

Denison Independent School District

Scott Middle School

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Scott Middle School serves approximately 688 students in grades seven and eight. According to the 2023–2024 Texas Academic Performance Report (TAPR), when campus enrollment was 750, the student population was 10.9% African American, 25.2% Hispanic, 9.2% identifying with two or more races, and 55.2% Caucasian. Of these students, 31.8% were identified with disabilities (504 or Special Education), 44.7% were classified as At Risk, 66.5% were Economically Disadvantaged, and 11.5% were Emerging Bilingual learners. The campus has a mobility rate of 13.6%.

Scott Middle School employs 60 professional staff members, with 71.7% serving as teachers, 6.4% in professional support roles, and 2.7% as administrators. Educational aides make up 19.1% of the staff. Overall, 8.8% of staff members identify as minorities, with the following ethnic distribution: 3.9% African American, 9.1% two or more races, 0.4% Hispanic, 1.9% American Indian, and 84.8% Caucasian. All teachers hold degrees, with 76% having a Bachelor's and 24% a Master's. Teacher experience levels range widely: 17.7% beginning teachers, 41.6% with 1–5 years, 13.6% with 6–10 years, 17.1% with 11–20 years, 8.9% with over 20 years, and 1.4% with more than 30 years of experience.

Average class sizes for 2023–2024 were 19.39 in ELAR, 18.9 in Math, 26 in Science, 23.5 in Social Studies, and 23 in Foreign Language, with slight increases from prior years.

Located in Denison, TX, Scott Middle School benefits from strong community support and an active PTO. The PTO raises several thousand dollars annually to fund campus needs and provides ongoing teacher and student appreciation events, luncheons, and morale-boosting activities.

Demographics Strengths

- **Diverse student population:** Nearly half of students identify as African American, Hispanic, or multiracial, offering opportunities for rich cultural experiences and peer learning.
- **Strong community support:** Denison is a close-knit community, and Scott MS benefits from an active, engaged PTO that raises funds and provides regular morale and appreciation events.
- **Balanced staff experience:** The campus has a healthy mix of beginning teachers (17.7%), early career (41.6%), and veteran teachers (over 20% with 11+ years of experience), creating opportunities for mentorship and fresh instructional approaches.
- **Reasonable class sizes:** ELAR (19.39) and Math (18.9) average class sizes are lower than many middle schools, supporting individualized instruction and student engagement.

Demographics Needs

The number of Bilingual and ESL students continues to increase across the district. The district will continue to monitor these students' progress and to encourage teachers to earn ESL certification. Beginning in the 2013-2014 school year the district began requiring all new professional educators hired from that point forward to secure their ESL Endorsement within the first three years of employment with the district. There continues to be a need to recruit Spanish speaking staff including instructional aides, office support, and teachers to

serve the increasing Spanish speaking population.

The district is currently in Data Validation Monitoring and Performance Monitoring for fourth and seventh grade English Language Learner's Writing scores, as well as Performance Monitoring for Special Education Indicators.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A significant portion of Scott Middle School's student population (31.8%) is identified as having disabilities, while 44.7% are At Risk and 66.5% are Economically Disadvantaged. These overlapping needs create challenges in ensuring equitable access to grade-level instruction and interventions.

Root Cause: Teachers may need more professional development in differentiation, inclusive practices, and addressing the needs of at-risk and economically disadvantaged students.

Problem Statement 2 (Prioritized): Although Scott Middle School has a relatively young and growing teaching staff (59.3% with 0-5 years of experience), the percentage of minority staff (8.8%) does not reflect the diversity of the student population, where over 45% of students are African American, Hispanic, or multiracial.

Root Cause: Retention challenges for new teachers may limit the development of long-term, experienced, and diverse staff.

Student Achievement

Student Achievement Summary

On the 2025 Accountability Ratings Overall Summary Report Scott Middle School scored a C rating overall, a C in Student Achievement (72), a D in School Progress (69), and an C in Closing the Gaps (74). According to the 2022-2023 Accountability Summary, SMS Student Achievement previously scored an 71, School Progress an 72, and Closing the Gaps scored a 45.

On the STAAR, SMS scored as follows:

Reading (both grades): 75% Approaches, 49% Meets, 21% Masters

Math (both grades): 60% Approaches, 38% Meets, 17% Masters

8th Grade Algebra: 100% Approaches, 98% Meets, 85% Masters

8th Grade Science: 68% Approaches, 38% Meets, 11% Masters

8th Grade Social Studies: 55% Approaches, 23% Meets, 10% Masters

In 2024-2025, SMS was categorized as a school which needed Additional Targeted Support, through the improvements that were made in student achievement the campus is now categorized as Targeted Support.

This year, Domain 3 (Closing the Gaps) shows the two lowest performing subgroups as the Black/African American subgroup and Hispanic/Latino subgroups. These students are showing need for additional academic improvement and support.

	7th Math				8th Math				7th Reading				8th Reading				8th Science				8th Social Studies				8th Algebra E		
	DNM	App	Mt	Mstr	DNM	App	Mt	Mstr	DNM	App	Mt	Mstr	DNM	App	Mt	Mstr	DNM	App	Mt	Mstr	DNM	App	Mt	Mstr	DNM	App	Mt
2023	35%	65%	39%	10%	35%	65%	28%	6%	21%	79%	51%	25%	21%	79%	50%	23%	22%	78%	47%	12%	48%	52%	21%	8%	0%	100%	97%
2024	46%	54%	31%	13%	45%	56%	20%	3%	36%	64%	42%	20%	27%	73%	44%	18%	42%	58%	35%	10%	41%	60%	30%	13%	0%	100%	98%
2025	41%	59%	37%	14%	50%	50%	22%	4%	27%	73%	47%	22%	26%	74%	48%	20%	34%	66%	36%	10%	48%	52%	21%	9%	0%	100%	98%

Student Achievement Strengths

A review of student performance from the STAAR grades 7-8 from 2023-2024 projected TEA Accountability Summary and STAAR score information which has been released thus far indicated the following strengths:

In the area of Math, SMS showed the following strengths:

- Growth of 7th grade students assessed at the Masters Level (+3%)

- 100% of students at Approaches grade level (or above) on Algebra EOC
- Growth of students on the Algebra EOC scoring at the Meets level (+1%)

In the area of Social Studies, SMS showed the following strengths:

- Growth of students on the Social Studies STAAR scoring at the Approaches level (+8%)
- Growth of students on the Social Studies STAAR scoring at the Meets level (+9%)
- Growth of students on the Social Studies STAAR scoring at the Masters level (+5%)

Student Achievement Needs

With the growing population of English Language Learners, it is necessary for the district to continue to encourage all staff members to enhance their knowledge of working with other language learners. This would include English Language Proficiency Standards (ELPS), Sheltered Instruction Protocols (SIOP), and increasing the number of teachers with the English as a Second Language (ESL) endorsements on their certificates. Scores on the latest STAAR also reinforce the need to focus on instructional strategies to boost learning and scores of Hispanic and African American student populations as well as the SPED student population, in all content area classes.

As noted in a previous Region 10 District Snapshot Report, "encouraging more teachers to participate in and complete the Gifted and Talented training would benefit learning."

Results from the 2016 STAAR scores indicate a need to focus efforts on:

- increasing the number of special education and ELL students who meet the Reading standard performance.
- increasing the number of students who meet the Writing standard performance among students identified as special Education and ELL.
- increasing the number of students who meet the Science standard performance of identified African American, Special Education and ELL.
- increasing the number of students who meet the Social Studies standard performance in grade eight.
- increasing the number of all students and special populations students who meet the Math standard performance.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Black/African American and Hispanic/Latino students are the lowest performing subgroups, contributing to persistent achievement gaps in Domain 3 (Closing the Gaps), despite overall improvements in student achievement.

Root Cause: Teachers may need additional professional development in differentiated instruction and data-driven planning.

