

Wichita Falls Independent School District

Rider Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Rider Middle School, in cooperation with parents and the community, will develop students of integrity who value and respect the educational environment and lead the district in academic growth and achievement from one school year to the next.

Vision

Rider Middle School is committed to fostering a safe and inclusive environment where student success and well-being are our highest priorities. By cultivating strong relationships, delivering high-quality instruction, and upholding high expectations, we empower all students—regardless of race, gender, ethnicity, or socio-economic background—to excel academically, socially, and personally.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rider Middle School opened its doors this year as a sixth, seventh, and eighth grade campus serving 1,270 students. The enrollment by grade level 322 sixth graders, 361 seventh graders, and 312 eighth graders. Enrollment has decreased by 46 students from the end of last school year. The enrollment has fluctuated with the realignment of attendance zones to prepare for the growth on the southwest side of town and the opening of Memorial High School.

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

Student Demographics:

Gender: (Skyward 9/26/25)

- 49% (609 students) are Female
- 51% (623 students) are Male

Ethnicity: (Skyward 9/26/25)

- 40.34% (497 students) are Hispanic-Latino
- 59.66% (735 students) are White/Non-Hispanic

Race: (Skyward 9/26/25)

- 0.32% (4 students) are American Indian-Alaskan Native
- 3.57% (44 students) are Asian
- 8.04% (99 students) are Black-African American
- 0.08% (1 student) is Native Hawaiian - Pacific Islander
- 40.34% (497 students) Hispanic/Latino
- 7.55% (93 students) are two-or-more races
- 40.10% (494 students) are White

Student by Program (Skyward 9/26/25):

- 12.1% (144 students) are considered highly mobile (TAPR Report 23/24)
- 22.5% (314 students) of the student population are identified as Special Education
- 10.2% (113 students) are identified as students with Dyslexia (TAPR Report 22/23)
- 11.8% (124 students) are identified as Gifted & Talented
- 6.3% (191 students) are identified as Limited English Proficient (English Learners)
- 12.3% (138 students) are identified as Section 504

Other Student Information: (Skyward 9/26/25)

- 62% (519 students) are identified as Economically Disadvantaged
- 45% (664 students) are identified as At-Risk
- 14.3% (149 students) are Military Connected (TAPR Report 23/24)
- 0.1% (1 student) is identified as Homeless (TAPR Report 23/24)

For the 2024-2025 school year, a total of 2,065 disciplinary occurrences from 337 different students were assigned by staff members during the year. This number includes all infractions. In an effort to develop consistent expectations across campus and speak as one voice 40 staff members attended Capturing Kids Hearts training over before the school year began. Campus wide expectations for common areas were developed and communicated. A discipline clerk was hired and a Communities in Schools Site Coordinator has joined our team.

Texas Education Agency
2023-24 Staff Information (TAPR)
MCNIEL MIDDLE (243905047) - WICHITA FALLS ISD - WICHITA COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	91.4	100.0%	100.0%	100.0%
Professional Staff	76.8	84.1%	71.7%	63.9%
Teachers	66.3	72.6%	56.9%	48.3%
Professional Support	8.6	9.4%	10.5%	11.1%
Campus Administration (School Leadership)	1.9	2.1%	3.5%	3.3%
Educational Aides	14.5	15.9%	16.2%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	10.0	4,187.0
Part-time Librarians	1.0	n/a	6.0	651.0
Full-time Counselors	3.0	n/a	39.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	10.7	11.7%	26.4%	54.4%
Teachers by Ethnicity				
African American	3.0	4.5%	7.1%	12.6%
Hispanic	3.1	4.6%	12.5%	30.1%
White	58.2	87.8%	77.1%	53.4%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.9%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%

Two or More Races	2.0	3.0%	1.7%	1.3%
Teachers by Sex				
Males	24.8	37.5%	27.0%	24.5%
Females	41.5	62.5%	73.0%	75.5%
Teachers by Highest Degree Held				
No Degree	1.7	2.6%	4.2%	2.5%
Bachelors	48.6	73.3%	71.5%	71.7%
Masters	16.0	24.1%	23.6%	24.9%
Doctorate	0.0	0.0%	0.8%	0.8%
Teachers by Years of Experience				
Beginning Teachers	4.7	7.1%	6.2%	8.7%
1-5 Years Experience	17.5	26.3%	26.5%	27.4%
6-10 Years Experience	8.1	12.2%	21.9%	20.2%
11-20 Years Experience	24.8	37.4%	25.8%	27.1%
21-30 Years Experience	8.1	12.3%	16.1%	13.7%
Over 30 Years Experience	3.2	4.8%	3.6%	3.0%
Number of Students per Teacher	15.7	n/a	14.1	14.7

Image Caption

Demographics Strengths

Rider will have a diverse group of learners that is representative of the Wichita Falls community.

Our diversity will span through culture, language, and learning styles at Rider Middle School. Rider is welcoming staff from both Barwise and Hirschi Middle Schools who will relationships and experience with students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We need to increase the ethnic diversity within the staff to reflect the students and family we serve.

Root Cause: Increased diversity created with attendance zones shifting and the limited number of diverse candidates to hire.

Problem Statement 2: Due to having a high turnover rate of staff and inconsistencies across the campus there was a disconnection of campus wide behavioral expectations.

Root Cause: Having one voice in schoolwide campus expectations.

Problem Statement 3: Discipline is not consistently managed.

Root Cause: Poor classroom management, lack of positive incentives for behavior, inconsistent consequences/disciplinary actions issued. Staff new to the profession and campus do not know the culture and campus behavior expectations.

Problem Statement 4: The students with disabilities ratio to general education students was high.

