

Decatur Independent School District



McCarroll Middle School

Accountability Rating: B

Distinction Designation:

Top 25 Percent: Comparative Academic Growth

2026-2027 Campus Improvement Plan

Mission Statement

The mission of McCarroll Middle School is to educate all students to high levels of achievement and to make a meaningful difference in their lives through a supportive, challenging, and nurturing learning environment.

Vision

McCarroll Middle School envisions a future where every student is empowered with the knowledge, skills, and confidence to pursue their dreams and achieve lifelong success through equitable and enriching educational opportunities.

Value Statement

At McCarroll Middle School, we believe every child deserves to thrive in a learning environment that is safe, inclusive, and inspiring. We value curiosity, community, and challenge. Our campus fosters a deep sense of belonging and collaboration, where students are empowered through intentionally designed learning experiences that build both competence and confidence. We are committed to nurturing the whole child—academically, socially, and emotionally—so they are prepared with the tools, mindset, and civic responsibility to navigate and succeed in a rapidly evolving world. Every student matters, every voice counts, and every success is shared

Core Values: Community, Team Work, Trust, Be Intentional, Take Action

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Comprehensive Needs Assessment

Demographics

Summary

Current Statistics:

McCarroll Middle School is the only middle school in Decatur, Texas. The school contains grades 6 through 8 and the enrollment as of August 25, 2026. is approximately 866 students. This is our sixth year to include 6th grade students in our enrollment. Our enrollment numbers are approximately 291 for 6th grade, 294 for 7th grade and 281 for 8th grade. We have students, parents and staff with a wide variety of cultural and educational experiences.

Student_Information_2026_249905041.pdf

Strengths

Our student demographics are representative of the community in Decatur, Texas.

*We have a diverse population that provides opportunities to experience cultural learning.

*We have positive community and parent support that has increased over the three years.

*We have students that live in both rural and suburban locations that provides opportunities for learning in both settings.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Our students that come from economically disadvantaged backgrounds often lack the background skills to be successful. As a school system we have not effectively closed the gaps in learning.	As a whole, we have not effectively addressed the needs of our students that come from economically disadvantaged backgrounds.

 = Priority

Strengths

- *Overall reading is a relative strength, as compared to 25-26 data.
- *We had growth in all grade levels of meets and masters of reading.
- *We had growth in grade 6th, 8th math and Algebra 1, as compared to 23-24 data.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Math still continues to be an area of concern and a focus for the current school year.	Students missed foundational skills during the pandemic years that has led to significant gaps in learning. Focusing on HQIM curriculum to be consistent in instruction

★ = Priority

School Processes & Programs

Summary

McCarroll Middle School programs and processes:

Instructional and Curricular Processes

- *Teachers plan using the scope and sequence set by Decatur ISD.
- *ELAR utilizes Houghton Mifflin Harcourt as a resource.
- *McGraw Hill is used as a resource used for science.
- *Bluebonnet math are used as resources for math.
- *Lowman is a resource used for social studies.
- *McCarroll offers a wide variety of elective choices, including athletics, fine arts and CTE.
- *McCarroll offers many elective choices that provide opportunities for High School Credit.
- *SOAR is an elective choice that supports CCMR.
- *Counselors utilize a variety of resources to provide education.
- *Progress monitoring and screening is done through NWEA MAP
- *Additional student performance data is analyzed using Unit tests, TEA assessments (STAAR and STAAR Interim).

Personnel

- *Teachers are evaluated using the T-TESS appraisal system, including walkthroughs, goal setting, SLO, and summative processes.
- *District-generated forms are used to evaluate other personnel.
- *Talent Ed is used to recruit, screen, interview, and check references in the hiring process.

Organizational

- *We follow a master schedule that maximizes instructional time for students.
- *The MMS Leadership team is a group of administrators, department leaders and other campus leaders, with the goal of improving instruction and student learning outcomes.
- *We have additional committees that support campus initiatives, staff morale and student support.
- *PTO is in place as a support system for the students and staff.
- *CEIC reviews school status and progress toward goals.
- *We have a part time MTSS coordinator responsible for data tracking, progress monitoring and reviewing tiered instructional practices.
- *Professional Learning Communities are utilized bi-monthly to collaborate toward common student performance goals.

