

# **Raymondville Independent School District**

## **Myra Green Middle School**

### **2024-2025 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

MGMS

2024-2025 Campus Needs Assessment Summary

August 19, 2024

On August 19, 2024, Myra Green Middle School completed a Comprehensive Needs Assessment with a group of required stakeholders to provide input into the needs and priorities for the 2023-2024 school year. The information below provides a summary of the needs and priorities that will align with the strategies and activities included in the District/Campus Improvement Plan:

### Campus Demographic

	2021-2022	2022-2023	2023-2024
Student Enrollment	409	425	398
%Hispanic	400	418	395
%African American	0	0	0
%White	9	1.41%	3.75%
%Asian	0	0	0
%Pacific Islander	0	0	0
%Other	0	0	0
%Remote Learners	AI	AI	AI
%Face-to-Face Learners	409	425	398
	2021-2022	2022-2023	2022-2023
%Economically Disadvantaged	88.5%	89.65%	90.45%
%English Learners	7.09%	11.3%	9.8%

	2021-2022	2022-2023	2023-2024
%At-Risk	48.09%	49.88%	45.98%
Special Education	64	65	75
# of Students with Intellectual Disabilities	12	10	
Students with Physical Disabilities	*	*	*
Students with Behavioral Disabilities	10	4	
# Autism	*	7	
Student Mobility	12.9%		
	2021-2022	2022-2023	2023-2024
Attendance	86.13%	89.25%	89.65%
PEIMS Discipline	139		
Dropout Rate	0%	0	0
	2021-2022	2022-2023	2023-2024
Total Staff	43	43	44
Teachers	37	37	37
Paraprofessionals	6	6	7
Campus Administration	2	2	2
Hispanic			
White			
Teachers	2021-2022	2022-2023	2023-2024
Bachelor's Degree	26.7	28	
Master's Degree	7.1	9	
Doctorate	0	0	
Teachers	2021-2022	2022-2023	2023-2024
Beginning Teachers	0	0	0
1-5 Years	9	11	12.7%
6-10 Years	6	5	3%
11-20 Years	12.1	12	12.1%
Over 20 Years	5	9	5%

	2021-2022	2022-2023	2023-2024
Teacher Salaries	\$57,300	\$58,696	
Teacher Turnover Rate	N/A	N/A	N/A
All Grade Levels-Approaches	2021-2022	2022-2023	2022-2023
Reading	82%	87%	86%
Math	79%	81%	81%
Writing	N/A	N/A	N/A
Science	79%	80%	72%
Social Studies	60%	69%	75%
All Grade Levels-Meets	2021-2022	2022-2023	2023-2024
Reading	52%	64%	64%
Math	45%	49%	50%
Writing	N/A	N/A	N/A
Science	41%	50%	41%
Social Studies	16%	32%	40%

All Grade Levels-Masters	2021-2022	2022-2023	2023-2024
Reading	29%	29%	29%
Math	15%	16%	18%
Writing			
Science	18%	10%	10%
Social Studies	5%	12%	20%

The 2023-2024 data reveals that MGMS's performance in Math, Reading, and Social Studies has remained consistent, staying at or above the same level of performance as the previous year for Approaches, Meets, and Masters categories. However, Science has experienced a slight decrease in the Approaches and Meets levels.

Furthermore, the highest-need student group has been identified as those who were not successful on their 2024 Spring STAAR test. In response to this, House Bill 1416 mandates accelerated instruction for these students. To support this effort, the central office has allocated resources for tutors to provide accelerated instruction to these students, as well as others who struggle with checkpoints throughout the year.

In addition, the data shows that there has been low teacher turnover at MGMS, and the campus benefits from having experienced teachers in place.



# Student Achievement

## Student Achievement Summary

### Student Achievement

Student achievement data is disaggregated into several categories, including:

- Approaches, Meets, Masters
- Growth Improvement
- Quintile Reports
- Ethnicity, gender, socioeconomic status, special program, LEP, GT, at-risk, and migrant status.