Root Cause: Students that are hand coded into Skyward are: EB, Dyslexia, J-Code, GT, band and yearbook

Problem Statement 5: Building in supports for our emergent bilingual (EB) population.

Root Cause: ELAR teachers priority to get ESL certified - district will reimbursed for a passed certification ELPS - All other core ASAP

Student Learning

Student Learning Summary

Accountability Ratings for the 24/25 school year are not available. Rider has been identified to be a Targeted Support and Improvement campus by Federal Accountability to focus on students who are identified as two or more races and/or special education.

Sixth Grade May 2025 STAAR

	May 2025 STAAR Mathematics, Grade 6														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Rider Middle School	404	21	1703	49.71%	67.82%	32.92%	13.37%	05/01/25	0%	9.9%	22.28%	19.55%	15.35%	19.55%	13.37%
Economic Disadvantage	239	19	1660	43.96%	59.41%	21.34%	4.18%	05/01/25	0%	12.97%	27.62%	21.34%	16.74%	17.15%	4.18%
American Indian/Alaskan Native	2	19	1660	44.19%	50%	0%	0%	05/01/25	0%	0%	50%	0%	50%	0%	0%
Asian	10	28	1823	65.35%	80%	70%	30%	05/01/25	0%	0%	20%	10%	0%	40%	30%
Black/African American	35	19	1661	44.12%	62.86%	22.86%	5.71%	05/01/25	0%	5.71%	31.43%	28.57%	11.43%	17.14%	5.71%
Hispanic	172	19	1666	44.50%	58.14%	22.09%	8.14%	05/01/25	0%	16.86%	25%	20.93%	15.12%	13.95%	8.14%
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	32	24	1751	56.54%	81.25%	46.88%	21.88%	05/01/25	0%	0%	18.75%	25%	9.38%	25%	21.88%
White	153	23	1737	54.46%	76.47%	42.48%	18.3%	05/01/25	0%	5.88%	17.65%	15.69%	18.3%	24.18%	18.3%
Currently Emergent Bilingual	57	18	1648	42.31%	52.63%	22.81%	3.51%	05/01/25	0%	19.3%	28.07%	22.81%	7.02%	19.3%	3.51%
First Year of Monitoring	5	31	1884	71.16%	100%	60%	60%	05/01/25	0%	0%	0%	20%	20%	0%	60%
Second Year of Monitoring	2	27	1775	62.79%	100%	100%	0%	05/01/25	0%	0%	0%	0%	0%	100%	0%
Special Ed Indicator	92	16	1613	36.86%	43.48%	4.35%	1.09%	05/01/25	0%	13.04%	43.48%	23.91%	15.22%	3.26%	1.09%

May 2025 STAAR Reading Language Arts, Grade 6														
Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
								Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
405	29	1626	52.26%	72.35%	47.41%	21.23%	05/01/25	0%	17.04%	10.62%	12.59%	12.35%	26.17%	21.23%
240	26	1582	45.90%	64.17%	35%	9.58%	05/01/25	0%	24.17%	11.67%	14.17%	15%	25.42%	9.58%
2	17	1475	30.36%	50%	0%	0%	05/01/25	0%	50%	0%	50%	0%	0%	0%
11	38	1728	67.05%	90.91%	72.73%	36.36%	05/01/25	0%	0%	9.09%	0%	18.18%	36.36%	36.36%
34	26	1583	45.69%	64.71%	35.29%	11.76%	05/01/25	0%	29.41%	5.88%	20.59%	8.82%	23.53%	11.76%
173	27	1595	47.70%	64.16%	38.73%	14.45%	05/01/25	0%	21.97%	13.87%	13.29%	12.14%	24.28%	14.45%
32	32	1652	56.25%	78.12%	53.12%	21.88%	05/01/25	0%	9.38%	12.5%	3.12%	21.88%	31.25%	21.88%
153	32	1659	57.26%	81.05%	57.52%	30.07%	05/01/25	0%	11.11%	7.84%	12.42%	11.11%	27.45%	30.07%
58	24	1563	42.89%	60.34%	24.14%	5.17%	05/01/25	0%	24.14%	15.52%	15.52%	20.69%	18.97%	5.17%
5	38	1728	67.50%	100%	80%	40%	05/01/25	0%	0%	0%	0%	20%	40%	40%
2	36	1696	63.39%	100%	50%	50%	05/01/25	0%	0%	0%	0%	50%	0%	50%
93	21	1521	36.69%	44.09%	13.98%	2.15%	05/01/25	0%	38.71%	17.2%	15.05%	15.05%	11.83%	2.15%

