

Stafford Municipal School District

Stafford Middle School

Improvement Plan

2020-2021



Mission Statement

The mission of SMSD is for every student to graduate college or career ready, without remediation.

The mission of Stafford Middle Campus is to utilize 21st century teaching and learning strategies to provide an atmosphere of high expectations for all students in pursuit of academic achievement, as well as to assist each student in the development of productive citizenship and cultural awareness.

Vision

The vision of SMSD, a diverse and visionary learning community, is to prepare each student to become a critical thinker and an ethical, productive citizen, in the pursuit of excellence through an unwavering commitment to provide multiple life and learning experiences led by dedicated professionals using innovative teaching techniques in an engaging learning environment.

The vision of Stafford Middle School is to create a culture of pride in the community and campus that supports the development of life-long learners who are prepared for high school and post-secondary opportunities through advanced classroom instruction and early crediting opportunities.

Core Beliefs

Core Belief: We are a place for dreams and opportunities

Core Purpose: Add value to each person every day

Core Values: We value integrity and embrace diversity

Commitment: We own our actions

Motto: Be the Difference

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stafford Middle School is one of five campuses in Stafford Municipal School District. Stafford Middle School opened its doors in 1983 and serves predominantly middle to lower middle minority families. Stafford Middle School opened a new building that will serve 780 students in grades 6, 7, & 8. Currently 186 of the MS students are transfer students.

The student population for the 2020-2021 school year is 42% African American, 04% Anglo, 05% Asian, 47% Hispanic and 05% Other. We currently have a population that is 49.8% male and 50.2% female with a low socio-economic status of approximately 68%

Stafford Middle School's student population is made up of 23% LEP students and 05% of our students are in the Gifted and Talented program. 08% of our students receive special education services through our inclusion classes, applied classes, and Life Skills programs.

Discipline referrals for the 2016-2017 school year totaled 1105. Discipline referrals for the 2017-18 school year totaled 836. Discipline referrals for the 2018-2019 school year totaled 834. Our referrals for the 2019-2020 school year totaled 717. We want to continue to monitor SPED out-of-placement discipline and use techniques other than out-of-placement discipline with the use of virtual or hybrid instruction in the 2020-2021 school year.

Demographics Strengths

Due to our demographic diversity, our campus culture focuses on celebrating diversity through cultural organizations, announcements, fine arts/club productions and assemblies. Our parent involvement continues to grow as we work to engage parents in school events and organizations. Due to our significant number of economically-disadvantaged students, we implement intensive and prescriptive initiatives and focus on student needs.

Our campus teachers reflect the diverse needs and cultures of our students and represent the populations we serve helping to build trust and community across the organization.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Differentiation for our various student needs is difficult and overwhelming for staff in the virtual platform. **Root Cause:** There is a

Lack of experience and training for serving various needs in virtual instruction.

Student Learning

Student Learning Summary

For the 2018-2019 school, SMS was awarded a B average of 87. This was a 6% improvement over our previous average/rating for performance. The campus is confident we were on track to score an A average for the 2019-2020 school year; however, there was no state testing or campus ratings issued. During the 2016-2017 School Year, 98 students earned at least one high school credit for a course in Middle School. In 2017-2018, 238 High School credits were earned at Stafford Middle School. In 2018-2019, 363 high school credits were earned at SMS. In the 2019-2020 school year, _____ HS credits were earned, showing a continual push for advanced credit opportunities at SMS. Number?

The data provided below is for the 18-19 school year as assessments and data are largely unavailable due to school closures and online instruction (due to COVID 19).

STAAR Data for 2018-2019 School Year

Subject	State Approaches	District Approaches	State Meets	District Meets	State Masters	District Masters
7th Math	73%	77%	35%	29%	17%	13%
7th Reading	74%	80%	47%	51%	28%	28%
7th Writing	69%	74%	40%	38%	17%	13%
8th Math	81%	92%	55%	43%	16%	5%
8th Reading	77%	87%	53%	53%	28%	28%
8th Science	79%	80%	49%	40%	24%	11%
8th Soc. Stu.	67%	68%	35%	33%	20%	21%
Algebra I - Middle	84%	100%	62%	96%	39%	80%

SMS made progress in both Math and ELAR. The campus earned distinctions in Math, Social Studies, Closing the Gaps and, Post Secondary Readiness. While Science and ELAR did not earn distinctions, both improved performance from the previous year.

