Celina Independent School District

Moore Middle School

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Celina ISD, the destination district, is to provide a safe, caring, and collaborative learning environment for all students.

Motto

Paving the way for the future

Vision

Shaping the future by providing an educational model of innovation & excellence

Core Beliefs

Inspiring students and empowering minds

Excellence in all we do

Our traditions while embracing the future

Faith, family, & relationships

Respect, loyalty, & integrity

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Comprehensive Needs Assessment

Revised/Approved: May 23, 2025

Demographics

Demographics Summary

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 10/05/2022)	**Count**	**Percent**
Gender		
Female	421	46.67%
Male	481	53.33%
Ethnicity		
Hispanic-Latino	205	22.73%
Race		
American Indian - Alaskan Native	6	0.67%
Asian	54	5.99%
Black - African American	47	5.21%
Native Hawaiian - Pacific Islander	0	0.00%
White	544	60.31%
Two-or-More	46	5.10%

Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 10/05/2022)	**Count**	**Percent**
Dyslexia	86	9.53%
Gifted and Talented	59	6.54%
Regional Day School Program for the Deaf	0	0.00%
Section 504	150	16.63%
Special Education (SPED)	117	12.97%
Bilingual/ESL		
Emergent Bilingual (EB)	81	8.98%
Bilingual	7	0.78%
English as a Second Language (ESL)	73	8.09%
Alternative Bilingual Language Program	0	0.00%

Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 10/05/2022)	**Count**	**Percent**
Alternative ESL Language Program	0	0.00%

Student Achievement

Student Achievement Summary

Demographics

Demographics Summary

School Population (2023 - 2024 Preliminary Fall PEIMS file loaded 11/03/2023)	Count	Percent
Student Total	**1,025**	**100%**
6th Grade	349	34.05%
7th Grade	338	32.98%
8th Grade	338	32.98

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 11/03/2023)	Count	Percent
Gender		
Female	469	45.76%
Male	556	54.24%
Ethnicity		
Hispanic-Latino	215	20.98%
Race		
American Indian - Alaskan Native	6	0.59%
Asian	126	12.29%
Black - African American	57	5.56%
Native Hawaiian - Pacific Islander	0	0.00%
White	565	55.12%
Two-or-More	56	5.46%

Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 11/03/2023)	Count	Percent
Dyslexia	123	12.00%
Gifted and Talented	120	11.71%
Regional Day School Program for the Deaf	0	0.00%
Section 504	150	14.63%
Special Education (SPED)	152	14.83%
Bilingual/ESL		
Emergent Bilingual (EB)	96	9.37%
Bilingual	0	0.00%
English as a Second Language (ESL)	89	8.68%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Missed target for Emergent Bilingual students

Student Learning

Student Learning Summary

8th Grade Reading scores reached the highest acheivement we have had in at least 4 years with an average scale score of 1776.

53% Mastered compared to 32% in 2021. 78% were Meets compared to a 63% in 2021. 95% were approaching compared to 93% in 2021.

7th Grade Reading Scores

57% Mastered compared to 45% in 2021. 77% were Meets compared to 73% in 2021. 95% were approaching compared to 96% in 2021.

6th Grade Reading Scores

39% Mastered compared to 21% in 2021. 68% were Meets compared to 46% in 2021. 89% were approaching compared to 78% in 2021.

8th Grade Algebra EOC Scores

88% Mastered compared to 85% in 2021. 98% were Meets compared to 90% in 2021. 100% of students were approaching.

8th Grade Math Scores

21% Mastered compared to 14% in 2021. 66% were Meets compared to 57% in 2021. 89% were approaching compared to 93% in 2021.

7th Grade Math Scores

24% Mastered compared to 15% in 2021. 57% were Meets compared to 50% in 2021. 89% were approaching compared to 81% in 2021.

6th Grade Math Scores

20% Mastered compared to 17% in 2021. 53% were Meets compared to 43% in 2021. 89% were approaching compared to 81% in 2021.

8th Grade Social Studies Scores

31% Mastered compared to 20% in 2021. 51% were Meets compared to 43% in 2021. 83% were approaching compared to 79% in 2021.

8th Grade Science

26% Mastered compared to 35% in 2021. 57% were Meets compared to 70% in 2021. 86% were approaching compared to 90% in 2021.

