

Stamford Independent School District
Stamford Middle School
2022-2023 Campus Improvement Plan



Mission Statement

Stamford ISD shares responsibility with families and the community in providing each child with the maximum opportunities for a complete education so he/she may be successful in life. Stamford ISD will spend the time and resources, and effort to provide an environment conducive to learning so that each child shall become a productive member of society. We have the philosophy that "ALL CHILDREN CAN LEARN" and that each child has the potential to benefit our future.

Vision

SMS vision is that all teachers/parents/and students will communicate to build a cooperative learning environment. SMS strives to make its educational classroom setting creative, enjoyable, higher order thinking driven lessons, and a setting that is real world applicable.

Value Statement

Striving For Excellence; Every student, Every Day

Chant: SMS we are the Best GO DAWGS GO!!!!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stamford Middle School has a total enrollment of 135 students in grade levels 6-8. The campus ethnicity and race distribution is as follows: 40% White, 51% Hispanic, 4% African American, .06% Multi Racial, 1% Asian, and .006% American Indian. The middle school has a 14% Special Education population. Stamford Middle School has approximately 64.63% Economically Disadvantaged students, this number is holding steady from several of the previous years. The middle school also has a 44% At Risk population which is on trend with other rural schools in the area. As most small rural schools the numbers per grade level fluctuate anywhere within an approximate 5 students at any given time. Currently our numbers are 30 Sixth grade, 41 Seventh grade, and 50 in a eighth grade. Due to small numbers our percentages of ethnicity can be skewed from one school year to the next making huge impacts on subgroup scores.

Attendance rates are comparable throughout all ethnic groups and Stamford Middle School strives to maintain a 96% or higher rate.

Our professional staff demographics do not align with our student demographics, but our teachers know the needs of our students and their backgrounds. Middle School teachers are all qualified in their fields and meet the state certified standards.

Demographics Strengths

Stamford Middle School serves a diverse population of students. We continue to grow as a diverse community, recognizing the many cultures and traditions that come with that diversity. We look to our staff to celebrate the diversity of cultures in their teaching and in their teaching and in the activities we

provide to enhance the educational opportunities of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The increased mobility rate of our student population brings about the need for us to find unique ways to insure that our students are ready to learn when they step into our classrooms. **Root Cause:** Static home situations and self control issues interfere with the student being able to learn.

Student Achievement

Student Achievement Summary

6th grade Math up 7 pts

6th grade Reading down 11 pts

7th reading up 20 pts

7th Math up 17 pts

8th grade Reading down 3 pts, but above estate average

ALGEBRA 100% PASSING

Made 10 percent growth 19-21 and we maintained that growth 21-22.

C+ campus from F rating in 2019

Finished state IR process C+

Student Achievement Strengths

After breaking down the Spring 2022 STAAR data, Stamford Middle School we were an IR campus. After the work of Region 14 and our teachers this past year we are a C+ rating.

School Culture and Climate

School Culture and Climate Summary

Based on staff and parent survey, we feel as though we have an excellent school culture and climate established at Stamford Middle School. We strive to create an environment in which students wish to be a part of our educational activities, our school family, and a campus they want to learn in.

School Culture and Climate Strengths

SMS has a very high rate of all students participating in extracurricular activities. This ranges from athletics, band, 4H, FFA, UIL academics, cheerleading, G/T, etc. The overall percentage would be close to 95%+ for these activities. We are very successful in all above listed areas and our students/parents/ and teachers strive for success in ALL academic and extra-curricular activities.

