

Fort Worth Independent School District
058 Stripling Middle School
2022-2023 Campus Improvement Plan



Mission Statement

To create a community that fosters a learning environment where positive relationships lead to improvement, confidence, and success.

Vision

Inspiring New Gifts

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Comprehensive Needs Assessment

Revised/Approved: September 27, 2022

Demographics

Demographics Summary

Stripling Middle School is a comprehensive 6-8 grade Title 1 campus in FWISD. We are part of the Arlington Heights High School pyramid and get most of our students from our three feeder elementary schools, Burton Hill, North Hi Mount, and South Hi Mount. The campus has a diverse population of 11% African American, 60% Hispanic, 22% White, and 3% identifying as two or more races. The campus attributes this achievement to a strong partnership with parents and a focus on high - quality education. Stripling Middle School's student groups include 21% English Learners (ELs), 29% Gifted and Talented, and 10% Special Education. Additionally, 63% are economically disadvantaged.

Demographics Strengths

Stripling Middle School has many strengths. Some of the most notable demographics strengths include: 1. Attendance rates are higher than district average. 2. Many families move into our area and request transfers to be able to attend our school. Our families value education and we have many supportive parents and students who are committed to success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Enrollment has declined over the past 4 years decreasing from 740 to 484. **Root Cause:** SMS has not prioritized recruitment and marketing the uniqueness of the campus.

Problem Statement 2: Attendance rate through the 5th 6 weeks was 93.7 % which does not meet the district goal 95%. **Root Cause:** SMS has not emphasized daily attendance since the COVID pandemic.

Student Learning

Student Learning Summary

On the STAAR test administered 2021-2022, 66% of students were scoring at the approaches level, 32% at the meets level, and 11% at the masters level in Math. On the STAAR test administered in 2021-2022, 75% of students were scoring at the approaches level, 52% at the meets level, and 29% at the masters level in Reading. According to the data from Map Growth 54% of the students met projected growth in Reading, and 60% met projected growth in Math.

Student Learning Strengths

More than half of the teachers at Stripling hold a current EL certification.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On MOY MAP growth for Math only 42% of the students met projected growth. **Root Cause:** Although SMS has utilized the FWISD instructional framework, there has not been an emphasis on professional learning of high quality engaging strategies with multiple entry points with an emphasis on conceptual understanding and systematically providing formative assessments.

Problem Statement 2 (Prioritized): On MOY MAP growth for Reading only 57% of the students met projected growth. **Root Cause:** Although SMS has utilized the FWISD instructional framework, there has not been an emphasis on professional learning of high quality engaging strategies and checks for understanding.

Problem Statement 3 (Prioritized): Students scoring meets or above on STAAR Math has declined from 39% to 19% from 2019 to 2021. **Root Cause:** Although SMS has utilized the FWISD instructional framework, there has not been an emphasis on professional learning of high quality engaging strategies and checks for understanding.

Problem Statement 4: Students scoring meets or above on STAAR ELA has declined from 47% to 43% from 2019 to 2021. **Root Cause:** Although SMS has utilized the FWISD instructional framework, there has not been an emphasis on professional learning of high quality engaging strategies and checks for understanding.

School Processes & Programs

School Processes & Programs Summary

Teachers are predominantly recruited and screened by the district HCM offices. At a campus level, candidates are interviewed and recommended for hire. Once at campus, new teachers are assigned mentors, attend the district's new teacher academy, and have small peer groupings supported by administration and the academic coach. Grade level and content-area teams have strong, supported teacher leaders. Teachers are placed in teaching assignments that best utilize their personal strengths to maximize student learning. Campus instructional leaders are members of the campus leadership team which meets on an ongoing basis to discuss highest leverage actions and plans. Core content teacher leaders meet individually with campus administration to discuss PLC plans, outcomes, and to receive coaching on how to lead their department. Areas considered when developing improvement plans are discipline referrals, attendance rates, failure rates, data points from multiple sources such as: SIS (Focus), STAAR, district benchmarks, TELPAS, Panorama survey, and MAP growth indicators. All campus stakeholders are kept abreast of the state of school through outlets such as: SMOREs, SBDM, PTA, Leadership Team, PLC meetings, and a student advisory group. Using these metrics professional development areas can be identified to support strong Tier 1 instruction and plan appropriate Tier 2 and Tier 3 interventions. Campus mission, vision, and values were developed (and are revisited yearly) during teacher/faculty meetings. High expectations are promoted through Academic Pep Rallies (every six weeks), and Motto using 6-character words. All students have the opportunity to request specific courses of interest and participate in extra-curricular activities as appropriate. Data is utilized to plan improvement of indicated areas. A College and Career Readiness coach is assigned to and offices at the campus. On-going activities in areas of types of colleges, tuition/fees associated with college, how to apply for loans/grants/scholarships are conducted by the CCR coach. Students will also explore careers as part one of the CTE elective courses. High school programs of choice information is provided to 8th grade students and parents by the counseling staff. Teaching staff utilizes district created Curriculum Frameworks that has been aligned to the TEKS of each course. A district wide scope and sequence is utilized to maintain pacing. Teacher learning (Flex days) are built into the district instructional calendar prior to the beginning of the year. 6th grade parents are invited to information sessions about the transition from elementary school to middle school and 6th grade students attend a "Jump Start" camp at the beginning of the year. WEB leaders (8th grade students) are available in the hallways the first week of school to assist 6th graders and new students.

