

Allen Independent School District
Ford Middle School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in English Language Arts/Reading



Mission Statement

Within an environment dedicated to community and collaboration, Ford faculty and staff use rigorous and engaging instructional strategies along with frequent, common assessments to maximize student learning and mastery across all core and elective objectives.

Vision

Where Eagles Soar!

Value Statement

The Future is Now. Let your Legacy be your Guide. #FMSLegacy

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ford Middle School is the oldest middle school in Allen ISD, serving 7th and 8th grade students. There are currently 922 students, serving 441 7th graders and 481 8th graders. Data taken from the 2017-2018 school year showed 140 students (16.02%) were served by section 504, 89 students (10.18%) received special education services, 262 students (29.98%) were labeled at-risk, 45 students (5.15%) were identified as English Learners (EL) students, and 107 (12.24%) were identified as Gifted and Talented students. Of the students that attended Ford Middle School during the 17-18 school year, 184 or 21.05% were categorized as economically disadvantaged.

The ethnic breakdown of students enrolled at Ford during the 2017-2018 school year was; American Indian-.57%, Hispanic/Latino-18.54%, Asian-10.76%, Black- 14.65%, Native Hawaiian Pacific Islander-.04%, White-48.28%, and Two or More races - 6.75%. Ford had a mobility rate of 5% and an attendance rate of 98%. Demographics at Ford are stable. The retention rate of students is 0.3%. Enrollment has steadily increased over the last 3 years. As a result of this, Ford Middle School has attained new teacher positions to maintain reasonable class sizes.

Students arrive to school by walking, riding a bike, parent transportation and the district provided buses. Ford currently has 10 buses that serve our campus and the students at Ford are comprised of children that attended Bolin, Chandler, Rountree, Story, and Vaughn Elementary School.

While attending Ford, students are encouraged to participate in a club or activity that best suits their interests before school after school or during "Mustang Hour." Our clubs and activities include: Boys and Girls Athletics, Cheer, Band, Orchestra, Choir, Theatre, Girl's Breakaway, and Boys to Men, Cooking Club, FLL Robotics, NJHS, Tech Club, Newspaper Club, Guitar Club, PALS, Peer Helpers, Tool Titans, Fishing Club, Ultimate Frisbee Club, Model Making Club, Star Wars club, Record setting club, Superheroes Club, Siesta Club, Fantasy Football Club, Debate Club, World Cultures Club, Rock Painting Club, Dog Days Club, Friendship Bracelet Club, Origami Club, 80's Movie Club, FCA, ASL Club, Model Making Club, Yoga Club, Chess Club and much more. Additionally, students are encouraged to seek opportunities to start a new club if there is enough interest. FMS also offers partner's PE. Partners' PE is a program offered to students with special needs and their non-disabled peers. Students are either recruited, selected by an application process, enrolled, or voluntarily sign up to participate in these groups.

The demographics of the staff at Ford Middle School are 7% African American, 2% Hispanic, 83% white, 4% American Indian, 2% Asian, 2% Two or More Races. Ford has 32% male teachers compared to 68% female teachers. Twenty-three percent of teachers at FMS have a master's degree, and 34% of teachers have less than 5 years of experience. Twenty-six percent of teachers have 6-10 years of experience. Twenty-six percent of teachers have 11- 20 years of experience and 15% of teachers have over 20 years of experience.

Ford Middle School currently employs 5 instructional paraprofessionals. There are multiple campus based, district based, and regional based staff development opportunities for our teachers to attend.

Class sizes at Ford Middle School average 21.4 students in English Language Arts classes, 23.5 in Foreign Language, 21.5 in Math, 23.4 in Science, and 22.6 in Social Studies.

The neighborhoods surrounding Ford are aging. There are very few new neighborhood developments within our feeder pattern. There are many apartment complexes that are located in the area, which may contribute to Ford's mobility population. While there are a few large corporations local to Allen, they do not employ a majority of the parents of Ford Middle School parents. Most parents commute all over the metroplex to attend work. Our area is viewed as a safe place to live and crime rates are low. The nearest prison or juvenile detention area is outside of our city, so there are not safety, community, employment, or major other concerns in regards to this. Collin College is expanding in Allen, and our district has a plan to work closely with them, however these plans will not be put into place until the college is completed. There is a satellite campus for Collin College at Allen High School which our high schoolers in Allen ISD currently utilize.

