

Hays Consolidated Independent School District

McCormick Middle School

2023-2024



Board Approval Date: November 28, 2023
Public Presentation Date: November 13, 2023

Mission Statement

"McCormick Middle School is a team of dedicated educators that will create a safe environment where students are motivated to achieve academic success. We will empower our students to be respectful and engaged learners resulting in a culture that inspires excellence not only in their school, but also in their community."

Vision

McCormick Middle School will produce learners who are prepared to solve complex problems, work collaboratively and cooperatively with others, acknowledge & celebrate cultural diversity, and who are socially responsible, so they can excel in a global marketplace.

Core Beliefs

The objective of the educators of McCormick Middle School is to create a learning environment in which all stakeholders aim to do quality work every day to attain exemplary results. We will allow our core beliefs to serve as our compass to ensure we achieve our objective. Our core beliefs are as follows:

- Leadership is EVERYONE'S business.
- Teaching is synonymous with learning.
- Educators must equip students with the necessary skills to be successful in postsecondary education and in their careers.
- Educators must exhibit excellence in performance and behavior to give learners a model to emulate.
- Educators must build a solid rapport with learners to help facilitate learning.

Goals

Goal 1: Hays CISD believes in the achievement, growth, and success of every student.

Performance Objective 1: Through attention to individual student's needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement, including intervention and enrichment. The campus will evaluate and address the individual needs of each student. Student performance will be evaluated in academics; college, career, and military readiness; and character and power skills education.

High Priority

HB3 Goal

Evaluation Data Sources: Student Advising: The district will utilize a career interest profiler to track academic advising beginning the spring semester of 5th grade based on student interest and academic achievement. In June 2024, the district will provide a comprehensive report showing evidence of the academic advising captured through a career interest profiler by campus and grade level.

Student Achievement: In February, a public hearing on TAPR will be held to summarize student academic performance/achievement and accessibility gaps, including the district's college, career, and military readiness counts. In August 2024, the superintendent will present the student growth goals addressing the Hays CISD approaches/meets/ masters % vs. the state performance.

College & Career Readiness: The district will use data from PSAT8 and PSAT to track student progress toward college readiness. SAT and TSIA2 will be utilized to assess college readiness along with attainment of college credit through advanced placement exams, dual credit, and dual enrollment courses. Career readiness will be assessed through the attainment of industry-based certification through CTE courses. The district will monitor progress throughout the 2023-2024 school year and will provide an update on college readiness to the Board by January 2024 for the final 2022 CCMR results.

Professional Development: Campus staff will participate in differentiated Just-in-Time professional development offered by the District in all content areas to support our campus initiatives and student achievement goals. To inform campus professional development, campus administrators will conduct at least 60 minutes of walk-throughs per day. A focus on lesson design and delivery will amplify student learning experiences that will lead to mastery learning and improved student outcomes. Phonics instruction will be required in the primary grades.

Strategy 1 Details

Strategy 1: Reading Language Arts: Implement a campus-wide annotation strategy that will provide students with a routine on how to comprehend all reading genres at various reads and/or platforms. Students will use Study Island to increase reading fluency & comprehension levels. Implement campus-wide short answer response to STAAR-like prompts where teachers will provide individualized feedback and instruction. Teachers will increase the amount of authentic writing and make this writing routine practice. Students will implement C.U.P.S. with their writing.

Strategy's Expected Result/Impact: Student achievement will increase on average by 5% on approaches, 3% on meets, and 2% meets on mastery level on state assessment test.

Staff Responsible for Monitoring: Content Coordinator

Title I:

2.4

- **TEA Priorities:**

Build a foundation of reading and math

Strategy 2 Details

Strategy 2: Math: All math teachers will set goals with their students for each assessment and teachers will review TEKS based data with students to help each student better see their areas of accomplishment and areas of growth.

They will conference and discuss ways to help improve scores. Students will track their data in interactive notebooks. Students will use IXL software program to increase math levels. Focus will be on closing the gaps.

Strategy's Expected Result/Impact: We will implement our problem solving strategy, student goal setting and conferencing by November. Student achievement will increase on average by 5% on approaches, 3% on meets, and 2% meets on mastery level on state assessment test.

