%	05/01/21
Special Ed Indicator	47	16	1424	39.89%	19.15%	8.51%	2.13%	05/01/21
	May 2021 STAAR Mathematics, Grade 7							
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**	**Date Taken**
Null Middle School	391	14	1552	35.86%	31.71%	9.72%	2.56%	05/01/21
Economic Disadvantage	324	14	1549	35.21%	29.32%	7.72%	2.47%	05/01/21
Asian	1	21	1641	53%	100%	0%	0%	05/01/21
Black/African American	123	13	1536	33.02%	24.39%	6.50%	0.81%	05/01/21

	May 2021 STAAR Mathematics, Grade 7							
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**	**Date Taken**
Hispanic	247	15	1558	36.81%	34.01%	10.53%	3.64%	05/01/21
Two or More Races	8	18	1596	44%	50%	25%	0%	05/01/21
White	12	15	1566	38.42%	41.67%	16.67%	0%	05/01/21
First Year of Monitoring	21	19	1618	47.48%	61.90%	23.81%	14.29%	05/01/21
LEP	92	13	1539	33.36%	27.17%	2.17%	1.09%	05/01/21
Second Year of Monitoring	8	21	1637	51.75%	75%	37.50%	12.50%	05/01/21
Special Ed Indicator	41	10	1495	25.76%	4.88%	0%	0%	05/01/21
	May 2021 STAAR Reading, Grade 7							
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**	**Date Taken**
Null Middle School	388	23	1556	54.28%	47.94%	22.42%	8.51%	05/01/21
Economic Disadvantage	321	22	1549	53.30%	46.42%	20.25%	6.23%	05/01/21
Asian	1	29	1627	69%	100%	0%	0%	05/01/21
Black/African American	123	21	1534	50.98%	37.40%	17.89%	4.88%	05/01/21
Hispanic	243	23	1563	55.31%	51.44%	24.28%	10.29%	05/01/21
Two or More Races	8	28	1623	67.38%	87.50%	37.50%	0%	05/01/21
White	13	24	1579	56.92%	53.85%	23.08%	15.38%	05/01/21
First Year of Monitoring	22	28	1628	67.55%	86.36%	31.82%	9.09%	05/01/21
LEP	88	20	1515	47.34%	34.09%	12.50%	1.14%	05/01/21
Second Year of Monitoring	8	26	1596	62.63%	75%	25%	0%	05/01/21
Special Ed Indicator	39	16	1461	37.69%	17.95%	2.56%	0%	05/01/21
	May 2021 STAAR Writing, Grade 7							
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**	**Date Taken**
Null Middle School	371	22	3379	47.23%	37.74%	9.16%	0.81%	05/01/21
Economic Disadvantage	310	21	3360	46.59%	36.13%	8.06%	0.65%	05/01/21
Asian	1	28	3730	61%	100%	0%	0%	05/01/21
Black/African American	118	21	3355	46.27%	34.75%	9.32%	0.85%	05/01/21

	May 2021 STAAR Writing, Grade 7							
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**	**Date Taken**
Hispanic	232	22	3393	47.83%	39.66%	9.05%	0.43%	05/01/21
Two or More Races	7	22	3453	48.29%	42.86%	14.29%	14.29%	05/01/21
White	13	20	3283	43.62%	23.08%	7.69%	0%	05/01/21
First Year of Monitoring	17	27	3659	57.71%	76.47%	11.76%	0%	05/01/21
LEP	89	20	3243	42.58%	21.35%	3.37%	0%	05/01/21
Second Year of Monitoring	8	27	3650	57.88%	75%	0%	0%	05/01/21
Special Ed Indicator	40	14	2948	31.03%	7.50%	2.50%	0%	05/01/21

	April 2021 STAAR Mathematics, Grade 8							
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**	**Date Taken**
Null Middle School	294	15	1549	36.09%	24.15%	5.10%	0%	04/01/21
Economic Disadvantage	246	15	1549	36.04%	24.39%	5.28%	0%	04/01/21
American Indian/Alaskan Native	2	14	1536	33.50%	0%	0%	0%	04/01/21
Black/African American	101	14	1541	34.29%	16.83%	1.98%	0%	04/01/21
Hispanic	174	16	1556	37.37%	28.74%	6.90%	0%	04/01/21
Two or More Races	5	17	1570	40%	40%	0%	0%	04/01/21
White	12	13	1520	31.42%	16.67%	8.33%	0%	04/01/21
First Year of Monitoring	14	18	1579	42%	35.71%	21.43%	0%	04/01/21
LEP	83	14	1533	33.06%	15.66%	1.20%	0%	04/01/21
Second Year of Monitoring	1	9	1467	21%	0%	0%	0%	04/01/21
Special Ed Indicator	37	12	1511	28.86%	5.41%	2.70%	0%	04/01/21

