

Carrollton-Farmers Branch Independent School District

Field Middle School

2024-2025 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: August 8, 2024

Demographics

Demographics Summary

Vivian Field Middle School serves grades 6-8 and is a Title I campus located in Farmers Branch, TX. Vivian Field Middle School is the largest CFBISD school located in the City of Farmers Branch and has 5 feeder elementary schools. The attendance zone for Field is right next to Dallas ISD and includes areas next to Addison, TX. The campus serves families that are mostly located within just a couple of miles of the school. Around 90% of students live within 2 miles of the campus and two buses are provided for transportation for approximately 85 students. Additionally, Field has Special Education programs including In-Class Support, Learning Lab, Co-Teach, Fundamentals, Positive Attitude for Success, and Functional and Supported Learning Classroom. As of August 15, 2024, the total student enrollment is 835, with student demographics being 83.28% Hispanic, 7.04% white, 5.72% African American, 1.21% two or more races, and 0.22% American Indian - Alaskan Native.

The mobility rate for Vivian Field in 2021-22 was 14.4%, which is less than the district (19.0%) and the state (16.8%). The attendance rate for 2021-22 at Field was 91.9%, compared to a district rate of 90.9% and a state rate of 92.2%. The dropout rate as of 2021-22 was 0.4%, compared to a district rate of 0.7% and a state rate of 0.7%.

As of January 2024, 79.21% are considered economically disadvantaged which is significantly higher than the district, 66.5%, and the state, 62.0%. Other areas where Field has populations higher than the district and state include the Emergent Bilingual population at 54.79% and Special Education at 20.46%.

The demographics of Field's staff do not exactly match the demographics of the students they serve. 54.6% of the staff is white, 31.8% of the staff is Hispanic, 10.9% of the staff is African American, 1.4% of the staff is Asian, and 1.4% of the staff is two or more races. Additionally, the gender of staff is not aligned at all with the students we serve with 74.2% of the staff being female and 25.8% being male. 25.8% of the staff have a master's degree and the majority of experience of staff fall within the 1-5 years of experience with 49.1%.

Demographics Strengths

Vivian Field Middle School has many strengths with regard to demographics. These strengths include:

1. Our families trust our school and teachers with their child's education. They are supportive and responsive when called upon.
2. The attendance rate is slightly higher than the state and district average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Emergent bilingual students enrolled in regular education core content classes without additional linguistic support are not demonstrating growth on TELPAS.

Root Cause: Lack of knowledge and understanding of emergent bilingual students' needs by teachers new to the campus.

Problem Statement 2: The students served through Gifted and Talented does not match the school demographics.

Root Cause: With a high population of EB students, it becomes more of a challenge when assessing students still learning the English language.

Student Learning

Student Learning Summary

Student learning was assessed through STAAR data taken in May of 2022. The campus improvement committee met to analyze student academic achievement through data in addition to STAAR, such as MAP, interim assessments, and district common formative assessments. The CIC also reviewed student differences in student populations such as demographics, special education, emerging bilingual students, at-risk, and gifted and talented. The summary below will summarize achievement for all students in math and reading for all grades, as well as for social studies and science for 8th grade. With this preliminary data, the committee also analyzed the campus differences in scores from both 2021 (Full Hybrid Learning), and 2019 (Pre- COVID 19). The committee wanted to see a comparison over these last two STAAR administrations both before and during the pandemic. The committee noted that in 2021, while approximately half of Vivian Field students were remote learners for the entire year, 96% of students did come to campus in May of 2021 to take the STAAR, thus giving good comparison results.

First, the committee analyzed student STAAR data in comparing 2022 to 2021.

	May 2022 STAAR Grade 6 Reading				May 2021 STAAR Reading, Grade 6				2021-2022 Growth		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Field Middle Sch	320	58.12%	29.69%	15%	282	54.26%	18.09%	6.03%	3.86%	11.60%	8.97%
	May 2022 STAAR Grade 7 Reading				May 2021 STAAR Reading, Grade 7				2021-2022 Growth		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Field Middle Sch	307	71.66%	45.93%	22.48%	260	68.08%	38.85%	21.92%	3.58%	7.08%	0.56%
	May 2022 STAAR Grade 8 Reading				April 2021 STAAR Reading, Grade 8				2021-2022 Growth		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Field Middle Sch	293	80.20%	50.17%	28.67%	289	71.28%	40.48%	13.49%	8.92%	9.69%	15.18%
	May 2022 STAAR Grade 6 Mathematics				May 2021 STAAR Mathematics, Grade 6				2021-2022 Growth		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Field Middle Scho	322	65.53%	25.78%	5.59%	293	62.46%	23.55%	4.10%	3.07%	2.23%	1.49%
	May 2022 STAAR Grade 7 Mathematics				May 2021 STAAR Mathematics, Grade 7				2021-2022 Growth		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Field Middle Scho	231	52.38%	15.58%	2.16%	207	39.61%	6.76%	0.48%	12.77%	8.82%	1.68%
	May 2022 STAAR Grade 8 Mathematics				April 2021 STAAR Mathematics, Grade 8				2021-2022 Growth		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Field Middle Scho	296	78.38%	41.55%	5.41%	320	61.88%	31.56%	9.38%	16.50%	9.99%	-3.97%
	May 2022 STAAR Grade 8 Science				May 2021 STAAR Science, Grade 8				2021-2022 Growth		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Field Middle Sch	290	76.90%	46.90%	24.48%	288	66.67%	32.99%	14.58%	10.23%	13.91%	9.90%
	May 2022 STAAR Grade 8 Social Studies EOC Preliminary				May 2021 STAAR Social Studies, Grade 8				2021-2022 Growth		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Field Middle Sch	293	53.92%	21.50%	11.26%	282	50.71%	17.38%	6.38%	3.21%	4.12%	4.88%

The CIC noted that in every reporting category, with the exception of 8th-grade math "masters" showed growth from 2021. However, the committee also noted that it should have been expected based on the major challenges in 2021 due to COVID-19. The CIC also pointed out that there was a significant growth in 6th-grade reading "meets" (12%), 8th-grade

reading "meets" (15%), 7th-grade math "Approaches" (13%), 8th-grade math "Approaches" (17%), and 8th-grade science "Meets" (14%).

