

Lamar Consolidated Independent School District

Polly Ryon Middle School

2024-2025 Campus Improvement Plan



Mission Statement

To deliver the highest quality educational experience where informed citizens are born through advanced rigor, engaging teaching methods, and a passionate climate and culture.

Vision

To be the best school possible by demonstrating transformative methods and techniques that are embraced and replicated throughout the district.

Core Beliefs

We believe that all children are gifted, have intrinsic worth, and can learn and achieve at high levels. We believe learning should be an engaging partnership involving children, parents, teachers, and the community. We believe that leading by example, nurturing and challenging all students, and using multiple approaches to engage students to learn will promote positive student outcomes and increase student success. We will ensure a safe learning and working environment for all students and employees.

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Goal 3: By May 2025, students identified as At-Risk, EB, and/or Special Education will meet the progress measure and increase by 7% compared to the 2024-25 Math and RLA STAAR assessments and EB's will also demonstrate a 7% growth for TELPAS 2025.	27
Goal 4: Polly Ryon MS will focus on maintaining a positive campus culture and educational environment by focusing on clear and consistent expectations between the parent, student, staff, and school. Polly Ryon will demonstrate a 7% growth in "Strongly Agree/Agree" on the LCISD Campus Climate Survey on questions about positive culture, discipline, and communication.	32
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

During our first meeting which was held on 5/30/23, the Site Based Team discussed the purpose for the meeting including the process for identifying our campus needs and the methods for analyzing data. We identified several pieces of data that would assist the team including the Federal Report Card, Campus Climate Survey, NWEA Map data, 22-23 STAAR data, and the 22-23 Texas Academic Performance Report. (Please Use Data Documentation Setting in Plan4Learning). At the conclusion of the meeting, we assigned individuals to collect the data to be reported to the team at the next meeting. During the second meeting which was held on 6/13/23 The Site Based Team evaluated 12 pieces of data and identified strengths and problems in each area. Each team member was given the opportunity to present their data. The Site Based Team worked together to identify strengths and problems of the campus. After identifying the strengths and problems, the team decided on five areas of focus for the school year. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Demographics

Demographics Summary

Polly Ryon Middle School is a sixth grade campus in the Lamar Consolidated Independent School District, located in Richmond, Texas. The campus of 526 students has a population of 23% African American, 30% Hispanic, 34% White, 0.1% American Indian, 10% Asian, 0.1% Pacific Islander, and 3% Two or More Races, is celebrating year 10 in Lamar CISD. Additionally, Polly Ryon Middle School's student population is 33.4% economically disadvantaged, 15% EB, and 13.7% are identified for special education. Polly Ryon Middle School earned an 'A' accountability rating from TEA for the most recent 2021-2022 School Report Card year (as listed under Reading Junior High).

The driving force behind Polly Ryon Middle School is an inherent, heartfelt belief that all children can succeed and the dedicated teacher is the catalyst. This belief is mirrored in the enthusiasm and positive learning attitude displayed by our students. Their pride in their school is clearly evident as they walk down the halls, actively participate in class, and demonstrate Longhorn Pride through our Longhorn Essentials and House System. Our House System was developed to instill virtues of Isibindi (Zulu for courage), Amistad (Spanish for friendship), Altruismo (Portuguese for giver), and Reveur (French for dreamer) in our students, as we encourage them to be global citizens. To instruct and educate our eager students, the principal and teachers search for new teachers that not only are knowledgeable about curriculum and relevant instructional strategies, but also understand the developmental needs of students. Key qualities sought in candidates are flexibility, organization, a willingness to further their own learning, to continue growth, and to do whatever it takes to make students successful. Teachers who instruct with a “parent's heart” and with a commitment to the belief that all students can succeed, are selected to be part of the Polly Ryon Middle School staff.

Our RCO (Ryon Community Organization) actively works to support the school by sending teachers to professional development opportunities, providing additional classroom enrichment materials, working as volunteers, helping fund field trips, and beautifying our school and campus grounds. Volunteer parents and community members put in an incredible number of hours working in the building and preparing instructional materials to enrich students' academic experiences. A strong academic foundation is greatly supported through the efforts of volunteers and the RCO.

Special programs that align with the needs and desires of our students, parents and communities available at Polly Ryon Middle School are Gifted & Talented, SLC, ESL, Special Education and Fine Arts.

Demographics Strengths

Polly Ryon Middle School is diverse campus with celebrated diversity of 17 different native languages and cultures.

Polly Ryon Middle School has a responsive and purposeful intervention system, devoted daily and built into the schedule.

Polly Ryon Middle School students continue to excel as evidenced by the TEA Accountability rating of "A" for 2021-2022.

Polly Ryon Middle School staff participate in high quality staff development aligned to targeted campus needs in order to increase teacher knowledge and student achievement.

