

# MORRIS UPCHURCH MIDDLE SCHOOL

## Campus Improvement Plan

**2020/2021**

*If you have difficulty accessing the information in this document because of disability, please contact the district at [schildress@qcisd.net](mailto:schildress@qcisd.net) or 903-796-6412.*

*Morris Upchurch Middle School does not discriminate on the basis of age, race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended, Title IX of the Educational Amendments of 1972*



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# MORRIS UPCHURCH MIDDLE SCHOOL

## **Mission**

*MORRIS UPCHURCH MIDDLE*

*Mission*

*“We are here as a united community to support and encourage each other to become positive, well-rounded, lifelong learners and successful leaders of the future.”*

## **Vision**

*Vision*

*At MUMS we: Provide a challenging, standards based educational program, preparing students for success in high school and beyond. Create an environment of educational excellence by using a variety of instructional strategies and activities to address the varied learning strengths of our students. Provide a caring, nurturing environment in which all students can feel supported and safe emotionally, intellectually, and physically. Build positive personal characteristics such as tolerance, integrity, cooperation and honesty, and encourage respect for the individual differences that make each of us unique.*

### Nondiscrimination Notice

MORRIS UPCHURCH MIDDLE SCHOOL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# MORRIS UPCHURCH MIDDLE SCHOOL Site Base

Name	Position
Childress, Susan	Principal
Russell, Becky	Academic & Guidance Coordinator
Childress, Kristen	Teacher
Sykes, Amanda	Teacher
Hill, Tina	Business Rep.
Dickey, Kim	Nurse
Rawls, Jay	Business Rep.
Iles, Kimberly	SPED Teacher
Coats, Melvin	Community Rep.
McCasland, Terry	Community Rep.
McMillon, Harlene	Paraprofessional
Hollis, Jennifer	Teacher
Chism, April	Teacher
Washington, Ricky	Teacher
Pattillo, Jessica	Parent
Satterfield, Wendy	Parent
Campbell, D'Anne	Secretary

# Resources

Resource	Source
No rows defined.	

# MORRIS UPCHURCH MIDDLE SCHOOL

**Goal 1.** MUMS will provide an exemplary instructional program for all students to enhance achievement, access, and equity.

**Objective 1.** All student and student groups will increase their level of academic performance by 3% from the previous year through the utilization of intensive remediation and tutorial programs, with special emphasis given to economically disadvantaged, Special Education, White and African American students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A comprehensive needs assessment will be conducted by the Campus Site-Based Committee (which includes parents, business representatives, community members, and school staff) to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. (Target Group: All) (CSFs: 5)	Campus Principal	monthly	(L)Local	Summative - Comprehensive Needs Assessment Summary
2. To extend learning time, strategies classes with enriched, accelerated curriculum will be provided during the school day as well as an added intervention period with a focused online tutorial program(APEX) will be used to better meet the needs of our students at risk of not meeting the challenging State academic standards. Interventionists in reading, math, science, social studies, and English will provide small group instruction. (Target Group: W,AA,ECD,SPED,AtRisk) (Strategic Priorities: 2) (CSFs: 1,4) (ESF: 4,4.1,5,5.1,5.3,5.4)	Campus Principal, Director of Instruction and Technology	Every 3 weeks	(F)Title I, Part A, (S)State Comp - Amt - \$46,902.42, (S)State Comp FTE - 1	Summative - Teacher-generated tests, benchmarks, and mastery of STAAR
3. To provide data-driven instruction, disaggregated data from DMAC reports on STAAR results will be used when planning instruction and on DMAC assessments every 9 weeks. The new APEX tutorial data will also be used. (Target Group: All) (Strategic Priorities: 2) (CSFs: 2) (ESF: 5)	Campus Principal, Counselor, Director of Instruction and Technology	Every 3 weeks	(F)Title I, Part A, (L)Local	Summative - Benchmarks, STAAR test results, lesson plans, DMAC reports
4. To strengthen the core academic program and provide opportunities for all children to meet the challenging State academic standards, aligned curriculum and instruction will be utilized in all core subjects with resources from TEKS Resource Cooperative,	Campus Principal, Director of Instruction and Technology	Every 3 weeks	(L)Local, (S)Instructional Materials Allotment	Summative - Lesson plans and STAAR mastery improvement

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Region 8 ESC training, STAAR Resources like Step Up to STAAR and Kamico STAAR Workbooks and online APEX Tutorials. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1) (ESF: 5)				
5. Extended year services will be offered to meet the needs of at-risk students. (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 4) (ESF: 5)	Campus Principal, Director of Instruction and Technology	June	(S)State Comp - Amt - \$7,200, (S)State Comp FTE - 3	Summative - Extended year student registrations, STAAR mastery results
6. Specific, targeted instruction in math and reading for Special Education students will be implemented to address missed System Safeguard with 2019 STAAR assessment. Snap & Read and Co-writer will be implemented in all classes at middle school to improve on-grade level reading. On-grade level material will be taught in the Mathematics Special Education classroom. (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1,4) (ESF: 5)	Campus Principal, Director of Special Services	Every 3 weeks	(F)Special Education Idea B, (L)Local	Summative - STAAR mastery results in Special Ed category
7. All mainstreamed special education students will be supported by the special education teacher or an assistant in core academic classrooms, and the special education teacher will plan, align, and coordinate instruction with the math and reading teachers. (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1) (ESF: 5)	Campus Principal, Director of Special Services	Every 3 weeks	(F)Special Education Idea B, (L)Local	Summative - STAAR mastery results in Special Ed category
8. Technology integration will be utilized to strengthen and support student individualized learning needs in core subjects, with special emphasis on STAAR tested areas. Programs to be used are Prodigy, Flocabulary, Study Island, Accelerated Reader, Discovery Ed,	Campus Principal, Director of Instruction and Technology	Every 3 weeks	(L)Local, (S)Instructional Materials Allotment	Summative - STAAR mastery results