The committee also reviewed the data comparison prior to COVID 19, from May of 2019 as a campus. Our team noted that these are completely different students, but are a snapshot of our campus both in 2019 and 2022.

	May 2019 STAAR Reading, Grade 6				May 2022 STAAR Grade 6 Reading				2019-2022 Growth		
	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters	Approaches	Meets	Master
Field	323	61.92%	26.63%	11.46%	322	57.76%	29.50%	14.91%	-4.16%	2.87%	3.45%
	May 2019 STAAR Mathematics, Grade 6				May 2022 STAAR Grade 6 Mathematics				2019-2022 Growth		
	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters	Approaches	Meets	Master
Field	322	77.64%	32.30%	7.76%	322	65.53%	25.78%	5.59%	-12.11%	-6.52%	-2.17%
	May 2019 STAAR Reading, Grade 7				May 2022 STAAR Grade 7 Reading				2019-2022 Growth		
	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters	Approaches	Meets	Master
Field	326	60.74%	30.98%	17.18%	310	71.29%	45.81%	22.58%	10.55%	14.83%	5.40%
	May 2019 STAAR Mathematics, Grade 7				May 2022 STAAR Grade 7 Mathematics				2019-2022 Growth		
	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters	Approaches	Meets	Master
Field	219	61.19%	15.53%	1.83%	231	52.38%	15.58%	2.16%	-8.81%	0.05%	0.33%
	April 2019 STAAR Reading, Grade 8				May 2022 STAAR Grade 8 Reading				2019-2022 Growth		
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Approaches	Meets	Master
Field	349	65.04%	38.40%	14.90%	293	80.20%	50.17%	28.67%	15.16%	11.77%	13.77%
	April 2019 STAAR Mathematics, Grade 8				May 2022 STAAR Grade 8 Mathematics				2019-2022 Growth		
	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters	Approaches	Meets	Master
Field	349	73.93%	36.39%	9.17%	296	78.38%	41.55%	5.41%	4.45%	5.16%	-3.76%

The committee then viewed and discussed STAAR 2022 in comparison to pre-COVID assessments of 2019 for the campus. With the exception of 6th-grade math, all other grade levels showed growth in at least two reporting categories. It was noted that growth was especially strong in 7th-grade reading and 8th-grade reading. The 8th-grade reading showed double-digit growth in all three categories.

The committee also wanted to analyze our Field's subgroups to narrow areas of focus for our improvement plan.

	May 2022 STAAR Grade 6 Reading Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Field Middle School	320	1547	58.12%	30%	15.00%	05/12/22
Economic Disadvantage	240	1533	55.42%	25%	10.83%	05/12/22
American Indian/Alaskan Native	1	1471	0%	0%	0%	05/11/22
Asian	3	1652	100%	66.67%	33.33%	05/11/22
Black/African American	19	1520	47.37%	26.32%	10.53%	05/12/22
Hispanic	268	1541	57.09%	27.99%	13.06%	05/12/22
Two or More Races	3	1686	100%	66.67%	66.67%	05/11/22
White	26	1602	69.23%	42.31%	30.77%	05/11/22
Currently Emergent Bilingual	163	1508	47.24%	17.18%	6.14%	05/11/22
Special Ed Indicator	50	1445	24%	8%	4%	05/12/22
	May 2022 STAAR Grade 7 Reading Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Field Middle School	307	1643	71.66%	45.93%	22.48%	05/17/22
Economic Disadvantage	248	1635	70.16%	43.55%	20.97%	05/17/22
Asian	1	1448	0%	0%	0%	05/11/22
Black/African American	16	1593	62.50%	25%	0%	05/11/22
Hispanic	264	1639	70.45%	44.32%	21.97%	05/17/22
Native Hawaiian/Pacific Islander	1	1598	100%	0%	0%	05/11/22
Two or More Races	3	1776	100%	100%	66.67%	05/11/22
White	22	1728	90.91%	77.27%	40.91%	05/11/22
Currently Emergent Bilingual	154	1604	61.69%	35.06%	14.94%	05/17/22
Special Ed Indicator	38	1507	21.05%	10.53%	5.26%	05/11/22
	May 2022 STAAR Grade 8 Reading Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Field Middle School	289	1692	80.62%	50.52%	28.72%	05/12/22
Economic Disadvantage	211	1683	79.15%	47.87%	27.01%	05/12/22
American Indian/Alaskan Native	1	1853	100%	100%	100%	05/11/22
Asian	4	1729	75%	75%	50%	05/12/22
Black/African American	14	1697	85.71%	50%	21.43%	05/12/22
Hispanic	239	1681	78.66%	47.28%	26.36%	05/12/22
Two or More Races	1	1653	100%	0%	0%	05/11/22
White	30	1764	93.33%	73.33%	46.67%	05/12/22
Currently Emergent Bilingual	122	1624	64.75%	29.51%	13.93%	05/12/22
Special Ed Indicator	31	1573	45.16%	12.90%	3.23%	05/12/22