This disaggregated data helps identify the groups of students needing the most improvement in each subject area. As a result, teachers will monitor and adjust/modify their instruction based on this data. Moreover, the data analyzed at various levels of depth reveals that students need more exposure to rigorous questions, and teachers need to focus on reinforcing those question types.

Additionally, the data suggests that students who generally struggle on benchmarks and checkpoints are likely to perform poorly on the STAAR exam if the questions maintain the same level of rigor or depth of knowledge. Despite this challenge, the data also shows that STAAR scores in reading, math, science, and social studies continue to outperform both regional and state averages. However, upon closer examination, MGMS scores in math and reading have remained stable compared to the previous year, while social studies saw an increase in scores, and science experienced a slight decline.

Encouragingly, the at-risk student population is making noticeable progress due to accelerated instruction, differentiated teaching methods, academic tutor support, and the reteaching of key concepts. Consequently, intervention programs are showing growth in at-risk students, as these students benefit from focused instruction driven by assessment data. Looking at longitudinal trends, student achievement data indicates that we must continue intervention programs to ensure we reach every child. In summary, while we have maintained improvement in all content areas on state tests, science is the only subject where scores have slightly dipped.

# District Culture and Climate

## District Culture and Climate Summary

### School Culture and Climate

Students describe MGMS as a safe place to learn and attend a positive setting for learning and academic achievement. The school environment at MGMS helps promote their successes in academics and athletics. It is our belief that the more comfortable students feel when they walk through the doors of our campus, the more they can focus on why they come to school, therefore shaping their perspective about school and academic achievement.

The test scores reflect a positive school environment where students learn and achieve. Student achievement is promoted through celebrations where academic and athletic success is recognized and applauded. Raymondville ISD empowers students to be life-long learners.

Across the campus here at MGMS, students display a positive attitude and respect each other. Evidence of that is minimal discipline referrals. Extracurricular activities at MGMS provide a sense of belonging for our students no matter what activities they choose to participate in. Everyone is given the opportunity to excel in each activity they choose. Counselors have added a character strong program to help build social and emotional skills, develop character, and strengthen student relationships.

Staff and students come to school daily with a positive frame of mind and a positive energy that is contagious. That is reflective in the classroom, in the cafeteria during lunch, and in halls in between classes. It has created an inviting and positive culture on our campus and extra-curricular activities success.

Students and staff have a clear understanding of what is expected in the school environment. Indications are seen through positive scores on checkpoints, STAAR scores, minimal referrals, athletic achievement.

Students that are most satisfied with the school's culture and climate are those that are participating in extracurricular activities. They have something to look forward to beyond the classroom. Those students that are not involved in activities outside the classroom have less sense of accountability therefore resulting in issues with attendance, tardies and behavioral problems.

Data revealed the better the teacher handles his/her classroom as far as enforcing rules, handling disruptive behavior, consequences for undesired behavior that the academic achievement is higher because the environment is safer and there is no disruption of the learning process. This leads to kids having more respect for the teacher and knowing that behavior that is inappropriate will not be tolerated and there is an understanding.

Minimal to no gang and weapon activity exists.

In most cases, the students that are involved in extracurricular activities are usually those who have a solid support system at home that encourages participation and in some cases is a nonnegotiable subject. That same support system also supports the academic expectations at school and hold their children highly accountable.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

### Staff Quality, Recruitment, and Retention

Teachers on the campus are certified by the State Board of Education (SBOE). Paraprofessionals are required to complete 48 college credit hours.

Teachers consistently demonstrate high quality and effectiveness, as evidenced by STAAR results, distinctions earned, and evaluations through T-TESS and GSPD. Regular meetings with administrators, appraisers, the dean of instruction, and PLCs provide valuable insights to further enhance teaching practices.

To recruit highly qualified and effective staff, the district leverages social media campaigns and advertisements, while also offering employer-paid insurance. These efforts contribute to a staff retention rate of approximately 99% and a turnover rate of just 1%.