Teachers have been more involved in the Professional Development every year before and during the school year. Stamford ISD provides Staff development days during the summer, prior to the school year starting, and we have Staff Development and work days during the school year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We have an exceptional group of staff and personnel members here at Stamford MS. Being a small/rural school we rely heavily on Region 14 Service Center and Tri-County for educational assistance and special ed. needs. Our Campus has a very strong based long termed staff, but this has changed in the last two years. We had no turn over this year. The district has seen more turnover in the last few years due to teachers retiring, promotional reasons, or just learning the field of education. When we must hire the district has a few incentives to lure potential teachers to our district but we rely on our small town atmosphere, our consistent successful programs, and our great community and overall school system. We have added a Resource program 5 years ago, but have cut staff, one teacher and a para due to finances in the past 2 year2. As our staff is cut our numbers maintain, special ed., and 504 numbers grow. Our demographics are strongly starting to show that we are a majority Hispanic community with a high economically disadvantaged based student population.

Staff Quality, Recruitment, and Retention Strengths

All staff members, including professional and non- professional, meet the status of highly qualified/ state certified. We have on teacher who will going through an alternative certificatin program.

Stamford Middle School has 10 teachers: Half that have 15-20 years experience, and the other half that have 0-10. With this positive long term relationship with the students and the district, it allows for easy transition for new teachers to quickly become a part of our successful strategies. Teachers still use AVID strategies.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKS Resource is the vertical alignment document/curriculum management tool of our district. SMS is departmentalized in all three grade levels regarding core areas. Many instructional strategies are used to help in the success of all of our students. All grade levels have implemented many of the WICOR strategies and all AVID strategies are used throughout all grade levels. AVID binders are used 6-8 while Cornell notes are the chosen note taken strategy of the many of our teachers. Many teachers are trained in KAGEN strategies. This year we have started using ALEKS as a math supplemental curriculum and strategy to our campus. Every core class has implemented Unit Tests every 5 weeks and break down the data in PLC's. These test push every level of student, require teachers to evaluate their own test taking ability, and let students and teachers see progress on a regular basis.

Curriculum, Instruction, and Assessment Strengths

SMS teachers have striven to give their students the rigor and higher order thinking skills needed to be successful in the daily educational process. SMS teachers are continuing to work at staying teacher/student engaged in the classroom. Although a challenge, SMS feels that it is capable of providing remediation for those students who do not master the expected TEKS and STAAR expectations while pushing those students who are moving beyond their grade level goals. A majority of the SMS teachers attended the AVID summer conference. An advanced math plan has been started in 6-7 grade to prepare students for Algebra in the 8th grade this school year. 8th graders have begun the Algebra I course two years ago. SMS added Honors English to all grade levels this two years ago. SMS teachers all began SLO goals this year and were trained in Eduphoria self test preparation for target test this school year.

Parent and Community Engagement

Parent and Community Engagement Summary

SMS has several opportunities for parents to become involved in our school and their child's education. We do struggle in getting them to participate in the academic area of our school process to make a positive impact on their student's life. We do feel that we are starting to see a small increase in parent involvement from all our parents; including all ethnicity and our low socioeconomic groups where we seem to have struggled in the past. We are always looking for ways to communicate and incorporate our families in our school system. The last two years have been a positive increase in the parent engagement in our campus involvement. Our parents are always willing to participate in the athletic portion of SISD, we just need to keep them involved in the academic side. They take the UIL victories and their child's education seriously, but sometimes it is around to get the majority to ARD, 504 meetings.

Parent and Community Engagement Strengths

According to a parent survey, 100% of parents feel welcome in our school. We have hosted numerous parent nights with guest speakers from topics such as bullying, social media guidance, tips and strategies to raising a successful student, and helpful parenting techniques/skills and booster meetings. We are very proud of these events and work hard to promote them and stagger/plan them through out the school year so that all parents may have an opportunity to be present.

SMS has strengthened its communication with twitter accounts/Facebook accounts and social media outlets to inform parents and the community. One new outlet SMS has started uses Remind, Facebook, and Sports U to reach out to parents. This seems to be working well with both teachers and parents.

