

Clint Independent School District

Horizon Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: C

Distinction Designation

Top 25 Percent: Comparative Academic Growth



Mission Statement

Horizon Middle School Mission Statement: Horizon Middle school is dedicated to inspire students to take ownership of their education by creating a positive growth-mindset that nurtures them to become innovators of tomorrow and lifelong learners within our evolving global society.

District Mission Statement: The mission of the Clint Independent School District is to prepare all students to be successful citizens.

Clint Independent School District

Together...We Build Tomorrow

We Are:

Committed

Learner Centered

Innovative

Nuturing

Transparent

Vision

Building resilient achievers as our leaders.

Value Statement

All of our students will learn at grade level and beyond because our faculty and staff are dedicated to ensuring high quality instruction with the use of high quality instructional materials and we have high expectations for all.

HMS PBIS Core Values: Be Respectful, Be Responsible, Be Safe and Be Present

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Horizon Middle School currently serves 6th, 7th, and 8th-grade students. We are located in Horizon City and have 689 students enrolled. We are an open-enrollment campus, and we house the only Middle School Behavior Unit in the district. We are located in a majority Hispanic community. A little under 97% of our students are coded Hispanic/Latino, a little over 3% are coded white, American Indian, Asian, Black, and/or multi-race. Our campus is one of two middle schools that feed into Horizon High School. We have 470 students who are coded at risk. Horizon Middle School has 280 students who are coded LEP/BiL/ESL. Out of the 280 EB students, 36% are 6th graders, 38% are 7th graders, and 36% are 8th graders. There are 24 students who are enrolled in the 504 program, which is at 3% of our population. We have 136 students who are being served by our SPED department, which is 20% of our population. We currently have 23 students who have been coded GT. We have 19 students who are coded to have dyslexia.

Due to our demographics, students need to increase their experiences both academically and in the real world. We need to offer interactive and engaging activities, software, and supplies such as Play-Lu for PE, STEMScopes lab equipment and supplies, robotics, drones, makerspace, and much more. We are continuing the use of High Quality Instructional Materials (HMQIM) to include Math (Carnegie Bluebonnet), RLA (MyPerspectives), Social Studies (McGraw-Hill, will be changing to Newsela), Science (McGraw-Hill), and EB students (Summit K12). We need more communication between staff to parents or parent volunteers to have parents to support the school and in the classrooms.

Demographics Strengths

All of our ELA teachers are ESL certified to support our Emergent Bilingual students. The campus is aware of the needs of the community. We send out all correspondence, such as call outs, notices, newsletters, and community meetings, in the native language of the parent/student. All of our SPED/EB students are serviced by certified teachers in those areas.

Horizon Middle School also employs a Technology Coach. Our Technology Coach works with teachers to enhance classroom lessons, is in charge of Maker's Space, teachers robotics classes, and is in charge of our student-run broadcasting team live morning announcements.

HMS has incorporated 2 SEL-Academic parent nights that bring in all students and parents. These are intended to enhance the relationship between the campus and parents.

We continue to implement Robotics, journalism, Youth Leadership, and entrepreneurship courses.

Horizon Middle School has a 21st Century ACE Program funded by a grant where students can get additional tutoring, work collaboratively, participate in clubs and take field trips. This program targets all students who want to get involved and need some academic support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Teachers are not consistent with following through in differentiation methods for special population students.

Root Cause: Teachers are not consistently differentiating for all students in the classroom.

Problem Statement 2: Students do not have background knowledge or many life experiences outside of the community.

Root Cause: Students do not often travel outside of Horizon City or get the experience of out-of-school academic opportunities.

Student Learning

Student Learning Summary

Most of our students come from low income families and do not have the opportunity to experience life outside of Horizon City. It is difficult for some of our students to make connections due to their limited experiences. Students would benefit from attending field trips to broaden their knowledge and experiences. Our students are benefiting from High Quality Instructional Materials by providing students with real world connections in the classroom. The benefits of using 21st century learning platforms in the classroom fosters innovation, ingenuity, creativity and skillset development through exploration and engagement to enhance the student's learning opportunities.

HMS will use the following programs, clubs and supplements to help grow our students in multiple areas. Robotics, Maker-space, 21st Century (ACE), Family Fun Nights, tutoring, UIL, etc. We will give our teachers opportunities to learn and grow their trade through extended planning time, disaggregating data, internalizing lessons, instructional rounds and going through coaching cycles. To assist our teachers and students with their growth, we will also include the following personnel and activities: Technology Coach and additional SPED teacher, supplies and equipment needed for activities created by these positions.

Needs: Add Front Row system in science labs and the band classroom. Add Mimio TVs to seven classrooms. Update laptops for science, social studies, health, two SPED teachers, and curriculum coach. Add portable sink for Art room. Add additional chromebooks for students.

STAAR2024/
Interim
Data
2025

| Grade Level | Master 2024 | Meet 2024 | Approach 2024 | DNM 2024 | Masters 2025 | Meets 2025 | Approach 2025 | DNM 2025 | Notes |
|-------------|-------------|-----------|---------------|----------|--------------|------------|---------------|----------|-------------------------------|
| 6th Math | 2% | 13% | 37% | 48% | 10% | 13% | 17% | 60% | Increase in Masters |
| EB | 0% | 10% | 35% | 55% | 6% | 9% | 12% | 74% | Increase in Masters |
| SPED | 0% | 3% | 23% | 74% | 2% | 2% | 15% | 81% | Increase in Masters |
| 6th RLA | 10% | 30% | 22% | 38% | 23% | 20% | 16% | 41% | Increase in Masters |
| EB | 3% | 25% | 19% | 53% | 19% | 14% | 13% | 54% | Increase in Masters |
| SPED | 0% | 9% | 15% | 76% | 4% | 12% | 15% | 69% | Increase in Masters and Meets |
| 7th Math | 0% | 12% | 24% | 64% | 9% | 9% | 12% | 70% | Increase in Masters |
| EB | 0% | 6% | 21% | 73% | 7% | 10% | 10% | 72% | Increase in Masters and Meets |
| SPED | 0% | 0% | 18% | 81% | 0% | 3% | 6% | 91% | Increase in Meets |
| 7th RLA | 20% | 24% | 21% | 35% | 17% | 12% | 17% | 53% | Decreased in all areas |

| Grade Level | Master 2024 | Meet 2024 | Approach 2024 | DNM 2024 | Masters 2025 | Meets 2025 | Approach 2025 | DNM 2025 | Notes |
|-------------|-------------|-----------|---------------|----------|--------------|------------|---------------|----------|-----------------------------------|
| EB | 7% | 23% | 27% | 43% | 5% | 8% | 18% | 70% | Decreased in all areas |
| SPED | 0% | 9% | 10% | 81% | 6% | 3% | 6% | 85% | Increase in Masters |
| 8th Math | 8% | 23% | 42% | 27% | 15% | 24% | 16% | 46% | Increase in Masters and Meets |
| EB | 4% | 13% | 47% | 36% | 7% | 21% | 17% | 55% | Increase in Masters and Meets |
| SPED | 0% | 8% | 21% | 71% | 0% | 15% | 6% | 79% | Increased in Meets |
| 8th RLA | 20% | 22% | 30% | 26% | 24% | 14% | 21% | 40% | Grew in Masters |
| EB | 6% | 18% | 29% | 47% | 6% | 12% | 22% | 60% | Dropped in all areas. |
| SPED | 0% | 12% | 27% | 61% | 0% | 10% | 19% | 71% | Dropped in all areas. |
| 8th Science | 4% | 11% | 29% | 56% | 12% | 16% | 20% | 52% | Increased in master and meets |
| EB | 1% | 8% | 17% | 74% | 1% | 10% | 18% | 71% | Increased in meets and approaches |
| SPED | 4% | 4% | 11% | 81% | 0% | 3% | 6% | 91% | Dropped in all areas. |
| 8th SS | 4% | 7% | 20% | 69% | 14% | 5% | 11% | 70% | Grew in Masters. |
| EB | 2% | 3% | 11% | 84% | 4% | 0% | 10% | 86% | Increased in masters |
| SPED | 0% | 8% | 4% | 88% | 0% | 0% | 3% | 97% | Dropped in all areas. |

Student Learning Strengths

All content areas are showing improvement among the Masters category in the Interim of Spring 2025. HMS offers their students one hour tutoring sessions for all core classes and one thirty minute sessions for all elective classes. We also offer Saturday camps each month and 3 intersessions for students to receive remediation. Nest time is also offered four times a week in all classes to support content areas in need. Writing has also been incorporated across the campus to prepare students to demonstrate their knowledge in their extended constructive response. Reading has been implemented across campus to better develop understanding of content and making real world connections in the content.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students comprehension is limited. Students can struggle with new ideas, new concepts, and information based on limited background knowledge.

Root Cause: Poor academic language- students have not established their independence. Lack of reinforcement through homework and other independent practice to include cross curricular support.

Problem Statement 2 (Prioritized): Understanding is not being verified for all students on a daily basis.

Root Cause: Teachers struggle with implementing structured checks for understanding due to not prioritizing planning time for this component of the lesson.