Administrative

- *The school has a principal, two assistant principals, a part time MTSS coordinator and two counselors in place to lead instructional progress and manage campus processes.
- *Campus administrators split T-TESS, staff evaluation duties and after school events, and all three co-facilitate PLC & department meetings.
- *Staff meetings are monthly. Leadership meetings are also bi-monthly (or more often, as needed). Other committees meet as needed.

Strengths

- *McCarroll has well-established programs and strengths in academics, athletics and fine arts.

*McCarroll consistently performs in UIL events and student participation is generally high.

*McCarroll believes in whole child development.

*McCarroll utilizes the PLC framework that gives teachers the opportunity to collaborate, disaggregate data, compare student results, compare instructional methods, establish long-term measurable goals.

*McCarroll has a great relationship with the PTO and are constantly working collaboratively for the betterment of the school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Our Response to Intervention (MTSS) has not been utilized to the full potential. This has led to inconsistent gains and the inability to close the learning gaps on students in need.	There has not been a cohesive campus plan.

★ = Priority

Perceptions

Summary

What McCarroll values and believes:

*McCarroll Middle School is a place where students feel welcome, parents feel strongly about their connection to teachers and staff, and our faculty feels supported.

*McCarroll has taken great strides in finding ways to communicate effectively and offer opportunities for our community ensure that they feel they are a part of their children's education.

*McCarroll is also committed to continuing to find ways for parents to be involved in becoming real partners in the education of our students.

*McCarroll takes social emotional learning seriously and provides educational opportunities for both parents and students.

*McCarroll is committed to building trusting relationships with parents, families, and community members.

Strengths

*McCarroll Middle School has an overall positive morale.

*McCarroll provides numerous opportunities for students and parents to connect in non-academic ways.

*Parents are involved in their child's education.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	There are still gaps in programs, processes and communication.	Changes in leadership (both at campus and district level) have created some gaps.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Our Response to Intervention (MTSS) has not been utilized to the full potential. This has led to inconsistent gains and the inability to close the learning gaps on students in need.

There has not been a cohesive campus plan.

2
★

Math still continues to be an area of concern and a focus for the current school year.

Students missed foundational skills during the pandemic years that has led to significant gaps in learning. Focusing on HQIM curriculum to be consistent in instruction

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data

- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data

- ☒ Enrollment trends
- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ T-PESS data
- ☒ Staff mobility/stability
- ☒ Support structures: mentors
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

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

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation

- ☒ **Communications data**
- ☒ **Capacity and resources data**
- ☒ **Budgets/entitlements and expenditures data**
- ☒ **Horizontal and vertical team alignments processes**
- ☒ **Technology and resource allocation data**
- ☒ **Scope and Sequence; Pacing Guides; and Other Focus Documents**



Priorities

Priority 1

MMS supports students in a multitude of ways to nurture learning and ensure high performance.

Performance Objective 1 High Priority

Students will be safe and secure while attending McCarroll Middle School.

Evaluation Data Source: Safety Drill Logs
Door Audit Logs
Safety Audit Report Data
Threat Assessment Data

Key Strategic Action 1

Sustain and enhance school emergency operation procedures

Strategy's Expected Result/Impact: Safety training drills will be performed and documented per state and district requirements.
Weekly exterior door examinations will be performed and documented. These protocols will both reduce the possibility of danger daily and also aide students with skills should there be an emergency.

Staff Responsible for Monitoring: Administration
SRO
Safety and Security Coordinator
MMS Staff

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Key Strategic Action 2

MMS admin, staff & counselors will work individually with students to ensure academic success over the course of the year and help students that are struggling emotionally. We have a new procedure for checking in with students who may be in danger of faiing. These checkins happen at the 3 week, 4 week, 6 week and 8 week depending on the students learning status.

Strategy's Expected Result/Impact: MMS Admin, Staff & Counselors will meet individually with students who are struggling academically, emotionally and help them develop organizational skills, study skills & coping skills.

Staff Responsible for Monitoring: Counselors
Campus Administration
Staff
SOAR Coordinator
MTSS Coordinator

TEA Priorities: Connect high school to career and college

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Key Strategic Action 3

MMS admin, staff & counselors will work as a team on focused skills to help build student leaders through our student lead committees, STUCO, NJHS and Principal's Roundtable. We are building leaders with key characteristics to build the next generation of leaders in our community.

Strategy's Expected Result/Impact: EAGLE Framework to build leadership characteristics. This will bring a sense of self and community responsibility to the MMS campus to help reduce conflict on campus.