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**Objective 1.** All student and student groups will increase their level of academic performance by 3% from the previous year through the utilization of intensive remediation and tutorial programs, with special emphasis given to economically disadvantaged, Special Education, White and African American students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Google Classroom, NEARPOD, APEX, and Compass Learning. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1) (ESF: 5)				
9. Administrators and teachers will meet quarterly to evaluate student progress, discuss student needs, determine an appropriate academic assessment schedule (such as benchmarking) and collaborate in regards to instructional strategies that will enable all students to meet the challenging state academic standards. Weekly PLCs have been added the second semester in order to disaggregate data, develop tutoring groups, plan testing groups, analyze student growth or non growth, etc. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1) (ESF: 5)	Campus Principal	Every 9 weeks	(L)Local	Summative - Meeting Logs
10. Specific, targeted instruction in social studies for all students will be implemented to address missed System Safeguards with the 2019 STAAR assessment. The social studies class will develop and implement a pacing calendar to ensure that all TEKS are covered by using TEKS Resources. The teacher has attended TEKS Resources planning every 6 weeks through Region 8. (Target Group: All,W,ECD) (CSFs: 1) (ESF: 5)	Campus Principal	Every three weeks	(L)Local	Summative - STAAR mastery results in 8th grade Social Studies
11. Specific, targeted instruction in math and reading for African American and White students will be implemented to address missed System Safeguards with 2018 STAAR assessment. The math and reading classes will develop and implement a pacing calendar to make sure all TEKS are covered by using TEKS Resources. All math & ELA teachers have attended TEKS Resources lesson planning every 6 weeks at Region 8. (Target	Campus Principal	Every 3 weeks	(L)Local	Summative - STAAR mastery results in Reading and Math

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Group: W,AA) (Strategic Priorities: 2) (CSFs: 1) (ESF: 5)				
12. To provide more in-depth, quality learning time, after-school tutoring in small group sessions or one-on-one sessions will be offered in the core courses. (Target Group: All) (CSFs: 1,4) (ESF: 4,5)	Campus Principal, Director of Instruction and Technology	Weekly	(F)Rural and Low Income Grant	Summative - STAAR mastery results



# MORRIS UPCHURCH MIDDLE SCHOOL

**Goal 1.** MUMS will provide an exemplary instructional program for all students to enhance achievement, access, and equity.

**Objective 2.** An educational program that meets the unique and diverse needs of all middle school students will be provided.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The teacher of identified gifted students will incorporate fine arts into the students' project-based learning instruction. (Target Group: GT) (CSFs: 1) (ESF: 4)	Campus Principal	Every 9 weeks	(S)Gifted and Talented	Summative - Lesson Plans, Student Projects
2. To promote critical thinking, students will have the opportunity to participate in UIL. Practice time and resources will be provided. (Target Group: All) (CSFs: 6) (ESF: 3)	Campus Principal, Counselor	Monthly through December	(L)Local	Summative - Record of Student Participation in UIL
3. Fine arts classes will be offered for all students. (Target Group: All) (CSFs: 6) (ESF: 3)	Campus Principal, Counselor	August	(L)Local	Summative - Enrollment in Fine Arts
4. Behavior plans will be designed for students with special needs. (Target Group: SPED) (ESF: 3)	Campus Principal, Director of Special Services	Every 9 weeks	(F)Special Education Idea B, (L)Local	Summative - Behavior Plans
5. A Math and Science team will participate in the Texas Math and Science Coaches Association competitions. (Target Group: All) (Strategic Priorities: 2) (CSFs: 4) (ESF: 3)	Campus Principal	Weekly	(L)Local	Summative - Meet Results, STAAR Advanced Results
6. Extra-curricular activities will be provided: One Act Play, Color Guard, Student Council, Band, Sports, Archery Club, Bass Fishing Club, FCA and Cheerleading. (Target Group: All) (CSFs: 6) (ESF: 3)	Campus Principal	Semester cycle	(L)Local	Summative - Participation Records
7. ESL classes, with ESL certified teachers, will be provided for identified students. (Target Group: ESL) (CSFs: 1) (ESF: 4)	Campus Principal, Director of Instruction and Technology	Semester Cycle	(L)Local	Summative - ESL Lesson Plans; TELPAS and STAAR mastery results
8. To help students stay organized, Google Calendar will be used by all staff and given to students monthly and Enotes(a parent contact program) will be used by all teachers to inform parents of student assignments and activities, and will be used by the principal to inform	Campus Principal	Every 9 weeks	(L)Local	Summative - Student 9-week Report Cards

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**Objective 2.** An educational program that meets the unique and diverse needs of all middle school students will be provided.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
parents of school information. The new District Website and Parent Portal Grade Program will be utilized to communicate information to parents. (Target Group: All) (CSFs: 5) (ESF: 3)				
9. Dyslexia classes will be offered for students who qualify. Supplemental services will also be available. (Title I SW: 9) (Target Group: AtRisk,Dys) (Strategic Priorities: 2) (CSFs: 1) (ESF: 4)	Campus Principal	Semester Cycle	(S)State Comp - Amt - \$2,000	Summative - Dyslexia student results for STAAR test
10. A library assistant will be utilized to encourage reluctant readers and promote reading opportunities along with managing library resources. (Target Group: All,AtRisk) (Strategic Priorities: 2) (CSFs: 1) (ESF: 3,4)	Campus Principal, Superintendent	Semester cycle	(F)Title I, Part A	Summative - Reading STAAR mastery results
11. To provide each eighth grade student with an effective transition to high school, normally all eighth graders attended the L.E.A.P Youth Career Expo at the Texarkana Convention Center in order to learn about careers and industries that might interest them in the future, but COVID did not allow this to happen at this time. Therefore, we are using interactive career lessons through NEARPOD during activity period to expose students to potential careers that may interest them. (Target Group: 8th) (Strategic Priorities: 3) (CSFs: 1) (ESF: 3,4)	Campus Principal, Counselor	Yearly	(L)Local	Summative - Eighth graders' schedules

# MORRIS UPCHURCH MIDDLE SCHOOL

**Goal 1.** MUMS will provide an exemplary instructional program for all students to enhance achievement, access, and equity.