Seventh Grade STAAR

	May 2025 STAAR Mathematics, Grade 7															
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator							
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Master	
Rider Middle School	409	22	1768	48.78%	52.81%	36.43%	13.69%	05/01/25	0.24%	22.74%	24.21%	7.09%	9.29%	22.74%	13.6	
Economic Disadvantage	236	19	1718	41.94%	40.25%	23.31%	6.78%	05/01/25	0.42%	29.66%	29.66%	7.63%	9.32%	16.53%	6.7	
American Indian/Alaskan Native	1	8	1549	17.39%	0%	0%	0%	05/01/25	0%	100%	0%	0%	0%	0%		
Asian	17	30	1889	64.71%	76.47%	64.71%	35.29%	05/01/25	0%	5.88%	17.65%	5.88%	5.88%	29.41%	35.2	
Black/African American	26	20	1736	43.98%	46.15%	19.23%	11.54%	05/01/25	0%	26.92%	26.92%	15.38%	11.54%	7.69%	11.5	
Hispanic	155	19	1708	40.56%	38.06%	21.29%	5.16%	05/01/25	0%	32.9%	29.03%	6.45%	10.32%	16.13%	5.1	
Native Hawaiian/Pacific Islander	1	35	1933	76.09%	100%	100%	0%	05/01/25	0%	0%	0%	0%	0%	100%		
Two or More Races	30	24	1798	51.38%	53.33%	36.67%	20%	05/01/25	0%	20%	26.67%	6.67%	10%	16.67%	2	
White	179	25	1807	54.66%	64.25%	49.16%	18.44%	05/01/25	0.56%	15.08%	20.11%	6.7%	8.38%	30.73%	18.4	
Currently Emergent Bilingual	51	15	1663	33.63%	27.45%	9.8%	0%	05/01/25	0%	45.1%	27.45%	7.84%	9.8%	9.8%		
First Year of Monitoring	8	29	1897	62.77%	75%	50%	37.5%	05/01/25	0%	0%	25%	25%	0%	12.5%	37.	
Second Year of Monitoring	10	35	1959	76.74%	100%	80%	50%	05/01/25	0%	0%	0%	0%	20%	30%	5	
Special Ed Indicator	84	15	1656	33.23%	21.43%	8.33%	0%	05/01/25	1.19%	45.24%	32.14%	4.76%	8.33%	8.33%		

May 2025 STAAR Reading Language Arts, Grade 7														
Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
								Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Master
406	28	1612	49.27%	62.32%	34.98%	12.81%	05/01/25	0.25%	21.18%	16.26%	12.81%	14.53%	22.17%	12.8
236	24	1569	43.27%	49.15%	22.88%	8.05%	05/01/25	0.42%	28.81%	21.61%	13.56%	12.71%	14.83%	8.0
1	15	1459	26.79%	0%	0%	0%	05/01/25	0%	100%	0%	0%	0%	0%	
16	37	1726	65.74%	93.75%	68.75%	25%	05/01/25	0%	6.25%	0%	0%	25%	43.75%	2
26	26	1599	46.84%	57.69%	26.92%	11.54%	05/01/25	0%	19.23%	23.08%	15.38%	15.38%	15.38%	11.5
153	25	1577	44.33%	55.56%	23.53%	7.19%	05/01/25	0%	26.14%	18.3%	15.03%	16.99%	16.34%	7.1
1	37	1718	66.07%	100%	100%	0%	05/01/25	0%	0%	0%	0%	0%	100%	
30	28	1619	49.35%	53.33%	43.33%	10%	05/01/25	0%	33.33%	13.33%	3.33%	6.67%	33.33%	1
179	29	1632	52.40%	67.6%	41.34%	17.32%	05/01/25	0.56%	16.2%	15.64%	13.41%	12.85%	24.02%	17.3
51	21	1532	38.03%	43.14%	13.73%	5.88%	05/01/25	0%	41.18%	15.69%	17.65%	11.76%	7.84%	5.8
8	37	1724	65.40%	100%	62.5%	12.5%	05/01/25	0%	0%	0%	0%	37.5%	50%	12.
9	43	1812	76.98%	100%	100%	55.56%	05/01/25	0%	0%	0%	0%	0%	44.44%	55.5
85	17	1469	29.54%	15.29%	2.35%	0%	05/01/25	1.18%	56.47%	27.06%	9.41%	3.53%	2.35%	

Eighth Grade STAAR

[illegible]