School Context and Organization

School Context and Organization Summary

Schedules are designed with many factors in mind: time, number of students per grade level, total number of students, number of teachers per core area, and data driven decisions from previous school year. Bulldog period allows our teachers to focus on rigor in the classroom and remediation during bulldog time and Study Skills courses. Over the past few years although our schedule has changed, our goal of teacher to student ratio has not. SMS has been successful in the end of every year with its plan and plans to continue to do so with planning, communication, and an outstanding staff. Several new areas we are addressing are a resource program, Advance Math, Honors English, and Targeted test in Core subject matters(This will require a pull out program in stead of STAAR MATH/READING as in the past). This will reach those students who need to be educated at a different pace and help those at grade level move forward.

School Context and Organization Strengths

Communication between the teachers, counselor, and office allows many problems to be solved quickly and before any situation gets overbearing. Our entire staff is utilized in the classroom for academic purposes from teachers, paras, to counselors. Our built in Target test and Bulldog period allow for remediation in all areas for any and all students. Our Remind/Twitter/ and social apps allows easy communication with parents to speak on topics of positive and any issues with student needs.

Technology

Technology Summary

SMS is a campus that provides the most up to date technology to its students and teachers. All classrooms are equipped with promethean boards, all teachers are provided with Macbook Air's and iPads, and our campus is a 1:1 ratio of iPad to student. Our teachers are always in the process of learning teaching strategies to implement this technology to use to prepare our students for an always changing world and educational setting. Our latest textbook adoption allows for integration with online textbooks and assignments.

Technology Strengths

All of SMS staff have a Macbook and iPad. We are a 1:1 campus. All teachers are continually training to keep up with the technology and the training. We feel although this is a slow process, it is worth taking the time and effort to prepare ourselves and students for a world that is digitally driven. Every school year we are updating our wifi/student ipads/ technology training/ and parent involvement with this process.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

- Other additional data

Goals





Goal 1: Improve the learning environment and instructional programs at Stamford Middle School in mathematics

Performance Objective 1: All math students will show growth and perform at, or above, the state mandated levels on annual STAAR Tests.

Evaluation Data Sources: STAAR-Final Grades-Academic Excellence Indicator System Annual Reports and Data-Adequate Yearly Progress Data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Curriculum in grades 6-8 will be vertically aligned to meet STAAR objectives. Teachers will receive a Professional Development day for instruction.</p> <p>Strategy's Expected Result/Impact: Vertical Team Planning, Benchmark Tests, Student Daily Work, Teacher Input, Lesson Plans, Texas Essential Knowledge and Skills Resource System, Lead4ward</p> <p>Staff Responsible for Monitoring: Principal, Math Teachers, Professional Learning Community</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Math teachers will receive and analyze data to promote student growth and achievement.</p> <p>Strategy's Expected Result/Impact: Student work, teacher input, benchmark results, lesson plans</p> <p>Staff Responsible for Monitoring: Math Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Math teachers will integrate software and technology into their classrooms to enhance student performance.</p> <p>Strategy's Expected Result/Impact: Three-week and Six-week grade reports, teacher and student input, Google Classroom, ALEKs</p> <p>Staff Responsible for Monitoring: Math Teachers, Technology Staff</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: All students will take interim assessment testing to monitor progress throughout the year. Strategy's Expected Result/Impact: Frequent benchmarks, individual student progress, teacher and student input, progress tracking software Staff Responsible for Monitoring: Principal, Counselor, Campus Testing Coordinator, Math Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students who score low on the STAAR test will be placed in a remediation class and be given a specific intervention plan for success. Strategy's Expected Result/Impact: Frequent benchmarks, individual student progress, teacher and student input, progress tracking software Staff Responsible for Monitoring: Principal, Math Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: 6) Periodic review of math concepts using projected math STAAR questions. Strategy's Expected Result/Impact: Benchmark results, lesson plans, teacher and student input. Staff Responsible for Monitoring: Math Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: RTI-Students will be identified and placed into a 3 coordinated supplemental tier model and interventions will be made according to student needs in math. Strategy's Expected Result/Impact: Periodic Progress reports, testing, teacher and student input Staff Responsible for Monitoring: Math Teachers, RTI Director/Campus Testing Coordinator, Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Title 1 funds are used to hire teachers allowing for more individual (one on one) assistance.</p> <p>Strategy's Expected Result/Impact: Schedule Class Size/AEIS report</p> <p>Staff Responsible for Monitoring: Principal, Federal Programs Director</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Title I - \$37,828</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 2: Improve the learning and instructional programs at Stamford Middle School in reading and writing.

