

Sheldon Independent School District
Michael R. Null Middle School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: October 16, 2018
Public Presentation Date: October 16, 2018

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Academic Achievement	7
School Processes & Programs	17
Perceptions	20
Comprehensive Needs Assessment Data Documentation	22
Goals	24
Goal 1: Null Middle School will maximize learning for all.	24
Goal 2: Null Middle School will recruit, develop, and retain highly qualified and effective personnel.	35
Goal 3: Null Middle School will continue to build positive relationships with parents and community members.	38
Goal 4: Null Middle School will ensure a safe positive learning environment.	41
Goal 5: Null Middle School will maintain and monitor systems to ensure financial accountability.	45
Comprehensive Support Strategies	46
State Compensatory	47
Budget for Michael R. Null Middle School:	47
Personnel for Michael R. Null Middle School:	48
Title I Schoolwide Elements	49
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	49
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	49
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	49
2018-2019 Campus Site-Based Committee	50
Campus Funding Summary	51
Addendums	53

Comprehensive Needs Assessment

Demographics

Demographics Summary

M.R. Null Middle School is a racially diverse campus with a student population of 1,109. We receive students from Carroll Elementary, Garrett Elementary, and Sheldon Elementary. The majority of our students reside in the following major neighborhoods in the Sheldon area: Greensbrook, Kingslake, Sheldon Ridge, ABC, and Texas Pride.

(A) Student Enrollment

Year	Enrollment
2015-2016	974
2016-2017	949
2017-2018	1024

(B) Student Demographics by Ethnicity

Ethnicity	Campus	District
American Indian - Alaskan Native	.20%	.12%
Asian	.20%	.50%
Black - African American	29 %	21%
Native Hawaiian - Pacific Islander	.49%	.03%
White	6%	7%
Two-or-More	1%	1%

Hispanic	63%	71%
----------	-----	-----

(C) Student Longitudinal Demographics by Ethnicity

Ethnicity	2015-2016	2016-2017	2017-2018
Hispanic	62%	61%	63%
American Indian	.21%	.32%	.20%
Asian	1%	.42%	.20%
African American	28%	29%	29%
Native Hawaiian	.41%	.11%	.49%
White	7%	7%	6%
Two or More Races	1%	2%	1%

(D) Student Demographics by Gender

Gender	Campus	District	State
Male	51%	51%	51%
Female	49%	49%	49%

(E) Student Demographics by Special Populations

Special Population	Campus	District	State
Special Education	7%	7%	9%
ELL	17%	27%	19%

Gifted & Talented	7%	5%	8%
Section 504	3%	2%	
Economically Disadvantaged	77%	83%	59%
At-Risk	67%	66%	50%

(F) Staff Demographics by Ethnicity

Ethnicity	Campus	District	State
Hispanic	15.7%	23.6%	26%
African American	43.5%	31.6%	10.1%
White	40%	42.1%	60.8%
Asian		1.1%	1.5%

(G) Staff Demographics by Gender

Gender	Campus	District	State
Male	30.1%	23.8	23.5
Female	69.9%	76.2	76.5

(H) Staff Demographics by Years of Experience

Years of Experience	Campus	District	State
Beginning Teachers	5.3%	11.2%	8.1%

1-5 Years Experience	31.3%	35.7%	27.3%
6-10 Years Experience	35.7%	26.3%	21.7%
11-20 Years Experience	23.6%	20.6%	27.3%
Over 20 Years Experience	4.1%	6.2%	15.7%

Demographics Strengths

- Sheldon ISD has seen steady growth in the community.
- Null Middle School is culturally diverse in the students that attend and the teachers that serve them.
- The growth of individual student ethnicity groups remain steady over time.
- The campus is consistent with the state and district in regards to male/female student equity (51% male, 49% state, district, and campus).
- The Special Education population is comparable to the district and state in terms of student representation.
- The campus staff numbers are very diverse and match the diverse nature of the student body.
- The campus has more male teachers than the district and state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to the high numbers of Economically Disadvantaged students, we need better understanding of impact of poverty on our students. **Root Cause:** Economically Disadvantaged numbers are on par with the district and 21% higher than the state.

Problem Statement 2: We have to accommodate the needs of our fast growing district. We have to adjust our programs based on these demographics. **Root Cause:** The student population at NMS has steadily grown over the past 3 years. Our current enrollment is at 1,109.

Problem Statement 3: We need to continue to shift curriculum resources to more culturally relevant material to our minority student population. **Root Cause:** Currently, 93% of the student body at NMS are minority students.

Problem Statement 4: We need to seek and retain highly qualified Hispanic teachers. **Root Cause:** There is a significant gap between our student population of Hispanic students (61%) and our staff population of Hispanic teachers (15.7%)

Problem Statement 5: We must find a way to engage male students in a mentor program. **Root Cause:** We have more male students than female students

(51% to 49%) and there is a need for a male mentor program.

Student Academic Achievement

Student Academic Achievement Summary

NMS was able to maintain the growth from the previous school year, despite extenuating circumstances. The campus showed some growth in 6th grade math, 7th grade math, 8th Grade Reading, and 8th Grade Social Studies.

2018 Accountability Report Card

Name of Campus		M.R. Null Middle School					
Campus Type		Middle/Junior High School					
Fall 2017 Snapshot EcoDis%		76.6%					
	Raw Score	Enter Scale Score	Word Rating	Letter Grade	Overall Grade Components	Weight	Total
Domain I – Student Achievement	36	67	Met Standard	D	Best Scale Score: Domain I, Domain II-Part A or Domain II-Part B	72	70%
Domain II – School Progress		72	Met Standard	C			
Part A – Academic Growth	63	63	Met Standard	D			
Part B – Relative Performance	36	72	Met Standard	C			
Domain III – Closing the Gaps	17	63	Met Standard	C	Domain III Scale Score	63	30%
Academic Achievement Status	6						
Academic Growth Status	11						
EL Proficiency Status	100						
Student Success Status	0						
					Overall Score		69
					Overall Word Rating		Met Standard
					Overall Letter Grade		D

Grade Level/Subject: 6th Grade Reading

STAAR Results: 56%

Students	% Did Not Meet	% Approaching	% Met	% Masters
All Students	44	56	22	7
Male	52	48	16	4

Female	36	64	28	10
Hispanic	44	56	25	9
American Indian	-	-	-	-
Asian	-	-	-	-
African American	43	57	18	3
Native Hawaiian	-	-	-	-
White	60	40	20	5
Two or More Races	0	100	0	0
Economically Advantaged	45	55	21	7
LEP	48	52	11	0
Special Education	78	22	11	0

Grade Level/Subject: 6th Grade Math

STAAR Results: 73%

Students	% Did Not Meet	% Approaching	% Met	% Masters
All Students	27	73	25	5
Male	28	72	25	6
Female	26	74	24	3
Hispanic	26	74	28	6
American Indian	-	-	-	-
Asian	-	-	-	-
African American	28	72	18	2
Native Hawaiian	-	-	-	-
White	35	65	20	5
Two or More Races	0	100	0	0

Economically Advantaged	29	71	24	4
LEP	48	52	11	0
Special Education	52	48	11	0

Grade Level/Subject: 7th Grade Reading

STAAR Results: 64%

Students	% Did Not Meet	% Approaching	% Met	% Masters
All Students	36	64	34	16
Male	41	59	29	14
Female	32	68	38	18
Hispanic	33	67	37	19
American Indian	-	-	-	-
Asian	-	-	-	-
African American	42	58	29	9
Native Hawaiian	-	-	-	-
White	36	64	27	18
Two or More Races	40	60	40	20
Economically Advantaged	37	63	33	16
LEP	57	43	12	5
Special Education	93	7	0	0

Grade Level/Subject: 7th Grade Math

STAAR Results: 67%

Students	% Did Not Meet	% Approaching	% Met	% Masters
----------	----------------	---------------	-------	-----------

All Students	34	66	26	8
Male	30	70	27	8
Female	32	68	23	5
Hispanic	36	64	21	6
American Indian	-	-	-	-
Asian	-	-	-	-
African American	32	68	22	7
Native Hawaiian	-	-	-	-
White	29	71	24	5
Two or More Races	50	50	25	25
Economically Advantaged	33	67	26	8
LEP	49	51	13	2
Special Education	83	17	4	4