Demographics Strengths

Demographically, Ford Middle School is the most diverse middle school in AISD. This diversity is the core of our strength, bringing together students of all backgrounds. This diversity creates many opportunities for our students to learn from one another and for teachers and staff to support empathy and understanding.

The staff at Ford Middle School is also quite diverse. The high percentage of male teachers helps to provide a positive male role model for students in our school who need that influence in their lives.

Ford Middle School is centrally located in our community and is close to each feeder school, central office, Lowery, and AHS. This allows for ease of collaboration amongst all of these entities.

The safety and low crime rate surrounding our campus allows for parents to know that they are sending their student to a safe environment which is also reflected in the perceptions portion of this document.

Student Academic Achievement

Student Academic Achievement Summary

Currently and historically, Ford Middle School students perform above state averages with standardized assessments. Most student groups are consistently falling into the category of “approaches grade level” in all subject areas as well as most student groups performing well in categories of “meeting expectations” and reaching the level of “masters.” Student performance on state assessments mirrors or is slightly higher than that on local benchmarks and simulation tests.

There are a few student groups that struggle some compared to their school peers; Special Education and English Language Learners. These two groups particularly struggled in math and writing. The lowest areas of performance are special education students in writing and history. There are several possible reasons for these differences and deficits. These may include language barriers and learning gaps associated with learning disabilities.

When looking at the student group of Section 504 students, these students typically are performing at the level of their peers. There are a few exceptions where they are not meeting the “masters” level on STAAR at as high of a rate.

Some safeguards we have in place here at Ford Middle School for these students are programs such as co-taught math and ELA classes, study skills classes, resource classes (for special education students only), strategies classes, Wednesday School, and tutoring with content teachers. Case managers also manage and monitor their students' progress and frequency of accommodations throughout the school year.

Students are identified as needing further services through both formal and informal assessments, teacher feedback, parent input, and other school related resources. Services are determined through SSI, RTI, and special programs. These are adjusted through annual meetings for special programs as well as grades, benchmarks, simulations, and teacher feedback. Referrals are sent to the campus intervention specialist or appropriate case managers when information is needed. Every three weeks grade checks are run and sent to case managers, grade level principals, and counselors to monitor progress.

Meetings for special programs remain in compliance with expectations from the state and district. Many pieces of data and resources are brought to the table to drive the decisions for student success. Teacher who personally know the students provide key feedback and parents are included in the process. Committee decisions are usually unanimous.

The RTI process is usually implemented by students being given an initial assessment in iStation or Think Through Math along with using information from previous state assessments to identify students in need. Once a student is identified, they are monitored for a minimum of two years, and more if necessary. Reports are done quarterly with teacher input provided. The RTI process is streamlining good referrals to special education and Section 504. RTI determines the need and which route is taken to meet the students needs.

When it comes to course failures, typically less than five students fail one or more courses per year. Very few students are retained each year as most of the failures complete summer school requirements. Protocol states that we give them the Light’s Retention Scale (a tool to aid in the consideration of retaining

students in a grade level) and many other resources and data are used to determine the best course of action for the student.

Our teachers are valuable resources that propel our student success. They utilize and provide our students with instructional material, tools, and good teaching practices to better suit our students needs and help drive student success. Our teachers provide students with ample opportunities to make up missing work and at a minimum, provide students who were absent one extra day per absence to make up missing assignments. Tutoring and utilization of our learning management system, Canvas, are a few of the ways that teachers provide students with opportunities to make up work.