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator							Current Period	Current Instructor	Current C
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters			
McNiel Jr High	26	0	3441	0%	38.46%	3.85%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 2	Gardner, Christopher	SCIENCE
	2	0	3013	0%	0%	0%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 2	Gardner, Christopher	SCIENCE
	24	0	4489	0%	91.67%	83.33%	41.67%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 2	Nally, Sierra	ADV SCIENCE
	26	0	3901	0%	80.77%	50%	15.38%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 3	Gardner, Christopher	SCIENCE
	29	0	4453	0%	96.55%	75.86%	34.48%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 3	Nally, Sierra	ADV SCIENCE
	20	0	4209	0%	95%	70%	15%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 4	Gardner, Christopher	ADV SCIENCE
	25	0	3471	0%	44%	12%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 4	Mitchell, Jessica	SCIENCE
	24	0	4278	0%	100%	66.67%	25%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 4	Nally, Sierra	ADV SCIENCE
	28	0	4487	0%	92.86%	71.43%	46.43%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 5	Gardner, Christopher	ADV SCIENCE
	28	0	3450	0%	57.14%	7.14%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 5	Mitchell, Jessica	SCIENCE
	28	0	4513	0%	92.86%	75%	42.86%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 5	Nally, Sierra	ADV SCIENCE
	23	0	3557	0%	47.83%	21.74%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 6	Mitchell, Jessica	SCIENCE
	24	0	3492	0%	58.33%	25%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 7	Mitchell, Jessica	SCIENCE
Economic Disadvantage	15	0	3470	0%	33.33%	6.67%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 2	Gardner, Christopher	SCIENCE
	2	0	3013	0%	0%	0%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 2	Gardner, Christopher	SCIENCE
	8	0	4051	0%	75%	50%	25%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 2	Nally, Sierra	ADV SCIENCE
	13	0	3850	0%	69.23%	53.85%	15.38%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 3	Gardner, Christopher	SCIENCE
	13	0	4254	0%	92.31%	61.54%	23.08%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 3	Nally, Sierra	ADV SCIENCE
	5	0	4356	0%	100%	60%	20%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 4	Gardner, Christopher	ADV SCIENCE
	15	0	3388	0%	33.33%	13.33%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 4	Mitchell, Jessica	SCIENCE
	9	0	4299	0%	100%	55.56%	22.22%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 4	Nally, Sierra	ADV SCIENCE
	10	0	4338	0%	80%	50%	40%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 5	Gardner, Christopher	ADV SCIENCE
	17	0	3349	0%	52.94%	5.88%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 5	Mitchell, Jessica	SCIENCE
	12	0	4556	0%	100%	66.67%	41.67%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 5	Nally, Sierra	ADV SCIENCE
	17	0	3506	0%	41.18%	23.53%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 6	Mitchell, Jessica	SCIENCE
	16	0	3301	0%	43.75%	12.5%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 7	Mitchell, Jessica	SCIENCE
Asian	2	0	4453	0%	100%	100%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 3	Nally, Sierra	ADV SCIENCE
	4	0	4686	0%	100%	75%	50%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 5	Gardner, Christopher	ADV SCIENCE
	1	0	3672	0%	100%	0%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 5	Mitchell, Jessica	SCIENCE
	6	0	4948	0%	100%	100%	50%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 5	Nally, Sierra	ADV SCIENCE
	2	0	3383	0%	50%	0%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 6	Mitchell, Jessica	SCIENCE
	1	0	3964	0%	100%	0%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 7	Mitchell, Jessica	SCIENCE
Black/African American	2	0	3166	0%	0%	0%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 2	Gardner, Christopher	SCIENCE
	1	0	2932	0%	0%	0%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 2	Gardner, Christopher	SCIENCE
	3	0	3408	0%	33.33%	0%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 2	Nally, Sierra	ADV SCIENCE
	4	0	3310	0%	50%	0%	0%	04/25/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 3	Gardner, Christopher	SCIENCE
	1	0	4741	0%	100%	100%	100%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 3	Nally, Sierra	ADV SCIENCE
	2	0	4237	0%	100%	50%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 4	Gardner, Christopher	ADV SCIENCE
	5	0	3212	0%	0%	0%	0%	04/23/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 4	Mitchell, Jessica	SCIENCE
	4	0	4365	0%	100%	75%	25%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 4	Nally, Sierra	ADV SCIENCE
	2	0	4110	0%	100%	50%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 5	Gardner, Christopher	ADV SCIENCE
	4	0	3352	0%	25%	0%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 5	Mitchell, Jessica	SCIENCE

	1	0	3847	0%	100%	0%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 5	Nally, Sierra	ADV SCIENCE
	3	0	3190	0%	0%	0%	0%	04/15/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 6	Mitchell, Jessica	SCIENCE

	May 2025 STAAR Social Studies, Grade 8																	
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator							Current Period	Current Instructor	Current Course
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters			
McNiel Jr High	29	0	3294	0%	20.69%	3.45%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 1	Bennett, Cason	US HIST 8 [57810]
	30	0	4086	0%	86.67%	56.67%	36.67%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 1	Wright, Melanie	ADV US HISTORY 8 [57820]
	23	0	3925	0%	86.96%	34.78%	17.39%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 2	Barrells, Seth	ADV US HISTORY 8 [57820]
	16	0	3064	0%	12.5%	0%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 2	Bennett, Cason	US HIST 8 [57810]
	17	0	3250	0%	17.65%	11.76%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 2	Wright, Melanie	US HIST 8 [57810]
	27	0	4018	0%	85.19%	40.74%	25.93%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 3	Barrells, Seth	ADV US HISTORY 8 [57820]
	27	0	3485	0%	37.04%	11.11%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 3	Wright, Melanie	US HIST 8 [57810]
	21	0	4035	0%	80.95%	52.38%	23.81%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 4	Barrells, Seth	ADV US HISTORY 8 [57820]
	21	0	3237	0%	23.81%	9.52%	4.76%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 4	Wright, Melanie	US HIST 8 [57810]
	24	0	3303	0%	41.67%	8.33%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 5	Barrells, Seth	US HIST 8 [57810]
	22	0	3965	0%	63.64%	50%	36.36%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 5	Wright, Melanie	ADV US HISTORY 8 [57820]
	21	0	3339	0%	23.81%	9.52%	0%	04/25/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 6	Barrells, Seth	US HIST 8 [57810]
	2	0	3210	0%	0%	0%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 6	Barrells, Seth	US HISTORY 8 [J7800]
Economic Disadvantage	27	0	4295	0%	88.89%	70.37%	48.15%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 6	Wright, Melanie	ADV US HISTORY 8 [57820]
	17	0	3212	0%	17.65%	0%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 1	Bennett, Cason	US HIST 8 [57810]
	8	0	3817	0%	75%	37.5%	12.5%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 1	Wright, Melanie	ADV US HISTORY 8 [57820]
	9	0	4047	0%	88.89%	55.56%	33.33%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 2	Barrells, Seth	ADV US HISTORY 8 [57820]
	12	0	3061	0%	16.67%	0%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 2	Bennett, Cason	US HIST 8 [57810]
	8	0	3231	0%	25%	12.5%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 2	Wright, Melanie	US HIST 8 [57810]
	12	0	3823	0%	83.33%	25%	16.67%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 3	Barrells, Seth	ADV US HISTORY 8 [57820]
	15	0	3430	0%	26.67%	6.67%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 3	Wright, Melanie	US HIST 8 [57810]
	11	0	3745	0%	63.64%	18.18%	9.09%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 4	Barrells, Seth	ADV US HISTORY 8 [57820]
	13	0	3094	0%	23.08%	15.38%	7.69%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 4	Wright, Melanie	US HIST 8 [57810]
	13	0	3081	0%	30.77%	7.69%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 5	Barrells, Seth	US HIST 8 [57810]
	12	0	3646	0%	41.67%	25%	16.67%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 5	Wright, Melanie	ADV US HISTORY 8 [57820]
	11	0	3410	0%	18.18%	9.09%	0%	04/23/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 6	Barrells, Seth	US HIST 8 [57810]
	2	0	3210	0%	0%	0%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 6	Barrells, Seth	US HISTORY 8 [J7800]
Asian	9	0	4305	0%	77.78%	66.67%	44.44%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 6	Wright, Melanie	ADV US HISTORY 8 [57820]
	3	0	4326	0%	100%	66.67%	66.67%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 1	Wright, Melanie	ADV US HISTORY 8 [57820]
	1	0	4098	0%	100%	100%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 2	Barrells, Seth	ADV US HISTORY 8 [57820]
	2	0	4668	0%	100%	50%	50%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 3	Barrells, Seth	ADV US HISTORY 8 [57820]
	3	0	3624	0%	66.67%	0%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 3	Wright, Melanie	US HIST 8 [57810]
	1	0	2973	0%	0%	0%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 4	Wright, Melanie	US HIST 8 [57810]
	1	0	3537	0%	0%	0%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 5	Wright, Melanie	ADV US HISTORY 8 [57820]
	1	0	3642	0%	100%	0%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 6	Barrells, Seth	US HIST 8 [57810]
	4	0	4639	0%	100%	75%	50%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 6	Wright, Melanie	ADV US HISTORY 8 [57820]
	5	0	3115	0%	0%	0%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 1	Bennett, Cason	US HIST 8 [57810]
	1	0	4515	0%	100%	100%	100%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 1	Wright, Melanie	ADV US HISTORY 8 [57820]
	2	0	3693	0%	100%	0%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 2	Barrells, Seth	ADV US HISTORY 8 [57820]
	3	0	2159	0%	0%	0%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 2	Bennett, Cason	US HIST 8 [57810]