**Objective 3.** Students will participate in coordinated health and physical fitness activities and assessments in order to achieve and maintain healthy levels of wellness, with a passing rate of at least 90% on the State approved assessment instrument.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The TEKS will be utilized as the basis for all PE activities, with students receiving a minimum of 135 minutes of PE per week for 6th - 8th grade students. Health instruction will be provided in the science classrooms. 2 trained teachers will provide 5th & 6th grade students will Esteem Training during their PE classes during the spring semester. (Target Group: All) (ESF: 3,4)	Campus Principal	Every 9 weeks	(L)Local	Summative - Fitnessgram Reports
2. Student health conditions will be monitored on a regular basis through health screenings for vision, hearing, scoliosis and immunizations records. (Target Group: All) (ESF: 3)	Campus Principal, School Nurse	Every 9 weeks	(L)Local	Summative - Student Screening Results, Nurse's Reports
3. A member of the campus staff will serve on the district School Health Advisory Council to assist in communicating information regarding health issues. (Target Group: All) (ESF: 3)	Campus Principal, Director of Instruction and Technology, School Nurse	Monthly	(L)Local	Summative - SHAC membership and SHAC recommendations

# MORRIS UPCHURCH MIDDLE SCHOOL

**Goal 2.** MUMS will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

**Objective 1.** A safe learning environment will be provided.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Guidance programs on drug abuse, internet safety, cell phone safety, tobacco abuse, vaping, vandalism, bullying, conflict resolution, and violence will be provided. (Target Group: All) (ESF: 3)	Campus Principal, Counselor	Every 9 weeks	(L)Local	Summative - Guidance Lessons and Gun Free Report
2. To monitor activities of students, staff, and visitors, surveillance cameras will be utilized and maintained. A school resource officer is employed in the district to maintain a safe school environment. (Target Group: All) (CSFs: 6) (ESF: 3)	Campus Principal, Director of Auxiliary Services, Superintendent	Daily	(L)Local	Summative - Surveillance Reports
3. Training on basic safety, first aid and CPR procedures, Handle with Care Restraint Training and Active Shooter Training will be provided to appropriate staff. (Target Group: All) (ESF: 3)	Campus Principal, Director of Instruction and Technology	August	(L)Local	Summative - Training Sign-in Sheets
4. The emergency response plan will be posted in every room. (Target Group: All) (ESF: 3)	Campus Principal	August	(L)Local	Summative - Posted Emergency Plans
5. A Campus Response team will be trained annually. (Target Group: All) (ESF: 3)	Campus Principal	August	(L)Local	Summative - Training Sign-In Sheets
6. When necessary, students with severe discipline problems will be assigned to the Disciplinary Alternative Education Center in order to receive more individualized help with self-control. (Target Group: All) (CSFs: 6) (ESF: 3)	Campus Principal	Monthly	(S)State Comp - Amt - \$10,220.93, (S)State Comp FTE - 0.5	Summative - Student DAEP attendance records
7. Classroom and outside doors will be locked during the day. Visitors will be required to request and receive access before outside doors will open for them. Once inside, visitors' driver's licenses will be scanned before visitor	Campus Principal, Director of Instruction and Technology, Superintendent	Daily	(L)Local	Summative - Raptor reports

# MORRIS UPCHURCH MIDDLE SCHOOL

**Goal 2.** MUMS will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

**Objective 1.** A safe learning environment will be provided.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
passes will be given. (Target Group: All) (ESF: 3)				
8. The school will maintain a positive relationship with local and area policemen, firemen, and federal entities (such as the Ark-Tex Council of Governments) and, using their expertise, conduct appropriate safety drills and training. This joint effort using federal, state, and local resources, will have safety awareness and an improved school climate as its goal. (Target Group: All) (CSFs: 5,6) (ESF: 3)	Campus Principal, Director of Auxiliary Services	Every 9 weeks	(F)Rural and Low Income Grant, (L)Local	Summative - Safety drill logs and reports

# MORRIS UPCHURCH MIDDLE SCHOOL

**Goal 3.** MUMS will have 100% of its teachers appropriately certified for job assignments in all subject areas.

**Objective 1.** 100% of the MUMS staff will be appropriately certified.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Current partnerships with outside agencies to recruit certified staff will be maintained and new partnerships will be sought. (Target Group: All) (Strategic Priorities: 1) (CSFs: 7) (ESF: 2)	Campus Principal, Director of Instruction and Technology, Superintendent	Spring and Summer Semesters	(L)Local	Summative - Certification Records
2. To encourage new teacher recruitment, education students from local colleges will be allowed to conduct observations and student teaching activities. (Target Group: All) (Strategic Priorities: 1) (CSFs: 7) (ESF: 2)	Campus Principal, Director of Instruction and Technology, Superintendent	Semester Cycle	(L)Local	Summative - Student Observation and Student Teaching Logs
3. Appropriately certified teachers and highly qualified paraprofessionals will be sought to fill vacancies. The electronic application system will be utilized to help find quality applicants. (Target Group: All) (Strategic Priorities: 1) (CSFs: 7) (ESF: 2)	Campus Principal, Director of Instruction and Technology, Superintendent	Spring and Summer Semesters	(F)Title I, Part A	Summative - Staff Certification Records
4. The District will provide above state salary base pay to all teachers. Principal and teacher retention bonuses (to those from shortage areas), and a master's degree stipend to all applicable staff. (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,7) (ESF: 2)	Campus Principal, Director of Instruction and Technology, Superintendent	July - August	(F)Title II, Part A, (F)Title IV, Part A, (L)Local	Summative - Payroll Records
5. All staff members will be given opportunities to improve their instruction and broaden their knowledge of the diverse needs of their students, especially Economically Disadvantaged students and African American students, through staff development attendance in all academic areas. Services are contracted through Region VIII Service Center. (Target Group: All) (Strategic Priorities: 1) (CSFs: 7) (ESF: 2)	Campus Principal, Director of Instruction and Technology, Superintendent	Monthly	(F)Title I, Part A, (L)Local	Summative - Staff Professional Development Records
6. The math teachers will attend CAMT during the summer to better meet the needs of their students if funds are available. If not, other professional development will be sought	Campus Principal, Director of Instruction and Technology	July	(F)Rural and Low Income Grant, (F)Title I, Part A, (L)Local	Summative - CAMT registration payment and CAMT attendance certificates

# MORRIS UPCHURCH MIDDLE SCHOOL

**Goal 3.** MUMS will have 100% of its teachers appropriately certified for job assignments in all subject areas.

**Objective 1.** 100% of the MUMS staff will be appropriately certified.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
through Region 8. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7) (ESF: 2)				