Grade Level/Subject: 7th Grade Writing

STAAR Results: 57%

Students	% Did Not Meet	% Approaching	% Met	% Masters
All Students	43	57	27	4
Male	52	48	18	2
Female	36	64	35	6
Hispanic	43	57	25	5
American Indian	-	-	-	-
Asian	-	-	-	-
African American	44	56	27	3
Native Hawaiian	-	-	-	-
White	41	59	23	0
Two or More Races	60	40	20	20

Economically Advantaged	45	55	27	4
LEP	75	25	3	0
Special Education	96	4	0	0

Grade Level/Subject: 8th Grade Reading

STAAR Results: 1st Administration 71%

Students	% Did Not Meet	% Approaching	% Met	% Masters
All Students	29	71	39	19
Male	36	64	36	19
Female	22	78	41	20
Hispanic	30	70	39	21
American Indian	-	-	-	-
Asian	-	-	-	-
African American	33	67	31	14
Native Hawaiian	-	-	-	-
White	15	85	69	23
Two or More Races	-	-	-	-
Economically Advantaged	30	70	37	18
LEP	69	31	10	4
Special Education	80	20	5	0

Grade Level/Subject: 8th Grade Math

STAAR Results: 1st Administration 70%

Students	% Did Not Meet	% Approaching	% Met	% Masters
All Students	30	70	27	2
Male	35	65	23	1
Female	25	75	31	4
Hispanic	28	72	28	1
American Indian	-	-	-	-
Asian	-	-	-	-
African American	36	64	22	2
Native Hawaiian	-	-	-	-
White	20	80	40	0
Two or More Races	-	-	-	-
Economically Advantaged	31	69	25	2
LEP	46	54	16	2
Special Education	75	25	5	0

Grade Level/Subject: 8th Grade Social Studies

STAAR Results: 49%

Students	% Did Not Meet	% Approaching	% Met	% Masters
All Students	50	50	19	9
Male	52	48	17	7
Female	51	49	21	11
Hispanic	48	52	22	11
American Indian	-	-	-	-
Asian	-	-	-	-
African American	62	38	10	4
Native Hawaiian	-	-	-	-

White	46	54	31	15
Two or More Races	-	-	-	-
Economically Advantaged	54	46	18	8
LEP	73	27	6	4
Special Education	90	10	0	0

Grade Level/Subject: 8th Grade Science

STAAR Results: 67%

Students	% Did Not Meet	% Approaching	% Met	% Masters
All Students	33	67	33	14
Male	37	63	34	17
Female	30	70	33	12
Hispanic	32	68	35	16
American Indian	-	-	-	-
Asian	-	-	-	-
African American	42	58	21	7
Native Hawaiian	-	-	-	-
White	15	85	69	38
Two or More Races	-	-	-	-
Economically Advantaged	34	66	32	13
LEP	67	33	12	6
Special Education	80	20	10	0

Student Academic Achievement Strengths

- Over 68% of female students met the Approaching Grade Level standard in 7th Grade Reading.

- Over 70% of Economically Disadvantaged students met the Approaching Grade Level standard in 8th Grade Reading.
- Over 70% of male students met the Approaching Grade Level standard in 7th Grade Math
- Over 78% of female students met the Approaching Grade Level standard in 8th Grade Reading.
- Over 69% of Economically Disadvantaged students met the Approaching Grade Level standard in 8th Grade Math.
- Over 75% of female students met the Approaching Grade Level standard in 8th Grade Math.
- The achievement gap between all subpopulations are small in 8th Grade Math.
- Over 50% of female students met the Approaching Grade Level standard in 8th Grade Social Studies.
- Over 70% of female students met the Approaching Grade Level standard in 8th Grade Science.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: LEP students scored 21% lower than all other students in 7th Grade Reading. **Root Cause:** Lack of SIOP strategies used in class for all students in 7th Grade Reading.

Problem Statement 2: SPED students scored 57% lower than all other students in 7th Grade Reading. **Root Cause:** Lack of differentiation in Tier 1 instruction in 7th Grade Reading.

Problem Statement 3: The percentage of ESL & SPED students that scored at the Masters Grade Level was 0% in 7th Grade Math. **Root Cause:** Lack of higher level questioning integration into lesson plans during PLC planning in 7th Grade Math.

Problem Statement 4: SPED students scored 51% lower than all other students in 8th Grade Reading. **Root Cause:** Lack of differentiation in Tier 1 instruction in 8th Grade Reading. Lack of higher level questioning integration into lesson plans during PLC planning in 8th Grade Reading.

Problem Statement 5: SPED students scored 45% lower than all other students in 8th Grade Math. **Root Cause:** Lack of differentiation in Tier 1 instruction in 8th Grade Math. Lack of higher level questioning integration into lesson plans during PLC planning in 8th Grade Math. Lack of Goalbook integration into lesson plans during PLC planning in 8th Grade Math.

Problem Statement 6: There were 0% of SPED students that met the Masters Grade Level standard in 8th Grade Science. **Root Cause:** Lack of differentiation in Tier 1 instruction in 8th Grade Science. Lack of higher level questioning integration into lesson plans during PLC planning in 8th Grade Science. Lack of Goalbook integration into lesson plans during PLC planning in 8th Grade Science.

Problem Statement 7: ESL students scored 22% lower than all other students in 8th Grade Social Studies. **Root Cause:** Lack of SIOP strategies used in class for all students in 8th Grade Social Studies. Lack of differentiation in Tier 1 instruction in 8th Grade Social Studies. Lack of higher level questioning integration into lesson plans during PLC planning in 8th Grade Social Studies. Lack of Goalbook integration into lesson plans during PLC planning in 8th Grade Social Studies.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction

Sheldon ISD uses the Sheldon SHIELD as our district curriculum. This move towards the development of our own curriculum provides teachers opportunities to create, modify, and delete lessons that were not successful with students. This opportunity has given teachers a voice to design and build what works best with students. Teachers utilize the Vertical Alignment Documents to determine alignment with the Texas Essential Knowledge and Skills standards and our curriculum. Teachers are also learning the SISD Common Instructional Framework in addition to the SISD Instructional Principles, which includes many strategies that have been proven successful in the past such as scaffolding, questioning, and collaborative group work. Some new additions to the framework this year that we believe will be beneficial to all students is the implementation of writing to learn in all classes including electives and the focus on classroom talk which will encourage more student engagement and peer teaching.

Data from the AWARE program in Eduphoria was used at the beginning of each year to assist with proper placement of students who need a double-blocked intervention class in either ELA, Math, or both as well as provide data to the Math & Reading teachers that are student specific. This data provides a three year look at state test data and gives a prediction of student performance for the upcoming school year, as well. This data, combined with campus data from benchmark tests, is used for intervention and tutorials fairly effectively. This year we should be more aligned with predictions of student performance with the implementation of curriculum and the teachers input assisting with the selection of test questions. It is very important to test not only what we teach, but test the material the way it was taught. The new curriculum should prove to be at a challenging level of complexity for our students. Teachers are very supportive, but not all students are challenged. We are striving to accomplish three essential things for our 21st century classroom: a strong grasp on readiness elements, best practices in the classroom, and reading and writing in every subject area.

The curriculum is monitored through planning, Professional Learning Communities, minimal latitude progress, and timely requests and lesson modifications. Teachers must continue to differentiate lessons for the different learning styles in their classrooms and implement best practices daily to improve student performance.

School Context & Organization

Null Middle School is a campus of roughly 1109 students located in NE Houston. There is one principal, 2 assistant principals, 2 counselors, 2 instructional coaches (Math/Science & ELA/SS), 62 certified teachers, 16 para-professionals, 10 custodians, 9 child nutrition specialist, and a total staff of 97.

Curriculum and student needs are addressed at monthly faculty meetings, weekly PLC meetings, monthly department head meetings, team leader meetings, and daily instructional coaches & assistant principals meetings.

The Campus Improvement Plan (CIP) is the driving force for improvement at NMS. The CIP is developed by our SBDM committee during the summer for the forthcoming school year. The CIP is reviewed each month at our SBDM meetings and formal progress is measured quarterly in the Planned4Learning website.

Technology

The traditional way we “do school” will change as students have more access to the world around them through technology. If we are producing globally competitive students, we have to adapt to the world they will encounter.