Problem Statement 3: Students struggle with collaboration among peers and staff.

Root Cause: Students and staff have not built positive rapport with each other or created a strong collaborative culture in which students are not held accountable.

School Processes & Programs

School Processes & Programs Summary

Job Opportunities:

Job opportunities are advertised through job fairs and/or the district website. Job applicants are then screened by HR and then filtered through to the campus for review. The campus then reviews the applicants and filters as necessary to fit the job opening. Strategies to enhance teacher recruitment and retention, such as competitive salaries and professional development opportunities, could be explored.

Interview Process:

Applicants are given an appointment time for an interview consisting of questions and a mini lesson (for teaching positions). An interview committee will determine if the campus will make a recommendation for a candidate based on the interview process. If necessary, an applicant can be called for a 2nd interview.

Post Hire:

Teachers are placed in vacancies based on teacher certification and academic strength. Teachers attend multiple job-alike trainings throughout the school year.

Support:

The district provides new employees with a week-long orientation that introduces our teachers to the programs and resources available to them. During the orientation, teachers also receive support with classroom management, lesson planning, and district expectations. All new teachers to the campus are assigned a campus mentor; new teachers to the profession will have their mentor for 2 years. Teachers also receive support from the campus curriculum coach and campus technology coach. Each of the lead teachers supports our new and existing teachers to help them support their students. Our campus also offers multiple professional development opportunities and workshops throughout the year for all teachers to attend. Teachers attend JobAlikes throughout the school year where they learn the latest pedagogy strategies in their subject. MiniExpo was also implemented to showcase different teaching strategies for new and veteran teachers. "Hawk 101" was created to support new teachers to the profession and/or district with ideas, strategies, and technology tips to implement in the classroom. This year, our campus continued with learning walks; teachers who volunteered were able to participate on a voluntary basis. Teachers were able to see their colleagues in action and discuss "grows and glows" for our campus, focusing on student

Retention:

The campus leadership team takes pride in acknowledging the outstanding contributions of our teachers and staff. Every month, the team carefully selects a Teacher and Employee of the Month, honoring their dedication and hard work with personalized plaques. Additionally, throughout the year, teachers receive small tokens of appreciation to express gratitude for their ongoing efforts.

Recognizing the importance of celebrating milestones, our campus established a Celebration Committee last year. This committee ensures that every teacher feels valued on their birthday, receiving special recognition along with small incentives.

Teachers have the opportunity to participate in the Teacher Incentive Allotment Grant (TIA), which rewards exemplary educators. Last year, we proudly celebrated one of our teachers who earned recognition through the TIA program and we have potential candidates to be recognized for this upcoming year.

Curriculum:

Our ELA department is aligned through the My Perspective textbook along with research based instructional strategies (RBIS).

Our Math department uses Carnegie Learning that increases the use of manipulatives and helps students make conceptual connections.

Through the 21st Century Community Learning Centers grant, our campus continues the Afterschool Centers on Education (ACE) afterschool program. The students who participate in the Ace Program are given the opportunity to participate in after school extra-curricular activities such as sports, clubs, and drones. Students compete in drone competitions. Students also participate in tutoring with the support of college tutors.

We are pleased to offer students the opportunity to earn high school credits through three core courses: Algebra 1, Spanish, and Entrepreneurship.

PBIS:

The PBIS program has helped recognize positive behavior in students. This has had a positive effect on the campus by having students look forward to incentives. The campus has seen a shift in a positive campus environment with the focus being on positive behavior rather than solely addressing negative behavior.

Needs: PBIS rewards app or system. Purchase polos for students in need.

SEL:

We have two family fun nights, run by our departments, used for community engagement. We also hold student events such as lock ins and dances for students

Robotics:

The Robotics program is teacher-sponsored and students compete as well. There will be several classes offered to all grade levels.

Broadcasting:

We began our live announcements through the broadcast team that does student announcements each morning. The team is completely student-led, working with the technology coach. There will also be a broadcasting class offered.

Sports:

Students are eligible to participate in sports in grades 7th and 8th. Such sports include soccer, volleyball, basketball, softball, baseball, wrestling, track and field, tennis, and cross country.

Fine Arts:

HMS has a strong fine arts program and have won several awards in band, the Christmas holiday card contest for Clint ISD, All fine arts programs participate in UIL events.

UIL:

Students have the opportunity to participate in UIL competition in various events and categories.

NJHS:

Students are given the opportunity to be recognized for their outstanding performance at school as they develop into well-rounded students.

Youth Leadership Now:

At-risk students are selected to become mentors to elementary students as they develop their leadership skills. Students are assigned a teacher mentor who routinely meets with them for support.

School Processes & Programs Strengths

The campus has been consistent with the implementation of the PBIS rewards program. The campus exhibits a positive culture that is inviting, motivational, nurturing, and our actions are mirrored by the students. Faculty, staff, and students are willing to help each other out and be courteous and respectful. Therefore we were designated as a "Schools to Watch" showing our school's effectiveness in providing a safe, supportive, and academically rigorous environment where every student can thrive.

As a glow, the campus often acknowledges students' accomplishments via shoutouts, recognitions, awards, The campus continues to grow in online SEL lessons, the reinstatement of NJHS, and the addition of broadcasting.

New and returning teachers have received support this year through various workshops such as Hawk 101 training, new teacher academy, and district coaches. Learning walks are also conducted throughout the year to highlight glows and grows of the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Attendance is low for our students, specially on Fridays, half days and after holidays.

Root Cause: Parents and students may not see the importance of student attendance and how it affects their child's performance.

Problem Statement 2 (Prioritized): Many of our students need additional support emotionally from all adults on campus

Root Cause: Transitional changes between elementary and middle school.

Problem Statement 3: Teachers are not given the opportunity to become experts in certain teaching practices.

Root Cause: Yearly changes to teaching practices implementation which causes a lack of consistency.

Perceptions

Perceptions Summary

Our campus has a Positive Behavioral Interventions and Supports (PBIS) program, enabling students to earn positive reinforcement points by embodying our Hawk Core Values.

- **Be Respectful**
- **Be Responsible**
- **Be Safe**
- **Be Present**

This initiative is continuing to have a positive impact our student culture, yet it's crucial that we persist with the program to further enhance teacher-student relationships, increase teacher engagement, and expand after-school offerings.

This is the second year, our drone teams soared to new heights, reaching the national level in their competition and representing us proudly in Tulsa Oklahoma. This achievement is a testament to our students' innovation and dedication in STEM activities.

Additionally, we continue to be a "School to Watch" by the National Forum to Accelerate Middle-Grades Reform, recognizing our commitment to excellence in middle-grade education. This designation highlights our effective teaching methodologies, dynamic curriculum, and a nurturing environment conducive to learning.

This is the second year Horizon Middle School has worked in conjunction with Project Vida to host an in-house counseling program. This year Project Vida implemented a Tela-Health Network on campus for all staff and students who registered for it. Next year we will be adding a program run by the Center for Children that will support parents and students with educational coping skills.

Our Fine Arts programs have consistently excelled in competitions, bringing home sweepstakes awards and achieving "superior" ratings. This success underscores the talent and hard work of our students and the guidance of our dedicated music educators. This is the fourth year that our Band has received sweepstakes and the first year that all three Band Ensembles has received sweepstakes. This is the second year that our Orchestra has received sweepstakes and the first year that our Choir program has received a division 2 rating. This is the third year that our Art students are participating in the VASE competition. Our Dance class will introduce an advance course this year and the dance team will complete.

While our attendance rates have improved from the previous year, our revised campus/district goal now stands at 96%. Despite not meeting this goal daily, we continue to strive for improvement through various student incentives, including PBIS points, attendance-based activities/rewards, casual dress days, and parental meetings. Targeted plans are in place for students below the attendance requirement, offering after-school tutoring, intersessions, and Saturday camps to recuperate attendance hours.

Discipline referrals have remained stable, thanks to promptly addressing student behaviors.

Teacher turnover has dropped this school year, we only had two teachers leave the campus for personal reasons. Our comprehensive support network for new teachers includes our campus curriculum coach, administration, technology coach, and district department coordinators. Further support is provided through professional learning communities (PLCs) and targeted interventions through Hawk 101 and Hawk Nest (for new teachers).

Horizon Middle School currently holds the Purple Star recognition. We've also fostered community support and engagement by hosting various events for parents and the community, such as:

- **attendance meetings**
- **parental involvement training**
- **informational sessions**
- **semester open houses**

- **Family Nights**
- **SEL parent meetings**
- **Military Family Social Events**
- **book fairs**
- **Viva La Fiesta for our incoming 5th graders**
- **Various concerts by our performing arts programs**
- **Various Athletic events**
- **School Fundraiser events that focus on families coming together**

Family Night, in particular, has seen higher attendance than regular meetings.

Teachers continue to receive dedicated planning time to support student success. To ensure accessibility for all parents, Horizon Middle School employs comprehensive language translation protocols, translating all documents into the primary languages of our diverse community, offering live translation during meetings, and providing information in both English and the parents' home language through our mass notification system.

This holistic approach reinforces our commitment to an inclusive, supportive, and high-achieving educational environment.