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	728	730	230	230	1,918	
Approaches GL or Above	683	668	200	195	1,746	91%
Meets GL or Above	548	439	134	120	1,241	65%
Masters GL	364	225	60	72	721	38%
Total Percentage Points						194%
Component Score						65

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	91%	90%	83%	93%	100%	96%	-	95%	87%	76%	79%	68%	89%	92%	90%
At Meets GL Standard or Above	65%	58%	49%	69%	100%	87%	-	74%	45%	30%	30%	32%	64%	65%	64%
At Masters GL Standard	38%	29%	24%	40%	50%	67%	-	51%	24%	9%	10%	10%	36%	37%	38%
Number of Tests															
At Approaches GL Standard or Above	1,746	70	345	1,199	8	44	-	80	208	82	99	150	50	1,091	655
At Meets GL Standard or Above	1,241	45	205	881	8	40	-	62	107	32	38	70	36	776	465

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	721	23	100	520	4	31	-	43	57	10	13	23	20	446	275
Total Tests	1,918	78	418	1,284	8	46	-	84	240	108	126	222	56	1,190	728
Participation															
% participation 2020-21	96%	94%	95%	97%	87%	100%	-	93%	93%	96%	96%	98%	100%	96%	97%
% participation 2021-22	99%	100%	99%	99%	100%	100%	-	100%	100%	99%	99%	99%	100%	100%	99%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	94%	94%	85%	96%	*	100%	-	97%	87%	75%	78%	71%	90%	94%	94%
At Meets GL Standard or Above	75%	68%	60%	80%	*	89%	-	79%	55%	33%	31%	36%	80%	76%	74%
At Masters GL Standard	50%	45%	37%	53%	*	67%	-	64%	34%	15%	13%	16%	60%	50%	50%
Number of Tests															
At Approaches GL Standard or Above	683	29	136	465	*	**	-	32	81	36	42	63	18	410	273
At Meets GL Standard or Above	548	21	96	386	*	**	-	26	51	16	17	32	16	332	216
At Masters GL Standard	364	14	59	256	*	**	-	21	32	7	7	14	12	218	146
Total Tests	728	31	160	483	*	**	-	33	93	48	54	89	20	438	290
Participation															
% participation 2020-21	97%	96%	96%	97%	100%	100%	-	97%	94%	100%	98%	99%	100%	96%	97%
% participation 2021-22	99%	100%	99%	99%	*	100%	-	100%	100%	100%	100%	99%	100%	100%	99%
Mathematics															
Percent of Tests															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Approaches GL Standard or Above	92%	90%	86%	93%	*	94%	-	91%	84%	77%	80%	71%	95%	92%	90%
At Meets GL Standard or Above	60%	52%	46%	64%	*	89%	-	64%	39%	25%	28%	29%	70%	62%	58%
At Masters GL Standard	31%	16%	16%	34%	*	67%	-	39%	15%	2%	6%	4%	30%	31%	30%
Number of Tests															
At Approaches GL Standard or Above	668	28	138	452	*	**	-	30	78	37	43	63	19	406	262
At Meets GL Standard or Above	439	16	73	310	*	**	-	21	36	12	15	26	14	271	168
At Masters GL Standard	225	5	26	167	*	**	-	13	14	1	3	4	6	137	88
Total Tests	730	31	160	485	*	**	-	33	93	48	54	89	20	440	290
Participation															
% participation 2020-21	98%	96%	96%	99%	100%	100%	-	100%	96%	95%	95%	98%	100%	97%	99%
% participation 2021-22	99%	100%	99%	99%	*	100%	-	100%	100%	98%	98%	98%	100%	100%	98%
Science															
Percent of Tests															
At Approaches GL Standard or Above	87%	88%	73%	91%	*	80%	-	100%	93%	83%	89%	59%	75%	88%	84%
At Meets GL Standard or Above	58%	50%	35%	63%	*	80%	-	89%	37%	50%	44%	32%	50%	59%	57%
At Masters GL Standard	26%	13%	12%	28%	*	60%	-	56%	15%	17%	11%	9%	0%	25%	28%
Number of Tests															
At Approaches GL Standard or Above	200	7	36	143	*	**	-	9	25	5	8	13	6	138	62
At Meets GL Standard or Above	134	4	17	100	*	**	-	8	10	3	4	7	4	92	42