Polly Ryon Middle School staff is collaborative in their teaching approach.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Yearly changes in student population and student needs requires an adjustment and/or adaptations in curriculum design, instructional strategies and social-emotional learning strategies. **Root Cause:** Polly Ryon Middle School is a one year/one grade level campus with a consistent yearly "re-start". The community is quick-growing and new enrollment is frequent.

Student Learning

Student Learning Summary

Student Academic Achievement Summary On the STAAR 2022-2023, Polly Ryon Middle School had the following results:

Reading: 92% Approaches, 78% Meets; 49% Masters

Math: 88% Approaches; 60% Meets; 30% Masters

2022-2023 TELPAS data reflects that EB student performance was at 32% Composite Score of Advanced High for the campus

Polly Ryon Middle school uses multiple forms of data and communicated with multiple measures for student learning by establishing performance targets for MAP, STAAR, Progress Learning, local and district assessments, and other value added measures, including perceptual and demographic data. We have created a culture that develops, sustains, empowers, and engages teachers through differentiated, continuous professional learning, based on identified teacher, student, and grade level needs, resulting in academic advancement and growth for all learners.

Student Learning Strengths

We had many academic strengths in the 2022-2023 school year. As a campus, we are continually working to grow our students in all academic areas.

By utilizing instructional planning and data time to collaborate and differentiate to meet student needs, refining professional learning to support specific teacher needs, and with a responsive and flexible intervention plan, Tier I and small group instruction is targeted with built-in intervention that maximizes student success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 2023 SPED students' scores were 14% Approaches Low, 13% Approaches High, 25% Meets and 13% Master on the 2023 Reading STAAR. SPED students scored at 23% Approaches Low, 16% Approaches High, 14% Meets and 8% Master levels on the 2023 Math STAAR. **Root Cause:** The Special Education population makes up approximately 13% of our campus population, making it a targeted focus area.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Polly Ryon Middle School is guided by the TEKS and Lamar CISD expectations. Assessment are a critical component when it comes to decision making. Polly Ryon Middle School uses the concept of balanced assessment to ensure we are adequately addressing student needs and measuring student outcomes. Weekly planning meetings are held to target lesson planning, data review, strategic planning and professional learning. Paraprofessionals are included in staff development activities. Content areas are provided a daily common planning time. Our schedule has a built-in intervention time, designed to maximize student success. Student progress is routinely monitored and instruction is adjusted accordingly. Professional development needs are determined based on demonstrated and observed needs. Professional development rotations are provided for all teaching staff to reinforce teacher learning by discussing training, implementation, and sharing articles. Teachers are encouraged to attend both district and out of district professional development to help build capacity. Multiple teacher leadership opportunities are offered at the campus and district level. Teachers observe each other in a collaborative learning spirit. Creating innovative learners who can actively find and solve problems is at the core of our mission and focus. We also believe all students should have the opportunity to be educated in an emotionally and physically safe environment. When data indicates that student learning is being impacted, Polly Ryon Middle School staff immediately works to determine the cause and adjust instruction and/or practices to ensure student success. Instructional time is protected and teachers and students are not pulled out of the classroom for unnecessary reasons.

We develop student leadership and celebrate our diversity through our House System. Students at Polly Ryon Middle School select House Leaders that help make campus decisions, giving our students a voice. We are committed to excellence in providing a safe, risk-free, engaging learning environment that teaches the whole child. We recognize the importance of growing academically as well as supporting strong character traits. Polly Ryon Middle School follows the Essential 10 (etiquette rules) and the district implemented Character Counts program. We are devoted to helping every student discover his/her individual strengths and talents through goal setting, celebrating progress, and high standards for all.

School Processes & Programs Strengths

Polly Ryon Middle School's process and program strengths include:

1. Collaborative planning processes ensure equity in instruction.
2. Relationship building between students, staff, and parents enhances our school community and instructional integrity.
3. Staff is growing in their ability to interpret and use common assessment data to drive instruction.
4. Innovative practices are welcomed among students, staff, and parents.