Student Academic Achievement Strengths

- Most student groups are consistently in the category of “approaches grade level” for state assessment data
- Student performance on state assessment mirrors or slightly exceeds performance on local benchmarks and simulations
- Ford Middle School offers many safeguards to help struggling learners.
- We are 17% above the state average for all tests for approaches grade level
- We are 18% above the state average for all tests for meets grade level
- We are 17% above the state average for masters grade level
- We are 9% above the state average for students who met or exceeded progress on all tests
- We are 7% above the state average for students exceeding progress on all tests
- We are 25% higher than the state average for “progress of prior-year non proficient” students and 16% higher than the district in this category, as well

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: English Learners (EL’s) perform lower on state assessments than their school peers across the board, especially in writing and math.

Root Cause: One cause of the lower performance of EL’s are language and cultural barriers of instruction and assessments.

Problem Statement 2: Special Education students perform lower on state assessments than their school peers, mostly in writing. **Root Cause:** One cause of the lower performance of special education students are learning gaps propelled by learning disabilities.

School Processes & Programs

School Processes & Programs Summary

ORGANIZATION, LEADERSHIP, & PROFESSIONAL GROWTH

The organization of the school plays an important role in a healthy, positive school environment. All staff are assigned to specific duties before and after school to supervise students. Since there are many factors to consider in creating a duty schedule, administrators carefully examine the various needs of teachers, clubs, and organizations before assigning positions. In addition to providing supervision before and after school, teachers also supervise the hallways between classes to make sure that students get to class on time and optimize all their time given for learning.

The master schedule is built in such a way as to maximize instructional time with as few interruptions as possible. Class time is only disturbed by announcements and messages that are urgent. Hallways are divided by grade level to assist students getting to class on time and to avoid other conflicts.

Formal leadership roles in the school include the principal and assistant principals. Other leadership roles include grade level instructional team leads and department heads for each content area. Teachers also have a voice in school decisions. Meetings with the Campus Improvement Team, department heads, and team leads provide the opportunity to bring questions and concerns directly to the school administrators.

Professional goals, performance objectives, and strategies are communicated through state, district, and campus expectations for educators. At the beginning of the year, teachers meet with their evaluator to set their professional goals using the T-TESS system outlined by the state. Throughout the year, teachers meet with evaluators to track and discuss progress on these professional goals. Progress can also be monitored and updated in Eduphoria. Professional development activities occur in PLC teams, at district professional learning events, and outside learning opportunities that may be available. As an example, teachers sometimes attend professional learning sessions through the regional educational service center.

CURRICULUM, PLANNING, & ASSESSMENT

Ford Middle School follows the curriculum documents and pacing calendars set forth by Allen ISD which is completely aligned with the state standards for content (TEKS), English Language Proficiency Standards (ELPS), and the College Career Readiness Standards (CCRS).

Each year, content coordinators, Instructional Specialists, and teachers meet to plan, align, and establish a pacing curriculum calendar for each grade level and subject area. These cadre teams and district professionals develop and articulate alignment across grade levels and subject areas. Teachers are held accountable to follow the district pacing calendar and curriculum with the help of formal and information assessments, including benchmarks and simulation tests. Analysis of these assessments combined with the results of state standardized tests help determine our success in implementing the curriculum.

In addition to our core standards, teachers are encouraged to use innovative teaching practices to work with students in order to find the best ways to meet their needs. For example, teachers engage students in authentic, real-world problem-solving activities across content areas. Several initiatives (including problem-based learning, STEM related learning, and various Humanities endeavors) engage students in learning that connects them to the real world. We also strive to incorporate critical thinking and writing in all areas of the curriculum.

FMS provides sheltered instruction for EL students in a small classroom setting. Students are provided with instructional practices to help meet their needs by a certified ESL teacher who monitors their progress.

In order to support our ELs in the regular classroom, it is a district and campus expectation that content and language objectives are posted on the board daily. The ESL teacher and the instructional coaches continue to support teachers in their work with EL students.

Ford Middle School implements a variety of formative and summative assessments to monitor and adjust curriculum pacing and intervention/enrichment as necessary. District assessments (in the form of benchmark tests, common formative assessments, etc.) mirror standardized assessments in their style, including multiple representations, such as graphs, diagrams, and word problems, and level of rigor. PLCs analyze the data from these assessments and make instructional decisions based on the results. Administrators and instructional specialists have the ability to track and review progress for students, teachers, grade levels, departments, campuses, and the district. Students monitor their own academic progress through Skyward, Canvas, and regular communication with teachers.