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	60	1	6	45	*	**	-	5	4	1	1	2	0	39	21
Total Tests	230	8	49	158	*	**	-	9	27	6	9	22	8	156	74
Participation															
% participation 2020-21	93%	80%	92%	95%	*	*	-	80%	87%	92%	95%	96%	100%	93%	92%
% participation 2021-22	100%	100%	98%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	99%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	85%	75%	71%	88%	*	100%	-	100%	89%	67%	67%	50%	88%	88%	78%
At Meets GL Standard or Above	52%	50%	39%	54%	*	80%	-	78%	37%	17%	22%	23%	25%	52%	53%
At Masters GL Standard	31%	38%	18%	33%	*	80%	-	44%	26%	17%	22%	14%	25%	33%	27%
Number of Tests															
At Approaches GL Standard or Above	195	6	35	139	*	**	-	9	24	4	6	11	7	137	58
At Meets GL Standard or Above	120	4	19	85	*	**	-	7	10	1	2	5	2	81	39
At Masters GL Standard	72	3	9	52	*	**	-	4	7	1	2	3	2	52	20
Total Tests	230	8	49	158	*	**	-	9	27	6	9	22	8	156	74
Participation															
% participation 2020-21	92%	80%	90%	95%	*	*	-	80%	85%	92%	95%	96%	100%	92%	92%
% participation 2021-22	100%	100%	98%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	99%

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	19	20	95%	30%	28.5
Growth Status	20	20	100%	50%	50.0
ELP Status	1	1	100%	10%	10.0
Student Success Status	12	12	100%	10%	10.0
Closing the Gaps Score					99

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes	Yes	Yes	Yes				Yes	Yes	Yes	Yes		Yes	Yes		
% at Meets GL Standard or Above	75%	68%	60%	80%	*	89%	-	79%	55%	31%	36%	80%	76%	74%		
# at Meets GL Standard or Above	548	21	96	386	*	**	-	26	51	17	32	16	332	216		
Total Tests (Adjusted)	728	31	160	483	*	**	-	33	93	54	89	20	438	290		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Yes	Yes	Yes	Yes				Yes	Yes	No	Yes		Yes	Yes		
% at Meets GL Standard or Above	60%	52%	46%	64%	*	89%	-	64%	39%	28%	29%	70%	62%	58%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
# at Meets GL Standard or Above	439	16	73	310	*	**	-	21	36	15	26	14	271	168		
Total Tests (Adjusted)	730	31	160	485	*	**	-	33	93	54	89	20	440	290		
Total Indicators															19	20
Growth Status																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes	Yes	Yes	Yes				Yes	Yes	Yes	Yes		Yes	Yes		
Academic Growth Score	83%	86%	79%	83%	*	100%	-	91%	81%	82%	77%	85%	80%	88%		
Growth Points	535.5	25.0	109.5	360.5	*	**	-	26.5	68.0	37.0	65.5	17.0	336.5	199.0		
Total Tests	645	29	138	435	*	**	-	29	84	45	85	20	419	226		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
Target Met	Yes	Yes	Yes	Yes				Yes	Yes	Yes	Yes		Yes	Yes		
Academic Growth Score	79%	88%	74%	79%	*	75%	-	91%	76%	69%	69%	85%	80%	78%		
Growth Points	502.5	25.5	105.5	334.5	*	**	-	26.5	66.0	34.5	58.5	17.0	324.5	178.0		
Total Tests	635	29	143	421	*	**	-	29	87	50	85	20	408	227		
Total Indicators															20	20
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 % Graduated	-	-	-	-	-	-	-	-	-	-	-					

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
2021 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										44%						
TELPAS Progress										21						
TELPAS Total										48						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Yes	Yes	Yes	Yes		Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes		
STAAR Component Score	65	59	52	67	83	83	-	73	52	40	37	63	65	64		
% at Approaches GL Standard or Above	91%	90%	83%	93%	100%	96%	-	95%	87%	79%	68%	89%	92%	90%		
% at Meets GL Standard or Above	65%	58%	49%	69%	100%	87%	-	74%	45%	30%	32%	64%	65%	64%		
% at Masters GL Standard	38%	29%	24%	40%	50%	67%	-	51%	24%	10%	10%	36%	37%	38%		
Total Tests	1,918	78	418	1,284	8	46	-	84	240	126	222	56	1,190	728		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Total Indicators															12	12
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	97%	96%	96%	97%	100%	100%	-	97%	94%	98%	99%	100%	96%	97%		
# Participants	686	23	158	458	5	11	-	30	107	60	83	17	420	266		
Total Tests	710	24	164	474	5	11	-	31	114	61	84	17	437	273		
Mathematics																
% Participation	98%	96%	96%	99%	100%	100%	-	100%	96%	95%	98%	100%	97%	99%		
# Participants	693	23	156	467	5	11	-	31	109	56	82	17	426	267		
Total Tests	708	24	163	474	5	11	-	31	114	59	84	17	437	271		
Participation 2021-22																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	99%	100%	99%	99%	*	100%	-	100%	100%	100%	99%	100%	100%	99%		
# Participants	774	35	170	508	*	**	-	35	95	62	94	20	454	320		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Total Tests	780	35	171	513	*	**	-	35	95	62	95	20	456	324		
Mathematics																
% Participation	99%	100%	99%	99%	*	100%	-	100%	100%	98%	98%	100%	100%	98%		
# Participants	775	35	169	510	*	**	-	35	95	61	93	20	456	319		
Total Tests	781	35	171	514	*	**	-	35	95	62	95	20	457	324		