We currently have various forms of technology available. The following is a list of educational technology used in our classrooms:

- STEM Lab
- Classroom set of laptops in our STEM Lab
- Chromebook COWs (Chromebooks on wheels) in several classrooms
- Ipad Stations in math classrooms

Based upon the results of the Texas STAR chart survey, technology proficiency for the majority of our staff is **Somewhat Advanced**. The technology proficiency for the majority of our student body is **Below Advanced**.

The use of various educational applications and programs in the classroom are great tools for teaching and learning. Many teachers also utilized the Internet to seek out new learning materials, information, or photos to enhance student learning. Google Classroom is used as a link between our students and teachers. It allows our teachers to enter assignments and communicate with students and parents at any time.

The effect of using technology in all content areas is positive, innovative and modern. It is necessary to use technology in content in order to prepare students for higher education. It keeps the students engaged during the instructional period. Students are able to observe and complete presentations, participate in hands-on activities, and build technical skills. Standard items for core classrooms would be very welcome. Most of the information that we use in Social Studies has some type of video or movie segment that can be used to enhance the lesson. It is great to have the capability to share these different media types using this equipment. This is a definite way to reach students. They are very much technology literate. Technology is essential to the curriculum throughout the school. To effectively teach our curriculum the use of technology is needed on a daily basis.

Technology is utilized as a means of conducting research, the creation of projects, and various web pages are accessed by teachers to generate study materials and create online activities. Additionally, access to online subscriptions of district materials also supports curriculum and instruction. Our teachers can use the Mobi in the classrooms so they are actively monitoring students while accessing computer programs from anywhere in the classroom.

School Processes & Programs Strengths

- During the 2018-19 school year, we are designating professional development to utilizing technology for both staff and students.

- Teachers utilize Google Classroom, SAIL, and Think Through Math as a way to communicate with students outside of the classroom walls. Students utilize the site to obtain work assignments, watch review lessons(student and teacher-created), and post questions about an assignment
- STEM Lab
- Classroom set of laptops in our STEM Lab
- Chromebook COWs (Chromebooks on wheels) in several classrooms
- Ipad Stations in math classrooms

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based upon the results of the Texas STAR chart survey, the technology proficiency for the majority of our student body is Below Advanced. **Root Cause:** We do not offer enough training for our students through our advisory periods on the effective use of technology.

Perceptions

Perceptions Summary

The success of an instructional program is often significantly influenced by how well parents of the students and the community support the school. In order to achieve support, parents must become involved as partners in the education of their students and the community as a whole must support education efforts. Null Middle School will be encouraging an increased amount of parental involvement and support compared to the last school year. We strive to increase the number of parents attending events on campus each year. Nevertheless, parental/community involvement and support is something that every staff person must continue to actively cultivate.

A vital element to any school system and the involvement of the community is the community's perceptions of the campus and district. Although we at NMS pride ourselves on being as inclusive as possible when it comes to community involvement and decision making, perceptions can be stronger than reality. We conducted several surveys to parents, students, and staff members and a summary of the results are below:

Positive Perceptions:

- Parents generally feel that the school gives instruction that meets the individual needs of their children.
- Parents generally feel that the school gives academic counseling and/or career planning services.
- Parents generally feel that the school has explained the different assessments used to determine student academic achievement to them.
- Parents generally feel that the school gives them training and materials to help support their children.
- Students generally feel that their principal is good at running the school.
- Students generally feel that their principal is a good leader for the school.
- Students generally feel that their principal looks out for all students in the school.
- Students generally feel that their principal is visible in the halls, classrooms, and throughout the building.
- Students generally feel that their teachers prepare them to do well on tests.
- Students generally feel that they know what is expected of them at school.

Negative Perceptions:

- Parents generally feel that the school is not kept clean and in good condition.
- Parents generally feel that the school does not communicate with them in a language that they can understand.
- Students generally feel that students get bullied at the school.
- Students generally feel that students are not well behaved in their classrooms.

Perceptions Strengths

- Parents generally feel that the school gives instruction that meets the individual needs of their children.
- Parents generally feel that the school gives academic counseling and/or career planning services.
- Parents generally feel that the school has explained the different assessments used to determine student academic achievement to them.
- Parents generally feel that the school gives them training and materials to help support their children.
- Students generally feel that their principal is good at running the school.
- Students generally feel that their principal is a good leader for the school.
- Students generally feel that their principal looks out for all students in the school.
- Students generally feel that their principal is visible in the halls, classrooms, and throughout the building.
- Students generally feel that their teachers prepare them to do well on tests.
- Students generally feel that they know what is expected of them at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents generally feel that the school is not kept clean and in good condition. **Root Cause:** There are times in which parents are at school and there are no custodians to clean such as before and after school activities.

Problem Statement 2: Parents generally feel that the school does not communicate with them in a language that they can understand. **Root Cause:** Letters that are sent home by the school are in English and Spanish, but the Hoof Print which is the school's weekly communication is sent in English only.

Problem Statement 3: Students generally feel that students get bullied at the school. **Root Cause:** Students are not aware of the schools anti-bullying programs. Students must continuously be reminded of the bully box, Sheldon App, and to communicate with adults if they have problems.

Problem Statement 4: Students generally feel that students are not well behaved in their classrooms. **Root Cause:** Students need to be reminded more frequently of school expectations. School expectations must be reinforced in advisory classes.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 24, 2015

Goal 1: Null Middle School will maximize learning for all.

Performance Objective 1: Reading Grades 6-8

A) Student achievement: By June 2019, the score for all students taking the STAAR Reading (6-8) will increase from 66% to 69%.

The percentage of students at Approaches will increase from 66% to 69%.

The percentage of Meets will increase from 32% to 35%.

The percentage of Masters will increase from 14% to 16%.

B) Student Growth Measure: By June 2019, the overall growth measure will increase from 63% to 66% in reading.

C) Closing the Gap Measure: By June 2019, the number of indicators that NMS will successfully reach will increase from 11% to 25%.







D) EL Language Proficiency: NMS made the target score of 42. By June 19, the ELL Proficiency score will increase from 44 to 45.

Evaluation Data Source(s) 1: NMS will conduct the conduct the following STAAR exams: STAAR Reading--March 2019 (Grade 8); May (6/7, 8 retest); 2018-2019 9 Week Assessments, and Quarterly Grading Periods

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 7 1) Instructional Coaches will monitor the continued use of the district curriculum (Sheldon Shield) as well as model instructional lessons and strategies. (August 2018-June 2019)	Campus Administration	Classroom visitations and modeled lessons. Increased student achievement as measured by STAAR and TELPAS. 2018-2019				

<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) Continue use of district wide curriculum (Sheldon Shield) in all core subject areas. Create and monitor department action plans to successfully implement curriculum. (Sept. 2018-June 2019)</p>	<p>Campus Administration, Dept. Chairs, Instructional Coaches</p>	<p>Classroom visitations, observations and CBA scores/Mock STAAR. Increased student achievement as measured by STAAR and TELPAS. 2018-2019</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Develop interventions plans for struggling students and place them in selective double block ELA classes. September 2018 - June 2019</p>	<p>Administrators, Instructional Coaches</p>	<p>Increase all students overall scores by 5-10% in Mathematics and ELA</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Conduct 9 Weeks Exam conferences with teachers. *Identify failure rates of 10%> *Identify objectives which are below state average. *Review scores for all sub-groups. *Conduct item analysis. *Review district wide curriculum. *Develop intervention plans for struggling students. (August 2018-June 2019)</p>	<p>Campus Administration, Instructional Coaches, Teachers.</p>	<p>9 Weeks Exam scores will increase with each administration of test by 5%. Increased student achievement as measured by STAAR and TELPAS. 1X per nine weeks</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>5) Implement One school, One Book program to encourage the students to read more. September 2018 - June 2019</p>	<p>Instructional coaches and classroom teachers</p>	<p>*Increase STAAR scores *Increase NWA scores</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) Implement a visual data tracking & progress monitoring system for individual students. Students will also track their own data through advisory periods. (August 2018-June 2019)</p>	<p>Instructional coaches and math/ela department heads.</p>	<p>*Increase STAAR Scores</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Academic Interventions provided through Saturday School. (Nov. 2018 - Mar 2019)</p>	<p>Principal, instructional coaches, classroom teachers</p>	<p>Increase in STAAR and CBA scores</p>				
<p>Funding Sources: 199-State Comp. Ed. - 3000.00</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) AVID classes will be offered at NMS. All students will receive tutoring weekly in core classes from college students. September 2018 - June 2019</p>	<p>AVID Site Coordinator; Campus Administration</p>	<p>Increase student performance and attendance due to AVID involvement</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>9) AVID students, 6th-8th grade, will attend college visits. September 2018 - June 2019</p>	<p>AVID Site Coordinator</p>	<p>Student permission slips and college agendas</p>				
<p>Critical Success Factors CSF 6</p> <p>10) AVID Weekly September 2018 - June 2019</p>	<p>AVID Site Coordinator</p>	<p>Student Surveys</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>11) Implement the use of Interactive Note Books for at risk students in all core classes September 2018 - June 2019</p>	<p>Campus Administration</p>	<p>Students will be better organized and develop better student habits.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Null Middle School will maximize learning for all.