Problem Statement 2 (Prioritized): General 7th and 8th grade Math performance (excluding Algebra) shows that only 60% of students are Approaches grade level, with 38% Meets and 17% Masters, indicating a need for strengthened instructional practices and support in Math.

Root Cause: Insufficient small-group or individualized support for students below grade level. Teachers may need enhanced professional development in intervention strategies and data utilization.

Problem Statement 3 (Prioritized): 8th grade Science and Social Studies scores indicate that only 11% (Science) and 10% (Social Studies) of students achieve Masters, with

36-38% meeting grade-level standards, reflecting a need for stronger instructional strategies and academic support.

Root Cause: Limited use of formative assessment data to inform targeted small-group instruction and differentiation. Inconsistent implementation of interventions for students performing below grade level. Teachers may need additional professional development in strategies that promote critical thinking, content mastery, and engagement in Science and Social Studies.

School Culture and Climate

School Culture and Climate Summary

Scott Middle School has a positive and supportive climate that fosters school pride, student engagement, and staff collaboration. Students participate in pep rallies on football home game days, wear Difference Maker bracelets to recognize leadership and positive behavior, and take part in student organizations such as Student Council, Scott Scholars, and Peer Helpers, which provide opportunities for leadership and belonging. The staff culture emphasizes collaboration, with teachers supporting one another's success. This culture is reinforced by the PTO, which regularly provides meals and treats, and by local businesses that donate monthly staff lunches. Additionally, the district Mentor Program effectively supports new and developing teachers, providing tools and strategies for professional growth. Student engagement is strong, with attendance at 93.3% in 2023–2024, and discipline referrals have decreased significantly, reflecting a safer and more positive school environment. Overall, Scott Middle School demonstrates a collaborative, supportive, and student-centered environment, strengthened by traditions, leadership opportunities, and community involvement.

School Culture and Climate Strengths

Strengths of Scott Middle School Climate & Culture

- Strong school pride and traditions: Pep rallies, Difference Maker bracelets, and student organizations (Student Council, Scott Scholars, Peer Helpers) foster engagement, leadership, and a sense of belonging.
- Collaborative staff culture: Teachers actively support one another, creating a positive professional environment.
- Robust staff support systems: PTO-provided meals, community-donated lunches, and the district Mentor Program help teachers succeed and grow professionally.
- Positive student behavior and engagement: Decreases in discipline referrals and incidents, along with recognition programs, encourage positive behavior and accountability.
- High attendance rates: At 93.3%, attendance reflects strong student engagement and commitment.
- Community involvement: Active participation from parents, PTO, and local businesses strengthens the school's culture and resources.
- Student leadership opportunities: Student organizations provide meaningful ways for students to contribute, lead, and take pride in their school.

School Culture and Climate Needs

Our campus continues to search for authentic and relevant activities to celebrate individual student achievement as well as accomplishments of the school. We will continue to seek further parent and community support through developing more effective means of communication.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): While many students participate in traditions and organizations, some students remain less engaged in school-wide activities, limiting their sense of belonging and connection to school culture.

Root Cause: Not all students take advantage of opportunities participate in clubs, leadership opportunities, or school traditions.

Problem Statement 2: Students may not fully recognize the extent of community and PTO support, potentially limiting their appreciation of the school community and connectedness.

Root Cause: Communication about PTO and community contributions may primarily target staff rather than students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Scott Middle School follows the district model for recruiting and retaining highly qualified teachers. Through Professional Learning Communities (PLCs), the district mentoring program, and the TTESS professional development and appraisal system, teachers receive ongoing support and resources to promote professional growth. Staff are hired with the intent of ensuring that positions are filled by educators who are both highly qualified and committed to student success, while collaborating effectively with colleagues. The principal, assistant principal, and, when appropriate, related staff participate in the interview process to maximize campus input. Although the campus has experienced increased staff turnover in recent years, efforts remain focused on maintaining a high-quality, stable team.

Denison ISD provides a comprehensive mentor program for new teachers and those seeking additional support, offering tools, guidance, and on-campus mentors to oversee progress and provide feedback. Administrators at Scott Middle School further support staff through resources, classroom walkthroughs, and constructive feedback.

Staff Quality, Recruitment, and Retention Strengths

- **Strong recruitment and retention focus:** Positions are intentionally filled with highly qualified, dedicated staff committed to student success.
- **Collaborative hiring process:** Administrators and relevant staff participate in interviews to ensure campus input and alignment with school culture.
- **Ongoing professional growth:** Teachers have access to PLCs, TTESS professional development, and structured feedback systems.
- **Effective mentorship:** Denison ISD's mentor program provides guidance, tools, and on-campus mentors to support new teachers and those seeking extra help.
- **Administrator support:** Principals provide resources, walkthroughs, and feedback to both new and returning staff.
- **Commitment to collaboration:** Emphasis on teamwork and shared responsibility among staff supports a cohesive, professional culture.

Staff Quality, Recruitment, and Retention Needs

The increase in English Language Learners across the district creates a need to focus on searching for teachers who are currently endorsed in English as a Second Language (ESL). We now have a 8 ESL certified teachers working with 7th grade students and 10 ESL certified teachers working with 8th grade students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Scott Middle School has experienced higher staff turnover in recent years, which can disrupt instructional continuity and affect student achievement.

Root Cause: Competition with other districts for experienced, highly qualified teachers.

Problem Statement 2 (Prioritized): While PLCs and mentoring exist, opportunities for cross-department collaboration and sharing of best practices are inconsistent, which can limit innovation and cohesive instructional strategies across subjects.

Root Cause: PLCs may focus primarily on grade-level or subject-specific teams rather than interdisciplinary collaboration. Scheduling constraints limit regular opportunities for

cross-department planning. Teachers may lack structured systems for sharing effective strategies beyond their immediate teams.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Professional Learning Communities (PLCs) provide the foundation for curriculum development, revision, and data-driven decision-making. Teams of teachers, led by the Principal, Assistant Principal, and Curriculum Staff, collaborate to create and refine curriculum and assessments within their content areas. Each curriculum team has developed common formative assessments for every unit, and students participate in two benchmark assessments annually to prepare for state assessments. PLCs also meet during the summer, as needed, to revise units and assessments based on data or changes in the TEKS.

At Scott Middle School, core instructional staff have a daily PLC period in addition to their conference time, while non-core staff participate in periodic PLCs during collaborative time. PLCs have been structured with clear daily and overarching expectations to ensure productivity and focus on academic goals. Tuesday group PLC meetings, led by the Principal, Assistant Principal, and Curriculum Staff, focus on tracking student data and addressing campus academic objectives.

Instructional time is highly valued and protected. The master schedule is reviewed annually with teacher input to maximize instructional opportunities. Planning periods are grouped by subject and grade level to allow for daily team collaboration. Additionally, student responsibility is emphasized and communicated to parents to support readiness for high school.

High expectations for student success guide all decisions at Scott Middle School. The campus emphasizes a clear focus on student achievement through PLCs, collaborative meetings, administrative and campus committees, and ongoing professional development, including book studies. Collaboration is further supported through teacher participation on campus committees, Department Chair input in decision-making, and regular dialogue between teachers and administrators, fostering a culture of continuous improvement and shared accountability for student outcomes.

Curriculum, Instruction, and Assessment Strengths

- **Structured PLCs:** Daily PLCs provide a consistent framework for curriculum development, assessment, and data-driven decision-making.
- **Collaborative Leadership:** Principal, Assistant Principal, and Curriculum Staff actively guide PLCs, ensuring alignment and focus on academic goals.
- **Common Assessments:** Curriculum teams have developed unit-based common formative assessments and benchmark assessments to track student progress.
- **Data-Driven Instruction:** PLCs and group meetings focus on analyzing student data and using results to inform instructional decisions.
- **Protected Instructional Time:** Master schedule is designed to maximize instructional time and planning periods are grouped to facilitate teacher collaboration.
- **Student Accountability:** Emphasis on student responsibility and communication with parents supports academic readiness and growth.
- **High Expectations for Achievement:** Clear focus on student success guides decision-making across the campus.
- **Culture of Collaboration:** Teacher participation on committees, Department Chair input, and regular dialogue with administrators foster shared accountability and continuous improvement.