Student Learning Strengths

Reading across grades 6-8 made considerable growth in Meets and Masters.

Math across grades 6-8 made considerable growh in Meets and Masters.

8th Grade Social Studies made considerable growth in all three categories.

PLC

CTT

LLI

RTI

ARI/AMI

Stevenson’s Language & Phonics Program

GT ELAR

Double Blocked ELAR Classes

In 2021, we added LLI learning program for students that need an intervention that assisted in and will continue to assist in addressing an individual's educational gaps. During the ME time period, we are having RTI tutorials as needed for student growth and closing the gaps. Students in need of intervention are given support, interventions, accommodations, and inclusion to bridge the gap. If students did not meet the approaches grade level on STAAR, they are placed in an intervention class for the entire year. If they do not show progress in MAP testing, they are placed in RTI if they are not already in an intervention class. Special ED students and the General Education Teachers are consulted, regularly, by Special Ed staff regarding student performance and curricular decisions. In addition, teachers have access to the necessary professional development.

Academic Growth Report:

.	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	191	0.0	102	51.0	987	987.0	1,038.0	1,280	81
Reading / ELA	91	0.0	37	18.5	517	517.0	535.5	645	83
Mathematics	100	0.0	65	32.5	470	470.0	502.5	635	79

Number of Assessments

		2021-22						
2020-21		**Did Not Meet**		**Approaches**		**Meets**	**Masters**	**Count**
Both Subjects								1,280
Both Subjects	**Did Not Meet**	31	35	0	91	35	5	197
	Approaches	27	0	58	126	117	63	391
	Meets	1		48		44 79	147	319
	Masters	4		10		70	289	373
Reading / ELA								645
Reading / ELA	**Did Not Meet**	13	17	0	37	20	4	91
	Approaches	6	0	17	43	51	47	164
	Meets	1		18		20 30	78	147
	Masters	3		9		41	190	243
Mathematics								635
Mathematics	**Did Not Meet**	18	18	0	54	15	1	106
	Approaches	21	0	41	83	66	16	227
	Meets	0		30		24 49	69	172
	Masters	1		1		29	99	130

CELINA J H earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Increase 8th grade Science achievement scores.
Root Cause: Use of Collaborative time and PLC to integrate lesson plans 8th grade science students.

Problem Statement 2 (Prioritized): Continue to provide intervention staff to provide support with closing the gap between all grades.
Root Cause: In the past, the 6th grade students have a trend of losing growth on the STAAR accountability data.

School Processes & Programs

School Processes & Programs Summary

- Staff PD is planned over the summer and teachers are also surveyed to determine any potential PD needs of staff. It helps communicate pertinent information to staff members that help the campus be successful. PLC/Tech Tuesday is a collaborative time that we also utilize to have PD and share what is learned among peers.
- PLC/CTT leadership groups participate in decision-making
    - Leadership teams discuss potential PD in monthly meetings and plan calendar.
    - Staff is surveyed to determine needs that are discussed during PLC/CTT meetings. CTT meetings host RtI discussions on a weekly basis to determine how to best help students in need of extra support. During PLC meetings we collaboratively plan lessons, analyze data, discuss the vertical alignment of instruction, and share best teaching practices.
- Programs and Opportunities for Students:
    - Our school offers several outlets for students within our fine arts programs such as band, choir, theatre, and art. There are also the math pathways available to pursue. GT students are served through math/ELAR, with addition of GT ELAR being offered this year. The electives offered for HS credit allow our 8th graders to leave MMS with up to 5 credits such as Art, STEM, Spanish, Theatre, Algebra I. We have added multiple CTE course this year for 7th and 8th graders to earn high school credit and begin exploring career pathways. Intervention courses are also available for math/reading to work with students who need additional support. The Study Lab is also a valuable resource for small group and oral administration of assessments and providing extra support to the individual and small group students as needed.

