Stafford Municipal School District

Stafford Middle School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Reading/English Language Arts
Academic Achievement in Social Studies
Top 25% Student Progress
Top 25% Closing Performance Gaps
Postsecondary Readiness
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 excellecethrough 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, early crediting opportunities, and access to our state-of-the-art career and technology center.
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 serves 530 students in grades 7-8. Six years ago, in 2011, 493 students were served by the campus which represents a 7% increase in student enrollment.

The student population for the 2017 year is 44% African American, 2% Anglo, 5% Asian, 46% Hispanic. We currently have a population that is 45% male and 55% female with a low socio-economic status of 61%.

The overall mobility rate for the campus is approximately 13%. The average daily attendance rate for students is 97%. The average daily attendance rate for staff is 95%.

Discipline referrals for the 2015-2016 school year totaled 1165. Discipline referrals for the 2016-2017 school year totaled 1105. This is an area were we can focus attention and use a variety of discipline techniques that meet the behavioral and academic needs of individual students and reduce referrals and out of placement consequences for students.

Stafford Middle School’s student population is made up of 12% LEP students and 7% of our students are in the Gifted and Talented program. 9% of our students receive special education services through our inclusion classes, and resources and Life Skills programs.

Demographics Strengths

Due to our demographic diversity, our campus is culturally aware and celebrates diversity through cultural organizations, announcements, fine arts/club productions and assemblies. Due to our significant number of economically disadvantaged students, we implement intensive and prescriptive initiatives and focus on differentiated instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Referral and out of placement for certain demographic groups are not in alignment with the population they represent on campus. Root Cause: Effective and efficient classroom management techniques and cultural awareness are not. Also, all staff members do not fully understand how
to utilize the BIP to reduce referrals for students receiving special services.
Student Academic Achievement

Student Academic Achievement Summary

During the 2016-2017 School Year, 98 students earned at least one high school credit for a course in Middle School.

During the 2016-2017 School Year, 267 students were enrolled in one or more PreAP course.

For the 2016-2017 school year, campus math STAAR scores were above the state average for the first time since STAAR implementation.

Reading and writing scores were also above the state average.

Special education students continue to under perform on state assessments. The state expects that 60% of our SPED students should be approaching or meeting grade level on the STAAR test.

Actual passing percentages

Reading 37%     Writing 21%
Math 40%       Social Studies 22%
Science 44%

For the 2017-2018 school year, the following student achievement initiatives include:

- Increasing enrollment for all students in PreAP and early credit opportunity courses
- Increase SPED/ LEP scores by 15% percent for 7th and 8th STAAR performance

Student Academic Achievement Strengths

STAAR math scores showed improvement and were above the state average. The intentional focus on campus goals for STAAR scoring improvement, reduction of failure rates, increased PreAP enrollment/ enrollment in early credit opportunities will drive all decision making and initiatives.

Daily block scheduling for Math and ELA, prescriptive PLC practices and weekly data team meetings continue to improve student performance on state
Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1**: Students identified in the SPED and ELL programs appear to continue to be in need of intensive, prescriptive instruction. **Root Cause**: Both SPED and ELL students struggle academically in class and on their state assessments due to a learning disability or language deficit. At the secondary level these deficits and learning gaps become increasingly difficult to overcome due to academic rigor and vocabulary difficulty levels.
School Processes & Programs

School Processes & Programs Summary

Instructional, Curricular, Organizational

The Stafford curriculum and instruction team has worked with the Stafford Middle School staff to help implement curricular structures and programs. Quality professional development trainings were offered throughout the summer and major emphasis was placed on improving instruction in the classroom. These sessions will continue throughout the school year and through embedded development opportunities such as Lunch and Learning. Teachers in tested content areas will continue to have a common planning period which will allow time for collaborative meetings with the CIA team. The daily block of Math and ELAR courses will continue to support on-level and struggling students.

Personnel

For the 2017-2018 school year, we hired approximately 10 teachers (20% of our staff). Of those hired, 100% are beginning their career - this was designed to support teacher development and retention within Stafford. Presently, we are fully staffed.

Faculty has assumed new teaching responsibilities and leadership roles thus exemplifying that SMS is a campus that provides opportunities for growth and advancement.