Performance Objective 2: Math Grades 6-8

A) Student achievement: By June 2019, the score for all students taking the STAAR Math (6-8) will increase from 75% to 78%.

The percentage of students at Approaches will increase from 75% to 78%.

The percentage of Meets will increase from 30% to 33%.

The percentage of Masters will increase from 9% to 12%.

B) Student Growth Measure: By June 2019, the overall growth measure will increase from 64% to 67% in math.







C) Closing the Gap Measure: By June 2019, the number of indicators that NMS will successfully reach will increase from 5% to 20%.

D) EL Language Proficiency: NMS made the target score of 42. By June 19, the ELL Proficiency score will increase from 44 to 45.

Evaluation Data Source(s) 2: NMS will conduct the conduct the following STAAR exams: STAAR Math--March 2019 (Grade 8); May (6/7, 8 retest); 2018-2019 9 Week Assessments, and Quarterly Grading Periods

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Instructional Coaches will monitor the continued use of the district curriculum (Sheldon Shield) as well as model instructional lessons and strategies. (August 2018-June 2019)</p>	Campus Administration	Classroom visitations and modeled lessons. Increased student achievement as measured by STAAR and TELPAS. 2018-2019				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) Continue use of district wide curriculum (Sheldon Shield) in all core subject areas. Create and monitor department action plans to successfully implement curriculum. (Sept. 2018-June 2019)</p>	Campus Administration, Dept. Chairs, Instructional Coaches	Classroom visitations, observations and CBA scores/Mock STAAR. Increased student achievement as measured by STAAR and TELPAS. 2018-2019				

<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Develop interventions plans for struggling students and place them in selective double block Math classes. September 2018 - June 2019</p>	Administrators, Instructional Coaches	Increase all students overall scores by 5-10% in Mathematics and ELA				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>4) Conduct 9 Weeks Exam conferences with teachers. *Identify failure rates of 10%> *Identify objectives which are below state average. *Review scores for all sub-groups. *Conduct item analysis. *Review district wide curriculum. *Develop intervention plans for struggling students. (August 2018-June 2019)</p>	Campus Administration, Instructional Coaches, Teachers.	9 Weeks Exam scores will increase with each administration of test by 5%. Increased student achievement as measured by STAAR and TELPAS. 1X per nine weeks				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) Implement a visual data tracking & progress monitoring system for individual students. Students will also track their own data through advisory periods. (August 2018-June 2019)</p>	Instructional coaches and math department heads.	*Increase STAAR Scores				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Academic Interventions provided through Saturday School. (Nov. 2018 - Mar 2019)</p>	Principal, instructional coaches, classroom teachers	Increase in STAAR and CBA scores				
Funding Sources: 199-State Comp. Ed. - 3000.00						
<p>7) AVID classes will be offered at NMS. All students will receive tutoring weekly in core classes from college students. September 2018 - June 2019</p>	AVID Site Coordinator; Campus Administration	Increase student performance and attendance due to AVID involvement				
<p>8) Implement the use of technology in our AVID classroom to promote 21st century learning and to support core subjects. The teacher will implement Google Classroom and Google Drive. September 2018 - June 2019</p>	AVID Site Coordinator; Campus Administration	Increase student overall scores in ELA, Math, Science, and Social Studies for AVID students.				
Funding Sources: 199-State Comp. Ed. - 13020.00						
<p>9) AVID students, 6th-8th grade, will attend college visits. September 2018 - June 2019</p>	AVID Site Coordinator	Student permission slips and college agendas				
<p>10) AVID Weekly September 2018 - June 2019</p>	AVID Site Coordinator	Student Surveys				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Null Middle School will maximize learning for all.

Performance Objective 3: Writing Grade 7

A) Student achievement: By June 2019, the score for all students taking the STAAR Writing (7) will increase from 58% to 61%.

The percentage of students at Approaches will increase from 58% to 61%.

The percentage of Meets will increase from 28% to 31%.







The percentage of Masters will increase from 4% to 7%.

B) EL Language Proficiency: NMS made the target score of 42. By June 19, the ELL Proficiency score will increase from 44 to 45.

Evaluation Data Source(s) 3: NMS will conduct the conduct the following STAAR exams: April (7th); 2018-2019 9 Week Assessments, and Quarterly Grading Periods

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Instructional Coaches will monitor the continued use of the district curriculum (Sheldon Shield) as well as model instructional lessons and strategies. (August 2018-June 2019)</p>	Campus Administration	<p>Classroom visitations and modeled lessons. Increased student achievement as measured by STAAR and TELPAS.</p> <p>2018-2019</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) Continue use of district wide curriculum (Sheldon Shield) in all core subject areas. Create and monitor department action plans to successfully implement curriculum. (Sept. 2018-June 2019)</p>	Campus Administration, Dept. Chairs, Instructional Coaches	<p>Classroom visitations, observations and CBA scores/Mock STAAR. Increased student achievement as measured by STAAR and TELPAS.</p> <p>2018-2019</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Develop interventions plans for struggling students and place them in selective double block ELA classes. September 2018 - June 2019</p>	Administrators, Instructional Coaches	<p>Increase all students overall scores by 5-10% in Mathematics and ELA</p>				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Conduct 9 Weeks Exam conferences with teachers. *Identify failure rates of 10%> *Identify objectives which are below state average. *Review scores for all sub-groups. *Conduct item analysis. *Review district wide curriculum. *Develop intervention plans for struggling students. (August 2018-June 2019)</p>	<p>Campus Administration, Instructional Coaches, Teachers.</p>	<p>9 Weeks Exam scores will increase with each administration of test by 5%. Increased student achievement as measured by STAAR and TELPAS. 1X per nine weeks</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) Implement a visual data tracking & progress monitoring system for individual students. Students will also track their own data through advisory periods. (August 2018-June 2019)</p>	<p>Instructional coaches and math/ela department heads.</p>	<p>*Increase STAAR Scores</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Academic Interventions provided through Saturday School. (Nov. 2018 - Mar 2019)</p>	<p>Principal, instructional coaches, classroom teachers</p>	<p>Increase in STAAR and CBA scores</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) AVID classes will be offered at NMS. All students will receive tutoring weekly in core classes from college students. September 2018 - June 2019</p>	<p>AVID Site Coordinator; Campus Administration</p>	<p>Increase student performance and attendance due to AVID involvement</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>8) AVID students, 6th-8th grade, will attend college visits. September 2018 - June 2019</p>	<p>AVID Site Coordinator</p>	<p>Student permission slips and college agendas</p>				
<p>Critical Success Factors CSF 6</p> <p>9) AVID Weekly September 2018 - June 2019</p>	<p>AVID Site Coordinator</p>	<p>Student Surveys</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>10) Implement the use of Interactive Note Books for at risk students in all core classes September 2018 - June 2019</p>	<p>Campus Administration</p>	<p>Students will be better organized and develop better student habits.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Null Middle School will maximize learning for all.

Performance Objective 4: Science Grade 8

A.) Student achievement: By June 2019, the score for all students taking the STAAR Science (8) will increase from 68% to 71%.

The percentage of students at Approaches will increase from 68% to 71%.

The percentage of Meets will increase from 34% to 37%.







The percentage of Masters will increase from 15% to 18%.

B) EL Language Proficiency: NMS made the target score of 42. By June 19, the ELL Proficiency score will increase from 44 to 45.