Performance Objective 1: All reading/writing students will perform at, or above, the state mandated levels on annual STAAR Testing.

Evaluation Data Sources: STAAR-AEIS report-AYP

Strategy 1 Details	Reviews			
<p>Strategy 1: STAAR data will be disaggregated at the campus level to target student populations requiring additional preparations.</p> <p>Strategy's Expected Result/Impact: STAAR data, Campus Plan</p> <p>Staff Responsible for Monitoring: All Teachers, Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Low-performing students will be quickly and thoroughly identified and assessed.</p> <p>Strategy's Expected Result/Impact: Master Schedule, Lesson Plans, TEKS Resource System, STAAR Data, and Teacher Input</p> <p>Staff Responsible for Monitoring: Principal, All Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Curriculum will be vertically aligned in grades 6-8 to meet all TEKS objectives.</p> <p>Strategy's Expected Result/Impact: Teacher Input, Student Performance, Tests, Writing Samples</p> <p>Staff Responsible for Monitoring: Principal, All Teachers, TEKS Resource System</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Benchmark assessments will be administered periodically throughout the year to monitor student progress. Strategy's Expected Result/Impact: Staff Input, Completion of Student Assessments Staff Responsible for Monitoring: Principal, Counselor, English Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Writing styles and objectives will be adjusted to new state criteria. Strategy's Expected Result/Impact: Grades, STAAR Performance, Parent Feedback, Staff Input, Student. Staff Responsible for Monitoring: Principal, All Teachers, Counselor, Region 14 ESC, Internet Research, Previously Released State Testing Materials</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Response to Intervention-Students will be identified and placed into a 3-tier model. Interventions will be made according to student needs in ELA. Strategy's Expected Result/Impact: District Plan, Teacher Input, Student Performance Staff Responsible for Monitoring: Response to Intervention-Students will be identified and placed into a 3-tier model. Interventions will be made according to student needs in ELA</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Professional Development will be offered to teachers to increase accountability rating. Strategy's Expected Result/Impact: Teacher Input, Student Performance, Improved Test Results Staff Responsible for Monitoring: Principal, English Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 8 Details	Reviews			
<p>Strategy 8: Title 1 funds are used to hire teachers and paraprofessionals allowing for more individual (one on one) assistance.</p> <p>Strategy's Expected Result/Impact: Schedule Class Size/AEIS report</p> <p>Staff Responsible for Monitoring: Principal, Federal Programs Director</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Title I - \$39,588</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Improve the learning environment and instructional programs at Stamford Middle School in science.

Performance Objective 1: All students will show growth and perform at, or above, the state mandated levels on annual science STAAR Testing.