School Processes & Programs Strengths

Relatively small campus with low staff turnover, established academic focus for students, clear expectations of content to be taught through curriculum frameworks, dedicated/protected PLC(Professional Learning Community) time, established leadership team with teacher leaders, and involved PTA.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on 21-22 discipline data through the 4th cycle, African American students make up 13% of the population, but make up 26% of discipline referrals and 28% of out of school suspensions. **Root Cause:** Although there was a focus on culturally responsive teaching in the 21-22 school year, SMS did not prioritize professional learning for all staff members.

Problem Statement 2 (Prioritized): Student attendance has not rebounded to pre COVID levels (19-20, 96.45%) even though by the 5th cycle of 21-22 COVID quarantines have been at an all time low. 21-22 5th cycle data shows a daily attendance average of 93.7% **Root Cause:** SMS has not emphasized daily attendance since the COVID 19 pandemic.

Perceptions

Perceptions Summary

New teachers at Stripling Middle School are assigned mentors, attend the district new teacher academy, and have scheduled mentor/mentee meetings supported by administration and the Instructional Coach. Communication devices used for all campus stakeholders are SMOREs(What's the Buzz newsletter), Social Media(Facebook, Twitter, Instagram), campus website and blackboard emails and callouts. Campus climate survey is administered to staff and students annually. Data is utilized to plan improvement of indicated areas. 6th grade parents are invited to information sessions about the transition from elementary school to middle school and 6th grade students attend a "Jump Start" camp at the beginning of the year. WEB leaders (8th grade students) are available in the hallways the first week of school to assist 6th graders and new students. WEB leaders continue to be a group of student leaders throughout the remainder of the year as well. Throughout the year, the campus hosts several family and community events.

Perceptions Strengths

Stripling has a relatively low staff turnover, high attendance of students and staff. Families from across FWISD seek out transfers to attend Stripling.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In a Fall 2021 self assessment through Panorama 43% of students identified being able to regulate their emotions. **Root Cause:** SMS has not prioritized professional learning and provided time within the school day for explicit social emotional learning.

Problem Statement 2 (Prioritized): In a Fall 2021 self assessment through Panorama 36% of students reported being attentive and engaged in their classes. **Root Cause:** SMS has not prioritized professional learning that builds teacher capacity for designing and implementing standards aligned engaging lessons while managing the impact of technological distractions .

Priority Problem Statements

Problem Statement 8: Enrollment has declined over the past 4 years decreasing from 740 to 484.

Root Cause 8: SMS has not prioritized recruitment and marketing the uniqueness of the campus.

Problem Statement 8 Areas: Demographics

Problem Statement 1: On MOY MAP growth for Math only 42% of the students met projected growth.

Root Cause 1: Although SMS has utilized the FWISD instructional framework, there has not been an emphasis on professional learning of high quality engaging strategies with multiple entry points with an emphasis on conceptual understanding and systematically providing formative assessments.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: Based on 21-22 discipline data through the 4th cycle, African American students make up 13% of the population, but make up 26% of discipline referrals and 28% of out of school suspensions.

Root Cause 3: Although there was a focus on culturally responsive teaching in the 21-22 school year, SMS did not prioritize professional learning for all staff members.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 5: In a Fall 2021 self assessment through Panorama 43% of students identified being able to regulate their emotions.

Root Cause 5: SMS has not prioritized professional learning and provided time within the school day for explicit social emotional learning.

Problem Statement 5 Areas: Perceptions

Problem Statement 2: On MOY MAP growth for Reading only 57% of the students met projected growth.

Root Cause 2: Although SMS has utilized the FWISD instructional framework, there has not been an emphasis on professional learning of high quality engaging strategies and checks for understanding.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: Student attendance has not rebounded to pre COVID levels (19-20, 96.45%) even though by the 5th cycle of 21-22 COVID quarantines have been at an all time low. 21-22 5th cycle data shows a daily attendance average of 93.7%

Root Cause 4: SMS has not emphasized daily attendance since the COVID 19 pandemic.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 6: In a Fall 2021 self assessment through Panorama 36% of students reported being attentive and engaged in their classes.

Root Cause 6: SMS has not prioritized professional learning that builds teacher capacity for designing and implementing standards aligned engaging lessons while managing the impact of technological distractions .

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Students scoring meets or above on STAAR Math has declined from 39% to 19% from 2019 to 2021.

Root Cause 7: Although SMS has utilized the FWISD instructional framework, there has not been an emphasis on professional learning of high quality engaging strategies and checks for understanding.

Problem Statement 7 Areas: Student Learning

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

Accountability Data

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

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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

District Goals

Revised/Approved: September 27, 2022

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 54% to 60% by May 2023.

Increase the percentage of Special Ed students who meet or exceed projected growth on MAP Growth Reading from 41% to 46% by May 2023.

Strategy 1: Improve the quality of Tier I instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