Staff Responsible for Monitoring: Math Teachers

Content Coordinator

Instructional Coach

Administration

TEA Priorities:

Build a foundation of reading and math

Strategy 3 Details

Strategy 3: Science/STEM: The Science team will utilize at least one lab and hands on activities for each unit. Science teachers will incorporate technology integration involving student centered instruction of Science TEKS. We will utilize district provided curriculum and resources specific to supporting and readiness standards.

Strategy's Expected Result/Impact: We will plan for a hands on lab for each unit of study in each grade level by October.

We will be trained on how to best utilize all district provided curriculum by December.

Student achievement will increase on average by 5% on approaches, 3% on meets, and 2% meets on mastery level on state assessment test.

Staff Responsible for Monitoring: Teacher

Content Coordinator

Instructional Coach

Administration

Strategy 4 Details

Strategy 4: Social Studies:

Teachers will plan CFAs in PLC each week that include a map, graph, chart, political cartoon, or primary source. Students will utilize and show evidence of strategies used to aid comprehension on CFAs.

Teachers will measure growth every grading period. This will be achieved through common formative assessments once every week. Primary sources will be analyzed at least once a week.

Students will have access to viewing, analyzing, and comprehending maps, charts, graphs and/or political cartoons and primary quotes per unit. Teachers will provide opportunities for students to engage in structured conversations and authentic writing throughout the lesson cycle.

Strategy's Expected Result/Impact: Student achievement will increase on average by 5% on approaches, 3% on meets, and 2% meets on mastery level on state assessment test.

Staff Responsible for Monitoring: Teacher

Content Coordinator

Instructional Coach

Administration

Strategy 5 Details

Strategy 5: Professional Learning Communities: We will conduct weekly Data and Planning PLCs and implement the 4 questions, roles, norms, and PLC agendas. Each PLC will be able to run effectively without admin. or IC present. Focus of the PLC will be spent on how to teach and differentiate the material.

Strategy's Expected Result/Impact: We will conduct weekly Data and Planning PLCs with fidelity by the end of September.

All PLCs will be able to run effectively without admin. or IC present by implementing the 4 questions, assigning roles, norms and utilizing their PLC agenda by the end of the first semester.

Staff Responsible for Monitoring: Instructional Coach:

ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 6 Details

Strategy 6: Progress Monitoring: Students will monitor their academic progress based unit assessments, common based assessments, and benchmarks. Teachers will also monitor student progress at a class and individual level. Data tracking will focus on specific TEK(s) not mastered. Students who fail multiple contents will be monitored to see if additional interventions are needed. Teachers will utilize student data trackers and goal setting with their students as well as class data walls by the end of October.

Strategy's Expected Result/Impact: 70% of students will meet growth measures based on state assessments.

Staff Responsible for Monitoring: Teacher

Instructional Coach

Administration

Title I:

2.6

Strategy 7 Details

Strategy 7: College, Career, and Military Readiness: Through classroom guidance lessons conducted by MMS school counselors, students will have an opportunity to create an account on SchoolLinks. All students will complete Career Exploration. All 7th grade students will begin a five year plan using SchoolLinks.

Strategy's Expected Result/Impact: 100% of students will receive guidance lessons

Staff Responsible for Monitoring: Counselors

Strategy 8 Details

Strategy 8: Career and Technical Education: Through classroom guidance lessons conducted by MMS school counselors, 7th grade students will have an opportunity to explore various career choices by using the district's Navigate Your Future booklet. Students will use School Links to finalize their plan.

Strategy's Expected Result/Impact: 100% of all students will complete a training using Navigate Your Future booklet.

Staff Responsible for Monitoring: Counselors

Strategy 9 Details

Strategy 9: Advanced Academics: MMS counselors will discuss PSAT scores with 8th graders to determine high school advanced courses for high school course selections. In addition the counselors will discuss with subject teachers whether or not 6th/7th graders should take an advanced course for the following school year based on current student participation and exams.

Strategy's Expected Result/Impact: All 8th grade students will review their PSAT results and use the information for class selection choices.