Administrative

Weekly walk-throughs are conducted to support strong instructional practices in all classrooms. 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/ELL). Administrative focus on educating discipline practices and achievement implications.

School Processes & Programs Strengths

Instructional, Curricular, Organizational

- CIA team has weekly PLC/Data meetings with all grade level teams
- Technology Thursday integration meetings with teachers and the Campus Instructional Technologists
- Increased Professional development offerings through Lunch and Learning sessions
- Block Math and ELA courses
- Springboard for PreAP courses
- Early credit opportunities and offerings

**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:** The current staff lacks additional certifications or credentials that are needed to serve our highest risk students and our high performing students. **Root Cause:** Lack of incentives to support additional certifications or credentials.
Perceptions

Perceptions Summary

Stafford middle school 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. Positive school culture and climate will continue to be evident in the recognition of students and staff through 6 weeks A honor roll and A/B honor roll certificates. Stafford middle school recognizes all cultures during the months they are celebrated via announcements, clubs, and decorating school bulletin boards.

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.

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
- 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 offered additional high school credit opportunity courses for 8th grade students during the 2017-2018 school year
- We used data to identify additional students and enroll them in PreAP ELA and Algebra 1

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The collaborative planning process (CBLT, Department Chairs, Teachers) has not been fully utilized to make campus decisions.
**Root Cause:** Outdated practices and lack of change over time, as well as extensive staff turn over, have limited a culture of collaborative leaderships and decision making.
Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**
- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

**Accountability Data**
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

**Student Data: Assessments**
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- PSAT and/or ASPIRE
- Local benchmark or common assessments data
- Student failure and/or retention rates

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
Gifted and talented data

**Student Data: Behavior and Other Indicators**
- Attendance data
- Discipline records
- Class size averages by grade and subject

**Employee Data**
- Professional learning communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

**Support Systems and Other Data**
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
## Goals

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

### Performance Objective 1: By the spring of 2018, SMS will implement support strategies (instructional, classroom management, professional development and appreciation) that will reduce teacher turnover by 20% from last year.

### Evaluation Data Source(s) 1: Employee retention rate, Employee attendance, Employee support initiatives such as conferences, professional learning, ninja teachers that support classroom management development for new teachers.

### Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Title I</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
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</thead>
<tbody>
<tr>
<td><strong>Critical Success Factors</strong></td>
<td>2, 3, 4, 5</td>
<td>Principal Principal Assistant Principal Department Chairs CIA team</td>
<td>Expected Results: Teachers will implement strategies from the professional development opportunities.</td>
</tr>
<tr>
<td>CSF 6 CSF 7</td>
<td></td>
<td></td>
<td>Expected Impact: Teachers will have greater success in the classroom and overall retention rates will improve</td>
</tr>
<tr>
<td>1) Professional development opportunities will include RPM walks and trainings, Lunch and Learning sessions, and content conferences.</td>
<td></td>
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</tr>
<tr>
<td><strong>Critical Success Factors</strong></td>
<td>2, 3, 4, 5</td>
<td>Principal Principal Assistant Principal Ninja Teacher</td>
<td>Expected Results: Data will evidence better classroom management practices across the building. The campus will see a reduction in office referrals.</td>
</tr>
<tr>
<td>CSF 1 CSF 6 CSF 7</td>
<td></td>
<td></td>
<td>Expected Impact: Student behavior in the classroom will improve and learning will improve. Teacher practices will improve and overall retention rates will improve.</td>
</tr>
<tr>
<td>2) Classroom management practices and supports will come from walk-through feedback, teachers observing others practice and a Ninja teacher will be used solely for classroom management support for our teachers.</td>
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</table>
### Critical Success Factors

**CSF 6 CSF 7**

3) Model or embed quality instructional and classroom management practices through existing meetings (Faculty meetings, required trainings...).

