

Denison Independent School District
Scott Middle School
2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Scott Middle School, an eighth-year public middle school campus, currently serves approximately 740 students in grades seven and eight. At this time last year (October) there were 703 students enrolled at SMS. According to the 2019-2020 Texas Academic Performance Report (TAPR) (when campus enrollment was 711), the student population at Scott Middle School was 9.8% African American, 19.7% Hispanic, 9.1% 2 or more races, and 58.8% Caucasian; 22.1% of those students were identified as having disabilities (in either 504 or Special Education) and 44% identified as At Risk. Also reported in the TAPR, the SMS student population is also 62.3% Economically disadvantaged and has 4.2% English Language Learners. The mobility rate of Scott Middle School has dropped to 11.4%.

According to the 2019-2020 TAPR, of the 55.6 professional staff members at SMS, 75.1% are teachers, 5.4% professional support, and 3% admin. 10.9% of the staff are listed as Educational Aides. 13% of the staff are categorized as minorities, with ethnic breakdown as follows: 6.6% African American, 0.9% Hispanic, and 92.5% Caucasian. 0% of teachers at SMS hold no degree, 77.5% have a Bachelor's degree, and 22.5% have a Master's degree. 6% of teachers in 2019-2020 were beginning teachers, 36.9% had 1-5 years experience, 13.4% had 6-10 years experience, 28.3% had 11-20 years experience, and 15.4% had over 20 years experience.

In 2019-2020 the average class sizes for both grades combined, per subject, were as follows: ELAR 17.2, Math 16.4, Science 21.2, Social Studies 20, and Foreign Language 25. Each of these class sizes are relatively the same from the previous year

Denison, TX is a close-knit community with strong support for the school system. Scott Middle School has an active PTO board which supports and contributes to the activities of the school. The PTO regularly raises several thousand dollars as a gift to the school to be used for student success.

Scott Middle School's attendance rate reported on the 2019-2020 TAPR (from 2018-19) was 94.5%, which was a .2% increase from the previous year. This falls below the 95% standard established by the state of Texas.

Demographics Strengths

At the time of the 2019-2020 TAPR, SMS had almost a quarter (22.5%) of its teachers holding a Master's degree and over half of the staff (57.1%) had 6 or more years of teaching experience.

Class sizes on the 2019-2020 TAPR were below the state average in Math (combined grades).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Current class sizes in all core subjects except Math are exceeding state averages. Class sizes in elective subject areas are averaging at 21 (non PE courses) and 57 (PE/Athletics). **Root Cause:** Increased enrollment in the district, combined with a disproportionate number of classroom teachers who are also coaches or shared between campuses, has caused a large teacher-student ratio in these areas.

Problem Statement 2 (Prioritized): As of 2021 STAAR results, students in the White subgroup have not met the state target in the Meets grade level category for the past 5 years

across all tested areas. **Root Cause:** While students in this subgroup have shown growth most years, they have not reached the state standard due to a focus on passing instead of reaching the Meets level.

Problem Statement 3 (Prioritized): As of 2021 STAAR, students in 8th grade Math tested significantly lower than 8th grade Math performance in previous years. **Root Cause:** There was one 8th grade Math teacher on leave during the majority of the school year, with the other two intervention/on level math teachers being first or second year SMS Math teachers.

Problem Statement 4: Stakeholders have concerns on ability of students to remain current with work when quarantined due to lack of internet access and lack of direct instruction provided. **Root Cause:** Hot spots are no longer available to students without internet access at home. The district is no longer providing asynchronous instruction, so quarantined students are receiving the work but not the instruction.

Student Learning

Student Learning Summary

Scott Middle School scored a B rating in all domains according to the 2019 Accountability Ratings Overall Summary report from TEA. During the 2019-2020 school year, there were no STAAR tests given due to COVID-19. During the 2020-2021 school year, STAAR tests were given, however accountability ratings were not scored and distinctions weren't awarded. According to the 2020-2021 Accountability Summary, SMS STAAR performance scored a 45, School Progress Relative Performance scored a 45, Closing the Gaps Percentage of Indicators Met was 30% in Academic Achievement Status, 100% in ELP Status, and 31% in Student Success Status, and Participation in All Tests % was 99%.