Black/African American	2	0	3098	0%	0%	0%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 2	Wright, Melanie	US HIST 8 [57810]
	1	0	3642	0%	100%	0%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 3	Barrells, Seth	ADV US HISTORY 8 [57820]
	4	0	3126	0%	0%	0%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 3	Wright, Melanie	US HIST 8 [57810]
	1	0	3843	0%	100%	0%	0%	04/17/25	0%	0%	0%	0%	0%	0%	0%	Current Period: 4	Barrells, Seth	ADV US HISTORY 8 [57820]



McNiel/Barwise Scores



File Edit View Insert Format Data Tools Extensions Help



100%



View only

A1

STAAR TEST

	A	B	C	D	E	F	G
1	STAAR TEST	McNiel	Barwise	District	Region	State	25-26 Goal
2	6th Reading	52%	43%	44%	51%	51%	80% of students to will score meets or masters on the STAAR, MAPS and Unit Test.
3	7th Reading	38%	34%	34%	47%	52%	
4	8th Reading	54%	43%	40%	54%	57%	
5	6th Math	41%	27%	30%	37%	37%	70% of students will score meets or masters on the STAAR, MAPS and Unit Test.
6	7th Math	43%	28%	32%	36%	32%	
7	8th Math	29%	29%	28%	45%	44%	
8	8th Science	47%	45%	41%	45%	46%	90% of students will score meets or masters on STAAR, MAPS, and Unit Test
9	8th Social Studies	29%	28%	26%	28%	30%	70% of students will score meets or masters on STAAR, MAPS, and Unit Test

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

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

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

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

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

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

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

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

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

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

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

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

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

Perceptions

Perceptions Summary

What are our programs and processes?

Student engagement, staff engagement, parent/guardian engagement, community engagement

[Rider Campus Support Teams](#) - survey for PCR Committee and TBSI Teams sent 6/5/2025

[Rider Dress Code Survey Results](#) - sent to SBDM

[Rider Dress Code](#) - sent to parents 6/3/2025

[Scheduling Requirements](#)

Rider Master Schedule creation -

Bite Sized Mini PD during staff meeting

Communication: new call attendant for incoming phone calls to quickly direct callers, new Rider website rider.wfisd.net

Curriculum & instruction. Professional development. Leadership & decision-making processes. Communication. Organization & context, scheduling, support services, extracurricular/co curricular opportunities. Technology integration/plan. Other.

Instructional: enrichment minutes (10 minutes of intervention/acceleration learning daily), before, during, and after school tutoring opportunities, ESL class, Professional Learning Communities (PLCs), Grade Level MTSS meetings 1x 6 weeks, curriculum based assessments, campuswide digital data sheet.

Curricular: traditional and advanced classes offered, TEKS Resource System coupled with district developed curriculum, Reading by Design, common planning periods for core content by grade level, common assessments for backward planning.

- Math - Bluebonnett
- RLA - district created
- Science - StemScopes
- Social Studies - Lowman

Personnel: recruitment begins early, mentoring program being developed, staff development in and out of the district,

Parents are kept up to date on school events through: Parent Square, social media, newsletter, etc. A parent/student/teacher compact is distributed & signed annually. Parents are free to request meetings with school staff. Teachers can quickly communicate with Parent Square. Bullying complaints and threats are taken seriously, properly investigated, and reported to proper authorities. Teachers are vigilant in school safety efforts before, during, and after school. Capturing Kids' Hearts is a campus-wide program. Discipline is handled in accordance with the Student Code of Conduct and the agreed upon Principal's Chart of Behavior and Consequences.