May 2022 STAAR Grade 6 Mathematics Preliminary						
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Field Middle School	320	1581	65.62%	25.94%	5.62%	05/12/22
Economic Disadvantage	240	1574	63.33%	23.75%	4.58%	05/12/22
American Indian/Alaskan Native	1	1398	0%	0%	0%	05/10/22
Asian	3	1711	100%	100%	0%	05/10/22
Black/African American	19	1544	36.84%	15.79%	0%	05/10/22
Hispanic	268	1580	66.79%	24.63%	5.60%	05/12/22
Two or More Races	3	1556	66.67%	0%	0%	05/10/22
White	26	1616	73.08%	42.31%	11.54%	05/12/22
Currently Emergent Bilingual	163	1571	61.35%	22.70%	3.68%	05/10/22
Special Ed Indicator	50	1505	28%	6%	0%	05/10/22
May 2022 STAAR Grade 7 Mathematics Preliminary						
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Field Middle School	228	1581	53.07%	15.79%	2.19%	05/18/22
Economic Disadvantage	187	1578	53.48%	13.37%	1.07%	05/18/22
Asian	1	1720	100%	100%	0%	05/10/22
Black/African American	14	1557	42.86%	14.29%	0%	05/10/22
Hispanic	199	1580	53.27%	14.57%	1.51%	05/18/22
Native Hawaiian/Pacific Islander	1	1627	100%	0%	0%	05/10/22
Two or More Races	3	1634	66.67%	33.33%	0%	05/10/22
White	10	1602	50%	30%	20%	05/10/22
Currently Emergent Bilingual	125	1577	52.80%	13.60%	2.40%	05/18/22
Special Ed Indicator	34	1511	29.41%	5.88%	0%	05/10/22
May 2022 STAAR Grade 8 Mathematics Preliminary						
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Field Middle School	292	1670	79.11%	42.12%	5.48%	05/16/22
Economic Disadvantage	221	1670	78.73%	41.63%	5.43%	05/16/22
Asian	2	1602	50%	50%	0%	05/10/22
Black/African American	15	1642	66.67%	26.67%	6.67%	05/12/22
Hispanic	246	1668	78.46%	41.87%	4.47%	05/16/22
Two or More Races	1	1700	100%	100%	0%	05/10/22
White	28	1701	92.86%	50%	14.29%	05/13/22
Currently Emergent Bilingual	141	1639	68.09%	33.33%	2.13%	05/12/22
Special Ed Indicator	34	1590	47.06%	17.65%	0%	05/12/22

The CIC decided to focus on four major subgroups, Economically Disadvantaged, Hispanic, Emergent Bilingual, and Special Education. An analysis of scores for each student group at each grade level in READING revealed the following:

- Economically disadvantaged students scored slightly lower than the whole school for Approaching Grade Level on STAAR. 3% lower in 6th grade, 1% lower in 7th grade, and 1% lower in 8th grade. For Meets Grade Level the gap begins to widen with a 5% decrease in 6th grade compared to the school, a 2% decrease for 7th grade, and a 3% decrease for 8th grade. For Masters Grade Level, economically disadvantaged students were also lower than the school average. 5% in 6th grade, 2% in 7th grade, and 1% in 8th grade.
- Hispanic students represent approximately 85% of the school population and also scored slightly lower than the campus as a whole for Approaching Grade Level on STAAR. 1% in 6th grade, 1% in 7th grade, and 2% in 8th grade. For Meets grade level 6th grade was lower than the school average by 3%, 7th grade was lower by 1%, and 8th grade

was lower by 3%. For Masters Grade Level 6th grade was lower by 2%, 7th grade by 1%, and 8th grade by 1%.

- Emergent Bilingual students scored significantly lower in all categories and in all grade levels. For Approaching Grade Level on STAAR 6th grade 11% lower. For Meets Grade Level 6th grade was 13% lower. For Masters Grade Level 6th grade was 9% lower. 7th grade was 10% lower for Approaches, 35% lower for Meets, and 7% lower for Masters. 8th grade was 15% lower for Approaches, 21% lower for Meets, and 14% lower for Masters.
- Special Education students also scored lower in all categories in all grade levels. 6th-grade Approaches was 34% lower, Meets was 22% lower, Masters was 11% lower. For 7th grade Approaches was 50% lower, Meets was 35% lower, and Meets was 17% lower. For 8th grade Approaches was 35% lower, Meets 38% lower, and Meets 26% lower.

The most significant finding during the analysis of all READING academic achievement data is that with our Economically Disadvantaged and Hispanic students that make up about 80% of the student population, indicators being slightly lower is expected. However, the gaps seen in our Emergent Bilingual students and Special Education students, are much larger and in double digits. The Approaches Grade Level for 7th-grade reading was 50% lower.

The CIC focused again focused on four major subgroups, Economically Disadvantaged, Hispanic, Emergent Bilingual, and Special Education. An analysis of scores for each student group at each grade level in MATH revealed the following:

- For 6th-grade, Economically disadvantaged students scored 2% lower in all categories of Approaches, Meets, and Masters. For 7th-grade Eco Dis students scored the same for approaches and 1-2% lower on Meets and Masters. For 8th-grade Eco Dis students scored 0-1% lower in all categories.
- For Hispanic students at Field, 6th-grade scored the same as the school in Approaches, and 1% lower for Meets and Masters. For 7th-grade, Hispanic students scored less than a percentage point off in all three categories. For 8th Grade, Hispanic students compared to the entire grade level scored 1% lower in all three categories.
- The CIC then looked at our Emergent Bilingual students for math and compared it to the overall scoring of the grade level. For 6th-grade each category was slightly lower, Approaches 4%, Meets 3%, and Masters 2%. For 7th-grade EB students scored almost identical to the school in Approaches and Meets, and slightly above in Masters. And in 8th-grade, EB students scored lower in each category by 11% in Approaches, 9% in Meets, and 3% in Masters.
- For Special Education students we again compared their scoring to the overall school. For 6th-grade students scored significantly lower, with Approaches by 37%, Meets by 19%, and no SpEd students were Masters, which is 5% lower than the school. For 7th-grade, Approaches were lower by 23%, Meets lower by 10%, and again zero SpEd students were Masters, which was 2% for the school. For 8th-grade, Approaches were lower by 34%, Meets lower by 25%, and zero students were Masters and the school was at 5%.