Staff Responsible for Monitoring: Counselors

Strategy 10 Details

Strategy 10: Special Education: Training provided by IC and Assistant Principal for all co-teach and inclusion general and special education teachers and special education instructional paraprofessionals on co-teach models and McCormick Middle School expectations. Assistant Principal and Special Education Case Managers will verify accommodations are viewed and implemented by pertinent staff. Data will be collected on the effectiveness of co-teaching models and the impact on student outcomes, both academic and social-emotional. This data will be used to make informed decisions and adjustments to the co-teaching program.

Strategy's Expected Result/Impact: 100% of Special education students will have a decreased failure rate in co-teach setting.

Staff Responsible for Monitoring: Teachers

Admin

ESF Levers:

Lever 5: Effective Instruction

Strategy 11 Details

Strategy 11: Multilingual: Improve Tier 1 instruction in all classrooms by increasing student's ability to speak and write in complete sentences, differentiated activities and focus on vocabulary.

Strategy's Expected Result/Impact: EBs: Increase the percentage of growth in TELPAS by 10% for the 2023-24 School year.

Staff Responsible for Monitoring: Teacher
Admin

ESF Levers:

Lever 5: Effective Instruction

Strategy 12 Details

Strategy 12: Highly Mobile & At-Risk: MTSS will initially focus on high mobility students to provide support and create the correct levels of support. Counselors and admin will create a system to identify at-risk students. New MTSS coordinator position created and process streamlined to be more effective.

Strategy's Expected Result/Impact: Students will be identified and Tier 2/3 supports provided for a those who need them and evaluations initiated on those who need higher levels of support.

Staff Responsible for Monitoring: Counselors
Admin

ESF Levers:

Lever 5: Effective Instruction

Goal 2: Hays CISD is dedicated to the safety, mental health, and engagement of all students and staff.

Performance Objective 1: A safe environment must include secure facilities, staff and student training, access to mental health supports, opportunities for all students to be engaged in their school community, and our adopted standard response protocol. The district and each campus will partner with local, state, and federal entities to ensure preparedness related to School Safety and Security.

Evaluation Data Sources: Safety and Security: The Board will receive a brief narrative posted in the Board Blog addressing the updated EOP, including plans for a cybersecurity coordinator along with an overview of district safety protocols and training by the end of September.

Social Emotional Learning: All campuses will implement Social Emotional Learning (SEL) strategies with fidelity and embed SEL best practices across all academic areas. The district will capture information about the SEL Program implemented at each campus. Campuses will track and monitor student participation in extracurricular/club participation, and the district will track discipline and attendance on an ongoing basis. SEL information will be presented in December 2023 to provide a district-wide update.

Strategy 1 Details
<p>Strategy 1: School Safety: All exterior and interior doors will be locked and checked on a daily basis.</p> <p>Strategy's Expected Result/Impact: 100% of all exterior and interior doors will be functional and locked at all times.</p> <p>Staff Responsible for Monitoring: Administration/SRO</p>
Strategy 2 Details
<p>Strategy 2: Social Emotional Learning: Campus will the Wayfinder curriculum to implement SEL lessons. All students will complete a SEL lesson every Monday during advisory.</p> <p>Strategy's Expected Result/Impact: Students will participate in SEL lessons and/or restorative justice circles on a weekly basis.</p> <p>Staff Responsible for Monitoring: All teachers</p>
Strategy 3 Details
<p>Strategy 3: Mental Health: Students will utilize the Hays HopeLine and IWatch Texas platform to report incidents.</p> <p>Strategy's Expected Result/Impact: 100% of students will be trained on how to report incidents .</p> <p>Staff Responsible for Monitoring: Administration Counselors (Kelly, Rodriguez, Herrera)</p>
Strategy 4 Details
<p>Strategy 4: Increasing Student Attendance: MMS will have attendance competitions/incentives to increase student attendance. Student/Parent meetings will take place for students that are consistently absent. Home visits will be conducted as needed. 94% attendance is our goal.</p> <p>Strategy's Expected Result/Impact: MMS has a 94% attendance goal for the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Administration All teachers Counselors</p>

Strategy 5 Details

Strategy 5: Student Engagement: Students will be encouraged to participate in some type of extra-curricular activity (Athletics, Art club, Band, Sports, Theatre, NJHS, STUCO). Teachers will make one positive phone (in the fall and spring) call to all parents and submit positive referrals using the HERO system.