The state expects that at least 60% of our SPED students should be approaching grade level. Outlined below is a chart of special populations (ESL and SPED) scores for the previous four school years.

YEAR – CONTENT	SPED PASSING PERCENTAGE	LEP PASSING PERCENTAGE
2016 8 th Math	16.67%	16.67%
2017 8 th Math	31.25%	75%
2018 8 th Math	40%	70.83%
2019 8 th Math	83%	88%
2016 7 th Math	13.79%	64.71%
2017 7 th Math	21.21%	50%
2018 7 th Math	28.57%	75.61%
2019 7 th Math	26.09%	76.92%
2016 8 th Reading		
2017 8 th Reading	28.12%	45%
2018 8 th Reading	30.77%	46.15%
2019 8 th Reading	29%	32%
2016 7 th Reading	20.69%	33.33%
2017 7 th Reading	21.21%	40.91%
2018 7 th Reading	33.33%	56.1%
2019 7 th Reading	21.74%	66.67%

The chart indicates significant gains in closing the achievement gap for students in Special Education and ESL programs in 8th Math. LEP performance improved in every test except 8th grade reading. The campus had similar performance over the last two years for SPED student in 7th Math and 8th Reading but will need to revisit these areas as well as 8th Reading for ESL and 7th grade reading for SPED students, where we also experienced a decline in performance.

Student Learning Strengths

Middle School math performance continues to be one of our campus strengths as we significantly outperform the state. We have grown our Algebra 1 program by 40 students over the previous two school years and doubled enrollment for the 2019-2020 school year. For the 20-21 school year, we have 211 students, which is 80% of our 8th grade students, enrolled in Algebra 1. While growing the Algebra program, we have maintained 100% passing rates and increased our meets percentage to 96% and our mastery level to 80%.

We do not have data for the 19-20 school year. However, in 2018-2019 we had 11% growth in mastery level performance. Our 8th grade math passing rate was over 92% while our 7th grade passing rate was above the state for the second consecutive year. Our ELA scores are were at or above the state average in all grade levels and writing. We also had significant gains in closing the gaps in all populations in ELAR which earned the campus a distinction.

The intentional focus on camps goals for STAAR scoring, reduction of failure rates, and increased Pre-AP enrollment/ enrollment in HS credit opportunities will drive all decision-making and initiatives.

Daily block scheduling for Math and ELA, prescriptive PLC practices and weekly meeting continue to improve student performance on state assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are passing the STAAR at the approaches level but need to move to Meets and Mastery level performances using district aligned instructional practices and trainings that support growth in our core academic areas. **Root Cause:** The campus/district lacks a focused system on alignment of instruction to move performance to mastery levels (like RPM).

School Processes & Programs

School Processes & Programs Summary

The Stafford curriculum and instruction team (and specialists) worked with the Stafford Middle School staff to help implement curricular structures and programs. The campus will continue to host professional development sessions throughout the school year and through embedded development opportunities such as monthly Lunch and Learning sessions. Teachers in tested content areas will continue to have a common planning period which will allow time for collaborative meetings with the data specialists. The daily block of Math and ELAR courses will continue to support on level and struggling students.

Personnel

For the 2020-2021 school year, we acquired the 6th grade team and several new positions were added to the new middle school. Four teachers resigned or retired their 7th or 8th grade teaching positions. We retained all other staff in the existing middle school (7th and 8th grade campus). We continue to work to retain staff and ensure appropriate certification and multi-certified individuals were available - this was designed to support teacher development and retention within Stafford. Presently, we are fully staffed.

Several faculty members assumed new teaching responsibilities and leadership roles, thus exemplifying that SMS is a campus that provides opportunities for growth and advancement. We currently have one teacher seeking counseling certification and two teachers who are completing their administration certificate.