# MORRIS UPCHURCH MIDDLE SCHOOL

**Goal 4.** Students and staff will use a variety of technology tools and skills.

**Objective 1.** The lifelong learning skills of students and staff will be developed and enhanced.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus technology trainer will be available to assist staff members and students in the use of technology. Teachers will be trained in the use of peripheral equipment, Google, and curriculum-related online programs. Staff will also receive professional development on several areas of technology and technology use: Cybersecurity for the school and monitoring of student use, APEX and Google Classroom training for Online learners, etc. (Target Group: All) (CSFs: 7) (ESF: 2,4)	Campus Principal, Director of Instruction and Technology	August	(L)Local, (S)Instructional Materials Allotment	Summative - Professional development records
2. Teachers will integrate the Technology Application TEKS for their subject areas and grade levels into their classroom instruction to enhance learning and also provide students with outside learning opportunities. STEAM Extravaganzas will provided to all students with an emphasis on Science, Technology, Engineering, Art, and Math 3 times a semester. (Title I SW: 9) (Target Group: All) (CSFs: 4) (ESF: 2)	Campus Principal, Director of Instruction and Technology	Every 9 weeks	(L)Local	Summative - Lesson plans; student portfolios
3. Teachers will use online resources for classroom management activities including continuous monitoring of students' academic progress, creation of lesson plans, and reports to students and parents. DMAC will be used for testing and assessments and APEX will be used daily for tutorials in every subject as well as for online teaching for virtual student learning. (Target Group: All) (CSFs: 2,7) (ESF: 2,4)	Campus Principal, Director of Instruction and Technology	Daily	(L)Local	Summative - Parent contact logs; lesson plans, student gradebook reports
4. The campus will go to a 1:1 student to device ratio to support instruction. All 5-8th grade students will be issued a Chromebook to use at school and home throughout the school year. (Target Group: All) (ESF: 4,5)	Campus Principal, Director of Instruction and Technology	Semester Cycle	(L)Local, (S)Instructional Materials Allotment	Summative - Computer Inventory



# MORRIS UPCHURCH MIDDLE SCHOOL

**Goal 4.** Students and staff will use a variety of technology tools and skills.

**Objective 1.** The lifelong learning skills of students and staff will be developed and enhanced.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Interactive whiteboards will be maintained in current classrooms and purchased for additional classrooms as funds are available. Visual presenters/document cameras and projectors will be maintained in all classrooms. Interactive TVs will be added this year to some classrooms. (Target Group: All) (ESF: 4,5)	Campus Principal, Director of Instruction and Technology	Monthly	(L)Local, (S)Instructional Materials Allotment	Summative - Technology inventory
6. The campus will maintain anti-virus software, network software and hardware, and internet access. (Target Group: All) (ESF: 3,4)	Director of Instruction and Technology	Weekly	(L)Local	Summative - Network reports
7. Students with defined special needs will have access to computer-aided instruction. (Target Group: SPED) (CSFs: 1) (ESF: 4,5)	Campus Principal, Director of Instruction and Technology, Director of Special Services	Every 3 weeks	(F)Special Education Idea B, (L)Local	Summative - STAAR mastery in Special Education category
8. The library will maintain hard copy materials and online reference sources for all academic areas. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1) (ESF: 3,4)	Campus Principal, Director of Instruction and Technology	Monthly	(L)Local	Summative - Library resource contracts and materials inventory

# MORRIS UPCHURCH MIDDLE SCHOOL

**Goal 5.** Average daily attendance will be above the state standard of 96%.

**Objective 1.** MUMS will maintain or improve our daily attendance rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parents will be contacted regarding their child's excessive absences. Daily calls will be made to check on students and their ability to work on lessons and assignments in the Google Classroom from home. (Target Group: All) (ESF: 3)	Campus Principal	Every 9 weeks	(L)Local	Summative - Student Attendance reports
2. The TxEIS program which tracks absences will be maintained. (Target Group: All) (ESF: 3)	Campus Principal, Director of Instruction and Technology	Monthly	(L)Local	Summative - Attendance reports
3. Students not meeting the 90% rule for attendance will be required to attend Saturday school or Summer School for attendance recovery credit. (Target Group: All) (ESF: 3)	Campus Principal, Director of Instruction and Technology	Semester cycle	(L)Local	Summative - Saturday School Attendance Records

# MORRIS UPCHURCH MIDDLE SCHOOL

**Goal 6.** MUMS will encourage and promote the involvement of parents and other community members in the education of its students.

**Objective 1.** MUMS will develop strategies to increase parental involvement in their students' education with a goal of 90% participation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teacher/parent conferences will be held to determine what the school needs to do to assist each student in meeting the state standards, what the parents can do to help student performance, and what other resources for additional assistance to students can be found. (Target Group: All) (CSFs: 5) (ESF: 3,4,5)	Campus Principal	Every 9 weeks	(L)Local	Summative - Parent Contact Logs
2. A Meet-The-Teacher Night will be hosted for all students and their parents, and to provide an effective transition from elementary to middle school, an orientation will be provided for incoming 5th graders. (Target Group: All) (CSFs: 5,6) (ESF: 3)	Campus Principal, Counselor	August	(L)Local	Summative - Meet the Teacher Night Sign-in sheets and student survey results
3. Parents will have online access to their child's grades and attendance. (Target Group: All) (CSFs: 5) (ESF: 3,4)	Campus Principal, Director of Instruction and Technology	Every 9 weeks	(F)Title I, Part A	Summative - TxEIS contract
4. Parents will receive information through email, the phone notification system, Enotes, the district website (including monthly activity calendars posted there) and QC Facebook postings. (Target Group: All) (CSFs: 5) (ESF: 3)	Campus Principal, Director of Instruction and Technology	Every 9 weeks	(F)Title I, Part A, (L)Local	Summative - Parent contact logs, monthly activity calendars, phone notification system reports
5. Parents will be invited to be integral members on campus committees including the campus site-based committee. (Target Group: All) (CSFs: 5) (ESF: 3)	Campus Principal	Monthly	(L)Local	Summative - Committee memberships and minutes
6. Parents will be invited and welcomed to Honor Roll assemblies, Academic Awards assemblies, and all other events that the school hosts. (Target Group: All) (CSFs: 5) (ESF: 3)	Campus Principal	Monthly	(L)Local	Summative - Event Sign-in sheets
7. Parent volunteers are used regularly to assist with our AR reward day each 9 weeks, UIL preparations, and UIL Day. (Target Group: All) (ESF: 3,3.4)	Campus Principal	Every 9 weeks	(L)Local	Criteria: Summative - Parent sign in

# MORRIS UPCHURCH MIDDLE SCHOOL

**Goal 6.** MUMS will encourage and promote the involvement of parents and other community members in the education of its students.

