# Sheldon Independent School District

# Michael R. Null Middle School

# 2025-2026 Campus Improvement Plan



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# Comprehensive Needs Assessment

## Needs Assessment Overview

**Needs Assessment Overview Summary**

Michael R. Null Middle School is a campus in Sheldon ISD that opened in 2009. NMS is projected to serve approximately **1,094 students** in grades 6 through 8 during the 2025–2026 school year.

### Mission

Michael R. Null Middle School fulfills its mission by fostering a collaborative, inclusive, and high-performing environment where all students engage in rigorous, relevant, and personalized learning experiences.

### Vision

Michael R. Null Middle School empowers every stakeholder to grow and succeed in a safe, rigorous, and relevant learning environment.

### We achieve this through:

- **Collaborative Professional Learning Communities** that ensure curriculum and instructional alignment, and use data to improve student outcomes.
- **Culture Cultivation** by building strong relationships through common language, consistent expectations, and a shared commitment to an inclusive, respectful school climate.
- **Stakeholder Partnerships** that set shared goals, monitor progress together, and promote collective ownership of continuous improvement.

### Motto: #StallionStrideStallionPride

### Theme: Progress Powered, Legacy Driven

To evaluate campus progress and guide planning for the 2025–2026 school year, Null Middle School conducted a thorough review of academic, behavioral, and stakeholder perception data. The Campus Leadership Team met on April 28, 2025, and again on May 12, 2025, to complete the Campus Needs Assessment. Both meetings were held in the school library. Future sessions are scheduled for July 2025, September 2025, January 2026, and April 2026 to review and revise the CNA as needed.

On August 11, 2025, the leadership team met to finalize the Campus Improvement Plan, assigning each assistant principal to lead a goal area. This structure promoted accountability, leadership development, and shared ownership to ensure the CIP drives measurable progress and student achievement.

Through these collaborative efforts, the team developed a data-informed improvement plan focused on accelerating student growth, closing achievement gaps, and

building on the academic momentum of recent gains.

**Campus Administration/Academic Team**

| Name | Position |
|---|---|
| Roberto Gonzalez | Campus Principal - Principal |
| Duaine Harris | Other School Leader - Associate Principal |
| Adrienne Tate | Other School Leader - Dean of Instruction |
| LaFredrick Smith | Other School Leader - Assistant Principal |
| Shaquanda Taylor-Curb | Other School Leader - Assistant Principal |
| Veronica Citizen | Specialized Instructional Support Personnel - Campus Testing/RTI Coordinator |
| Natalie King | Specialized Instructional Support Personnel - Campus Instructional Specialist - ELAR |
| Christina Guillory | Specialized Instructional Support Personnel - Campus Instructional Specialist - Math |
| Colin Merritt | Specialized Instructional Support Personnel - Campus Instructional Specialist- Social Studies |
| Angela Coleman | Specialized Instructional Support Personnel - Campus Instructional Specialist - Science |
| Megan Gray | Specialized Instructional Support Personnel - Campus Program Specialist - Special Education |
| Jantel Boutte | Specialized Instructional Support Personnel - ELAR Department Chair |
| Kevin Traylor | Specialized Instructional Support Personnel - Social Studies Department Chair |
| Demetra Aponte | Specialized Instructional Support Personnel - Math Department Chair |
| Nichole Spriggs | Specialized Instructional Support Personnel - Science Department Chair |
| Sherrell Wilson | Specialized Instructional Support Personnel - Elective Department Chair |
| Tyler Surratt | Specialized Instructional Support Personnel - Fine Arts Department Chair |
| Lakeisha Miller | Specialized Instructional Support Personnel - Campus Counselor |
| Paula Roberson | Specialized Instructional Support Personnel - Campus Counselor |
| Laura Flores | Specialized Instructional Support Personnel - Campus Counselor- Lead |
| Derrick Williams | Specialized Instructional Support Personnel - Athletic Coordinator |
| Natasha Greene | Specialized Instructional Support Personnel - AVID Site Coordinator |
| Kathryn Black | Specialized Instructional Support Personnel - School Librarian |
| Shearone Hudson | Teacher- Math Intervention |
| Shavon Bazemore | Teacher- CTE |
| Stacy Holt | Teacher- Reading Intervention |
| Sherrell Wilson | Teacher- STEM/AVID |

| Name | Position |
|---|---|
| Joshua Holt | Teacher- Science |
| Madison Philip | Teacher- STEM/Science |
| Racquel Edwards | Teacher- STEM/RELA |
| Tracie Howard | Teacher- Science |
| Esmeralda Gonzalez | Paraprofessional |
| Tacarra Williams | SISD Title 1 Representative |
| Janice Whiting | SISD Title 1 Representative |
| Shelita Anders | Parent |

### Parent and Family Engagement Policy

The PTO met with campus administration and the Parent and Family Engagement liaison on September 4 to review, update, and approve both the Parent Engagement Policy and the Parent Compact. Parents also reviewed and approved the compact and engagement policy on September 10 during the Title I meeting at Open House, where the documents were distributed and shared with the public. To ensure accessibility for all families, the documents were provided in both English and Spanish.

## Campus Targets

The 2024–2025 STAAR and EOC data are being used to assess the academic needs of all students at Michael R. Null Middle School. While we await the official accountability rating from the Texas Education Agency, preliminary performance indicators and OnData Suite projections suggest that the campus is on track to earn a rating of C, indicating growth from the previous year. This progress reflects the impact of improved instructional systems, targeted interventions, and increased alignment to academic standards across grade levels and content areas.

| | | | | |
|---|---|---|---|---|
| Part A: Academic Growth Score | 65 | 76 | C | C |
| Part B: Relative Performance Score | Ref. Part B: Relative Performance Chart | 79 | C | |

| Part A: Annual Growth Points | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Current Year Performance | | | | | | |
| Prior Year | Low Did Not Meet Grade Level | High Did Not Meet Grade Level | Low Approaches Grade Level | High Approaches Grade Level | Meets Grade Level | Masters Grade Level | Total |
| Low Did Not Meet Grade Level | 162 | 90 | 48 | 20 | 14 | 0 | 334 |
| High Did Not Meet Grade Level | 94 | 97 | 80 | 63 | 47 | 3 | 384 |
| Low Approaches Grade Level | 26 | 51 | 59 | 54 | 56 | 3 | 249 |
| High Approaches Grade Level | 5 | 27 | 45 | 73 | 109 | 15 | 274 |
| Meets Grade Level | 4 | 11 | 36 | 61 | 198 | 101 | 411 |
| Masters Grade Level | 0 | 0 | 3 | 12 | 63 | 126 | 204 |
| Total | 291 | 276 | 271 | 283 | 487 | 248 | 1856 |

| Part A: Accelerated Learning Points | | | | |
|---|---|---|---|---|
| | Current Year Performance | | | |
| Prior Year | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Total |
| Did Not Meet Grade Level | 211 | 61 | 3 | 275 |

| Part A: Academic Growth | | | |
|---|---|---|---|
| Assessments Earning 0.5 points | 229 | X 0.5 | 114.5 |
| Assessments Earning 1 point | 1027 | X 1 | 1027 |
| Annual Growth Points Earned | | | 1141.5 |
| Accelerated Learning Points Earned | 275 | X 0.25 | 69 |
| Sum of Annual Growth plus Accelerated Learning Points | | | 1210.25 |
| Total Assessments | | | 1856 |
| School Progress, Part A: Academic Growth Raw Score | | | 65 |

| Part B: Relative Performance | Calculated on June 19th, 2025 at 7:54PM | |
|---|---|---|
| Scaled Score for Middle School STAAR Only | | |
| Percent Economically Disadvantaged | 82.4 | |
| Percent Eco Dis Range | 82.1 to 83 | |
| | Raw | Scaled |
| STAAR | 38 | 79 |
| Score | 79 | |
| Letter Grade | C | |

The 2024–2025 STAAR and EOC data will be used to determine the academic needs of all students at Michael R. Null Middle School. While the official accountability rating from the Texas Education Agency is still pending, preliminary STAAR results show encouraging growth across content areas, especially in Algebra I, 8th-grade Science, and 8th-grade Math. These gains reflect the impact of focused instructional systems, targeted interventions, and more substantial alignment to TEKS. Based on these trends, we anticipate improved accountability outcomes and remain committed to sustaining academic progress across the campus.