Evaluation Data Sources: PEIMS Data/ Higher State Assessment scores

Strategy 1 Details	Reviews			
Strategy 1: Curriculum alignment for grades 6-12-which includes specific grade level curriculum Strategy's Expected Result/Impact: Lesson Plans, TEKS Resource System Staff Responsible for Monitoring: Principal, Science Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Practice STAAR materials should be given and evaluated to benchmark progress. Strategy's Expected Result/Impact: Lesson Plans, TEKS Resource System Staff Responsible for Monitoring: Principal, Science Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Practice STAAR materials should be given and evaluated to benchmark progress Strategy's Expected Result/Impact: Student Success, Report Cards, Observation, Teacher Input Staff Responsible for Monitoring: Principal, Science Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Provide workshop training for science department regarding TEKS Strategy's Expected Result/Impact: Teacher Observation, Teacher Input, Three-week and Six Week Grade Reports Staff Responsible for Monitoring: Principal, Science Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Purchase course specific STAAR remediation materials to improve student performance on STAAR. Strategy's Expected Result/Impact: STAAR Results, Teacher Input, Classroom Observations Staff Responsible for Monitoring: Principal, Science Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: RTI-Students will be identified and placed into a 3 tier model and interventions will be made according to Tier and student needs in science. Strategy's Expected Result/Impact: Benchmark Testing, Teacher Input, Student Input, Software, Progress Reports. Staff Responsible for Monitoring: Science Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Benchmark Testing, Teacher Input, Student Input, Software, Progress Reports. Strategy's Expected Result/Impact: List of Materials, Catalog of Inventory Staff Responsible for Monitoring: Science Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve the learning environment and instructional programs at Stamford Middle School in social studies.

Performance Objective 1: Students will show growth and perform at, or above, the state mandated levels on social studies STAAR.

Evaluation Data Sources: STAAR, AEIS Reports, AYP

Strategy 1 Details	Reviews			
Strategy 1: Curriculum alignment for Grades 6-8 Strategy's Expected Result/Impact: Teacher Input, Lesson Plans Staff Responsible for Monitoring: Social Studies Teachers, Principal Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Review of TEKS concepts, daily objectives, and additional needs to improve progress in history Strategy's Expected Result/Impact: Teacher Input, Lesson Plans, Teacher Observation, Shared Conference Times Staff Responsible for Monitoring: Social Studies Teachers, Principal Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide workshop training for the Social Studies teachers regarding TEKS Strategy's Expected Result/Impact: Teacher Observation, Certifications Staff Responsible for Monitoring: Social Studies Teachers, Principal Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Practice STAAR materials and benchmark tests given to evaluate progress. Strategy's Expected Result/Impact: Student Performance, Lesson Plans Staff Responsible for Monitoring: Social Studies Teachers, Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: RTI students will be identified and placed into a 3 Tier model and interventions will be made according to Tier and student needs in Social Studies. Strategy's Expected Result/Impact: Student Performance Staff Responsible for Monitoring: Social Studies Teachers, Principal, RTI Director.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</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>				





Goal 5: At-Risk students of Stamford Middle School will be identified, monitored, and assessed regularly to increase their chances of success.

Performance Objective 1: Three-week and Six-week reports, measurable performance on testing, evaluation of diagnostic tools, TELPAS testing, STAAR Math results, STAAR Reading results. The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately or identified. "Migrant PFS Action Plan", rather than integrating the action plan elements with other DIP sections that focus on student population groups. (e.g., Bilingual, ESL, and Low income).

Evaluation Data Sources: STAAR testing results and promotion rate

Strategy 1 Details	Reviews			
Strategy 1: Provide effective curriculum for ESL students to enhance their transition to English. Strategy's Expected Result/Impact: Progress Reports, Writing Samples, Report Cards Staff Responsible for Monitoring: Principal, ESL Coordinator, All Staff Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Staff development for teachers to integrate ESL strategies across the curriculum. Strategy's Expected Result/Impact: Student Progress, Report Cards, Teacher Input Staff Responsible for Monitoring: Principal, ESL Coordinator, All Staff Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Use writing across the curriculum to enhance ESL skills Strategy's Expected Result/Impact: Student Work, Lesson Plans, Student Performance, Progress Reports, Teacher Input Staff Responsible for Monitoring: Principal, All Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Continue STAAR Remedial classes Strategy's Expected Result/Impact: Staff Input, Student Participation Staff Responsible for Monitoring: Principal, ESL Coordinator, Counselor Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Dyslexia students will continue to be assessed and monitored through our campus dyslexia program. Strategy's Expected Result/Impact: Progress Reports, Three Week and Six Week Reports, Teacher Input Staff Responsible for Monitoring: Principal, 504 Dyslexia Coordinator Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Continue to monitor 504 students and provide counseling and services to ensure success Strategy's Expected Result/Impact: Student Performance, Evaluation, Documentation Staff Responsible for Monitoring: Counselor, 504 Dyslexia Coordinator Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Use TELPAS data to assess student language proficiency and ensure appropriate placement in English language acquisition courses. Strategy's Expected Result/Impact: Student Performance, Evaluation, Documentation Staff Responsible for Monitoring: Principal, ESL Coordinator, Counselor, All Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June