**Objective 2.** MUMS will involve community organizations in their educational plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Community members will be invited to serve on the District Improvement Committee, the Campus Improvement Committee, the School Health Advisory Council, and other applicable committees. (Target Group: All) (CSFs: 5) (ESF: 3)	Campus Principal, Director of Instruction and Technology	Semester Cycle	(L)Local	Committee membership rosters and minutes.
2. Red Ribbon week is held at the school during October in order to educate the students about the dangers of drugs, alcohol, vaping, etc. Parents are encouraged to help students with dress up days and talk to their child about these dangers. A poster contest is held with prizes from the local businesses in order to promote student learning about these dangers. (Target Group: All) (CSFs: 1,5) (ESF: 3)	Campus Principal, Character Ed Program Coordinator	Semester cycle	(L)Local	Summative - Summative - student feedback
3. Community members have been invited to provide support to our students in the classroom through our STEAM Extravaganza days that are hosted 3 times a semester. Local businesses will provide instruction to students about their industry and jobs as they relate to science, technology, engineering, art, and math. (Target Group: All) (ESF: 3,4,5)	Campus Principal, GT Coordinator	3 times a semester	(L)Local	Criteria: Summative - Sign ins from volunteers on the STEAM days



# Comprehensive Needs Assessment

## Demographics

### Demographics Data Sources

Disaggregated STAAR Data  
Failure Lists  
PEIMS Reports  
Promotion/Retention Rates  
Standardized Tests

### Demographics Needs

Academic Needs

All subgroups in Social Studies STAAR  
All subgroups in Science STAAR  
All subgroups in Writing STAAR

SPED in Reading and Math STAAR

Improve all SPED in Reading and Math STAAR and in closing the Gaps

Improve the African American Math STAAR scores in the Meets and Masters category (Closing the Gaps)

Improve all students & subgroups in Math to reach or exceed the state average.

### Demographics Summary

Demographics Summary

Morris Upchurch Middle School is a partnership of community, parents, students, and staff which inspires students to achieve academic and personal excellence through collaboration of a diverse community and a safe, nurturing environment. It is located at 500 Fifth Street in Queen City, Texas. MUMS has a current population of about 305 students. Our demographics are based on the 2018-2019 PEIMS data are as follows:

Enrollment by Ethnicity

# Comprehensive Needs Assessment

## Demographics Summary (Continued)

Asian 0.6%  
African American 16.4%  
Hispanic/Latino 2.7%  
White 75.6%  
American Indian 2.7%  
Two or More 2.3%  
Economically Disadvantaged 55.2%  
English as a Second Language 0.0%

Special Ed. 13.7%

In the past five our years, our enrollment has averaged about 310. We will have about 270 students to start the 2020-2021 year. Our enrollment is down because the outgoing 8th grade class had 96 students and the incoming 5th grade class has only 65 students. Therefore, our enrollment is down. Our sub-populations have little fluctuation from year to year. Our mobility rate is 17.5%, and we have no migrant students. We use existing data to identify At-Risk students, and we assess students with other criteria after an initial time of observation. Our attendance rate is 97.2% and has been above 96% the past five years. We have a proactive Attendance Committee that promotes consistent attendance and punctuality. Students receive incentives based on individual attendance and getting to school on time. We currently have no ESL student. We have an ESL teacher on our campus to serve any ESL students that may enroll. Our At-Risk students have additional support with our Instructional Support Teachers in reading, math, science, English and social studies depending on the need.

## Student Achievement

### Student Achievement Data Sources

Disaggregated STAAR Data  
Report Card Grades  
Special Student Populations  
Staff Development  
Standardized Tests

### Student Achievement Strengths

Student Achievement Strengths

UIL competition has increased participation.

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

MUMS has won first or 2nd place in UIL competition for the district for the past several years.

TMSCA Math and Science Team attends the state meet yearly at the University of Texas at San Antonio

8th grade students hope to visit Texarkana College and Texas A&M University in Texarkana this school year.

NJHS hopes to travel to Southern Methodist University in Feb/Mar. pending COVID and CDC requirements.

8th Grade students have visited the LEAP Career Fair in the past in order to expose students to career and industry fields that might interest them in the future. COVID has limited travel and did not allow this event to happen so we are using virtual field trips at this time and hopefully this career fair will be held by the end of the 2020-2021 school year.

This year we are hosting a STEAM Extravaganza 3 times each semester, where students will conduct hands-on STEAM activities and have guest speakers from the community.

Social Studies STAAR scores improved 20% over all from 40% passing to 60% passing in 2019.

8th Grade Science STAAR scores improved 12% in 2019.

We "Closed the Gaps" in all the following subpopulation areas: Reading - All Students, African American, & Eco Dis

Math - All students & Eco Dis

Teachers are required to give a DMAC assessment each 9 week period over what they taught. Data is disaggregated and used to tutor each 9 week period. Benchmark's were given in February for 5-8 Reading, 5 & 8 Math, 5 & 8 Science.

## Student Achievement Weaknesses

Reading: African American and SPED

Mathematics: African American and SPED

Social Studies: Econ. Disadv.

Writing: African American, Eco Dis, SPED

STAAR Meets & Masters:

Reading - all white and SPED

Math - all white and SPED



# Comprehensive Needs Assessment

## Student Achievement Needs

### Student Achievement Needs

Improvement in Social Studies achievement for All subpopulation  
Improvement in Math achievement (meets and masters)for African American, White, and SPED  
  
Improvement in SPED on all STAAR Tests and in Closing the Gaps  
  
Close the gap in Eco Disadv. Math  
  
Close the gap in African American Math  
  
Close the Gap in all white meets and masters for reading and math.

## Student Achievement Summary

### Student Achievement Summary

STAAR Performance by Sub-group Spring 2019:

Reading: Math: Science: Social Studies: Writing:  
All Students79% 81% 79% 60% 62%  
African Amer 57% 63% 68% 43%  
White 76% 79% 80% 61%68%  
Eco Dis 62% 67% 67% 48% 52%

SPED13%22%

MUMS currently has a Meet Standard rating. Our student achievement has increased steadily in the last four years, and while we have lessened the achievement gap between African American, Economically Disadvantaged and the other subgroups, we continue to have a gap. Our students show growth each year and tend to score better in 5th and 8th grade than they do in 6th and 7th grade. Our current accountability groups include: All Students, African American (reading and math only), White, SPED ( Math and Reading only) and Economically Disadvantaged. All of our subgroups are part of the district accountability rating. We monitor these groups through our state data, DMAC Software, teacher assessment, and RtI data. At MUMS, we consider each student to be a critical part of our team whether they "count" in the accountability data or not.