## Academic Goals

All STAAR courses will have 65% of their students grow at least one performance band, and the course will meet the following performance goals:

- **Reading 6-8:** 77% approaches, 50% meets, and 20% masters - 49
- **Math 6-8:** 69% approaches, 26% meets, and 12% masters - 36
- **Algebra I:** 98% approaches, 85% meets, and 48% masters - 77
- **Science 8:** 73% approaches, 43% meets, and 13% masters - 43
- **Social Studies 8:** 43% approaches, 20% meets, and 5% masters - 23
-

| Course | 23-24 STAAR Results | Course Goal= 38 | 24-25 STAAR Results | 25-26 Course Goal= 44 |
|---|---|---|---|---|
| 6th Math | 24 | 38 | 26 | 38 |
| 7th Math | 9 | 25 | 19 | 25 |
| 8th Math | 29 | 38 | 39 | 44 |
| Algebra | 48 | 62 | 81 | 77 |
| RELA 6 | 38 | 43 | 42 | 48 |
| RELA 7 | 38 | 44 | 45 | 48 |
| RELA 8 | 40 | 47 | 48 | 50 |
| Science 8 | 25 | 30 | 38 | 43 |
| Social Studies 8 | 15 | 23 | 20 | 23 |
| | 30 | | 38 | 44 |

## Data Sources for the CIP

- **STAAR and EOC Results** (2024–2025) – preliminary and official scores across grade levels and content areas
- **OnData Suite Projections** – campus accountability performance projections and trend analysis
- **Texas Education Agency Accountability Reports** – ratings, domain performance, and subgroup outcomes
- **Campus Needs Assessment (CNA)** – developed by the Campus Leadership Team through multiple meetings
- **Student Progress Monitoring Data** – MTSS documentation, intervention progress, and growth tracking
- **Curriculum and Instructional Alignment Data** – PLC outcomes, lesson planning data, and assessment alignment
- **Behavioral Data** – discipline referrals, PBIS implementation metrics, and culture/climate tracking
- **Stakeholder Perception Data** – parent, student, and staff feedback collected during Title I and engagement activities (English and Spanish accessibility ensured)
- **Demographic Data** – enrollment trends, subgroup performance (Special Education, Emergent Bilinguals, African American, Two or More Races, etc.), and attendance data
- **Federal, State, and Local Funding Reports**

The School Decision-Making Committee (SDMC) developed a data-driven plan to build on this momentum and improve outcomes for all students, particularly those in high-priority populations. The following campus-wide focus areas will guide our efforts during the 2025–2026 school year:

1. **Accelerate academic growth in math and literacy** by strengthening small group instruction, data-driven lesson planning, and curriculum alignment, particularly in early grade-level math and foundational reading skills.
2. **Close performance gaps in Domain 3** by providing targeted support to students receiving Special Education services, Emergent Bilinguals, African American students, and students identified as Two or More Races, with a goal of improving performance at the Meets and Masters levels.
3. **Refine Tier 1 instruction and MTSS implementation** to ensure early identification of learning gaps, more responsive interventions, and increased student progress monitoring across content areas.
4. **Establish and implement a consistent PBIS framework** to reduce exclusionary discipline practices and improve student behavior, culture, and classroom engagement, especially among high-needs students.

The Site-Based Decision Making Team will meet on September 15, November 10, January 12, March 23, May 11, and May 25, 2026.

Michael R. Null Middle School values strong partnerships with families and the broader community. To ensure effective communication and engagement, all information is shared in both English and Spanish. As Sheldon ISD continues to grow in linguistic and cultural diversity, the campus remains committed to maintaining strong home-to-school connections through inclusive and intentional outreach.

The Campus Improvement Plan and the Parent and Family Engagement Policy are available in the front office at Null Middle School and the foyer of the NEY Administration Building.

As a Title I Schoolwide Program campus, Null Middle School utilizes a “Conceptual Consolidation” model to combine federal, state, and local funds strategically. This enables the campus to enhance instruction and student performance by aligning resources with the diverse needs of all learners. The Site-Based Decision-Making Team collaborates to determine how funds will be allocated, ensuring that every student is supported in meeting or exceeding academic standards.

Upon approval by the Sheldon ISD Board of Trustees, the final CIP will be translated into Spanish to meet the needs of our student population and community.

# Demographics

**Demographics Summary**

Michael R. Null Middle School is a 6th - 8th grade campus on the East side of Houston between two large districts: Galena Park ISD to our South and Humble ISD to our North. The campus has a population of over 1155 students, ages 11 - 15 years old. Most students live in homes around our campus in our attendance zones. We receive students from Garrett Elementary, Sheldon Elementary, and Sheldon Lake Elementary. The majority of our students reside in the following major neighborhoods in the Sheldon area: Greensbrook, Kingslake, Sheldon Ridge, ABC, and Texas Pride. Eighty-nine percent of Null Middle School students are economically disadvantaged.

**(A) Student Enrollment**

| Student Population | Count | Percent |
|---|---|---|
| Student Total | 1050 | 100% |
| 6th Grade | 349 | 33.24% |
| 7th Grade | 355 | 33.81% |
| 8th Grade | 346 | 32.95% |

**(B) Student Demographics**

| Student Demographics | Student Count | Percent |
|---|---|---|
| **Gender** | | |
| **Male** | **537** | **51.14%** |
| Female | 513 | 48.86% |
| **Ethnicity** | | |
| **Hispanic-Latino** | **676** | **64.38%** |
| **Race** | | |
| **American Indian- Alaskan Native** | **1** | **0.10%** |
| Asian | 3 | 0.29% |
| Black- African American | 310 | 29.52% |
| Native Hawaiian- Pacific Islander | 0 | 0.00% |
| White | 37 | 3.52% |

| | | |
|---|---|---|
| **American Indian- Alaskan Native** | **1** | **0.10%** |
| Two-or-More | 23 | 2.19% |

**(C) Student Longitudinal Demographics by Ethnicity**

| Ethnicity | 2022-2023 | 2023-2024 | 2024-2025 |
|---|---|---|---|
| Hispanic | 63.23% | 63.44% | 64.38% |
| American Indian- Alaskan Native | 0.26% | 0.27% | 0.10% |
| Asian | 0.52% | 0.37% | 0.29% |
| Black- African America | 29.47% | 29.47% | 29.52% |
| Native Hawaiian- Pacific Islander | 0.17% | 0.00% | 0.00% |
| White | 3.95% | 4.39% | 3.52% |
| Two-or- More | 2.41% | 2.47% | 2.19% |

**(D) Student Programs**

| Student Programs | Count | Percent |
|---|---|---|
| Dyslexia | 83 | 7.90% |
| Gifted and Talented | 72 | 6.86% |
| Section 504 | 32 | 3.05% |
| Special Education | 164 | 15.62% |
| Emergent Bilingual | 316 | 30.10% |
| Alt. ESL | 148 | 14.10% |
| Title 1 Homeless | 0 | 0.00% |

**(E) Student Indicators**

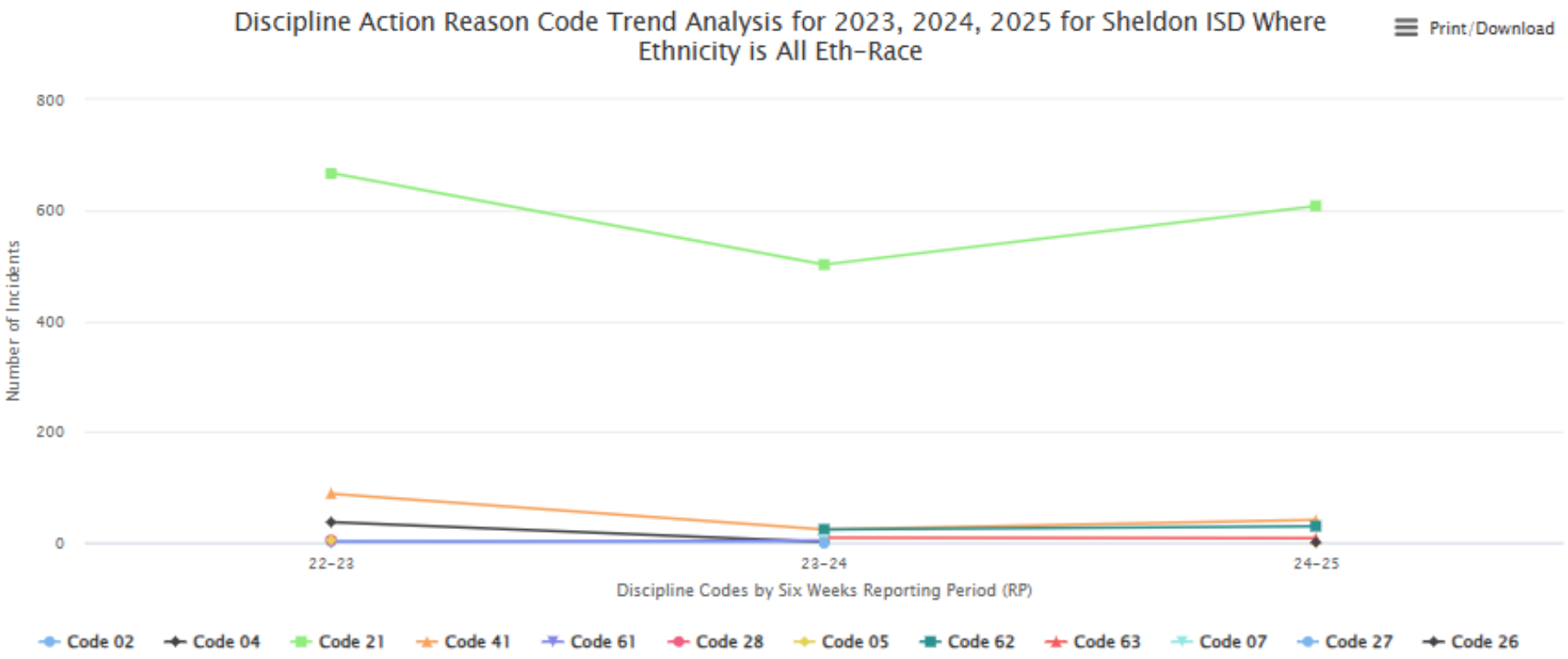
| Student Indicators | Count | Percentage |
|---|---|---|
| Foster Care | 0 | 0.00% |
| Migrant | 0 | 0.00% |
| Intervention Indicator | 93 | 8.86% |
| Military Connected | 19 | 1.81% |
| Unschooled Asylee/Refugee | 0 | 0.00% |
| Economically Disadvantage | 866 | 82.48% |
| Free Meals | 241 | 22.95% |

| Student Indicators | Count | Percentage |
|---|---|---|
| Reduced- Price Meals | 91 | 8.67% |
| Other Economic Disadvantage | 534 | 50.86% |
| Homeless | 1 | 0.10% |