Strategy 8 Details	Reviews			
<p>Strategy 8: RTI-Students will be identified and placed into a 3 tier model and interventions will be made according to Tier and student needs in core classes.</p> <p>Strategy's Expected Result/Impact: Student Performance, Evaluation, Documentation</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Counselor, RTI Coordinator</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</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>				

Goal 6: Parent and Community involvement will be a vital component in the daily operation of the school.

Performance Objective 1: The number of opportunities for parents and community members to get involved will increase

Evaluation Data Sources: SBDM Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent meetings will be held to keep parents informed & give them opportunity to express concerns. Strategy's Expected Result/Impact: Copies of letters mailed home, Documentation Staff Responsible for Monitoring: Principal, Campus Secretary</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All organizations will be required to publish event schedules and results in Stamford Progress Website Strategy's Expected Result/Impact: Published Information Staff Responsible for Monitoring: Principal, Campus Secretary, Program Coordinators</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Site-based committee will reflect business and community involvement. Staff Responsible for Monitoring: Principal, Campus Secretary</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Keep parents informed with regards to tardies and absences with the mailing of attendance letters. Strategy's Expected Result/Impact: Copies of letters mailed home, Documentation Staff Responsible for Monitoring: Principal, Campus Secretary</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
Strategy 5: Provide letters for the purpose of disciplinary correspondence Strategy's Expected Result/Impact: Disciplinary Records Staff Responsible for Monitoring: Principal, Campus Secretary Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Include regular mailings with report cards Strategy's Expected Result/Impact: Parent Feedback, Teacher Input Staff Responsible for Monitoring: Principal, Campus Secretary, Counselor Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide letters for the purpose of disciplinary correspondence Strategy's Expected Result/Impact: Parent, Student and Staff Feedback Staff Responsible for Monitoring: Principal, Campus Secretary Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 7: Stamford Middle School will integrate technology into classroom instruction, instructional management, staff development, and administration.

Performance Objective 1: Teachers will attend staff development in technology that will assist them in improving instruction in the classroom using the skills learned and devices provided by the district.

Evaluation Data Sources: Staff Development, Student and Staff Surveys, Walk-Through Evaluations

Strategy 1 Details	Reviews			
<p>Strategy 1: Technology training will be given to teachers to allow for continuing education and integration in the classroom.</p> <p>Strategy's Expected Result/Impact: Certificates, Sign in Sheets, Agendas</p> <p>Staff Responsible for Monitoring: Administration, Principal, Technology Director</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: iPads purchased for all students on campus and meet 1:1 goal and to provide a technology enriched curriculum. All students are able to take devices home daily. Students will also have access to the school grounds and wifi to complete assignments and projects.</p> <p>Strategy's Expected Result/Impact: Student iPad check lists, Walk-Through Evaluations</p> <p>Staff Responsible for Monitoring: Administration, Principal, Technology Director</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers are provided with Macbooks and iPads along with the training to use them productively in the classroom.</p> <p>Strategy's Expected Result/Impact: Walk-Through Evaluations, Lesson Plans</p> <p>Staff Responsible for Monitoring: Administration, Principal, Technology Director</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Many online resources will be used for meeting TEKS standards, remediation needs, and enrichment lessons.</p> <p>Strategy's Expected Result/Impact: Students Engagement, Walk-through Evaluations</p> <p>Staff Responsible for Monitoring: Principal, All Staff</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Technology Enriched Curriculum: Apple TV's and HD projectors connecting Promethean boards will allow teachers to improve their capacity to integrate Technology effectively into curriculum and instruction.</p> <p>Strategy's Expected Result/Impact: Teacher and Student Engagement, Higher Order Questioning and the use of Critical Thinking Skills</p> <p>Staff Responsible for Monitoring: Principal, Technology Director</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 8: Stamford Middle School will promote campus safety, a drug free environment, and strong character values