Staff Responsible for Monitoring: Instructional Leadership team





ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Select instructional strategies to be implemented campus wide, develop professional learning modules, purchase resources necessary (books, manipulatives, etc), and calendar professional development for teachers on the implementation of the selected best practices.</p> <p>Intended Audience: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 1</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Funding Sources: supplies - Title I (211) - 211-11-6399-04N-058-30-510-000000-23F10 - \$6,000, Professional books - Title I (211) - 211-13-6329-04N-058-30-510-000000-23F10 - \$1,800</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, walkthrough feedback form, etc.)</p> <p>Intended Audience: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 1</p> <p>Provider / Presenter / Person Responsible: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Deliver professional development centered around campus wide instructional strategies.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: September 1</p> <p>Provider / Presenter / Person Responsible: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Use embedded PLC time to further build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, analyzing student work, and professional learning.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: ongoing</p> <p>Provider / Presenter / Person Responsible: Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: Plan and provide substitutes for core departments to analyze student performance data, and develop action plans.</p> <p>Intended Audience: core teachers</p> <p>Date(s) / Timeframe: after major assessments</p> <p>Provider / Presenter / Person Responsible: Instructional coach</p> <p>Funding Sources: Substitutes - Title I (211) - 211-11-6112-0PD-058-30-510-000000-23F10 - \$9,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p>Action Step 6: Learning walks will be completed by teachers each 6 weeks to identify successes and gaps in implementation of instructional strategies.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: each 6 weeks</p> <p>Provider / Presenter / Person Responsible: Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 7 Details	Reviews			
Action Step 7: Attend professional conferences to enhance best practices including Texas ASCD, AMLE and Making Middle School Matter. Intended Audience: teachers, counselors, administration Date(s) / Timeframe: ongoing Provider / Presenter / Person Responsible: Administration	Formative			Summative
	Nov	Jan	Mar	June
Action Step 8 Details	Reviews			
Action Step 8: Purchase library books. Intended Audience: All Students Date(s) / Timeframe: ongoing Provider / Presenter / Person Responsible: Librarian Funding Sources: library books - Title I (211) - 211-12-6329-04N-058-30-510-000000-23F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: On MOY MAP growth for Reading only 57% of the students met projected growth. Root Cause: Although SMS has utilized the FWISD instructional framework, there has not been an emphasis on professional learning of high quality engaging strategies and checks for understanding.
Perceptions
Problem Statement 2: In a Fall 2021 self assessment through Panorama 36% of students reported being attentive and engaged in their classes. Root Cause: SMS has not prioritized professional learning that builds teacher capacity for designing and implementing standards aligned engaging lessons while managing the impact of technological distractions .

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 90% to 95% by May 2023.
 Increase the percentage of Economically Disadvantaged students who score at meets or above in English 1 from 71% to 80% by May 2023.

Strategy 1: Improve the quality of Tier I instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

Staff Responsible for Monitoring: Instructional Leadership team





ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Select instructional strategies to be implemented campus wide, develop professional learning modules, purchase resources necessary (books, manipulatives, etc), and calendar professional development for teachers on the implementation of the selected best practices.</p> <p>Intended Audience: Instructional Leadership Team Date(s) / Timeframe: August 1 Provider / Presenter / Person Responsible: Principal</p> <p>Funding Sources: supplies - Title I (211) - 211-11-6399-04N-058-30-510-000000-23F10 - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, walkthrough feedback form, etc.)</p> <p>Intended Audience: Instructional Leadership Team Date(s) / Timeframe: August 1 Provider / Presenter / Person Responsible: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Deliver professional development centered around campus wide instructional strategies. Intended Audience: Teachers Date(s) / Timeframe: September 1 Provider / Presenter / Person Responsible: Administration	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Use embedded PLC time to further build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, analyzing student work, and professional learning. Intended Audience: Teachers Date(s) / Timeframe: ongoing Provider / Presenter / Person Responsible: Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Plan and provide substitutes for core departments to analyze student performance data, and develop action plans. Intended Audience: core teachers Date(s) / Timeframe: after major assessments Provider / Presenter / Person Responsible: Instructional coach	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Learning walks will be completed by teachers each 6 weeks to identify successes and gaps in implementation of instructional strategies. Intended Audience: Teachers Date(s) / Timeframe: each 6 weeks Provider / Presenter / Person Responsible: Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June

Action Step 7 Details	Reviews			
<p>Action Step 7: Attend professional conferences to enhance best practices including Texas ASCD, AMLE and Making Middle School Matter.</p> <p>Intended Audience: teachers, counselors, administration</p> <p>Date(s) / Timeframe: ongoing</p> <p>Provider / Presenter / Person Responsible: Administration</p> <p>Funding Sources: Travel to conferences - Title I (211) - 211-31-6411-04N-058-30-510-000000-23F10 - \$2,000 , Travel to conferences - Title I (211) - 211-23-6411-04N-058-30-510-000000-23F10 - \$6,000, Travel to conferences - Title I (211) - 211-13-6411-04N-058-30-510-000000-23F10 - \$19,000, subs for travel - Title I (211) - 211-11-6112-0PD-058-30-510-000000-23F10 - \$3,600</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: On MOY MAP growth for Reading only 57% of the students met projected growth. Root Cause: Although SMS has utilized the FWISD instructional framework, there has not been an emphasis on professional learning of high quality engaging strategies and checks for understanding.</p>

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 61% to 65% by May 2023.

Increase the percentage of African American students who meet or exceed projected growth on MAP Growth Mathematics from 53% to 58% by May 2023.

Strategy 1: Improve the quality of Tier I instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

Staff Responsible for Monitoring: Instructional Leadership team

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Select instructional strategies to be implemented campus wide, develop professional learning modules, purchase resources necessary (books, manipulatives, etc), and calendar professional development for teachers on the implementation of the selected best practices.</p> <p>Intended Audience: Instructional Leadership Team Date(s) / Timeframe: August 1 Provider / Presenter / Person Responsible: Principal</p> <p>Funding Sources: supplies - SCE (199 PIC 24) - 199-11-6399-001-058-24-273-000000- - \$6,018</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, walkthrough feedback form, etc.)</p> <p>Intended Audience: Instructional Leadership Team Date(s) / Timeframe: August 1 Provider / Presenter / Person Responsible: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Deliver professional development centered around campus wide instructional strategies. Intended Audience: Teachers Date(s) / Timeframe: September 1 Provider / Presenter / Person Responsible: Administration	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Use embedded PLC time to further build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, analyzing student work, and professional learning. Intended Audience: Teachers Date(s) / Timeframe: ongoing Provider / Presenter / Person Responsible: Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Plan and provide substitutes for core departments to analyze student performance data, and develop action plans. Intended Audience: core teachers Date(s) / Timeframe: after major assessments Provider / Presenter / Person Responsible: Instructional coach	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Learning walks will be completed by teachers each 6 weeks to identify successes and gaps in implementation of instructional strategies. Intended Audience: Teachers Date(s) / Timeframe: each 6 weeks Provider / Presenter / Person Responsible: Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
Action Step 7 Details	Reviews			
Action Step 7: Attend professional conferences to enhance best practices including Texas ASCD, AMLE and Making Middle School Matter. Intended Audience: teachers, counselors, administration Date(s) / Timeframe: ongoing Provider / Presenter / Person Responsible: Administration	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: On MOY MAP growth for Math only 42% of the students met projected growth. **Root Cause:** Although SMS has utilized the FWISD instructional framework, there has not been an emphasis on professional learning of high quality engaging strategies with multiple entry points with an emphasis on conceptual understanding and systematically providing formative assessments.