| | Campus | | | |
|---|---|---|---|---|
| **Staff Information** | **Count/Average** | **Percent** | **District** | **State** |
| **Total Staff** | **108.7** | **100.0%** | **100.0%** | **100.0%** |
| Professional Staff | 94.7 | 87.1% | 60.4% | 63.9% |
| Teachers | 73.7 | 67.8% | 41.2% | 48.3% |
| Professional Support | 13.1 | 12.0% | 12.3% | 11.1% |
| Campus Administration (School Leadership) | 8.0 | 7.4% | 5.3% | 3.3% |
| Educational Aides | 14.0 | 12.9% | 11.5% | 11.4% |
| **Librarians and Counselors (Headcount)** | | | | |
| Full-time Librarians | 0.0 | n/a | 7.0 | 4,187.0 |
| Part-time Librarians | 1.0 | n/a | 3.0 | 651.0 |
| Full-time Counselors | 3.0 | n/a | 23.0 | 13,870.0 |
| Part-time Counselors | 0.0 | n/a | 0.0 | 1,172.0 |
| **Total Minority Staff** | **85.1** | **78.2%** | **81.3%** | **54.4%** |
| **Teachers by Ethnicity** | | | | |
| African American | 47.2 | 64.1% | 46.2% | 12.6% |
| Hispanic | 9.0 | 12.2% | 27.6% | 30.1% |
| White | 12.5 | 16.9% | 22.4% | 53.4% |
| American Indian | 0.0 | 0.0% | 0.8% | 0.3% |
| Asian | 2.0 | 2.7% | 1.4% | 2.1% |
| Pacific Islander | 0.0 | 0.0% | 0.3% | 0.1% |
| Two or More Races | 3.0 | 4.1% | 1.3% | 1.3% |
| **Teachers by Sex** | | | | |
| Males | 23.0 | 31.2% | 28.3% | 24.5% |
| Females | 50.7 | 68.8% | 71.7% | 75.5% |
| **Teachers by Highest Degree Held** | | | | |
| No Degree | 0.0 | 0.0% | 0.6% | 2.5% |
| Bachelors | 49.4 | 67.0% | 72.2% | 71.7% |
| Masters | 24.3 | 33.0% | 26.6% | 24.9% |
| Doctorate | 0.0 | 0.0% | 0.7% | 0.8% |

| Teachers by Years of Experience | | | | |
|---|---|---|---|---|
| Beginning Teachers | 7.0 | 9.5% | 9.3% | 8.7% |
| 1-5 Years Experience | 28.6 | 38.8% | 40.2% | 27.4% |
| 6-10 Years Experience | 15.5 | 21.0% | 21.4% | 20.2% |
| 11-20 Years Experience | 19.1 | 25.9% | 19.5% | 27.1% |
| 21-30 Years Experience | 3.5 | 4.8% | 9.0% | 13.7% |
| Over 30 Years Experience | 0.0 | 0.0% | 0.6% | 3.0% |
| Number of Students per Teacher | 14.8 | n/a | 16.7 | 14.7 |

**Longitudinal Discipline Data 2021-2024**




**Longitudinal Attendance 2022-2024**

## Campus Attendance for Years: 2024, 2025 for All Campuses

| Campus | Total Days Absent 2023 - 2024 | Total Eligible Days Present 2023 - 2024 | Total Ineligible Days Present 2023 - 2024 | Membership (Abs + Pres) 2023 - 2024 | Average Daily Attendance 2023 - 2024 | Percent In Attendance 2023 - 2024 | Total Days Absent 2024 - 2025 | Total Eligible Days Present 2024 - 2025 | Total Ineligible Days Present 2024 - 2025 | Membership (Abs + Pres) 2024 - 2025 | Average Daily Attendance 2024 - 2025 | Percent In Attendance 2024 - 2025 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (101924043) - Michael R Null Middle | 12,016.0 | 169,642.0 | 0.0 | 181,658.0 | 1,009.535 | 93.4% | 10,309.0 | 164,889.0 | 0.0 | 175,198.0 | 975.733 | 94.1% |
| Campus Total | 12,016.0 | 169,642.0 | 0.0 | 181,658.0 | 1,009.535 | 93.4% | 10,309.0 | 164,889.0 | 0.0 | 175,198.0 | 975.733 | 94.1% |

**Demographics Strengths**

- Culturally Representative Campus: Null Middle School reflects the diversity of the Sheldon community, with a student body comprised primarily of Hispanic (64.38%) and African American (29.52%) students, fostering a culturally rich learning environment.
- Diverse and Representative Staff: The school employs a teaching and support staff whose racial and gender demographics exceed state averages in representation for African American, Hispanic, and male educators—providing students with relatable role models and culturally responsive instruction.
- Positive Attendance Trends: Over the past three years, the campus has experienced a steady increase in average daily attendance, reflecting strengthened student engagement and improved systems of accountability.
- Discipline Improvements: Longitudinal data shows a significant decrease in disciplinary incidents. Notably, there has been an approximate 50% reduction in student violations of the Code of Conduct (specifically Code 21 infractions), indicating greater consistency in behavior expectations and adult presence on campus.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** While the campus benefits from a diverse and representative staff, the growing population of Emergent Bilingual students (30.10%) highlights a need for more targeted instructional support and professional development to ensure language proficiency and academic success.
**Root Cause:** Limited access to academic support and learning resources outside of school.

**Problem Statement 2:** Despite progress in attendance and discipline, over 82% of Null Middle School students are economically disadvantaged, which continues to present barriers to academic achievement, access to enrichment opportunities, and long-term college and career readiness.
**Root Cause:** Insufficient professional development in sheltered instruction and language acquisition strategies for all content-area teachers.

# Student Learning

**Student Learning Summary**

The campus has experienced academic growth across all subject areas, with the most significant gains in Algebra I (33%), 8th-grade Science (13%), and 8th-grade Math (11%), as indicated by 2024 STAAR Domain 1 data. These improvements reflect our focused instructional efforts and strengthened alignment to state standards.

Comparing STAAR Domain 1 results from 2024 to 2025, the percentage of students approaching grade level increased from 54% to 65%, the percentage of students meeting grade level rose from 25% to 35%, and the percentage of students mastering grade level expectations improved from 7% to 11%. These upward trends show that our instructional systems are moving in the right direction. After a comprehensive review of the data, our campus goals for the 2024–2025 school year are for 70 percent of students to approach grade level, 39 percent to meet grade level standards, and 15 percent to master grade level content.

We will improve outcomes in student achievement, academic growth, and closing the gaps by building on the gains reflected in our most recent STAAR data. Our focus will include accelerating progress in math through targeted interventions, expanding academic support for our special populations, and refining our personalized learning systems to ensure that all students, particularly those approaching or just below grade level, meet or exceed their individual growth goals.

Null Middle School accountability ratings are as follows:

**Relative Performance:**

| Part B: Relative Performance | Calculated on June 19th, 2025 at 7:54PM | |
|---|---|---|
| Scaled Score for Middle School STAAR Only | | |
| Percent Economically Disadvantaged | 82.4 | |
| Percent Eco Dis Range | 82.1 to 83 | |
| | Raw | Scaled |
| STAAR | 38 | 79 |
| Score | 79 | |
| Letter Grade | C | |

**Longitudinal Data:**

| Performance Band | 2022-2023 | 2023-2024 | 2024-2025 |
|---|---|---|---|
| **Approaches** | **60%** | **55%** | **65%** |
| **Meets** | **26%** | **26%** | **36%** |

| Performance Band | 2022-2023 | 2023-2024 | 2024-2025 |
|---|---|---|---|
| Masters | 7% | 8% | 12% |

**Domain 3: Closing the Gaps**

STAAR for 2024 - 2025

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | High Focus | EB/EL (Current & Monitored) | Econ Dis | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | |
| % at Approaches GL Standard or Above | 65% | 59% | 67% | 71% | 100% | 80% | % | 64% | 63% | 64% | 64% | 28% | 78% | 69% |
| % at Meets GL Standard or Above | 36% | 29% | 38% | 45% | 50% | 70% | % | 45% | 33% | 34% | 34% | 9% | 40% | 39% |
| % at Masters GL Standard | 12% | 8% | 13% | 22% | 0% | 30% | % | 19% | 10% | 11% | 11% | 2% | 12% | 14% |

**Student Success:**

** High Focus are any students identified as the following:

- Economically Disadvantage
- EB student/ EL
- Current special education
- Highly mobile
- Based on current STAAR performance data, our greatest areas of need exist within the High Focus populations, particularly among Current Special Education students, who are performing significantly below campus averages across all performance levels. Additional focus is also needed for African American students and Economically Disadvantaged students, whose "Meets" and "Masters" performance levels remain below the overall student population.

**Domain 1: Component Score by Course:**

| Course | 23-24 STAAR | 24-25 Goal | Interim 1 Fall | Mock | 24-25 STAAR | STAAR % from Goal |
|---|---|---|---|---|---|---|
| 6th Math | 24 | 38 | 36 | 21 | 26 | -12% |

| Course | 23-24 STAAR | 24-25 Goal | Interim 1 Fall | Mock | 24-25 STAAR | STAAR % from Goal |
|---|---|---|---|---|---|---|
| 7th Math | 9 | 25 | 23 | 13 | 19 | -6% |
| 8th Math | 29 | 38 | 37 | 30 | 39 | 1% |
| Algebra 1 | 48 | 62 | 84 | 69 | 81 | 19% |
| RELA 6 | 38 | 43 | 58 | 34 | 42 | -1% |
| RELA 7 | 38 | 44 | 58 | 29 | 45 | 1% |
| RELA 8 | 40 | 47 | 57 | 37 | 48 | 1% |
| Science 8 | 25 | 30 | No Interim | 24 | 38 | 8% |
| Social Studies 8 | 15 | 23 | No Interim | 17 | 20 | -3% |
| | | | | | | |

**Student Learning Strengths**

Reading Language Arts met the interim target in two out of four special population indicators and has shown growth from the 2022-2023 STAAR Assessment in the indicators that did not meet the 2023-2027 interim target.

