

Allen Independent School District

Ford Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps



Mission Statement

Ford Middle School prepares students to be life-long learners that strive to do their absolute best everyday and are kind to others in their school community and beyond.

Vision

Committed to excellence, dedicated to caring, powered by learning, soar like eagles.

Value Statement

Every decision made is based upon the best interest of our students.

Success comes from building relationships with our students and providing them with a highly engaging learning environment.

High expectations lead to growth and achievement for each student and staff member.

All students will utilize social, emotional and academic skills in order to become resilient and resourceful lifelong learners.

The highest levels of learning occur when students are engaged in work that is relevant, authentic and challenging.

Equity and access to equal opportunities are essential to reaching the highest levels of student achievement.

We embrace families, staff, students, and our community in the shared responsibility of educating our children.

Developing meaningful, collaborative relationships in a welcoming, safe and caring environment is essential for student success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Students
 - Ford Middle School serves 7th and 8th-grade students in Allen ISD. There are currently 826 students, serving 420 7th graders and 406 8th graders. Data for the 2020-2021 school year show 122 students (14.77%) are served by Section 504, 102 students (12.35%) receive special education services, 235 students (28.45%) are labeled at-risk, and 58 students (7.02%) are identified as English Learners (EL) students. Of the students that attend Ford Middle School school year, 285 or 34.50% are categorized as economically disadvantaged. Currently, there are 87 students identified at GT (10.53%).
 - The ethnic breakdown of students enrolled at Ford for the 2020-2021 school year is; African American - 17.92% (148), Hispanic - 16.83% (139), White - 45.40% (375), American Indian - .61% (5), Asian - 12.83% (106), Pacific Islander - 0.24% (2), and Two or More races - 6.17% (51).
 - Students arrive at school by walking, riding a bike, parent transportation, and the district-provided buses. Ford is composed 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, Trivial Pursuit Club, Animation, and Graphics Club, Rubik's Cube Club, Harry Potter Club, 80's Music Club, Origami Club, Puzzle Club, Yoga Club, Model Building and Lego Club, Marvel/DC Club, FLL Robotics, NJHS, PALS, Peer Helpers, Star Wars 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 16.9% African American, 14.5% Hispanic, 49.1% White, 0.1% American Indian, 14.4% Asian, 0.5% Pacific Islander, and 4.6% 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 23 students for On-Level courses and 25 students for Advanced courses.
 - 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 no concerns with safety in the community.
- Staff Quality, Recruitment, and Retention

Staff quality is an important factor in promoting student success on campus. All teachers and paraprofessionals are 100% highly qualified. Campus Instructional

Coaches systematically meet with new teachers to provide support as needed and ensure a smooth transition to our campus. Various activities, such as Sunshine Committee events, administration support, and planned staff development are held on campus to promote team building, a family-type atmosphere, and high staff morale.

- Parents/Guardians and Community
 - Parents and guardians are involved with their student's education, extra-curricular activities, and overall well-being. The community around Ford is supportive of the school and any needs the community or students might have. For the 2021-2022 school year, we are beginning an adult mentor program that will utilize leaders in our community to volunteer time to spend with students to build rapport, support, and grow specific students by engaging them in consistent relationships that benefit social and emotional needs.

Demographics Strengths

- Students
 - Demographically, Ford Middle School is the most diverse middle school in AISD.
 - 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.
- Staff Quality, Recruitment, and Retention
 - 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 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.
 - Ford Middle School has a low staff turnover rate, and 100% of the teachers are highly qualified.
 - A comprehensive professional learning plan based on campus and district needs as determined by our data is created yearly to support the effectiveness of each teacher to better meet the needs of each individual learner.
- Parents/Guardians and Community
 - As our students come from many diverse backgrounds, so do our parents, guardians, and therefore the community members.
 - 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 allow parents to know that they are sending their students to a safe environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ford Middle School has a diverse student population that would benefit from an increase in social-emotional learning to aid students in working together as peers as well as programs that help students to build relationships with each other and their teachers. **Root Cause:** Our students and families come from different backgrounds. Where this is a strength, it also requires the increased need for direct teaching of SEL and relationship-building strategies.

Problem Statement 2: Continue to retain our tenure teachers, while growing our new teachers through social, emotional, and academic support. **Root Cause:** Due to the stress and hardship of teachers working through the pandemic, they will need increased levels of support in all areas.