Staff Responsible for Monitoring: Administration
Counselors
Staff

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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Performance Objective 2 High Priority

In 6th & 7th math, at least 70% of students will perform at the approaches level and 70% will be at meets or above on STAAR.

In 8th math, at least 90% of students will perform at the approaches level and 70% will be at meets or above on STAAR.

In MMS Algebra, at least 90% of students will perform at the approaches level and 95% will be at meets or above on STAAR.

In reading 6 through 8 grade, at least 90% of students will perform at the approaches level and 80% will be at meets or above on STAAR.

In 8 grade, science at least 87% of students will perform at the approaches level and 60% will be at meets or above on STAAR.

In 8 grade, history at least 70% of students will perform at the approaches level and 50% will be at meets or above on STAAR.

Evaluation Data Source: Annual growth measure on STAAR of approaches and meets, and MAP BOY, MOY, and EOY and interim testing, scores will be monitored to track student progress.

Reading Language Arts
6th...EOY 2024: 76%EOY 2025: 72%....Goal 2026: 90%
7th...EOY 2024: 76%EOY 2025: 80% ...Goal 2026: 90%
8th...EOY 2024: 87%EOY 2025: 84% ...Goal 2026: 90%

Math
6th...EOY 2024: 73%EOY 2025 61%Goal 2026: 75%
7th...EOY 2024: 35%EOY 2025 50%Goal 2026: 70%
8th...EOY 2024: 87%EOY 2025 78%Goal 2026: 90%

MMS Algebra 1...EOY 2024: 100%EOY 2025 100%.....Goal 2026: 100%

Science
8th...EOY 2024: 80%EOY 2025: 81%.....Goal 2026: 87%

Social Studies
8th...EOY 2024: 54%EOY 2025: 54%.....Goal 2026: 70%

Key Strategic Action 1

Continue to improve in delivering Tier 1 instruction using HQIMS that are district-approved curriculum

Strategy's Expected Result/Impact: Improvement in STAAR results, unit tests, growth according to formal assessments; specifically improvement in the areas of Meets/Masters will support student growth and increase student academic success through CBAs developed by teachers & T&L department. Admin team will begin coaching cycles with volunteer teachers and teachers with 1-2 years experience.

Staff Responsible for Monitoring: Teachers
Campus Administration
MTSS Coordinator

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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Key Strategic Action 2

Year three of developing and implementing MTSS processes that identifies students, tracks individual progress and develop plans for students not making adequate progress.

Strategy's Expected Result/Impact: Staff will have a clear understanding of where students are on Tier 1, 2 or 3 and what their needs are and how we provide interventions to meet those needs through 3 & 6 week MTSS meetings to address instructional strategies for identified Tier 2 & 3 students.

MTSS coordinator will work with core teachers to identify needs based on at risk, failure rate, and attendance. MTSS will collaborate with teachers to update information on Tier 1, 2, or 3 and pull Tier 1 and Tier 2 students as needed for extra support in assignment completion or filling in gaps.

Staff Responsible for Monitoring: Teachers

Administration

MTSS Coordinator

MTSS Committee

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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Key Strategic Action 3

Ensure Professional Learning Community (PLCs) conversations are occurring bi-monthly. The discussions are data-driven and focused on best instructional practices.

Strategy's Expected Result/Impact: Teachers will have an opportunity to collaborate with teams to discuss students progress and adjust instructional practice with a focus on subject/grade level TEKS. During PLC meetings teachers will have support from campus admin, part time MTSS coordinator and instructional coaches to improve data driven conversations that will improve student achievement.

Staff Responsible for Monitoring: Teachers

Campus Administration

MTSS Coordinator

Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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Key Strategic Action 4

Continue to track students who have been identified in sub populations that are receiving extra support to close the gaps by ensuring data meetings are showing students' progress and adjust plans to meet the needs of the students.(SpEd, 504, EB, and EcoDis)

Strategy's Expected Result/Impact: To track individual students' progress and develop plans for these students not making adequate progress and will move the needle in academic accountability. Increase accommodations or gathering work samples to see where the team of teachers can help adjust the plan to help these students be more successful.