The administration strategically uses the master schedule to address student needs while maximizing teacher strengths. However, implementing a formal mentor program for new teachers could further enhance their success and integration into the campus community.

Staff support systems include team leaders, department heads, PLCs, professional development opportunities, T-TESS evaluations, and walkthroughs. Capacity-building and continuous improvement initiatives are reinforced through T-TESS, PLC meetings, and mentoring programs.

The campus identifies and addresses the needs of both staff and students through comprehensive data analysis derived from T-TESS evaluations, walkthroughs, and PLC discussions. Collective decisions are informed by PLC feedback and identified trends, while individual decisions are guided by T-TESS evaluations, walkthroughs, and assessment data.

Key resources such as DMAC, Lead4ward, Mentoring Minds, Canva, District Strategic Redesign, Region One, and Omni training are utilized to support professional development. These initiatives are monitored through observations, walkthroughs, PLC meetings, and assessment data.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

### Curriculum, Instruction, and Assessment

Year-at-a-glance documents and resources are carefully aligned to the TEKS, utilizing tools such as Lowman, the TEKS Resource System, Amplify, Kesler/Science Duo, and Carnegie Learning. Furthermore, teachers meet weekly to discuss and refine the sequencing of lessons to ensure consistency and alignment across the curriculum.

In terms of instructional strategies, these are aligned with student learning needs by providing a structured learning environment. Additionally, students actively participate and engage in lessons designed to foster achievement. As a result, our students met the high expectations set for them, and we are proud to be an “A” rated campus. Despite this success, while the campus as a whole met growth targets, some student groups, such as Emergent Bilinguals, Section 504, and Special Education students, faced challenges with testing.

To address instruction design and delivery, teachers follow the Fundamental Five Framework, which enhances student engagement. Specifically, teachers use small, frequent, and purposeful groupings to maximize student involvement and learning outcomes.

# **Family and Community Engagement**

## **Family and Community Engagement Summary**

### **Parent and Community Involvement**

Parents actively attend and participate in various school activities such as Meet the Teacher, Literacy Fair, Christmas Program, Book Fair/Texas Public School Week events (like Muffins with Mom and Donuts with Dad), ACE Showcase, Pep Rallies, Awards Assemblies, Summer Enrollment Day, and parent-teacher conferences. Additionally, the school maintains engagement through its website, social media updates, and by inviting parents to school events. There is also significant parent, family, and community involvement in sports and band activities, which helps foster a strong sense of support.

Moreover, community members are welcome to attend and participate in board meetings where they can voice their opinions and concerns. In this way, families and community members have the opportunity to influence school decisions by sharing their input during these meetings.

# District Organization

## District Organization Summary

### School Context and Organization Summary

Our school district has taken several steps to support the organization. One of the key steps was the purchase of the Carnegie Curriculum for the math department, which has shown growth. Additionally, campus security is visible in the parking lot during morning hours. However, we feel that more security presence is needed after school at the stop sign area. To address this, a designated police officer is suggested at the front entrance stop sign to encourage safety. Moreover, the ACE program has made a strong afterschool presence on campus and has benefited the student community.

Furthermore, the data suggests that students are benefiting from extra in-class instruction. As a result, all students are receiving additional help in inclusive classes. Unfortunately, data reflects that the loss of staff has added to the class size in existing elective classes. In response to this, our coaches are assisting with inclusion classes for 6<sup>th</sup>, 7th and 8th graders. To ensure ongoing support, teams (committees) have been put in place to discuss campus needs on a regular basis.

In terms of academic support, students struggling in math are given an extra math class (math enrichment) based on the previous year's state assessments. Additionally, teachers are available for tutoring after school, and the ACE program is aiding students who need academic support. To further enhance learning, academic tutors have been hired to help in core areas like math, science, and reading. If necessary, these tutors will work with students in small group settings during the second semester.