Another method of tracking student progress is through the Student Learning Objective (SLO) process set forth by the state. The vision statement from TEA summarizes the process in the following way: “The Student Learning Objective (SLO) Model in Texas provides a framework for continuous dialogue between students, teachers and principals to support teacher development and student growth throughout the year.” As a pilot campus for 2017-18, FMS continues to gather data on the process of measuring student data as well as refining the student objectives in order to better meet the needs of students.

A carefully designed campus schedule provides each grade-level content team with the same conference period in order to meet as a Professional Learning Community (PLC) each week. When schedules allow, elective teachers plan in teams. Some cross-campus planning takes place for teachers of specialized courses.

The purpose of these meetings is not only to plan content lessons based on state readiness, process, and supporting standards (TEKS) while keeping the district pacing in mind, but also to participate in rich conversations regarding instructional strategies, student assessment data, implementation of intervention/enrichment and integration of technology. Teams are also expected to address the four main questions regarding student learning:

- What do we want students to learn?
- How will we know if they learned it?
- What do we do if they didn't learn?
- What will we do if they already know it?

In addition to the weekly PLC meeting, grade-level teachers meet informally throughout the week to reflect on and make adjustments to instruction to ensure that all students all learning.

District Instructional Specialists (who specialize in content area curriculum) assist campuses, teachers, and campus instructional coaches with effective curriculum implementation. Campus Instructional Coaches assist grade-level teams in planning by providing them with resources and learning opportunities of instructional best practices including differentiation, scaffolding, technology integration, and other instructional strategies. Periodically, both specialists attend the PLC, along with the evaluating administrator.

TECHNOLOGY

District and campus expectations are that technology is used regularly and effectively in the classroom. A blended model is encouraged to support instruction and learning in multiple ways that bridge upper level thinking and discussion.

In grades 7-12, the district has established that teachers will utilize Canvas, a learning management platform, to make curriculum and course content readily available to students. Likewise, FMS teachers are expected to use this platform. The district has also approved and made available various other online instructional materials for use which student may access through the district online portal. District curriculum personnel evaluate the appropriateness and accuracy of these materials with help from teams of teachers. Instructional materials available online are evaluated for appropriateness based on our standards from the State of Texas. For example, Think Through Math and Istation, online platforms, evaluate student knowledge and understanding with an initial assessment and then send students work through a spiraling review and evaluation of concepts that what needs to be retaught. The re-teaching helps to close learning gaps. Other types of daily technology devices available for instructional purposes are Smartboards, TI-84+ calculators, iPads, Chromebooks and much more.

Technology is readily accessible for our students and staff. The campus houses several computer labs, and there are multiple laptop or iPad carts which teachers can share within a department/grade-level or check out from the campus tech. Furthermore, there are also computers available in the library for students to utilize before school, during lunch, and after school.

Teachers (or teams of teachers) have their own dedicated desktop and media computer in their classrooms. In addition, they often use their Smart Boards to present more interactive instruction during class. 8th grade math classes use TI-84+ calculators. STEM and other CTE courses use other forms of technology throughout the curriculum.

Technology support is offered through central office, our campus Canvas coordinator, instructional coaches, department heads, campus media specialist, campus tech, and administrators. Teachers are offered training on integrating instructional technology on an ongoing basis. Other resources include campus visits from the Technology Instructional Specialist, district professional learning days (as it pertains to their content area), and sometimes outside parties such as the regional service center. We offer training for technology monthly in staff meetings, through professional learning communities, department head meetings and professional development. Teachers often informally seek the help of other teachers on campus who are proficient with technology and technology applications.

Technology support is readily available to students and parents through teachers and our campus tech specialist as needed. Communication is available to students and parents through various social media sites including Facebook, Twitter, and the district website. Parents can utilize Canvas, Skyward, and other

district resources online, including Naviance.