Curriculum, Instruction, and Assessment Needs

The most pressing need for curriculum and assessment is to secure more resources that match the current rigor of the STAAR assessments. Again, additional resources, training, and

strategies to increase not only test scores, but the overall academic improvement of Special Education, ELL, and African American students is priority.

Scott Middle School has a need for additional interventionist to target struggling students outside of the current RTI processes.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teachers struggle to cover all required content efficiently because pacing guides are not consistently provided, which can lead to uneven coverage and gaps in student learning.

Root Cause: Teachers may rely on personal pacing without district-wide guidance or expectations.

Problem Statement 2 (Prioritized): While PLCs are established across the district, the structure and effectiveness of PLCs may vary among teams, which can limit consistent curriculum development, data analysis, and instructional alignment.

Root Cause: Teacher experience and comfort with data-driven decision-making may vary.

Problem Statement 3 (Prioritized): While teachers collaborate within their subject or grade-level teams, opportunities for interdisciplinary collaboration are limited, which may restrict sharing of best practices and innovative instructional strategies.

Root Cause: Scheduling constraints reduce opportunities for cross-team collaboration. Lack of structured systems for sharing strategies and successes beyond immediate teams.

Family and Community Engagement

Family and Community Engagement Summary

The PTO is an active and dedicated group that raises funds each year to directly support students and staff. Their efforts provide needed school resources, monthly teacher luncheons and treats, and morale-boosting gestures throughout the year. Current fundraising activities include multiple student dances, concessions at volleyball and basketball games, and t-shirt/membership sales. PTO has continued its efforts with monthly student treats alongside its ongoing teacher appreciation initiatives. In addition, local businesses generously sponsor monthly staff lunches, further strengthening community-school partnerships.

Parent involvement is also evident at schoolwide events. Schedule Pick-Up and Open House consistently draw strong attendance, and recent changes to midday PTO meetings have further increased membership and participation.

Community engagement extends beyond parents to student-led initiatives. Scott Scholars contribute annually to the Hot Cocoa Challenge, supporting local non-profits. The Student Council raises funds to provide fall treats for first responders, volunteers at the local food bank to prepare Thanksgiving meals, and is planning several additional outreach projects for this school year.

Family and Community Engagement Strengths

- **Active PTO involvement** that raises funds annually to directly support students and staff.
- **Fundraising efforts** include student dances, concessions at volleyball and basketball games, and t-shirt/membership sales.
- **Consistent teacher support** through monthly luncheons, treats, and morale-boosting gestures.
- **Community partnerships** with local businesses sponsoring monthly staff lunches.
- **High parent turnout** at key events such as Schedule Pick-Up and Open House.
- **Increased PTO membership and participation** due to midday meeting times.
- **Student-led community outreach**, including:
 - Scott Scholars' annual participation in the Hot Cocoa Challenge benefiting local non-profits.
 - Student Council fundraising for fall first responder treats.
 - Student Council volunteer work at the local food bank to prepare Thanksgiving meals.

Family and Community Engagement Needs

Scott Middle School will make a concentrated effort to communicate with parents of all students and the community at large to build stakeholder interest and involvement with our campus. Events will be added and communication needs will be addressed as we assess the success of our current opportunities.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent participation at PTO meetings is still inconsistent despite recent improvements.

Root Cause: Meeting schedules, even with midday options, may not accommodate all parents' work commitments, and communication about PTO opportunities may not reach every family.

Problem Statement 2 (Prioritized): Student-led outreach is concentrated in a few activities.

Root Cause: Student organizations rely on traditional service projects (food bank, first responders) and may lack structures to explore wider, year-round community engagement opportunities.

School Organization

School Organization Summary

Henry Scott Middle School (SMS) serves grades 7–8 in Denison ISD, providing a student-centered environment that emphasizes academic excellence, leadership development, and community engagement. The school is led by one principal, who oversees all school operations, instructional leadership, and school discipline supported by one assistant principal who manages curriculum, instruction, student services, discipline, and daily operations. Two counselors, one per grade level, provide academic, behavioral, and social-emotional support for students. Teachers are organized by content area and grade level, collaborating in Professional Learning Communities (PLCs) to develop curriculum, create common assessments, and use data to drive instruction. Department and grade-level leads support curriculum implementation, pacing, and professional development, while interventionists and instructional support staff provide targeted assistance to students as needed.

School systems support both instruction and student success. PLCs provide a structured approach to curriculum planning, assessment, and instructional decisions, while RTI, counseling, 504 plans, and special education services provide academic and behavioral support. Behavior and culture systems promote respect, accountability, and positive student conduct. Annual events, including dances, fundraisers, and community service projects, further foster a sense of school community and student engagement.

School Organization Strengths

- Serves grades 7–8 with a student-centered focus on academic excellence, leadership, and community engagement
- Clear and well-defined leadership structure: 1 Principal, 1 Assistant Principal, 2 grade-level Counselors
- Teachers organized by content area and grade level, collaborating in PLCs for curriculum, assessments, and data-driven instruction
- Department and grade-level leads provide support for curriculum implementation, pacing, and professional development
- Multi-tiered student support including interventionists, RTI, counseling, 504 plans, and special education services
- Structured systems for instruction and school culture, promoting respect, accountability, and positive conduct
- Annual events, fundraisers, and community service projects foster student engagement and school community
- Emphasis on social-emotional development alongside academic achievement

School Organization Needs

The classroom setting is the primary learning environment. More support is necessary to keep students in the regular classroom program and classrooms. Removal or pull-outs from the classroom should be used as a last resort. More attention to the Response to Intervention (RtI) process will support learners. Efforts at Scott MS will focus on continuing "Jacket Time," built into the schedule to support RtI and enrichment for all students. Scott Middle School will also focus on documenting and supporting the RTI process.

Problem Statements Identifying School Organization Needs

Problem Statement 1 (Prioritized): Leadership support may be stretched thin.

Root Cause: With 1 principal, 1 assistant principal, and 2 counselors for two grade levels, there may be limitations in capacity for oversight, targeted coaching, and individualized student support.

Problem Statement 2 (Prioritized): Curriculum pacing and consistency may vary across classrooms.

Root Cause: While PLCs and department leads exist, there are no formal pacing guides to ensure all grade-level content is taught consistently.

Technology

Technology Summary

Our district philosophy is that the curriculum (TEKS) and student needs should influence how we utilize technology; SMS also supports this philosophy. Rather than using technology merely for the sake of using technology, we want students to use technology in a problem-solving, authentic, relevant situation. In addition, technology is viewed as a vehicle to assist teachers and students in achieving the academic expectations of each grade level, as a resource to aid in implementation of the TEKS.

Denison ISD, and SMS, are committed to providing technology for creating a learning community where: (a) every student has a device; (b) students are as comfortable using technology as they are reading a book, listening to music, or watching a movie; (c) all teachers have the knowledge and skills to integrate technology into a curriculum that addresses students' specific needs and learning styles; (d) automation and efficiency of the District's business processes allows the focus to be on student education; (e) the District's schools provide immediate access to technology tools and applications, knowledgeable support staff and external resources to enhance the curriculum; and (f) parents, teachers, students and community members share information and resources.