Perceptions

Problem Statement 2: In a Fall 2021 self assessment through Panorama 36% of students reported being attentive and engaged in their classes. **Root Cause:** SMS has not prioritized professional learning that builds teacher capacity for designing and implementing standards aligned engaging lessons while managing the impact of technological distractions .

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 65% to 70% by May 2023. Increase the percentage of Economically Disadvantaged students who score at MEETS or above in Algebra 1 from 54% to 60% by May 2023.

Strategy 1: Improve the quality of Tier I instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.





Staff Responsible for Monitoring: Instructional Leadership Team

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Select instructional strategies to be implemented campus wide, develop professional learning modules, purchase resources necessary (books, manipulatives, etc), and calendar professional development for teachers on the implementation of the selected best practices.</p> <p>Intended Audience: Instructional Leadership Team Date(s) / Timeframe: August 1 Provider / Presenter / Person Responsible: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, walkthrough feedback form, etc.)</p> <p>Intended Audience: Instructional Leadership Team Date(s) / Timeframe: August 1 Provider / Presenter / Person Responsible: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Deliver professional development centered around campus wide instructional strategies.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: September 1 Provider / Presenter / Person Responsible: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: Use embedded PLC time to further build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, analyzing student work, and professional learning. Intended Audience: Teachers Date(s) / Timeframe: ongoing Provider / Presenter / Person Responsible: Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Plan and provide substitutes for core departments to analyze student performance data, and develop action plans. Intended Audience: core teachers Date(s) / Timeframe: after major assessments Provider / Presenter / Person Responsible: Instructional coach	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Learning walks will be completed by teachers each 6 weeks to identify successes and gaps in implementation of instructional strategies. Intended Audience: Teachers Date(s) / Timeframe: each 6 weeks Provider / Presenter / Person Responsible: Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
Action Step 7 Details	Reviews			
Action Step 7: Attend professional conferences to enhance best practices including Texas ASCD, AMLE Lead4ward, and Making Middle School Matter. Intended Audience: teachers, counselors, administration Date(s) / Timeframe: ongoing Provider / Presenter / Person Responsible: Administration	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: On MOY MAP growth for Math only 42% of the students met projected growth. Root Cause: Although SMS has utilized the FWISD instructional framework, there has not been an emphasis on professional learning of high quality engaging strategies with multiple entry points with an emphasis on conceptual understanding and systematically providing formative assessments.</p>

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 50% to 55% by May 2023.

Increase the percentage of Emergent Bilingual students scoring at MEETS or above on STAAR Reading from 38% to 43% by May 2023.

Strategy 1: Improve the quality of Tier I instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.5

- **ESF Levers:**

Lever 5: Effective Instruction

- **Results Driven Accountability**

Problem Statements: Student Learning 2 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Select instructional strategies to be implemented campus wide, develop professional learning modules, purchase resources necessary (books, manipulatives, etc), and calendar professional development for teachers on the implementation of the selected best practices.</p> <p>Intended Audience: Instructional Leadership Team Date(s) / Timeframe: August 1 Provider / Presenter / Person Responsible: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Select instructional strategies to be implemented campus wide, develop professional learning modules, purchase resources necessary (books, manipulatives, etc), and calendar professional development for teachers on the implementation of the selected best practices.</p> <p>Intended Audience: Instructional Leadership Team Date(s) / Timeframe: August 1 Provider / Presenter / Person Responsible: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p>Action Step 3: Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, walkthrough feedback form, etc.)</p> <p>Intended Audience: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 1</p> <p>Provider / Presenter / Person Responsible: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Deliver professional development centered around campus wide instructional strategies.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: September 1</p> <p>Provider / Presenter / Person Responsible: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: Use embedded PLC time to further build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, analyzing student work, and professional learning.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: ongoing</p> <p>Provider / Presenter / Person Responsible: Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p>Action Step 6: Plan and provide substitutes for core departments to analyze student performance data, and develop action plans.</p> <p>Intended Audience: core teachers</p> <p>Date(s) / Timeframe: after major assessments</p> <p>Provider / Presenter / Person Responsible: Instructional coach</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 7 Details	Reviews			
<p>Action Step 7: Learning walks will be completed by teachers each 6 weeks to identify successes and gaps in implementation of instructional strategies.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: each 6 weeks</p> <p>Provider / Presenter / Person Responsible: Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 8 Details	Reviews			
Action Step 8: Attend professional conferences to enhance best practices including Texas ASCD, AMLE , Lead4ward, and Making Middle School Matter. Intended Audience: teachers, counselors, administration Date(s) / Timeframe: ongoing Provider / Presenter / Person Responsible: Administration	Formative			Summative
	Nov	Jan	Mar	June
Action Step 9 Details	Reviews			
Action Step 9: Purchase 7 Steps to a Language Rich Interactive Classroom books and identify highest leverage strategies. Intended Audience: Teachers Date(s) / Timeframe: End of September Provider / Presenter / Person Responsible: administration, instructional coach Funding Sources: 7 Steps books - BEA (199 PIC 25) - 199-13-6329-001-058-25-273-000000 - \$966	Formative			Summative
	Nov	Jan	Mar	June
Action Step 10 Details	Reviews			
Action Step 10: Provide tutorials outside of the school day to students who need additional interventions. Date(s) / Timeframe: by August 1 Provider / Presenter / Person Responsible: administration/teachers Funding Sources: Extra Duty Tutoring - Title I (211) - 211-11-6116-04N-058-30-510-000000-23F10 - \$18,000	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: On MOY MAP growth for Reading only 57% of the students met projected growth. Root Cause: Although SMS has utilized the FWISD instructional framework, there has not been an emphasis on professional learning of high quality engaging strategies and checks for understanding.
Perceptions
Problem Statement 2: In a Fall 2021 self assessment through Panorama 36% of students reported being attentive and engaged in their classes. Root Cause: SMS has not prioritized professional learning that builds teacher capacity for designing and implementing standards aligned engaging lessons while managing the impact of technological distractions .