Problem Statement 3: Providing multiple opportunities for parents to come into the school will help build the parent-teacher relationship and therefore increase the partnership that will support our students. **Root Cause:** There has been decreased involvement from parents and community members.

Student Learning

Student Learning 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 2020-2021 school year was an "A" with a scaled score of 92.
- 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 fewer students fail one or more courses 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 Learning Strengths

- Most student groups are consistently in the category of "Approaches Grade Level" or above for state assessment data. Student performance on state assessment mirrors or slightly exceeds performance on MAP (Measure of Academic Progress) testing. Ford Middle School offers many safeguards to help struggling learners. The master schedule includes an intervention class period where students are targeted, grouped, and taught based on their gaps in learning. This intervention class period provides all students with either intervention or enrichment opportunities in all subject areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special Education students perform lower on state assessments than their school peers, mostly in reading and writing. **Root Cause:** One cause of the lower performance of special education students is learning gaps propelled by learning disabilities.

Problem Statement 2: There is a gap between the All student group Approaches performance level on STAAR Reading and All student group Meets performance level. **Root Cause:** Students have developed gaps in their knowledge due to the pandemic and other factors.

School Processes & Programs

School Processes & Programs Summary

- Personnel - Policy and Procedures
 - Recruiting and retaining high-quality staff begins with a needs assessment. Campus leadership works with the staff to determine the needs of the campus, content area team, students, and parents. Using the needs assessment, a personnel profile is written. Using the personnel profile, campus administration screens applications and resumes to determine which applicants may be the best fit for the campus and team. Applicants that meet the set criteria are invited to interview for the position. The interview committee typically consists of the campus leadership team, the Instructional Coaches, and the Team Lead. After interviewing the selected applicants, the interview committee discusses the qualities of each applicant and collaborates to come to a consensus to determine which applicant is the best and most closely matches the personnel profile. Ultimately, the final decision is made by the campus principal.
 - Recruiting and retaining high-quality personnel is largely based on the campus climate and culture. Ford Middle School offers our staff a “family” environment with an emphasis on continuous improvement and excellence. Considerable emphasis is placed on recognizing staff achievements as well as celebrating staff contributions. The staff enjoys being at Ford. Our reputation makes Ford a destination for employment.
- Professional Practices Summary
 - The organization of the school plays an important role in a healthy, positive school environment. All staff is 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.
 - Formal leadership roles in the school include the principal and assistant principals. Other leadership roles include grade-level instructional team leads in each content area. Teachers also have a voice in school decisions. Each teacher is required to be involved with a campus-based committee. Committees include Mustang Hour, Mustang Roundup Campus Improvement Plan, Extravaganza/Fun Day, NJHS, Party Planning, PTSA, Sunshine, Ford Staff Handbook, Community Involvement and Partnerships, Student Council, Pep Rallies, and Hope Squad. These committees 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 the 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 at outside learning opportunities that may be available. As an example, teachers sometimes attend professional learning sessions through the regional educational service center.
- Programs and Opportunities for Students Summary
 - 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 informal 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 we-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 (MAP testing, common formative assessments, etc.) mirror standardized assessments in their style, including multiple representations, such as graphs, diagrams, word problems, and levels 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 the progress of 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 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. 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 master 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 are learning.
 - The addition of the MAP assessment will provide teachers with an additional tool to identify the needs of individual students and give teachers resources to better meet the needs of their students.
- Procedures Summary
 - Every effort is made to maximize and protect instructional time. Mustang Hour which is designed for students to participate in clubs and activities is not only used for student engagement but also used as a time to complete required drills and other required programs that otherwise may have to be completed during the regular instructional class periods.
 - School safety is always the priority. Every effort is made to ensure the safety of all students and physically and emotionally safe. The counselors and counseling programs provide many opportunities to discuss bullying, drugs, and suicide prevention. Red Ribbon Week highlights the importance of drug prevention.

School safety drills are facilitated and assessed by our Emergency Response Team. This team consists of campus administrators as well as other campus leadership

personnel. Drill procedures are written and reviewed by the Emergency Response Team and are in compliance with all district, city, and state protocols and regulations. Drills are conducted regularly based on district and city requirements. Drills are practiced regularly and ensure that students and staff know what to do in case of an emergency.