The network infrastructure, hardware, software, and training needed to support this includes:

- Fiber backbone throughout the District that provides high bandwidth (10GB and 1GB) connectivity between the campuses
- A Fortigate firewall and a Cisco Umbrella Content Filter for online safety and security
- Wireless access to the DISD network and the Internet at every campus
- One-to-one device capability at every campus
- 1,000M connection to the Internet
- Computers, wireless access to the Internet, a SMARTBoard or Interactive Projector, a projector, a document camera, a printer, a TV tuner, an audio amplifier system, and a phone in every classroom in the District
- Computer labs, multiple classroom computers, iPads and COWs (Computers On Wheels) on every campus
- A standard workstation load--Windows 10, Office 2016, Internet Edge, Google Chrome, Firefox, Windows Defender Anti-Virus, Windows Media Player, Acrobat Reader, Quicktime, iTunes and other applications
- Administrative software--Sungard (for student and business services), eStar, Power School Professional Learning, Frontline Time & Attendance (employee time clock), DOCUWARE (Document storage and retrieval system) and Frontline Absence Management (Substitute Employee Management System)
- Online instructional software such as CLI Engage, Compass Odyssey, Rosetta Stone, Study Island, Imagine Math, Connect Ed, SMART Notebook, Follett Destiny, APlus, Schoology, and Discovery Learning.
- Zoom Video conferencing.
- Incident IQ system to request technical help and to track help tickets
- Six full-time Technical Support personnel and a Tech Manager at each elementary campus
- Vernier probe ware and sensors at the high school for science teachers
- Pasco probe ware and sensors at the intermediate and middle school for science teachers
- Two 3D printers at the high school
- Language translation devices for our bilingual students,
- Word identification devices for our dyslexia students,
- Special education devices for individual student needs within the Autism, Journeys, and ECSE classes.
- Many different software titles and online services which support education and are grade-level appropriate are available to all staff and students.

Technology Strengths

Scott Middle School's strengths related to technology include, but are not limited to, the following:

- Safety & Security bolstered through use of Raptor app/program
- Safety & Security improved through entry kiosk system
- Every classroom has a teacher desktop computer, several student desktops (if requested), SMARTBoard, a projector, a document camera, and a phone.
- DISD One-to-one device initiative.
- DISD provides customized technology staff development throughout the year
- Schoology used by all departments and teachers for lessons, assignments, students needing reteach, DAEP and homebound.
- Access to hardware such as: COWS, iPads, tablets, and Computer Labs
- Access to & use of software and online programs such as: Remind, Alex, IXL, Think through Math, and other educational programs.
- Communication with community stakeholders through Schoology, Remind, school website, marquis, twitter, facebook, and other social media platforms

Technology Needs

Findings from a needs survey of DISD staff:

- Additional Staff Development opportunities for teachers to learn how to integrate technology into the curriculum
- Additional classroom technology such as: computers, wireless access, wireless laptop computers, mobile computer labs, scanners, color laser printers, b/w laser printers, digital cameras, iPads, clickers, and video cameras.
- iPads for staff and students
- COW with iPads
- More wireless laptops
- Up-to-date computers
- More COWs (Computers on Wheels) and more student computers
- Additional software, particularly Math, Science, Social Studies, Early Childhood, Health/Physical Education and STAAR
- Additional Sungard and Eduphoria training for administrators, clerical staff, and teachers
- Staff Development for those needing training in current software: SMART Notebook, Compass, Gradebook, Reading Plus, Renaissance Place, Outlook.com, ALEX, Think Through Math, Flocabulary, teachingbooks.net, iStation, etc.
- Online curriculum access for teachers, students, and parents
- Grade level appropriate technology training
- Hire additional tech support staff and tech curriculum personnel
- Increase the number of licenses for Compass Odyssey, Rosetta Stone, ALEX, and Imagination Station.
- Continue video streaming with Discovery Learning
- Implement surveillance and security systems throughout the District
- Provide training in all SBEC Technology Applications Standards
- Upgrade network infrastructure

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Despite robust infrastructure, connectivity issues can still disrupt instruction.

Root Cause: High demand on wireless access points and aging classroom hardware occasionally create bottlenecks or downtime.

Problem Statement 2 (Prioritized): Students may not be fully prepared for digital citizenship and safe online behavior.

Root Cause: While firewalls and filters exist for protection, middle school students are still developing maturity, judgment, and self-regulation skills, which makes it challenging for them to consistently make responsible choices when using technology without explicit guidance and monitoring.

Priority Problem Statements

Problem Statement 1: A significant portion of Scott Middle School's student population (31.8%) is identified as having disabilities, while 44.7% are At Risk and 66.5% are Economically Disadvantaged. These overlapping needs create challenges in ensuring equitable access to grade-level instruction and interventions.

Root Cause 1: Teachers may need more professional development in differentiation, inclusive practices, and addressing the needs of at-risk and economically disadvantaged students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Although Scott Middle School has a relatively young and growing teaching staff (59.3% with 0-5 years of experience), the percentage of minority staff (8.8%) does not reflect the diversity of the student population, where over 45% of students are African American, Hispanic, or multiracial.

Root Cause 2: Retention challenges for new teachers may limit the development of long-term, experienced, and diverse staff.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Black/African American and Hispanic/Latino students are the lowest performing subgroups, contributing to persistent achievement gaps in Domain 3 (Closing the Gaps), despite overall improvements in student achievement.

Root Cause 3: Teachers may need additional professional development in differentiated instruction and data-driven planning.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: General 7th and 8th grade Math performance (excluding Algebra) shows that only 60% of students are Approaches grade level, with 38% Meets and 17% Masters, indicating a need for strengthened instructional practices and support in Math.

Root Cause 4: Insufficient small-group or individualized support for students below grade level. Teachers may need enhanced professional development in intervention strategies and data utilization.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: 8th grade Science and Social Studies scores indicate that only 11% (Science) and 10% (Social Studies) of students achieve Masters, with 36-38% meeting grade-level standards, reflecting a need for stronger instructional strategies and academic support.

Root Cause 5: Limited use of formative assessment data to inform targeted small-group instruction and differentiation. Inconsistent implementation of interventions for students performing below grade level. Teachers may need additional professional development in strategies that promote critical thinking, content mastery, and engagement in Science and Social Studies.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: While many students participate in traditions and organizations, some students remain less engaged in school-wide activities, limiting their sense of belonging and connection to school culture.

Root Cause 6: Not all students take advantage of opportunities participate in clubs, leadership opportunities, or school traditions.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Scott Middle School has experienced higher staff turnover in recent years, which can disrupt instructional continuity and affect student achievement.

Root Cause 7: Competition with other districts for experienced, highly qualified teachers.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: While PLCs and mentoring exist, opportunities for cross-department collaboration and sharing of best practices are inconsistent, which can limit innovation and cohesive instructional strategies across subjects.

Root Cause 8: PLCs may focus primarily on grade-level or subject-specific teams rather than interdisciplinary collaboration. Scheduling constraints limit regular opportunities for cross-department planning. Teachers may lack structured systems for sharing effective strategies beyond their immediate teams.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Teachers struggle to cover all required content efficiently because pacing guides are not consistently provided, which can lead to uneven coverage and gaps in student learning.

Root Cause 9: Teachers may rely on personal pacing without district-wide guidance or expectations.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: While PLCs are established across the district, the structure and effectiveness of PLCs may vary among teams, which can limit consistent curriculum development, data analysis, and instructional alignment.

Root Cause 10: Teacher experience and comfort with data-driven decision-making may vary.

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: While teachers collaborate within their subject or grade-level teams, opportunities for interdisciplinary collaboration are limited, which may restrict sharing of best practices and innovative instructional strategies.

Root Cause 11: Scheduling constraints reduce opportunities for cross-team collaboration. Lack of structured systems for sharing strategies and successes beyond immediate teams.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 12: Parent participation at PTO meetings is still inconsistent despite recent improvements.

Root Cause 12: Meeting schedules, even with midday options, may not accommodate all parents' work commitments, and communication about PTO opportunities may not reach every family.

Problem Statement 12 Areas: Family and Community Engagement

Problem Statement 13: Student-led outreach is concentrated in a few activities.