**Academic Achievement: STAAR Performance Status at Meets Grade Level or above standard**

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | High Focus | EB/EL (Current & Monitored) | Eco Dis | SpEd (Current) | SpEd (Former) | Cont Enrolled | Component Points |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Reading 2023-27 Interim** | 44 | 32 | 35 | 59 | 44 | 74 | 46 | 56 | 33 | 28 | 31 | 19 | 38 | 45 | |
| **Reading 2028-32 Next Interim** | 53 | 43 | 46 | 66 | 53 | 78 | 55 | 63 | 44 | 40 | 43 | 33 | 48 | 54 | |
| **Reading 2038 Long Term** | 72 | 66 | 68 | 80 | 72 | 87 | 73 | 78 | 67 | 64 | 66 | 60 | 69 | 73 | |
| **Reading 2023** (TEA 2022 Data) | 33 | 29 | 35 | 31 | -1 | 71 | . | 29 | 31 | | | | | | |
| **Reading 2024** | 39<br>409<br>1,045 | 38<br>116<br>302 | 39<br>261<br>666 | 36<br>17<br>47 | 33<br>1<br>3 | 100<br>4<br>4 | | 43<br>10<br>23 | 37<br>361<br>967 | 35<br>125<br>361 | 38<br>353<br>929 | 20<br>28<br>141 | 50<br>7<br>14 | 42<br>281<br>664 | |
| Points | 2 | 3 | 3 | 1 | 0 | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 10 |
| Met Minimum Size | Yes | Yes | Yes | Yes | No | No | NR | Yes | Yes | Yes | Yes | Yes | Yes | Yes | |

Reading Language Arts reach academic growth interim targets for African American students and High Focus students

| Student Growth | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | High Focus | EB/EL (Current & Monitored) | Eco Dis | SpEd (Current) | SpEd (Former) | Cont Enrolled | Component Points |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Reading (2023-27) Interim** | 63 | 58 | 59 | 69 | 63 | 79 | 63 | 68 | 58 | 57 | 58 | 43 | 61 | 64 | |
| **Reading (2028-32) Next Interim** | 73 | 68 | 69 | 78 | 73 | 84 | 73 | 77 | 68 | 67 | 68 | 53 | 71 | 74 | |
| **Reading (2038) Long Term** | 93 | 88 | 89 | 95 | 93 | 95 | 93 | 95 | 88 | 87 | 88 | 73 | 91 | 94 | |
| Reading Previous Year Rate (TEA 2022 Data) | 72 | 72 | 72 | 63 | -1 | -1 | . | 88 | 60 | | | | | | |
| Reading Growth Score | 59<br>599.0<br>1,011 | 60<br>174.0<br>290 | 59<br>383.0<br>651 | 57<br>25.0<br>44 | 100<br>2.0<br>2 | 100<br>3.0<br>3 | | 62<br>13.0<br>21 | 58<br>544.0<br>938 | 54<br>196.0<br>361 | 58<br>527.0<br>902 | 39<br>53.0<br>136 | 57<br>8.0<br>14 | 62<br>407.0<br>659 | |
| Points | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 6 |
| Met Minimum Size | Yes | Yes | Yes | Yes | No | No | NR | Yes | Yes | Yes | Yes | Yes | Yes | Yes | |

TELPAS met the 2023-2027 interim target

| English Language Proficiency | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | High Focus | EB/EL (Current & Monitored) | Eco Dis | SpEd (Current) | SpEd (Former) | Cont Enrolled | Component Points |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **(2023-27) Interim** | | | | | | | | | | 44 | | | | | |
| **(2028-32) Next Interim** | | | | | | | | | | 46 | | | | | |
| **(2038) Long Term** | | | | | | | | | | 50 | | | | | |
| Prior Year Rate (TEA 2022 Data) | | | | | | | | | | 23 | | | | | |
| 2024 Advanced High or Basic Fluency | | | | | | | | | | 45<br>155<br>342 | | | | | |
| Points | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 3 |
| Met Minimum Size | NR | NR | NR | NR | NR | NR | NR | NR | NR | Yes | NR | NR | NR | NR | |
| | | | | | | | | | | | | | | **Total Growth Component Points** | **3** |

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Although Null Middle School has demonstrated strong academic growth across all subject areas, performance gaps persist among high-priority student populations, particularly students receiving Special Education services, who continue to perform significantly below campus averages.
**Root Cause:** Instructional strategies and interventions are not fully differentiated or aligned to the specific learning needs of students in Special Education.

**Problem Statement 2:** Despite gains in STAAR Domain 1 performance, student achievement in early grade-level math for sixth and seventh grade remains well below campus goals, with significant gaps between current performance and targets.
**Root Cause:** Foundational math skills are underdeveloped due to gaps in vertical alignment and limited targeted intervention in the early middle school grades.

# School Processes & Programs

**School Processes & Programs Summary**

**Curriculum and Instruction**

As of the 2024–2025 school year, Sheldon Independent School District has adopted the following curriculum resources:

- Science: McGraw Hill
- Reading Language Arts: StudySync
- Reading Intervention: I-Ready Pathway
- Math: I-Ready Math
- Math Intervention: I-Ready Pathway
- Social Studies: Lowman

The Dean of Instruction and Campus Instructional Specialists play a key role in teacher development by modeling effective instruction, guiding data analysis, and leading Professional Learning Communities (PLCs). These collaborative efforts enable teachers to refine their instructional practices, respond to students' needs, and enhance academic achievement.

The Sheldon ISD instructional framework supports effective instruction through a three-part cycle grounded in high-leverage strategies, including:

- Productive Struggle
- Student Agency
- Academic Discourse
- Purposeful Small Group
- Constructive Feedback
- Critical Writing
- Grade-Level Texts

In alignment walks and Professional Learning Communities (PLCs), core content teams review student work, assess TEKS alignment, and identify instructional next steps. This process strengthens collaboration and supports lesson planning tied to district expectations. Additionally, the district enforces non-negotiables that include:

- Wall Work
- TEKS Posted
- Interactive Notebooks

- Use of Nominal Data

Teachers use assessment data—including STAAR, i-Ready, and local benchmarks—to plan remediation, tutorials, small groups, and enrichment. However, the fidelity of instructional strategy implementation and the use of inquiry-based resources remain areas for growth.

Intervention:

Data from the most recent STAAR results is used at the beginning of each school year to guide the placement of students in appropriate intervention courses, with a specific focus on supporting Special Education, Emergent Bilingual, and Economically Disadvantaged students. The new curriculum is designed to address targeted skill gaps, and the use of the i-Ready platform allows interventionists to monitor student progress and deliver timely, data-driven reteach opportunities that align with campus growth goals.

School Context and Organization:

Michael R. Null Middle School's organizational structure is designed to support academic achievement, positive behavior, and staff collaboration. The campus operates using a POD-based structure by grade level, with dedicated leadership and instructional teams including the Principal, Associate Principal, Dean of Instruction, two Assistant Principals, three Counselors, and three Campus Instructional Specialists (CIS). These CIS team members lead PLCs, support planning, and ensure instructional alignment to TEKS and STAAR readiness.

Our scheduling supports student achievement by double-blocking Math for all students, which has contributed to academic growth by increasing instructional time for remediation and enrichment. However, performance data and teacher feedback indicate that placing core classes in the afternoon, particularly for struggling students, contributes to decreased focus and stamina.

Campus leadership also promotes teacher voice through monthly faculty meetings, collaboration with department chairs, and POD-based decision-making structures. Teachers participate in selecting campus-wide strategies and are part of shared decision-making processes related to curriculum, instruction, and professional development.

Additional program support includes a wide range of electives, added UIL, and targeted SEL and behavior supports such as the BEST classroom and restorative practices. Student and parent feedback is collected through surveys and community events. However, more consistent structures are needed to address supervision, refine scheduling for optimal instructional outcomes, and reduce academic fallout from exclusionary discipline practices.

**Technology**

All core teachers have a Chromebook cart in their classrooms. The traditional way of instructional delivery has changed as students have more access to the world around them through technology. If we are producing globally competitive students, teachers must adapt to the world their students will encounter.

Our school provides students with individual Chromebooks and chargers, while teachers are equipped with laptops, docking stations, monitors, Mimio boards, keyboards, and mice. The wireless network infrastructure includes access points in each classroom and major building areas, such as the library, designed to accommodate approximately 40-50 devices simultaneously.

A technology proficiency survey revealed varying levels of confidence across different applications. Students felt proficient in basic tasks, such as using Word/Docs, but less so in technical tasks, like using Excel/Sheets. Teachers generally feel confident integrating technology into lessons, adapting it for diverse learners, and using tools like Google Classroom and YouTube. However, troubleshooting confidence varies.

Technology supports engagement, allowing students to complete presentations, participate in hands-on activities, and develop technical skills. Teachers have received professional development such as 'Tech Update' and 'Blended Learning' presentations, though the impact of these sessions has not yet been measured. Technology is also used across core and elective subjects, helping mimic STAAR interfaces and supporting virtual learning through platforms like Zoom. Staff are trained on cybersecurity protocols and FERPA guidelines for safeguarding student information.

The effect of using technology in all content areas is innovative and modern. It is necessary to incorporate technology into content to prepare students for post-secondary opportunities.