School Processes & Programs Strengths

- Personnel - Policy and Procedures Strengths
 - The staff at Ford Middle School are highly qualified and are selected to be the best fit for the team and the needs of our students. Extensive research is conducted to determine which applicants will be interviewed. Our interview committee works harmoniously to determine the best candidate for each position.
 - Ford Middle School is a destination for employment. Our reputation for excellence and family environment brings people to Ford and encourages people to stay.

- Professional Practices Strengths
 - Professional development is conducted regularly and is designed based on the teacher's voice and choice. Professional development occurs at each faculty meeting and on designated district professional development days.
 - The master schedule is built in such a way as to maximize instructional time with as few interruptions as possible. Additionally, the master schedule 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 the 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:
 - The inclusion model of instruction to support special education students in the general education classroom.
 - Sheltered Instruction for new ELs.

- Programs and Opportunities for Students' Strengths
 - Ford has a high level of teaching at performance standard EL and Special Education inclusion support services are aligned with classroom instruction. Teachers participate in weekly PLCs to review instruction and data led by the leadership team. Students receive effective interventions resulting in measurable progress. Instructional Coaches support teachers in order to ensure student achievement
 - A strong curriculum focus while designing engaging lessons for students.
 - Utilizing quality resources: online textbooks, curriculum documents, updated technology, AWARE data, and PLC collaboration

- An instructional specialists model where teachers collaborate with content area specialists as well as technology specialists for lesson design and execution.
 - Ability to interpret and use common assessment data to drive instructional decisions.
 - PLC Model of discussions centered around 4 questions of PLC and how the content will be taught or was taught based on data. Teachers look at common areas of struggle within the content to focus discussions.
 - Campus instructional coaches are utilized to support instruction.
- Procedures Strengths
 - Collaboration is key to the implementation and success of all campus-based procedures. For all procedures, staff and stakeholders are part of the contributing body that designs campus-based procedures.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for a deeper applicant pool of highly qualified personnel. **Root Cause:** Lack of high-quality applicants available.

Problem Statement 2: There is a need for more targeted professional development to provide intervention for teachers in the areas of SPED and classroom management. **Root Cause:** Lack of time available to provide necessary professional development opportunities.

Problem Statement 3: Although most safety drills and required counselor presentations are conducted during non-instructional time, there is not enough non-instructional time to fit all of these required activities in. Some instructional time must be used. **Root Cause:** There are too many required safety drills and other safety presentations.

Perceptions

Perceptions Summary

- Student Engagement Summary
 - Ford Middle School is a campus that is highly respected by the community. We are committed to helping the whole student. We put effort and emphasis into not only our academics but all of our extracurricular activities, Fine Arts and Athletics, along with an emphasis on community service (PALS, NJHS). We pride ourselves on encouraging our students to maximize their strengths and address areas for growth, academically, socially, and emotionally.
- Staff Engagement Summary
 - Ford Middle School staff is known for having firm ties to the community and being committed to teaching the whole child. Through Mustang Hour our staff connects with the students and is able to build lifelong relationships that benefit our students at the Freshman Center and Allen High School. Our teachers have tenure and work together during their professional learning communities to continually achieve excellence for all students.
- Parent/Guardian and Community Engagement Summary
 - Ford Middle School works very hard to create a family-friendly school environment. We partner with our parents to provide support for our students. At the beginning of each year, we host “Mustang Roundup” which combines a meet the teacher night with a campus orientation. This event helps students, parents, and teachers to begin building relationships in order to better meet the needs of each learner as well as helps students to get to know the campus. Our webpage is updated daily to provide parents information and opportunities for involvement as well as support services from our community and opportunities for their children. A digital Student/Parent Newsletter is emailed home weekly that includes school updates, information, support, and event dates. Our PTSA has a strong board that provides support for parents and our school. Parents report they feel welcomed and treated with respect when visiting our campus.

Perceptions Strengths

- Student Engagement Strengths
 - 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 that 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 release 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, complete assignments, and receive tutoring during the school day so that they can spend more time with their families in the evening.

- Staff Engagement Strengths
 - 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.
 - Teachers will have many students that have formed large gaps in their learning due to the pandemic. Teachers will need tools to engage students to be active participants in their learning.