Evaluation Data Source(s) 4: NMS will conduct the conduct the following STAAR exams: May (8th); 2018-2019 9 Week Assessments, and Quarterly Grading Periods

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Instructional Coaches will monitor the continued use of the district curriculum (Sheldon Shield) as well as model instructional lessons and strategies. (August 2018-June 2019)</p>	Campus Administration	<p>Classroom visitations and modeled lessons. Increased student achievement as measured by STAAR and TELPAS.</p> <p>2018-2019</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) Continue use of district wide curriculum (Sheldon Shield) in all core subject areas. Create and monitor department action plans to successfully implement curriculum. (Sept. 2018-June 2019)</p>	Campus Administration, Dept. Chairs, Instructional Coaches	<p>Classroom visitations, observations and CBA scores/Mock STAAR. Increased student achievement as measured by STAAR and TELPAS.</p> <p>2018-2019</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>3) Conduct 9 Weeks Exam conferences with teachers. *Identify failure rates of 10%> *Identify objectives which are below state average. *Review scores for all sub-groups. *Conduct item analysis. *Review district wide curriculum. *Develop intervention plans for struggling students. (August 2018-June 2019)</p>	<p>Campus Administration, Instructional Coaches, Teachers.</p>	<p>9 Weeks Exam scores will increase with each administration of test by 5%. Increased student achievement as measured by STAAR and TELPAS. 1X per nine weeks</p>				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Implement a visual data tracking & progress monitoring system for individual students. Students will also track their own data through advisory periods. (August 2018-June 2019)</p>	<p>Instructional coaches and math department heads.</p>	<p>*Increase STAAR Scores</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Academic Interventions provided through Saturday School. (Nov. 2018 - Mar 2019)</p>	<p>Principal, instructional coaches, classroom teachers</p>	<p>Increase in STAAR and CBA scores</p>				
<p>Funding Sources: 199-State Comp. Ed. - 3000.00</p>						
<p>6) AVID classes will be offered at NMS. All students will receive tutoring weekly in core classes from college students. Sept 2018 - May 2019</p>	<p>AVID Site Coordinator; Campus Administration</p>	<p>Increase student performance and attendance due to AVID involvement</p>				
<p>Funding Sources: 199-State Comp. Ed. - 10000.00</p>						
<p>7) Implement the use of technology in our AVID classroom to promote 21st century learning and to support core subjects. The teacher will implement Google Classroom and Google Drive. Sept 2018 - May 2019</p>	<p>AVID Site Coordinator; Campus Administration</p>	<p>Increase student overall scores in ELA, Math, Science, and Social Studies for AVID students.</p>				
<p>Funding Sources: 199-State Comp. Ed. - 13020.00</p>						
<p>8) AVID students, 6th-8th grade, will attend college visits. November 2018 - May 2019</p>	<p>AVID Site Coordinator</p>	<p>Student permission slips and college agendas</p>				
<p>Funding Sources: 199-State Comp. Ed. - 500.00, 199-General funds - 500.00</p>						
<p>9) AVID Weekly Sept 2018 - May 2019</p>	<p>AVID Site Coordinator</p>	<p>Student Surveys</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Null Middle School will maximize learning for all.

Performance Objective 5: Social Studies Grade 8

A) Student achievement: By June 2019, the score for all students taking the STAAR Social Studies (8) will increase from 50% to 53%.

The percentage of students at Approaches will increase from 50% to 53%.

The percentage of Meets will increase from 20% to 23%.







The percentage of Masters will increase from 10% to 13%.

B) EL Language Proficiency: NMS made the target score of 42. By June 19, the ELL Proficiency score will increase from 44 to 45.

Evaluation Data Source(s) 5: NMS will conduct the conduct the following STAAR exams: May (8th); 2018-2019 9 Week Assessments, and Quarterly Grading Periods

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Instructional Coaches will monitor the continued use of the district curriculum (Sheldon Shield) as well as model instructional lessons and strategies. (August 2018-June 2019)</p>	Campus Administration	<p>Classroom visitations and modeled lessons. Increased student achievement as measured by STAAR and TELPAS. 2018-2019</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) Continue use of district wide curriculum (Sheldon Shield) in all core subject areas. Create and monitor department action plans to successfully implement curriculum. (Sept. 2018-June 2019)</p>	Campus Administration, Dept. Chairs, Instructional Coaches	<p>Classroom visitations, observations and CBA scores/Mock STAAR. Increased student achievement as measured by STAAR and TELPAS. 2018-2019</p>				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Conduct 9 Weeks Exam conferences with teachers. *Identify failure rates of 10%> *Identify objectives which are below state average. *Review scores for all sub-groups. *Conduct item analysis. *Review district wide curriculum. *Develop intervention plans for struggling students. (August 2018-June 2019)</p>	<p>Campus Administration, Instructional Coaches, Teachers.</p>	<p>9 Weeks Exam scores will increase with each administration of test by 5%. Increased student achievement as measured by STAAR and TELPAS. 1X per nine weeks</p>				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Implement a visual data tracking & progress monitoring system for individual students. Students will also track their own data through advisory periods. (August 2018-June 2019)</p>	<p>Instructional coaches and math department heads.</p>	<p>*Increase STAAR Scores</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Academic Interventions provided through Saturday School. (Nov. 2018 - Mar 2019)</p>	<p>Principal, instructional coaches, classroom teachers</p>	<p>Increase in STAAR and CBA scores</p>				
<p>Funding Sources: 199-State Comp. Ed. - 3000.00</p>						
<p>6) AVID classes will be offered at NMS. All students will receive tutoring weekly in core classes from college students. Sept 2018 - May 2019</p>	<p>AVID Site Coordinator; Campus Administration</p>	<p>Increase student performance and attendance due to AVID involvement</p>				
<p>Funding Sources: 199-State Comp. Ed. - 10000.00</p>						
<p>7) Implement the use of technology in our AVID classroom to promote 21st century learning and to support core subjects. The teacher will implement Google Classroom and Google Drive. Sept 2018 - May 2019</p>	<p>AVID Site Coordinator; Campus Administration</p>	<p>Increase student overall scores in ELA, Math, Science, and Social Studies for AVID students.</p>				
<p>Funding Sources: 199-State Comp. Ed. - 13020.00</p>						
<p>8) AVID students, 6th-8th grade, will attend college visits. November 2018 - May 2019</p>	<p>AVID Site Coordinator</p>	<p>Student permission slips and college agendas</p>				
<p>Funding Sources: 199-General funds - 500.00, 199-State Comp. Ed. - 500.00</p>						
<p>9) AVID Weekly Sept 2018 - May 2019</p>	<p>AVID Site Coordinator</p>	<p>Student Surveys</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Null Middle School will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: By June 2019, we will research effective practices to address the campus teacher turnover ratio and reduce it by 5%.

Evaluation Data Source(s) 1: The campus will review the staff retention rate at the end of the 2018-2019 school year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide mentors to support 1st and 2nd year teachers. August 2018 - May 2019.	Leroy Bradley and Kristin Hoffman.	Teacher survey results. Teacher retention results. Program evaluation.				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Provide opportunity for staff members to share activity ideas for the campus to implement.</p> <p>(August 2018-June 2019)</p>	Organizers: Ms. McGee and teachers on CIT for Staff Climate	The climate of the campus will improve resulting in a higher retention rate of teachers. Survey: End of year teacher survey.				







Goal 2: Null Middle School will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: By Spring 2019 100% of campus classrooms will continue to be taught by highly effective teachers.

Evaluation Data Source(s) 2: The campus will conduct a monthly evaluation of the number of classrooms taught by highly effective teachers.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Hire and maintain highly effective and state certified teachers. July 2018 - June 2019.	Campus Administration	Teacher Certifications				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Provide professional development to assist teachers in becoming proficient, accomplished, and/or distinguished in T-Tess domains and dimensions. August 2018-June 2019.</p>	Campus Administration	District Benchmark assessment data. -T-Tess Results.				
<p>Critical Success Factors CSF 7</p> <p>3) Provide online and in-person opportunities for teachers to complete the ESL certification and to obtain 30 hours of initial G/T professional development. September 2018- May 2019.</p>	Campus Administration; Director of Advanced Academics; Director of the Multilingual Dept.	Completion of required hours.				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>4) Provide SIOP training to all teachers on campus. Fall 2018</p>	Instructional Coaches, Campus Administration	Classroom observations that show proof of SIOP strategies being used for students in the classrooms.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) Collaborative Teaching Model Training. (August 2018-June 2019)</p>	Campus Administration and Director of SPED	Observe collaborative teaching strategies and models to improve student performance.				