Root Cause 13: Student organizations rely on traditional service projects (food bank, first responders) and may lack structures to explore wider, year-round community engagement opportunities.

Problem Statement 13 Areas: Family and Community Engagement

Problem Statement 14: Leadership support may be stretched thin.

Root Cause 14: With 1 principal, 1 assistant principal, and 2 counselors for two grade levels, there may be limitations in capacity for oversight, targeted coaching, and individualized student support.

Problem Statement 14 Areas: School Organization

Problem Statement 15: Curriculum pacing and consistency may vary across classrooms.

Root Cause 15: While PLCs and department leads exist, there are no formal pacing guides to ensure all grade-level content is taught consistently.

Problem Statement 15 Areas: School Organization

Problem Statement 16: Students may not be fully prepared for digital citizenship and safe online behavior.

Root Cause 16: While firewalls and filters exist for protection, middle school students are still developing maturity, judgment, and self-regulation skills, which makes it challenging for them to consistently make responsible choices when using technology without explicit guidance and monitoring.

Problem Statement 16 Areas: Technology

Problem Statement 17: Despite robust infrastructure, connectivity issues can still disrupt instruction.

Root Cause 17: High demand on wireless access points and aging classroom hardware occasionally create bottlenecks or downtime.

Problem Statement 17 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Every employee of Scott Middle School will work to provide quality learning experiences at a high level of academic rigor to enable student success.

Performance Objective 1: By May 2026, at least 50% of Scott Middle School students will perform at the Meets Grade Level or above standard on the STAAR assessments, representing an increase of 10+ percentage points from the 2025 administration.

Evaluation Data Sources: STAAR Reading and Math results (Domain I Accountability Data)
TEA Accountability Summary Report
Eduphoria Aware Assessment Reports

Strategy 1 Details	Reviews			
Strategy 1: Provide additional time, support, and opportunities for students who are not academically successful through pull-out Jacket Time intervention. Strategy's Expected Result/Impact: Result / Impact: Improvement in report card grades, Improvement in assessment scores, Student academic growth Data Sources: Report Card Data Campus Assessment Data District Assessment Data State Assessment Data RTI Documentation Staff Responsible for Monitoring: Classroom Teachers, Interventionists, Campus Principals Additional Targeted Support Strategy Funding Sources: TTM, ALEKS - 199 24 Compensatory Education, - 199 Regular Education, - 288 Indian Education Grant, - 199 25 ESL, - 199 23 Special Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Disaggregate data for all students in PLCs. Strategy's Expected Result/Impact: Result / Impact: Targeted, data-based intervention for students Data Sources: Report Card Data Campus Assessment Data District Assessment Data State Assessment Data RTI Documentation PLC Minutes, Lesson Plans Staff Responsible for Monitoring: Core teachers, Director of Instruction, Curriculum Coordinators, Campus Principals Additional Targeted Support Strategy Funding Sources: - 199 Regular Education, - 199 23 Special Education		Formative			Summative
		Nov	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Develop and implement research-based, engaging lessons to enhance learning. Strategy's Expected Result/Impact: Result / Impact: Increased student engagement and student academic growth Data Sources: Lesson plans, PLC minutes, classroom observations and walk-throughs Staff Responsible for Monitoring: Campus principals, Classroom teachers, SPED teachers, Interventionists Curriculum specialists Additional Targeted Support Strategy Funding Sources: - 199 23 Special Education, - 199 24 Compensatory Education, - 199 Regular Education		Formative			Summative
		Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Develop a data-based intervention plan for students not demonstrating mastery. Strategy's Expected Result/Impact: Result / Impact: Student academic growth through targeted intervention Data Sources: Report Card Data Campus Assessment Data MAP Data District Assessment Data State Assessment Data RTI Documentation PLC Minutes Lesson plans, Targeted study/tutoring sessions, Jacket HR tutoring Before & after school tutoring Staff Responsible for Monitoring: Campus principals, Classroom teachers, SPED teachers, Interventionists, Curriculum specialists Additional Targeted Support Strategy Funding Sources: - 199 24 Compensatory Education, - 199 23 Special Education, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Incorporate relevant and emerging technology to enhance teaching and learning. Strategy's Expected Result/Impact: Result / Impact: Improvement in student engagement and achievement Data Sources: Lesson Plans, Classroom Observations, Attendance in Prof. Development, Staff Responsible for Monitoring: Director of Technology, Director of Instruction, Campus Principals, curriculum specialists, classroom teachers Funding Sources: - 199 Regular Education, - 199 23 Special Education, - 199 24 Compensatory Education, - 288 Indian Education Grant, - 199 22 Career & Technology	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Incorporate growth minded strategies into data discussions with students and during PLCs in order to foster growth in all students. Strategy's Expected Result/Impact: Growth in all student scores. Staff Responsible for Monitoring: Director of Instruction, Curriculum Specialists, Campus Principals, Classroom Teachers Additional Targeted Support Strategy Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Utilize community and district resources to provide more tutoring options. Strategy's Expected Result/Impact: Improved academic success for students. Staff Responsible for Monitoring: Tutors, intervention team ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 24 Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 8 Details	Reviews			
Strategy 8: Create a scope and sequence and/or Year at a Glance document for all core subjects in order to pace instruction to maximize learning. Strategy's Expected Result/Impact: Maximize learning, pace instruction, build in time for re-teach Staff Responsible for Monitoring: core teachers, Director of Instruction, Campus Principals, Curriculum Coordinators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
Strategy 9: Create a reward system for academic growth to increase student awareness and buy-in. Strategy's Expected Result/Impact: Increase student awareness of their personal academic growth and increase buy-in/motivation in students. Staff Responsible for Monitoring: All staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 10 Details	Reviews			
Strategy 10: Investigate alternative Master Schedule options with the goal of optimizing student engagement and output. Strategy's Expected Result/Impact: Find a new master schedule solution which would maximize efficiency. Staff Responsible for Monitoring: Campus Principals, Assistant Superintendent, Director of Instruction TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	May

Strategy 11 Details	Reviews			
Strategy 11: Increase student involvement in Career and Technology education through curricular and non-curricular opportunities. Strategy's Expected Result/Impact: Increasing student involvement in Career and Technology Education (CTE) through both curricular and non-curricular opportunities is expected to enhance student engagement, motivation, and academic success across all content areas. As students participate in hands-on, real-world learning experiences, they will better understand the relevance of their coursework and develop critical skills that prepare them for future college, career, and military pathways. This increased relevance and application of learning will promote higher levels of academic rigor and deeper connections between classroom instruction and real-world problem solving. Additionally, expanding CTE opportunities will strengthen partnerships between the school, community, and local industries, fostering a campus culture where students are empowered to explore their interests, set meaningful goals, and take ownership of their learning. Staff Responsible for Monitoring: Principal/AP, CTE Director, Counselors, CTE Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 Regular Education, - 199 22 Career & Technology	Formative			Summative
	Nov	Jan	Mar	May
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Every employee of Scott Middle School will work to provide quality learning experiences at a high level of academic rigor to enable student success.

Performance Objective 2: By May 2026, at least 70% of all students and each student group (including EL, SPED, and Economically Disadvantaged) will meet or exceed their expected growth targets on STAAR Progress Measures and NWEA MAP assessments.