- Parent/Guardian and Community Engagement Strengths
 - Parents reported that children enjoy coming to school, and they feel there is a wide variety 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.
 - 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 student's 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.
 - Updated website for parent information, events, resources, etc.
 - Weekly newsletters are sent home to facilitate better communication of information and events.
 - Parent communication in English and Spanish.
 - Orientation meetings for incoming 7th-grade parents on what to expect at middle school.
 - Welcome feedback from parents when they visit our building.
 - Community resources and services are plentiful.
 - Parents are included in critical decision-making.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a continued need to identify groups that may be under-served and provide relevant clubs, activities, and interventions to increase their engagement/participation in school life. **Root Cause:** We will need to be able to quickly identify students that need to increase engagement/participation in school life.

Problem Statement 2: There is a need to train teachers in classroom engagement strategies to help students fill large gaps in their knowledge so they remain engaged in their education. **Root Cause:** Many students have large gaps in their learning that will need to be filled quickly.

Problem Statement 3: There is a need to re-engage parents and guardians with their student's education by inviting them to the campus to build capacity and understanding as we deal with emotional and academic gaps. **Root Cause:** Many students experience social, emotional, and academic gaps, and parents and guardians will look to the school for assistance.




Priority Problem Statements







Goals

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: In 2022-2023 Ford Middle School will maintain high expectations, ensure achievement of outcomes, and strengthen our culture and bond by creating opportunities for all stakeholders to connect to the school community. Additionally, we will tell our story and share our values through multiple modes of communication.

Evaluation Data Sources: Student participation numbers in extracurricular activities, student participation numbers in clubs and organizations, parent volunteer participation, community participation in evening events, and Facebook, Twitter, Instagram, and Smore newsletter analytics.




Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the FOCUS intervention block to support social-emotional learning, close achievement gaps, and foster enrichment opportunities for students at FMS.</p> <p>Strategy's Expected Result/Impact: Close achievement gaps and increase growth measures. Increase social awareness, empathy, acceptance, and leadership among students as well as decrease bullying and misuse of social media.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Principal, Assistant Principals, Counselors</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Differentiated Discipline and Community Circles to help students build relationships with each other and with staff in an effort to build a more empathetic and productive learning environment.</p> <p>Strategy's Expected Result/Impact: Students will get to know each other and staff, increasing social awareness, empathy, and kindness, building a more productive and safe learning environment.</p> <p>Staff Responsible for Monitoring: All staff.</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Mustang Hour to promote student participation in clubs and organizations available on campus.</p> <p>Strategy's Expected Result/Impact: Connect kids to school in ways beyond traditional academics and provide "voice and choice" in the opportunities selected.</p> <p>Staff Responsible for Monitoring: All staff.</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate in Professional Learning Communities to foster their growth and learning as educators as well as leverage their collective impact to ensure high achievement for all learners.</p> <p>Strategy's Expected Result/Impact: Teachers will expand their professional learning, and pedagogical expertise, creating better learning experiences for students.</p> <p>Staff Responsible for Monitoring: Team Leaders, Instructional Coaches, Principal, and Assistant Principals</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue a variety of innovative electronic communication methods to reach a larger community of FMS.</p> <p>Strategy's Expected Result/Impact: Through the use of Twitter, Facebook, Instagram, and Smore weekly student/parent newsletters provide timely and current information to all stakeholders.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Counselors</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: In 2022-2023 Ford Middle School will provide students with targeted support to ensure that they experience creative, collaborative, and challenging learning opportunities that prepare them for higher education and future careers.


Evaluation Data Sources: STAAR testing data, MAP testing data, intervention services, staff training, and state accountability ratings.