For MATH, the most significant finding during the analysis of all academic achievement data was very similar to what we found for READING. Economically Disadvantaged and Hispanic students are the highest populations, indicators were on point or just slightly lower than the entire school. Again, however, the gaps seen in our Emergent Bilingual students and Special Education students, are much larger and in double digits. The committee did want to point out one celebration and wonder for these two indicators in 7th-grade MATH as it was the only grade level to have EB students score just 1% lower or aligned across the reporting categories.

Student Learning Strengths

Vivian Field Middle School has a group of teachers that really care about their students and have embraced making changes over the last three years for high expectations for instructional practices that include, lesson planning, data meetings, and observation and feedback cycles. The campus is proud of many different student achievement strengths that include:

- Growth in every reporting category, Approaches, Meets, and Masters, in every grade level from May 2021 to May 2022 on STAAR.
- 15% growth in 8th-grade reading for Masters from May 2021 to May 2022 on STAAR.
- 11% growth in 6th grade reading for Meets from May 2021 to May 2022 on STAAR.
- 13% growth in 7th-grade math for Approaches from May 2021 to May 2022 on STAAR.
- 17% growth in 8th-grade math for Approaches from May 2021 to May 2022 on STAAR.
- 8th-grade science showed growth from May 2021 to May 2022 with 10% Approaches, 14% Meets, and 10% Masters.

- From 2019 to 2022 12 out of 18 categories showed growth in all grades for math and reading.
- From 2019 to 2022 5 out of 6 categories showed growth in 8th-grade science and social studies.
- Hispanic and Economically Disadvantaged students scored similarly to the overall school on STAAR 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Emergent Bilingual students scored significantly lower in all categories and in all grade levels in Reading.

Root Cause: Emergent Bilingual students have more challenges testing in their non-native language and Tier 2 and Tier 3 support for these students is an identified gap at Vivian Field.

Problem Statement 2 (Prioritized): With the exception of 7th-grade Math, Emergent Bilingual Students scored significantly lower in all categories and grade levels in Math.

Root Cause: Emergent Bilingual students have more challenges testing in their non-native language and Tier 2 and Tier 3 support for these students is an identified gap at Vivian Field.

Problem Statement 3 (Prioritized): Special Education students scored drastically lower in all reporting categories for all grade levels in both Math and Reading.

Root Cause: Special Education students are not getting the right balance of Tier 1 instruction with scaffolded Tier 2 and Tier 3 support, and co-teach and inclusion methods are an identified gap at Vivian Field.

School Processes & Programs

School Processes & Programs Summary

Instructional

In 2019-2020 Vivian Field began a journey of implementing the work of Texas Instructional Leadership (TIL). This work is broken down into three main areas: Data-Driven, Observation and Feedback, and rigorous Tier 1 lesson planning. TIL also supports teachers with plans to support students in Tier 2 and 3 with small groups and re-teaches. TIL is the number one focus for the staff at Vivian Field. Teachers at Field recognize that TIL is the right work for kids, but also will report that the work is time-consuming and hard.

During the 2020-2021 school year, Vivian Field Middle School dealt with COVID-19. In this school year, approximately 60% of students did not attend school in person, and teachers were charged with teaching both students at home and at school, at the same time. Instructional best practices and TIL were extremely challenging for the staff. Students did not receive top-notch Tier 1 instruction consistently, nor did any Tier 2 and 3 supports take place with fidelity.

In the past year, 2021-2022, Vivian Field built back the momentum and professional growth through TIL. This included weekly professional learning for core departments in rigorous instructional practices, data meetings, and weekly student work analysis. The entire campus participated in monthly professional learning with a focus on the best management strategies for the campus and individual classrooms. The CIC reflected on these practices and noted the following:

- Core PLC teams planned daily
- Each core teacher had three to six observation and feedback cycles
- For every single interim assessment or district common formative assessment, a data meeting was conducted
- All core teachers tracked individual student data connected to essential standards
- Each core team identified essential standards before the school year to plan backward
- Each core team tracked team data and set goals based on MAP, interims, DCFAs, and checkpoints
- Each core team planned a Living the Lesson Cycle for every single day of the school year
- By Spring each core team was conducting bi-weekly student work analysis meetings

A survey was given to all core teachers in May 2022 to get feedback on the work being done through TIL. The CIC committee noticed the following from the responses:

- Almost all core teachers report a feeling of great professional growth over the last three years
- Most core teachers see the value in our system of Living the Lesson Cycle and appreciated a change in format to google slides
- The social studies team still has struggles with adapting the curriculum to the Lesson Cycle format
- Most teachers felt they grew instructional following an observation and feedback cycle
- Some teachers wish they would get more feedback from their TIL coach
- Most teachers see the value in data meetings, unpacking standards, and scripting in their lesson plans
- Many teachers asked for more support on planning reteaches and small group instruction
- Overall, teachers believe that the work Field does with TIL is the right work for our kids and what all kids deserve

The CIC solicited feedback from the campus TIL team about end-of-year reflections and next steps. This is a summary of what was shared:

- The PLC culture is strong and well established at Field
- While the process of Living the Lesson Cycle has helped grow the campus equity in Tier 1 instruction, lesson cycles differ greatly for each team with regard to exceptional standards. The TIL team recognizes that an area of growth would be sharing exemplar lesson cycles early in the school year.
- We need to continue the process of identifying and unpacking essential standards during August staff development
- It's the responsibility of each TIL coach to hold their teams accountable for high standards of planning and preparing for data meetings, however, our next step is to build

teacher leadership capacity and give more opportunities for leads on each team to drive the work.