Staff Responsible for Monitoring: Admin,
SpEd teachers,
ESL teacher,
Teachers,
Counselors

TEA Priorities: Build a foundation of reading and math

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Performance Objective 3 **High Priority**

MMS will provide opportunities for students to participate in fine arts, athletics and CTE programs that will help establish a path to college and/or career readiness

Evaluation Data Source: Number of participants in CTE classes and other electives (fine arts & athletics)
Master schedule (courses offered)
Number of participants in UIL
Feedback from Student Advisory Committee (surveys, etc.)
4 year plans created in Spring for all 8th graders

Key Strategic Action 1

Continue into the third year of Principal's Roundtable Advisory Committee that reflects a diverse student body with students from each grade level.

Strategy's Expected Result/Impact: Allows students the ability to voice needs/wants and work together to problem solving issues that could affect changes to the school environment.
Allows admin, counselors and staff to see the needs/wants of our students to create a more positive school culture and guide students to a learner centered environment

Staff Responsible for Monitoring: Principal
Counselors

TEA Priorities: Improve low-performing schools

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Key Strategic Action 2

MMS will provide an opportunity to explore fine arts and a moving into the 2nd year of CTE class

as 7th graders to help develop a baseline of knowledge on the different pathways offered at DHS and collaborate with community businesses for community service projects within these pathways.

Strategy's Expected Result/Impact: With increased opportunities within the community, students will have the ability to explore strengths outside of their academic abilities and build positive relationships within the community. This will allow students to demonstrate strengths that may otherwise go unnoticed or find new strengths within themselves.

Staff Responsible for Monitoring: Administration
Counselors
Staff

TEA Priorities: Connect high school to career and college

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Key Strategic Action 3

Promote post secondary readiness through Career, College and Military readiness through SOAR, 8th grade CTE classes, and a 7th grade career explorations class that will allow 7th graders be able to make a more informed decision for an 8th grade class in a CTE pathway.

Strategy's Expected Result/Impact: Students will begin exploring high school pathways and career, college, military opportunities through scheduling meetings with counselors in middle school. Students will have the opportunity at MMS to enroll in CTE pathways to begin a foundation for post secondary readiness.

Staff Responsible for Monitoring: Administration
Teachers
SOAR Coordinator
Counselors

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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Performance Objective 4 **High Priority**

MMS will work toward empowering our students with the knowledge and skills necessary to use technology and acknowledge digital citizenship, and encouraging them to make responsible choices in the digital world.

Evaluation Data Source: Neptune Navigate Digital Citizenship Program
Bully Reporter
Gaggle Reports

Key Strategic Action 1

Students are given the opportunity to learn and use technology during Eagle time or MMS 101 to gain knowledge and skills in the ever evolving digital world they live in and to ensure safety while engaging in digital opportunities.

Strategy's Expected Result/Impact: Students will learn necessary skills to be responsible with the technology they are exposed to in the digital world.

Staff Responsible for Monitoring: Administration
Teachers
Counselors

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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Priority 2

MMS values our employees and invests in their growth to ensure a highly effective and engaged staff.

Performance Objective 1 High Priority

Staff will be safe and secure.

Evaluation Data Source: Safety training drills
Guardian Program
After action reports
Protocol in place (SRP)
Staff survey results

Key Strategic Action 1

Sustain and enhance school emergency operation procedures.

Strategy's Expected Result/Impact: By providing training for staff and implementing more robust and frequent drills, the guardian program, the staff will feel better equipped in the event of an emergency to ensure the safety of the students and themselves.

Staff Responsible for Monitoring: Administration
Director of Operations

TEA Priorities: Recruit, support, retain teachers and principals

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Performance Objective 2 High Priority

Staff professional development will increase the effectiveness in instructional strategies in the classroom.

Evaluation Data Source: Walk through Data
TTESS Observation and Evaluation Data
Lesson Plans
Department meetings
MTSS Implementation
Coaching Cycles
Professional Development @ Region11

Key Strategic Action 1

Enhance Professional Development Plan for all staff and individual staff as it relates to staff needs

Strategy's Expected Result/Impact: Individual (new or growing) teachers will receive individualized professional development through coaching cycles by administrators to increase their skills in instructional strategies, classroom management and/or data driven lesson planning to align with district goals during PD days.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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Performance Objective 3

Staff will be supported in a way that will increase morale and engagement.

Evaluation Data Source: Staff satisfaction survey

Key Strategic Action 1

Create fun opportunities to allow staff members to engage in activities on & off campus with other staff members in other parts of the building to increase the feeling of the MMS Eagle Team

Strategy's Expected Result/Impact: Create a team feeling at MMS with staff recognition by promoting staff through weekly shout out from peers, hand-written notes on what they are doing in the classroom and on MMS campus, building strong relationships with peers at outside events, monthly staff recognition that is peer nominated.