Needs: Incentives for school spirit (spirit store).

Perceptions Strengths

The teacher mentoring programs represent a strong asset within our district, offering support to educators at various levels both on-site and district-wide. These initiatives provide teachers with diverse means to seek assistance and foster professional growth.

Our district and campus have ensured that Chromebooks and school supplies are readily available to all students, facilitating a timely start to the academic year.

Furthermore, our administrative team and staff has access to essential resources, including the School Resource Officer (SRO), counselors, and teachers capable of conducting home visits. This comprehensive support network enables us to engage with students and community members facing a range of challenges effectively.

A notable outcome of our mentoring initiatives each year we have a mentees who, after completing their internships on our campus, secure permanent teaching positions within the district.

Additionally, our campus has seen a steady participation in the Sunshine Account, enhancing our ability to celebrate and recognize our employees' achievements and contributions.

Additionally, our campus has witnessed a steady student participation in athletic programs, largely attributed to an active recruitment efforts by our coaching staff. Active participation not only elevates school spirit but also positively impacts academic motivation and performance among our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Several students are disrespectful to teachers and peers.

Root Cause: Social media, peer influences and the lack of motivation to be respectful with each other and adults.

Problem Statement 2 (Prioritized): Students do not have school spirit.

Root Cause: Lack of incentives and structured school spirit activities to feel like they belong.

Problem Statement 3 (Prioritized): Teachers do not follow the behavior reporting procedures for the campus.

Root Cause: Teachers are reluctant to contact parents to come in for a meeting, struggle with making time to make parent contact, and lack of access to school phone.

Priority Problem Statements

Problem Statement 1: Teachers are not consistent with following through in differentiation methods for special population students.

Root Cause 1: Teachers are not consistently differentiating for all students in the classroom.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Understanding is not being verified for all students on a daily basis.

Root Cause 2: Teachers struggle with implementing structured checks for understanding due to not prioritizing planning time for this component of the lesson.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers do not follow the behavior reporting procedures for the campus.

Root Cause 3: Teachers are reluctant to contact parents to come in for a meeting, struggle with making time to make parent contact, and lack of access to school phone.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Students do not have school spirit.

Root Cause 4: Lack of incentives and structured school spirit activities to feel like they belong.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Many of our students need additional support emotionally from all adults on campus

Root Cause 5: Transitional changes between elementary and middle school.

Problem Statement 5 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
- Performance Objectives with summative review (prior year)
- 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
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

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



Goals




Goal 1: Horizon Middle School will be a model of high standards for student academic excellence.




Performance Objective 1: By June 2026 the percentage of students reaching the "meet" standard in the STAAR assessment will increase by 15% . We will compare grade level to the next grade levels in Reading and Math. We will compare the same grade level from the previous year for Science and Social Studies.


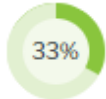

High Priority




Evaluation Data Sources: STAAR Results




| Strategy 1 Details | Reviews | | | |
|---|--|-----|-----|-----------|
| <p>Strategy 1: Provide teachers, curriculum coach, counselors, librarians, instructional aides and admin opportunities to attend training/staff development, on-going planning and conferences to meet the needs of students and help in the improvement of student success on assessments.</p> <p>Strategy's Expected Result/Impact: Improve instruction to improve student performance</p> <p>Staff Responsible for Monitoring: Admin, Teachers, Curriculum Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: 199 - 23,25, 30 - 199 GENERAL FUND - \$4,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>Moderate Progress</p> | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Engage all students in research-based programs, software and activities to increase student's content knowledge and assessment performance. Train teachers on the use of the programs and software.</p> <p>Strategy's Expected Result/Impact: Improve student's understanding of the content and increase performance on STAAR exams to include a Math and Reading focus.</p> <p>Staff Responsible for Monitoring: Teachers, Librarian and Curriculum Coach</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: 211-30 - 211 ESEA, TI A IMP - 211.11.XXXX - \$29,000, 199-30,11 - 199 GENERAL FUND - \$18,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>Some Progress</p> | | | |



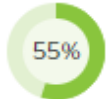
| Strategy 3 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 3: Provide substitutes for teachers to attend training and participate in instructional planning during the school day that focuses on student growth, teacher growth and student interventions.</p> <p>Strategy's Expected Result/Impact: Improve instruction in all areas and student performance</p> <p>Staff Responsible for Monitoring: Admin, Curriculum coach, Department Chairs and Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: 199-11 - 199 GENERAL FUND - \$21,000, 211-30 - 211 ESEA, TI A IMP - \$23,500</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  33% Some Progress | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Provide teachers and staff with technological equipment and software to supplement lessons and promote the use of technology. To include replacing outdated equipment.</p> <p>Strategy's Expected Result/Impact: Improved instruction, teacher retention and increased student performance</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: 211-30 - 211 ESEA, TI A IMP - 211.11.XXXX - \$48,500, 199-23 - 199 GENERAL FUND - \$2,800</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  75% Considerable | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Provide students with technological equipment and software to supplement lessons and promote the use of technology. To include replacing outdated equipment.</p> <p>Strategy's Expected Result/Impact: Increase student's understanding of the content and improve performance in class.</p> <p>Staff Responsible for Monitoring: Admin, Librarian and teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: 211-30 - 211 ESEA, TI A IMP - 211.11.XXXX - \$38,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  75% Considerable | | | |

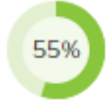



| Strategy 6 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 6: Provide students with various interventions to reinforce, supplement, and support classroom instruction to include intercession. Provide teachers with materials, extra duty pay and resources for the various interventions and planning. Provide Transportation for students to attend the interventions.</p> <p>Strategy's Expected Result/Impact: Increase student understanding of the content and improve their classroom and testing performance</p> <p>Staff Responsible for Monitoring: Admin, Curriculum Coach and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: 189-30 - 189 ESSER FUND BALANCE - \$13,800, 199-30 - 199 GENERAL FUND - \$15,300</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  33% Some Progress | | | |
| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Monitor student progress using 3, 6, 9 week grades and assessments to determine the interventions students may need to be successful. Students will be invited to various interventions based on their progress. Have students add data to their data trackers.</p> <p>Strategy's Expected Result/Impact: Improve student performance and understanding in the classrooms</p> <p>Staff Responsible for Monitoring: Admin, Teachers, Counselors</p> <p>TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  33% Some Progress | | | |
| Strategy 8 Details | Reviews | | | |
| <p>Strategy 8: Provide students the opportunity to attend field trips(to include institutions of higher education) and competitions to build background knowledge and expand educational opportunities that can be incorporated in the classroom learning as real world experiences by providing materials, transportation, meals and entry fees.</p> <p>Strategy's Expected Result/Impact: Improve student understanding of content.</p> <p>Staff Responsible for Monitoring: Admin and Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: 199-11, 21, 22, 23, 25 - 199 GENERAL FUND - \$6,400, 199-30 - 199 GENERAL FUND - \$1,600, 281-30 - 281 TITLE IV, PART A SSAEP - 281.11.XXXX - \$5,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  0% No Progress | | | |






| Strategy 9 Details | Reviews | | | |
|--|--|------------|------------|------------------|
| <p>Strategy 9: Recognize students for academic and non academic accomplishments by providing various awards/incentives throughout the school year.</p> <p>Strategy's Expected Result/Impact: Improved attendance, improved academic performance and improved behavior</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Admin, Teachers and CIS Personnel</p> <p>Funding Sources: 199 - 99, 11 - 199 GENERAL FUND - \$3,500</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>33%</p> <p>Some Progress</p> | | | |
| Strategy 10 Details | Reviews | | | |
| <p>Strategy 10: Provide teachers and students with supplemental curriculum materials and instructional materials that will help students attain higher proficiency in core subject areas. Provide students with the opportunity to advance a grade level by purchasing tests that allow our students to advance through credit by exam.</p> <p>Strategy's Expected Result/Impact: Increase student understanding and improve student performance.</p> <p>Staff Responsible for Monitoring: Admin and Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: 211-30 - 211 ESEA, TI A IMP - 211.11.XXXX - \$25,800, 199-30 - 199 GENERAL FUND - \$10,250, 199-21, 23, 25, 22 - 199 GENERAL FUND - \$8,550</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>33%</p> <p>Some Progress</p> | | | |
| Strategy 11 Details | Reviews | | | |
| <p>Strategy 11: Provide students with calculators that will be used to enhance the instruction of both Math and Science classes and will aid students in their exams. Replace outdated or non-functioning calculators.</p> <p>Strategy's Expected Result/Impact: Improve student's performance in math and science.</p> <p>Staff Responsible for Monitoring: Admin and teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: 211-30 - 211 ESEA, TI A IMP - \$1,500</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>33%</p> <p>Some Progress</p> | | | |