Evaluation Data Sources: STAAR Progress Measure Reports
NWEA MAP Growth Reports
Student Data Trackers in Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Provide additional learning time for struggling students in the form of Jacket Time intervention, small group classes, and designated intervention classes. Strategy's Expected Result/Impact: Result / Impact: Improvement in student achievement Data Sources: Tutoring records, Response to Intervention records Staff Responsible for Monitoring: Campus principals, Classroom teachers, Interventionists Additional Targeted Support Strategy Funding Sources: - 199 24 Compensatory Education, - 199 23 Special Education, - 199 31 High School Allotment, - 199 Regular Education, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Review, document, and evaluate the effectiveness of Multi-Tiered System of Support (MTSS) procedures and interventions. Strategy's Expected Result/Impact: Result / Impact: targeted and documented intervention for struggling students Data Sources: MTSS documentation Staff Responsible for Monitoring: Campus Principals, Counselors, Instructional Staff, Reading and Math Interventionists Additional Targeted Support Strategy Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education, - 199 23 Special Education		Formative			Summative
		Nov	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Examine and update curriculum and related common assessments to meet the rigors expected by the state. Strategy's Expected Result/Impact: Result / Impact: Improvement in intervention and student achievement Data Sources: Lesson Plans, Classroom Observations, Curriculum documents, PLC meeting agendas and minutes, Common assessment data Staff Responsible for Monitoring: Campus Principals, Director of instruction, curriculum specialists, core teachers Additional Targeted Support Strategy Funding Sources: - 199 23 Special Education, - 199 Regular Education, - 199 24 Compensatory Education		Formative			Summative
		Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: Every employee of Scott Middle School will work to provide quality learning experiences at a high level of academic rigor to enable student success.

Performance Objective 3: By May 2026, 95% of students receiving Tier 2 or Tier 3 interventions will demonstrate measurable progress on progress monitoring tools such as MAP, Eduphoria assessments, or local benchmark data.

Evaluation Data Sources: Progress Monitoring Data
NWEA MAP Reports
Benchmark Assessment Results
Intervention Logs

Strategy 1 Details	Reviews			
Strategy 1: Engage learners through the use of technology tools to access, create and share content as well as collaborate with other learners. Strategy's Expected Result/Impact: Result / Impact: Improvement in student master of technology skills Data Sources: MAP Data PLC minutes, Lesson plans, student products, classroom observations Staff Responsible for Monitoring: Director of technology, Curriculum department, Classroom teachers, Campus principals Funding Sources: - 483 Local Grant Funds, - 199 22 Career & Technology, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Effectively monitor computer usage in class and/or reduce access to off task behaviors online. Strategy's Expected Result/Impact: Decrease time off task online and increase academic time online. Staff Responsible for Monitoring: classroom teachers, director of technology, lab manager TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Utilize AI (MagicSchoolAI, ChatGPT, etc) to increase rigor in instructional assignments and assessments. Strategy's Expected Result/Impact: Increase rigor and therefore deepen student understanding of material Staff Responsible for Monitoring: Classroom teachers, curriculum coordinators, campus principals TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Create a school-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 1: By May 2026, 90% of students will demonstrate increased responsibility for their own learning by completing assignments on time and maintaining passing grades in all core subjects, reducing the number of students on academic probation or failure list by 15% compared to 2025 data.

Evaluation Data Sources: Grade Reports and Failure Lists
Progress Report Data (6-week cycles)
Teacher Gradebook Data
Tutoring Attendance Logs

Strategy 1 Details	Reviews			
Strategy 1: Provide students with information, assistance, and support to enable them to develop responsibility for their actions and learning. Strategy's Expected Result/Impact: Result / Impact: Increased student responsibility and decreased negative behaviors Data Sources: Copies of Documents, student body meetings, parent/teacher communication, parent meetings, Organizational tools Staff Responsible for Monitoring: Counselors, Classroom teachers, Campus Principals CIS Coordinator Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Implement behavior intervention procedures. Strategy's Expected Result/Impact: Result / Impact: Increased student responsibility and decreased negative behaviors Data Sources: parent/teacher communication logs, Intervention referral information Intervention documentation Staff Responsible for Monitoring: Counselors, Classroom teachers, Campus principals Behavior Specialist Funding Sources: - 199 Regular Education		Formative			Summative
		Nov	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Continue Hope Squad. Strategy's Expected Result/Impact: Improve mental health support for students. Staff Responsible for Monitoring: Hope Squad Facilitators (2 teachers, 1 counselor) Campus Administration Central Administration Counseling Support Funding Sources: - 199 Regular Education		Formative			Summative
		Nov	Jan	Mar	May
Strategy 4 Details		Reviews			
Strategy 4: Refer students for positive behaviors and publicly acknowledge and reward those Positive Behavior Referrals. Strategy's Expected Result/Impact: Increase in positive behaviors. Decrease in negative behaviors. Staff Responsible for Monitoring: All Staff ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Implement PBIS Language campus-wide. Strategy's Expected Result/Impact: Increase awareness of positive behavior expectations. Staff Responsible for Monitoring: All staff ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Create a peer mediation group to foster positive relationships between students. Strategy's Expected Result/Impact: Decrease negative social interactions and therefore increase time for academic focus. Staff Responsible for Monitoring: Peer Mediation group leaders Campus Principals ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Build school pride with a Yellowjacket segment on jacket update and/or Yellowjacket history and traditions during homeroom. Strategy's Expected Result/Impact: build school pride and student buy-in Staff Responsible for Monitoring: All staff Jacket Update staff Community stakeholders TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Create a school-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 2: By May 2026, student attendance will increase to 96% or higher, and tardy rates will decrease by 10%, as a result of proactive communication, student incentives, and parent engagement initiatives.

Evaluation Data Sources: Attendance Reports
Tardy Logs
Attendance Committee Documentation
Parent Communication Logs

Strategy 1 Details		Reviews			
Strategy 1: Maintain nurse, counseling, and CIS services. Strategy's Expected Result/Impact: Result / Impact: Increased student mental and physical health, Increased attendance Data Sources: Nurse's Records, Counselor's Records, CIS Records Employment Records Staff Responsible for Monitoring: District personnel, Campus principals, Campus nurse, Campus counselors, CIS coordinator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education		Formative			Summative
		Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Monitor attendance and refer to Truancy Tribunals to as necessary to remediate attendance difficulties. Strategy's Expected Result/Impact: Result / Impact: Increased attendance, Decreased Truancy Data Sources: Attendance reports, list of students and parents referred to Truancy Court, Saturday School Rosters Staff Responsible for Monitoring: Campus principal, School Resource Officer, Attendance Clerk Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Create a school-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 3: By May 2026, office discipline referrals will decrease by 20% compared to the 2024-2025 school year, with reductions across all major infractions, through consistent use of PBIS, SEL lessons, and restorative practices.

Evaluation Data Sources: Skyward Discipline Data
PBIS
Restorative Practice/ISS Logs
Teacher Behavior Referrals

Strategy 1 Details	Reviews			
Strategy 1: Inform students, parents, guardians, and staff of expected behavior as stated in the Code of Conduct. Strategy's Expected Result/Impact: Result / Impact: Decreased disciplinary referrals Data Sources: Signed letters stating receipt of Code of Conduct Staff Responsible for Monitoring: Campus principals, classroom teachers Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide an alternative setting for students with severe and/or persistent misbehavior. Strategy's Expected Result/Impact: Result / Impact: Increased intervention for negative behaviors in severe circumstances without loss of learning. Data Sources: DAEP records, ISS records, Discipline Referrals Staff Responsible for Monitoring: Assistant Superintendent, SPED Director, Director of Special Programs, DAEP Principal, ISS Staff, Campus Principal Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Continue and improve a positive referral program. Strategy's Expected Result/Impact: Result / Impact: Decreased disciplinary referrals, Increased positive referrals Data Sources: number of positive referrals, number of disciplinary offenses Staff Responsible for Monitoring: Campus principal, classroom teachers, counselors Funding Sources: - 199 Regular Education, - 461 Campus Activity Funds	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Consistently implement consequences for negative behaviors with consistent communication to parents. Strategy's Expected Result/Impact: Reduce frequency of negative behaviors Staff Responsible for Monitoring: Classroom Teachers, Campus principals ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Provide a safe and orderly school climate that is conducive to learning.

Performance Objective 1: By May 2026, 100% of staff and students will successfully complete all required emergency drills and safety trainings (fire, lockdown, evacuation, severe weather, etc.), ensuring full compliance with district and state safety mandates.