We show some changes in performance, we did have a slight decline in the scores of our SPED students. To address this, training was provided to all teachers on understand and using the "G"s with our SPED students. Extra tutoring is offered in math, science and reading through Strategies classes as well as our activity classes. Our teachers begin

# Comprehensive Needs Assessment

## Student Achievement Summary (Continued)

immediately analyzing the data provided to them by our Counselor using DMAC software, administering pre-assessments, and observing their students. Student scores have been analyzed over the summer and students in need of accelerated instruction have been scheduled into Rtl classes starting the first day of school so that interventions can be started immediately. The grade level teachers determine if any of their other students need to be added to the Rtl group. The determination is based on classroom performance (past and present), data from DMAC, pre- and post- assessments, and teacher observation. Our Rtl team consists of a principal, a counselor, classroom teachers, and sometimes a resource teacher. The team meets as needed on students involved in intervention. During meetings, interventions are discussed, and the team determines what to try with specific students. They report back later to the committee on the success or failure of that intervention. If it was unsuccessful, new ideas are formed. After several weeks of analyzing trends in data, the group may determine that testing is needed for that child. Our teachers also provide sample work each grading period to the SPED teacher to analyze student success and student needs in the classroom.

Our 8th grade Social Studies classes have been an area of concern because we have failed to meet the PBMAS indicator in 2017 & 2018. However, in 2018, 60% of the students passed the STAAR Social Studies test, up from only 43% in 2018. We did not get to test this subject in 2020 in order to compare, but the new teacher has done an amazing job and has attended TEKS Resource Lesson planning and attended every 6 weeks to help plan aligned instruction. He will also analyze the STAAR data to understand the areas students did poorly in and will address those area throughout the year. He used assessments every 9 weeks through DMAC and discussed the data with the principal and counselor to assess the student achievement. We had vertical alignment staff development with our district SS/History departments k-12. All SS teachers worked together on vocabulary alignment and testing strategies. We have also added an Rtl class for select 8th grade students to improve their test-taking skills and work on the History STAAR questions.

Our Writing scores decreased from 2018 to 2019. We have implemented a District wide Writing Initiative with all core teachers. We had Jane Schaffer's Writing Plan presented to all core teachers in order to have vertical writing done in all classes. ELA teachers received more extensive training and are expected to implement this in order to improve writing scores district wide. In 2020, our English teachers have continued with the Jane Schaffer professional development and assessments are being done every 9 week period to gage student achievement. Teachers are required to have a BOY, MOY and a EOY writing in the student ELA file that will move with the student to each grade level.

Our 504 students have been successful in the last few years as we have implemented programs for their varying needs. Strategies classes are used to better meet the needs of our Rtl and special education students that did not meet the standards on the 2019 STAAR tests. A portion of our 504 students are identified as dyslexic, and they receive services from our dyslexia teacher. Other 504 students are monitored by their teachers, and the teachers implement any modifications needed. Some of our academic support for students include: Study Island, grammar software, Flocabulary, Prodigy, Snap & Read, Co-Writer, and strategies classes.

We have added 15 minutes to our school day and incorporated a 30 minute intervention period every day. We reduced our activity period to make this happen. We are using APEX tutorials with all the student in all subjects in order to improve student learning in classes and close any gaps student may have due to the COVID and missed instruction from March to May of 2020. Monday is Math, Tuesday is Reading, Wednesday is English, Thursday is Science and Friday is Social Studies.

Title I Part A funding is used to provide two reading interventionists, a paraprofessional in the library, a paraprofessional in the strategies lab and a principal retention stipend.

## School Culture and Climate

### School Culture and Climate Data Sources

# Comprehensive Needs Assessment

Community Input  
Highly Qualified Staff  
Parent Participation  
Survey and Interviews of Students/Staff/Parents

## School Culture and Climate Strengths

School Culture and Climate Strengths

Bully-free Initiative

Fellowship and congeniality among all staff on the campus

Relationships between students and teachers

Guidance lessons

Honor Roll Assemblies

Presence of administrators in the halls between classes, before school in the Commons Area, at lunch in the cafeteria, after school on the bus ramp, and at the car rider line in front of the school

Fellowship of Christian Athletes

Bully Incident Reports

National Jr. Honor Society

Student Council

Activity Leaders Program

5th Grade parent/student Orientation

## School Culture and Climate Weaknesses

Surveillance cameras are needed for blind spot areas and foyer enclosures.

# Comprehensive Needs Assessment

## School Culture and Climate Summary

### School Culture and Climate Summary

Students generally describe our campus as a fun and challenging place. When fifth graders arrive, they are often nervous about coming to such a large campus, and they have many fears about restrooms, lockers, teachers, and the cafeteria. Teachers believe that after students find their way, they enjoy the experience. In the spring, we invite the fourth grade students to visit our campus. Our student council members take them on a guided tour of our campus. However, this did not happen due to COVID. Therefore we did have an orientation for all 5th grade students and parents prior to school starting. We gave general information about some of the differences they may see between elementary and middle school. Before school starts, we have Meet the Teacher Parent Night all parents. The first week of school we hold assemblies to introduce the administrators and counselor, and we go over the expectations for our campus along with dismissal procedures and dress code. When a student enrolls after the first of the year, the counselor gives the student a tour, and then she takes the student to class.

An analysis of our discipline data shows that about 90% of our discipline issues are caused by 5% of our students. We typically have less than 1% of our students attend DAEP for school issues. Our campus has implemented standard expectations and procedures for the campus: hallways, cafeteria, restrooms, playground, etc. Parent contacts are made for all major discipline issues.

Our guidance coordinator teaches guidance lessons monthly to each grade level. Her lessons include topics for all grade levels at the middle school. We take a very strong stance against bullying. If the administrator determines that behavior is "bullying behavior," parents are notified, and if we feel other consequences are needed, we have those. If the behavior persists, students are automatically assigned to ISS. We have found this to be a deterrent, but we hope to eliminate the practice altogether.

Our Student Council works hard throughout the year to host student events and dances for the students to enjoy and to raise money to benefit our school. This past school year they purchased a poster printer that has been used to make motivational posters to be displayed throughout the school to promote self esteem, kindness to others, and be encouraging to all.