School Processes & Programs Strengths

- Schedule that accommodates PLC/CTT for Teachers to collaborate on all levels.
- PBIS program is a huge strength in holding students to campus expectations and lessening the need for corrective action in student behavior. We have implemented a House system with House Essentials to hold students accountable.
- Access to technology for teachers and students Supportive staff and administration
- Intervention programs integrated into the master schedule - flexibility to move kids based on data and needs
- Extra classes have been and are being added each year to reach each student where they are and help move them to the next level
- Our master schedule allows core teachers to have 2 periods that split between PLC/CTT and conference. This allows teachers to collaborate daily while still having a daily conference to attend to planning needs, etc.
- MMS utilizes PBIS and a behavior flow chart to make sure we are being consistent and uniform with our classroom management procedures across the campus. We will discuss Essentials every single time there is a behavior intervention.
- ISS/DAEP is assigned based on the student code of conduct.
- Meet with students individually to discuss their MAPs scores, set goals, and review growth. Conversations are held daily with students regarding class expectations.
- Admin expects teachers to create common assessments within their grade level/subject area to administer to students. This allows for data discussions to be on par and help teachers determine where students are across the board.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Increase parent involvement of parents in campus activities and programs.
Root Cause: As students transition into secondary grades, parental involvement decreases.

Problem Statement 2 (Prioritized): Student behavior and discipline referrals were high.

Root Cause: Covid changed the consistency of behavior expectations. We will implement the BeMoore Essentials and consistently refer to them when intervening behavior.

Perceptions

Perceptions Summary

- What support do we provide students struggling with behavior? Discuss results of any mentoring, peer mediation, etc. or other ways of reducing conflict.
  - PBIS/House Rewards with Terrific Tuesday and End of Year Celebrations
  - 9 Weeks/Semester Rewards, House Rally every 9 weeks for Celebrations
  - Behavior Contracts
  - BIPs.
  - PLC, CTT are used for input, all staff included by committees and through surveys
  - Maximize Tier 1 instruction to engage all students
  - MMS Essentials

- The campus engages with local businesses and parents in education through the following methods
  - Principals 100 trips to various businesses with tours through Chamber of Commerce
  - Parents invited to pep rallies
  - Weekly newsletter
  - Describe public support for the school
  - Parents have many opportunities to get involved and support school activities. Such as CARE, Band Booster, Bobcat Moms, QB Club, School Programs, Discover DC, FCA, Language Clubs, Local Churches, different types of drives such as toy drive, and food drives.
  - PTA added for 2022 school year

Perceptions Strengths

Strengths of campus: technology, interdependence among staff, student engagement

Staff, students, and parents feel that MMS provides a safe and supportive environment for ALL students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increase parent involvement of parents in campus activities and programs.
Root Cause: As students transition into secondary grades, parental involvement decreases.

Problem Statement 2: Attendance rates have been below the state requirement for the last 2 years.
Root Cause: Covid is the root cause, but attendance has also seemed to become less important overall as a result.

Priority Problem Statements

Problem Statement 1: Increase 8th grade Science achievement scores.
Root Cause 1: Use of Collaborative time and PLC to integrate lesson plans 8th grade science students.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Continue to provide intervention staff to provide support with closing the gap between all grades.
Root Cause 2: In the past, the 6th grade students have a trend of losing growth on the STAAR accountability data.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Increase parent involvement of parents in campus activities and programs.
Root Cause 3: As students transition into secondary grades, parental involvement decreases.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Student behavior and discipline referrals were high.
Root Cause 4: Covid changed the consistency of behavior expectations. We will implement the BeMoore Essentials and consistently refer to them when intervening behavior.
Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 30, 2024

Goal 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

Performance Objective 1: MMS will partner with the Celina Chamber of Commerce to create a unique experience for all 6th graders and new to CISD students to experience the traditions and excellence in the fall each year called "Celina Heritage Tours." (BG1)

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue with this new tradition

Goal 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

Performance Objective 2: MMS will work with The Celina Rotary Club to evaluate the needs of our library to be able to provide books and space for our students to engage in literature at or above their reading level. (BG1)

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We are making gains toward our library being updated each year.