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 30% to 35% by May 2023.

Increase the percentage of Emergent Bilingual students scoring at MEETS or above on STAAR Math from 13% to 18% by May 2023.

Strategy 1: Improve the quality of Tier I instruction for all students through developing systems that explicitly monitor instructional delivery including alignment, engagement, student voice, and checks for understanding at a rigorous level.

Staff Responsible for Monitoring: Instructional Leadership Team





ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 3 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Select instructional strategies to be implemented campus wide, develop professional learning modules, purchase resources necessary (books, manipulatives, etc), and calendar professional development for teachers on the implementation of the selected best practices.</p> <p>Intended Audience: Instructional Leadership Team Date(s) / Timeframe: August 1 Provider / Presenter / Person Responsible: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Select instructional strategies to be implemented campus wide, develop professional learning modules, purchase resources necessary (books, manipulatives, etc), and calendar professional development for teachers on the implementation of the selected best practices.</p> <p>Intended Audience: Instructional Leadership Team Date(s) / Timeframe: August 1 Provider / Presenter / Person Responsible: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Develop resources that will help monitor implementation and provide feedback to teachers (lesson plan format that includes where the instructional strategies will occur within the FWISD Instructional Framework, walkthrough feedback form, etc.) Intended Audience: Instructional Leadership Team Date(s) / Timeframe: August 1 Provider / Presenter / Person Responsible: Principal	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Deliver professional development centered around campus wide instructional strategies. Intended Audience: Teachers Date(s) / Timeframe: September 1 Provider / Presenter / Person Responsible: Administration	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Use embedded PLC time to further build teacher capacity around rigorous student engagement by problem-solving, planning, practicing delivery, analyzing student work, and professional learning. Intended Audience: Teachers Date(s) / Timeframe: ongoing Provider / Presenter / Person Responsible: Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Plan and provide substitutes for core departments to analyze student performance data, and develop action plans. Intended Audience: core teachers Date(s) / Timeframe: after major assessments Provider / Presenter / Person Responsible: Instructional coach	Formative			Summative
	Nov	Jan	Mar	June
Action Step 7 Details	Reviews			
Action Step 7: Learning walks will be completed by teachers each 6 weeks to identify successes and gaps in implementation of instructional strategies. Intended Audience: Teachers Date(s) / Timeframe: each 6 weeks Provider / Presenter / Person Responsible: Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June

Action Step 8 Details	Reviews			
Action Step 8: Attend professional conferences to enhance best practices including Texas ASCD, AMLE, Lead4ward, and TASSP Making Middle School Matter. Intended Audience: teachers, counselors, administration Date(s) / Timeframe: ongoing Provider / Presenter / Person Responsible: Administration	Formative			Summative
	Nov	Jan	Mar	June
Action Step 9 Details	Reviews			
Action Step 9: Purchase 7 Steps to a Language Rich Interactive Classroom books and identify highest leverage strategies. Intended Audience: Teachers Date(s) / Timeframe: End of September Provider / Presenter / Person Responsible: administration, instructional coach	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Students scoring meets or above on STAAR Math has declined from 39% to 19% from 2019 to 2021. Root Cause: Although SMS has utilized the FWISD instructional framework, there has not been an emphasis on professional learning of high quality engaging strategies and checks for understanding.
Perceptions
Problem Statement 2: In a Fall 2021 self assessment through Panorama 36% of students reported being attentive and engaged in their classes. Root Cause: SMS has not prioritized professional learning that builds teacher capacity for designing and implementing standards aligned engaging lessons while managing the impact of technological distractions .

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 31% to 15% by May 2023.

Strategy 1: Align and leverage programs , resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

ESF Levers:


Lever 3: Positive School Culture


Problem Statements: School Processes & Programs 2 - Perceptions 2


Action Step 1 Details	Reviews			
Action Step 1: Schedule and convene Attendance Committee meetings the week following each marking period to identify students below the 90% attendance threshold. Date(s) / Timeframe: Each 6 weeks Provider / Presenter / Person Responsible: Administration	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Schedule team pullout days (with subs) and develop a standard meeting agenda which will include analysis of student data (grades, attendance, discipline), parent conferences, SST referrals, parent phone calls, home visits. Intended Audience: Teachers, Counselors,Administration Date(s) / Timeframe: Every 6 weeks Provider / Presenter / Person Responsible: Administration, team lead Funding Sources: Substitutes - Title I (211) - 211-11-6112-0PD-058-30-510-000000-23F10 - \$9,500	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Schedule and monitor attendance recovery opportunities for students who fall below 90%. Intended Audience: Students Date(s) / Timeframe: ongoing	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: administration

Funding Sources: attendance recovery - Title I (211) - 211-11-6116-04N-058-30-510-000000-23F10 - \$1,920

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

School Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: Student attendance has not rebounded to pre COVID levels (19-20, 96.45%) even though by the 5th cycle of 21-22 COVID quarantines have been at an all time low. 21-22 5th cycle data shows a daily attendance average of 93.7% **Root Cause:** SMS has not emphasized daily attendance since the COVID 19 pandemic.