| 2, 3, 4, 5 | Principal Assistant Principal | Expected Results: Teachers will implement stronger instructional and classroom management practices as modeled. Expected Impact: Teachers understanding of practices will reduce referrals and improve instruction. Teachers will be less frustrated in their practices and teacher retention will improve. |

| 2, 3, 4, 5 | Principal Assistant Principal Administrative Assistant | Expected Results: Teachers will know that their work is appreciated and their strengths will be acknowledged. Expected Impact: Retention rates will improve as teachers feel satisfied and appreciated for their work. |

| = Accomplished | = Continue/Modify | = Considerable | = Some Progress | = No Progress | = Discontinue |

4) Teachers will be shown appreciation for their work in the form of:
- Above and beyond recognitions
- Cards from administrators
- Appreciation events

| 2, 3, 4, 5 | Principal Assistant Principal Administrative Assistant | Expected Results: Teachers will know that their work is appreciated and their strengths will be acknowledged. Expected Impact: Retention rates will improve as teachers feel satisfied and appreciated for their work. |

| = Accomplished | = Continue/Modify | = Considerable | = Some Progress | = No Progress | = Discontinue |
**Goal 1:** The district will promote student achievement by attracting, retaining, and continuously developing highly effective individuals.

**Performance Objective 2:** Throughout the 2017-2018 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 Source(s) 2:** Employee certification review throughout the school year, utilization of contracts requiring additional certification, and certification programs offered to staff.

**Summative Evaluation 2:**

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<tr>
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<td><strong>Critical Success Factors</strong></td>
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<tr>
<td>CSF 1 CSF 7</td>
<td>3, 5</td>
<td>Principal Administrator</td>
<td>Expected Result: Teachers on staff will take this opportunity to gain needed additional certifications.</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Human Resources</td>
<td>Expected Impact: Staff will be highly qualified for their positions and instruction will improve.</td>
<td>Nov</td>
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<tr>
<td></td>
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<td>CIA Team/ Grant</td>
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<tr>
<td>1) Offering opportunities for current teachers who need additional certification.</td>
<td></td>
<td>Principal Administrator</td>
<td>Expected Results: Current employees and new hires will gain additional certification in areas of need (Content, GT, ELL, Algebra).</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Human Resources</td>
<td>Expected Impact: Teachers will be qualified to service all students and instruction will improve. The master schedule will be more flexible for students and teachers.</td>
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<tr>
<td></td>
<td></td>
<td>CIA Team/ Grant</td>
<td></td>
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<tr>
<td><strong>Critical Success Factors</strong></td>
<td>2, 3</td>
<td>Principal</td>
<td>Expected Result: Teachers on staff will take this opportunity to gain needed additional certifications.</td>
<td>Formative</td>
</tr>
<tr>
<td>CSF 1 CSF 7</td>
<td></td>
<td>Human Resources</td>
<td>Expected Impact: Staff will be highly qualified for their positions and instruction will improve.</td>
<td>Nov</td>
</tr>
<tr>
<td>2) Work with Human Resources to add addendums to contracts that require additional certification in areas of need.</td>
<td></td>
<td>Principal</td>
<td></td>
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<tr>
<td></td>
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<td>Human Resources</td>
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☑ = Accomplished  ➔ = Continue/Modify  ☢ = Considerable  ☸ = Some Progress  ☯ = No Progress  ✗ = 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 2017-2018 school year, SMS will implement hand's-on activities in all classrooms weekly using the gradual release model and lead4ward strategies.

Evaluation Data Source(s) 1: Lesson Plans, Authentic student work, Walk-through/Observation data

Summative Evaluation 1:

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<td>Formative</td>
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<td></td>
<td></td>
<td>Nov</td>
</tr>
<tr>
<td>Critical Success Factors</td>
<td>2, 4</td>
<td>Principal Assistant Principal CIA</td>
<td>Expected Result: Teachers will learn the gradual release model and implement this model in their lessons. Expected Impact: Students will have more &quot;you do&quot; activities under this model leading to greater observed hands-on activities for students.</td>
<td></td>
</tr>
<tr>
<td>CSF 1</td>
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<tr>
<td>1) Teachers will be trained on the gradual release model (leading hands-on activities for students) and document this work in their lesson plans.</td>
<td></td>
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</tr>
<tr>
<td>Critical Success Factors</td>
<td>2, 4</td>
<td>Principal Assistant principal CIA</td>
<td>Expected Result/Impact: Teachers will be equipped with hands on instructional strategies from Lead4ward. Teachers will implement these activities to encourage learning and critical thinking. Student performance will increase due to the hand's on learning.</td>
<td></td>
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<tr>
<td>CSF 1</td>
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<tr>
<td>2) SMS will train teachers on lead4ward instructional strategies (student centered, hand's on activities) and teachers will implement these in their lessons.</td>
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**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 2:** Throughout the 2017-2018 school year, SMS will target Social Studies achievement gaps (STAAR 2017) by utilizing hands-on activities and writing experiences weekly in the Social Studies Classrooms.