School Processes & Programs Strengths

- The master schedule is built in such a way as to maximize instructional time with as few interruptions as possible.
- Administrators carefully examine the various needs of teachers, clubs, and organizations before assigning positions. In addition to providing supervision before and after school, teachers also supervise the hallways between classes to insure students' safety and make sure that students get to class on time to optimize time given for learning.
- Working closely with both district and campus instructional specialists, teachers create the best instruction for all students aligned with state and district standards. They monitor students' progress to see that they are learning and implement intervention/enrichment to help students reach their fullest potential.
- Implement various models of teaching to support special populations:
 - Co-Teach model of instruction to support special education students in the general education classroom
 - Sheltered Instruction for new ELs

Perceptions

Perceptions Summary

After surveying parents and students regarding the perceptions about Ford Middle School, the following data was collected. According to parents surveyed, Ford Middle School excels in the following areas:

- ease of contacting teachers or administration
- abundance of opportunities to be an active participant in their child's education such as volunteer opportunities
- communicating effectively, including information about policies and procedures
- fostering an environment of respect amongst students
- student safety
- the school's record of hiring and retaining excellent teachers
- providing students a variety of ways to learn
- implementation of "out of the box" programs, such as Mustang Hour

Parents reported that children enjoy coming to school, and they feel there are wide varieties of activities in which students can participate. Furthermore, they feel that students are held accountable for their actions. It was also determined that the majority of parents would recommend Ford Middle School to a friend searching for a school.

Ford Middle School experiences a tremendously low percentage of students who attend DAEP or JJAEP programs. Ford Middle School staff have procedures in place to support students struggling with behavior. Some of those methods include restorative practices, punitive practices, and positive interventions through Mustang Hour.

Ford has policies in place to reduce the impact of bullying, including stay-away agreements and stiff penalties for any type of bullying behavior. Parents perceive this to be a strength, with 68% of parents stating that Ford does a good job providing an environment which fosters respect amongst peers. However, according to Ford students, some work remains to be done in this area.

Both students and parents alike reported extremely high levels of satisfaction with the implementation of Mustang Hour. Some of the strengths of the program are that it cultivates a level of voice and choice with students, allowing them to participate socially in clubs, gain additional support through tutoring during the school day, or releasing physical energy in open gyms or outside. It also provides a level of mandatory intervention for students who are not passing their classes. Parents have reported that their students love the opportunity to connect with peers, to complete assignments, and to receive tutoring during the school day so that they can spend more time with their families in the evening.

Ford has a large population of teachers who have been teaching at Ford Middle School for 10 years or longer. Turnover is generally low, and Ford Middle School is able to support new teachers through district initiatives and a mentor program at the campus level. Additionally, Ford teachers work with district

instructional specialists, who provide rich content support, as well as campus instructional coaches to aid teachers with instructional strategies.

Parents have reported that they feel that their students are safe when they come to school. Staff members have expressed a similar level of feeling safe. Staff members are involved in planning campus level initiatives through the use of committees and leadership positions, such as department heads and team leads.

Parents feel connected to their students' learning through access to Skyward (the district's online grade-book) and Canvas (the learning management system utilized by all secondary campuses). Parents stated they appreciate the various methods of communication such as, email, the school website, and social media accounts.

According to the survey results, parents stated that they feel welcome on our campus and are provided ample opportunities to serve. The Ford PTSA organization frequently works with campus administrators to promote participation in school activities and events. Ford provides opportunities for community engagement. Each year, FMS hosts Career Day, where community leaders, family members, and business leaders come to Ford to speak to students about career opportunities. The community is also invited to participate in multiple events hosted by the school's Multicultural Club. The club seeks to include students and their families from all cultural backgrounds, and to eliminate possible barriers to participation in school events based on language, etc.

There are some community members whose long-standing perception is that Ford students perform at a lower level than other local middle school campuses. However, this perception is changing for the better according to both the community and district level officials.

One area where parents and students feel that Ford can grow is in the area of our staff demographics matching our student demographics. Ford administration strives to be inclusive in their hiring practices and hire the best candidate for the position.