Perceptions

Problem Statement 2: In a Fall 2021 self assessment through Panorama 36% of students reported being attentive and engaged in their classes. **Root Cause:** SMS has not prioritized professional learning that builds teacher capacity for designing and implementing standards aligned engaging lessons while managing the impact of technological distractions .

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.





School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 575 to 400 by May 2023.
Decrease the number of discipline referrals by school personnel for Hispanic students from 289 to 189 by May 2023.

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Schedule and convene bi-weekly SST meetings to identify students with the greatest needs, assign caseloads, and create a plan for followup. Intended Audience: Teachers, Counselors, Administration Date(s) / Timeframe: bi-weekly Provider / Presenter / Person Responsible: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Schedule team pullout days (with subs) and develop a standard meeting agenda which will include analysis of student data (grades, attendance, discipline), parent conferences, SST referrals, parent phone calls, home visits, and professional development on culturally responsive instruction. Intended Audience: Teachers, Counselors, Administration Date(s) / Timeframe: each 6 weeks Provider / Presenter / Person Responsible: administration, team lead</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Student attendance has not rebounded to pre COVID levels (19-20, 96.45%) even though by the 5th cycle of 21-22 COVID quarantines have been at an all time low. 21-22 5th cycle data shows a daily attendance average of 93.7% Root Cause: SMS has not emphasized daily attendance since the COVID 19 pandemic.</p>

Perceptions

Problem Statement 2: In a Fall 2021 self assessment through Panorama 36% of students reported being attentive and engaged in their classes. **Root Cause:** SMS has not prioritized professional learning that builds teacher capacity for designing and implementing standards aligned engaging lessons while managing the impact of technological distractions .

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.





School Performance Objective 3: Decrease the number of in and out-of-school suspensions for African American students from 40% to 30% by May 2023.

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1 - Perceptions 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Schedule team pullout days (with subs) and develop a standard meeting agenda which will include analysis of student data (grades, attendance, discipline), parent conferences, SST referrals, parent phone calls, home visits, and professional development on culturally responsive instruction.</p> <p>Intended Audience: Teachers, Counselors, Administration</p> <p>Date(s) / Timeframe: each 6 weeks</p> <p>Provider / Presenter / Person Responsible: administration, team lead</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Schedule and convene bi-weekly SST meetings to identify students with the greatest needs, assign caseloads, and create a plan for followup.</p> <p>Intended Audience: Teachers, Counselors, Administration</p> <p>Date(s) / Timeframe: bi-weekly</p> <p>Provider / Presenter / Person Responsible: administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Based on 21-22 discipline data through the 4th cycle, African American students make up 13% of the population, but make up 26% of discipline referrals and 28% of out of school suspensions. Root Cause: Although there was a focus on culturally responsive teaching in the 21-22 school year, SMS did not prioritize professional learning for all staff members.</p>

Perceptions

Problem Statement 1: In a Fall 2021 self assessment through Panorama 43% of students identified being able to regulate their emotions. **Root Cause:** SMS has not prioritized professional learning and provided time within the school day for explicit social emotional learning.

Problem Statement 2: In a Fall 2021 self assessment through Panorama 36% of students reported being attentive and engaged in their classes. **Root Cause:** SMS has not prioritized professional learning that builds teacher capacity for designing and implementing standards aligned engaging lessons while managing the impact of technological distractions .

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 2 to 4 by May 2023.

Strategy 1: Convene a committee of stakeholders to plan, promote and implement high-impact family engagement activities and events for the school year.





Staff Responsible for Monitoring: Family Engagement Specialist

Title I:

4.1, 4.2

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: By August 31, convene stakeholders to identify at least 4 family engagement events to support and promote this school year. Date(s) / Timeframe: August 31 Provider / Presenter / Person Responsible: administration	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Develop a communication and promotion plan for targeted activities and events for the school year. Date(s) / Timeframe: ongoing Provider / Presenter / Person Responsible: administration Funding Sources: snacks for events - Parent Engagement - 211-61-6499-04L-058-30-510-000000-23F10 - \$700, supplies for activities - Parent Engagement - 211-61-6399-04L-058-30-510-000000-23F10 - \$1,291.50	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Monitor event attendance data. Date(s) / Timeframe: at each event Provider / Presenter / Person Responsible: administration, FES	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: After each event, gather stakeholder and family feedback for assessment and future planning. Date(s) / Timeframe: within a week of each event Provider / Presenter / Person Responsible: administration	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Enrollment has declined over the past 4 years decreasing from 740 to 484. Root Cause: SMS has not prioritized recruitment and marketing the uniqueness of the campus.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment for 2022-2023 was completed in the spring of 2022 by various stakeholders including teachers/staff, parents, and administrators. The site-based decision-making committee reviewed the problem statements and root causes and prioritized them for the 2022-2023 campus improvement plan.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The 2022-2023 campus improvement plan was developed with teacher/staff, parent, and administrative input. The site-based decision-making committee finalized and approved the plan during the September 2022 meeting.