Administrative

Weekly walk-throughs are conducted to support strong instructional practices in all classrooms. The master schedule is designed to meet student, staff, and instructional needs on the campus. Campus-based instructional development practices reinforce a focus on differentiation and meeting the needs of all learners (SPED/ESL). We have added multiple ESL certified teachers to our staff and continue to support the ESL certification of our ELA teachers. There is an administrative focus on educating staff in discipline practices and achievement implications of discipline, specifically out-of-placement discipline.

School Processes & Programs Strengths

Instructional, Curricular, Organizational

- The data specialist and content specialists will hold weekly PLC/Data meetings with all grade level teams
- Increased Professional development offerings through Lunch and Learning sessions
- Block Math and ELA courses
- Springboard for PreAP courses

- Early credit opportunities and offerings
- iPad initiative on campus for all teachers
- Blackboard implementation for all teachers

Administrative

- Administrators collaborate while doing tandem walk-throughs
- Design master schedule
- Professional development and modeling instructional practices

Personnel

- Seeking highly qualified teachers
- Encouraging ESL and GT certifications
- Utilizing the district SHIELD program for mentoring
- Offering internship and advancement opportunities

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Special programs (ESL, Dyslexia, 504 and SPED) have records, process, and or service gaps throughout and there is a need for clarity, training, and alignment across the district. **Root Cause:** The campus receives incomplete and inaccurate records for incoming students each year due to systematic issues or personnel issues..

Perceptions

Perceptions Summary

Stafford Middle School boasts the highest school state rating in the district and continues to grow in the areas of culture and climate. The staff and students have built strong relationships to ensure that all students feel safe and secure while coming to school. Additional safety measures include knowing students by name, ID badge processes, bulletproof entries, secure badge entry, and a new alarm/alert system in all classrooms.

Positive school culture and climate will continue to be evident in the recognition of students through 6 weeks A honor roll and A/B honor roll certificates. The main office also provides birthday cards to students as a form of recognition and to further improve the climate of the campus. The campus focuses on a college of the week to promote higher education and a social skill of the month to promote model student development. We value students from all backgrounds and believe that all students should have access to technology, 21st century learning, and PreAP/ early crediting (HS) opportunities.

Staff retention and attendance improve with a positive climate and culture. We have made significant progress in this area by recognizing teachers that go above and beyond weekly as well as Teacher of the Month recognition monthly. We also meet with teachers and work to support their goals and develop their skills so they can achieve their next career steps as a department chair, curriculum leaders, or principal. The principals utilize thank you cards for staff that present instructional development sessions to their peers and to acknowledge other types of leadership. The campus focuses on internal leadership development throughout the course of the school year.

Perceptions Strengths

Culture and Climate

- Student work displayed in the classrooms and hallways
- A honor and A/B honor roll students are recognized every six weeks
- Teacher and student of the month is recognized every month
- Clubs and organizations are promoted to all students
- Expanded club opportunities to further connect students to the campus
- Above and Beyond teacher actions are recognized in the weekly bulletin
- Cultural awareness is a monthly focus and the theme for spring open house

Value and Beliefs

- We value students access to advanced course offerings and believe every student in SMS can obtain early high school credits.
- We continue to offer additional high school credit opportunity courses for 8th grade students
- We used data to identify additional students and enroll them in PreAP ELA and Algebra 1

- We believe every student can take and pass Algebra 1 in the 8th grade (EUC and course)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Too many students continue to be retained or need summer school for promotion. Teachers need resources for remediating instruction and re-teaching students who are not mastering the material through general instruction. **Root Cause:** Collective efficacy lags in certain areas and beliefs in continual communication and support are needed in some content areas/ classrooms.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry-based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- 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
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Goals

Goal 1: The district will promote student achievement by attracting, retaining, and continuously developing highly effective individuals.

Performance Objective 1: Throughout the 2020-21 school year SMS will hire only highly qualified candidates for areas of need and/or support current employees in gaining additional credentials and certifications. (Special education teachers that are special education and content certified, ELA teachers that are ESL certified, math teachers gaining Algebra certification in alignment with the 20/20 vision, GT certifications and updates in all content areas).

Evaluation Data Sources: Employee certification review throughout the school year, utilization of contracts requiring additional certification, and certification programs offered to staff.