During PLC meetings, student assessments are discussed and analyzed. Currently, teachers are able to recommend and offer suggestions regarding potential assessments such as benchmarks and checkpoints. However, earlier this year, teachers were blocked from accessing the TPT website, which provided short assessments and supplementary material to assist in teaching concepts.

In terms of communication, daily exchanges through WhatsApp have provided teachers and administrators with a fast and convenient way to share news, concerns, or relevant information about the campus. Additionally, documenting and sharing student tardiness, while keeping a log of lunch detentions and subsequent ISS visits, has helped in identifying patterns of student behavior. Lastly, PLC meetings and grade-level discussions with administrators ensure that teachers' voices are heard. For more personal matters, individual concerns raised by teaching staff can be addressed in private, one-on-one meetings as requested.

# Technology

## Technology Summary

### Technology

The technology that MGMS utilizes includes computers, 3D printers, projectors, cameras, and document cameras. Additionally, the design of the network provides protection from viruses and malware. However, the technology proficiency of staff and students is only somewhat proficient, and consequently, teachers could benefit from outside training, particularly for Apple technology. Moreover, the staff feels that they could gain more knowledge if they received training from external sources. In the past, Tech Days were helpful when they were offered, but unfortunately, there has been no recent technology-focused professional development. As a result, teachers are falling behind in maximizing the use of existing technology due to a lack of training.

Furthermore, a few barriers potentially prevent the effective use of technology, such as students damaging their devices and intermittent WiFi connections. Despite these challenges, technology is being used in all classes, including Math, Science, Reading, and Technology, daily. This consistent usage is helping prepare students for the online STAAR test. In addition, technology supports curriculum, instruction, and assessment by allowing students to take exams, complete online research, read digital books, and take AR quizzes.

Not only that, but technology also serves to support students and parents, enabling them to complete work assignments and check grades via Skyward. Although technology is user-friendly for some students and parents, unfortunately, it is not as accessible for all. Finally, there is a cybersecurity plan in place, and staff needs to remain vigilant, ensuring they do not open emails from unknown sources. In terms of security, student-level data is kept secure.





# Goals

**Goal 1:** Goal 1: ACADEMIC PROGRAM -Myra Green Middle School will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students 6-8 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential

**Performance Objective 1:** Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: 1.1 By the spring of 2025, the MGMS will increase student performance at the Meets Level of Performance in ELA/Reading , Mathematics , Science , and Social Studies by 5% and increase at the Masters level of performance by 5%.

**Evaluation Data Sources:** STAAR Scores

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Strategy 1: Meet with department and grade level team during PLCs to plan, deliver and adjust instruction, create common assessments and analyze results. <b>Strategy's Expected Result/Impact:</b> Common Assessments, Lesson Plans and Lead4Ward documents. <b>Staff Responsible for Monitoring:</b> Grade Level Team Chairs, Dean of Instruction, Assistant Principal and Principal.  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Receive content-specific on-campus and off-campus Professional Development and Instructional Coaching through resources such as; Region One ESC, district approved consultants as well as through online resources. <b>Strategy's Expected Result/Impact:</b> Implementation of research based strategies attained from professional development. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July





Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Strategy 3: Acquire resources to support student achievement in core content, such as, but not limited to: - Blended Learning with IXL Learning -Reader's and Writer's Workshop-Region One ESC - Textbook Adoption -Online Test Banks-DMAC & TFAR - Edgenuity - STEMScopes - Technology (Labs and ChromeBooks) - On-site consultants/training-Carnegie Learning & Lowman - Lead4Ward - Fundamental 5 -Sirius Online -Scope Scholastic -Mathia -Summit K12 -Lowman -Carnegie Learning -MyAccess -Kesler Science -Science DUO -Forde Ferrier -Kamico -STAAR Master -Mindplay -Imagine Learning Robotify  <b>Strategy's Expected Result/Impact:</b> Classroom observations will find timely supports using these programs. The collection of data will be desegregated to adjust instruction and interventions. <b>Staff Responsible for Monitoring:</b> Campus Administration.  <b>Funding Sources:</b> - 199 - GENERAL FUND - \$100,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$10,000, - 263 - TITLE III, PART A-LEP - \$3,000	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Utilize daily formative assessments, such as exit tickets, to check for understanding. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to gauge student progress in real time <b>Staff Responsible for Monitoring:</b> Campus administration and Grade Level Team Chairs.	Formative		
	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1:** Goal 1: ACADEMIC PROGRAM -Myra Green Middle School will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students 6-8 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential

**Performance Objective 2:** By the spring of 2025, Myra Green Middle School will ensure the progress of all students toward achieving Advanced Academic Performance by meeting or exceeding the state standards as measured on Domain II Part A & Part B on STAAR.

**Evaluation Data Sources:** STAAR Domain II Results.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Read and Respond to novels and expository text through journal writing during designated time to improve writing across the curriculum. <b>Strategy's Expected Result/Impact:</b> Writing journals, Google Forms, exit tickets, classroom observations and MyAccess. <b>Staff Responsible for Monitoring:</b> Teachers and campus administration.  <b>Funding Sources:</b> - 199 - GENERAL FUND - \$1,000	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Create a Master Schedule that allows for Math and ELAR Team planning and manageable class sizes. <b>Strategy's Expected Result/Impact:</b> Master Schedule <b>Staff Responsible for Monitoring:</b> Counselors and campus administration	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Monitor student progress every six weeks, in particular Emergent Bilinguals and Special Education. <b>Strategy's Expected Result/Impact:</b> Coordination meetings and grade review reports. <b>Staff Responsible for Monitoring:</b> Campus Administration and teachers.	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Schedule Targeted Tutorials sessions during school, after-school and Saturday Academy based on monitored progress. <b>Strategy's Expected Result/Impact:</b> Tutorial Sessions for Students in Need of Assistance by hired tutors during the day. Tutors during the school day for HB 1416 students and bubble students. <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers and Grade Level Team.  <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$60,000	Formative		
	Jan	Apr	July

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Create a Math Intervention class. Add Quintile 1 and 2 students to Math Enrichment class or Computer Lab class. <b>Strategy's Expected Result/Impact:</b> Master Schedule Student Rosters <b>Staff Responsible for Monitoring:</b> Campus administration.	Formative		
	Jan	Apr	July
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Content Tutors will assist in STAAR-Tested core content area classrooms during the day. <b>Strategy's Expected Result/Impact:</b> STAAR Scores Domain 2 Improvement <b>Staff Responsible for Monitoring:</b> Campus administration and teachers.  <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$60,000	Formative		
	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 1:** Goal 1: ACADEMIC PROGRAM -Myra Green Middle School will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students 6-8 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential

**Performance Objective 3:** By the spring of 2025, Myra Green Middle School will narrow the performance gap by 10% among identified groups as measured by Domain III.

**Evaluation Data Sources:** STAAR Domain 3 Results.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Work collaborative with content teachers to evaluate curriculum, instruction and assessment as it pertains to classroom results. Strategy's <b>Strategy's Expected Result/Impact:</b> The strategy will ensure that curriculum, instruction and assessment is aligned with state standards and is meeting students' needs. <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers, Grade Level Team, PLCs. .	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Receive technology training for utilization during instruction and assessment. Attend technology conference. <b>Strategy's Expected Result/Impact:</b> Technology Training Minutes and Agenda. Implementation of Technology Skills Presented in Instructional Setting as Evident in Classroom Observations. <b>Staff Responsible for Monitoring:</b> District Technology Facilitator, Campus Media Specialist, and Campus Administration.	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Monitor special populations to review progress every six weeks (coordinations during PLCs). <b>Strategy's Expected Result/Impact:</b> This strategy will ensure there are timely interventions and supports for students in need. <b>Staff Responsible for Monitoring:</b> Special Education Department, Campus Administration, Teachers, and Grade Level Team Chairs.	Formative		
	Jan	Apr	July