Staff Responsible for Monitoring: Administration
Sunshine Committee

TEA Priorities: Recruit, support, retain teachers and principals

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Key Strategic Action 2

Partner with PTO to host monthly celebrations

Strategy's Expected Result/Impact: Increase morale by providing treats, meals and gifts as tokens of appreciation.
Increase fun activities at school to make the learning environment more enjoyable.

Staff Responsible for Monitoring: Administration
PTO Board

TEA Priorities: Recruit, support, retain teachers and principals

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Priority 3

MMS fosters relationships with students, families and community members to ensure a culture of excellence.

Performance Objective 1 High Priority

MMS will offer opportunities for all stakeholders to participate in different voluntary committees to stay informed and provide feedback to build trust and transparency.

Evaluation Data Source: Google Feedback Form
Volunteer Committee Feedback

Key Strategic Action 1

Implement and monitor MMS Feedback form 1st nine weeks/semester/and yearly climate survey.

Strategy's Expected Result/Impact: Solicit feedback from volunteer committees with potential change in practices to the school environment.
Address any issues or concerns from the MMS community.

Staff Responsible for Monitoring: Principal
ILT Team
CEIC Committee

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Key Strategic Action 2

We will utilize Thrillshare, Facebook, SportsYou and weekly newsletters to build relationships with MMS families and ensure transparency between home and school.

Strategy's Expected Result/Impact: Weekly newsletters will keep the MMS community aware of what is going on each week.
Facebook and SportsYou will be utilized to highlight activities that are going on at MMS.

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors
Campus Social Media Coordinator
Athletic Coordinators

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Key Strategic Action 3

Coordinate at least quarterly meetings with PTO

Strategy's Expected Result/Impact: Partner with PTO to continue year two of reward parties for students to increase attendance rate and decrease failure and discipline rate
Coordinate events with PTO that increase staff and student morale
Get feedback from parents/community regarding school functions

Staff Responsible for Monitoring: Administration
Teachers
PTO Members

TEA Priorities: Improve low-performing schools

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Key Strategic Action 4

Utilize ILT (instructional leadership team), CEIC (campus education improvement committee) , and Principal's Roundtable, STUCO and NJHS as advisory committees for satisfaction and engagement with all stakeholders.

Strategy's Expected Result/Impact: Get valuable feedback from engaged members of the MMS community.
Potential change to practices or procedures
Address any misconceptions or concerns.
Create an active and positive support group for MMS.