	April 2021 STAAR Reading, Grade 8							
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**	**Date Taken**
Null Middle School	390	26	1607	58.26%	55.90%	28.21%	9.49%	04/01/21
Economic Disadvantage	319	25	1602	57.51%	54.55%	26.96%	7.52%	04/01/21
American Indian/Alaskan Native	2	15	1467	34%	0%	0%	0%	04/01/21
Black/African American	121	22	1560	50.35%	37.19%	15.70%	3.31%	04/01/21

	April 2021 STAAR Reading, Grade 8							
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**	**Date Taken**
Hispanic	242	27	1625	61.47%	64.46%	32.64%	11.57%	04/01/21
Two or More Races	9	28	1648	64.33%	55.56%	33.33%	22.22%	04/01/21
White	16	30	1688	69.13%	75%	56.25%	18.75%	04/01/21
First Year of Monitoring	23	33	1708	75.52%	95.65%	69.57%	21.74%	04/01/21
LEP	86	22	1552	49.15%	36.05%	10.47%	2.33%	04/01/21
Second Year of Monitoring	2	31	1670	70.50%	100%	50%	0%	04/01/21
Special Ed Indicator	34	15	1472	34.94%	5.88%	0%	0%	04/01/21

	May 2021 STAAR Science, Grade 8							
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**	**Date Taken**
Null Middle School	369	20	3462	47.70%	42.55%	16.53%	3.79%	05/01/21
Economic Disadvantage	306	20	3437	46.78%	39.54%	16.34%	2.94%	05/01/21
American Indian/Alaskan Native	1	28	3926	67%	100%	0%	0%	05/01/21
Black/African American	116	17	3287	41.09%	27.59%	5.17%	0.86%	05/01/21
Hispanic	229	21	3521	49.97%	47.60%	20.96%	5.24%	05/01/21
Two or More Races	9	24	3729	58.22%	66.67%	33.33%	0%	05/01/21
White	14	24	3728	57.29%	64.29%	28.57%	7.14%	05/01/21
First Year of Monitoring	21	26	3857	62.38%	71.43%	42.86%	14.29%	05/01/21
LEP	83	16	3209	38.05%	19.28%	3.61%	1.20%	05/01/21
Second Year of Monitoring	2	17	3267	40.50%	50%	0%	0%	05/01/21
Special Ed Indicator	32	12	2983	29.47%	6.25%	0%	0%	05/01/21
	May 2021 STAAR Social Studies, Grade 8							
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**	**Date Taken**
Null Middle School	376	19	3377	42.87%	32.98%	8.24%	1.86%	05/01/21
Economic Disadvantage	307	18	3349	41.69%	30.29%	7.49%	1.30%	05/01/21

	May 2021 STAAR Social Studies, Grade 8							
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**	**Date Taken**
American Indian/Alaskan Native	2	19	3381	43.50%	50%	0%	0%	05/01/21
Black/African American	116	16	3237	36.90%	21.55%	1.72%	0.86%	05/01/21
Hispanic	233	20	3429	45.01%	36.48%	10.73%	2.58%	05/01/21
Two or More Races	9	24	3621	53.67%	55.56%	33.33%	0%	05/01/21
White	16	22	3502	48.75%	50%	6.25%	0%	05/01/21
First Year of Monitoring	23	25	3675	56.04%	65.22%	17.39%	4.35%	05/01/21
LEP	82	16	3206	35.34%	14.63%	3.66%	1.22%	05/01/21
Second Year of Monitoring	2	19	3388	43%	50%	0%	0%	05/01/21
Special Ed Indicator	33	13	3070	29.73%	3.03%	0%	0%	05/01/21