<p align="center">Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>6) Reading and Writing workshops: Abydos Reading Week; Abydos ; Region IV Reading/Writing Conference, and Reading/Writing Conference by Barry Lane and Gretchen Barnaby for E.L.A. teachers.</p> <p>(August 2018-June 2019)</p>	<p>Instructional coaches and campus administration</p>	<p>Classroom observations that show proof of new strategy implementation.</p>				
<p>7) AVID Summer Institute</p>	<p>Campus Administration</p>	<p>Classroom observations demonstrating AVID strategies. Improved student performance of AVID students.</p>				
<p>Funding Sources: 199-State Comp. Ed. - 6360.00</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Null Middle School will continue to build positive relationships with parents and community members.







Performance Objective 1: According the parent survey that was conducted during the 2018-2019 school year, 60% of parent felt that parental communication was sufficient and 40% felt that parental involvement was insufficient. NMS is looking to increase the amount of parents that are satisfied with the amount of parent communication from 60% to 75%.

Evaluation Data Source(s) 1: This will be determined by a parent survey that will be conducted at the end of the school year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Host bi-annual Curriculum Nights (August 2018-June 2019)	Campus administration, Instructional Coaches and Dept. Chairs	Parent sign in sheets. Program evaluation/survey.				
Critical Success Factors CSF 5 CSF 6 2) Provide Weekly Newsletter (Hoof Print) to parents (August 2018-June 2019)	Campus Administration	Results from Parent Satisfaction Survey (communication)				
Critical Success Factors CSF 5 3) Host "Take a Look Thursday" August 16, 2018	Campus administration & Staff	Parent Sign-in sheets Parent evaluation/survey				
4) Hold frequent Guidance Advisory Council meetings (August 2018-June 2019)	Counselors/Teachers/Administrators	Parent sign-in sheets. Parent evaluation/survey.				
Critical Success Factors CSF 5 CSF 6 5) Host Pre-AP Informational Meeting March 2019	Director of Advanced Academics, Counselors	Observe better performance in Pre-AP classes overall. Parent participation at meeting.				

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) Host GT Parent Information Meeting</p> <p>August 2018-November 2018</p>	<p>Director of Advanced Academics</p>	<p>Parent participation at meeting. Increased number of students in GT program.</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) Host Autism Walk/Parent Appreciation Luncheon</p> <p>March 2019 - May 2019</p>	<p>SPED Department Chair</p>	<p>Observe our on level students and faculty support our Autism program</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>8) AVID Meeting for parents in May to welcome students into the AVID program for the 2019-2020 school year</p> <p>March 2019 - May 2019</p>	<p>AVID Site Coordinator</p>	<p>Parent sign in sheets, student participation, and student applications.</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>9) Parent/Student Activities SPTO (Stallion Parent Teacher Organization). Increase teacher participation.</p> <p>(August 2018-June 2019)</p>	<p>Parent Involvement Campus Improvement Team (CIT)</p>	<p>Parent Sign-in sheets, Program evaluation/survey.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>10) Establish and expand activities outside the regular school hours to support academic performance, positive behavior, school day attendance, grade promotion rates, and graduation rate by offering academic and enrichment activities such as tutorials, homework assistance, martial arts, dance, STEM classes, character building, etc. (September 2018 - August 2019)</p>	<p>After School Program Site Coordinator, Principal, Assistant Principals, & Director of Grant Development & Compliance</p>	<p>* Student & Parent surveys * Student Attendance/Participation - Minimum of 80 students participating in the program at least 45 days during the school year.</p>				
<p>Funding Sources: 265-21st Century After-School Program - 60000.00</p>						
<p align="center">Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>11) Provide opportunity for the after school program staff to attend trainings and local, state, and national conferences a required for deemed necessary to fulfill the requirements of the grant. August 2018 - July 2019</p>	<p>After School Program Site Coordinator & Director of Grant Development & Compliance</p>	<p>* Completion of the Professional Development Follow-up worksheet</p>				
<p>Funding Sources: 265-21st Century After-School Program - 3000.00</p>						

<p>Critical Success Factors CSF 5 CSF 6</p> <p>12) Parents of students participating in the After School Program will be invited to participated in activities such as the winter and spring showcases, Parent/Community Advisory Board meetings held once per quarter, and monthly parent education activities on a variety of topics presented in English and Spanish. August 2018-July 2019</p>	<p>After School Program Site Coordinator and Director of Grant Development & Compliance</p>	<p>* Completion of parent and student surveys * Reach a target of 40 parents participating in a minimum of 2 events during the school year.</p>				
<p>Funding Sources: 265-21st Century After-School Program - 500.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Null Middle School will ensure a safe positive learning environment.



Performance Objective 1: NMS will create a safe and positive learning environment for all students. NMS will evaluate this goal by increasing the amount of students that believe that NMS is a safe school from 80% to 95%. These students answered "true" or "somewhat true" when prompted with the question "Do you believe that NMS is a safe school" on a student survey.

Evaluation Data Source(s) 1: This will be determined by a student survey that will be conducted at the end of the school year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Conduct "Red Ribbon Week" activities encouraging students to stay drug free.</p> <p>October 2018</p>	Counselors, Teachers, and community.	<p>Drug Prevention</p> <p>Participation by students on campus all week.</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Students will take a Drug and Alcohol use survey to determine prevalence of drugs on campus and allow administrators to find solutions based on student responses.</p> <p>(Spring 2019)</p>	Counselors, Administrators, Teachers	Survey responses/results.				
<p>Critical Success Factors CSF 6</p> <p>3) Internet Safety Program for 6th and 7th graders.</p> <p>Fall 2018/October</p>	Campus administration and teachers.	Decreased number of students/incidents in office due to internet issues.				
<p>Critical Success Factors CSF 6</p> <p>4) Monthly Emergency Drills.</p> <p>(August 2018-June 2019)</p>	Administrators & Constable	After action reports for the district.				

<p>Critical Success Factors CSF 6</p> <p>5) Random Drug Testing</p> <p>(August 2018-June 2019)</p>	Assistant Principal	After action reports for district.				
<p>Critical Success Factors CSF 6</p> <p>6) Assigned daily monitoring stations for all staff members. Increase number of staff on duty.</p> <p>(August 2018-June 2019)</p>	All NMS staff and administrators.	Fewer unsafe incidents on campus involving students/staff.				
<p>Critical Success Factors CSF 6</p> <p>7) CHAMPS student classroom management.</p> <p>(August 2018-June 2019)</p>	Administrators and staff.	Fewer office referrals due to better classroom management.				
<p>Critical Success Factors CSF 6</p> <p>8) Student ID badges provided for all students to wear while on campus.</p> <p>(August 2018-June 2019)</p>	Administrators/Paraprofessional	All students and staff wearing IDs on campus daily.				
<p>Critical Success Factors CSF 6</p> <p>9) Anonymous tip line from Sheldon ISD and the Sheldon App to help reduce bullying.</p> <p>August 2018</p>	Counselors	Reduced incidences of bullying.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


Goal 4: Null Middle School will ensure a safe positive learning environment.

Performance Objective 2: NMS will create a safe and optimal setting for incoming 5th graders and outgoing 8th graders by offering transition activities throughout the school year. NMS will evaluate this goal by increasing the amount of parents that believe that NMS gives excellent academic counseling and/or career planning services from 75% to 85%.