| Strategy 12 Details | Reviews | | | |
|---|--|------------|------------|------------------|
| <p>Strategy 12: Provide students with headphones for use with computer-based instruction and testing. Replace broken and/or lost headphones when needed.</p> <p>Strategy's Expected Result/Impact: Improve student's focus and student performance.</p> <p>Staff Responsible for Monitoring: Admin and Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: 199-25 - 199 GENERAL FUND - 211.11.XXXX - \$500</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  33% Some Progress | | | |
| Strategy 13 Details | Reviews | | | |
| <p>Strategy 13: Supply classrooms with general supplies, reading materials, operational supplies, instructional supplies, miscellaneous operational supplies and furniture.</p> <p>Strategy's Expected Result/Impact: Give students needed supplies to be success in their courses.</p> <p>Staff Responsible for Monitoring: Admin and Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: 199 - 11 - 199 GENERAL FUND - \$3,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  100% Accomplished | | | |
| Strategy 14 Details | Reviews | | | |
| <p>Strategy 14: Students will be provided with learner-centered instruction through remote resources during a future school closure. Chromebook adapters/chargers, Wifi hotspots, Chromebook computers, iPads, Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's remote learning initiative.</p> <p>Strategy's Expected Result/Impact: Distribution Logs Check-out Forms Remote Learning Teacher Logs</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Curriculum Coach, Librarian</p> <p>Funding Sources: 211- 30 - Remote Learning Resource/Materials - 211 ESEA, TI A IMP - 211.11.XXXX - \$0, 199-30 - Remote Learning Resources/Materials - 199 GENERAL FUND - \$0</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  33% Some Progress | | | |

| Strategy 15 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 15: Provide on-campus enrichment opportunities for students through presentations and guest speakers.</p> <p>Strategy's Expected Result/Impact: Make real life connections with learning.</p> <p>Staff Responsible for Monitoring: Admin and Counselors, PBIS and College & Career Teacher</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>33%</p> <p>Some Progress</p> | | | |
| Strategy 16 Details | Reviews | | | |
| <p>Strategy 16: Monitor student progress using 3 and 6 week checkpoints and 9 week cumulative test as well as Interim Assessments and MAP assessments to adjust instruction. Core teachers will be given 1 planning day each nine weeks to review data and adjust their instruction and substitute teachers will be provided. Data posters will be displayed in classrooms and teachers will post class progress grades (non core) or assessment grades (core) as a class to increase student knowledge of how they compare to the class and to motivate them to increase their scores.</p> <p>Strategy's Expected Result/Impact: Teachers will plan effective lessons driven by data, instruction and student performance will improve.</p> <p>Staff Responsible for Monitoring: Admin, Curriculum Coach and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: 211-30 - 211 ESEA, TI A IMP - 211.11.XXXX - \$14,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>33%</p> <p>Some Progress</p> | | | |
| Strategy 17 Details | Reviews | | | |
| <p>Strategy 17: Provide space and a Teacher to monitor a RTI Support Lab that will be available to students after school Monday through Thursdays from 4:00 p.m. to 5:00 p.m. Students will be working online programs and receive help from a certified teacher to fill in learning gaps.</p> <p>Strategy's Expected Result/Impact: Increase the number of assignments students turn in on a daily basis and improve the student failure rate.</p> <p>Staff Responsible for Monitoring: Admin and Curriculum Coach</p> <p>TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>33%</p> <p>Some Progress</p> | | | |

| Strategy 18 Details | Reviews | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 18: Provide our librarian with funds to purchase books, e-books, software, technology, makerspace items and general supplies needed to maintain current books and promote reading for all students using various media. Items purchased will reflect a wide-range of grades and reading levels to serve our different populations.</p> <p>Strategy's Expected Result/Impact: Increase student's reading levels and comprehension</p> <p>Staff Responsible for Monitoring: Librarian & Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: 199-99 - 199 GENERAL FUND - \$2,900</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  33% Some Progress | | | |
| Strategy 19 Details | Reviews | | | |
| <p>Strategy 19: The campus will continue to fund personnel to facilitate the 21st Century after school programming via the Afterschool Centers for Education (ACE) and supporting the Nita Lowey 21st Century Community Learning Centers grant. The programming will involve community partners to build community engagement.</p> <p>Strategy's Expected Result/Impact: Personnel will support our campus and operate specific hours weekly.</p> <p>Staff Responsible for Monitoring: 21st Century Grant Coordinator</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: 265 - 30 - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - 265.11.XXXX - \$1,060</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  33% Some Progress | | | |
| Strategy 20 Details | Reviews | | | |
| <p>Strategy 20: Horizon Middle School will provide 21st Century after-school programming via the After School Centers on Education (ACE) program. The focus will be on Drones, Robotics, STEM, reading, writing, math and other academic areas. Supplies and other equipment will be purchased to facilitate programming at each of the centers. Field trip opportunities will also be provided for participating students. Field trip expenses such as fees, transportation, required meals and other related costs will also be funded through this grant program.</p> <p>Strategy's Expected Result/Impact: Field trips and other engagement opportunities will be provided to students. Increased academic student growth.</p> <p>Staff Responsible for Monitoring: 21st Century Grant Coordinator, campus coordinator, administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: 265-30 - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - 265.11.63XX.00.044.3.30 - \$1,260, 281 - 30 - 281 TITLE IV, PART A SSAEP - \$6,250</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  55% Moderate Progress | | | |

| Strategy 21 Details | Reviews | | | |
|--|--|------------|------------|------------------|
| <p>Strategy 21: Horizon Middle School will provide students with maker spaces that provide 21st century learning platforms to foster innovation, ingenuity, creativity, and skillset development through exploration and engagement. The campus will purchase items to foster experiences in the 4th Industrial Revaluation such as 3D Printing & Scanning, Computer Science, Coding, Robotics & Engineering Design, Gaming & eSports, Electronics & Internet of Things, Simulation, Virtual Reality, Augmented Reality, Mixed Reality, Audio Visual & Multimedia, Drones and Drone activities.</p> <p>Strategy's Expected Result/Impact: Increase student critical thinking and 21st century skills.</p> <p>Staff Responsible for Monitoring: Librarian, Technology Coach and Administration</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>Moderate Progress</p> | | | |
| Strategy 22 Details | Reviews | | | |
| <p>Strategy 22: Provide support and guidance in the use the High Quality Instructional Materials (HQIM) for all core content teachers. This will include modeling lesson planning and lesson delivery, workshops, one on one sessions, and department planning.</p> <p>Strategy's Expected Result/Impact: This will help teachers better understand the HQIM to deliver more effective tier 1 lessons throughout the year.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>Some Progress</p> | | | |
| Strategy 23 Details | Reviews | | | |
| <p>Strategy 23: Provide substitutes for teachers to participate in campus learning walks. Provide incentives for teachers being observed.</p> <p>Strategy's Expected Result/Impact: To increase teacher knowledge and skills by seeing their colleagues in action.</p> <p>Staff Responsible for Monitoring: Admin and Curriculum Coach</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>Some Progress</p> | | | |
| Strategy 24 Details | Reviews | | | |
| <p>Strategy 24: Celebrate students who show growth in MAP assessments, 9 week assessments, and STAAR assessments.</p> <p>Strategy's Expected Result/Impact: Increase student assessment scores by motivating them to continue to grow.</p> <p>Staff Responsible for Monitoring: Teachers</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>Some Progress</p> | | | |



| Strategy 25 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| <p>Strategy 25: Celebrate students who reach the attendance goal on a monthly basis.</p> <p>Strategy's Expected Result/Impact: Increase student attendance.</p> <p>Staff Responsible for Monitoring: Teachers, Admin and attendance clerk</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>Moderate Progress</p> | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

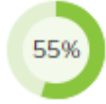

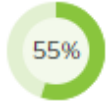

Goal 1: Horizon Middle School will be a model of high standards for student academic excellence.






Performance Objective 2: By June 2026, at least 25% of Emergent Bilinguals students will show an increase in the writing proficiency level for TELPAS. 10% of Emergent Bilingual students will show growth on the STAAR Reading & Math.

High Priority

Evaluation Data Sources: TELPAS and STAAR Results

| Strategy 1 Details | Reviews | | | |
|---|--|------------|------------|------------------|
| <p>Strategy 1: Provide software and supplemental materials to include reading material to all Emergent Bilinguals (EB) to reinforce English language acquisition, reinforce instruction in English and support students for all content areas.</p> <p>Strategy's Expected Result/Impact: Increase student language acquisition and student performance in course work and testing.</p> <p>Staff Responsible for Monitoring: Admin and Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: 199-25 - 199 GENERAL FUND - \$2,500</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>33%</p> <p>Some Progress</p> | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide training to teachers serving EB students the opportunity to attend in-district and out of district training and research based training. Provide teachers with substitutes to attend training.</p> <p>Strategy's Expected Result/Impact: To improve student performance in all classes by having teachers differentiating instruction.</p> <p>Staff Responsible for Monitoring: Admin, Curriculum Coach and Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: 199-30 - 199 GENERAL FUND - \$250</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>55%</p> <p>Moderate Progress</p> | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|------------|------------|------------------|
| <p>Strategy 3: Provide EB students, including Parent Denials, with field trip opportunities to build background knowledge. Provide funding for transportation, meals and entry fees.</p> <p>Strategy's Expected Result/Impact: Improve students understanding of the content and practice the English Language in a real world situation.</p> <p>Staff Responsible for Monitoring: Admin and Teacher</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: 199-25 - 199 GENERAL FUND - \$1,300</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Moderate Progress | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Provide students with headphones for use with computer-based instruction. To include replacement of lost or broken headphones.</p> <p>Strategy's Expected Result/Impact: Improve student focus and student academic performance.</p> <p>Staff Responsible for Monitoring: Admin and Teachers</p> <p>Funding Sources: - 199 GENERAL FUND - \$500</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Some Progress | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Provide teachers and students with technology to supplement lessons and promote the use of technology to include replacement of lost or broken technology.</p> <p>Strategy's Expected Result/Impact: Improve student academic performance.</p> <p>Staff Responsible for Monitoring: Admin</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Moderate Progress | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: EB students will be provided intervention support such as intersession classes, tutoring to improve course passing rates and performance on state assessments. Extra Duty pay will be provided for tutoring.</p> <p>Strategy's Expected Result/Impact: Improve student performance in academic courses and exams.</p> <p>Staff Responsible for Monitoring: Admin and Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Some Progress | | | |

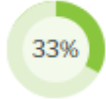


| Strategy 7 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 7: Provide testing materials for student identification and exit criteria of the EB program. Strategy's Expected Result/Impact: Identify and Exit students Staff Responsible for Monitoring: LPAC Admin and LPAC Coordinator | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  33% Some Progress | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |


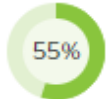


Goal 1: Horizon Middle School will be a model of high standards for student academic excellence.