2.2: Regular monitoring and revision

The campus improvement plan is regularly monitored by staff during faculty meetings and is reviewed by the site-based decision-making committee during the six required meetings each school year.

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

The school board-approved campus improvement plan is located on the campus web page for parents and the community to view. Acronyms and educational jargon are defined to make content understandable to laypersons.

2.4: Opportunities for all children to meet State standards

Fort Worth ISD and Stripling Middle School strive for high-quality tier 1 instruction for all students. Students are provided daily opportunities to access and master grade-level standards and are provided targeted assistance when mastery is not achieved. Students with disabilities are educated in the least restrictive environment as determined by their individual educational plans.

2.5: Increased learning time and well-rounded education

Students who are not meeting standards in English language arts and math are scheduled in double-blocked classes to provide more time to access and master grade-level standards. Students are provided multiple opportunities to attend tutorials throughout the year when targeted interventions are needed. We provide a well-rounded education where students have opportunities to explore various elective interests while maintaining appropriate blocks of time for core content instruction.

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

Students who are not meeting standards in English language arts and math are scheduled in double-blocked classes to provide more time to access and master grade-level standards. Students are provided multiple opportunities to attend tutorials throughout the year when targeted interventions are needed. We provide a well-rounded education where students have opportunities to explore various elective interests while maintaining appropriate blocks of time for core content instruction.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The campus improvement plan is evaluated annually by the site-based decision-making committee to determine progress toward yearly goals.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is distributed during our fall Title I meeting and Open House. Input is sought to further improve the current plan.

4.2: Offer flexible number of parent involvement meetings

Stripling Middle School offers a variety of parent meetings typically combined with opportunities to showcase students to encourage greater participation.

5. Targeted Assistance Schools Only

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	supplies	Supplies and materials for instructional use	211-11-6399-04N-058-30-510-000000-23F10	\$6,000.00
1	1	1	1	Professional books	Reading materials for professional development	211-13-6329-04N-058-30-510-000000-23F10	\$1,800.00
1	1	1	5	Substitutes	Subs for professional development	211-11-6112-0PD-058-30-510-000000-23F10	\$9,500.00
1	1	1	8	library books	Reading materials for library use	211-12-6329-04N-058-30-510-000000-23F10	\$5,000.00
1	2	1	1	supplies	Supplies and materials for instructional use	211-11-6399-04N-058-30-510-000000-23F10	\$6,000.00
1	2	1	7	Travel to conferences	Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-058-30-510-000000-23F10	\$19,000.00
1	2	1	7	Travel to conferences	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-058-30-510-000000-23F10	\$6,000.00
1	2	1	7	subs for travel	Subs for professional development	211-11-6112-0PD-058-30-510-000000-23F10	\$3,600.00
1	2	1	7	Travel to conferences	Travel for Counselor (PD)	211-31-6411-04N-058-30-510-000000-23F10	\$2,000.00
3	1	1	10	Extra Duty Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-058-30-510-000000-23F10	\$18,000.00
4	1	1	2	Substitutes	Subs for professional development	211-11-6112-0PD-058-30-510-000000-23F10	\$9,500.00
4	1	1	3	attendance recovery	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-058-30-510-000000-23F10	\$1,920.00
Sub-Total							\$88,320.00
Budgeted Fund Source Amount							\$88,320.00
+/- Difference							\$0.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	supplies	Supplies and materials for instructional use	199-11-6399-001-058-24-273-000000-	\$6,018.00
Sub-Total							\$6,018.00
Budgeted Fund Source Amount							\$6,018.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2	snacks for events	Snacks for Parents to promote participation	211-61-6499-04L-058-30-510-000000-23F10	\$700.00
4	4	1	2	supplies for activities	Supplies and materials for parental involvement	211-61-6399-04L-058-30-510-000000-23F10	\$1,291.50
Sub-Total							\$1,991.50
Budgeted Fund Source Amount							\$1,991.50
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	9	7 Steps books	Reading materials for professional development	199-13-6329-001-058-25-273-000000	\$966.00
Sub-Total							\$966.00
Budgeted Fund Source Amount							\$966.00
+/- Difference							\$0.00
Grand Total Budgeted							\$97,295.50
Grand Total Spent							\$97,295.50
+/- Difference							\$0.00

Addendums



Fort Worth
INDEPENDENT SCHOOL DISTRICT

W.C. Stripling Middle School #058

2100 clover lane, Fort Worth, Texas 76107

Phone#817-815-1300 fax# 817-815-1350

Contrato de Padres

ACUERDO ESCOLAR:

- Todo el personal escolar compartirá la responsabilidad de mejorar el rendimiento Estudiantil; por lo tanto, haremos lo siguiente:
- Mantener conferencias padres/maestros.
- Enviar un informe con frecuencia a los padres sobre el progreso de su hijo (a).
- Proporcionar oportunidades para que los padres se ofrezcan como voluntarios y participen en las clases de su hijo(a) y observen las actividades de la clase.
- Proporcionar un ambiente propicio para el aprendizaje.
- Respetar al estudiante, a sus padres y a las diversas culturas de la escuela.

Firma de la Escuela/Maestro _____ Fecha: _____

ACUERDO DE PADRE/GUARDIAN:

- Yo quiero que mi hijo(a) alcance su máximo potencial académico, por lo tanto, hare lo siguiente para apoyar a mi hijo a su aprendizaje:
- Tener comunicación con la escuela de mi hijo, incluyendo conferencias de padres-maestros y voluntaria me en su salón de clases.
- Mirar que mi hijo(a) asista con regularidad y sea puntual. Apoyar a todo el personal de la escuela y respetar las diferentes culturas de otros. Establecer un tiempo y lugar para tareas y revisar con regularidad televisión y películas que estén viendo.
- Ayudar a hacer un tiempo de uso positivo del tiempo extracurricular.