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide professional development opportunities that include, but are not limited to: technology, inclusion support, ARD decision-making process, modifications/ accommodations, behavior intervention plans, continuum of services, Fundamental Five, TFAR, IEPs, CPR, CPI, First Aid, RtI, Mental health counseling, socio-emotional, character strong, behavioral/learning disorders, assistive technology, adaptive P.E., Content and Language objectives, sheltered instruction, Edgenuity, Sirius, Summit K12, MyAccess, Writing strategies, Lead4ward. Professional development on blended learning with Carnegie Learning, Mathia, and IXL. Carnegie Learning Conference. Lead4ward. Summit K12 MyAccess Sirius. <b>Strategy's Expected Result/Impact:</b> Program Implementation. Classroom Observations indicating Implementation of Professional Development.  Funding Sources: - 199 - GENERAL FUND - \$5,000, - 263 - TITLE III, PART A-LEP - \$5,000, - 211 - TITLE I, PART AIMPROVING BASIC PROGRAMS - \$15,000 <b>Staff Responsible for Monitoring:</b> Special Education Department, Campus Administration, EB Campus Coordinator.  <b>Funding Sources:</b> - 199 - GENERAL FUND - \$5,000, - 263 - TITLE III, PART A-LEP - \$5,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$15,000	Formative		
	Jan	Apr	July

0% No Progress

100% Accomplished





Continue/Modify

Discontinue

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**Performance Objective 4:** By the spring of 2025, Myra Green Middle School will meet or exceed the state average performance standards on post-secondary readiness by way of students reaching the Masters level as measured by Domain 1 on STAAR.

**Evaluation Data Sources:** STAAR Domain 1 Results.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize TEKS Resource System to plan rigorous lessons. <b>Strategy's Expected Result/Impact:</b> Lesson Plans. Classroom Observations. <b>Staff Responsible for Monitoring:</b> Campus Administration, Grade Level Team Chairs, and Teachers.	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Create STAAR-Ready formative and summative assessments with online item banks which include TFAR and DMAC item banks. <b>Strategy's Expected Result/Impact:</b> Formative and Summative Assessments. <b>Staff Responsible for Monitoring:</b> Campus Administration, and Teachers.	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Enhance academic skills through advanced honors classes curriculum and differentiated instruction. <b>Strategy's Expected Result/Impact:</b> Increased number of students in advanced honors classes. Increase number of students at Quintile Five on DMAC Assessment Reports. <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, and Teachers.	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide targeted intervention sessions and/or classes for students in core content such as the Masters Academies and STAAR Blitz. <b>Strategy's Expected Result/Impact:</b> Students will be able to achieve Masters Level in STAAR. <b>Staff Responsible for Monitoring:</b> Campus administration and grade level teams.	Formative		
	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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**Performance Objective 5:** By the spring of 2025, Myra Green Middle School will effectively administer procedures in place to identify, serve and evaluate students who may be in need of special program support services including special education, 504, English as a Second Language, gifted and talented and migrant in order to increase progress and close the achievement gap by 10%.

**Evaluation Data Sources:** Special Program Coordinations ARD and 504 Teacher Training Minutes and Agendas.

ARD and 504 Minutes.

List of New Students and Exiting Students to Special Programs.

STAAR Results.