Strategy's Expected Result/Impact: 90% of all students are involved in an extra-curricular activity. Students will be engaged and willing to participate in school activities.

Staff Responsible for Monitoring: All teachers

Admin

Instructional Coaches

Counselors

Title I:

2.5

- **ESF Levers:**

Lever 3: Positive School Culture

Goal 3: Hays CISD is dedicated to treating everyone with respect and dignity.

Performance Objective 1: McCormick Middle School will foster a welcoming culture of positive engagement and public service. Our campus is committed to customer service with timely and effective communication. Our campus is committed to increasing customer service and client engagement, both internally and externally.

Evaluation Data Sources: The Board will receive timely updates on community and staff outreach. An employee engagement survey will be given and the Board will see the results AND how they will be addressed.

Staff will receive targeted training, after a process review, in the areas of customer service and community relations. HCISD will develop strategies and systems to make this the best place to work, and the plan will be presented to the Board in November.

During the December and June Board meetings, the board will receive a report of the recommendations made to Dr. Wright by the Diversity Advisory Council.

Strategy 1 Details
<p>Strategy 1: School Communication: A weekly newsletter will be sent out to parents about current/upcoming events at MMS. Parents will be given an opportunity to provide questions/feedback to the administration.</p> <p>Strategy's Expected Result/Impact: Parents will be informed of all events at MMS.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: Family Engagement/ Parent Involvement: MMS will have monthly parent meetings to increase parent involvement. Meetings will target the following topics: School Safety, Bullying, TEAMS access, Course selection sheets, school budget. MMS will hold both the Fall Annual Title 1 meeting and the Spring Parent and Family Engagement Meeting on at least 2 separate dates/times to encourage increased parent participation.</p> <p>Strategy's Expected Result/Impact: MMS will maintain Title 1 and PFE meeting documentation (Sign in sheets, flyers, agendas). All parents will have access to the Parent and Family Engagement Policy, the Parent-School Compact, and the CIP in both English and Spanish via the Campus Newsletter and/or Campus Website.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2</p>

State Compensatory

Budget for McCormick Middle School

Total SCE Funds: \$26,527.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

McCormick Middle School School will use its supplementary SCE funds to support the needs of at-risk students with IXL (Math intervention program) and Wayfinder (an SEL/PBIS curriculum).

Personnel for McCormick Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kelli Shelly	Instructional Coach	1

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is housed in Plan 4 Learning for the LEA and for each campus.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement plan is developed in collaboration with all required stakeholders. Meeting documentation can be found in Title 1 Crate.

2.2: Regular monitoring and revision

The campus reviews the progress on the strategies in their improvement plan at the end of each 9 weeks. Following each of these reviews, campus leaders are required to present these progress reviews to their CLTs for input and possible revision of the CLT strategies. The quarterly reviews can be found embedded in the CIP in Plan4Learning. CLT documentation can be found in Plan4Learning.

2.3: Available to parents and community in an understandable format and language

All CIPs and the DIP are made available in English and in Spanish on the [Hayscisd.net](https://www.hayscisd.net) website, and hard copies are available at the Hays CISD Central Administration Building located at 21003 IH 35 Frontage Rd., Kyle TX. Each campus's CIP can also be found on the Campus website.

2.4: Opportunities for all children to meet State standards

Each Title 1 campus actively plans for student success through the selection of high-quality instructional materials, professional development that is based on data and aligned to student and teacher needs, student-focused data-driven instruction, Professional Learning Communities, and PBIS strategies and mental health supports to encourage student success. Many of these activities are supplemental activities, funded using Title 1 funds, and documented in the CIP in relation to the strategies they support.