Staff Responsible for Monitoring: Administration

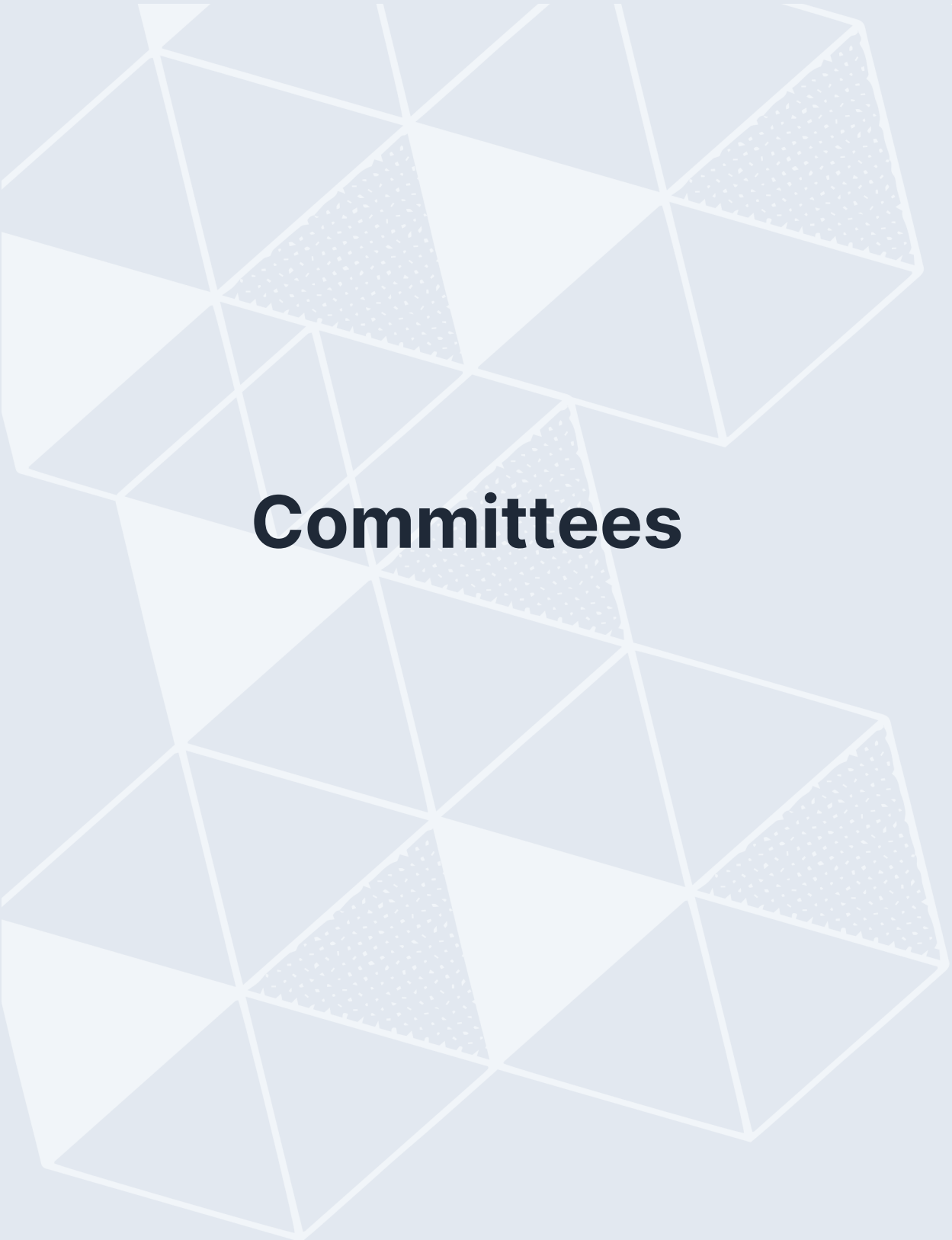
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Committees

Committees

Campus Education Improvement Committee

Members

First Name	Last Name	Position	Committee Role
Stephen	Carter	Parent	Parent
Laci	Postell	Parent	Parent
Misti	Spicer	Parent	Parent
Michelle	Humphrey	Parent	Parent
Molly	Hunter	Parent	Parent
Leanna	Mosley	Teacher	Teacher
Samantha	Goins	Teacher	Teacher
Kim	Naumann	MTSS/Teacher	MTSS/Teacher
Stephanie	Brooks	Assistant Principal M-Z	Administrator
Brandi	Shisler	Principal	Administrator



Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)		The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program - Student fitness assessment data - Student academic performance data - Student attendance rates - Percentage of students who are Economically Disadvantaged - Use and success of methods of physical activity - Other indicators	TEC 11.253(d) Board Policy FFA(Local)		The school will follow Board Policies: FFA and EHAA.
3. DAEP Requirements - Student groups served – monitoring over-representation - Attendance rates - Pre- and post- assessment results - Dropout rates - Graduation rates - Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)		
4. District's Decision-Making and Planning Policies	TEC 11.252(d)		

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
Evaluation – every two years			
5. Dropout Prevention	TEC 11.252		
6. Dyslexia Treatment Programs Treatment and accelerated reading program	TEC 11.252(a)(3)(B)		The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) - An identification and recruitment plan - New Generation System (NGS) - Early Childhood Education - Parental Involvement - Graduation Enhancement - Secondary Credit Exchange and Accrual - Migrant Services Coordination - A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b)		
8. Pregnancy Related Services District-wide procedures for campuses, as applicable			
9. Post-Secondary Preparedness/Higher Ed Information/Career Education - Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: - Higher education admissions and financial aid, including sources of information - TEXAS grant program	TEC 11.252(4) TEC 11.252(3)(G)		

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities			
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers	ESSA		
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)		The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
12. Student Welfare: Crisis Intervention Programs & Training • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: ○ Early mental health intervention ○ Mental health promotion and positive youth development	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)		The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel.			
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) • Methods for addressing ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831		Board Policies: FFB, FOC, FOCA, DMA and FFE
14. Texas Behavior Support Initiative (TBSI) • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)		Board Policy DMA(Legal)
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001		