Evaluation Data Source(s) 2: This will be determined by a parent survey that will be conducted at the end of the school year.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Allow Band, Choir, and Orchestra to visit the elementary schools so students may become familiar with activities that are available to them in the future and learn the importance of the fine arts.</p> <p>Spring 2019</p>	Counselors, Fine Arts Coordinators, APs, Principal.	Increased student participation in extracurricular activities.				
<p>Critical Success Factors CSF 6</p> <p>2) Invite 5th grade students to visit NMS and transition to middle school. Band/Choir/CAP/Drama will present information and give performances.</p> <p>Spring 2019</p>	Counselors, Fine Arts Coordinators, APs, Principal.	Students will tour campus and classes to receive all pertinent information for transition from elementary setting to middle school.				
<p>Critical Success Factors CSF 6</p> <p>3) Invite high school counselors and AVID students to present the high school showcase to 8th grade students.</p> <p>Spring 2019</p>	Counselors, AVID Site Coordinators, APs, Principal.	Students will be registered for classes and receive all pertinent information				







4) All 8th grade students will participate in the Naviance program designed to foster career awareness and aid future planning. August 2018 - June 2019	Counselors, APs, Principal.	Students will create a four year plan and take an interest and career inventory/survey.				
5) Conduct "college week" Activities/awareness events. Spring 2019	Counselors, APs, Principal.	Student participation in stories, posters, and college shirt day will promote college and career readiness.				
Critical Success Factors CSF 6 6) 8th grade students will participate in high school visits "Fish Camp" May 2019	Counselors, APs, Principal.	Observe students participating in high school activities during camp. Sign in sheets at Fish Camp.				
						

Goal 5: Null Middle School will maintain and monitor systems to ensure financial accountability.

Performance Objective 1: NMS will will utilize 100% of all federal and state funds during 2018-2019 to meet the goals and expectations for all students. We will have have 60% of the budget spent by December of 2018 and the remainder by April of 2019.

Evaluation Data Source(s) 1: Review annual budget at the end of the academic year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3</p> <p>1) Utilizing, by December 2018, 60% of the NMS budget addressing the needs of our students.</p> <p>(August 2018-June 2019)</p>	Campus Principal Campus Secretary	Budget Report				
<p>Critical Success Factors CSF 3</p> <p>2) Utilizing allotted funds to provide instructional materials & resources to increase student achievement in all STAAR tested areas.</p> <p>(August 2018-June 2019)</p>	Campus Principal Campus Secretary	Budget Report				
<p>Critical Success Factors CSF 3</p> <p>3) Generating monthly expenditure reports to provide an opportunity for review to determine additional funding needs.</p> <p>(August 2018-June 2019)</p>	Campus Principal Campus Secretary	Budget Report				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Develop interventions plans for struggling students and place them in selective double block ELA classes. September 2018 - June 2019
1	1	6	Implement a visual data tracking & progress monitoring system for individual students. Students will also track their own data through advisory periods. (August 2018-June 2019)
1	2	3	Develop interventions plans for struggling students and place them in selective double block Math classes. September 2018 - June 2019
1	2	5	Implement a visual data tracking & progress monitoring system for individual students. Students will also track their own data through advisory periods. (August 2018-June 2019)
1	4	4	Implement a visual data tracking & progress monitoring system for individual students. Students will also track their own data through advisory periods. (August 2018-June 2019)
1	5	4	Implement a visual data tracking & progress monitoring system for individual students. Students will also track their own data through advisory periods. (August 2018-June 2019)
2	2	4	Provide SIOP training to all teachers on campus. Fall 2018
2	2	6	Reading and Writing workshops: Abydos Reading Week; Abydos ; Region IV Reading/Writing Conference, and Reading/Writing Conference by Barry Lane and Gretchen Barnaby for E.L.A. teachers. (August 2018-June 2019)

State Compensatory

Budget for Michael R. Null Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6300 Supplies and Services		
1997.11.043.24.000.6399.70	6396 Supplies and Materials - Locally Defined	\$24,943.00
	6300 Subtotal:	\$24,943.00

Personnel for Michael R. Null Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aura Rauda	Instructional Aide - LPAC	ESL	1
Joe Guinto	ESL Teacher	ESL	1
Joseph Nutt	Read 180 Teacher	ELA/SpEd/At-Risk	1
Raechel Broussard	Instructional Coach	Social Studies/ELA	1
Vilma Martinez	Instructional Aide - LPAC	ESL	1
Wayne Richardson	Instructional Coach	Math/Science	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Leroy Bradley II	Principal
Administrator	James O'Keeffe	Assistant Principal
Administrator	Jessica Holt	Assistant Principal
Classroom Teacher	Jillian Mark	Chair Person
Business Representative	Joy Blackey	Joyous Stitches
Classroom Teacher	Penni Farrel	SS Dept. Chair
Classroom Teacher	Morgan Saeid	Science Dept. Chair
Classroom Teacher	Ashley Lowe	Math Dept. Chair
Classroom Teacher	Natalie Vital	ELA Dept. Chair
Parent	Melissa Wolford	Parent

Campus Funding Summary

199-General funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	8	Transportation		\$500.00
1	5	8	Transportation		\$500.00
Sub-Total					\$1,000.00
199-State Comp. Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Program		\$1,500.00
1	1	7	Extra duty pay for teachers and snacks for students		\$3,000.00
1	2	6	Extra duty pay for teachers and snacks for students		\$3,000.00
1	2	8			\$13,020.00
1	4	5	Extra duty pay for teachers and snacks for students		\$3,000.00
1	4	6	AVID tutors		\$10,000.00
1	4	7			\$13,020.00
1	4	8	Transportation		\$500.00
1	5	5	Extra duty pay for teachers and snacks for students		\$3,000.00
1	5	6	AVID tutors		\$10,000.00
1	5	7			\$13,020.00
1	5	8	Transportation		\$500.00
2	2	7			\$6,360.00
Sub-Total					\$79,920.00
265-21st Century After-School Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	10	Staff Payroll & Teacher Extra duty pay		\$60,000.00
3	1	11	Registration cost		\$3,000.00
3	1	12	Vendors		\$500.00

	Sub-Total	\$63,500.00
	Grand Total	\$144,420.00

Addendums

Sheldon Independent School District
Campus Self-Evaluation of Campus Improvement Planning Process
for
2018 - 2019

M.R. Null Middle School

Date: 8-28-2018

STATEMENT OF ASSURANCE: The Campus Self-Evaluation was completed collaboratively by the campus decision-making and planning committee and campus leadership staff.

Leroy Bradley II
(Print)
Principal

Lillian Mark
Teacher (Print)
Campus Committee Chair

[Signature]
(Signature)
Principal

[Signature]
Teacher (Signature)
Campus Committee Chair

Campus Self-Evaluation of Campus Improvement Plan

Purpose

The purpose of the Campus Self-Evaluation of the campus Improvement Plan (CIP) is to assist the campus and district staff in analyzing the effectiveness of campus decision-making and planning efforts that address the condition of performance for the campus. Additionally, district policies and administrative procedures for campus decision making and planning will be reviewed.

This document also provides the opportunity to review the quality and effectiveness of its decision-making and planning process. This campus self-evaluation allows the district to evaluate its decision-making policy and administrative procedures for ensuring improvement efforts through collaboration in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. It also focuses on campus improvement planning and evaluates the campus' progress in developing and implementing an effective campus improvement plan that includes the components of a campus improvement plan described in law.

The campus will also analyze the level of implementation and impact of improvement initiatives (what is being done) and strategies (how it is being done) that are aimed at improving the condition of performance for the student population. The campus will also have the opportunity to note any significant factors at the campus level that may impact performance of students. The factors may be either positive or negative.

Procedure for Completing the Self-Evaluation Document

The campus site-based team is to complete the self-evaluation document, prior to the development of the next CIP. The self-evaluation form should be included as an addendum to the current CIP. These documents should be maintained in the office of each campus for audit purposes.

Responses to the campus self-evaluation document are to be completed collaboratively by the campus leadership staff, the campus-level decision-making and planning committee, and other staff members designated by the principal. Responses should be succinct.

Campus-Level Decision Making and Planning

Campus Decision-Making Process

In accordance with Texas Education Code (TEEC) §11.251, each school district is required to have a district-and campus-level decision-making and planning process. That process will involve the professional staff of the district and campus, parents, and community members in establishing and reviewing the district and campus educational plans, goals, performance objectives, and major classroom instructional programs.

On the self-evaluation document, indicate "yes," "no," or "not applicable" for each question; and add any comments relevant to the decision-making and planning process.

1) [TEEC §11.253(b) and §11.251(b), (c), and (e)] The campus-level decision-making and planning committee has been elected/selected in accordance with board policy and includes representatives of (1) professional staff members (two-thirds of the elected professional staff members must be classroom teachers); (2) parents (may not be an employee of the district); (3) community members (must reside in the district, be at least 18 years of age, and not be a parent of a student in the district); and (4) business representatives (need not live in the district; business need not be located in the district).