Perceptions

Perceptions Summary

Polly Ryon Middle School works to ensure our school is a family friendly environment. Family involvement is a key component of student success and it is imperative to us that we support parents by creating a climate that is responsive and communicative in nature allowing the school and family to work as partners in the educational process. Various opportunities for family engagement are offered each year. Polly Ryon Middle School has an active RCO and a staff RCO/parent liaison to assist with strengthening the home to school connection. A campus website is regularly updated with important information and serves as a repository for school based schedules, forms, reporting procedures, contact links, etc. Polly Ryon Middle School is an extremely diverse community with over 13 spoken native languages other than English. Polly Ryon Middle School utilizes several social media outlets to help keep parents informed regarding the outstanding learning experiences occurring on our campus. Parent/community nights such as Meet the Teacher, Parent Info Nights, and curriculum nights serve to help bring parents and school staff together toward a common purpose. Polly Ryon Middle School's parents, teachers, and students take pride in our school and the school's reputation for success. Polly Ryon Middle School is perceived to be a safe and positive environment with a strong focus on academic success and building character through our House System and Character Counts implementation. One of the core beliefs at Polly Ryon Middle School is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. Excellence is expected and students are taught that what you do, you should do well and the easiest way to do it well, is to do it well each and every time. Students are taught the expectations to practice the campus Essentials on a daily basis and within their personal lives. Teachers and other staff are trained to ensure that a healthy classroom climate is created and maintained. Training also encompasses instruction relative to classroom pace and how to ensure that academics are the primary focus. It is imperative that teachers utilize the least invasive form of intervention possible to encourage student self-reliance. Teachers are aware that time should be allotted to ensure students can successfully implement and engage in classroom routines and procedures.

Perceptions Strengths

Polly Ryon Middle School teachers and staff have a common understanding of the district's mission, vision and goals. Teachers and staff meet routinely to discuss instructional practices. Instructional planning time is built into the schedule and includes clear processes and procedures to insure time is intentional and meaningful. Polly Ryon Middle School has a multitude of family and community involvement strengths:

Active volunteer program which enhances parental commitment to our school. Family events which focus on the importance of a positive relationship between home and school - spirit nights, Dads On Duty, Jump Rope for Heart, Dance Nights, Musicals, Concerts, House events, etc. and maintaining and expanding relationships with business partners via our RCO program encourages volunteerism and decision making and promotes community involvement. Safe and Drug Free Schools program emphasizing good character traits and making good decisions Counseling program which includes guidance lessons, reinforce core essentials and character. Use of Raptor to ensure the safety of our staff and students Safety programs presented by the school nurse and counselors which focus on safety and use of the Essential 10 and the Character Counts Program.

Priority Problem Statements

Problem Statement 1: Yearly changes in student population and student needs requires an adjustment and/or adaptations in curriculum design, instructional strategies and social-emotional learning strategies.

Root Cause 1: Polly Ryon Middle School is a one year/one grade level campus with a consistent yearly "re-start". The community is quick-growing and new enrollment is frequent.

Problem Statement 1 Areas: Demographics

Problem Statement 2: In 2023 SPED students' scores were 14% Approaches Low, 13% Approaches High, 25% Meets and 13% Master on the 2023 Reading STAAR. SPED students scored at 23% Approaches Low, 16% Approaches High, 14% Meets and 8% Master levels on the 2023 Math STAAR.

Root Cause 2: The Special Education population makes up approximately 13% of our campus population, making it a targeted focus area.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Polly Ryon MS students will achieve 90% approaches, 60% meets, and 30% masters or higher on the RLA 2024-25 STAAR.

Performance Objective 1: Polly Ryon Middle School will focus on Reporting Category 1 - Ability to Understand and Analyze a Variety of Written Texts Across Reading Genres showing a 7% growth from the 2024 to the 2025 RLA STAAR.


High Priority




HB3 Goal








Evaluation Data Sources: Formative - Using incoming 2024 STAAR results; RLA teachers will increase instructional strategies during instruction and are required to meet the campus goal of growth. Students will show growth by at least two questions on the 2025 STAAR Reading test.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Upon receiving the 2024 STAAR results, each teacher will analyze individual and class-wide data to identify specific areas where students struggled. Include question types, skills, and topics that showed lower proficiency. Based on this data, provide differentiated instruction targeting these areas for improvement. Use targeted small-group sessions, and incorporate formative assessments to monitor progress regularly.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All teachers will continue to receive training on deep practice, complex language stems, and Tech Integration (Progress Learning). Teachers are expected to deconstruct STAAR formatted questions 3 times per week with their students, in each content area to improve individual STAAR objectives.</p> <p>Strategy's Expected Result/Impact: Formative - All content teachers will be able to demonstrate 2 questioning strategies for the first, second, and third read. Teachers will have language stems posted to prompt all students to use complete sentences when orally answering discussion questions in class and on all written work. Learning walks and collaborative teaching will occur to increase best practices. This will be evidenced in walk-throughs.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Curriculum & District Instructional Specialists, Instructional Coaches, Librarian, Department Heads</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: To improve individual student mastery of learning objectives, PLC teams will dissect STAAR/MAP/Six Weeks data to identify strengths and weaknesses of specific objectives. Using MAP data points, these teams will set goals and establish instructional strategies to enhance academic performance.</p> <p>Strategy's Expected Result/Impact: Formative - Using incoming 2024 STAAR results; RLA teachers implement two Lead4ward instructional strategies during instruction and are required to meet the campus goal of mastery. Students will show growth by at least two questions on the 2025 STAAR RLA test, showing MAP growth from BOY to MOY and MOY to EOY.</p> <p>Staff Responsible for Monitoring: Campus Administration, CTC, Teacher Leaders, Instructional Coaches, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: For each lesson cycle, Common Formative Assessments will be developed to measure the mastery of objectives for each student. Teachers will utilize the various tech tools (Progressive Learning, Quizizz, Kahoot, Blooket, Eduphoria Confidence Rater) to collect "dip stick" data quickly and efficiently. All departments will follow-up with campus collaborative teams to evaluate strengths, weaknesses, and plan for reteach and reassessments on targeted TEKS.</p> <p>Strategy's Expected Result/Impact: Formative - Weekly Walk Throughs, Weekly Lesson Plans & minutes, Weekly Common Formative Assessments, and Data Team Reports</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Campus Teacher Leaders, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: PLCs, Wednesday Workshop Meetings, and Department Planning meetings will focus on providing a rigorous and relevant curriculum which will include but is not limited to lesson planning, assessments, staff development, road maps, and unwrapping standards. Teachers will unwrap teaching standards and SEs prior to writing lesson plans and teaching new content during their weekly department meetings. (Eduphoria, CANVAS)</p> <p>Strategy's Expected Result/Impact: Formative - Weekly Assessment Reviews, Campus Academic Snap Shots (Nov & March), Weekly Lesson Plans, PLCs, Data Meetings, Department meeting minutes.</p> <p>Staff Responsible for Monitoring: Curriculum & Instructional Specialists, Principals, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will incorporate at least one instructional hands-on activity per week to increase student engagement. Per grading period, teachers will use 4 or more lead4ward stimulus strategies to increase academic transfer and 4 or more lead4ward thinking strategies to increase rigor per skill.</p> <p>Strategy's Expected Result/Impact: Student increased outcomes on daily grades and major grades.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Curriculum & Instructional Specialists, Campus Instructional Coaches, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: PRMS teachers will implement blended learning and small group instruction with every student using informal and formal assessments at least twice a week.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Teachers, Campus Support Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Feb	Apr	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: RLA teachers will teach students to support their writing with text evidence when writing constructed responses, using Writable and TEA Writing Rubrics.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Increase student performance on classroom writing assessments.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, and coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



Goal 1: Polly Ryon MS students will achieve 90% approaches, 60% meets, and 30% masters or higher on the RLA 2024-25 STAAR.







Performance Objective 2: Polly Ryon Middle School teachers will focus on Reporting Category 3: Understanding/Analysis of Informational Texts showing a 7% growth from the 2024 to the 2025 RLA STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: Formative - Using incoming 2024 STAAR results; RLA teachers will increase instructional strategies during instruction and are required to meet the campus goal of growth. Students will show growth by at least two questions on the 2025 STAAR Reading test.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All teachers will continue to receive training on deep practice, complex language stems, and Tech Integration (Progress Learning). Teachers are expected to deconstruct STAAR formatted questions 3 times per week with their students, in each content area to improve individual STAAR objectives.</p> <p>Strategy's Expected Result/Impact: Formative - All content teachers will be able to demonstrate 2 questioning strategies for the first, second, and third read. Teachers will have language stems posted to prompt all students to use complete sentences when orally answering discussion questions in class and on all written work. Learning walks and collaborative teaching will occur to increase best practices. This will be evidenced in walk-throughs.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Curriculum & District Instructional Specialists, Librarian, Department Heads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p>	Formative		
	Feb	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers, administrators, and support staff will disaggregate STAAR/MAP/Six Weeks data to determine strengths and weaknesses of individual objectives. They will focus on instructional strategies needed to improve individual student mastery of learning objectives by setting goals to increase student mastery on STAAR objectives.</p> <p>Strategy's Expected Result/Impact: Formative - Using incoming 2024 STAAR results; RLA teachers will increase instructional strategies during instruction and are required to meet the campus goal of mastery. Students will show growth by at least two questions on the 2025 STAAR RLA test.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teacher Leader, Instructional Coaches, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: For each lesson cycle, Common Formative Assessments will be developed to measure the mastery of objectives for each student. Teachers will utilize the various tech tools (Progressive Learning, Quizizz, Kahoot, Blooket, Eduphoria Confidence Rater) to collect "dip stick" data quickly and efficiently. All departments will follow-up with campus collaborative teams to evaluate strengths, weaknesses, and plan for reteach and reassessments on targeted TEKS.</p> <p>Strategy's Expected Result/Impact: Formative - Weekly Walk Throughs, Weekly Lesson Plans & minutes, Weekly Common Formative Assessments, and Data Team Reports</p> <p>Staff Responsible for Monitoring: Campus Administrator, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: PLCs, Wednesday Meetings, and Department Planning meetings will focus on providing a rigorous and relevant curriculum which will include but is not limited to lesson planning, assessments, staff development, road maps, and unwrapping standards. Teachers will unwrap the standards they are teaching and SEs prior to writing lesson plans and teaching new content during their weekly department meetings. (Eduphoria, CANVAS)</p> <p>Strategy's Expected Result/Impact: Formative - Weekly Assessment Reviews, Campus Academic Snap Shots (March), Weekly Lesson Plans, Data Meetings, Department meeting minutes.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Curriculum & Instructional Specialists, Principals, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