Activity Leaders is a new program we are started last year in order to build leadership qualities with our 8th grade students and to form mentor relationships with our students and teachers. This program will allow 8th grade students to meet certain criteria and be allowed to serve as a leader for a specific teacher or staff member during activity period. They will serve as tutors, helpers, class assistants, office helpers, mentors, reading buddies, technology helpers, etc.

Our security cameras have been used on about 25% of the discipline issues that have occurred on our campus. Their use is vitally important to school safety. However, there are blind spots on campus that need coverage in order to improve student safety on our campus.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Data Sources

Highly Qualified Staff  
Staff Development

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Data Sources (Continued)

Teacher Turnover Rates

## Staff Quality, Recruitment and Retention Strengths

Staff Quality, Recruitment, and Retention Strengths

Updated websites for all teachers

Above base pay  
Sunshine Committee

Retention Bonus in August given by the school board

Teacher/Support Staff of the Month Recognition

Teacher Mentors for new staff

Teacher Appreciation Week activities provided by parents

Supportive Discipline System

## Staff Quality, Recruitment and Retention Needs

Staff Quality, Recruitment, and Retention Needs

100% HQ teachers  
Continuous Staff development for improvement

New teacher staff development to assist them with teacher their 1st year

## Staff Quality, Recruitment and Retention Summary

# Comprehensive Needs Assessment

## Staff Quality, Recruitment, and Retention Summary

The MUMS staff consist of 2 campus administrators, 25 teachers full time, 3 teacher part time, 2 office staff, 7 paraprofessionals, 3 custodial staff members, and 3 cafeteria workers. Our retention rate has varied from year to year.

We have 6 new staff members added to our campus. 1 teacher that was new to the district left to take a job in Arkansas as a youth minister, 1 para left to stay home and take care of her grandkids and 3 other staff members moved into new positions within the district and had to be replaced. 1 moved from teacher to assistant principal and 2 coaches moved from middle school to high school. Therefore we have new teachers/paraprofessionals in the following subjects and grades: Math 6, 2 PE/Coaches, GT/STEAM Coordinator, and a SPED assistant. We added a new position - SPED Teacher/Coach.

Our new teachers with no experience are provided a campus mentor (Only 1 new teacher with no experience). The teacher will attend a Region 8 training called **NTIS: New Teacher Institute for Success**. He will attend training 4 times from September through February in order to receive additional support in this new position.

Our staff development opportunities are based on teacher and student needs, and we base that on data. We give surveys to help determine what staff development we should implement this school year. The school district provides above base compensation for all teachers in the district and a retention bonus every year on the 1st day of school to all employees. Our campus has a Sunshine Committee that does extra things for the teachers each month. We have monthly meals, birthday surprises, and other fun activities to make work more enjoyable.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Data Sources

Disaggregated STAAR Data  
Report Card Grades  
Staff Development

### Curriculum, Instruction and Assessment Strengths

Curriculum, Instruction, and Assessment Strengths

Compliance with district curriculum  
Collaboration of grade level teachers  
Vertical alignment of curriculum

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Strengths (Continued)

Data Analysis

Strategies Classes

IT-TESS Walk-throughs and evaluations

TEKS Resources

Intervention period for all subjects and all students

NEARPOD, Flocabulary and APEX

DMAC Assessments in every core subject every 9 weeks

Math Interventionist (Jan. - May)

## Curriculum, Instruction and Assessment Needs

Curriculum, Instruction, and Assessment Needs

Goal-setting

PLCs schedules during activity time to analyze data regularly

DMAC Assessments in every core subject every 9 weeks

Math Interventionist (Jan. - May)

STAAR Practice Resources (Workbooks for Rtl)

## Curriculum, Instruction and Assessment Summary

Curriculum, Instruction, and Assessment Summary

MUMS curriculum is aligned with our TEKS from the state. The rigor of instruction is written into the curriculum and by consistently walking through classrooms, reviewing assessment data, and meeting with teachers, the principal monitors the implementation of rigor in the curriculum. Sharon Wells' math curriculum is used in our 5th grade math class and all other core subjects (Reading, English, Math, Science and History) are expected to use TEKS Resources for curriculum planning and instruction. All subjects listed

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

are required to give DMAC assessments each 9 week period over the TEKS taught so that data can be analyzed and reteaching/Rtl can be utilized for struggling students. PLCs will be conducted every 9 weeks to discuss data and plan accordingly throughout the year. All teachers are required to provide APEX Tutorials for all student each week and monitor student success in the tutorial program. Due to COVID and new CDC requirements, many students are absent from school for 10-14 days at a time. Therefore, teachers are now expected to provide lessons and instruction through Google Classroom or APEX so that students at home can receive the assignment for the day and continue with the learning in that class.

All of our teaching materials are approved by our district and are scientifically research-based. Students are benchmarked two times yearly. The assessment leads to goal setting for teachers and for students which leads to increased performance. This year mums did conduct a BOY assessment in every subject and every grade. For reading and math, we used the Online TEA assessment provided by the state. All other subjects created their own BOY of what students should know when they come their class this year. This data will be used through out the year to assess what students are missing and what gaps need to be filled.

Implement new Writing Initiative District wide. You have continued professional development with our ELA teachers in the Jane Schaffer Writing process in order to continue the improvement of our writing across all grade levels.

## Family and Community Involvement

### Family and Community Involvement Data Sources

Community Input  
Parent Participation  
Staff/Parents/Community/ Business members involved w/SBDM  
Survey and Interviews of Students/Staff/Parents

### Family and Community Involvement Strengths

Family and Community Involvement Strengths

Parents who volunteer for activities  
Opportunities for parents to volunteer to assist with specific events on our campus  
Assemblies for Honor Roll, Academic Awards, UIL, and other events  
Regular communication with parents through Enotes, Google Calendar, emails, social media, and School Messenger  
Parent surveys

Chaperones for student dances and activities



# Comprehensive Needs Assessment

## Family and Community Involvement Strengths (Continued)

Teacher Appreciation sponsored by the Parents

5th Grade Parent orientation

Meet the Teacher Parent Meetings

Online learning parent meetings every 9 weeks

## Family and Community Involvement Needs

Family and Community Involvement Needs

More effective ways of receiving input from our parents

Increased number of volunteers at campus

Parents as mentors

COVID issues that prevent us from allowing outside people and volunteers to enter the building because it puts the staff and students at risk.