Performance Objective 3: By June 2026 students who participate in the Special Education Program will increase their STAAR scores by 10% in reading and math.

High Priority

Evaluation Data Sources: STAAR Performance Index Summary

| Strategy 1 Details | Reviews | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 1: Provide research based professional development for teachers and instructional aides who service the special education population with both in-district and out of district training to include collaborative teaching, differentiating instruction and classroom accommodations. Provide substitutes to cover classes.</p> <p>Strategy's Expected Result/Impact: Improve teacher lessons and student academic performance</p> <p>Staff Responsible for Monitoring: Admin, Curriculum Coach and Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: 199-23 - 199 GENERAL FUND - \$900</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  33% Some Progress | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide Special Education students with job-related experiences and field trips through in-school CBIs for the purpose of meeting IEP Transitions.</p> <p>Strategy's Expected Result/Impact: Improve student performance in academic classes and real life experiences.</p> <p>Staff Responsible for Monitoring: Admin and Teachers</p> <p>Funding Sources: 199-23 - 199 GENERAL FUND - \$3,050</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  33% Some Progress | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Provide special education department with software and licenses, to access differentiated materials that provide means of access to standards-based instruction for students with complex needs.</p> <p>Strategy's Expected Result/Impact: Improve student academic performance</p> <p>Staff Responsible for Monitoring: Admin, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: 199 - 23 - 199 GENERAL FUND - \$3,850</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  55% Moderate Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|------------|------------|------------------|
| <p>Strategy 4: Provide SPED teachers with resources and supplemental materials needed to support students in areas of need to include transition programs and students in the DSC, ASC, BAC, Recourse and Inclusion classes to increase students' skills in core and living skills classes.</p> <p>Strategy's Expected Result/Impact: Improve student academic and social performance</p> <p>Staff Responsible for Monitoring: Admin and Teachers</p> <p>Funding Sources: 199-23 - 199 GENERAL FUND - \$2,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  33% Some Progress | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Provide teachers and students with technology to supplement lessons and promote the use of technology (Electronic Dictionaries, Calculators, Magnification Devices, Desktops, Laptops and speaking devices)</p> <p>Strategy's Expected Result/Impact: Improve student academic performance.</p> <p>Staff Responsible for Monitoring: Admin and Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  55% Moderate Progress | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Provide updated GT supplemental supplies and testing materials for student identification and use.</p> <p>Strategy's Expected Result/Impact: Enroll students into the GT program</p> <p>Staff Responsible for Monitoring: Admin, GT Coordinator and GT Teacher</p> <p>Funding Sources: 199-21 - 199 GENERAL FUND - \$1,200</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  33% Some Progress | | | |
| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Provide GT students with opportunities to expand their learning through field trips. Provide students with meals, entry fees and transportation. Provide a substitute when needed.</p> <p>Strategy's Expected Result/Impact: Grow students knowledge through real world application and hands on learning.</p> <p>Staff Responsible for Monitoring: GT Coordinator</p> <p>Funding Sources: 199-21 - 199 GENERAL FUND - \$800</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  33% Some Progress | | | |




| Strategy 8 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 8: Provide Special Education students with the opportunity to attend field trips to help make real world connection to classroom learning. Transportation and substitutes will be provided.</p> <p>Strategy's Expected Result/Impact: Increase student understanding of the content areas and increase student growth on STAAR.</p> <p>Staff Responsible for Monitoring: Teachers.</p> <p>Funding Sources: 199-23 - 199 GENERAL FUND - \$800</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  33% Some Progress | | | |
| Strategy 9 Details | Reviews | | | |
| <p>Strategy 9: Provide teachers and students with furniture and other equipment needed to enhance student learning an life experiences.</p> <p>Strategy's Expected Result/Impact: Increase student understanding of the content</p> <p>Staff Responsible for Monitoring: Teacher and Admin</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  33% Some Progress | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |






Goal 1: Horizon Middle School will be a model of high standards for student academic excellence.

Performance Objective 4: By May 2026 all teachers will deliver high quality Tier 1 instruction by using the HQIM as intended, approved resources and differentiation to meet the needs of all students.

High Priority

Evaluation Data Sources: This will be measured by focused lesson rehearsals that target differentiation (feedback & coaching), walkthrough feedback, and student progress on assessments and daily assignments.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Teachers will attend a job alike training that focuses on lesson internalization and differentiation with use of the HQIM by core content area.</p> <p>Strategy's Expected Result/Impact: Give teachers a better understanding of how to internalize their lessons and differentiate using the HQIM.</p> <p>Staff Responsible for Monitoring: District Coordinators</p> <p>TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>33%</p> <p>Some Progress</p> | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Conduct at least one planning workshop per content area that focuses on differentiation with the use of HQIM. District coordinators will be invited.</p> <p>Strategy's Expected Result/Impact: This will give teachers time to plan their future lessons that focus in on differentiating for their students in all areas (SPED, 504, EB, GT etc.)</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>0%</p> <p>No Progress</p> | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Conduct a reflection and feedback session from the workshop planned lesson during a PLC.</p> <p>Strategy's Expected Result/Impact: This strategy will help the campus improvement team determine the effectiveness of the workshop and the next steps that must be done.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>0%</p> <p>No Progress</p> | | | |



| Strategy 4 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 4: Math and Reading teachers will have a STAAR data disaggregation session during the first 9 weeks to determine where their students are and the needs that they will need to address this year.</p> <p>Strategy's Expected Result/Impact: This will increase Tier 1 instruction by allowing teachers to target the needs of their students in class.</p> <p>Staff Responsible for Monitoring: Administration and Curriculum Coach</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Accomplished | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | | |


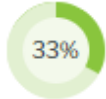





Goal 1: Horizon Middle School will be a model of high standards for student academic excellence.

Performance Objective 5: By May 2026 all core teachers will conduct targeted interventions that focuses in on what the students specific learning need is based on data analyzed.

High Priority

Evaluation Data Sources: This will be measured by student progress in targeted area, teacher intervention plan with specific students, specific area of focus and teacher reflection on student progress.



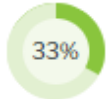
| Strategy 1 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| <p>Strategy 1: Conduct data disaggregation session by content area after each MAP Growth Assessment, STAAR Interim Assessment and District Benchmark Assessments,</p> <p>Strategy's Expected Result/Impact: This will give teachers time to dive deep into the data, determine the areas of needs for the grade level, class level and student level. This information will help teachers determine the interventions needed to support students.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>33%</p> <p>Some Progress</p> | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will plan when to give student interventions and determine which students will need the interventions. - small group, tutoring, Sat Camp, Intersession</p> <p>Strategy's Expected Result/Impact: Teachers will determine targeted interventions with their students to focus in on closing student learning gaps.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>33%</p> <p>Some Progress</p> | | | |


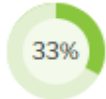


| Strategy 3 Details | Reviews | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 3: Train teachers on how to conduct targeted interventions. Individuals may need to be contracted to support this strategy.</p> <p>Strategy's Expected Result/Impact: Help teachers better understand how to effectively conduct intervention sessions with students to fill in learning gaps quickly.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  No Progress | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Provide training for teachers to get a better understanding of student accommodations/differentiation.</p> <p>Strategy's Expected Result/Impact: This strategy will help teaches understand what the accommodations mean and how to properly meet their student's needs.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team with support from the district SPED department</p> <p>TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Some Progress | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: The RLA and Math district coordinators will meet with SPED teachers to review and adjust the pacing for Resource and BAC classes</p> <p>Strategy's Expected Result/Impact: This will slow down the pacing for these classes and ensure that students are receiving the expected content using the HQIM.</p> <p>Staff Responsible for Monitoring: Administration</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Some Progress | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

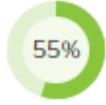
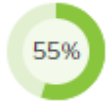

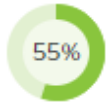




Goal 2: Horizon Middle School will ensure a safe, well-disciplined positive learning environment for all students

Performance Objective 1: By June 2026 the number of disciplinary referrals will decrease by 10% from the previous school year. Students will exhibit positive characteristics.