YES NO N/A

Comments:

2) [TEEC §11.253(e)] In accordance with the administrative procedures established by the board, the campus-level committee is involved in decisions in the areas of (1) planning, (2) budgeting, (3) curriculum, (4) staffing patterns, (5) staff development, and (6) school organization.

YES NO N/A

Comments:

3) [TEEC §11.253(e)] The campus-level committee has approved the portions of the campus improvement plan addressing campus staff development needs.

YES NO N/A

Comments:

4) [TEC §11.253(g)] District policy and campus procedures are established to ensure that systematic communication measures are in place (1) to periodically obtain broad-based community, parent, and staff input and (2) to provide information to those persons regarding the recommendations of the campus-level committee.

YES NO () N/A ()

Comments:

5) [TEC §11.253(g)] The campus-level committee has held or will hold at least one public meeting each year after receipt of the annual campus rating to discuss the performance of the campus and the campus performance objectives.

YES NO () N/A ()

Comments:

6) [TEC §11.253(h)] The principal regularly consults with the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.

YES NO () N/A ()

Comments:

Campus Planning Process

In accordance with TEC §11.253, each campus is required to have a campus improvement plan that is developed, evaluated, and revised annually. The purpose of the campus improvement plan is to guide campus staff members in the improvement of student performance for all student groups in order to attain state standards in respect to the academic excellence indicators adopted under TEC §39.051.

On the self-evaluation document, indicate "yes," "no," or "not applicable" for each question; and add any comments relevant to the decision-making and planning process.

1) [TEC §11.253(c)] The campus improvement plan has been developed, reviewed, and revised annually by the principal with the assistance of the campus-level committee for the purpose of improving student performance for all student populations, including students with special needs and at-risk students, with respect to the Texas Academic Performance Report (TAPR) and any other appropriate performance measures for special needs populations.

YES NO () N/A ()

Comments:

2) [TEC §11.253(d)(1) and §39.131(b)(5)] The campus improvement plan (1) assesses the academic achievement for each student in the school using the TAPR as described by TEC §39.051 and (2) addresses each academic indicator for which the campus's performance does not met standards.

YES NO () N/A ()

Comments:

3) [TEC §11.253(d)(2)] The campus improvement plan sets campus performance objectives based on the TAPR with objectives for special needs populations, including students in special education programs.

YES NO () N/A ()

Comments:

4) [TEC §11.253(d)(3)] The campus improvement plan identifies how the campus goals will be met for each student.

YES NO () N/A ()

Comments:

5) [TEC §11.253(d)(4)] The campus improvement plan determines (*identifies*) the resources needed to implement the plan.

YES NO () N/A ()

Comments:

6) The campus improvement plan identifies each program serving students with special learning needs (lists of (1) programs and student populations served and (2) coordination of service efforts must accompany the campus improvement plan).

YES NO ()

Comments:

7) [TEC §11.253(d)(5)] The campus improvement plan identifies staff needed to implement the plan (by position only).

YES NO () N/A ()

Comments:

8) [TEC §11.253(d)(6)] The campus improvement plan sets timelines for reaching the goals and performance objectives.

YES NO N/A

Comments:

9) [TEC §11.253(d)(7)] The campus improvement plan measures progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.

YES NO N/A

Date(s) of formative review(s) _____

Comments:

10) [TEC §11.253(d)(8)] The campus improvement plan includes goals and objectives for violence prevention and intervention on campus.

YES NO N/A

Comments:

11) [TEC §11.253(d)(9)] The campus improvement plan provides for a program to encourage parental/community engagement at the campus. (The Parent Engagement Plan is embedded in this plan.)

YES NO N/A

Comments:

Campus Improvement Plan Requirements

1) [TEC §11.251(b),(c), and (e)] The campus-level decision-making and planning committee has been elected/selected in accordance with board policy and includes representatives of (1) professional staff members (*two-thirds of the elected professional staff members must be classroom teachers*); (2) parents (*may not be an employee of the district*); (3) community members (*must reside in the district, be at least 18 years of age, and not be a parent of a student in the district*); and (4) business representatives (*need not live in the district; business need not be located in the district*).

YES NO N/A

Comments:

2) This self-evaluation document contains a membership roster for the current school year's campus improvement team.

YES NO

Comments:

3) [TEC §11.253] The CIP includes a comprehensive needs assessment addressing the needs and strengths of students, staff, and facilities.

YES NO N/A

Comments:

4) [TEC §11.253(e)] In accordance with the administrative procedures established by the board, the campus-level committee is involved in decisions or provides advice in the areas of (1) planning, (2) budgeting, (3) curriculum, (4) staffing patterns, (5) staff development, and (6) school organization.

YES NO N/A

Comments:

5) [TEC §11.253(g)] District policy and campus procedures are established to ensure that systematic communication measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the campus-level committee.

YES (X) NO () N/A ()

Comments:

6) [TEC §11.253(d)(1)] Each campus improvement plan assesses the academic achievement of each student in the school and all student groups, using the Texas Academic Performance Report (TAPR). (see Accountability Manual)

YES (X) NO () N/A ()

Comments:

7) [TEC §11.253(d)(2)] Each campus improvement plan includes campus performance objectives based on the TAPR, including objectives for special needs populations, as well as for students in special education programs.

YES (X) NO () N/A ()

Comments:

8) [TEC §11.253] The CIP includes strategies to address integration of technology in instructional and administrative programs.

YES (X) NO () N/A ()

Comments:

9) [TEC §11.253] The CIP includes strategies for accelerating instruction for those students determined to be at-risk of not meeting state-mandated testing requirements.

YES NO N/A

Comments:

10) [TEC §11.253] The CIP includes strategies for implementing career education activities to assist students in developing the knowledge, skills, and competencies necessary for success for a broad range of career opportunities.

YES NO N/A

Comments:

11) [TEC §11.253] The CIP includes strategies for improving student attendance.

YES NO N/A

Comments:

12) [TEC §11.253(d)(4)] Each campus improvement plan determines (identifies) the resources needed to implement the plan.

YES NO N/A

Comments:

13) [TEC §11.253(d)(7)] Each campus improvement plan periodically measures formative and summative progress toward the performance objectives to ensure the plan is resulting in academic improvement.

YES (X) NO () N/A ()

Comments:

14) [FASRG; 9.2.7; Nov. 2003] FOR GRADES 7-12: Each campus improvement plan addresses specific educational interventions designed to prevent students from dropping out of school ("at risk" population).

YES (X) NO () N/A ()

Comments:

15) [TEC §11.253] The CIP includes resources to implement identified strategies for these programs: Title I (low performing) Title II (Teacher and Principal Training and Recruitment; Class Size Reduction – C. E. King High School only); and Title III (LEP).
pay); Other competitive grant sources (Pre-K grant; After School Program Grants; PLTW, etc.)

YES (X) NO () N/A ()

Comments

16) [TEC §11.253(d)(8)] Each campus improvement plan includes goals and objectives for violence prevention and intervention on campus.

YES (X) NO () N/A ()

Comments:

17) [19 TAC 97.1021] Each campus improvement plan provides for a review yearly and comparison of disciplinary referrals, including suspensions on and off campus (ISS and (OSS), disciplinary alternative education program placements, and expulsion to JJAEP.

YES NO N/A

Comments:

18) [TEC §11.253(d)(9)] Each campus improvement plan provides for a program to encourage parental/community engagement at the campus.

YES (x) NO () N/A ()

Comments:

19) [TEC §11.253] (For the Middle and High Schools) The CIP includes strategies for providing information to students, teachers, counselors, and parents about: higher education admissions and financial aid opportunities, the TEXAS grant program and the Teach for Texas grant program, and the need for student to make informed curriculum choices to be prepared for success beyond high school.

YES NO () N/A ()

Comments:

20) [TEC §11.253] The CIP identifies the staff position responsible for ensuring the accomplishment of each strategy.

YES NO () N/A ()

Comments:

21) [TEC §11.251] The CIP identifies the strategies to ensure the campus level committee approves the portion of the plan addressing campus staff development needs.

YES NO N/A

Comments:

22) [TEC §11.253] The CIP identifies strategies to ensure each staff member is "highly effective."

YES NO N/A

Comments: