

**Allen Independent School District**  
**Ford Middle School**  
**2019-2020 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

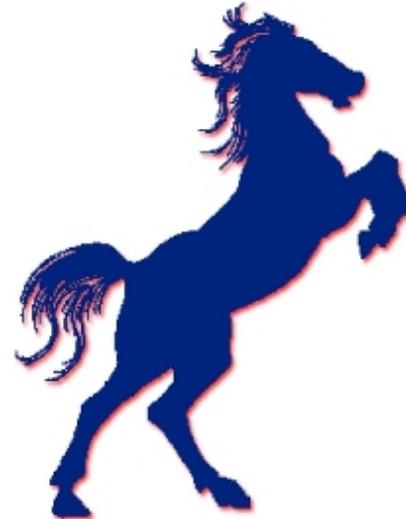
Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



**Board Approval Date: September 23, 2019**

# 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

FMS - Where Legends are made!

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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 843 students, serving 396 7th graders and 447 8th graders. Data for the 2019-2020 school year shows 129 students (15.3%) are served by Section 504, 96 students (11.39%) receive special education services, 241 students (28.59%) are labeled at-risk, and 57 students (6.76%) are identified as English Learners (EL) students. Of the students that attend Ford Middle School school year, 228 or 27.05% are categorized as economically disadvantaged. Currently there are 77 students identified at GT (9.14%).

The ethnic breakdown of students enrolled at Ford for the 2019-2020 school year is; African American - 16.61% (140), Hispanic - 14.71% (124), White - 48.87% (412), American Indian - .12% (1), Asian - 14.47% (122), Pacific Islander - 0.47% (4), and Two or More races - 4.75% (40). For the 2018-2019 school year Ford had a mobility rate of 5.9% and an attendance rate of 98%. Demographics at Ford are stable. The retention rate of students is 1%.

Students arrive to school by walking, riding a bike, parent transportation and the district provided buses. Ford is 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 20.5 students in English Language Arts classes, 14.4 in Foreign Language, 23.5 in Math, 23.6 in Science, and 24.1 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. 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.

### **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.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Ford Middle School has a lower percentage of students identified as Gifted and Talented than the other middle schools in Allen.  
**Root Cause:** Our feeder schools identify a lower percentage of students as Gifted and Talented than feeder schools for the other middle schools in Allen.

# Student Academic Achievement

## Student Academic Achievement Summary

Ford Middle School students historically and currently perform above the state average on standardized assessments and state accountability ratings. Ford's overall performance in the state's accountability rating for the 2018-19 school year was a 95 out of 100, which is an "A" rating. FMS received 5 of the 7 possible Distinction Designations including distinctions for Academic Achievement in Mathematics, Academic Achievement in English Language Arts/Reading, Top 25%: Comparative Academic Growth, Top 25%: Comparative Closing the Gaps, and Postsecondary Readiness.

Some safeguards we have in place here at Ford Middle School for our special education students are programs such as co-taught math and reading classes, inclusion classes for science and social studies, study skills classes, resource classes, strategies classes, and regular tutoring with content teachers. Special Education Case Managers also manage and monitor student progress throughout the 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 regular grade checks, benchmarks, simulations, and teacher feedback. Referrals are sent to the Campus Intervention Specialist or appropriate case managers when information is needed. Case managers, principals, and counselors monitor grades every three weeks and more as needed. Meetings for special programs remain in compliance with expectations from the state and district. Many data points are brought to the table to drive decisions for student success. The RTI process is streamlining good referrals to special education and Section 504.

When it comes to course failures, typically five or less students fail one or more course per year. The highest number of course failures typically are in reading and math. Very few students are retained each year as most course failures complete summer school requirements.

Our teachers are valuable resources for our students. They utilize and provide our students with instructional materials, tools, and good teaching practices to better suit student needs and help drive student success. They also provide students with ample opportunities to be successful through tutoring and online via Canvas. Our teachers are also working to streamline systems such as targeted intervention to help all learners in achieving more success.

## 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.

On the State of Texas Accountability Rating Ford Middle School "Met Standard" with a score of 95 out of 100 with 5 Distinction Designations.

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** 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, the duty schedule committee carefully examines the various needs of teachers, clubs, and organizations before assigning positions.

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, team leads, student involvement committee, special events committee, duty committee, discipline committee, academic committee and instructional leadership committee provide the opportunity for all staff members to be a part of the decision making process and to affect change on campus.

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 students 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 of 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, Instagram, 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. Additionally, master scheduling includes time for both grade levels to meet during aligned conference times by department.

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 ensure 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

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
- Rostering 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.

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. 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.