Summative Evaluation: None

Strategy 1: Review current certification and offering opportunities for current teachers who need additional certification.	
Strategy's Expected Result/Impact: Expected Result: Teachers on staff will take this opportunity to gain needed additional certifications	Formative
Expected Impact: Staff will be highly qualified for their positions and instruction will improve.	Nov
Staff Responsible for Monitoring: Administrators Human Resources ESL/SPED Directors	Jan
Title I Schoolwide Elements: 2.4, 2.6	Mar
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Summative
ESF Levers: None	June
Problem Statements: None	
Funding Sources: None	

Strategy 2: Track ELAR teachers work toward ESL certification through monitoring of enrollment in courses and for the certification test.

Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Administrators Department Chair ELAR specialist ESL specialist Title I Schoolwide Elements: 2.4, 2.6 TEA Priorities: Recruit, support, retain teachers and principals ESF Levers: None		Formative Nov Jan Mar
Problem Statements: None Funding Sources: None		Summative June
0% No Progress <input checked="" type="radio"/> Accomplished <input type="radio"/> Continue/Modify <input checked="" type="radio"/> Discontinue		

Performance Objective 2: By the spring of 2021, SMS will implement support strategies (instructional, classroom management, professional development and appreciation) that will reduce teacher turnover to less than four across the campus excluding teachers moving due to promotion (AP, Specialist, etc...).

Evaluation Data Sources: Employee retention rate, Employee attendance, Employee support initiatives such as conferences and recognition/reward systems.

Summative Evaluation: None

Strategy 1: Teachers will be shown appreciation for their work in the form of:
 Above and Beyond recognition
 Cards from administrators
 Appreciation events

<p>Strategy's Expected Result/Impact: Expected Results: Teachers will know that their work is appreciated and their strengths are acknowledged.</p> <p>Expected Impact: Retention rates will improve as teachers feel satisfied and appreciated for their work.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Administrative Assistant</p> <p>Title I Schoolwide Elements: 2.5</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
		June

Strategy 2: Classroom management practices and supports will be done in trainings throughout the year, will come from walk-through feedback and teachers observing other practices. New teachers will gain additional support from the district mentor program.

<p>Strategy's Expected Result/Impact: Expected Results: Data will evidence better classroom management practices across the building. The campus will see a reduction in office referrals.</p> <p>Expected Impact: Student behavior in the classroom will improve and learning will improve. Teacher practices will improve, and overall retention rates will improve.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal District mentor program</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>ESF Levers: None</p>		<p>Formative Nov Jan Mar</p> <p>Summative June</p>
<p>Problem Statements: None</p> <p>Funding Sources: None</p>		

Strategy 3: Professional development opportunities will include peer observations, Lunch and Learning sessions, and content conferences.

<p>Strategy's Expected Result/Impact: Expected Results: Teachers will buy into the support offered for their own growth and implement strategies from the professional development opportunities.</p> <p>Expected Impact Teachers will have greater success in the classroom and overall retention rates will improve.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Department Chairs Data specialists</p> <p>Title I Schoolwide Elements: 2.5</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>ESF Levers: None</p>		<p>Formative Nov Jan Mar</p> <p>Summative June</p>
<p>Problem Statements: None</p> <p>Funding Sources: None</p>		

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: SMSD will encourage learning and inspire critical thinking by involving students in hands-on activities and exposing them to real-world experiences.

Performance Objective 1: Throughout the 2020-2021 school year, SMS will utilize PLC protocols within regularly scheduled meetings (in tested content areas) to examine data meets and masters performance to 60% in meets and 30% mastery level performance in Math/Algebra and Reading.

Evaluation Data Sources: Unit assessments, CFA, CBA, DBA

Summative Evaluation: None

Strategy 1: Weekly scheduled PLC/Data team meetings where student progress is tracked by the teacher to move students into meets and masters level performance.

Strategy's Expected Result/Impact: Expected Result: Students will engage in more rigorous assignments and teachers will intervene and differentiate based on data analysis.

Expected Impact: Student meets and masters percentages will improve in Math and Reading to 60% and 30% respectively.

