MEXICO MIDDLE SCHOOL
Board of Education Report

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April 2026

FOCUS: *Reading*

Building Goal
Increase the building progress toward annual growth from 137% in 2024-25 to 140% during the 2025-26 school year.

Data
The following numbers are the percent of students at MMS who scored at each iReady level:

	Fall	Winter	Spring
Middle or Above Grade Level	12%	17%	20%
Early Grade Level	12%	14%	12%
One Grade Level Below	20%	24%	23%
Two Grade Levels Below	10%	8%	10%
Three or More Grade Levels Below	46%	37%	34%

RTI - Growl Classes & iReady
Last week we finished our spring iReady diagnostic testing period. We did not meet our building goal of 140% growth, but did show a building growth of 125%. This number means that the average student in the building made 1.25 years of growth in reading during the school year.

Another encouraging piece of data from our spring diagnostic is that we are seeing similar growth across each of our five intervention groups: resource reading, phonics, vocabulary, comprehension, and enrichment. When we started our new Growl structure this year the goal was to meet kids where they are and try to fill in the gaps

they need. The teachers did a lot of work with making Growl purposeful and providing students with the learning opportunities to see them grow.

One thing we track is the growth of students through their three years at MMS. I want to give our teachers a shout out because this 8th grade class in their three years have gone from 25% of students reading on grade level to 40% of that class reading on grade level. This is not where we want to be, but also believe we should praise the results that are seen and know the work they are putting in is paying off in student success.

It is not a written building goal, but within the math department we spend a lot of time talking about how to help raise student scores in math also. We are working on getting more application (word problem) type problems into math to allow students to use the base knowledge they are learning. Math scores from our spring diagnostic test showed 100% growth and went from 20% on grade level to 32% on grade level. Again, not where we want to be, but are seeing positive growth among students.

CLDS Grant
We have finished year one of our literacy grant and have learned a lot during the process. In the next couple of months we will begin working on updating our Building Literacy Plan. This year our focus has been on vocabulary instruction, and we will continue with this goal next year. Using what we have learned this year, another focus will be looking at the text we are putting in front of our students. We have learned that a lot of the vocabulary instruction is best when presented in complex text where it has meaning and definitions can be used in context.

Over the course of the year, we have seen a lot of growth in teacher conversations and work with these two things and are excited with the progress we have both seen in the classroom and then having the data to support our growth with iReady.

MMS Building Literacy Plan

FOCUS: *Behavior*

Building Goal
Increase the total number of students in tier 1 (0-2 referrals) from 78% in 2024-2025 to 82% in 2025-2026.

Data
At the end of March, MMS had a total of 87 Office Discipline Referrals (ODRs.) 82% of our students remain in tier 1 going into April.

Prevention & Intervention
In talking with students and staff, our 3rd quarter tiered incentive was pretty popular. Both teachers and students enjoyed the “bigger” reward for following school-wide expectations all year long and then still being rewarded if they did a good job following them during 3rd quarter. There was a lot of chatter with students realizing that they weren’t completely out of rewards for having a rough time period.

Our Behavior Team has discussed how to start the school year off next year with more consistency throughout the building and has been busy planning professional development opportunities for staff and how we will kick off the first couple days of school with our students to ensure there are clear expectations for our students from the very beginning.

Social & Emotional Development
Students recently completed EIS surveys to help identify students who are struggling and need extra support in the areas of mental health, peer connections, or other various needs. Teachers also completed this survey for their PAWS class, so we have the teacher and student perspectives to help us with future interventions.

A social work student from William Woods presented a lesson on suicide awareness to our 8th graders. This included information on warning signs, how to ask for help, and an activity exploring myths and facts about youth suicide.

6th graders have been meeting with their WEB leaders for short “meet-ups” during PAWS. These meet-ups are a chance for our 8th grade mentors to orchestrate a short activity to get their 6th grade group to socialize and have a little fun. We are also in the process of recruiting and selecting our WEB leaders for next school year. Our current 7th graders were given the information to solicit interest, teachers made their recommendations, and the selection process will start this month. Once the WEB leaders are chosen, they will participate in some training before the end of this school year and we will start organizing and planning our big back-to-school event for next year’s 6th graders.

FOCUS: *Attendance*

Building Goal
Increase students consistently attending (90%) to 80% or more building wide by the end of the 2025-26 school year.

Data

		Previous Month	March
Tier 1	Students with attendance greater than 90%.	70%	70%
Tier 2	Students with attendance between 80% and 90%.	23%	23%
Tier 3	Students with attendance less than 80%.	7%	7%
	Total Students	463	445

Attendance Team

Last month we finished our March Attendance Madness PAWS Tournament. Mrs. Robinett came in first place with a total PAWS attendance of 96% for the five week tournament. The grade level that won the additional tournament was the 6th grade with a total attendance for the month of 90%.

This month we are starting another incentive with a group of students who are right on the border of different attendance levels to try and encourage them to get to the next level. These students will earn tickets that will go into a drawing at the end of the month for different prizes. At this point we understand that making big changes in attendance percentage is next to impossible, but working on getting consistency with some students and praising them for jumping to the next level will hopefully change attendance patterns for future years.

MAP testing is upon us one additional incentive to try to get students here consistently during testing is Popsicles in the Park where students who are here 95% of the time during the three testing weeks will get to go to the park for a class period and have a popsicle.