- In PLC, each team needs more than just a set of norms, but very specific roles with a description of each of those roles. This needs to be clearly stated in the first week of PLC in August.
- In relation to teacher capacity, the TIL team feels a good job was done with weekly professional learning, but the next step is allowing teachers to lead the learning. Teachers reported that when it was done that way a few times, it was powerful to their willingness to try the strategy.
- The entire campus has an area of growth when it comes to tracking students by essential standards and then acting upon them with in-class support.
- The TIL team felt that targeted after-school tutorials were not as effective as they should have been for two reasons: students did not want to attend and avoided attending, and most teachers did not put in extra effort to get students to attend.
- While Tier 1 instruction was strong, few teacher teams were planning and executing tier 2 and tier 3 instruction. The TIL team feels we need to attack this gap early in August staff development.

Finally, the CIC reflected upon the overall next steps based on all feedback. This is a summary of that reflection:

- Professional learning geared to supporting teachers with tier 2 and tier 3 small groups. Specifically, identifying students through data and assessments, planning it, and the classroom management side. It needs to be modeled for teachers.
- Geared professional learning toward supporting our Emergent Bilingual students with a structural change to include more ESL support classes in the master schedule.
- Merge AVID strategies and TIL together, thus strengthening our AVID site team school-wide
- Training for both gen ed teachers and special education teachers to support the acceleration of academic growth for our special education students

School Processes & Programs Strengths

Vivian Field CIC identified the following strengths with regard to school processes:

- Core PLC teams planned daily
- Each core teacher had three to six observation and feedback cycles
- For every single interim assessment or district common formative assessment, a data meeting was conducted
- All core teachers tracked individual student data connected to essential standards
- Each core team identified essential standards before the school year to plan backward
- Each core team tracked team data and set goals based on MAP, interims, DCFAs, and checkpoints
- Each core team planned a Living the Lesson Cycle for every single day of the school year
- By Spring each core team was conducting bi-weekly student work analysis meetings

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers feel that there is less consistency with student discipline throughout the school.

Root Cause: COVID-19 allowed parents to not have to be physically present for restorative conferences and now it has become harder or more challenging to hold parents accountable for coming to the school for these conferences.

Problem Statement 2 (Prioritized): Of the 13 core subject planning teams, only four successfully planned and implemented tier 2 instruction for identified students. Even with those four teams, it was not weekly nor timely.

Root Cause: Core teachers reported they don't have time to plan tier 2, because tier 1 instruction takes all of PLC. Teachers also reported needing more professional learning on

planning tier 2 small group lessons and managing the entire class.

Problem Statement 3: Only 40% of students identified for targeted after-school tutorials attended.

Root Cause: Students' stamina and motivation to attend after school was low and staff did a poor job of parent communication and in-class reminders.

Problem Statement 4 (Prioritized): Emergent bilingual students are scoring lower than the school in math and reading.

Root Cause: More ESL classes are needed to support EB students and teachers need more training and support on strategies for language acquisition and small group in-class support.

Problem Statement 5 (Prioritized): Special Education students are scoring lower than the school in math and reading.

Root Cause: More ownership with regard to the interventions SpEd students need, is not being done with fidelity, which connects to proper implementation of the IEP and tier 2 and tier 3 supports. The master schedule is not allowing the proper in-class support and many of the staff is not well trained on how to properly implement Co-teach and inclusion methods.

Problem Statement 6 (Prioritized):

Vivian Field has so many great systems, procedures, and instructional practices that match well with AVID. However, the site team and school-wide explicit AVID connections need to be made.

Root Cause: AVID was not well aligned with the work our campus does through TIL and there are still teacher misconceptions about AVID.

Perceptions

Perceptions Summary

One of the core beliefs at Vivian Field Middle School is that our students can and will meet the expectations that are set for them and that these expectations should be rigorous. The Field staff defines rigor as having a complete understanding of what it will take for our students to master standards, how to properly assess our students for mastery of those standards, and putting in scaffolding to support their growth toward mastery. Our staff also knows this means mastery for ALL students in each subject and grade level. We know that if implement this idea with fidelity we will ensure one year's worth of growth for ALL students, thus reaching our campus goals of being rated an "A" campus. Our campus motto is "Focus on what you have complete control over... ATTITUDE and EFFORT." This goes for all stakeholders at Field. With the right attitude and effort, we can achieve anything we want for our students. Our culture is defined by a "Fearless Family." This means we are in this work together and care about one another like a family. We will also be risk-takers that aren't afraid to adapt, learn, and continue to grow to support our campus goals. We do this by saying we "Row The Boat." We all "row" in the same direction, with the same focus and work ethic. It doesn't mean it will be easy or that there won't be challenges, but as long as we all keep "rowing" and never give up, special things can happen for the students at Vivian Field.

We believe in restorative practices at Vivian Field. We believe that middle school students, and really any child, should learn and grow from their choices. We celebrate our students through Viking Vouchers for making good choices, good grades, student of the nine weeks, and Oar awards. When students make poor choices we reflect on those choices and lead students through a learning process to make the choices right, and express how they will change moving forward. In many of these cases, we involve the parent in this restorative process and always the teacher or staff member. We value and make student social and emotional learning a priority. We have weekly SEL lessons and regularly conduct SEL circles and grade-level checks assessing the campus for SEL needs.

The CIC noted that discipline data has shown improvements. The committee reviewed and compared discipline data from 2019-2020 to 2021-2022. The reason for this comparison was that in 2020-2021, only about half of the students were in-person at Vivian Field. The data shows we went from 274 referrals to 206. The CIC noted, that in the 2019-2020 school year, we did not have school in the month of April and May, so we considered this a significant decrease. This data also aligns with incidents resulting in OSS. In 2019-2020 Vivian Field had 110 uses of OSS, and in 2021-2022 it was 89 uses of OSS.