Goal 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

Performance Objective 3: MMS will collaborate with The Chamber of Commerce and Celina local to inspire all students to dream big and think beyond their current year in school by developing an interactive career fair using local businesses, programs, and organizations to showcase the vast talent, expertise, and needs in the community and world. (BG1)

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: We cannot wait to add on and improve our experience for students and professionals next year.

Goal 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

Performance Objective 4: MMS CTE teachers will work with secondary teachers in CISD to develop essential standards for each CTE course in order to develop new pathways aligned with middle school students' needs and interests. (BG4, HB3 CCMR)

HB3 Goal

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Mr. Mosley and his team are making great strides with year at a glance and ensuring alignment to HS CTE pathways.

Goal 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

Performance Objective 5: MMS staff will ensure that 100% of learners achieve one year's growth in English Language Arts and Reading. (CG1, HB3 Reading)

HB3 Goal

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We are still waiting on STAAR scores, but our MAP scores are not promising. Even if we hit this goal, we will strive for it each year.

Goal 1: Love the Learner; Drive the Rigor: Aware we all have unique life experiences that should be respected while assuming collective responsibility to get better each day.

Performance Objective 6: MMS staff will ensure that 100% of learners achieve one year's growth in Math. (CG2, HB3 Math)

HB3 Goal

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We are still waiting on STAAR scores, but our MAP scores are not promising. Even if we hit this goal, we will strive for it each year.

Goal 2: Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities.

Performance Objective 1: MMS will offer an Aspiring Leaders program to all staff members interested in pursuing a role as an administrator, counselor, instructional coach, digital learning specialist, curriculum coordinator, and/or coach to build the capacity of any interested staff member to create leadership pipelines in the district. (BG3)

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Our reach was small. Mrs. Ginn will be taking over this program and meeting with district to support pipelines.

Goal 2: Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities.

Performance Objective 2: MMS will offer a robust, 5 days per week (45 minutes per day) teacher support system in the Collaboratory that is staffed by our Instructional Coach and Associate Principal to allow Design Teams to work through the PLC Process while also participating in data analysis and job-embedded professional learning to improve the overall retention rate of teachers. (BG5)

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: MS. Mayo and Mr. Smith far exceeded this goal. We still have a long way to go, but we will refine the goal next year to be more accurate for Year 2 work.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: CIP Goal 5 - Rigor: By September 2025, core teachers will define what rigor means and looks like in each grade level of each content for review by our committee.	No Progress	No Progress	Considerable	Continue/ Modify

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Responsibility for Ones Own Learning: Aware of one's own strengths and actively seeks learning opportunities.

Performance Objective 3: MMS will partner with the community to offer Parent Tours with the Principal and Round Table Talks to encourage each parent/ guardian to be responsible for their own learning and grow in their support of their student's academic and non-academic growth. (BG1)

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: CIP Goal 3 - Communication: By May 2025, all departments will send a monthly at a glance in one document to parents/guardians containing important information for parents to support students.	No Progress	Accomplished	Accomplished	Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: CIP Goal 2 - Relationships: By May 2025, we will create a parent/guardian group of individuals (similar to the "Watch Dogs") that can be a constant presence on campus each week.	No Progress	No Progress	Some Progress	Discontinue

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person.

Performance Objective 1: MMS will offer student-led opportunities to start and host new clubs each semester during Bobcat Hour, as well as the opportunity for all students to attend a Club Fair during Bobcat Hour in the fall and spring. (BG2)

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: I cannot wait to see how this will continue to evolve next school year with more students and more clubs. We need to hold a more robust Club Fair in the fall.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: CIP Goal 4 - Communication: By May 2025, students will receive a student-driven "newspaper" (both in print and electronic) with upcoming events and celebrations.	Accomplished	Accomplished	Accomplished	Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: CIP Goal 1 - Relationships: By May 2025, 80% of students will gain a new or deeper awareness of another student's culture through campus multicultural events.	No Progress	No Progress	Some Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Interdependent Self-managers: Aware of one's own self-worth and values the worth of every person.

Performance Objective 2: MMS will partner with the Celina Chamber of Commerce to create Student of the Month outings at local businesses. Student of the Month recipients are nominated by their teachers and peers based on exhibiting the 5 Guiding Principles of CISD. (BG1)

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: This is a BIG labor of love for the campus and the Chamber, but the kids love it.