Staff Responsible for Monitoring: Administrators
Content specialists
Data specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: None

Problem Statements: None

Funding Sources:
None

No Progress
 Accomplished
 Continue/Modify
 Discontinue

Formative

Nov

Jan

Mar

Summative

June

Performance Objective 2: Throughout the 2020-2021 school year, SMS will train teachers and students to utilize reading and writing protocols and continue a focus on coherency feedback to improve reading and writing scores in approaching as well as the meets and mastery areas.

Evaluation Data Sources: DBA, Writing Portfolio, EOC/STAAR

Summative Evaluation: None

<p>Strategy 1: Continue to train staff on feedback for coherency across the campus through Lunch and Learning sessions and journal reviews.</p> <p>Strategy's Expected Result/Impact: Expected impact - Students will receive continued feedback on internal and external coherency in order to improve basic writing skills and improve scores for writing across the campus.</p> <p>Staff Responsible for Monitoring: Admin, Dept. Chair</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>		<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <p>Summative</p> <p>June</p>
<p>Strategy 2: By March 2020, we will continue to train teachers and students on reading and writing strategies that are foundation skill sets and improve overall performance in the ELAR classroom and on STAAR assessments.</p> <p>Strategy's Expected Result/Impact: Expected Result - Improve student skill sets in both reading and writing and to train teachers to carry on these skill sets in the classroom.</p> <p>Staff Responsible for Monitoring: Department Chair, Specialist, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>		<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <p>Summative</p> <p>June</p>

Strategy 3: By spring semester 2021, SMS will host a family literacy night that focuses on teaching students and parents reading skills and resources that can support student growth outside the classroom.

<p>Strategy's Expected Result/Impact: Expected Result - Families (students and parents) will be able to better grow reading skills outside the classroom, improving student reading practices.</p> <p>Staff Responsible for Monitoring: Admin, ELAR</p> <p>Title I Schoolwide Elements: 2.6</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p>		<p>Problem Statements: None</p> <p>Funding Sources: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <p>Summative</p> <p>June</p>
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No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3: By May 2021, SMS will utilize hands on labs, technology, and small group interventions to increase the percentage of "approaches" or higher performance in Science to 85% or above.

Performance Objective 4: By May 2021, SMS will improve Social Studies STAAR achievement to 75% approaches or higher by utilizing hands-on activities and aligned and rigorous lessons as a daily practice in the Social Studies classrooms.

Evaluation Data Sources: Lesson Plans, CBA, DBA, STAAR

Summative Evaluation: None

Goal 3: SMSD will stimulate unencumbered learning for all students by removing barriers and utilizing flexible communication between all stakeholders.

Goal 4: SMSD will increase learning and behavioral expectations by establishing an optimal student-teacher ratio and a district-wide discipline system.

Performance Objective 1:

Throughout the 2020-2021 school year, SMS will raise learning expectations by increasing enrollment in Pre-AP and High School credit courses, specifically raising enrollment in Algebra 1 to 80% or higher.

Evaluation Data Sources: Comparison data of enrollment and crediting in Pre-AP and High School credit courses from previous year to this current year.

Summative Evaluation: None

Strategy 1: SMS will increase enrollment in Pre-AP courses by creating a culture of achievement on campus that supports all students having access to higher level courses and by using data to target students who should be attempting higher level course work (STAAR, Grades, PSAT)

Strategy's Expected Result/Impact: Expected Result: Teacher efficacy will improve and teachers will encourage students to enroll in Pre-AP courses through constant campus visioning and modeling a culture of support and achievement for students. Data will also be used to identify students who should be taking advanced level course work and we will encourage them to enroll in upper level course work.

Expected Impact: More students will enroll in and be successful in Pre-AP courses.

Staff Responsible for Monitoring: Administrators, counselors, teachers, content specialists data specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

None

<p>No Progress <input type="radio"/> Accomplished <input checked="" type="radio"/> Continue/Modify <input type="radio"/> Discontinue <input checked="" type="radio"/></p>	Formative
	Nov
	Jan
	Mar
Summative	
June	

Performance Objective 2: SMS will improve the safety at SMS by reducing overall referrals to below 700 and out-of-placement discipline by 40% (OSS and ISS) in the 2020-2021 school year.

Evaluation Data Sources: Discipline comparison charts, rates of referrals by teachers , monitoring of restorative practices

Summative Evaluation: None

Strategy 1: Administrators will review referral rates and out-of-placement occurrences to discuss opportunities for alternate discipline and strategies to reduce discipline on campus.