**School Processes & Programs Strengths**

- A strong PLC structure led by instructional specialists and the Dean of Instruction supports data-driven planning, TEKS alignment, and ongoing teacher development.
- Double-blocked math for all students increases instructional time for remediation and enrichment, contributing to measurable academic growth in math and Algebra I.
- The use of STAAR, i-Ready, and benchmark data drives targeted interventions, small group instruction, and reteach opportunities aligned with campus goals.
- A POD-based leadership model promotes collaboration, shared accountability, and grade-level alignment across instructional and administrative teams.
- One-to-one student access to Chromebooks and strong teacher integration of technology enhances engagement, supports blended learning, and prepares students for digital demands.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** While a structured PLC system is in place, the fidelity of implementing high-leverage instructional strategies across classrooms remains inconsistent, limiting the overall impact on student achievement.
**Root Cause:** Teachers have varying levels of understanding and support in consistently applying strategies such as academic discourse, small group instruction, and critical writing.

**Problem Statement 2:** Despite strong technology infrastructure and student access, the integration of digital tools into instruction is uneven across classrooms, reducing the effectiveness of blended learning.
**Root Cause:** Professional development in instructional technology has not been fully differentiated to meet the range of teacher proficiency levels.

**Problem Statement 3:** Although data systems like STAAR and i-Ready are used for placement and intervention, monitoring of intervention effectiveness over time is not fully embedded in instructional planning cycles.
**Root Cause:** Campus systems for tracking and responding to ongoing student progress in interventions are not yet systematic or consistently reviewed in PLCs.

# Perceptions

**Perceptions Summary**

The success of an instructional program is significantly strengthened when parents and community members are engaged as active partners in the school community. To support sustained academic growth and close achievement gaps, Null Middle School has developed a focused plan to increase meaningful family and community engagement, particularly among families of high-priority student groups, including Emergent Bilinguals, students receiving Special Education services, and those who are economically disadvantaged.

All staff members play a role in fostering positive relationships with families, and Null Middle School will continue to prioritize outreach efforts that build trust, transparency, and collaboration. As part of this effort, the campus is working to improve two-way communication, increase family participation in academic planning, and create opportunities for shared decision-making.

Recognizing that perception drives participation, we conducted two stakeholder surveys—encompassing input from parents, students, and staff—to gauge the current level of engagement and pinpoint areas for improvement. A summary of the results is provided below.

**Perceptions Strengths**

- Null Middle School is viewed by many stakeholders as an inclusive and welcoming campus that values diversity and student voice.
- Surveys reflect that students generally feel safe and supported by adults on campus, which contributes to a positive learning environment.
- Staff members report feeling connected to the mission and committed to the academic and social success of students.
- The campus has begun to increase intentional outreach to families through events, surveys, and structured communication platforms.
- Community perception of student behavior and campus structure has improved in alignment with discipline and attendance gains.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Although Null Middle School values inclusion and community involvement, survey data reveals that many parents do not feel actively involved in school decision-making processes.
**Root Cause:** Communication and engagement efforts are not yet consistent or personalized enough to reach all families, particularly those from underrepresented or high-needs groups.

**Problem Statement 2:** Despite staff commitment to student success, inconsistencies in two-way communication limit the ability of families to fully support academic and behavioral expectations at home.
**Root Cause:** Existing systems for communication are not always accessible, timely, or aligned with parent needs and preferences for engagement.

# Priority Problem Statements

# Goals

**Goal 1:** Null Middle School will strengthen the quality of instructional practices to accelerate student performance and prepare students to navigate post-secondary academic and career options.

**Performance Objective 1:** All STAAR courses will have 65% of their students grow at least one performance band, and the course will meet the following performance goals:

Reading 6-8: 77% approaches, 50% meets, and 20% masters - 49
Math 6-8: 69% approaches, 26% meets, and 12% masters - 36
Algebra I: 98% approaches, 85% meets, and 48% masters - 77
Science 8: 73% approaches, 43% meets, and 13% masters - 43
Social Studies 8: 43% approaches, 20% meets, and 5% masters - 23

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Use i-Ready in Reading and Math to provide personalized learning opportunities for all students to intervene or accelerate learning. This process will begin in August 2025 through June 2026 . (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Dean of Instruction, Campus Administration, Campus Instructional Specialist, math and RELA teachers.<br>**Staff Responsible for Monitoring:** 90% of students will complete BOY, MOY, and EOY assessments to determine progress from diagnostic<br>We will meet 100% median percent progress towards typical growth in RELA using IReady's measure of growth<br>We will meet 70% median percent progress towards typical growth in math<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** To increase students' organization and academic habits, we will implement the use of Interactive Notebooks in all core classes for all students. This process will begin in August 2025 through June 2026 . (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** 80% of core classrooms will implement AVID's 5 phases of the note-taking process<br>60% of classrooms will effectively implement phases 1-3<br>**Staff Responsible for Monitoring:** Teachers<br>Campus Instructional Specialist<br>Dean of Instruction<br>Campus Administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | <br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** To provide students with additional academic intervention support, Null Middle School will host Saturday School and after-school tutorial programming for all students at risk of not meeting state academic standards. To ensure curriculum is relevant and aligned, a Saturday School Curriculum Coordinator will be hired to collect, assess, and evaluate the impact of the Saturday curriculum on student achievement. This strategy addresses the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Implementation will occur from August 2025 through June 2026 (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** 50% of students who are invited to Saturday School will attend Saturday School<br>Students tutorial attendance correlates with teacher failure percentage<br>100% of Saturday school lessons have a relevant, grade appropriate formative assessment<br>100% of students who attend Saturday School complete formative assessment for each content rotation<br>**Staff Responsible for Monitoring:** Campus Principal<br>Dean of Instruction<br>Campus Instructional Specialists<br>Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | <br>Some Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** To build student investment toward academic growth, we will implement a visual data tracking & progress monitoring system for all students. Students will also track their own data in Interactive Notebooks. This strategy will meet the needs of all students to meet the challenging State academic standards. This process will begin in August 2025 through June 2026 . (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** 100% of core classroom teachers have a visual classroom data tracking tool posted<br>80% of core content teachers consistently update tracker after each CFA, DCA, and Interim<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>Campus Instructional Specialist<br>Core Content Teacher<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | <br>Moderate Progress | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Increase student achievement in core content areas through the use of technology resources and applications in blended learning environments. This strategy addresses the needs of all students in the school, particularly the needs of those at risk of not meeting the challenging state academic standards, including special education and Emergent Bilingual students.<br><br>Interactive lessons to increase student engagement<br><br>Customized lessons for differentiation<br><br>Gamified and engaging formative assessments<br><br>Artificial Intelligent platforms to support instant teacher and student feedback<br><br>This process will begin in August 2025 through June 2026 (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Usage reports reveal the technology resource has a positive impact on student learning and/or engagement<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>Campus Instructional Specialists<br>Core Content Teachers<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Additional Targeted Support Strategy** | <br>No Progress | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** To ensure that Pre-AP, STEM and GT students can exceed grade-level expectations, we will provide high-quality curricular resources and professional development to teachers. This process will begin in August 2025 through June 2026 . (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** 50-60% of students in Pre-AP, STEM, and GT students courses earn Meets and Masters<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>Advanced Placement Teachers<br>Campus Instructional Specialists<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | <br>Some Progress | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 7:** To ensure students have consistent access to effective Tier 1 curriculum and instructional practices, instructional specialists will monitor the use of the district curriculum and model instructional lessons and strategies. This process will begin in August 2025 through June 2026 . (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Core content teachers average T-TESS rating of 2.9 on Domain 2<br>**Staff Responsible for Monitoring:** Campus Instructional Specialists<br>Curriculum Coordinators<br>Dean of Instruction<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | <br>Considerable | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 8:** Develop intervention plans for SPED and EB students and schedule students in selective intervention courses for RELA and math to meet their academic needs. This process will begin in August 2025 through June 2026 . (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** 30-40% of students with EB or SPED indicators will show 'expected' growth on the 2025 STAAR<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>Interventionists<br>MTSS Coordinator<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>- **ESF Levers:**<br>Lever 5: Effective Instruction<br>- **Additional Targeted Support Strategy** | <br>Considerable | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 9:** Instructional coaches will collaborate with teachers during planning and PLCs to internalize innovative lessons that meet the needs of all students, with a specific focus on supporting at-risk, African American, and Emergent Bilingual students who are not meeting challenging state academic standards. In addition, grade-level data conferences will be conducted with teachers following district assessments. During these conferences, Content Team Lead teachers will guide content groups in focused planning and data assessment to:<br><br>Identify student achievement levels<br><br>Identify objectives that are below the state average<br><br>Review scores for all sub-groups<br><br>Conduct item analysis<br><br>Develop intervention plans for struggling students<br><br>This strategy ensures that instructional practices are data-driven, collaborative, and responsive to student needs. It provides opportunities for success for all students, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners). Implementation will occur from August 2025 through June 2026 (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** 8% increase in STAAR Performance<br>**Staff Responsible for Monitoring:** Content Team Leads<br>Dean of Instruction<br>Campus Instructional Specialist<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy** | <br>Moderate Progress | | | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 10:** To increase students' proficiency in basic word processing, sharing files, and navigating online resources, teachers will receive blended learning professional development. This process will begin in August 2025 through June 2026 . (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | <br>Moderate Progress | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** Null Middle School will strengthen the quality of instructional practices to accelerate student performance and prepare students to navigate post-secondary academic and career options.