## **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 tutorin 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:** 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.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

Revised/Approved: September 23, 2019

## 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, state accountability ratings.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Due to COVID-19 Pandemic during the Spring 2020 semester, our Allen ISD campuses were closed to students and staff. Ford Middle School was not able to complete strategies, implement processes, or gather feedback in order to show progress or meet our goal in this area.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
1) Utilization of Instructional Coaches as a resource for teachers regarding best practice and implementation of innovative strategies.	Instructional Coaches, Principal, Assistant Principals	Increase of pedagogical discussions and implementation of new and innovative practices resulting increased student performance.				
2) EL - Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.	EL Campus coordinator, Classroom teachers	English Learners acquire English and have academic success.				
<b>Funding Sources:</b> Bilingual - 1000.00						
3) Compensatory Education - provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.	Core subject area teachers, Administration	Improved academic performance for target students.				
<b>Funding Sources:</b> Comp Ed - 40000.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
4) SPED - Provide supplemental learning experiences and services for special education students to support individual learning needs.	Special Education teachers, General education teachers, Administration	Improved academic performance for target students.				
<b>Funding Sources:</b> Special Education - 613000.00						
5) Title III - Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.	EL Teacher, General education teachers	Improved academic performance for target students.				
<b>Funding Sources:</b> Title III - 0.00						
6) Utilize innovative remediation and enrichment activities and programs to increase overall student performance on the STAAR test.	Classroom Teachers	Improved student performance on STAAR test across targeted areas.				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue						

## 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:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Due to COVID-19 Pandemic during the Spring 2020 semester, our Allen ISD campuses were closed to students and staff. Ford Middle School was not able to complete strategies, implement processes, or gather feedback in order to show progress or meet our goal in this area.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
1) Utilize Mustang Hour to promote student participation in clubs and organizations available on campus.	All Staff	Connect kids to school in ways beyond traditional academics and providing "voice and choice" in the opportunities selected.				
2) Increase innovative electronic communication methods to reach a larger community of FMS stakeholders.	Principal, Assistant Principals, Teachers and Counselors	Through the use of Twitter, Facebook, Instagram provide timely and current information to all stakeholders.				
3) Use of the "Second Step" social emotional curriculum in FMS Connections time to address character development and social emotional learning.	Classroom Teachers, Principal, Assistant Principals, Counselors	Increase social awareness, empathy, acceptance, and leadership among students as well as decreased bullying and misuse of social media.				
4) "Dudes at the Door" - Program to include male role models to stand at the entrances to welcome students into school.	Receptionist, Principal, Librarian	Create a welcoming and inviting environment to start students' day in a positive manner.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

### 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, student achievement data, staff retention data, professional development feedback, staff surveys, student surveys, and parent surveys, GT student testing data.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Due to COVID-19 Pandemic during the Spring 2020 semester, our Allen ISD campuses were closed to students and staff. Ford Middle School was not able to complete strategies, implement processes, or gather feedback in order to show progress or meet our goal in this area.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
1) Gifted and Talented - Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.	GT Teachers, Instructional Coaches, Assistant Principals, Principal	Improved academic performance for target students.				
<b>Funding Sources:</b> Gifted/Talented - 194000.00						
2) CTE - Provide supplemental learning experiences for students promoting career and technical development for industry and college readiness.	CTE Teachers	Improved academic performance for target students. Increased student awareness of prerequisites for various pathways.				
<b>Funding Sources:</b> CTE - 343000.00						
3) Teachers will participate in Professional Learning Communities to foster their growth and learning as educators.	Subject area Department Heads, Team Leaders, Instructional Coaches, Principal, and Assistant Principals	Teachers will expand their professional learning, pedagogical expertise, creating better learning experiences for students.				
4) Utilization of campus bases "data room" to provide PLC teams with continuous feedback on student achievement.	Instructional Coaches, Administration, Classroom Teachers	Directly impact instruction by providing teachers with real time information about student achievement and performance.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
5) Utilizing "Mustang Hour", students will participate, as necessary, in structured remediation and enrichment activities to address academic needs.	Classroom teachers, Assistant Principals, Principal	Improved student achievement across all level of student performance.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

# Campus Funding Summary

<b>Comp Ed</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$40,000.00
<b>Sub-Total</b>					\$40,000.00
<b>Title III</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Gifted/Talented</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$194,000.00
<b>Sub-Total</b>					\$194,000.00
<b>Bilingual</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$1,000.00
<b>Sub-Total</b>					\$1,000.00
<b>CTE</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$343,000.00
<b>Sub-Total</b>					\$343,000.00
<b>Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$613,000.00

<b>Special Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
				<b>Sub-Total</b>	\$613,000.00
				<b>Grand Total</b>	\$1,191,000.00