	Spring 2021 STAAR EOC, Algebra I							
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**	**Date Taken**
Null Middle School	116	33	4076	61.53%	88.79%	48.28%	26.72%	05/01/21
Economic Disadvantage	89	34	4089	62.03%	88.76%	48.31%	26.97%	05/01/21
Black/African American	25	31	3971	56.52%	88%	32%	20%	05/01/21
Hispanic	81	34	4115	63.17%	87.65%	51.85%	29.63%	05/01/21
Two or More Races	4	35	4079	64%	100%	75%	25%	05/01/21
White	6	32	3984	58.50%	100%	50%	16.67%	05/01/21
First Year of Monitoring	11	39	4339	72.64%	100%	72.73%	45.45%	05/01/21
LEP	8	32	4034	58.75%	87.50%	50%	25%	05/01/21
Second Year of Monitoring	1	18	3466	33%	0%	0%	0%	05/01/21
Special Ed Indicator	1	31	3936	57%	100%	0%	0%	05/01/21

Student Learning Strengths

Our greatest strength this year is that our teachers and student both inreased their knowledge and skill sets in suing technolgoy to learn and grow, this information is not evident in our data.

Our students did grow 9% from the last STAAR recorded data in Algebra 1 EOC.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 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: 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: Incoming 6th graders from specific elementary campuses are coming to us with significant gaps in their learning. **Root Cause:** Students have lacked consistency in discipline structure and academic instruction.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction

Sheldon ISD has worked diligently to revised the district's curriculum to meet the needs of all students. This move towards the development of our own curriculum provides teachers 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 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 Sheldon ISD (SISD) Instructional Framework, which includes many strategies that have been proven successful in the past such as scaffolding, questioning, collaborative group work, and purposeful classroom talk.

Our Sheldon ISD Best Practices Framework focuses on the following 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

- Utilize the TEKS pages in the Lead4Ward Field Guide
- 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

Full TEKS 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

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 and collaboration 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 Middle School is a campus with approximately 1,302 students located in NE Houston. There is one principal, an associate principal, dean of instruction, 2 assistant principals, 2 counselors, 2 curriculum instructional specialists (Math/Science & ELA/SS), 62 certified teachers, 16 para-professionals, 10 custodians, 9 child nutrition specialist, and a total staff of 97.

Curriculum and student needs are addressed at monthly faculty meetings, weekly PLC meetings, monthly department head meetings, team leader meetings, and weekly instructional coaches & assistant principals' meetings.

The Campus Improvement Plan (CIP) is the driving force for improvement at NMS. The CIP is developed by our SBDM committee during the summer for the forthcoming school year. The CIP is reviewed each month at our SBDM meetings and formal progressed is measured quarterly in the Planned4Learning website.

Technology

The traditional way we "do school" 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.

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

- STEM Lab
- Classroom set of laptops in our STEM Lab
- Chromebook COWs (Chromebooks on wheels) in all core content areas and several elective classrooms
- Ipad Stations in math classrooms

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

- During the 2020-21 school year, we are designating professional development to utilizing technology for both staff and students.
- Teachers utilize Google Classroom, Reading Plus, and Think Through Math 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 classrooms
- Ipad Stations in math classrooms

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The growth of 21st century skills and engagement in the classroom facilitated by our teachers is minimal. **Root Cause:** We do not offer enough 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 were generally concerned about their students' safety in relation to health. (COVID)

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: Parents were generally concerned about their child's safety due to COVID. **Root Cause:** COVID was a very scary illness and a school campus is a lace where it can be difficult to socially distance.

Priority Problem Statements

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
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8

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

Revised/Approved: June 23, 2021

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

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

A) Student achievement: By June 2021, the score for all students taking the STAAR Reading (6-8) will increase from 67% to 75%.
STAAR Math (6-8) will increase from 74% - 80%
STAAR Writing (7) will increase from 54% - 62%
STAAR Science (8) will increase from 74% - 80%
STAAR Social Studies (8) will increase from 61% to 70%

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

Evaluation Data Sources: NMS will conduct the following STAAR exams: STAAR Reading--April 2021 (Grade 8); May (6/7, 8 retest); 2020-2021, 9 Week Assessments, and Quarterly Grading Periods

Summative Evaluation: Significant progress made toward meeting Objective

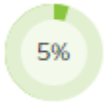
Next Year's Recommendation: We will keep the current goals and adjust for any academic delays due to progress interruption by the COVID-19 pandemic.