Strategy 1 Details	Reviews			
<p>Strategy 1: Utilization of Instructional Coaches as a resource for teachers regarding best practices and implementation of innovative strategies.</p> <p>Strategy's Expected Result/Impact: Increase in pedagogical discussions and implementation of new and innovative practices resulting in increased student performance.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Principal, Assistant Principals.</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize 1-to-1 technology device deployment to provide every student with the tools necessary to enhance student learning and acquire future-ready skills.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and greater knowledge and use of digital tools.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal, Assistant Principals.</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: CTE - Provide supplemental learning experiences for students promoting career and technical development for industry and college readiness.</p> <p>Strategy's Expected Result/Impact: Improved academic performance for target students. Increased student awareness of prerequisites for various pathways.</p> <p>Staff Responsible for Monitoring: CTE Teachers.</p> <p>Funding Sources: - CTE: State Special Allotment - \$137,027</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize F.O.C.U.S. intervention block to remediate, enrich, write goals, and track goals weekly throughout the year.</p> <p>Strategy's Expected Result/Impact: Improved student performance on STAAR test across targeted areas.</p>	Formative			Summative
	Sept	Dec	Mar	May

Staff Responsible for Monitoring: Classroom Teachers and Instructional Coaches.



 No Progress

 Accomplished




 Continue/Modify


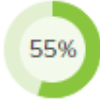


 Discontinue

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: In 2022-2023 Ford Middle School will create an environment of support for students that will maximize learning opportunities that focus on the individual growth of the whole child. We will provide students with strategies to build positive relationships, and resolve conflict while recognizing and promoting positive student behavior.

Evaluation Data Sources: MAP assessment data, student achievement data, unit assessment data, GT student testing data, student discipline data, and attendance data, PBIS Rewards data.

Strategy 1 Details	Reviews			
<p>Strategy 1: F.O.C.U.S. - Provide intervention and enrichment opportunities for students as well as goal writing, tracking, and social-emotional learning that is targeted to students based on MAP data.</p> <p>Strategy's Expected Result/Impact: Instructional Coaches, Assistant Principals, Principal</p> <p>Staff Responsible for Monitoring: Improved academic performance for target students.</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Through Differentiated Discipline and Community Circles students will learn life-long skills on how to build relationships and resolve differences.</p> <p>Strategy's Expected Result/Impact: Students will get to know each other and staff, increasing social awareness, empathy, and kindness, building a more productive and safe learning environment.</p> <p>Staff Responsible for Monitoring: All staff.</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilizing the PBIS Rewards program, students will be encouraged to demonstrate positive behavior and learn how to make positive contributions to their school community.</p> <p>Strategy's Expected Result/Impact: Students will be recognized for their positive contributions, increasing self-awareness, self-esteem, and motivated to make frequent and positive contributions to their school community.</p> <p>Staff Responsible for Monitoring: All staff.</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 4 Details	Reviews			
Strategy 4: EL - Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement. Strategy's Expected Result/Impact: EL Campus Coordinator, Classroom Teachers Staff Responsible for Monitoring: English Learners acquire English and have academic success. Funding Sources: - Bilingual/ESL: State Special Allotment - \$1,000	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Compensatory Education - Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement and progressing towards high school graduation. Strategy's Expected Result/Impact: Improved academic performance for target students. Staff Responsible for Monitoring: Core Subject Area Teachers, Administration.	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 6 Details	Reviews			
Strategy 6: SPED - Provide supplemental learning experiences and services for special education students to support individual learning needs. Strategy's Expected Result/Impact: Improved academic performance for target students. Staff Responsible for Monitoring: Special Education Teachers, General Education Teachers, Administration. Funding Sources: - Special Education: State Special Allotment - \$673,114	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 7 Details	Reviews			
Strategy 7: Title III - Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement. Strategy's Expected Result/Impact: Improved academic performance for target students. Staff Responsible for Monitoring: EL Teacher, General Education Teachers.	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 8 Details	Reviews			
Strategy 8: GT - Provide a differentiated curriculum and learning opportunities for gifted and talented learners to maximize learning potential and continuous enrichment opportunities. Strategy's Expected Result/Impact: Improved student performance and greater number of students that achieve	Formative			Summative
	Sept	Dec	Mar	May

overall mastery.

Staff Responsible for Monitoring: GT Teachers, Instructional Coaches, Assistant Principals, Principal.

Funding Sources: - GT Allotment - \$96,161



No Progress

Accomplished

Continue/Modify

Discontinue

Campus Funding Summary

Bilingual/ESL: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4			\$1,000.00
Sub-Total					\$1,000.00
CTE: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$137,027.00
Sub-Total					\$137,027.00
Special Education: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6			\$673,114.00
Sub-Total					\$673,114.00
GT Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	8			\$96,161.00
Sub-Total					\$96,161.00