## Family and Community Involvement Summary

Family and Community Involvement Summary

The faculty and staff of MUMS believe that parental involvement in the educational activities of the school is essential to a students' success or failure in his/her academic endeavors. In keeping with this core belief held by all teachers at MUMS, the following parental involvement policy has been set forth:

- The MUMS faculty will provide frequent reports to parents on their children's progress. MUMS will conduct parent teacher conferences or phone contacts as needed.
- MUMS will provide parents with reasonable access to staff and opportunities to volunteer and attend their child's assemblies, if allowed due to COVID/CDC restrictions.
- MUMS School Administrators will regularly contact parents when students are referred for disciplinary reasons.
- Administrators will call parents to alert parents of potential or existing problems with their child. If telephone contact cannot be made, letters will be mailed home to notify parents of problems.
- MUMS will hold an annual parent awareness meeting for input in the Title I program.
- MUMS will solicit parental input on policies and procedures in place at the school through questionnaires, interviews and surveys.
- MUMS will provide parent activities, invite and encourage parents to attend these activities, e.g. memos sent home, Google Calendar, District Website, social media, etc.
- MUMS will invite parents to serve on the School Improvement Team.
- MUMS will provide information about ESSA, other accountability issues and information about STAAR Testing to parents.

Many parents volunteer for special events on our campus – socials and assemblies. Although we have participation for many social events, we would love to have more parents

# Comprehensive Needs Assessment

## Family and Community Involvement Summary (Continued)

involved in tutoring or mentoring students. We look forward to implementing a program in the near future. Our campus works with local businesses on the Toys for Tots program. A canned food drive is held each November to help our local Food Pantry. (These programs will be reviewed based on the CDC requirements.)

## School Context and Organization

### School Context and Organization Data Sources

District Policies  
Federal Program Guidelines  
Mobility Rates  
Special Programs Evaluations  
Special Student Populations

### School Context and Organization Strengths

School Context and Organization Strengths

Professional development goals  
Recovery classes for Math, Reading and Science  
Master schedule that maximizes instructional time & provides for flexible scheduling of special programs, so that students do not miss core instruction  
Strong commitment by all teachers  
Use of data to accelerate learning

### School Context and Organization Needs

School Context and Organization Needs

Develop measures that are results based and not process based

### School Context and Organization Summary

# Comprehensive Needs Assessment

## School Context and Organization Summary

The goals for our campus are aligned with the district Strategic Goals and address Educational Excellence; Excellence in Student, Parent, and Community Relations; Excellence in Operational Processes and Systems; Employee Excellence and Organizational Improvement; and Excellence in Financial Stewardship. We will work specifically on innovative educational strategies, enhancing parent and community outreach opportunities, implementing effective communication on campus, improving our customer service, and providing high quality professional development. Data sources to monitor this progress will include surveys, walk-throughs, observation, and data in DMAC. Student achievement will be our main goal.

## Technology

### Technology Data Sources

Special Programs Evaluations  
Special Student Populations  
Staff Development  
Summary of Student Progress (not taking STAAR)

### Technology Strengths

#### Technology Strengths

Technology is incorporated into all core subject areas.  
A technology facilitator is available for teaching both students and teachers.  
Two computer labs  
Staff development is given on teacher websites, integration of technology, and powerful instructional practices.

#### Programs Strengths

##### Guidance counseling

Chrome Book Lab/Cart  
Recovery classes  
504 program  
Special Education program  
School wide expectations

# Comprehensive Needs Assessment

## Technology Strengths (Continued)

Technology in the classroom

Student Council

Transition from Elementary to Middle School

G/T specialist

1:1 Ratio of students:Chromebooks provided by TEA Grant & IMA funds

TCEA Conference

Two MUMS staff members trained in technology use to mentor and assist other staff when they need help.

STEAM Lab and STEAM Extravaganza Days

## Technology Weaknesses

Internet Speed and access points

## Technology Needs

Technology Needs

Continued staff development

Purchasing of more SMART Board/Interactive TVs as funds are available

Access before and after school

Programs Needs

Improved communication and transition between campuses

Teacher training with Google Classroom, Chromebooks, APEX, and Online learning

# Comprehensive Needs Assessment

## Technology Summary

### Technology Summary

MUMS is now equipped with projectors, speakers, screens, and document cameras in each classroom, SMART boards and Interactive TVs in several classrooms. Teachers are incorporating these in their daily lessons and some are creating tutorials to post on their websites. We are teaching Keyboarding skills in 5th grade. Technology TEKS are incorporated in all of the core subject areas. We are offering a Principles of Technology (CTE) class as an elective to 8th grade students for 8th grade students for high school credit. We are anxious for our teachers to learn how to utilize the new technology and to interact with students.

### Programs Summary

MUMS incorporates many programs into the daily school life of our teachers and students including Response to Intervention, guidance counseling, Instructional Support Teachers, technology initiatives, student recognition, and student leadership.

We will issue a Chromebook to all 5-8th grade students for them to take home and use daily in the classroom. Due to COVID, MUMS now provides Online Lessons daily through Google Classroom for students that are not at school so they don't miss the necessary instruction and assignments. We also provide a virtual learning platform, APEX/AVLS, for students that chose online learning for a 9 week period.

Our teachers will use Google Classroom when giving assignments to students. Students will learn to use technology daily in their learning. Students will have access to specific programs like Snap and Read, Co Writer, Grammarly, Learning Ally, Prodigy, Read Naturally, APEX, NEARPOD, Flocabulary, etc. to assist in their daily assignments.

MUMS now has a STEAM Lab that any teacher can sign up to attend and use the lab in conjunction with the lesson they are teaching. The lab has lots of great supplies. All students get the opportunity to experience the STEAM Extravaganza 3 times a semester. Our GT/STEAM coordinator plans and organizes this event.

# Comprehensive Needs Assessment Data Sources

Community Input  
Disaggregated STAAR Data  
Discipline Referrals  
District Policies  
Drop-out Rates  
Expulsion/Suspension Records  
Failure Lists  
Federal Program Guidelines  
Highly Qualified Staff  
Mobility Rates  
Parent Participation  
Parental Involvement Policy  
PEIMS Reports  
Promotion/Retention Rates  
Report Card Grades  
Safe Schools Checklist  
Special Programs Evaluations  
Special Student Populations  
Staff Development  
Staff/Parents/Community/ Business members involved w/SBDM  
Standardized Tests  
Summary of Student Progress (not taking STAAR)  
Survey and Interviews of Students/Staff/Parents  
Teacher Turnover Rates

# Resources

Resource	Source
No rows defined.	