Rider Middle School
Principal's Chart of Behavior and Consequences

*****All LEVEL Ones cannot be entered into Skyward until the teacher have made 2 documented parent contacts on the Google Form and have Issued 2 teacher d-halls.**

Additional information on standards for student conduct, general misconduct violations, and removal from the regular educational setting; (a) suspension and/or placement in an Alternative Education Program, and (b) expulsion; can be found in WRISD Student Code of Conduct.

Articles Prohibited

1st Confiscation / Discipline
(discretion of administrator)

Examples include but not limited to: skateboards,
pocket knives, scooters, razors, fireworks, etc.

****Assault**

Police Involvement & Minimum of 20 days DAEP

Cheating

Zero on assignment with no alternative assignment
or chance for alternative assignment and 1 day ISS

Class Disruption - Minor

(Ex: consistent talking, out of seat, sleeping, etc.)

1st 1 day Gold Catch Up

2nd 1 days ISS

Restorative conference with AP and
teacher before returning to class

3rd 2 days ISS

4th Left up to discretion of
administrator

****Class Disruption - Major**

(Ex: Verbal confrontation with postering)

1st 1 day OSS

Restorative conference with AP and
teacher before returning to class

2nd 2 days OSS

3rd 3 days OSS

Restorative conference with AP and
teacher before returning to class

4th Determined by Administrator

Cursing (Student to Student)

Teach appropriate prosocial behavior

****Inappropriate Language (Student to Adult/Staff)**

1st 1 day ISS / restorative meeting with AP and
teacher.

2nd 2 days ISS / parent conference with AP, and
student).

3rd Administrator discretion

****Drugs and Alcohol**

1st Police involvement and minimum 10 days DAEP

****Skipping Class**

1st 1 day ISS

2nd 2 days ISS

3rd 3 days ISS

4th Administrator discretion

****Failure to Attend - Gold Catch Up**

1st Additional day Gold Catch Up

2nd 1 day ISS.

****Fighting**

1st 3 days ISS or OSS

restorative meeting with AP and other
student upon return

2nd 3 days OSS

restorative w/parent, AP and student

3rd 10 days DAEP

****Harassment/Bullying/Hazing/Racial**

Based on circumstances/nature of harassment -
determined by administrator

Restorative meeting with SEL counselor and other
student.

Persistent harassment - Minimum 10 days DAEP

Horseplay

Discretion of Administrator - depending on severity

Slapping/Pushing/Shove

1 day ISS

****Insubordination/Refusal/Disrespect**

1st 1 day ISS

2nd 2 days ISS

3rd 3 days ISS

4th 10 days DAEP

****Leaving Campus Without Permission**

1st 1 day ISS

2nd 3 days ISS

3rd Determined by Administrator

****Public Display of Affection**

Kissing or lewd acts

1st 1 day D-hall

2nd 3 days D-hall

3rd Up to 3 days ISS

4th Determined by Administrator

Smoking: Possession of tobacco/vape/empty pen

1st 10 days of ISS

2nd + mandatory DAEP placement

Smoking: THC vape/marijuana

Police Involvement & Minimum of 20 days DAEP

Littering/Food Outside Cafe/Throwing Food

1st restitution

2nd restitution & 1 days ISS

3rd restitution & 3 days ISS

4th Determined by Administrator

****Tardy Policy (Starts over each 6 weeks)**

**Two tardies in one day = 1 day ISS

5th 1 day Gold Catch Up

10th 2 days Gold Catch Up

15th 1 day of ISS (every five thereafter is 1
additional day of ISS)

Telecommunication Devices

See district policy

****Theft**

1st Up to 3 days ISS/Restitution

2nd Possible DAEP placement/Restitution

****Vandalism**

1st Minimum 1 day ISS/Restitution

2nd Determined by administrator

Dress Code Violation

1st Parent Contact/Change Clothes
ISS if unable to change

2nd 1 day Gold Catch Up

3rd 1 day ISS

4th 2 days ISS

5th 3 days ISS *continue for each offense

****Misuse of Chromebook (ex. Inappropriate**

searches, images, downloads, etc.)

1st 1 day ISS/ Parent contact

2nd 2 days ISS / Technology penalty box

3rd 3 days ISS / Remove chromebook
privileges by grading period

ISS - In School Suspension is held in a classroom on
campus, students may bring lunch or get lunch from
the cafeteria.

Gold Catch Up - is after school in the ISS room from
3:20-4:20. Students may get additional time if they
are talking, sleeping, or not doing their school work.

This consequence sheet is a guide for our
administration to remain consistent, however, each
situation is handled based on facts and
circumstances for each incident.

Administration makes the final determination.

- Organizational: Rider offers many opportunities for students to get involved - All local UIL teams, National Junior Honor Society (NJHS), Student Council, Communities in Schools (CIS), Robotics, Chess Club, Theater Club/One-Act Play, Choir, Pep Squad for 7th Graders, Cheerleading for 8th Grade,

Perceptions Strengths

- This school year 2025-2026 is unique as three area schools have blended staff and students to form the new Rider Middle School through changed attendance zones. Our diversity will span through culture and learning styles. Rider is welcoming staff from both Barwise and Hirschi Middle Schools who will have relationships and experience with the students.
- Electives that are extensions of the career paths in high school
- Social emotional support through leadership and student launchpad with counselor request option
- A large social media presence used to communicate with students, parents, and the community
- Finding ways to bring culture together with diversity for the new population of students and staff

Problem Statements Identifying Perceptions Needs

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

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

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

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

Problem Statement 3: Teacher retention needs to be considered to keep staff from year to year.

Root Cause: Support is varied and not always consistent in supporting new, struggling, or veteran teachers.

Priority Problem Statements

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

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

Problem Statement 1 Areas: Perceptions

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

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

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Parental involvement has decreased.