Evaluation Data Sources: PEIMS Discipline Report, PBIS awarded points reports

| Strategy 1 Details | Reviews | | | |
|---|---|------------|------------|------------------|
| <p>Strategy 1: The campus will provide a Career day to promote positive learning and career choices for all students at least once a year. Pay travel for High School students to present at Career day.</p> <p>Strategy's Expected Result/Impact: Increase student awareness of college and career opportunities.</p> <p>Staff Responsible for Monitoring: Counselors and CIS Personnel</p> <p>Funding Sources: 199-99 - 199 GENERAL FUND - \$500</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  33% Some Progress | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide Crisis Prevention Intervention Training for all teachers and staff (Fire drills, Lock-down, Shelter in place, Outcry protocol) to ensure a safe learning environment for all students at least once a year.</p> <p>Strategy's Expected Result/Impact: Prepare teachers for crisis and look for warning signs and triggers.</p> <p>Staff Responsible for Monitoring: Admin, Counselors, Security and SRO</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  100% Accomplished | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Provide Positive Behavior Intervention Support (PBIS) training and implementation support to teachers and staff. The PBIS team will meet to review implementation, review data and revise as the campus plan as needed.</p> <p>Strategy's Expected Result/Impact: Improve student behavior and academic focus</p> <p>Staff Responsible for Monitoring: Admin, Counselors and PBIS Team</p> <p>TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  33% Some Progress | | | |

| Strategy 4 Details | Reviews | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 4: Provide, repair and update radios/repeater to assist with adequate campus supervision when monitoring students and staff.</p> <p>Strategy's Expected Result/Impact: Immediate feedback to admin and security.</p> <p>Staff Responsible for Monitoring: Admin, Security and SRO</p> <p>Funding Sources: 199-99 - 199 GENERAL FUND - \$2,500</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>33%</p> <p>Some Progress</p> | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Utilize student hall passes for proper identification of students in hallways during instructional time. Provide students with a campus ID. Purchase ID cards, lanyards, ink for the ID printer to create the ID cards for students. ID cards will also be used to assign PBIS points to students.</p> <p>Strategy's Expected Result/Impact: Easily identify students and increase student/staff relationships.</p> <p>Staff Responsible for Monitoring: Admin, Security and Teachers</p> <p>Funding Sources: 199-99 - 199 GENERAL FUND - \$1,500</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>33%</p> <p>Some Progress</p> | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Provide presentations and instructional materials that promote healthy positive choices for students which include but are not limited to Red Ribbon Week, Anti-Bullying, Violence prevention and other drug and alcohol free presentations. To provide presentations that focus on social and emotional needs of students and staff.</p> <p>Strategy's Expected Result/Impact: Increase the awareness of students and staff on creating a positive and safe environment.</p> <p>Staff Responsible for Monitoring: Admin, Counselors and SRO</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>75%</p> <p>Considerable</p> | | | |
| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Purchase and display Positive/ Motivational School Banners to promote pride in all students and staff. PBIS posters will also remind students of expected behaviors.</p> <p>Strategy's Expected Result/Impact: Increase the student positive behaviors.</p> <p>Staff Responsible for Monitoring: Admin, Counselors and PBIS Team</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>33%</p> <p>Some Progress</p> | | | |

| Strategy 8 Details | Reviews | | | |
|--|--|------------|------------|------------------|
| <p>Strategy 8: Create safety committee that will have meetings on a quarterly basis to review procedures for emergency situations and discuss campus safety concerns.</p> <p>Strategy's Expected Result/Impact: Improve the safety of the entire campus</p> <p>Staff Responsible for Monitoring: Admin, Security and Safety Committee</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Moderate Progress | | | |
| Strategy 9 Details | Reviews | | | |
| <p>Strategy 9: Teachers will follow their classroom discipline plan and contact parents prior to referring a student to administration. Administration will address discipline referrals within 48 hours of submission. Level three and four offenses will be dealt with immediately. Administration will communicate to keep consistency in addressing students.</p> <p>Strategy's Expected Result/Impact: Improve student behavior and parent/teacher contact</p> <p>Staff Responsible for Monitoring: Admin</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Moderate Progress | | | |
| Strategy 10 Details | Reviews | | | |
| <p>Strategy 10: Provide all teachers with a copy of the 5 Step discipline referral plan. The plan will be placed on the wall next to their desk with a list of level 1 and level 2 offenses.</p> <p>Strategy's Expected Result/Impact: Ensure that teachers are contacting parents and conferencing with students prior to writing referrals. Reduce student referrals due to communication with parents.</p> <p>Staff Responsible for Monitoring: Admin and Teachers</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Accomplished | | | |
| Strategy 11 Details | Reviews | | | |
| <p>Strategy 11: All teachers will be trained in conducting simple an full circles so they can conduct circles with their students during next time on a weekly basis.</p> <p>Strategy's Expected Result/Impact: This will help students make connections with the staff and their peers along with helping them gain a sense of belonging.</p> <p>Staff Responsible for Monitoring: Admin, Circle Team and Teachers</p> <p>Problem Statements: School Processes & Programs 2</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Moderate Progress | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Performance Objective 1 Problem Statements:

School Processes & Programs




Problem Statement 2: Many of our students need additional support emotionally from all adults on campus **Root Cause:** Transitional changes between elementary and middle school.







Goal 2: Horizon Middle School will ensure a safe, well-disciplined positive learning environment for all students

Performance Objective 2: By May 2026 all teachers and students at HMS will build the capacity (figure out what to do when they don't know what to do) through professional development, coaching sessions and debriefing strategies and techniques to maintain a safe learning environment.

High Priority

Evaluation Data Sources: This will be measured through PD sign-ins, surveys, office referrals, RTI behavior referrals and PBIS data reports quarterly.




| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Update campus handbook to include classroom and campus expectations for behavior and teacher expectations in addressing students.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will have a document to go to for information regarding campus procedures in various systems of the campus.</p> <p>Staff Responsible for Monitoring: Campus Leadership team</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Accomplished | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide staff development to clarify processes, procedures, teacher expectations and roles in the process (on going reminders) and systems for PBIS.</p> <p>Strategy's Expected Result/Impact: Increase teacher understanding of the PBIS processes and procedures so they can be followed with fidelity.</p> <p>Staff Responsible for Monitoring: PBIS Team</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  No Progress | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Conduct a refresher training on Positive Behavior with all teachers that focuses on the ABC's of behavior.</p> <p>Strategy's Expected Result/Impact: Help teachers identify the different types of behavior functions to correctly determine the antecedent and consequences (positive and negative) for students.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Accomplished | | | |






| Strategy 4 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 4: The Administration team and Leadership team will hold teachers and staff accountable for meeting the expectations found in the campus handbook and refer to the handbook when addressing individuals.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will follow the expectations outlined in the campus handbook.</p> <p>Staff Responsible for Monitoring: Administration and Campus Leadership Team</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  33% Some Progress | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Make connections with PBIS and improved student behavior through data to make adjustments to systems and/or procedures.</p> <p>Strategy's Expected Result/Impact: Correctly connect the consequences to the behavior, monitor student progress with behavior, determine high areas of need or concern and make adjustments to processes as needed.</p> <p>Staff Responsible for Monitoring: PBIS Team</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  55% Moderate Progress | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 3: Horizon Middle School will operate efficiently being fiscally responsible

Performance Objective 1: By June 2026 all budget deadline will have been successfully met.

Evaluation Data Sources: Budget Reports




| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Review and submit all time sheets, student rosters and time and effort sheets for tutoring on a weekly basis and for intersession at the end of each week.</p> <p>Strategy's Expected Result/Impact: Submit all paperwork correctly and on time.</p> <p>Staff Responsible for Monitoring: Admin and Principal Secretary</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>33%</p> <p>Some Progress</p> | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Train all teachers, coaches, sponsors and coordinators on district budget protocols and the campus budget procedures and deadline calendar.</p> <p>Strategy's Expected Result/Impact: Submit all purchase requests on time and correctly.</p> <p>Staff Responsible for Monitoring: Admin and Budget Clerk</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>100%</p> <p>Accomplished</p> | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: The principal will meet with the budget clerk on a bi-weekly basis to review account balances and to approve or deny campus purchase requisitions.</p> <p>Strategy's Expected Result/Impact: Submit all but requests on a time manner and reduce the number of purchase requisition denials.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>33%</p> <p>Some Progress</p> | | | |







| Strategy 4 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 4: Supply the office with the appropriate supplies to complete their expected duties.</p> <p>Strategy's Expected Result/Impact: To improve the quality of customer service to all stakeholders. To ensure that employees have the required items to successfully complete their job expectations.</p> <p>Staff Responsible for Monitoring: Admin, Principal's Secretary and Budget Clerk</p> <p>Funding Sources: 199-99 - 199 GENERAL FUND - \$2,350</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>33%</p> <p>Some Progress</p> | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 4: Horizon Middle School will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: By June 2026 HMS will have 100% of highly qualified faculty and staff to meet all of our students needs academically, socially and emotionally.