**Evaluation Data Source(s) 2:** Lesson plans, authentic student work, CBA, STAAR scores

**Summative Evaluation 2:**

<table>
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<tr>
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<tr>
<td><strong>System Safeguard Strategy</strong></td>
<td></td>
<td></td>
<td>Expected Result: Students will engage in writing activities that will improve their understanding of Social Studies content.</td>
</tr>
<tr>
<td>1) SAFEGUARD: Social Studies teacher will utilize RAFT and other relevant writing strategies to promote critical thinking in the Social Studies classrooms.</td>
<td>1, 9</td>
<td>Administrative team</td>
<td>Expected Impact: Student scores on the SS STAAR test will improve.</td>
</tr>
<tr>
<td><strong>System Safeguard Strategy</strong></td>
<td></td>
<td></td>
<td>Expected Result: Students will be more engaged in the learning process in the Social Studies Classroom.</td>
</tr>
<tr>
<td>2) SAFEGUARD: Social studies teachers will utilize hands-on activities weekly that support greater student understanding of Social Studies content.</td>
<td></td>
<td>Administrative team</td>
<td>Expected Impact: Student achievement on the SS STAAR test will improve.</td>
</tr>
</tbody>
</table>

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

Performance Objective 1: Throughout the 2017-2018 school year, SMS will work with all stakeholders to provide needed resource that removes learning barriers such as access to supports, materials, and additional time in needed content areas.

Evaluation Data Source(s) 1: Tracking resources provided for student learning. Records of communication with stakeholders about resources.

Summative Evaluation 1:

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<tbody>
<tr>
<td><strong>Critical Success Factors</strong> CSF 1 CSF 3 CSF 4 1) Each department at SMS will identify learning barriers that stem from needed resources and work to remove these barriers to student learning by providing needed resources.</td>
<td>1, 2</td>
<td>Teachers Team Leaders Department Chair Assistant Principal Principal CAO CFO CIA</td>
<td>Expected Result: Teachers will be better able to identify barriers to student learning. Expected Impact: SMS will remove these barriers through work with all stakeholders and students performance in class (grades) and on assessments (local and state) will increase.</td>
<td>Formative Summative</td>
</tr>
<tr>
<td><strong>Critical Success Factors</strong> CSF 1 CSF 4 2) SMS will work to with stakeholders to fund staffing and build a master schedule that creates a block schedule in target content areas in order to create more time for students to engage in the learning process.</td>
<td>1, 2, 9</td>
<td>Principal Assistant Principal CAO / CFO (Staffing allocations)</td>
<td>Expected Result: Staffing will allow for a more flexible master schedule and longer instructional times in ELAR and MATH. Expected Impact: Student performance will improve due to additional time in identified courses.</td>
<td>Formative Summative</td>
</tr>
<tr>
<td><strong>Critical Success Factors</strong> CSF 1 CSF 2 CSF 4 CSF 5 3) The campus will work to utilize technology to remove geographical barriers and assist parents and students in access to instructional resources that can assist all students in learning the curriculum and further support students who are struggling or experiencing difficulty in certain content areas. The campus will work with stakeholders to secure these resources.</td>
<td>1, 6, 9</td>
<td>Principal Assistant Principal CAO/ CFO CIA</td>
<td>Expected Result: Students will have access to online resources for support in areas of difficulty and for acceleration as needed. Expected Impact: Student achievement will improve. Parents will be able to better support their students at home and view their performance levels.</td>
<td>Formative Summative</td>
</tr>
</tbody>
</table>

= Accomplished → = Continue/Modify ○ = Considerableannah = Some Progress ■ = No Progress X = Discontinue
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: By May 2018, SMS will increase learning expectations by increasing enrollment in Pre-AP and High School credit courses.