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

Problem Statement 3 Areas: Student Learning

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

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

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We need to increase the ethnic diversity within the staff to reflect the students and family we serve.

Root Cause 5: Increased diversity created with attendance zones shifting and the limited number of diverse candidates to hire.

Problem Statement 5 Areas: Demographics

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

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

Problem Statement 6 Areas: Perceptions

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

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

Problem Statement 7 Areas: Student Learning

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

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

Problem Statement 8 Areas: Student Learning

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

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

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: 90% of current staff will sign contracts or letters of reasonable assurance to return to campus for the 2026-2027 school year.

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

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

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

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

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

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Create and distribute necessary information through the HRS process to show what teachers decide individually, collective decisions made by teachers and administrators, and the decisions made solely by administrators.	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teacher input opportunities will increase to 80% staff responses through an online input format through surveys and other feedback forms of communication. Strategy's Expected Result/Impact: The culture and climate will improve for Rider Middle School. Staff Responsible for Monitoring: Principal, Assistant Principals, Committee Leads TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: 75% students at the sixth grade level will maintain or increase their STAAR passing percentage in reading and math May 2025 to May 2026.

Evaluation Data Sources: STAAR Reading & Math results

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

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

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

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Increase the combined percentage score of all students on TELPAS from the 2025 percentage of 60% to 62% in May 2026.

Evaluation Data Sources: TELPAS results by student and campus.

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

Goal 3: Connect high school to career and college.

Performance Objective 1: By partnering with Communities in Schools up to 100 students will have case management to support attendance, behavior, and academics during the 2025-2026 school year.

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

Goal 3: Connect high school to career and college.

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

Evaluation Data Sources: Schedule reports

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

Goal 4: Improve low performing schools.

Performance Objective 1: Provided at least 4 school-wide family engagement activities (Fall Festival, Parent Teacher Conferences, ESL Night, EOY Awards Assemblies) by the end of May 2026

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

Strategy 1 Details	Reviews			
Strategy 1: The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website. Staff Responsible for Monitoring: Principal - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Printing for engagement activities (Print Shop) - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Utilize Road 2 College program to have parents and students in our building for training at least 2 nights during the school year 2025-2026 Strategy's Expected Result/Impact: Decrease dropout rate. Increase the college and career awareness and community involvement.	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Improve low performing schools.

Performance Objective 2: Increase overall campus attendance rate from 90% to 93% by May 2026.

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

Strategy 1 Details	Reviews			
Strategy 1: The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing. Work with students to monitor excessive tardies (10 per six weeks) as an intervention component. Strategy's Expected Result/Impact: An increase in attendance rates and a decrease in chronic attendance issues will increase students academic performance. Staff Responsible for Monitoring: Attendance Clerk Principal Funding Sources: - Not Funded	Formative			Summative
	Nov	Feb	May	June
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Improve low performing schools.

Performance Objective 3: It is a baseline year with new students and from three middle schools. We will disaggregate the referrals to determine how many are for tardies, SPED documented (required referrals) vs. code of conduct infractions.

Evaluation Data Sources: Monthly and yearly campus discipline reports.

Strategy 1 Details	Reviews			
Strategy 1: Implement Capturing Kids Hearts and social contracts in every classroom. Strategy's Expected Result/Impact: Building a family within the classroom will increase student participation and positively effect classroom behavior and academic performance. Staff Responsible for Monitoring: Admin Staff	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Establish and utilize Texas Behavior Support Initiative (TBSI) team will be utilized in response to a student in crisis. Funding Sources: Student Support Counselors - SCE	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Students will be evaluated and provided services as needed in special programs to include Vape/Tobacco Prevention-Awareness, Violence Prevention and Intervention, Suicide Awareness, and Pregnancy Related Services. Strategy's Expected Result/Impact: Tracking and intervention will ensure that students are receiving proper and adequate resources. Staff Responsible for Monitoring: Principal Counselor Funding Sources: - Not Funded	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student. Staff will be trained through required Eduphoria annually. The counselors will appoint designated classes to complete the annual student training with students. Strategy's Expected Result/Impact: Training will allow all staff members to identify and inform admin and counselors for early intervention. Staff Responsible for Monitoring: Principal Counselor Funding Sources: - Not Funded	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent. Strategy's Expected Result/Impact: Reduce the occurrence of serious discipline issues and help students stay up-to-date with their expected learning. Develop and maintain relationships that will help students as they return to campus. Staff Responsible for Monitoring: Principal Counselor Funding Sources: - Not Funded	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 6 Details	Reviews			
Strategy 6: Increase visibility and supervision in common areas, particular before school. Utilize structure of auditorium over cafeteria. Develop relationship with students and praise for good behavior. Strategy's Expected Result/Impact: Improvement in student behavior/reduction in disciplinary incidents Staff Responsible for Monitoring: Admin Teachers	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Improve low performing schools.

Performance Objective 4: Students, parents, and the community have six opportunities for input on the optimal functioning of the school by May 2026

Strategy 1 Details	Reviews			
Strategy 1: Parent groups will be invited to tour classrooms during instruction to provide input on safety and the school environment. Strategy's Expected Result/Impact: none Staff Responsible for Monitoring: Administration - Campus TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
Strategy 2: The HRS process will develop digital input forms for parents to address safety, how the school is performing, and suggestions to help improve the school environment for all students.	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Improve low performing schools.

Performance Objective 5: Improve the whole child by meeting the physical, social, and emotional needs of students' families by providing SEL services throughout the school year 2025-2026, utilizing CIS and SEL Counselor beginning August 2025.