Strategy's Expected Result/Impact: Expected Result: Administrators will work with teachers to improve classroom management in needed cases. Administrators will also work to find options other than out-of-placement when available and reflect on their practices.

Expected Impact: There will be a reduction in overall referrals and students will have less out-of-placement discipline and more time in the classroom for learning.

SMS will be safer due to these practices and reduction of discipline.

Staff Responsible for Monitoring: Administrators
Counselor
Behavior Specialist

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:

None

<p>Strategy 1: Administrators will review referral rates and out-of-placement occurrences to discuss opportunities for alternate discipline and strategies to reduce discipline on campus.</p> <p>Strategy's Expected Result/Impact: Expected Result: Administrators will work with teachers to improve classroom management in needed cases. Administrators will also work to find options other than out-of-placement when available and reflect on their practices.</p> <p>Expected Impact: There will be a reduction in overall referrals and students will have less out-of-placement discipline and more time in the classroom for learning.</p> <p>SMS will be safer due to these practices and reduction of discipline.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Behavior Specialist</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Formative</p>
	<p>Nov</p>
	<p>Jan</p>
	<p>Mar</p>
	<p>Summative</p>
	<p>June</p>

Strategy 2: SMS will implement and monitor use of the behavior specialist to specifically target SPED behaviors (and BIPs) so that students utilize this service before engaging in discipline that results in a referral or out of placement (ISS/OSS).

Strategy's Expected Result/Impact: Expected Result: Administrators will be support practices that utilize behavior specialist and train teachers/ students to utilize this service as well.

Expected Impact: Students will seek assistance before engaging in disruptive or unsafe behaviors and reduce discipline/consequences.

SMS will be safer due to these practices and reduction of discipline

Staff Responsible for Monitoring: Administrator

SPED department chair
Behavior Specialist

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
None

No Progress

Accomplished

Continue/Modify

Discontinue

Formative

Nov

Jan

Mar

Summative

June

Goal 5: SMSD improve academic performance and overall learning potential by providing students and teachers state-of-the-art facilities and industry-standard equipment.

Performance Objective 1: By May 2021, teachers will improve student engagement and increase target college and career readiness by integrating technology into the classroom once a week (minimum).

Evaluation Data Sources: Weekly checks for device/ program utilization via walk-through data and lesson plans

Summative Evaluation: None

Strategy 1: Teachers will utilize student iPads for blended learning, Blackboard for blended learning and parent involvement, and Apple TV's for further utilization of the iPad in the classroom.

Strategy's Expected Result/Impact: Result: Teacher will now how to use the resources available and implement them into the classroom. Students and parents will have access to learning resources outside the classroom.

Impact: Students engagement will increase, student performance will increase.

Staff Responsible for Monitoring: Administrators

Technology support

Teachers/ department chairs

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

<p>Strategy 1: Teachers will utilize student iPads for blended learning, Blackboard for blended learning and parent involvement, and Apple TV's for further utilization of the iPad in the classroom.</p> <p>Strategy's Expected Result/Impact: Result: Teacher will now how to use the resources available and implement them into the classroom. Students and parents will have access to learning resources outside the classroom.</p> <p>Impact: Students engagement will increase, student performance will increase.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Technology support</p> <p>Teachers/ department chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 2: SMS will offer a new STEM course focused on robotics, coding, and gaming to target college and career skills that will attract students to the STEM programming available. SMS will also incorporate coding in to Math and Science classes.

<p>Strategy's Expected Result/Impact: Result: Students will be exposed to college and career skill sets and STEM course work in middle school.</p> <p>Impact: Students engagement will increase, student enrollment in the STEM pathway for HS will increase..</p> <p>Staff Responsible for Monitoring: Administrators Teachers Technology Support</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
		June
<p>0% No Progress <input checked="" type="radio"/> Accomplished <input type="radio"/> Continue/Modify <input checked="" type="checkbox"/> Discontinue</p>		

Goal 6: SMSD will help students discover new opportunities and establish impactful, long-term relationships within the community, through immersion and reflection programs.

Campus Funding Summary

Addendums