**Performance Objective 2:** Improve the campus MTSS/RTI process to increase student growth metrics in math and reading by 10%.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Support struggling learners by implementing the Multi-Tiered System of Support (MTSS) model to ensure that all learners are successful with curriculum mastery. This process will begin in August 2025 through June 2026 . (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Decrease behavior referrals and increase the percentage of students meeting grade level expectations<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>RTI/MTSS Coordination<br>MTSS academic, behavior/social-emotional learning, and absenteeism committee<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** In RELA and math students who did not approach grade level will receive remediation through an intervention (AVIDcacy, Intervention course, or pull outs). This process will begin in August 2025 through June 2026 . (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** 50% of students who failed the RELA or Math STAAR the previous year will pass the 2024-2025 STAAR assessment<br>**Staff Responsible for Monitoring:** Campus Administrators<br>Dean of Instruction<br>Interventionists<br>Campus Instructional Specialists<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy** | <br>Moderate Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Targeted math students who did not meet performance goals in 6th and 7th grade, will be scheduled in a double-block math course with an interventionist for both Tier 1 and Tier 2 academic instruction. This process will begin in August 2025 through June 2026 . (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** 50% of students who failed the RELA or Math STAAR the previous year will pass the 2024-2025 STAAR assessment<br>**Staff Responsible for Monitoring:** Campus Administrators<br>Dean of Instruction<br>Interventionists<br>Campus Instructional Specialists<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | <br>Considerable | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** To support at-risk students' learning gaps, provide students with RELA consultant and math consultant to help with pull-outs and push-ins. This process will begin in August 2025 through June 2026 . (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** 50% of students who failed the RELA or Math STAAR the previous year will pass the 2024-2025 STAAR assessment<br>**Staff Responsible for Monitoring:** Campus Administrators<br>Dean of Instruction<br>Interventionists<br>Campus Instructional Specialists<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy** | <br>No Progress | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** To monitor effectiveness of interventions, teachers will meet monthly to review students in MTSS and RTI process. This process will begin in August 2025 through June 2026 . (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Accurate assessment of RTI students determine by progress monitored data<br>**Staff Responsible for Monitoring:** RTI Coordinator<br>RTI/MTSS Administrator<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | <br>Some Progress | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** Null Middle School will strengthen the quality of instructional practices to accelerate student performance and prepare students to navigate post-secondary academic and career options.

**Performance Objective 3:** By the end of the 2025-2026 school year, 100% of core teachers across all grade levels will implement AVID strategies in their classrooms at least twice per week, leading to a 10% increase in student engagement, critical thinking, and organizational skills as measured by classroom observations and AVID walkthrough data.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** By the end of the 2025-2026 school year, every student will have a personalized AVIDcacy plan developed during dedicated AVIDcacy time. These plans will address academic achievement, social-emotional growth, and college and career readiness. Progress will be reviewed and updated monthly to ensure each student's goals reflect their ongoing growth and needs. This process will begin in August 2025 through June 2026 . (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Campus- wide AVID implementation<br>**Staff Responsible for Monitoring:** N. Greene and S. Wilson. All AVIDcacy teachers implement the lessons.<br><br>**TEA Priorities:**<br>Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
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| **Strategy 2:** During the 2025-2026 school year, NMS will conduct monthly AVID Hour sessions to provide targeted, high-quality professional development for staff. These sessions will focus on AVID strategies that strengthen instructional practices and increase student engagement. Each session will include actionable takeaways, with participating staff demonstrating the integration of AVID strategies through lesson plans and classroom observations. This process will begin in August 2025 through June 2026 . (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Increased awareness of college as a post-secondary option<br>**Staff Responsible for Monitoring:** Campus Administration<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | <br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
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| **Strategy 3:** During the 2025-2026 school year, the AVID Planner will be provided to all students and actively integrated into AVIDcacy lessons to support college and career readiness. Students will use the planner to set goals, track academic progress, and strengthen organizational skills. Improved self-management and readiness for post-secondary opportunities will be measured through planner checks, student reflections, and AVIDcacy lesson assessments. This process will begin in August 2025 through June 2026 . (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Campus-wide AVID implementation<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>Campus Instructional Specialists<br>AVID Site Coordinator<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | <br>Some Progress | | | |

| Strategy 4 Details | Reviews | | | |
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| **Strategy 4:** During the 2025-2026 school year, NMS will host college theme weeks and days to promote a strong college-going culture on campus. Teachers will help plan and lead activities such as college t-shirt days, decorating classroom tiles with college logos, displaying college placards outside classroom doors, and chaperoning field trips to college campuses. This process will begin in August 2025 through June 2026 . (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Students are organized and developing stronger academic habits<br>**Staff Responsible for Monitoring:** Campus Administration<br>AVID Site team<br>AVID Site Coordinator<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | <br>Moderate Progress | | | |

| Strategy 5 Details | Reviews | | | |
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| **Strategy 5:** During the 2025-2026 school year, students will engage in focused note-taking and writing across all subject areas. As part of their college and career readiness development, AVID students will research a career of their choice and produce a comprehensive essay that integrates their findings. This process will begin in August 2025 through June 2026 . (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br><br>**TEA Priorities:**<br>Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | <br>Moderate Progress | | | |

| Strategy 6 Details | Reviews | | | |
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| **Strategy 6:** During the 2025-2026 school year, NMS will expand access to technology for both students and AVID staff to enhance learning and instruction. The campus will increase the availability of digital tools and devices, ensuring all students and staff have the resources needed to effectively support AVID strategies, research, collaboration, and college and career readiness. Utilization rates of technology platforms will be tracked, with the goal of all students and staff regularly integrating technology into daily learning and teaching practices. This process will begin in August 2025 through June 2026 . (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Increase students' proficiency of technology as an instructional instrument<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>Campus Instructional Specialists<br>AVID Site Coordinator<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments | <br>Some Progress | | | |

| Strategy 7 Details | Reviews | | | |
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| **Strategy 7:** During the 2025-2026 school year, the AVID Summer Institute and the AVID National Conference will provide immersive professional development for educators, focused on strengthening the implementation of AVID strategies campus-wide. Participants will engage in collaborative workshops, hands-on sessions, and leadership training to enhance instructional practices, promote a college-going culture, and equip staff with tools to support all students in achieving academic success. Attendees will return to campus prepared to lead AVID initiatives, increase student engagement, and implement research-based strategies in their classrooms. This process will begin in August 2025 through June 2026 . (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Classroom observations demonstrating the use and impact of AVID strategies. Improved academic performance among AVID students.<br>**Staff Responsible for Monitoring:** AVID coordinator and campus administration<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Connect high school to career and college<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Funding Sources:** - 199-State Comp. Ed. - $7,000 | No Progress | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** During the 2025-2026 school year, Null Middle School will recruit, develop, and retain highly qualified and effective staff committed to excellence in teaching, learning, and student success.

**Performance Objective 1:** By May 2026, NMS will research and implement effective practices to address teacher turnover, with the goal of reducing the campus turnover rate by at least 5%.

| Strategy 1 Details | Reviews | | | |
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| **Strategy 1:** During the 2025-2026 school year, NMS will support first-year and adjunct teachers by pairing them with experienced mentors who provide guidance, instructional coaching, and emotional support. Mentors will regularly collaborate with their mentees, offering feedback on classroom management, lesson planning, and professional development. The program will build a strong foundation for early-career teachers, promoting development and long-term success. Progress will be monitored through regular check-ins, mentor-mentee reflections, and classroom observations. This process will begin in August 2025 and continue throgh June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Conduct surveys of mentors and mentees three times during the school year (October 2025, January 2026, and April 2027)<br>**Staff Responsible for Monitoring:** Mentor Coordinator and administrators<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | <br>Accomplished | | | |

| Strategy 2 Details | Reviews | | | |
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| **Strategy 2:** During the 2025-2026 school year, NMS will provide staff with opportunities to attend professional development and share strategies, activities, and ideas for campus-wide implementation through PLCs and AVID Hour. This collaborative process will begin in August 2025 and continue throughout the school year. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** The professional development culture and support will improve resulting in a higher retention rate of teachers (End-of-Year Teacher Survey).<br>**Staff Responsible for Monitoring:** Campus administrators, CIS, Team Leaders<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 2: Strategic Staffing | <br>Some Progress | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** During the 2025-2026 school year, Null Middle School will recruit, develop, and retain highly qualified and effective staff committed to excellence in teaching, learning, and student success.