Performance Objective 1: Decrease in discipline referrals, decrease in the number of students who are referred to the authorities, decrease in incidents of violence

Evaluation Data Sources: PEIMS reports, Disciplinary Documentation, Student Input, Teacher Input, Counselor Documentation

Strategy 1 Details	Reviews			
Strategy 1: Provide counseling services, including individual, self-help, and career guidance Strategy's Expected Result/Impact: Student participation and enrollment Staff Responsible for Monitoring: Principal, Counselor, School Nurse Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Practice Crisis Plan a) Building Evacuation b) Shelter for Weather c) Lockdown Situation Strategy's Expected Result/Impact: School Records, Documented Crisis Plan Staff Responsible for Monitoring: Principal, Counselor, All Faculty Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Assist in obtaining services from government agencies Strategy's Expected Result/Impact: Student Involvement Staff Responsible for Monitoring: Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide motivational speakers who address sensitive issues Strategy's Expected Result/Impact: Student and Teacher Input, Observation Staff Responsible for Monitoring: Principal, Counselors Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Schedule regular fire drills to facilitate efficient student evacuation during an emergency Strategy's Expected Result/Impact: Results of each drill Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Schedule red-ribbon week activities Strategy's Expected Result/Impact: Teacher and Student Input, Teacher and Student Involvement Staff Responsible for Monitoring: Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Use regularly scheduled visits by the drug dog to deter drug use by students Strategy's Expected Result/Impact: Reports, Documentation Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Educate students about theft prevention Strategy's Expected Result/Impact: Parent, Student and Staff Input Staff Responsible for Monitoring: Principal, Counselor, All Faculty	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Anti-bullying programs for students Strategy's Expected Result/Impact: Parent, Community, Student and Staff Input Staff Responsible for Monitoring: Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Increased student involvement in Extra- curricular activities & UIL events Strategy's Expected Result/Impact: Parent, Student and Staff Feedback Staff Responsible for Monitoring: Program Sponsors, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Add teacher opportunity for training and Professional Development Strategy's Expected Result/Impact: Parent, Student and Staff Feedback Staff Responsible for Monitoring: All Faculty	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
Strategy 12: Administrators will travel to Athletic events for the safety of our students Strategy's Expected Result/Impact: Administration presence Staff Responsible for Monitoring: Administration, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Ensure that administrator stays current with the updates and mandates by attending trainings and through membership in professional organizations. Strategy's Expected Result/Impact: Parent, Student and Staff Feedback Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Contract with ESC 14 for Library Services Strategy's Expected Result/Impact: Parent, Student and Staff Feedback Staff Responsible for Monitoring: Principal, Librarian	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: Teachers and administrators will strive to keep students up to date on all assignments if they are homebound. Strategy's Expected Result/Impact: Gradebook Staff Responsible for Monitoring: Principal, All Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 9: All students will have the opportunity to take courses related to career and college readiness