Evaluation Data Sources: Drill Logs and Safety Drill Reports
Safety Team Documentation
Staff Training Records
Safety Audit Reports

Strategy 1 Details	Reviews			
Strategy 1: Review and implement campus EOP. Strategy's Expected Result/Impact: Result / Impact: Safe and Secure Campus Data Sources: EOP Staff Responsible for Monitoring: Campus administrative staff, SRO, school nurse, classroom teachers Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Provide an alternative setting for students with severe and/or persistent misbehavior. Strategy's Expected Result/Impact: Result / Impact: Increased intervention for negative behaviors in severe circumstances without loss of learning, Safe & Secure Campus Data Sources: DAEP records, ISS records, Discipline Referrals Staff Responsible for Monitoring: Assistant Superintendent, SPED Director, Director of Special Programs, DAEP Principal, ISS Staff, Campus Principal Funding Sources: - 199 Regular Education, - 199 23 Special Education		Formative			Summative
		Nov	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Educate staff, parents and students on bullying prevention and campus procedures to address bullying. Strategy's Expected Result/Impact: Result / Impact: Safe and Secure Campus, Reduction in Bullying Incidents Data Sources: Bullying Documentation, Copies of information shared with parents, meeting attendance records Staff Responsible for Monitoring: Campus principals, Counselors, Classroom teachers Funding Sources: - 199 Regular Education		Formative			Summative
		Nov	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: Ensure staff and students are free from sexual abuse and other maltreatment. Strategy's Expected Result/Impact: Result / Impact: Safe and Secure Campus Data Sources: Board policy, campus improvement plans, presentation sign-in sheets, training certificates Staff Responsible for Monitoring: Campus principals, District HR Dept. Funding Sources: - 199 Regular Education		Formative			Summative
		Nov	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: Maintain an effective discipline management plan that is shared with staff, students and parents. Strategy's Expected Result/Impact: Result / Impact: Safe and Secure Campus Data Sources: Campus Staff Handbook Staff Responsible for Monitoring: Assistant Superintendent, Campus principals Funding Sources: - 199 Regular Education		Formative			Summative
		Nov	Jan	Mar	May
Strategy 6 Details		Reviews			
Strategy 6: Update training and train new staff and continue the use of Raptor safety app/program for drills/emergency situations. Strategy's Expected Result/Impact: Result / Impact: Increase efficiency of drills and communication during emergency situations. Ability to quickly and reliably take attendance during a drill and/or emergency. Data Sources: Raptor data tracking Staff Responsible for Monitoring: Campus Principals Campus Safety Team Funding Sources: - 199 Regular Education		Formative			Summative
		Nov	Jan	Mar	May

Strategy 7 Details	Reviews			
Strategy 7: Upgrade and fix cameras in order to effectively monitor student behavior. Strategy's Expected Result/Impact: decrease negative behaviors in common areas by holding students accountable for actions Staff Responsible for Monitoring: Director of technology Campus SRO ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
Strategy 8: Utilize staff to monitor students more effectively during transitions. Strategy's Expected Result/Impact: Decrease negative behaviors in the hallway Staff Responsible for Monitoring: All stuaff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Provide a safe and orderly school climate that is conducive to learning.

Performance Objective 2: By May 2026, the percentage of students who report feeling safe and respected at school will increase by 10% compared to December 2025 student survey data, as a result of expanded bullying prevention programs, counselor lessons, and student reporting systems.

Evaluation Data Sources: Student Climate and Safety Surveys
Counselor Lesson Logs
Bullying/Harassment Report Data
Parent and Teacher Surveys

Strategy 1 Details	Reviews			
Strategy 1: Create job descriptions for all campus leadership and professional staff. Strategy's Expected Result/Impact: Improved understanding of leadership roles and responsibilities of all staff members. Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implement weekly Campus Leadership Team meetings. Strategy's Expected Result/Impact: Allow for unified approach to campus leadership between all team members. Staff Responsible for Monitoring: Campus leadership team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Implement monthly Principal / Counselor collaboration meetings. Strategy's Expected Result/Impact: Improve communication and collaboration between leadership arms related to student success as well as improved student attendance and behavior. n Staff Responsible for Monitoring: Principals, Counselors TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Collaborate with all stakeholders to develop a partnership between the community and the district.

Performance Objective 1: By May 2026, Scott Middle School will increase two-way communication interactions (newsletters, Parentsquare messages, social media engagement, surveys), ensuring that all stakeholders receive timely, accurate information and opportunities for feedback.

Evaluation Data Sources: Parentsquare Analytics / School Messenger Reports
Website and Social Media Engagement Metrics
Parent and Staff Survey Results
Campus Communication Logs

Strategy 1 Details	Reviews			
Strategy 1: Hold parent meetings for students with severe academic, behavioral, and/or emotional needs. Strategy's Expected Result/Impact: Result / Impact: Improved parent/school communication, Improved parent support, Improved student academic performance Data Sources: Parent meeting minutes, SPED / 504 documentation Staff Responsible for Monitoring: SPED Director, campus principals, diagnosticians, classroom teachers Funding Sources: - 199 Regular Education, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Communicate positive messages to parents about behavior, academics, and ways to get involved. Strategy's Expected Result/Impact: Result / Impact: Improved parent/school communication, Improved parent support, Improved student academic performance Data Sources: Remind Records, Website, Digital Sign, copies of parent letters, record of parent phone calls and conferences, positive referral documentation Staff Responsible for Monitoring: Classroom teachers, Campus principals, Counselors Funding Sources: - 199 23 Special Education, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Consistently communicate with parents regarding school concerns, including attendance/tardies, behavior, and academic concerns. Strategy's Expected Result/Impact: Result / Impact: Improved parent/school communication, Improved parent support, Improved student academic performance Data Sources: Record of parent communication, Saturday School documentation, Copy of Disciplinary Actions Staff Responsible for Monitoring: Campus administration, Classroom Teachers Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Incorporate a parent newsletter to communicate school events, important information, etc. Strategy's Expected Result/Impact: Improve communication from school to home. Staff Responsible for Monitoring: Campus Administration, Website manager ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Create a parent feedback process/procedure such as an annual parent climate survey, digital feedback form, principal's advisory council, and/or parent focus groups. Strategy's Expected Result/Impact: Give parents a bigger voice at SMS and allow more stakeholder input in decision making. Staff Responsible for Monitoring: Campus Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Collaborate with all stakeholders to develop a partnership between the community and the district.

Performance Objective 2: By May 2026, parent and community volunteer participation hours will increase by 15%, supported by improved volunteer recruitment, orientation, and recognition programs.

Evaluation Data Sources: Volunteer Sign-In Sheets
District Background Check Records
Event and Program Rosters
Volunteer Recognition Logs

Strategy 1 Details	Reviews			
Strategy 1: Translate documents into students' home language. Strategy's Expected Result/Impact: Result / Impact: Improved parent/school communication, Improved parent support, Data Sources: Record of parent communication, Translated Documents Staff Responsible for Monitoring: Central Administration, campus principals, DISD Public Relations Office Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Distribute information in print and online in both English and Spanish Strategy's Expected Result/Impact: Result / Impact: Improved parent/school communication, Improved parent support, Data Sources: Record of parent communication, Copies of documents, SMS web page, teacher web pages Weekly Buzz Staff Responsible for Monitoring: campus principals, classroom teachers, counselors Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Conduct activities that provide parents with opportunities to play an active role in their student's education. Strategy's Expected Result/Impact: Result / Impact: Improved parent/school communication, Improved parent support, Improved student academic performance Data Sources: Department nights, record number of attendees at performances and events meeting minutes Staff Responsible for Monitoring: campus principals, classroom teachers, counselors Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Collaborate with all stakeholders to develop a partnership between the community and the district.

Performance Objective 3: By May 2026, Scott Middle School will establish a consistent system to recognize and celebrate community partnerships and parent contributions at least twice per year, increasing stakeholder satisfaction ratings by 10% on annual surveys.