**Performance Objective 2:** By spring 2026, 80% of campus classrooms will be taught by highly effective teachers, and 100% of English Language Arts teachers will hold ESL certification.

| Strategy 1 Details | Reviews | | | |
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| | Nov | Jan | Mar | June |
| **Strategy 1:** Hire and retain highly effective, state-certified teachers. Administrators will begin the hiring process in spring 2025 and continue filling vacancies throughout the year, ensuring all positions are staffed with qualified educators who support student success. This process will begin in August 2025 and continue throughout the school year. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Teacher Certifications<br>**Staff Responsible for Monitoring:** Campus Administration<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals | <br>Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
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| | Nov | Jan | Mar | June |
| **Strategy 2:** During the 2025-2026 school year, NMS will provide ongoing professional development and dedicated PLC planning to support teachers in achieving proficiency, accomplished, or distinguished ratings in T-TESS domains and dimensions. Administrators, CIS, and teachers will collaborate using Interactive Touch Screens for data analysis, lesson modeling, PLC "At-Bats," and professional development sessions. These tools will also enhance collaboration on ESL/ SIOP strategies, ensuring instructional practices are data-driven and aligned to student needs. This approach will empower teachers to refine their skills and improve instructional outcomes. This process will begin in August 2025 and continue throughout the school year. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** -Improved and targeted PLC and Planning<br>-District Best Practices<br>-District Benchmark assessment data.<br>-T-Tess Results/Artifacts.<br>**Staff Responsible for Monitoring:** Campus Administration and CIS<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 2: Strategic Staffing, Lever 3: Positive School Culture | <br>Accomplished | | | |

| Strategy 3 Details | Reviews | | | |
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| | Formative | | | Summative |
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| **Strategy 3:** During the 2025-2026 school year, NMS will provide both online and in-person opportunities for teachers to earn ESL certification, complete the required 30 hours of initial G/T professional development, and expand their content knowledge through external conferences and professional learning. These opportunities will be designed to strengthen instruction and improve outcomes for at-risk students. This process will begin in August 2025 and continue throughout the school year. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Completion of required hours.<br>**Staff Responsible for Monitoring:** Campus Administration; Director of Advanced Academics; Director of the Multilingual Dept.<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | <br>Some Progress | | | |

| Strategy 4 Details | Reviews | | | |
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| | Formative | | | Summative |
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| **Strategy 4:** During fall 2025, NMS will provide all teachers with Ellevation and K-12 training to strengthen instructional practices and support the success of English learners across all content areas. This process will begin in August 2025 and continue throughout the school year. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Classroom observations and lesson plans that demonstrate the effectiveness of implementing the Ellevation system during planning.<br>**Staff Responsible for Monitoring:** Instructional Specialists, Campus Administration<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | <br>Accomplished | | | |

| Strategy 5 Details | Reviews | | | |
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| | Formative | | | Summative |
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| **Strategy 5:** During the 2025-2026 school year, NMS will provide Collaborative Teaching Model training along with ongoing professional development in effective special education practices and differentiation strategies. These trainings will equip staff to meet diverse learner needs and enhance instructional effectiveness. This process will begin in August 2025 and continue throughout the school year. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Classroom observations<br>**Staff Responsible for Monitoring:** Special Education Dept. and administration.<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | <br>Some Progress | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** Null Middle School will provide a collaborative learning community for parents to strengthen the connection between home and classroom, with the goal of increasing parent involvement throughout the academic process.

**Performance Objective 1:** Continue to support the role of Parent and Family Engagement Coordinator to lead the success of family engagement nights and community outreach events. The coordinator will design, organize, and evaluate each event to meet the diverse needs and interests of families, while maintaining clear and consistent communication through newsletters, social media, and direct outreach to promote participation and strengthen school-family partnerships.

| Strategy 1 Details | Reviews | | | |
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| **Strategy 1:** To ensure the success of quarterly family engagement nights and community outreach events, NMS will designate a Parent and Family Engagement Coordinator. This coordinator will plan, organize, and evaluate each event to address the diverse needs and interests of families. They will also maintain consistent communication through newsletters, social media updates, and direct outreach to promote events and encourage active participation. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Feedback from parents and community members will be collected to continuously improve and tailor future events to better meet the needs of the community.<br>**Staff Responsible for Monitoring:** PFE and Administration<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
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| **Strategy 2:** Host annual Curriculum Nights in fall 2025 and spring 2026 to engage families in learning about academic programs, instructional strategies, and ways to support student success at home. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Parent sign in sheets. Program evaluation/survey<br>**Staff Responsible for Monitoring:** Dean of Instruction, Instructional Specialists, and Department Chairs<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | <br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
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| **Strategy 3:** Provide regular updates to parents through ParentSquare and the SMORE Stallion Saddle Up Newsletter to keep families informed and engaged in campus events, initiatives, and student success. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Results from parent satisfaction survey (communication)<br>**Staff Responsible for Monitoring:** Campus Administration<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | <br>Accomplished | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** Null Middle School will provide a collaborative learning community for parents to strengthen the connection between home and classroom, with the goal of increasing parent involvement throughout the academic process.

**Performance Objective 2:** Increase parent relationship building efforts to boost participation in school-wide events by at least 10 percent during the 2025-2026 school year.

| Strategy 1 Details | Reviews | | | |
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| **Strategy 1:** Host Open House and Parent Conferences, including our Title I Program information, to engage families, share student progress, and strengthen partnerships that support academic success. Open House and Title I were held on Wednesday, September 10th, and flexible parent meetings followed on Monday, September 22nd in the afternoon and Thursday, September 25th in the morning. This process will continue throughout the year to ensure families remain informed and engaged in their child's education from August 2025 through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Parent sign-ins sheets and parent evaluation survey<br>**Staff Responsible for Monitoring:** Campus administrators and staff | <br>Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
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| **Strategy 2:** Increase parent and student activities and participation in the Stallion Parent Teacher Organization (SPTO), building toward a more active and self-sustaining parent community that takes greater ownership in supporting school initiatives and student success. Flexible events will be offered in both the fall and spring semesters, including sessions held at alternate locations to increase access for families. The first of these will be a Parent "Side-by-Side" on October 25th, where parents will learn upcoming lessons directly from their child's teachers, equipping them to provide stronger support at home. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Parent sign-in sheets, program evaluation/survey<br>**Staff Responsible for Monitoring:** Campus Administrators and Parent Teacher Organization Committee | <br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
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| **Strategy 3:** Increase parent volunteers by working with the district and leveraging staff connections to actively recruit and engage families in supporting school events, programs, and student success This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Parent sign in sheets, Parent survey<br>**Staff Responsible for Monitoring:** Campus Administrators and Members of SPTO | <br>Some Progress | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** Null Middle School will ensure all students and staff feel safe, respected, and valued on campus. By May 2026, discipline incidents related to disrespect, misbehavior, and horseplay will decrease by 20 percent through increased proactive staff SEL training, consistent monitoring, and support from all campus administrators. Students and staff will have regular opportunities to be recognized as valued members of the school community and will be kept informed about expectations, changes, and successes within their school environment.

**Performance Objective 1:** NMS will create a safe and positive learning environment for all students. Success will be measured by increasing the percentage of students who believe NMS is a safe school from 80 percent to 90 percent, as indicated by student survey responses.

| Strategy 1 Details | Reviews | | | |
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| **Strategy 1:** Null Middle School will conduct Red Ribbon Week in October 2025 and Bully Education activities in February 2026 to promote a drug-free lifestyle and a safe, supportive school environment. These events will include assemblies, classroom lessons, and interactive activities that encourage students to make positive choices and raise awareness about the dangers of drugs and bullying. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Success will be measured through student participation, surveys, and a reduction in incidents related to drug use and bullying, fostering a healthier school climate.<br>**Staff Responsible for Monitoring:** Counselors, Teachers, and community.<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | <br>Accomplished | | | |

| Strategy 2 Details | Reviews | | | |
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| **Strategy 2:** In fall 2025 and spring 2026, Null Middle School will administer a Drug and Alcohol Use Survey to all students to assess the prevalence of substance use on campus. Based on the results, targeted interventions such as prevention programs, counseling services, and awareness campaigns will be developed and implemented. This data-driven approach will allow for tailored solutions that address substance use and promote a healthier, drug-free school environment. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** After action reports for the district<br>**Staff Responsible for Monitoring:** Administrators & Constable | <br>No Progress | | | |

| Strategy 3 Details | Reviews | | | |
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| **Strategy 3:** Conduct monthly emergency drills to ensure students and staff are prepared to respond effectively and safely in the event of an emergency. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** After action reports for the district<br>**Staff Responsible for Monitoring:** Administrators & Constable | <br>Some Progress | | | |

| Strategy 4 Details | Reviews | | | |
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| | Nov | Jan | Mar | June |
| **Strategy 4:** Implement random drug testing in accordance with district and UIL guidelines to promote a safe, healthy, and drug-free school environment for all students. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** After action reports for district.<br>**Staff Responsible for Monitoring:** Associate Principal | <br>No Progress | | | |

| Strategy 5 Details | Reviews | | | |
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| | Nov | Jan | Mar | June |
| **Strategy 5:** Assign daily monitoring stations for all staff members and increase the number of staff on duty. Strengthen student safety and ensure an orderly arrival and dismissal by implementing pass protocols and clear hallway transition directions. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Regular reviews of the process will be conducted to identify any improvements needed to streamline the procedure and enhance overall campus safety.<br>**Staff Responsible for Monitoring:** Compliance will be monitored daily by staff, and any issues will be addressed promptly to ensure the system effectively supports a safe school environment.<br><br>**Funding Sources:** - 199-State Comp. Ed. - $5,000 | <br>Accomplished | | | |

| Strategy 6 Details | Reviews | | | |
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| **Strategy 6:** All students, staff, and visitors will be required to wear ID badges at all times while on campus to ensure a safe and secure environment. Mandatory ID badges will promote accountability, enhance campus security, and foster a stronger sense of community. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Regular reviews of the process will be conducted to identify any improvements needed to streamline the procedure and enhance overall campus safety.<br>**Staff Responsible for Monitoring:** Compliance will be monitored daily by staff, and any issues will be addressed promptly to ensure the system effectively supports a safe school environment.<br><br>**Funding Sources:** - 199-State Comp. Ed. - $5,000 | Considerable | | | |

| Strategy 7 Details | Reviews | | | |
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| **Strategy 7:** Install and maintain security cameras in high-traffic and high-need areas across the campus to enhance student safety and security. Cameras will serve as a proactive measure to monitor activity, deter inappropriate behavior, and ensure swift responses to incidents. In addition, install metal detectors and magnetic card readers at entry points to further strengthen campus security and control access to the building. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** This initiative will help create a safer, more secure learning environment for all students, staff, and visitors.<br>**Staff Responsible for Monitoring:** Camera footage will be regularly reviewed by school administrators and security personnel to address potential safety concerns and continuously improve the overall security plan.<br><br>**Funding Sources:** - 199-State Comp. Ed. - $5,000 | Accomplished | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** Null Middle School will ensure all students and staff feel safe, respected, and valued on campus. By May 2026, discipline incidents related to disrespect, misbehavior, and horseplay will decrease by 20 percent through increased proactive staff SEL training, consistent monitoring, and support from all campus administrators. Students and staff will have regular opportunities to be recognized as valued members of the school community and will be kept informed about expectations, changes, and successes within their school environment.