Evaluation Data Source(s) 1: Comparison data of enrollment and crediting in Pre-AP and High School credit courses from previous year to this current year.

Summative Evaluation 1:

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</thead>
<tbody>
<tr>
<td><strong>Critical Success Factors</strong>&lt;br&gt;CSF 1 CSF 2 CSF 5&lt;br&gt;1) SMS will work to offer a greater number of courses available for HS credit and encourage enrollment in these courses by communicating this opportunity with parents and students.</td>
<td>6</td>
<td>Administration, Counselor, Registrar (data).</td>
<td>Expected Result: Students will take advantage of greater number of course offerings for HS credit. Expected Impact: More students will leave SMS with HS credit.</td>
<td>![Checkmark] ![Checkmark] ![Checkmark]</td>
</tr>
<tr>
<td><strong>Critical Success Factors</strong>&lt;br&gt;CSF 1 CSF 2&lt;br&gt;2) 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).</td>
<td></td>
<td>Administrative team, CIA, Counselor</td>
<td>Expected Result: Teacher efficacy will improve and teachers will encourage students to enroll in PreAP 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.</td>
<td>![Lightning Bolt]</td>
</tr>
</tbody>
</table>
Goal 4: SMSD will increase learning and behavioral expectations by establishing an optimal student-teacher ratio and a district-wide discipline system.

Performance Objective 2: SMS will reduce discipline referrals for the 2017-2018 school year by working on classroom management strategies, training staff in discipline management, and building a culture or restorative practices.

Evaluation Data Source(s) 2: Training records
Discipline referral comparison from the 2016-17 school year to the 2017-18 school year.

Summative Evaluation 2:

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<tr>
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<tr>
<td><strong>Critical Success Factors</strong>&lt;br&gt; CSF 6&lt;br&gt;1) SMS will train teachers on classroom management and offer ongoing support through a Ninja teacher focused on classroom management.</td>
<td>2, 4</td>
<td>Administrative team.</td>
<td>Expected Result: Teachers will have better classroom management skills and implement preventative measures. Expected Impact: Discipline occurrences and referrals will be reduced.</td>
<td>Formative Summative</td>
</tr>
<tr>
<td><strong>Critical Success Factors</strong>&lt;br&gt; CSF 6&lt;br&gt;2) SMS will utilize restorative practices to reduce reoccurring discipline and build a culture of support for students on this campus.</td>
<td>2</td>
<td>Administrative Team</td>
<td>Expected Result: Administrators and teachers will utilize restorative conversations and practices to reduce occurrence of discipline. Expected Impact: Students will have less reoccurring discipline due to restorative practices.</td>
<td>Formative Summative</td>
</tr>
</tbody>
</table>

= Accomplished ➡️ = Continue/Modify 🟠 = Considerable 🟡 = Some Progress ⚫ = No Progress ✗ = Discontinue
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 2018, academic performance for target populations, including special education students, will improve through using proven instructional strategies and targeted interventions, including the use of state of the art technology to support closing these achievement gaps.

**Evaluation Data Source(s) 1:** Improved grades, CBA, and STAAR data for target populations. Tracking utilization of technology supports

**Summative Evaluation 1:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Title I</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>System Safeguard Strategy</td>
<td>4, 9</td>
<td>Administrative team, CIA team for data and instruction</td>
<td>Expected Result: The staff will have a greater knowledge of differentiated instructional tools to utilize with struggling learners and SPED students. Expected Impact: A greater number of special education students will be successful on CBA and STAAR assessments.</td>
</tr>
<tr>
<td>Critical Success Factors</td>
<td>1) SYSTEM SAFEGUARD: SMS will increase the passing percentages for SPED students in all content areas on the 2017-2018 STAAR Test by training the staff on differentiated instructional strategies.</td>
<td></td>
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</tr>
<tr>
<td>System Safeguard Strategy</td>
<td>9</td>
<td>Administrative team, CIA, Teachers monitoring use of technology resources.</td>
<td>Expected Result: Students will receive targeted interventions and instruction by utilizing technology resources regularly to assess and guide their learning at their current levels. Expected Impact: SPED Students performance on STAAR will improve.</td>
</tr>
<tr>
<td>Critical Success Factors</td>
<td>2) SYSTEM SAFEGUARD: SMS will increase the passing percentages for SPED students in all content areas on the 2017-2018 STAAR test by using data to drive instruction and interventions for SPED students including the use of Study Island, AR and Compass Learning as state of the art technology supports.</td>
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</tbody>
</table>
Goal 6: SMSD will help students discover new opportunities and establish impactful, long-term relationships within the community, through immersion and reflection programs.