District Name: CARROLLTON-FARMERS BRANCH ISD

District ID: 057903

Discipline Action Summary at Field Middle during 2021 - 2022

Reason Code	Action Codes												
	01	02	03	04	05	06	07	08	09	10	11	12	13
04 - Possessed, Sold, Used, Or Was...	0	0	0	0	20	0	5	1	0	0	0	0	0
11 - Brought a Firearm to School...	0	1	0	0	0	0	0	0	0	0	0	0	0
21 - Violation Of Student Code Of...	0	0	0	0	78	0	8	0	0	0	0	0	0
26 - Terroristic Threat	0	0	0	0	1	0	2	0	0	0	0	0	0
28 - Assault against someone other than...	0	0	0	0	9	0	6	0	0	0	0	0	0
32 - Sexual/Aggravated Sexual Assault against someone...	0	0	0	0	0	0	1	0	0	0	0	0	0
41 - Fighting/Mutual Combat	0	0	0	0	5	0	0	0	0	0	0	0	0
61 - Bullying	0	0	0	0	3	0	0	0	0	0	0	0	0
Total	0	1	0	0	116	0	22	1	0	0	0	0	0

District Name: CARROLLTON-FARMERS BRANCH ISD

District ID: 057903

Discipline Action Summary at Field Middle during 2019 - 2020

	Action Codes														
Reason Code	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15
04 - Possessed, Sold, Used, Or Was...	0	0	0	0	6	0	6	0	0	0	0	0	0	0	0
21 - Violation Of Student Code Of...	0	0	0	0	137	1	7	0	0	0	0	0	0	0	0
28 - Assault against someone other than...	0	0	0	0	9	0	11	0	0	0	0	0	0	0	0
41 - Fighting/Mutual Combat	0	0	0	0	18	0	1	0	0	0	0	0	0	0	0
Total	0	0	0	0	170	1	25	0	0	0	0	0	0	0	0

In an effort to get feedback on the steps we are taking as a staff with regard to our collective culture, climate, values, and beliefs, a staff survey is given each year through UpBeat. We know that research shows the most impactful element to student academic growth is the teachers. The CIC reviewed this data and agreed that any areas above 90% would be considered an area of strength and anything viewed lower than 80% as an area of growth in our campus perception. Here is a summary of the CIC findings:

Campus Areas of Strength

- Autonomy 91%
- Principal/Teacher Trust 98%
- Instructional Leadership 99%
- Appreciation 92%
- Evaluation 96%
- Recruitment, Hiring & Onboarding 94%
- Equity 98%
- Inclusion 98%
- Care and Commitment 96%

Campus Areas of Growth

- Parent/Teacher Communication 79%

- School Safety and Order 71%
- Work/Life Balance 69%
- Resources and Facilities 76%
- Compensation and Career Path 56%
- Cultural Competence 78%

The CIC concluded that some of the areas for growth are areas we have little or no control over, such as compensation and pay. Upon closer look, the CIC made these observations of the data:

- 60% of staff feel there is a partnership between parents and teachers
- 50% of staff do not think that behavior was consistently enforced,
- 65% of staff do not think the workload is reasonable
- 60% do not feel they have adequate curriculum resources

Perceptions Strengths

Campus Areas of Strength

- Autonomy 91%
- Principal/Teacher Trust 98%
- Instructional Leadership 99%
- Appreciation 92%
- Evaluation 96%
- Recruitment, Hiring & Onboarding 94%
- Equity 98%
- Inclusion 98%
- Care and Commitment 96%

A decrease in referrals and use of OSS from 2019-2020 to 2021-2022.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: From fall 2021 to fall 2022 the student panorama survey showed that overall our school went down 4 points in climate, engagement, classroom expectations, student and teacher relationships, and pedagogical effectiveness.

Root Cause: A high number of new teachers and teachers sense of urgency after COVID learning loss.

Problem Statement 2: Teachers at Field feel a lack of partnership with parents when supporting their students.

Root Cause: There is a language barrier between staff and families. The families at Field are very hard working and work multiple jobs and at various hours.

Problem Statement 3 (Prioritized): Teachers feel they do not adequately have time to support student's social and emotional learning.

Root Cause: HB4545 has taken most of the time in our advisory and limited SEL lesson opportunities.

Problem Statement 4: While Vivian Field has seen a decrease in discipline referrals and use of OSS over the last three years, there are still discipline incidents occurring that are resulting in student removals from the instructional setting.

Root Cause: Student vaping, mutual combat, assault, skipping class, tardy's, and aggressive behaviors.

Priority Problem Statements

Problem Statement 1: Emergent Bilingual students scored significantly lower in all categories and in all grade levels in Reading.

Root Cause 1: Emergent Bilingual students have more challenges testing in their non-native language and Tier 2 and Tier 3 support for these students is an identified gap at Vivian Field.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: With the exception of 7th-grade Math, Emergent Bilingual Students scored significantly lower in all categories and grade levels in Math.

Root Cause 2: Emergent Bilingual students have more challenges testing in their non-native language and Tier 2 and Tier 3 support for these students is an identified gap at Vivian Field.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Special Education students scored drastically lower in all reporting categories for all grade levels in both Math and Reading.

Root Cause 3: Special Education students are not getting the right balance of Tier 1 instruction with scaffolded Tier 2 and Tier 3 support, and co-teach and inclusion methods are an identified gap at Vivian Field.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Of the 13 core subject planning teams, only four successfully planned and implemented tier 2 instruction for identified students. Even with those four teams, it was not weekly nor timely.

Root Cause 4: Core teachers reported they don't have time to plan tier 2, because tier 1 instruction takes all of PLC. Teachers also reported needing more professional learning on planning tier 2 small group lessons and managing the entire class.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Emergent bilingual students are scoring lower than the school in math and reading.

Root Cause 5: More ESL classes are needed to support EB students and teachers need more training and support on strategies for language acquisition and small group in-class support.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Special Education students are scoring lower than the school in math and reading.