2.5: Increased learning time and well-rounded education

Each Title 1 campus balances academic learning time with enrichment through Specials and elective classes that support a well-rounded education. Specials classes at the elementary level include PE, Music, Technology, and Social Emotional Learning. All elementary campuses also have student clubs to increase enrichment opportunities, with the clubs varying based on teacher skills and student interest. At the middle school level, students have access to a range of Elective Courses including Athletics, Orchestra, Choir, Band, Mariachi, Robotics, and Art. Each middle school also offers afterschool clubs to support student enrichment, with these clubs being driven by student interest. All campuses K-8 offer Intervention in Math and Reading provided by a certified teacher in a pull-out setting, and all middle school campuses offer additional learning time afterschool through tutorials with their teachers.

2.6: Address needs of all students, particularly at-risk

Students who meet one or more of the 15 at-risk criteria set out by the TEA are identified in PEIMS by the PEIMS clerk and Campus Counselor. These students

are provided additional services and supports through State Compensatory Education funds, MKV funds, or other dedicated funds to meet their needs. Services and supports may include additional tutoring or academic intervention, supplemental counseling, emergency supplies and clothing, and community referrals. Campus staff listen to students and families, and they respond to student needs as they become aware of them. District MKV and Counseling staff as well as Clothes Closet and HaysHope2Go volunteers are available to support campus teams and students whenever necessary. Hays CISD recognizes that in order for students to be academically successful, the district must address the needs of the whole student.

3.1: Annually evaluate the schoolwide plan

The Title 1 Plan is embedded in the Campus Improvement Plan. The plan is reviewed quarterly with a final summative evaluation completed in June. The summative evaluation reviews the effectiveness of Title 1, SCE, and other federal grant expenditures (Including ESSA, Perkins, IDEA, etc.) on increasing student achievement. The evaluation reviews are embedded in the CIP in Plan4Learning. These reviews inform the CNA and funding priorities for the coming year.

4.1: Develop and distribute Parent and Family Engagement Policy

Each Title 1 campus revises its PFE Policy and annual activities each Spring at the Spring Title 1 Meeting and at the SBDM (CLT) meeting. These policies are translated into Spanish, and then the PFE policy is made available on the Campus/District website with hard copies made available at the Hays CISD Administration Building in the Federal Programs office.

4.2: Offer flexible number of parent involvement meetings

Each campus is required to hold at least 6 parent involvement over the course of the school year. The Fall Title 1 meeting is offered on at least two dates, and the same is true for the Spring Parent Engagement evaluation meeting. The LEA will offer a variety of Parent Involvement activities in coordination with other Federal Programs and Departments including CTE, Multilingual, MKV, Counseling and Mental Health, Special Education, and MTSS/Dyslexia. Campuses upload meeting documentation into Title Crate.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
JoAnna Garcia Fite	Interventionist		1
Julie Rosales	Instructional Coach		1

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	James Cruz	Principal
Administrator	Amanda Richason	Assistant Principal
Administrator	Helen Garcia	Assistant Principal
Administrator	Casey Gernerd	Assistant Principal
Non-classroom Professional	Kelli Shelly	Instructional Coach
Non-classroom Professional	Julie Rosales	Instructional Coach
Counselor	Gracie Kelley	Counselor
Counselor	Maria Herrera	Counselor
Counselor	Rosario Rodriguez	Counselor
Classroom Teacher	Melissa Tully	Grade Level Leader
Classroom Teacher	Thelma Garza	Grade Level Leader
Classroom Teacher	Timica Patton	Grade Level Leader
Classroom Teacher	Kim Mensing	Grade Level Leader
Classroom Teacher	Tracy Low	Grade Level Leader
Classroom Teacher	Clint Tully	Grade Level Leader
Non-classroom Professional	Cori Mitchell	Librarian
Classroom Teacher	Stephanie Carter	Sped Dept. Chair
Classroom Teacher	Sarah Martinez	Elective Dept. Chair
Classroom Teacher	Brian Rich	Boys Athletic Coordinator
Classroom Teacher	Tayla Wylie	Girls Athletic Coordinator
District-level Professional	Michael Watson	DAO
Classroom Teacher	April Venzor	DLT Representative
Parent	Erica De La Cruz	Parent