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. (Including Power Ups, At Bats during PLC, and weekly planning meetings.) (September 2020-June 2021) **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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

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. (Sept. 2020-June 2021) **Strategy's Expected Result/Impact:** Classroom visitations, observations and DCA scores/Mock STAAR. 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 **- ESF Levers:** Lever 4: High-Quality Curriculum				

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. September 2020 - June 2021 All students needing extra support will have intervention pull outs from elective classes and an Intervention Teacher will be added to each grade level for ELA and Math. Spring 2021 **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 **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Stipend paid for ELA and Math Intervention teacher (4,000 per teacher) - 199-State Comp. Ed. - $8,000	N/A	N/A	N/A	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Conduct 9 Weeks Exam conferences with teachers. *Identify failure rates of any higher than 10% *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. (September 2020-June 2021) 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. **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, Teachers. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

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 at-risk of not meeting State academic standards. (September 2020-June 2021) **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 **- Comprehensive Support Strategy - 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. (October 2020 - May 2021) 2 Saturdays a month **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. - $12,000	60%	55%	55%	

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. September 2020 - June 2021 **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	55%	50%	50%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Use TCM Teacher kits to meet the needs of all students at-risk of not meeting the State academic standards. **Strategy's Expected Result/Impact:** Student's reading levels will increase. **Staff Responsible for Monitoring:** ELA Interventionist, Dean of Instruction, and 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 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** TCM Kits - 199-State Comp. Ed. - $4,300	25%	25%	25%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Literacy Goal - To assist students with developing critical reading skills and reading endurance through a novel studies conducted by classroom teacher. 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. **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**	N/A	N/A	N/A	

 No Progress  Accomplished  Continue/Modify  Discontinue

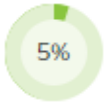
Goal 1: Null Middle School will maximize learning for all students.

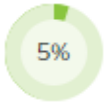
Performance Objective 2: AVID - Campus-wide Initiative.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: AVIDcacy plans for all students everyday between 8:30 - 9:00 a.m. to meet all students needs. **Staff Responsible for Monitoring:** N. Greene, S. Wilson, 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 add virtual college background to Zoom classrooms Teachers record a flip grid to promote their college (2 minutes to speak about college experience) will be uploaded and played during AVIDcacy.	N/A	N/A		

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. Dates are: August 28th, October 15th, and November 17th **Strategy's Expected Result/Impact:** AVID leaders and teacher will participate in Professional Development off campus and lead PD on campus thru Monthly Zoom meetings. N. Greene, S. Wilson, and J. Roland. Teachers who present AVID site team.	N/A			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: AVID Planner Schoolwide - given to all students and will be utilized in the AVIDcacy lesson.	N/A			

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.	N/A	5%	N/A	

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Increase Accessible technology for the students and AVID staff on campus. Date for ordering technology 1/4/2021. **Strategy's Expected Result/Impact:** AVID tutors and teacher will be able to use technology to increase tutor time and classroom expectations.	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: By May 2021, 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 2020-2021 school year.

Summative Evaluation: Met Objective

Next Year's Recommendation: We will keep the current goals and adjust for any academic delays due to progress interruption by the COVID-19 pandemic.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide mentors to support 1st and 2nd year teachers. August 2020 - June 2021. **Strategy's Expected Result/Impact:** Conduct surveys of 1st and 2nd year teacher mentor and mentee three times during the school year. October 2020, January 2021, and April 2021 **Staff Responsible for Monitoring:** James O'Keeffe and Sherrill Wilson **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide opportunity for staff members to share activities/ideas for the campus to implement. (August 2020 - June 2021 **Strategy's Expected Result/Impact:** The 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 - 199-State Comp. Ed. - $3,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct a book study during Faculty Meetings in October 2020, December 2020, February 2021, and April 2021 using the book The Teacher 50 by Baruti Kafele to increase dialogue that will help to support and build teacher capacity. **Strategy's Expected Result/Impact:** Teacher Survey Results Teacher Retention Results Teacher Engagement **Staff Responsible for Monitoring:** Administration Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers **- Comprehensive Support Strategy** **Funding Sources:** Books will be purchased from ASCD - 199-State Comp. Ed. - $2,000	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By Spring 2021, 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 teacher and Sheltered Identified teachers ESL certified.

Summative Evaluation: Met Objective

Next Year's Recommendation: We will keep the current goals and adjust for any academic delays due to progress interruption by the COVID-19 pandemic.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hire and maintain highly effective and state certified teachers. July 2020 - June 2021. **Strategy's Expected Result/Impact:** Teacher Certifications **Staff Responsible for Monitoring:** Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional development to assist teachers in becoming proficient, accomplished, and/or distinguished in T-TESS domains and dimensions. August 2020-June 2021. Administrators will be trained and use the new Mircrosoft Technology. **Strategy's Expected Result/Impact:** -District Benchmark assessment data. -T-Tess Results/Artifacts. -Microsoft TEAMS training **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** Update technology - 199-State Comp. Ed. - $9,000				