Evaluation Data Sources: Recognition Event Documentation
Social Media and Newsletter Features
Survey Feedback (Parent/Community Climate Survey)
Principal's Communication Logs

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	7	Utilize community and district resources to provide more tutoring options.
1	1	8	Create a scope and sequence and/or Year at a Glance document for all core subjects in order to pace instruction to maximize learning.
1	1	9	Create a reward system for academic growth to increase student awareness and buy-in.
1	1	10	Investigate alternative Master Schedule options with the goal of optimizing student engagement and output.
1	3	2	Effectively monitor computer usage in class and/or reduce access to off task behaviors online.
1	3	3	Utilize AI (MagicSchoolAI, ChatGPT, etc) to increase rigor in instructional assignments and assessments.
3	2	3	Implement monthly Principal / Counselor collaboration meetings.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide additional time, support, and opportunities for students who are not academically successful through pull-out Jacket Time intervention.
1	1	2	Disaggregate data for all students in PLCs.
1	1	3	Develop and implement research-based, engaging lessons to enhance learning.
1	1	4	Develop a data-based intervention plan for students not demonstrating mastery.
1	1	6	Incorporate growth minded strategies into data discussions with students and during PLCs in order to foster growth in all students.
1	1	7	Utilize community and district resources to provide more tutoring options.
1	1	8	Create a scope and sequence and/or Year at a Glance document for all core subjects in order to pace instruction to maximize learning.
1	1	9	Create a reward system for academic growth to increase student awareness and buy-in.
1	1	10	Investigate alternative Master Schedule options with the goal of optimizing student engagement and output.
1	2	1	Provide additional learning time for struggling students in the form of Jacket Time intervention, small group classes, and designated intervention classes.
1	2	2	Review, document, and evaluate the effectiveness of Multi-Tiered System of Support (MTSS) procedures and interventions.
1	2	3	Examine and update curriculum and related common assessments to meet the rigors expected by the state.
1	3	2	Effectively monitor computer usage in class and/or reduce access to off task behaviors online.
1	3	3	Utilize AI (MagicSchoolAI, ChatGPT, etc) to increase rigor in instructional assignments and assessments.

State Compensatory

Budget for Scott Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 11.29

Brief Description of SCE Services and/or Programs

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Personnel for Scott Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anthony, Thomas	Teacher	0.111
Barlow, Cade	Teacher	0.25
Beene, Melissa	Teacher	0.13
Blackshear, Michaela	Teacher	0.25
Blanton, Casy	Teacher	0.25
Burton, Summer	Teacher	0.25
Deaton, Payton	Teacher	0.13
Eaves, Trevor	Teacher	0.122
Ellis, Tanner	Teacher	0.25
Estrada, Rhiannon	Teacher	0.25
Franklin, Ty	Teacher	0.25
Freeman, Krystal	Teacher	0.122
Gray, Quashawn	Teacher	0.125
Haddock, Jared	Teacher	0.25
Hander, Ronald	Teacher	0.125
Hinchey, Christina	Teacher	0.25
Hiner, Charlene	Teacher	0.25
Hoch, Thomas	Teacher	0.13

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Hodge, Katherine	Teacher	0.125
Holloway, Robert	Teacher	0.13
Holmes, Jazzmun	Teacher	0.25
Hotalen, Jennifer	Teacher	0.25
Johnson, Angela	Teacher	0.25
Kelly, Tifney	Teacher	0.25
Krotz, Erik	Teacher	0.13
Land, Hannah	Teacher	1
Lehnertz, Brittany	Teacher	0.25
Lovell, Courtney	Teacher	1
Matthews, Stephanie	Teacher	0.13
McClenny, Christopher	Teacher	0.13
McDaniel, Natalie	Teacher	0.125
McKee, Mary	Teacher	0.25
McMillan, Samantha	Teacher	0.13
McMinn, Jacob	Teacher	0.125
Mitchell, Devin	Teacher	0.13
Payne, Kelsey	Teacher	0.125
Roscoe, Derek	Teacher	0.25
Searcy, Jordonn	Teacher	0.25
Slaten, Macie	Teacher	0.25
Sluder, Vince	Teacher	0.25
Snodgrass, Heather	Teacher	0.13
Speed, Aurielle	Teacher	0.125
Storie, Jeffrey	Teacher	0.125
Sumner, Kara	Teacher	0.25
Tesney, Tia	Teacher	0.125
Thompson, Loraine	Teacher	0.25
Thompson, Mollie	Teacher	0.13
Wilburn, Marijane	Teacher Dyslexia	0.5
Williams, Cassie	Teacher	0.25

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Wise, Courtney	Teacher	0.13

Site Based Decision Making Committee

Committee Role	Name	Position
Parent	Jaime Owens	Parent
Parent	Nathan Knottingham	Parent
Parent	Kari Piazza	Parent
Parent	Lauren Means	Parent
Parent	Hillary Evans	Parent
Parent	Amber Pilcher	DISD School Board
Parent	Tricia McQueen	Parent
School Personnel	Jessica Hall	Paraprofessional
School Personnel	Robert Holloway	7th RLA Teacher
School Personnel	Brooke Morrison	SMS Counselor
Community Member	Hunter Watson	Business Representative
Parent/Community Member	Shawn Kincannon	Business Owner
Community Member	Robert Crawley	Denison Mayor
Community Member	Kara Shires	Community Member
Community Member	Eric Hunt	DISD School Board
Community Member	Brian Hander	DISD School Board
Community Member	Spence Redwine	Denison City Council
CIP Admin	Angela Butler	Principal
CIP Admin	Brandon Cates	Assistant Principal
District Admin	Jacki Woolford	District Admin
Teacher	Macie Slaten	SPED Inclusion Teacher
Teacher	Thomas Hoch	8th History Teacher
Teacher	Stephanie Matthews	7/8th Science Teacher
Teacher	Courtney Lovell	7th Math Teacher
Teacher	Mel Hander	Robotics Teacher
Teacher	Chris McClenny	7th ELAR / AVID Teacher

Campus Funding Summary

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	9			\$0.00
1	1	11			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	5			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	5			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
Sub-Total					\$0.00
199 22 Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	11			\$0.00
1	3	1			\$0.00
Sub-Total					\$0.00
199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
3	1	2			\$0.00
4	1	2			\$0.00

199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TTM, ALEKS		\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	9			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
2	2	1			\$0.00
2	3	2			\$0.00
Sub-Total					\$0.00
199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
199 31 High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
Sub-Total					\$0.00
224 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00

288 Indian Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
288 Indian Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
Sub-Total					\$0.00
461 Campus Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	3			\$0.00
Sub-Total					\$0.00
483 Local Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
Sub-Total					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		7/25/2023	Regina Prigge	2/10/2025
Child Abuse and Neglect		10/6/2015	Regina Prigge	2/10/2025
Coordinated Health Program		6/22/2022	Regina Prigge	2/10/2025
Decision-Making and Planning Policy Evaluation		5/26/2023	Regina Prigge	2/10/2025
Disciplinary Alternative Education Program (DAEP)		11/7/2023	Regina Prigge	2/10/2025
Dropout Prevention		7/7/2020	Regina Prigge	2/10/2025
Dyslexia Treatment Program		11/8/2023	Regina Prigge	2/10/2025
Title I, Part C Migrant	Shonda Cannon		Regina Prigge	3/27/2025
Pregnancy Related Services		4/1/2005	Regina Prigge	2/10/2025
Post-Secondary Preparedness		11/8/2023	Regina Prigge	2/10/2025
Recruiting Teachers and Paraprofessionals		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Crisis Intervention Programs and Training		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Discipline/Conflict/Violence Management		11/8/2023	Regina Prigge	2/10/2025
Technology Integration		11/8/2023	Regina Prigge	2/10/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Paul Neumann	5/1/2024	Regina Prigge	3/20/2025