Root Cause 6: More ownership with regard to the interventions SpEd students need, is not being done with fidelity, which connects to proper implementation of the IEP and tier 2 and tier 3 supports. The master schedule is not allowing the proper in-class support and many of the staff is not well trained on how to properly implement Co-teach and inclusion methods.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Vivian Field has so many great systems, procedures, and instructional practices that match well with AVID. However, the site team and school-wide explicit AVID connections need to be made.

Root Cause 7: AVID was not well aligned with the work our campus does through TIL and there are still teacher misconceptions about AVID.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Teachers feel they do not adequately have time to support student's social and emotional learning.

Root Cause 8: HB4545 has taken most of the time in our advisory and limited SEL lesson opportunities.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data








Guiding Objectives

Revised/Approved: August 9, 2024

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2025, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2024 TELPAS will increase by 10%.








Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of ESL classes that are offered in the master schedule, thus lowering class size and keeping newcomer level students where they are best supported. Strategy's Expected Result/Impact: Moving 10-15% of students out of level 3 ESL to general education classes. Staff Responsible for Monitoring: Principal and ESL lead teacher. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2025, the percentage of Emergent Bilingual students for math and reading for approaches grade level will increase by 15%, for meets grade level increase by 4%, and masters grade level increase by 2%.








Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Infuse Seidlitz professional learning into the staff scope and sequence of learning, as well as send staff to Seidlitz training early in the year to improve upon language acquisition strategies for EB students. Strategy's Expected Result/Impact: Increase EB STAAR scores in both math and reading. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2025, the percentage of Special Education students for math and reading for approaches grade level will increase by 10%, for meets grade level increase by 8%, and masters grade level increase by 2%.

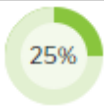
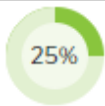

Evaluation Data Sources: STAAR



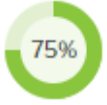




Strategy 1 Details	Reviews			
Strategy 1: Conduct small group instruction to support tier 2 and tier 3 students, which make up a large population of our Special Education students. Training for co-teach/inclusion staff to better align their support to essential standards and small group lessons. Strategy's Expected Result/Impact: Increase in Special Education STAAR scores in math and reading. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By May 2025, ALL students at Vivian Field will show a years worth of growth in math, reading, science, and social studies. Meaning ALL students will score at least the same or have a better percentage score compared to the May 2024.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Focus PLC and Professional Development on Tier 1 Instruction - being data-driven, planning reteaches, planning small groups for tier 2 and tier 3 students, and progress monitoring. This includes the use of interventionists for small group instruction. The purchase of Classkick and Maneuvering the Middle for Math for the entire campus. These platforms will give real-time feedback to students, help support teachers with groupings for small group tier 2 instruction, give positive reinforcement, and meet students where they are. The purchase of STAAR BLITZ and Workbook for 8th Grade Social Studies from Lowman Education. Provide extra-duty pay to teachers for targeted after-school STAAR tutorials and purchase materials for these tutorials as well as smart snacks for the students attending. The purchase of sticky-note easel pads/flip chart paper for the creation and use of anchor charts in core classes.</p> <p>Strategy's Expected Result/Impact: A years worth of growth for ALL students on STAAR in math, reading, and social studies.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Interventionists for Small Group Instruction in STAAR tested areas. - 211 Title I - 211-11-6117-00-041-30-000 - \$2,500, Classkick - 211 Title I - 211-11-6299-00-041-99-000 - \$3,199, STAAR BLITZ and Workbook for 8th Grade Social Studies from Lowman Education - 211 Title I - 211-11-6299-00-041-99-000 - \$6,500, Extra-Duty Pay for Teachers Providing Targeted STAAR Tutorials After School - 211 Title I - 211-11-6117-00-041-30-999 - \$7,473, Instructional Materials for Targeted STAAR Tutorials After School - 211 Title I - 211-11-6399-00-041-99-000 - \$796.01, Smart Snacks for Students Attending Targeted STAAR Tutorials After School - 211 Title I - 211-11-6498-00-041-99-000 - \$1,500, Flip Chart / Easel Pads tor Creation and Use of Anchor Charts - 211 Title I - 211-11-6399-00-041-99-000 - \$2,039.85</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide intervention and resources for educationally disadvantaged students, at-risk students, and all other students and increases academic achievement to reduce the dropout rate for these students. During the school day, reading, math, and at-risk classes and teachers funded through SCE, such as AVID, Math Connections, Reading intervention, and MTSS/RTI advisory periods support an increase in academic achievement and performance on assessments. Strategy's Expected Result/Impact: Increase in student achievement on state and local assessments Staff Responsible for Monitoring: Principal, AVID Staff, Instructional Specialists, Teachers Title I: 2.4, 2.6 Funding Sources: Supplemental services and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$696,000	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By May of 2025, Vivian Field will have conducted all safety and security drills as required by the state and district. Vivian Field will be a safe, secure, and orderly building where students are accounted for throughout the school day.








Evaluation Data Sources: Tracking System/Smart Pass Reports

Strategy 1 Details	Reviews			
Strategy 1: Complete an after action review for each safety and security drill. Strategy's Expected Result/Impact: Identify areas of strength and areas of opportunity for improvement after each drill or real incident. Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize the Smart Pass technology application to track students' location in the building when they have requested to leave the classroom during instructional time. Strategy's Expected Result/Impact: Immediately identify the whereabouts of students when they have requested to leave the classroom for restroom, office, library, clinic, etc. Staff Responsible for Monitoring: Administration Teachers Funding Sources: Smart Pass System - 211 Title I - 211-11-6299-00-041-99-000 - \$2,248.97	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2025, Vivian Field will increase the number of volunteers and & community partnerships by 10%

Evaluation Data Sources: Documentation

Strategy 1 Details		Reviews			
Strategy 1: Promote and recruit new volunteers and community partners. Strategy's Expected Result/Impact: Increase the number of volunteers and community partners.		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2025, Vivian Field will increase parent participation in campus wide events, by 15%.