**Performance Objective 2:** NMS will support students and parents with knowledge of C. E. King High School CTE programs and college opportunities for incoming 5th graders and outgoing 8th graders by offering transition activities throughout the school year. Success will be measured by increasing the percentage of parents who believe NMS provides excellent academic counseling and career planning services from 80 percent to 85 percent.

| Strategy 1 Details | Reviews | | | |
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| **Strategy 1:** Allow Band, Choir, Theater, CAP, and Dance to visit elementary schools so students can become familiar with activities available to them in the future and understand the importance of fine arts. A short welcome video may also be created to introduce new students to our campus. NMS will also collaborate with C. E. King High School to showcase programs offered to students. If in-person visits are not possible, CTE teachers will be asked to create mini videos to highlight their programs. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Increased student participation in extracurricular activities.<br>**Staff Responsible for Monitoring:** Counselors, Fine Arts Coordinators, CTE Coordinator, Campus Administrators.<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | No Progress | | | |

| Strategy 2 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Invite 5th grade students to visit NMS for a middle school transition event. Band, Choir, CAP, Drama, Dance, Art, and Student Council will present information and give performances to showcase programs and opportunities available to incoming students. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Students will tour campus and classes to receive all pertinent information for transition from elementary setting to middle school.<br>**Staff Responsible for Monitoring:** Counselors, Fine Arts Teachers, Program Leaders, Campus Administrators<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | No Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** In spring 2026, Null Middle School will invite high school counselors and AVID students to present a high school showcase to 8th-grade students, highlighting opportunities at ECHS and the STEM Academy. Counselors will also be available to answer questions and provide guidance on the transition to high school, ensuring students are well-prepared for the next stage of their academic journey. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** The in-person presentation will provide information on academic programs, extracurricular activities, and college and career pathways, helping students make informed decisions about their high school options.<br>**Staff Responsible for Monitoring:** counselor's and administrators.<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | <br>No Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** In fall 2025 and spring 2026, Null Middle School will host College Week activities to promote college awareness and readiness. These events will include themed dress-up days, teacher-led classroom discussions during AVIDcacy, and interactive college-related activities. The goal is to inspire students to explore post-secondary options, foster a strong college-going culture, and engage in meaningful conversations about future goals. Teachers will incorporate college talks into their lessons, sharing personal experiences and providing information on college pathways, financial aid, and career readiness. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Success will be measured by student participation and feedback on their awareness of college opportunities.<br>**Staff Responsible for Monitoring:** AVID staff and Admiration.<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | <br>Moderate Progress | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** Null Middle School will ensure all students and staff feel safe, respected, and valued on campus. By May 2026, discipline incidents related to disrespect, misbehavior, and horseplay will decrease by 20 percent through increased proactive staff SEL training, consistent monitoring, and support from all campus administrators. Students and staff will have regular opportunities to be recognized as valued members of the school community and will be kept informed about expectations, changes, and successes within their school environment.

**Performance Objective 3:** By the end of the 2025-2026 school year, Null Middle School will increase student engagement and sense of belonging by implementing a comprehensive SEL and PBIS program. The program will include monthly events, mentorship opportunities, and peer support initiatives. Success will be measured through student surveys, participation rates, and a 10 % reduction in behavior-related disciplinary referrals.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Increase positive student behavior through the implementation of the Positive Behavior Interventions and Supports (PBIS) framework, including PBIS rewards and the RAK Room to recognize and encourage positive actions. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Decrease in office referrals and increase in student adherence to core beliefs (Ready, Respectful, Responsible), assistance with classroom management<br>**Staff Responsible for Monitoring:** PBIS Liaison, Administrators, RTI Coordinator | <br>Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Establish and expand activities outside of regular school hours to support academic performance, positive behavior, school attendance, and grade promotion rates by offering academic and enrichment opportunities such as tutorials, homework assistance, STEM classes, dance, and character-building activities. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Student and parent surveys *Student attendance/ participation<br>**Staff Responsible for Monitoring:** After School Program Site Coordinator, Campus Administrators, After School Program Project Director | <br>Accomplished | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Parents of students participating in the After School Program will be invited to attend activities such as winter and spring showcases, quarterly Parent/Community Advisory meetings, and monthly parent education sessions on a variety of topics presented in both English and Spanish. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Parent and Student Survey<br>**Staff Responsible for Monitoring:** After School Program Site Coordinator, After School Program Family Engagement Specialist, and After School Program Project Director | Accomplished | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Provide opportunities for the After School Program Site Coordinator and staff to attend professional development trainings and local, state, and national conferences as required or deemed necessary to fulfill grant requirements. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** 90% or above Health Score Status that indicates High Quality Programming and Grant Requirements being met<br>**Staff Responsible for Monitoring:** After School Program Project Director<br><br>**Funding Sources:** - 269 21st Century After-School Program (Cycle 11) - $1,500 | Moderate Progress | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 5:** Null Middle School will effectively manage and allocate financial resources to maximize student learning opportunities.

**Performance Objective 1:** NMS will utilize 100 percent of all federal and state funds to meet goals and expectations for all students. Sixty percent of the budget will be spent by December 2025 and the remainder by April 2026.

| Strategy 1 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Utilize 60 percent of the NMS budget by December 2025 to address the needs of students. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Budget Report<br>**Staff Responsible for Monitoring:** Campus Principal, Associate Principal, Campus Secretary<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** NMS will generate monthly expenditure reports to review spending and determine any additional funding needs. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Budget Report<br>**Staff Responsible for Monitoring:** Campus Principal, Associate Principal, Campus Secretary<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | <br>Moderate Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** The principal and financial secretary will meet bi-weekly to discuss financial matters and ensure effective resource management. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Regular meetings will lead to better oversight and control of the school's finances, reducing the risk of financial mismanagement or errors.<br>**Staff Responsible for Monitoring:** Campus Principal, Associate Principal, Campus Secretary<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | <br>Moderate Progress | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 5:** Null Middle School will effectively manage and allocate financial resources to maximize student learning opportunities.

**Performance Objective 2:** Passing periods and tardies will be addressed for all students who are late to class. All students will be identified with a school-issued ID or a missing ID sticker to be worn at all times. PBIS rewards will be used to incentivize positive behavior and enhance school climate through the PBIS rewards system.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** PBIS Rewards will be purchased in August 2025 and utilized consistently throughout the school year to support positive behavior and enhance school climate. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** Eliminate students time out of class when they are late to class.<br>**Staff Responsible for Monitoring:** Administrators and Secretaries.<br><br>**Funding Sources:** - 199-CTE State Funds - $3,000, - 199-State Comp. Ed. - $500 | No Progress | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 5:** Null Middle School will effectively manage and allocate financial resources to maximize student learning opportunities.

**Performance Objective 3:** All students will have access to a variety of instructional resource materials and supplies, including paper, interactive notebooks, highlighters, graphic and interactive materials, Chromebooks, and other electronic interactive devices. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).

**Evaluation Data Sources:** Review the school's inventory records to ensure that a variety of instructional resources and materials are available across all grade levels and subject areas.
Gather feedback from teachers on the availability, accessibility, and adequacy of instructional materials and supplies in their classrooms.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Continue to implement and refine a comprehensive resource inventory and distribution system to ensure all instructional materials and supplies are efficiently managed and readily available to support teaching and learning. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** The centralized inventory system will lead to more efficient management and allocation of instructional materials, ensuring that all classrooms are well-equipped with the necessary resources. Teachers will have confidence that they can access the resources they need to deliver effective instruction, leading to higher job satisfaction. Students will benefit from having consistent access to high-quality materials, which can enhance their engagement and learning outcomes.<br>**Staff Responsible for Monitoring:** Campus Principal, Associate Principal, Campus Secretary, Campus Dean of Instruction.<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments | <br>Accomplished | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Integrate technology to enhance access to instructional resources, ensuring all students have the necessary tools for learning. Use data from digital platforms to create personalized learning pathways tailored to each student's individual needs and pace. This process will begin in August 2025 and continue through June 2026. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026).<br>**Strategy's Expected Result/Impact:** The digital resource platform will significantly broaden the range of instructional materials available to students and teachers, including interactive and multimedia content that can cater to diverse learning styles and needs.<br>By incorporating digital tools, students are likely to become more engaged in their learning, as these tools can offer interactive and personalized experiences that traditional materials may not provide<br>**Staff Responsible for Monitoring:** Campus Principal, Associate Principal, Campus Secretary, Campus Dean of Instruction.<br><br>**ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments | <br>Accomplished | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

# Campus Funding Summary

| 199-State Comp. Ed. | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 3 | 7 | | | $7,000.00 |
| 4 | 1 | 5 | | | $5,000.00 |
| 4 | 1 | 6 | | | $5,000.00 |
| 4 | 1 | 7 | | | $5,000.00 |
| 5 | 2 | 1 | | | $500.00 |
| | | | | **Sub-Total** | $22,500.00 |

| 199-CTE State Funds | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 5 | 2 | 1 | | | $3,000.00 |
| | | | | **Sub-Total** | $3,000.00 |

| 269 21st Century After-School Program (Cycle 11) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 4 | 3 | 4 | | | $1,500.00 |
| | | | | **Sub-Total** | $1,500.00 |