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 and to obtain 30 hours of initial G/T professional development. September 2020- May 2021. **Strategy's Expected Result/Impact:** Completion of required hours. **Staff Responsible for Monitoring:** Campus Administration; Director of Advanced Academics; Director of the Multilingual Dept.	N/A	N/A	N/A	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide Ellevation training to all teachers on campus. **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 **Comprehensive Support Strategy - Additional Targeted Support Strategy**	35%	25%	25%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Collaborative Teaching Model Training and Ongoing Effective SPED and Differentiation Training **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	20%	25%	25%	→

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: AVID Summer Institute July 2021 **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	100%	100%	100%	→

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

Goal 3: Null Middle School will continue to build positive relationships with parents and community members.

Performance Objective 1: According the parent survey that was conducted during the 2019-2020 school year, 60% of parent felt that parental communication was sufficient and 40% 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 and the other done in early April 2021

Summative Evaluation: Met Objective

Next Year's Recommendation: We will keep the current goals and adjust for any academic delays due to progress interruption by the COVID-19 pandemic.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Host bi-annual Curriculum Nights. Zoom meetings by day by subject. $1000 spent per semester Fall 2020 - Spring 2021 **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. - $2,000	100%	45%	40%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide Updates through School Messenger and SMORE Instructional Insight Newsletters to parents September 2020- June 2021 **Strategy's Expected Result/Impact:** Results from Parent Satisfaction Survey (communication) **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - 199-State Comp. Ed. - $300	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Host Meet The Teacher - Virtual (Thursday and Saturday) **Strategy's Expected Result/Impact:** Parent Sign-in sheets Parent evaluation/survey **Staff Responsible for Monitoring:** Campus administration & Staff	100%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Host Pre-AP Informational Meeting Spring 2021 **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 2021 **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 SPTO (Stallion Parent Teacher Organization). Increase teacher participation. (September 2020-June 2021) **Strategy's Expected Result/Impact:** Parent Sign-in sheets, Program evaluation/survey. **Staff Responsible for Monitoring:** James O'Keeffe				

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, dance, STEM classes, character building, etc. (September 2020 - August 2021) **Strategy's Expected Result/Impact:** * Student & Parent surveys * Student Attendance/Participation - Minimum of 80 students participating in the program at least 45 days during the school year. **Staff Responsible for Monitoring:** After School Program Site Coordinator, Campus Administrators, & Executive Director of Federal Programs & Grants **Funding Sources:** Staff Payroll & Teacher Extra duty pay - 265-21st Century After-School Program - $70,000	100%	100%	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 2020 , October, 2020, November 2020, January 2021, February 2021, March 2021, April 2021, and June 2021 **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 - $3,000	N/A	N/A	N/A	

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. August 2020- June 2021 **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 - $500	35%	45%	50%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Increase Parent Volunteers **Strategy's Expected Result/Impact:** Parent Sign In Sheets, Parent Surveys **Staff Responsible for Monitoring:** Campus Administrators Members of SPTO	100%	100%	100%	100%

 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: Met Objective

Next Year's Recommendation: We will keep the current goals and adjust for any academic delays due to progress interruption by the COVID-19 pandemic.

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 2020 and Spring 2021 **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	100%	100%	100%	

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 2020 (October)and Spring 2021 (February)) **Strategy's Expected Result/Impact:** Survey responses/results. **Staff Responsible for Monitoring:** Counselors, Administrators, Teachers **Funding Sources:** - 199-State Comp. Ed. - $500	100%	100%	100%	

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 2020 Spring March - April 2021 **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. (September 2020 -June 2021) **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 (September 2020-June 2021) **Strategy's Expected Result/Impact:** After action reports for district. **Staff Responsible for Monitoring:** Assistant Principal - Jeff Goston	N/A	N/A	N/A	

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. (September 2020-June 2021) **Strategy's Expected Result/Impact:** Fewer unsafe incidents on campus involving students/staff. **Staff Responsible for Monitoring:** All NMS staff and administrators.				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: PBIS Rewards Program January 2021 - June 2021 **Strategy's Expected Result/Impact:** Fewer office referrals due to better classroom management. **Staff Responsible for Monitoring:** Administrators and staff. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **- Targeted Support Strategy** **Funding Sources:** PBIS PROGRAM PURCHASED - 199-State Comp. Ed. - $3,000	100%	100%	100%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Student ID badges provided for all students to wear while on campus. September 2020-June 2021) **Strategy's Expected Result/Impact:** All students and staff wearing IDs on campus daily. **Staff Responsible for Monitoring:** Administrators. Teachers, and Paraprofessional **Funding Sources:** - 199-State Comp. Ed. - $5,000	100%	100%	100%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: 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. September 2020 - June 2021 **Strategy's Expected Result/Impact:** Reduced incidences of bullying. **Staff Responsible for Monitoring:** Campus Administrators, Counselors	100%	100%	100%	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