Survey Results

According to students:

- Students are greatly satisfied (60%+) with:
 - Being an active participant in their education
 - Easily able to contact their teachers
 - Implementing “out of the box” programs

- Students are moderately satisfied (50% -60 %) with
 - Ford effectively communicating
 - Opportunities for students to volunteer
 - Communicating School policies

- Hiring and retaining excellent teachers
 - Offering a wide variety of activities
 - Students being held accountable for their actions
 - Recommending Ford to a friend looking for a school
- Students are less than adequately satisfied (>50%) with:
 - Ford fostering an environment that encourages respect amongst students
 - Feeling safe
 - Demographics of staff matching student population
 - Being given a variety of ways to learn
 - Enjoying coming to school

According to Parents:

- Parents are greatly satisfied (60%+) with:
 - Being encouraged to be an active participant in child's education(79%)
 - Easy to contact teachers or admin(81%)
 - Ford Communicating effectively(83%)
 - Providing parent volunteer opportunities(68%)
 - Communicating policies and procedures(87%)
 - Fostering an environment of respect amongst students(68%)
 - Student Safety(79%)
 - Hiring and retaining excellent teachers(75%)
 - Students having a variety of ways to learn(71%)
 - Implementing “out of the box” programs(82%)
 - Child enjoying coming to school(77%)
 - Wide variety of activities for child to participate in(85%)
 - Students held accountable for actions(77%)
 - Would recommend Ford to a friend searching for a school(78%)

- Parents are moderately satisfied (50% -60 %) with:
 - Ford staff is reflective of the student population (55%)

- Parents are less than adequately satisfied (>50%) with:
 - N/A

Ford Middle School utilizes a unique schedule that allows for a block lunch system that is called "Mustang Hour." Mustang Hour not only serves as our lunch time but it is also a time where students have "voice and choice" for an hour of the day. Students get to choose their lunch time, where they would like to eat, what club they would like to attend, and/or what tutoring to attend.

Perceptions Strengths

The implementation of Mustang Hour has impacted the campus in many ways. Many teachers, students, and parents report the positive benefits of Mustang Hour. Nearly 94% of parents who responded to the parent survey reported positive feelings about Mustang Hour.

Staff and students overwhelmingly support Mustang Hour and the benefits that it brings to the campus. Teachers report that they now have time in the school day to address content intervention with struggling students. They also state that allowing students to participate in physical activity such as open gym or ultimate Frisbee club helps students be more focused on coursework. Students report that they benefit from the "brain break" in the middle of the day allowing for greater focus in the afternoon. They also report that the ability to choose their activity shapes their behavior in a positive manner as they do not want to lose the privilege of participating in Mustang Hour.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Ford Middle School is still overcoming a long standing perception of being a low performing school. **Root Cause:** For many years, Ford has had a stigma of performing at a lower level because of the socioeconomic status of our kids.

Problem Statement 2: Parental volunteer participation could be greater. **Root Cause:** Ford needs to continue to seek out opportunities to get parents in the building to volunteer in a variety of ways.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals



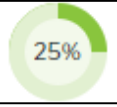
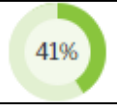




Goals







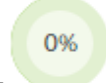

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: Ford Middle School will provide students and staff with rigorous, relevant, timely and well designed supports to cultivate growth and learning.

Evaluation Data Source(s) 1: STARR Testing Data, Benchmark test scores, intervention services, staff training

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Utilization of Instructional Coaches as a resource for teachers regarding best practice.</p> | Instructional Coaches, Principal, Assistant Principals | Increase of pedagogical discussions and implementation of new and innovative practices. |  |  | | |
| <p>Critical Success Factors CSF 1</p> <p>2) EL - Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.</p> | EL Campus coordinator, classroom teachers. | English Learners acquire English and have academic success. |  |  | | |
| Funding Sources: Bilingual - 1000.00 | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>3) Compensatory Education - Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.</p> | Core subject area teachers, administration. | Improved academic performance for target students. |  |  | | |
| Funding Sources: Comp Ed - 40000.00 | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>4) SPED - Provide supplemental learning experiences and services for special education students to support individual learning needs.</p> | Special Education teachers, general education teachers, administration. | Improved academic performance for target students. |  |  | | |
| Funding Sources: Special Education - 614000.00 | | | | | | |