Goal 1: Polly Ryon MS students will achieve 90% approaches, 60% meets, and 30% masters or higher on the RLA 2024-25 STAAR.




Performance Objective 3: Sixth Grade Reading Special Education students at Polly Ryon Middle School will achieve an increase in 2024 by 7% in the "Approaches" category on the 2025 RLA STAAR report.





High Priority

HB3 Goal

Evaluation Data Sources: Formative - Using incoming 2024 STAAR results; RLA Sped teachers will use research and data -based resources and strategies during instruction and are required to meet the campus goal of growth. Students will show growth by at least two questions on the 2025 STAAR Reading test.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Disaggregate STAAR/Benchmark/MAP/Six Weeks data to determine strengths and weaknesses of individual objectives. Focus will be on formulating instructional strategies needed to show growth in the "Top 25% Student Progress" measure in the Distinction Designations from T.E.A.</p> <p>Strategy's Expected Result/Impact: Formative - Using incoming 2024 STAAR results; Reading teachers will increase instructional strategies during instruction and are required to meet the campus goal of mastery. Students will show growth by at least two questions on the 2025 STAAR RLA test.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Item analysis will be done to determine error patterns that require correction in instructional approaches. Analyze data bi-monthly to create and implement differentiated instructional strategies and assessments to increase rigor and student "progress measures" pertaining to "mastery level" of goals.</p> <p>Strategy's Expected Result/Impact: Formative - Weekly Lesson Plans, Weekly Walk-Throughs, Weekly Planning Minutes, Data Team reports improvements</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: PRMS will use researched-based strategies and/or graphic organizers to aid and improve instruction and increase student mastery 7% on the 2025 RLA STAAR report.</p> <p>Strategy's Expected Result/Impact: Formative - Using incoming 2024 STAAR results; Reading teachers will increase instructional strategies during instruction and are required to meet the campus goal of mastery. Students will show growth by at least two questions on the 2025 STAAR RLA test.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Dept. Heads</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will use 4 or more Lead4ward thinking strategies per grading period to increase rigor per skill and will monitor common assessment for mastery of skills.</p> <p>Strategy's Expected Result/Impact: Increased student outcomes and student discourse within the classroom</p> <p>Staff Responsible for Monitoring: Curriculum & Instructional Specialists, Campus Instructional Coaches, Principals, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: PRMS teachers will implement blended learning and small group instruction with every student using informal and formal assessments at least twice a week, targeting extension activities.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, and coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: PRMS will teach students to support their writing with text evidence, using campus strategies.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Increase student performance on classroom writing assessments.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, and coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 2: Polly Ryon MS students will achieve 90% approaches, 60% meets, and 30% masters or higher on the Math 2024-25 STAAR.

Performance Objective 1: The PRMS math team will focus on Reporting Category 2, specifically TEKS 6.3D and 6.5B. STAAR scores in Reporting Category 2 will increase by 7%.

Evaluation Data Sources: Formative - Using incoming 2024 STAAR results and MAP data; math teachers will increase instructional strategies during instruction and are required to meet the campus goal of mastery. Students will show growth by at least two questions on the 2025 STAAR Math test.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All content teachers will receive training and continue reviewing a minimum of 3 deep practice questions per week for response and deconstruction. In addition, all teachers will build comprehension through Number Talks during warm-ups and Longhorn time.</p> <p>Strategy's Expected Result/Impact: Summative - By the end of the training sessions, all students will be able to demonstrate 2 questioning strategies for the first, second, and third read. The follow up will be evidenced in walk-throughs.</p> <p>Staff Responsible for Monitoring: Administration, Campus Collaborative Team, Librarian, Classroom teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional Coach and content teachers will disaggregate STAAR and MAP data in PLCs to determine strengths and weaknesses of individual objectives to focus on instructional strategies needed to improve student mastery of learning objectives.</p> <p>Strategy's Expected Result/Impact: Formative - Using incoming 2024 STAAR results; math teachers will increase instructional strategies during instruction and are required to meet the campus goal of mastery. Students will show growth by at least two questions on the 2025 STAAR Math test.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teacher Leaders, Teachers, Department Heads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Common Formative Assessments will be developed to measure the mastery of objectives for each student. Teachers will utilize the Smart Response systems to gather "dip stick" data quickly and efficiently. Teachers will meet in PLCs and discuss data bi-monthly to evaluate strengths, weaknesses, and plan how they will reteach and reassess target TEKS.</p> <p>Strategy's Expected Result/Impact: Summative - Weekly Walk Throughs, Weekly Lesson Plans & minutes, Weekly Common Formative Assessments, and Data Team Reports</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: PLCs, Wednesday Meetings, and Math Department Planning will focus on providing a rigorous and relevant curriculum which will include but is not limited to unwrapping standards, lesson planning, assessments, mastery grading, staff development, long range planning, and Deep Practice. Instructional Coaches with teachers will unwrap the standards they are teaching prior to writing lesson plans and teaching new content during their weekly PLCs and 90-minute team meetings. (Eduphoria, CANVAS, Mastery Connect)</p> <p>Strategy's Expected Result/Impact: Summative - Weekly Assessment Reviews, Campus Academic March Snap Shot, Weekly Lesson Plans, PLC, Data Team Meetings, Coaching and Department meeting minutes.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will incorporate at least one instructional hands-on activity (instructional gaming; Progress Learning, Kahoot, Blooket, etc.) per week to increase student engagement. Teachers will use 4 or more lead4ward stimulus strategies to increase academic transfer and 4 or more lead4ward thinking strategies to increase rigor per grading period.</p> <p>Strategy's Expected Result/Impact: Increased student outcomes</p> <p>Staff Responsible for Monitoring: Curriculum & Instructional Specialists, Principals, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June





Strategy 6 Details	Formative Reviews		
<p>Strategy 6: PRMS will implement blended learning and small group instruction with every student using informal and formal assessments at least twice a week.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, and coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Math teachers will review test data to determine low performing TEKS, and spiral those TEKS into warm-ups, blending learning, small group and future tests.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Increase student performance on low performing TEKS.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, and coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Polly Ryon MS students will achieve 90% approaches, 60% meets, and 30% masters or higher on the Math 2024-25 STAAR.

Performance Objective 2: Sixth Grade Math Students at Polly Ryon Middle School will maintain or increase the 93% "Approaches" category on the 2025 Math STAAR Test.

Evaluation Data Sources: STAAR results





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Disaggregate STAAR/Benchmark/MAP/Six-Weeks data to determine strengths and weaknesses of individual objectives. Focus will be on formulating instructional strategies needed to show growth in the "Top 25% Student Progress" measure in the Distinction Designations from T.E.A. (Target Group: 6th)</p> <p>Strategy's Expected Result/Impact: Formative - Using 2024 STAAR results and MAPS diagnostic results, teachers will provide a plan of instructional strategies that meet campus goals.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PLCs, Wednesday Meetings, and Math Department Planning will focus on providing a rigorous and relevant curriculum which will include but is not limited to unwrapping standards, lesson planning, assessments, mastery grading, staff development, long range planning, and Deep Practice. Instructional Coaches with teachers will unwrap the standards they are teaching prior to writing lesson plans and teaching new content during their weekly PLCs and 90-minute team meetings. (Eduphoria, CANVAS)</p> <p>Strategy's Expected Result/Impact: Formative - Weekly Assessment Reviews, Campus Academic Snap Shots (Nov & March), Weekly Lesson Plans, Data Meetings, Department meeting minutes.</p> <p>Staff Responsible for Monitoring: Curriculum & Instructional Specialists, Principals, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will use 4 or more lead4ward thinking strategies to increase rigor per grading period.</p> <p>Strategy's Expected Result/Impact: Increase performance rating from "Approaches" to "Meets" and "Masters"</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Polly Ryon MS students will achieve 90% approaches, 60% meets, and 30% masters or higher on the Math 2024-25 STAAR.

Performance Objective 3: PRMS teachers will implement blended learning and small group instruction with every student to target differentiated needs based on MAP and benchmark testing gaps, using informal and formal assessments at least twice a week.

Evaluation Data Sources: Meet or exceed the targets on the attached CIP target tables. Increase student performance on classroom assessments. Increase student performance on STAAR.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Using MAP, benchmark data and formal and informal assessments, teachers will differentiate small group instruction.</p> <p>Strategy's Expected Result/Impact: Student outcomes will increase with small group differentiated instruction</p> <p>Staff Responsible for Monitoring: Administrators, teachers, and coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Common Formative Assessments will be developed to measure the mastery of objectives for each student. Teachers will utilize the Smart Response systems to gather "dip stick" data quickly and efficiently. Teachers will meet in PLCs and discuss data bi-monthly to evaluate strengths, weaknesses, and plan how they will reteach and reassess target TEKS.</p> <p>Strategy's Expected Result/Impact: Summative - Weekly Walk Throughs, Weekly Lesson Plans & minutes, Weekly Common Formative Assessments, and Data Team Reports</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches and Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: By May 2025, students identified as At-Risk, EB, and/or Special Education will meet the progress measure and increase by 7% compared to the 2024-25 Math and RLA STAAR assessments and EB's will also demonstrate a 7% growth for TELPAS 2025.

Performance Objective 1: At- Risk, EB, SPED students will achieve a minimum 7% increase on the 2025 Math and RLA STAAR assessments and EB students will also make a 7% increase from their 2024 TELPAS scores.

HB3 Goal

Evaluation Data Sources: 2024 STAAR, 2024 TELPAS





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: EB Specialist ensures campus wide focus on writing and building academic vocabulary by teaching three concepts: word knowledge, content -specific vocabulary, and general content area academic words. EB class sections created to ensure fidelity with our EB population.</p> <p>Strategy's Expected Result/Impact: Formative - Weekly Lesson Plans with specific EB strategies to implement in the classrooms, Daily support and monitoring of strategies, Weekly planning minutes with each content and Data from Team Reports</p> <p>Staff Responsible for Monitoring: EB Lead, Teacher Sections</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Special Education teachers ensure campus wide focus on building academic vocabulary, identifying student strengths and weakness to scaffold and strengthen student achievement via researched based strategies and differentiated interventions targeting students by need during small group and blended learning studios.</p> <p>Strategy's Expected Result/Impact: Formative - Weekly Lesson Plans with specific strategies to implement in the classrooms, Daily support and monitoring of strategies, Weekly planning minutes with each content and Data from Team Reports. Strategies for intervention will include flipped classroom, instruction, edpuzzles, blended learning studios, and lead4ward strategies.</p> <p>Staff Responsible for Monitoring: Special Education teachers, general education teachers, support staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: EdPuzzle - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,500</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: EB students who scored a composite rating below Advanced High will work on Summit K12 for a minimum of one hour per week, increasing to 2 hours per week as TELPAS nears to strengthen student achievement on TELPAS.</p> <p>Strategy's Expected Result/Impact: 7% increase on upcoming TELPAS score compared to their prior year; newcomers score an Intermediate composite rating</p> <p>Staff Responsible for Monitoring: EB Specialist</p> <p>Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Saturday and Summer Longhorn Camp programs for Special Education, EB, and MTSS students focused on academic sixth grade readiness and relationship building.</p> <p>Strategy's Expected Result/Impact: Student sixth-grade academic readiness and relationship building before the school year will increase student involvement and success.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Longhorn Camp (Saturday School) - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$3,090, EB Longhorn Language Enrichment Camp - 199 PIC 25 State Bilingual/ESL - \$2,370</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By May 2025, students identified as At-Risk, EB, and/or Special Education will meet the progress measure and increase by 7% compared to the 2024-25 Math and RLA STAAR assessments and EB's will also demonstrate a 7% growth for TELPAS 2025.

Performance Objective 2: 100% of PRMS staff will be trained on engagement research-based instructional strategies with follow up trainings (presented by staff) at monthly staff meetings to improve campus mastery in general, special education, and EB classrooms.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: EB Lead position created to ensure campus wide focus on writing and building academic vocabulary by embrace three concepts: word knowledge, content -specific vocabulary, and general content area academic words. EB class sections created to ensure fidelity with our EB population. Extra period off for coaching and ESL paperwork and Lead's training to staff.</p> <p>Strategy's Expected Result/Impact: Formative - Weekly Lesson Plans with specific EB strategies to implement in the classrooms, Daily support and monitoring of strategies, Weekly planning minutes with each content and Data from Team Reports</p> <p>Staff Responsible for Monitoring: EB Lead and EB Teacher Sections</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: EB tutor -After School tutorials 3x per week will provide teachers and the tutor an opportunity to apply strategies and trainings to increase student mastery.</p> <p>Strategy's Expected Result/Impact: Lesson plans weekly with the EB Lead for instructional needs based on PLC data collected.</p> <p>Staff Responsible for Monitoring: ESL tutor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: PRMS will recruit, support, and retain teachers that are ESL certified to improve mastery of students identified as EB to meet the progress measure and increase by 7% compared to the 2023 Math and Reading STAAR.</p> <p>Strategy's Expected Result/Impact: Formative - Weekly Lesson Plans with specific strategies to implement in the classrooms, Daily support and monitoring of strategies, Weekly planning minutes with each content and Data from Team Reports, using sheltered instruction strategies.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: By May 2025, students identified as At-Risk, EB, and/or Special Education will meet the progress measure and increase by 7% compared to the 2024-25 Math and RLA STAAR assessments and EB's will also demonstrate a 7% growth for TELPAS 2025.

Performance Objective 3: PRMS will designate dedicated intervention/enrichment time and before/after school tutorials to focus on providing intervention and exploratory opportunities to students, as needed. Interventions will be differentiated and research based.





HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Intervention and exploratory will focus on providing a rigorous and relevant curriculum based on IEPs, TELPAS, and STAAR scores for students that need scaffolding as well as those that need academic instructional enrichment.</p> <p>Strategy's Expected Result/Impact: Formative - Checkpoints/benchmarks and campus diagnostic assessments will identify student intervention needs</p> <p>Staff Responsible for Monitoring: Curriculum & Instructional Specialists, Principals, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Polly Ryon MS will focus on maintaining a positive campus culture and educational environment by focusing on clear and consistent expectations between the parent, student, staff, and school. Polly Ryon will demonstrate a 7% growth in "Strongly Agree/Agree" on the LCISD Campus Climate Survey on questions about positive culture, discipline, and communication.


Performance Objective 1: Polly Ryon Middle School will increase parent/teacher communication by sending out weekly newsletters, posting on social media platforms, and hosting community events.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will make a minimum of six positive phone calls home before the end of each six weeks to maximize parent-teacher communication and relationships</p> <p>Strategy's Expected Result/Impact: Increased parent-teacher communication and increase parent involvement</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will provide all stakeholders Canvas access to establish consistent communication for questions, concerns, and clarifications about homework, academic progress, curriculum, class projects or the students' social-emotional development.</p> <p>Strategy's Expected Result/Impact: Increased parent-teacher communication</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: PRMS staff will respond with students, parents and stakeholders to handle all concerns within 48 hours and will additionally update their associated Canvas courses regularly.</p> <p>Strategy's Expected Result/Impact: Increased parent communication and involvement.</p> <p>Staff Responsible for Monitoring: Teachers, Facilitators, Principals, Counselors.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: PRMS teachers will communicate weekly via email and/or newsletter, keeping stakeholders informed about assignments and upcoming assessments. Additionally, PRMS will send out a weekly email and/or phone call informing parents about PRMS news, vents, and upcoming dates of importance.</p> <p>Strategy's Expected Result/Impact: Increased stakeholder communication, involvement, and participation.</p> <p>Staff Responsible for Monitoring: Principals, Teachers, Counselors, and Instructional Coaches</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Polly Ryon MS will focus on maintaining a positive campus culture and educational environment by focusing on clear and consistent expectations between the parent, student, staff, and school. Polly Ryon will demonstrate a 7% growth in "Strongly Agree/Agree" on the LCISD Campus Climate Survey on questions about positive culture, discipline, and communication.

Performance Objective 2: PRMS will continue to engage in House morale and team building activities to form a sense of community through campus House and PBIS system.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PRMS will continue utilizing the House and PBIS System to promote a positive campus culture that uses a point system as a motivator for students and staff.</p> <p>Strategy's Expected Result/Impact: Strategy will increase relationships with students coming from five different campuses.</p> <p>Staff Responsible for Monitoring: All staff and administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: PBIS prizes - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,553</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Site Based Decision Making Team will meet four times per year to discuss campus data, expectation, progress, and goals.</p> <p>Strategy's Expected Result/Impact: Community involvement increase</p> <p>Staff Responsible for Monitoring: Administrators, Core Team, Team Leads, Community</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
			

State Compensatory

Budget for Polly Ryon Middle School

Total SCE Funds: \$4,488.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Longhorn Time/Exploratory programs offer a variety of activities, including academic enrichment & intervention, sports, and arts and crafts. The goal is to provide students with a safe and structured environment where they can continue to learn and grow outside of their regular scheduled academic classes.

SBDMC Members

Committee Role	Name	Position
Counselor	Melissa Winn	Counselor
Parent	Aimee Rubin	Parent
Paraprofessional	Denia York-Soto	Nurse
Counselor	Beth Yockey	Counselor
Classroom Teacher	Tonya Bailey	Academic Facilitator
Classroom Teacher	Stephanie Gaddy	Academic Facilitator
Administrator	Patricia Enriquez	Assistant Principal
Administrator	Stacie Johnson	Principal

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	EdPuzzle		\$2,500.00
3	1	4	Longhorn Camp (Saturday School)		\$3,090.00
4	2	1	PBIS prizes		\$2,553.00
Sub-Total					\$8,143.00
Budgeted Fund Source Amount					\$5,643.00
+/- Difference					-\$2,500.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	EB Longhorn Language Enrichment Camp		\$2,370.00
Sub-Total					\$2,370.00
Budgeted Fund Source Amount					\$2,370.00
+/- Difference					\$0.00
Grand Total Budgeted					\$8,013.00
Grand Total Spent					\$10,513.00
+/- Difference					-\$2,500.00