Next Year's Recommendation: We will keep the current goals and adjust for any academic delays due to progress interruption by the COVID-19 pandemic.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Allow Band, Choir, and Orchestra 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 2021 **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	N/A	N/A	N/A	

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 2021 **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 2021. ECHS and STEM Academy will also be invited. Spring 2021 **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 2021 **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 4: High-Quality Curriculum, Lever 5: Effective Instruction	100%	100%	100%	100%

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 2020 and Spring 2021 **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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	100%	100%	100%	100%

0% No Progress 100% 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 2020-2021 to meet the goals and expectations for all students. We will have have 60% of the budget spent by December of 2020 and the remainder by April of 2021.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will keep the current goals and adjust for any academic delays due to progress interruption by the COVID-19 pandemic.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilizing, by December 2020, 60% of the NMS budget addressing the needs of our students. (September 2020-June 2021) **Strategy's Expected Result/Impact:** Budget Report **Staff Responsible for Monitoring:** Campus Principal, Associate Principal, Campus Secretary	55%	60%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilizing allotted funds to provide instructional materials & resources to increase student achievement in all STAAR tested areas. (September 2020 - June 2021 **Strategy's Expected Result/Impact:** Budget Report **Staff Responsible for Monitoring:** Campus Principal, Associate Principal, Campus Secretary	65%	65%	65%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Generating monthly expenditure reports to provide an opportunity for review to determine additional funding needs. September 2020 -June 2021 **Strategy's Expected Result/Impact:** Budget Report **Staff Responsible for Monitoring:** Campus Principal, Associate Principal Campus Secretary	65%	70%	60%	

 No Progress  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: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Tardy Eliminator - will be purchased in January 2021 - June 2021 **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%	55%	50%	→

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

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

Performance Objective 3: NMS will will utilize 100% of all federal and state funds during 2020-2021 to meet the goals and expectations for all students. We will have have 60% of the budget spent by December of 2020 and the remainder by April of 2021.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Plan better and budget the money.

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

Performance Objective 4: 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: Met Objective

Next Year's Recommendation: Setting the program up for the offices to use it.

State Compensatory

Budget for Michael R. Null Middle School

Account Code	Account Title	Budget
6300 Supplies and Services		
1997.11.043.24.000.6399.70	6396 Supplies and Materials - Locally Defined	$24,943.00
	6300 Subtotal:	**$24,943.00**

Personnel for Michael R. Null Middle School

Name	Position	Program	FTE
Ashley Lowe	Math Interventionist	MATH	1
Aura Rauda	Instructional Aide - LPAC	ESL	1
Natalie Vital	Instructional Specialist	Social Studies/ELA	1
Trashonda Brown	ELA Interventionist	ELA	1
Vilma Martinez	Instructional Aide - LPAC	ESL	1
Wayne Richardson	Instructional Specialist	Math/Science	1

Campus Funding Summary

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Stipend paid for ELA and Math Intervention teacher (4,000 per teacher)		$8,000.00
1	1	6	Extra duty pay for teachers and snacks for students		$12,000.00
1	1	8	TCM Kits		$4,300.00
2	1	2	Supplies for teams		$3,000.00
2	1	3	Books will be purchased from ASCD		$2,000.00
2	2	2	Update technology		$9,000.00
2	2	6			$6,360.00
3	1	1			$2,000.00
3	1	2			$300.00
3	1	4			$500.00
3	1	5			$500.00
4	1	1			$500.00
4	1	2			$500.00
4	1	3	Materials		$500.00
4	1	7	PBIS PROGRAM PURCHASED		$3,000.00
4	1	8			$5,000.00
5	2	1	Tardy Eliminator System		$3,000.00
5	2	1	Scanners and printers		$500.00
				Sub-Total	$60,960.00

265-21st Century After-School Program					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	7	Staff Payroll & Teacher Extra duty pay		$70,000.00
3	1	8	Registration cost		$3,000.00
3	1	9	Vendors		$500.00
				Sub-Total	$73,500.00