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|--|--|--|---|---|--|
| <p align="center">Critical Success Factors CSF 1</p> <p>5) Title III - Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.</p> | <p>EL Teacher, general education teachers.</p> | <p>Improved academic performance for target students.</p> |  |  | |
| <p>Funding Sources: Title III - 350.00</p> | | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>6) Utilize innovative remediation and enrichment activities and programs to increase overall student performance on the STAAR test.</p> | <p>Classroom Teachers</p> | <p>Improved student performance on STAAR test across targeted areas.</p> |  |  | |
| <p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p> | | | | | |

Goal 2: Promote and nurture collaborative relationships essential for successful students and schools.

Performance Objective 1: Ford Middle School will create opportunities for all stakeholders to connect to the school community.

Evaluation Data Source(s) 1: Student participation numbers in extra curricular activities, student participation numbers in clubs and organizations, parent volunteer participation, and community participation in evening events.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| <p>Critical Success Factors CSF 6</p> <p>1) Utilize Mustang Hour to promote student participation in clubs and organizations available on campus.</p> | All Staff | Connect kids to school in ways beyond traditional academics. | | | | |
| <p>Critical Success Factors CSF 6</p> <p>2) Increase innovative electronic communication methods to reach a larger community of FMS stakeholders.</p> | Principal, Assistant Principals, Teachers and Counselors | Through the use of Twitter, Facebook, Instagram provide timely and current information to all stakeholders. | | | | |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>3) "Dads at the Door" - Program to include male role models to stand at the entrances to welcome students into school.</p> | Receptionist, Principal, Librarian | Create a welcoming and inviting environment to start students' day in a positive manner. | | | | |
| <p>Critical Success Factors CSF 6</p> <p>4) Use of "The Harbor" character education video series, to address character development.</p> | Classroom Teachers, Principal | Increase social awareness, empathy, acceptance, and leadership among students as well as decreased bullying and misuse of social media. | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div> | | | | | | |

Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 1: Ford Middle School will create an environment of support for students and staff that will maximize learning opportunities for all students and staff.

Evaluation Data Source(s) 1: Student discipline data, staff retention data, professional development feedback, staff surveys, student surveys, and parent surveys, GT student testing data.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Dec | Mar | May |
| <p>Critical Success Factors CSF 1</p> <p>1) Gifted and Talented - Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.</p> | GT Teachers | Improved academic performance for target students. | | | | |
| Funding Sources: Gifted/Talented - 189000.00 | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>2) CTE - Provide supplemental learning experiences for students promoting career and technical development for industry and college readiness.</p> | CTE Teachers | Improved academic performance for target students. Increased student awareness of prerequisites for various pathways. | | | | |
| Funding Sources: CTE - 343000.00 | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) Teachers will participate in Professional Learning Communities to foster their growth and learning as educators.</p> | Subject area Department Heads, Instructional Coaches, Principal, and Assistant Principals | Teachers will expand their professional learning, pedagogical expertise, creating better learning experiences for students. | | | | |
| <p>Critical Success Factors CSF 1</p> <p>4) Utilizing "Mustang Hour", students will participate, as necessary, in structured remediation and enrichment activities to address academic needs.</p> | Classroom teachers, Assistant Principals, Principal | Improved student achievement across all level of student performance. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | |

Campus Funding Summary

| Comp Ed | | | | | |
|--------------------------|-----------|----------|------------------|--------------|----------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | | | \$40,000.00 |
| Sub-Total | | | | | \$40,000.00 |
| Title III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 5 | | | \$350.00 |
| Sub-Total | | | | | \$350.00 |
| Gifted/Talented | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 1 | | | \$189,000.00 |
| Sub-Total | | | | | \$189,000.00 |
| Bilingual | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | | | \$1,000.00 |
| Sub-Total | | | | | \$1,000.00 |
| CTE | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 2 | | | \$343,000.00 |
| Sub-Total | | | | | \$343,000.00 |
| Special Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 4 | | | \$614,000.00 |
| Sub-Total | | | | | \$614,000.00 |
| Grand Total | | | | | \$1,187,350.00 |