Gifted and Talented Procedures Review and Evaluation.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide Standard Operating Procedures for the identification of special populations. <b>Strategy's Expected Result/Impact:</b> Effective Standard Operating Procedures in Place. <b>Staff Responsible for Monitoring:</b> Campus Administration, ARD Committee Members, Special Ed Director, Special Education Teachers.  <b>Funding Sources:</b> - 199 - GENERAL FUND - \$2,000, - 263 - TITLE III, PART A-LEP - \$2,000, - 166 - PI 23 SPECIAL EDUCATION - \$2,000	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Strategy 2: Ensure targeted support for special populations through master scheduling. <b>Strategy's Expected Result/Impact:</b> Special Education Teachers and Paraprofessional Schedules. <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, Campus Special Education Department.  <b>Funding Sources:</b> - 166 - PI 23 SPECIAL EDUCATION	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Offer counseling support through individual and small group sessions. <b>Strategy's Expected Result/Impact:</b> Decrease in student behavior referrals More students garnering incentives at the end of each six weeks. <b>Staff Responsible for Monitoring:</b> Counselors and Campus Administration.  <b>Funding Sources:</b> - 199 - GENERAL FUND - \$2,000	Formative		
	Jan	Apr	July

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Analyze assessment data results and utilize a survey instrument to annually evaluate each program's effectiveness. <b>Strategy's Expected Result/Impact:</b> Evaluation will be summative in nature at the of the year and modifications to instruction will occur at that time. <b>Staff Responsible for Monitoring:</b> Counselor(s), Curriculum & Instruction, Department Heads, Campus Administration, Teacher(s)	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide daily in-class support and supplement with content mastery as required via inclusion staff. <b>Strategy's Expected Result/Impact:</b> Campus Special Education Teacher and Paraprofessional Schedules. Campus Classroom Walkthroughs. Coordination Meetings. <b>Staff Responsible for Monitoring:</b> Campus Teachers, Campus Special Education Department and Campus Administration.  <b>Funding Sources:</b> - 166 - PI 23 SPECIAL EDUCATION	Formative		
	Jan	Apr	July
	N/A		
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Provide inclusion staff with access to core content lesson plans, instructional materials, and assessments. <b>Strategy's Expected Result/Impact:</b> Campus Lesson Plans. Special Education Lesson Plans. Coordination between regular ed teachers and SPED teachers for increased student scores on STAAR. <b>Staff Responsible for Monitoring:</b> Campus Teachers, Campus Special Education Department and Campus Administration.  <b>Funding Sources:</b> - 166 - PI 23 SPECIAL EDUCATION - \$2,000, - 199 - GENERAL FUND - \$2,000	Formative		
	Jan	Apr	July
	N/A		
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Maintain documentation log to ensure initial evaluations, re-evaluations, and annual evaluations meet federal and state timelines. <b>Strategy's Expected Result/Impact:</b> Documentation Log. List of ARDs. <b>Staff Responsible for Monitoring:</b> Campus Administration and Special Education Department.	Formative		
	Jan	Apr	July
	N/A		
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Document coordination meetings between inclusion & ESL staff and core content teachers for progress monitoring every six weeks and monitor grades/attendance/discipline every six weeks. Individualized progress report will be sent out to students every three weeks. <b>Strategy's Expected Result/Impact:</b> Sign in sheets Agendas STAAR results Progress Report <b>Staff Responsible for Monitoring:</b> Campus EB Coordinator Campus Special Education Department Teachers	Formative		
	Jan	Apr	July
	N/A		



No Progress



Accomplished



Continue/Modify



Discontinue

# Campus Funding Summary

166 - PI 23 SPECIAL EDUCATION					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$2,000.00
1	5	2			\$0.00
1	5	5			\$0.00
1	5	6			\$2,000.00
Sub-Total					\$4,000.00
199 - GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$100,000.00
1	2	1			\$1,000.00
1	3	4			\$5,000.00
1	5	1			\$2,000.00
1	5	3			\$2,000.00
1	5	6			\$2,000.00
Sub-Total					\$112,000.00
211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$10,000.00
1	2	4			\$60,000.00
1	2	6			\$60,000.00
1	3	4			\$15,000.00
Sub-Total					\$145,000.00
263 - TITLE III, PART A-LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$3,000.00
1	3	4			\$5,000.00

263 - TITLE III, PART A-LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$2,000.00
Sub-Total					\$10,000.00