Evaluation Data Sources: Teacher Certifications and Evaluations




| Strategy 1 Details | Reviews | | | |
|---|---|------------|------------|------------------|
| <p>Strategy 1: Provide awards and incentives for all teachers to facilitate an educational climate where all students enjoy attending .</p> <p>Strategy's Expected Result/Impact: Reduce staff turn over rate and improve campus moral.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: 199-99 - 199 GENERAL FUND - \$1,500</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>33%</p> <p>Some Progress</p> | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide teachers with a clear set of expectations for creating supportive, quality teaching and learning environments as well as expectations for classroom management and professionalism following the Texas Code of Ethics.</p> <p>Strategy's Expected Result/Impact: Improve teacher performance and campus moral</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>55%</p> <p>Moderate Progress</p> | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Provide professional development opportunities for faculty and staff in the form of conferences, workshops, seminars, site visits, instructional rounds and books studies to improve campus culture and student performance. Substitute teachers will be provided when necessary.</p> <p>Strategy's Expected Result/Impact: Improve campus culture and student performance</p> <p>Staff Responsible for Monitoring: Admin, Curriculum Coach, Counselors and Department Chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: 199-30 - 199 GENERAL FUND - \$2,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>55%</p> <p>Moderate Progress</p> | | | |


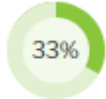




| Strategy 4 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| <p>Strategy 4: Teachers new to the profession and by invitation will be supported with a campus mentor, the campus curriculum coach and the administration team. Teacher will be part of a support group (Hawk 101) that will meet at least quarterly to ensure that new teachers acclimate well to the profession and the campus.</p> <p>Strategy's Expected Result/Impact: Increase teacher's knowledge and skill of teaching.</p> <p>Staff Responsible for Monitoring: Admin and Curriculum Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Moderate Progress | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Leadership team consisting of department chairs, counselor, Admin, Curriculum Coach and Technology Coach will meet on a monthly basis to make decisions regarding teacher retention, school culture and instruction.</p> <p>Strategy's Expected Result/Impact: Improve the overall campus culture and student performance.</p> <p>Staff Responsible for Monitoring: Admin, Curriculum Coach, Department Chairs, AVID Coordinator and Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Moderate Progress | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 4: Horizon Middle School will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 2: By May of 2026 HMS Leadership Team will coach, mentor and support teachers in their instructional practices and classroom management to improve both teacher and student performance.

Evaluation Data Sources: This will be monitored through campus walkthroughs, coaching session notes, learning walks and teacher performance on T-TESS.




| Strategy 1 Details | Reviews | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 1: The administration team will conduct calibration walkthroughs at least once a month and discuss the observation to determine and align their ratings and feedback to teachers.</p> <p>Strategy's Expected Result/Impact: This will ensure that the leadership team giving similar feedback to teachers in the targeted areas.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>33%</p> <p>Some Progress</p> | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: The Instructional Leadership Team will meet on weekly basis to review walkthrough data and determine weekly interventions/supports for teachers identified needing support in various areas.</p> <p>Strategy's Expected Result/Impact: This will help the team determine which teachers need to be supported and the type of support or intervention needed.</p> <p>Staff Responsible for Monitoring: Administration</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>55%</p> <p>Moderate Progress</p> | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: The Campus Leadership Team will conduct coaching sessions with various teachers based on campus walkthrough data, learning walks data and classroom observation data.</p> <p>Strategy's Expected Result/Impact: These coaching sessions will help strengthen the teachers capacity and understanding of instructional and procedural expectations.</p> <p>Staff Responsible for Monitoring: Administration and Curriculum Coach</p> <p>TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  <p>33%</p> <p>Some Progress</p> | | | |




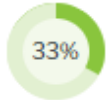
| Strategy 4 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| <p>Strategy 4: The campus principal will conduct a joint walkthrough and coaching session with each of the assistant principals at least once a semester.</p> <p>Strategy's Expected Result/Impact: The assistant principal will be better aligned with the principals vision and mission and better understand the expected feedback to teachers.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  No Progress | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: The Admin team will conduct walkthroughs that focus on the use of High Quality Instructional Materials (HQIM) in the core content areas.</p> <p>Strategy's Expected Result/Impact: To ensure the use of the HQIM and to support teachers through feedback given</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Some Progress | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |







Goal 5: Horizon Middle School will include parents, community, and business members in the education of all students

Performance Objective 1: By June 2026 HMS will increase parental involvement by 10% and build partnerships with parents by providing opportunities for parents to attend sessions during the school day and/or after school.

Evaluation Data Sources: Sign-in sheets, participation counts, parent survey feedback.

| Strategy 1 Details | Reviews | | | |
|---|--|-----|-----|-----------|
| <p>Strategy 1: Host a 6th grade Orientation Night to acclimate parents and students to the campus and give them an opportunity to meet their teachers for the first time. Snacks will be provided to promote attendance. Host a Meet the Hawks night (7th and 8th grade) to allow parents and students to meet their new teachers.</p> <p>Strategy's Expected Result/Impact: Help parents and students feel more comfortable about attending a new campus.</p> <p>Staff Responsible for Monitoring: Admin, Leadership Team and Teachers</p> <p>Funding Sources: 211-30 - 211 ESEA, TI A IMP - 211.11.XXXX - \$500</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Accomplished | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Host a EL Parent Information Night at least once a semester to inform parents about the program and the support that will be available to their children. Light snacks will be provided to increase attendance.</p> <p>Strategy's Expected Result/Impact: Increase parent knowledge and understanding of the EL Program.</p> <p>Staff Responsible for Monitoring: Admin, counselors, LPAC Clerk and EL Teachers</p> <p>Funding Sources: 211-30 - 211 ESEA, TI A IMP - 211.11.XXXX - \$3,500</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  No Progress | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Inform parents of campus events and testing schedules via monthly English and Spanish calendars, flyers, parent letters, call outs, e-mails and text messages. All information will also be posted on our campus website and Facebook page.</p> <p>Strategy's Expected Result/Impact: Increase parent knowledge and participation of campus events.</p> <p>Staff Responsible for Monitoring: Principal, Principal's Secretary and Counselors</p> <p>Funding Sources: 211-30 - 211 ESEA, TI A IMP - 211.11.XXXX - \$200</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Moderate Progress | | | |

| Strategy 4 Details | Reviews | | | |
|--|--|------------|------------|------------------|
| <p>Strategy 4: Provide a clothing bank for students in need of assistance for to ensure basic clothing needs are met. Items are accepted through donations.</p> <p>Strategy's Expected Result/Impact: Decrease the needs of students and families in need.</p> <p>Staff Responsible for Monitoring: CIS Personnel</p> <p>Funding Sources: 211-30 - 211 ESEA, TI A IMP - \$500</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  No Progress | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Host family nights at least two times a year to increase parent involvement. Each family fun night will focus on a specific core content area, an SEL component and will also include elective and fine arts teachers. Teachers will be paid for planning and facilitating the event. Light snacks will be provided.</p> <p>Strategy's Expected Result/Impact: Improve parent academic involvement.</p> <p>Staff Responsible for Monitoring: Admin, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: 211-30 - 211 ESEA, TI A IMP - \$1,500</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Some Progress | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Provide parent workshops and instruction materials that will support goals and objectives to improve students academically, socially and emotionally. Presenters will be contracted to conduct workshops. Snacks will be provided.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement and student performance.</p> <p>Staff Responsible for Monitoring: Admin, counselors and CIS Personnel</p> <p>Funding Sources: 211-30 - 211 ESEA, TI A IMP - \$1,500</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Some Progress | | | |
| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Host parent information meetings throughout the year to keep parents up to date on the school progress as well as their child's progress. Information meetings will be in the form of Coffee with the Principal and specific meet such as but not limited to STAAR information, Science Fair Procedures, Intersession, Attendance and BH4545 ALC parent meetings. Snacks will be provided. Teachers will be compensated for their time after regular school hours.</p> <p>Strategy's Expected Result/Impact: Keep parents informed.</p> <p>Staff Responsible for Monitoring: Admin and Counselors</p> <p>Funding Sources: 211-30 - 211 ESEA, TI A IMP - \$1,500</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  Some Progress | | | |

| Strategy 8 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 8: The campus will invite parents to develop the parent and family engagement compact and continue to meet to review and revise the compact. Snacks will be provided.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement</p> <p>Staff Responsible for Monitoring: Admin and Counselors</p> <p>Funding Sources: 211-30 - 211 ESEA, TI A IMP - \$200</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  33% Some Progress | | | |
| Strategy 9 Details | Reviews | | | |
| <p>Strategy 9: Parents will be invited to attend a parent and family engagement conference/workshop with Region 19.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement and student supports at home.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Funding Sources: 211-30 - 211 ESEA, TI A IMP - \$90</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  0% No Progress | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

