

**Campus Name and#:** McReynolds Middle School 062

**Principal:** Jasmine Giron

**Area Office:** MSO

Note: Title I campuses should have the SIP's Executive Summary translated to the language(s) where there is at least 10% of any parent population represented who speak such language(s).

**Executive Summary:**

John L. McReynolds is located east of downtown Houston on, Texas. The school met state’s standards. The school provides instruction to approximately 475 students ranging in grades from sixth through eighth. The school's Title I Program serves a student body that is 81.0% Hispanic, 18.0% African American, and 1% Other students. 79% of the student body is labeled at risk. 17% of the students are enrolled in the special education program, and 24% are ELL students and enrolled in ESL classes or taught by ESL certified teachers. The student population has 93% of the students that are considered economically disadvantage aged.

A review of the year end assessment data reveals that McReynolds Middle School has tremendous room for growth. Significant needs have been identified in social studies, reading, and writing. Our ELL students (24% of students), SPED students {18% of students) and African American (18% of students) students perform lower than other student groups as indicated in the table below. Casual factors are our teachers' weaknesses in regard to content alignment with state standards in reading and writing, we lack consistency for data-driven planning, lesson design, backwards planning, and relationship building to support these student populations

McReynolds Middle School will continue to develop and refine a school-wide systematic approach in building teacher leaders on campus, including cultivating sound pedagogical practice, implementation of research based professional learning, and a growth mindset philosophy that guides all teaching and learning. In particular, McReynolds Middle School has transitioned to an inclusive model for special education to better serve our students in the least restrictive environment.

During the 2021-2022 school year McReynolds achievement goals will be centered around increasing campus wide effective systems for discipline, attendance, parental involvement, health, literacy, math and interventions to ensure we are meeting the needs of all students. There will be a strategic focus on increasing interventions for special populations to reach significant gains of 10%-20% in reading, math and social studies STAAR performance.

In order to address the goals centered around increasing student academic achievement, the campus will ensure training of highly effective practices, sharing of best practices from master teachers, consistent formative assessments, evaluation of assessment data for data-driven instruction, effective backwards planning, personalized learning, small group instruction, and use of tiered interventions.

In addition, in order to address the goals centered around decreasing disciplinary infractions, the campus will use the Foundations Discipline system, PBIS, and a strategic campus supervision plan.