Performance Objective 1: Course Completion

Evaluation Data Sources: Student success


Strategy 1 Details	Reviews			
<p>Strategy 1: Ag Vocational-Tech class, College and Career Readiness class, and FCCLA class available to students in grade 7 and 8.</p> <p>Strategy's Expected Result/Impact: Schedules, Class Rosters, Student Participation, and Student Surveys</p> <p>Staff Responsible for Monitoring: Principal, Counselor, and CTE Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase software or programs to accelerate instruction</p> <p>Strategy's Expected Result/Impact: Student Work and Projects, Lesson Plans, Student and Teacher Input</p> <p>Staff Responsible for Monitoring: Principal, Technology Director, and CTE Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The district will provide and maintain the necessary equipment, supplies, and research-based materials and programs to equip teachers and students in vocational programs.</p> <p>Strategy's Expected Result/Impact: Student Work and Projects, Lesson Plans, Student and Teacher Input</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Technology Director, CTE Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The middle school will offer transition activities that will inform students about courses available at the middle school and high school. Bulldog Camp will be offered for incoming 6th graders before the start of the school year. The high school counselor will meet with 8th graders during the spring semester to inform 8th grade students on courses</p>	Formative			Summative
	Nov	Jan	Mar	June


available at the high school.

Strategy's Expected Result/Impact: Course enrollment, student schedules

Staff Responsible for Monitoring: Counselor, principals

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 10: Stamford Middle School will attain a 97% attendance rate for all students, and for each student group.

Performance Objective 1: SMS will increase the overall attendance rates of all grade levels to 97%, thus increasing the overall academic success of students.

Evaluation Data Sources: PEIMS Data/ Higher State Assessment scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Attendance will be monitored daily. Parents will be notified when student attendance drops below 95% with letters/phone calls/other forms of communication.</p> <p>Strategy's Expected Result/Impact: Increase in attendance Rates, Higher % of Student Success</p> <p>Staff Responsible for Monitoring: Principal, Campus Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Administrators will evaluate attendance daily and call parents when students are not at school. Stamford Chief of Police will be called when needed.</p> <p>Strategy's Expected Result/Impact: Increased attendance rates</p> <p>Staff Responsible for Monitoring: Principal, Campus Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide incentives to students in an effort to improve school attendance rates: Perfect attendance awards, Six Week's party participation, and other incentives</p> <p>Strategy's Expected Result/Impact: Increased attendance rates</p> <p>Staff Responsible for Monitoring: Principal, Campus Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: If attendance remains an issue, attendance hearing will be requested with Justice of the Peace.</p> <p>Strategy's Expected Result/Impact: Increase of attendance rates, Increase in parent assistance with child's education, Less student hearings for attendance</p> <p>Staff Responsible for Monitoring: Principal, Campus Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 10: Stamford Middle School will attain a 97% attendance rate for all students, and for each student group.

Performance Objective 2: Ensure that all students and staff remain safe and healthy from the serious symptoms and health problems presented by COVID 19.

Evaluation Data Sources: PEIMS Attendance data

Number of confirmed COVID 19 cases

FMLA leave data

County Health Report

State Compensatory

Budget for Stamford Middle School

Total SCE Funds: \$644,514.00

Total FTEs Funded by SCE: 1.6

Brief Description of SCE Services and/or Programs

The classroom teachers listed provide academic intervention for those who have not performed satisfactorily on a state assessment.

Personnel for Stamford Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Davis, Lauten	Classroom Teacher	0.4
Gould, Marissa	Classroom Teacher	0.4
Mueller, Tiffany	Classroom Teacher	0.4
Strand, Lindsay	Classroom Teacher	0.4

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chae Hart	Classroom Teacher	Title 1	1

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Committee Role	Name	Position
Paraprofessional	Diana Sanchez	Instructional Aide
Classroom Teacher	Lauten Escobedo	Counselor
Classroom Teacher	Lee Ann Greeson	Teacher
Classroom Teacher	Elizabeth Clifton	Teacher
Administrator	Jason Sneed	Principal
Community Representative	Paul Wright	Community member

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$37,828.00
2	1	8			\$39,588.00
Sub-Total					\$77,416.00