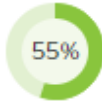





Evaluation Data Sources: Sign in sheets.

Strategy 1 Details	Reviews			
Strategy 1: Promote reading among our students and their families by purchasing "My Books Summer" program from Scholastic Strategy's Expected Result/Impact: Increase in parent participation in school and academic activities. Funding Sources: Scholastic - My BOOKS Summer - 211 Title I - 211-61-6329-00-041-99-000 - \$7,443.17	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div></div> 25%	<div><div></div></div> 25%	<div><div></div></div> 50%	
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Guiding Objective 3: Optimize Community Engagement

Goal 3: By May 2025, Vivian Field will increase PTA membership by 10%.








Evaluation Data Sources: PTA Memberships

Strategy 1 Details	Reviews			
Strategy 1: Provide incentives to staff members for achieving 100% staff membership in PTA. Strategy's Expected Result/Impact: Increase in PTA membership at Vivian Field.	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By May 2025, Vivian Field will decrease the number of out-of-school suspensions by 10%.








Evaluation Data Sources: Discipline Coding

Strategy 1 Details	Reviews			
Strategy 1: Increase the use of restorative practices, adapt Camp Viking learning for students, and increase communication with parents through their involvement in restorative meetings. Strategy's Expected Result/Impact: A decrease in students coded as OSS	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 2: By May of 2025, Vivian Field counselors will adhere to the 80/20 policy, thus ensuring that majority of their time is supporting students SEL needs.








Evaluation Data Sources: Counselor time tracking document

Strategy 1 Details	Reviews			
Strategy 1: Reassign non-counseling duties to other staff members where possible (i.e. 504 coordinator, lunch duty). Strategy's Expected Result/Impact: Counselors spending the majority of their time working to support student SEL needs. Supporting counselors professional growth for SEL by attending the Texas Counseling Association, Professional School Counselor Conference.	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 3: By May of 2025, Vivian Field will decrease the number of physical altercations by 25%.








Evaluation Data Sources: Discipline Coding

Strategy 1 Details	Reviews			
Strategy 1: Increase SEL lessons during advisory each week focused on resolving conflict and asking for assistance from adults when conflict arises. Strategy's Expected Result/Impact: A clear understanding of how to handle conflict in a more productive way, rather than using physical force. Staff Responsible for Monitoring: Counselors and Assistant Principals	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 4: By May of 2025, Vivian Field will decrease the number of drug related incidents by 25%.








Evaluation Data Sources: Discipline Coding

Strategy 1 Details	Reviews			
Strategy 1: Deliver guidance lessons to students throughout the school year focused on drug prevention. Strategy's Expected Result/Impact: Decrease in the number of drug related incidents. Staff Responsible for Monitoring: Counselors and Assistant Principals.	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May of 2025, Vivian Field will retain 85% of staff.








Evaluation Data Sources: Hiring tracker

Strategy 1 Details	Reviews			
Strategy 1: Employ Instructional Deans to build capacity in teachers through Professional Learning Communities and ongoing coaching and feedback cycles. Empower teachers to take on leadership and campus responsibilities through professional learning, committees, and student programs. Strategy's Expected Result/Impact: Teachers will feel empowered and invested and want to stay at Vivian Field. Staff Responsible for Monitoring: Principal Funding Sources: Instructional Deans for math and reading to support teachers - 211 Title I - 211-13-6119-00-041-30-000 - \$177,000	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 5: Optimize All Available Resources

Goal 2: By October 2024, 90% of Vivian Field families will have completed the free and reduced lunch application.








Evaluation Data Sources: TEAMS

Strategy 1 Details	Reviews			
Strategy 1: Communicate information to families about the free and reduced lunch application by including it as part of the registration process, educating all clerks on the importance and connection to campus funding, and including in regular communications to families. Strategy's Expected Result/Impact: Increase in the number of families that complete, thus an increase in the number of students that qualify for free and reduced lunch.	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 5: Optimize All Available Resources

Goal 3: Build and grow leadership capacity to positively impact student and staff outcomes - specifically related to equity and inclusion, school climate, engagement, classroom expectations, student and teacher relationships, pedagogical effectiveness, and partnerships with families.

Evaluation Data Sources: Staff Climate Surveys
Panorama Survey
Academic Outcomes for EB and Special Education Students

Strategy 1 Details	Reviews			
Strategy 1: Provide staff members opportunities to attend professional development opportunities such as conferences, workshops, and institutes. Strategy's Expected Result/Impact: Increased knowledge and skill of staff members in areas that will positively impact student outcomes. Staff Responsible for Monitoring: Administration and Instructional Deans Funding Sources: Professional Development-Registration and Travel - 211 Title I - 211-13-6411-00-041-99-000 - \$3,000, Professional Development-Campus Administrator - 211 Title I - 211-23-6411-00-041-99-000 - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

State Compensatory

Budget for Field Middle School

Total SCE Funds: \$696,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

State Compensatory Education (SCE) funding at Vivian Field Middle School reduces the disparity in performance on assessment instruments, such as MAP, STAAR, or locally developed assessments, and the disparity in the rates of educationally disadvantaged students, at-risk students, and all other students and increases academic achievement to reduce the dropout rate for these students. During the school day, reading, math, and at-risk classes and teachers funded through SCE, such as AVID, Math Connections, Reading intervention, and MTSS/RTI advisory periods support an increase in academic achievement and performance on assessments.

Title I - Previous

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title I Crate for the following documentation.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The Campus Leadership Team and Field Middle School's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

Field Middle School's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the

goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

Title I - Updated

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allysia Scheu	Instructional Dean	Instructional Leadership and Coaching	1.0
Christin Siller	Instructional Dean	Instructional Leadership and Coaching	1.0

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024