Performance Objective 1: By May 2018, SMS will establish 5 community relationships and/or immersion programs that will allow students to discover new opportunities and extend learning beyond the building.

Evaluation Data Source(s) 1: Event documentation, pamphlets, flyers, and pictures.

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Title I</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Success Factors</strong></td>
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<tr>
<td>CSF 5 1) SMS will sponsor a Washington DC club and provide students the opportunity to join the sponsor on a trip to Washington DC and New York to explore historical and government documents and buildings as well as attend a Broadway show.</td>
<td>Administrative Team and sponsors</td>
<td>Expected Result: Students will join the club and learn and take the trip to Washington DC and New York for authentic learning opportunities. Expected Impact: Students will have a greater appreciation for the historical content they learn, students will extend learning beyond the classroom, students will have new opportunities.</td>
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<tr>
<td><strong>Critical Success Factors</strong></td>
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<tr>
<td>CSF 5 2) SMS will sponsor Student Council. This organization will engage in multiple community programs that support long term relationships with the community.</td>
<td>Administrative team and sponsor</td>
<td>Expected Result: Students will join student council and lead initiatives that involve community relationships and support community needs. Expected Impact: Students will have additional opportunists beyond the classroom and build community relationships; as well as, develop a sense of pride in service for the community.</td>
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<tr>
<td>3) SMS will sponsor a Spanish Club that extends language immersion into the community and beyond the classroom, as well as brings cultural immersion to the campus.</td>
<td>Administrative team and sponsors</td>
<td>Expected Result: Students will join the Spanish Club and have opportunities to expand their Spanish knowledge beyond the classroom. Expected Impact: Spanish club activities will involve the community in events on campus and require students to practice the Spanish language in the community.</td>
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</tbody>
</table>

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue
## System Safeguard Strategies

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>1</td>
<td>SAFEGUARD: Social Studies teacher will utilize RAFT and other relevant writing strategies to promote critical thinking in the Social Studies classrooms.</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>SAFEGUARD: Social studies teachers will utilize hands-on activities weekly that support greater student understanding of Social Studies content.</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>SYSTEM SAFEGUARD: SMS will increase the passing percentages for SPED students in all content areas on the 2017-2018 STAAR Test by training the staff on differentiated instructional strategies.</td>
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<tr>
<td>Name</td>
<td>Position</td>
<td>Program</td>
<td>FTE</td>
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<tr>
<td>Charmaine Garcia</td>
<td>Director of Federal and State Programs</td>
<td>Federal and State Programs</td>
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<tr>
<td>Committee Role</td>
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<td>Position</td>
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<tr>
<td>Administrator</td>
<td>Ginny Gayle</td>
<td></td>
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<tr>
<td>Administrator</td>
<td>Michael Kearns</td>
<td>Assistant Principal</td>
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<tr>
<td>Classroom Teacher</td>
<td>Patty Blevins</td>
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<tr>
<td>Classroom Teacher</td>
<td>Yolanda Kelley</td>
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<tr>
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<td>Brian Dandrea</td>
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<tr>
<td>Classroom Teacher</td>
<td>Dionne Harper</td>
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<tr>
<td>Classroom Teacher</td>
<td>Djuna Cole</td>
<td>Teacher</td>
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<tr>
<td>Classroom Teacher</td>
<td>Sean Dowiak</td>
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<td>Classroom Teacher</td>
<td>Diana Mendez</td>
<td>Teacher</td>
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</tr>
<tr>
<td>Non-classroom Professional</td>
<td>Karla White</td>
<td>Counselor</td>
<td></td>
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</tbody>
</table>