Firma del Padre/Guardián _____ Fecha: _____

ACUERDO DEL ESTUDIANTE:

- Es importante que hare lo mejor que pueda; por lo tanto, hare lo siguiente:
- Asistir a la escuela a tiempo con mi tarea complete y tener los útiles que necesito.
- Siempre tratare de trabajar lo mejor que pueda. Creo que aprendí y aprenderé.
- Cumplir con las reglas de conducta de mi escuela.
- Mostrar respeto por mi escuela, por mí mismo, por otros estudiantes, y tener en cuenta las diferencias culturales.

Firma Del Estudiantes _____ Fecha: _____



W.C Stripling Middle School

2100 Clover Lane, Fort Worth, Texas 76107

Phone#817-815-1300 fax#817-815-1350

Parent Compact

SCHOOL AGREEMENT:

- The entire school staff will share the responsibility for improved student achievement; therefore we will do the following:
- Hold parent/teacher conferences.
- Send frequent reports to parents on their child's progress.
- Provide opportunities for parents to volunteer and participate in their child's class and observe classroom activities.
- Provide an environment conducive to learning.
- Respect the student, their parents and the diverse culture of the school.

School/Teacher Signature _____ Date: _____

PARENT/GUARDIAN AGREEMENT:

- I want my child to reach his/her full academic potential, therefore I will do the following to support my child's learning:
- Have on-going communication with my child's school; including parent-teacher conferences and volunteering in the classroom.
- See that my child attends school regularly and is punctual. Supports the school staff and respects cultural differences of others. Establishes a time and place for homework and checks it regularly. Monitor television and movie viewing.
- Will help to make positive use of extracurricular time.

Parent/Guardian Signature _____ Date: _____

STUDENT AGREEMENT:

- It is important that I do the best that I can; therefore I will do the following:
- Come to school each day on time with my homework completed and have the supplies that I need.
- Always try to work to the best of my ability. Believe that I can learn and I will learn.
- Conform to the rules of conduct at my school.
- Show respect for my school, myself, other students, and have consideration for cultural differences.

Student Signature _____ Date: _____



W.C. Stripling Middle School

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Parent Policy

Statement of Purpose

The purpose of Stripling Middle School parent involvement policy is to create a positive learning environment that is supportive and collaborative for all students, parents, and the community. Therefore, parental involvement activities are scheduled throughout the school year to foster this collaboration. Many of these activities will focus on the improvement of student achievement socially and academically. As a result, learning strategies will be shared with parents in order to improve student achievement and address the needs of all students.

Developing the Policy

The Parent Involvement Policy is developed and reviewed annually by the Site Based Decision Making Team (SBDM). This team consists of a group of parents and campus staff that meet to plan, implement, and review the policy. Meetings are conducted on the school campus at a convenient time for parents.

Annual Meeting

In order to ensure parent participation during the annual meeting, this meeting will be conducted at the beginning of the year. During this meeting, school test data, parental involvement activities, school curriculum and school procedures will be shared. In addition, parents will be given an opportunity to make suggestions regarding improving parent participation in parental activities.

School-Parent Compact

A School-Parent Compact for each student will be given to students before the Annual Meeting. The School-Parent Compact will be explained during the Annual Meeting to the parents and request the parents and students' signatures during this meeting. New students will receive the Compacts during enrollment, as it will be added to the enrollment packet. All compacts will be maintained in the office files during the school year. It will also be available to parents on the campus website.

Programs and the School Community

During each parental involvement activity, surveys will be issued to the parents to determine the overall effectiveness of that particular activity. Parents will also be given an opportunity to place their suggestions in writing. The analysis of these surveys and



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Compromiso de Padres

Declaración de Propósito

El propósito de la declaración de los padres de Stripling Middle School es crear un ambiente de aprendizaje positivo que sea de apoyo y colaboración para todos los estudiantes, padres y la comunidad. Por lo tanto, las actividades de participación de los padres están programadas a lo largo del año escolar para fomentar esta colaboración. Muchas de esas actividades se enfocarán en la mejora del rendimiento estudiantil social y académico. Como resultado, las estrategias de aprendizaje se compartirán con los pares a fin de mejorar el rendimiento estudiantil y atender las necesidades de todos los estudiantes.

Desarrollando la Política

La política de participación de los padres es desarrollada y revisada anualmente por el equipo de toma de decisiones basado en el sitio. (SBDM) Este equipo consta de un grupo de padres y personal del campus que se reúnen para planificar, implementar y revisar la política. Las reuniones se llevan a cabo en el campus de la escuela en un momento conveniente para los padres.

Reunión Anual

Con el fin de asegurar la participación de los padres durante la reunión anual, esta reunión se llevará a cabo como a principios de año. Durante esta reunión, se compartirá los datos de las pruebas escolares, las actividades de participación de los padres, el plan de estudios y los procedimientos escolares. Además, los padres tendrán la oportunidad de hacer sugerencias sobre como mejorar la participación de los padres en las actividades.

Compromiso entre la escuela y los padres

Se les dara a los estudiante un acuerdo de la escuela y los padres antes de la reunion anual. El acuerdo entre la escuela y los padres se les explicara durante la reunion anual a los padres y se solicitaran las firma de los padres y los estudiantes durante esta reunión. Los nuevos estudiantes recibirán el acuerdo durante la inscripción, ya que se agregará al paquete de inscripción. Todos los acuerdos se mantendrán en los archivos de la oficina durante el año escolar. También estará disponible para los padres en el sitio web del la escuela.