State Compensatory

Budget for Horizon Middle School

Total SCE Funds: \$578,977.68

Total FTEs Funded by SCE: 10.91

Brief Description of SCE Services and/or Programs

Coding of At Risk Students Clint ISD uses the At-Risk Criteria to code students and benefit from the SCE program. The campus administration will ensure that all students, who meet At-Risk Criteria, are coded in the appropriate PEIMS submission. The PEIMS department reviews the criteria annually, and ensures all criteria are reviewed and submitted into the student data system – SKYWARD. The district conducts an annual PEIMS review to ensure the coding is correct. Student Supports At all levels, staff are put in place to provide student supports and accelerated instruction. At the middle school level, support classes such as Reading Improvement and Math Improvement/Enrichment courses are funded and students are enrolled in these programs to assist their academics. Also at the Middle School Level, the district has funded curriculum coach positions and campuses have allocated funding for supplemental resources, extra duty pay for tutoring and travel for staff to gain knowledge of how best to support students. Activities and Support Programs All district campuses conduct intervention programs to strengthen student academic skills. Campuses, at all levels, use SCE funds for extra duty pay for tutoring which will occur before, after-school and on Saturdays. The district also may use SCE funds for intersession. All campuses place SCE funding for resources to support intervention programs. These programs are designed to compliment the regular education program and offer additional supports for students who meet the SCE criteria. Data Review and Program Evaluation The campus and district teams, review student academic data after formative and summative assessments have been administered to ensure the success of programs, the use of resources and effectiveness of staff. The Federal Programs annually evaluates the programs, staff, and activities funded through the SCE program. Campuses ensure that all activities are funded with the appropriate SCE funds which are actually entered into strategies of the CIP and DIP.

Personnel for Horizon Middle School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|--------------------------|-------------------------|------------|
| AGUILAR, ROCIO GUADALUPE | MATH SUPPORT TEACHER | 0.13 |
| ALVARADO, MARISELA | TECHNOLOGY COACH | 0.5 |
| CARDIEL-RIVERA, MELISSA | INSTRUCTIONAL AIDE | 1 |
| CASTANEDA, ERICA | READING SUPPORT TEACHER | 0.25 |
| DELGADO, FERNANDO | TECHNOLOGY TEACHER | 1 |
| DELGADO, NAYELI | INSTRUCTIONAL AIDE | 1 |
| ESCAJEDA, SOFIA | INSTRUCTIONAL AIDE | 1 |
| ESPINOZA, MELISSA | CAMPUS CURRICULUM COACH | 1 |
| GARCIA, CECLIA | MATH SUPPORT TEACHER | 0.13 |
| GONZALEZ, AMBER | READING SUPPORT TEACHER | 0.5 |
| Hermosillo, Christan | INSTRUCTIONQAL AIDE | 1 |
| HERRERA, DAISY | READING SUPPORT TEACHER | 0.13 |

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|--------------------------|-------------------------|------------|
| MARQUEZ, CYNTHIA F | INSTRUCTIONAL AIDE | 1 |
| MARTINEZ, JESSICA | READING SUPPORT TEACHER | 0.38 |
| PUENTE, JORGE | MATH SUPPORT TEACHER | 0.25 |
| Rodela, Amanda | MATH SUPPORT TEACHER | 0.13 |
| SAUZAMEDA, LORENA | MATH SUPPORT TEACHER | 0.38 |
| TERRAZAS LOPEZ, VIRGINIA | MATH SUPPORT TEACHER | 0.13 |
| TORRES, MARIA T | INSTRUCTIONAL AIDE | 1 |

Title I

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------|-------------------------------|--------------------------------------|------------|
| Altamarino, Jorge | 21st Century Site Coordinator | 21st Community Learning Center (265) | 1 |

Plan Notes

Campus Improvement Plan Process:

Committee Member Selection: Our committee is determined through nominations and final ballot results. Each member that has been voted in serves a two year term. Half of the team ends their term on a yearly basis so we nominate and vote members on a yearly basis. For example: This year the 2nd term was up for the following department representatives - Fine Arts, Math, Social Studies and Electives.

Meetings: Meetings are held at least once a quarter to review progress on the plan and make any adjustments needed. All meetings have agendas and participants are notified at least two weeks in advance.

CNA: The Comprehensive Needs Assessment is conducted by the current members and includes our counselors, Curriculum Coach, Lead teachers and other staff. This committee reviews various data to determine the campus needs and strengths.

Campus Funding Summary

| 189 ESSER FUND BALANCE | | | | | |
|------------------------|-----------|----------|--|--------------|--------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 6 | 189-30 | | \$13,800.00 |
| Sub-Total | | | | | \$13,800.00 |
| 199 GENERAL FUND | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | 199 - 23,25, 30 | | \$4,000.00 |
| 1 | 1 | 2 | 199-30,11 | | \$18,000.00 |
| 1 | 1 | 3 | 199-11 | | \$21,000.00 |
| 1 | 1 | 4 | 199-23 | | \$2,800.00 |
| 1 | 1 | 6 | 199-30 | | \$15,300.00 |
| 1 | 1 | 8 | 199-30 | | \$1,600.00 |
| 1 | 1 | 8 | 199-11, 21, 22, 23, 25 | | \$6,400.00 |
| 1 | 1 | 9 | 199 - 99, 11 | | \$3,500.00 |
| 1 | 1 | 10 | 199-30 | | \$10,250.00 |
| 1 | 1 | 10 | 199-21, 23, 25, 22 | | \$8,550.00 |
| 1 | 1 | 12 | 199-25 | 211.11.XXXX | \$500.00 |
| 1 | 1 | 13 | 199 - 11 | | \$3,000.00 |
| 1 | 1 | 14 | 199-30 - Remote Learning Resources/Materials | | \$0.00 |
| 1 | 1 | 18 | 199-99 | | \$2,900.00 |
| 1 | 2 | 1 | 199-25 | | \$2,500.00 |
| 1 | 2 | 2 | 199-30 | | \$250.00 |
| 1 | 2 | 3 | 199-25 | | \$1,300.00 |
| 1 | 2 | 4 | | | \$500.00 |
| 1 | 3 | 1 | 199-23 | | \$900.00 |
| 1 | 3 | 2 | 199-23 | | \$3,050.00 |
| 1 | 3 | 3 | 199 - 23 | | \$3,850.00 |
| 1 | 3 | 4 | 199-23 | | \$2,000.00 |

| 199 GENERAL FUND | | | | | |
|--------------------|-----------|----------|--|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 6 | 199-21 | | \$1,200.00 |
| 1 | 3 | 7 | 199-21 | | \$800.00 |
| 1 | 3 | 8 | 199-23 | | \$800.00 |
| 2 | 1 | 1 | 199-99 | | \$500.00 |
| 2 | 1 | 4 | 199-99 | | \$2,500.00 |
| 2 | 1 | 5 | 199-99 | | \$1,500.00 |
| 3 | 1 | 4 | 199-99 | | \$2,350.00 |
| 4 | 1 | 1 | 199-99 | | \$1,500.00 |
| 4 | 1 | 3 | 199-30 | | \$2,000.00 |
| Sub-Total | | | | | \$125,300.00 |
| 211 ESEA, TI A IMP | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | 211-30 | 211.11.XXXX | \$29,000.00 |
| 1 | 1 | 3 | 211-30 | | \$23,500.00 |
| 1 | 1 | 4 | 211-30 | 211.11.XXXX | \$48,500.00 |
| 1 | 1 | 5 | 211-30 | 211.11.XXXX | \$38,000.00 |
| 1 | 1 | 10 | 211-30 | 211.11.XXXX | \$25,800.00 |
| 1 | 1 | 11 | 211-30 | | \$1,500.00 |
| 1 | 1 | 14 | 211- 30 - Remote Learning Resource/Materials | 211.11.XXXX | \$0.00 |
| 1 | 1 | 16 | 211-30 | 211.11.XXXX | \$14,000.00 |
| 5 | 1 | 1 | 211-30 | 211.11.XXXX | \$500.00 |
| 5 | 1 | 2 | 211-30 | 211.11.XXXX | \$3,500.00 |
| 5 | 1 | 3 | 211-30 | 211.11.XXXX | \$200.00 |
| 5 | 1 | 4 | 211-30 | | \$500.00 |
| 5 | 1 | 5 | 211-30 | | \$1,500.00 |
| 5 | 1 | 6 | 211-30 | | \$1,500.00 |
| 5 | 1 | 7 | 211-30 | | \$1,500.00 |
| 5 | 1 | 8 | 211-30 | | \$200.00 |
| 5 | 1 | 9 | 211-30 | | \$90.00 |
| Sub-Total | | | | | \$189,790.00 |

265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------------------|------------------|-----------------|-------------------------|-------------------------|---------------|
| 1 | 1 | 19 | 265 - 30 | 265.11.XXXX | \$1,060.00 |
| 1 | 1 | 20 | 265-30 | 265.11.63XX.00.044.3.30 | \$1,260.00 |
| Sub-Total | | | | | \$2,320.00 |

281 TITLE IV, PART A SSAEP

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| 1 | 1 | 8 | 281-30 | 281.11.XXXX | \$5,000.00 |
| 1 | 1 | 20 | 281 - 30 | | \$6,250.00 |
| Sub-Total | | | | | \$11,250.00 |