Evaluation Data Sources: none

Strategy 1 Details	Reviews			
Strategy 1: Social-emotional learning opportunities will be provided during common/mandatory electives by utilizing the CKH Leadworthy Character Lessons. The campus will purchase supplies and materials to enhance lessons and offer tools to students and parents.	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Students will be trained through Athletics/Physical Education classes to maintain physical health. A fitness gram will be utilized to measure the students physical heath each year. Strategy's Expected Result/Impact: none Staff Responsible for Monitoring: PE teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Building prevention and awareness for whole child health and wellness through informative posters, red-ribbon week, specialty groups.	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			

Strategy 4 Details		Reviews			
Strategy 4: SCE funds will be used to fund a full-time Social Emotional Counselor and a Communities in Schools Site Coordinator. Strategy's Expected Result/Impact: Reduce students stress and anxiety to increase academic performance.		Formative			Summative
		Nov	Feb	May	June
		 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

State Compensatory

Budget for Rider Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Personnel for Rider Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brittney Prickett	Student S/E Support Counselor	1
Gabriel Sandoval	At-Risk Coordinator	1
Nisa Buckner	Para	1
Sabrina Runeburg	Para	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Flores	CSR-Math	School Wide	.56
Jessica Mitchell	CIL-Science	School Wide	1
Melia Huckleby	CIL-ELA/ ELA Foundations (2	School Wide	1
Seth Barrells	CIL-SS	School Wide	1

2025-2026 Site Based Decision Making Committee

Committee Role	Name	Position
BUSINESS MEMBER	PETER ABRIGG	BUSINESS MEMBER
SPED TEACHER	DANIEL BALDIZON	SPED TEACHER
HISTORY TEACHER	SETH BARRELLS	HISTORY TEACHER
SPED TEACHER	MICHELLE BARTON	SPED TEACHER
ELAR TEACHER	TRAVIS BLACKWELL	ELAR TEACHER
PARAPROFESSIONAL	LYNETTE BODDY	PARAPROFESSIONAL
SCIENCE TEACHER	TIM BRAGG	SCIENCE TEACHER
CHAIR / AS. PRINCIPAL	STACY BROWN	CHAIR / AS. PRINCIPAL
STUDENT	ALEXIS CAIN	STUDENT
PARENT	REBECCA CAIN	PARENT
WFISD BROKER	LESLIE CALLAHAN	WFISD BROKER
COACH	AMANDA CROSS	COACH
ELECTIVE TEACHER	SIDNEY EDGE	ELECTIVE TEACHER
COMMUNITY PARTNER	JENNIFER FORSYTHE	COMMUNITY PARTNER
BAND DIRECTOR	NICOLE GARCIA	BAND DIRECTOR
COACH	CHRIS GARDNER	COACH
COMMUNITY PARTNER	DITTIKA GUPTA	COMMUNITY PARTNER
STUDENT	MICHAEL HOEPFNER	STUDENT
PARENT	MEAGAN HOEPFNER	PARENT
STUDENT	NDUME HOWARD	STUDENT
PARENT	VICTORIA HOWARD	PARENT
ELAR TEACHER	MILEA HUCKEY	ELAR TEACHER
STUDENT	NATALIE JOHNSON	STUDENT
STUDENT	MASON JOHNSON	STUDENT
PARENT	CRYSTAL JOHNSON	PARENT
MATH TEACHER	KYLE LAUGHLIN	MATH TEACHER
PRINCIPAL	ALEXANDRA MARTIN	PRINCIPAL

Committee Role	Name	Position
ESL TEACHER	MADDIE MENDOZA	ESL TEACHER
STUDENT	RASHOD MONTIJO	STUDENT
STUDENT	NAOMI MONTIJO	STUDENT
PARENT	ELOUISE MONTIJO	PARENT
SCIENCE TEACHER	SIERRA NALLY	SCIENCE TEACHER
HISTORY TEACHER	NICKI NORMAN	HISTORY TEACHER
COMMUNITY IN SCHOOLS	JESSIENA PANDO	COMMUNITY IN SCHOOLS
SEL COUNSELOR	BRITNEY PRICKETT	SEL COUNSELOR
HISTORY TEACHER	TRACY RAINES	HISTORY TEACHER
STUDENT	CONNOR ROE	STUDENT
PARENT	TAMMY ROE	PARENT
STUDENT	SCARLETT WHITE	STUDENT
PARENT	CHARLA WHITE	PARENT

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Campus Instructional Leaders		\$0.00
1	1	3	TEKS Resource System Conference	21113641100047830000	\$0.00
1	1	3	PD Subs		\$0.00
1	1	3	ESC Contract Services		\$0.00
1	1	4	staff salaries		\$0.00
2	1	1	Generation Genius (science)		\$1,000.00
2	1	1	Maneuvering the Middle (math)		\$4,000.00
2	1	1	EdPuzzle Pro (year subscription)		\$1,500.00
2	1	4	Snacks		\$2,000.00
2	1	4	Science and History Tutors (during the day - spring semester)		\$0.00
2	1	4	Math and Reading Tutors (during the day)		\$12,000.00
2	1	6	supplies and materials		\$42,700.00
2	1	7	wireless keyboard and mice		\$1,500.00
2	1	7	Chromebook Carts		\$18,500.00
3	1	1	Teachers Salaries & Benefits		\$0.00
3	1	1	tutorials		\$25,000.00
4	1	1	Printing for engagement activities (Print Shop)		\$0.00
Sub-Total					\$108,200.00
Budgeted Fund Source Amount					\$322,110.00
+/- Difference					\$213,910.00
Grand Total Budgeted					\$322,110.00
Grand Total Spent					\$108,200.00
+/- Difference					\$213,910.00