On the STAAR, SMS scored as follows:

7th Grade Reading: 77% Approaches, 50% Meets, 25% Masters

7th Grade Math: 75% Approaches, 37% Meets, 16% Masters

7th Grade Writing: 69% Approaches, 34% Meets, 7% Masters

8th Grade Reading: 77% Approaches, 45% Meets, 22% Masters

8th Grade Math: 57% Approaches, 16% Meets, 0% Masters

8th Grade Algebra: 100% Approaches, 94% Meets, 73% Masters

8th Grade Social Studies: 68% Approaches, 32% Meets, 14% Masters

8th Grade Science: 79% Approaches, 53% Meets, 33% Masters

Student Learning Strengths

A review of student performance from the STAAR grades 7-8 from 2018-2019 to 2019-2020 as presented in the 2019-20 Texas Academic Performance Report (TAPR) and TEA Accountability Summary information which has been released thus far indicated the following strengths:

In the area of Reading, SMS showed the following strengths:

- Growth of all assessed 7th grade students in the Meets passing level (+1%)

In the area of Math, SMS showed the following strengths:

- 100% of students at Approaches grade level (or above) on Algebra EOC, with 73% at Masters grade level.

In the area of Science, SMS showed the following strengths:

- Growth of all assessed students in the Masters passing level (+3%)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): As of 2021 STAAR, students in 8th grade Math tested significantly lower than 8th grade Math performance in previous years. **Root Cause:** There was one 8th grade Math teacher on leave during the majority of the school year, with the other two intervention/on level math teachers being first or second year SMS Math teachers.

Problem Statement 2 (Prioritized): As of 2021 STAAR results, students in the White subgroup have not met the state target in the Meets grade level category for the past 5 years across all tested areas. **Root Cause:** While students in this subgroup have shown growth most years, they have not reached the state standard due to a focus on passing instead of reaching the Meets level.

Problem Statement 3: As of 2021 STAAR results, students in the African American and Two or more Races subgroups did not meet the state target in the Meets grade level category for both Reading and Math. **Root Cause:** Students in these subgroups, along with the entire student body, have been heavily affected by COVID and the online education of the past few years.

Problem Statement 4: Stakeholders have concerns on ability of students to remain current with work when quarantined due to lack of internet access and lack of direct instruction provided. **Root Cause:** Hot spots are no longer available to students without internet access at home. The district is no longer providing asynchronous instruction, so quarantined students are receiving the work but not the instruction.

School Processes & Programs

School Processes & Programs Summary

Scott Middle School follows the district model of recruiting and retaining high quality teachers. Through PLCs, the district mentoring program, and the TTESS professional development and appraisal system teachers are supported and given resources to continue professional growth. Staff at Scott Middle School are hired with the intent to fill positions with highly qualified staff who are dedicated to the success of students and working collaboratively with the rest of the staff. The assistant superintendent, principal, assistant principal, and (when possible) related staff to the open position are part of the interview process, giving as much campus input as possible. Staffing is reasonably stable, with few new employees and many returning employees at SMS.

PLCs provide the structure for curriculum development and revision in Denison ISD. Teams of teachers, led by Curriculum Staff, have created a district-developed curriculum that contains units of bundled Texas Essential Knowledge and Skills (TEKS) for each core area. Curriculum teams have written common formative assessments for each unit. Students are given two benchmarks during the year to prepare for state assessments. As needed, PLCs meet in the summer to revise units and assessments based upon data or changes in the TEKS. The district uses Eduphoria to house the curriculum. Professional development opportunities within and outside the district are plentiful, and all educators are expected to continue to seek learning that helps to hone their craft. Continuous professional development is an expectation: During each five years of employment, each administrator who has less than 30 hours of graduate credit beyond a master's degree, and each instructional staff person who has less than 30 hours of graduate credit beyond a bachelor's degree is expected to accumulate 60 hours of documented off-contract professional development credits.

At SMS, staff participate in weekly grade level/subject area PLCs as well as Vertical PLCs once every 6 weeks. During these vertical PLCs, all staff for the subject area meet across grade levels to discuss vertical alignment, share knowledge, and brainstorm solutions to daily hurdles. Staff at SMS are encouraged to participate in various professional development opportunities and to share their knowledge in PLCs. These opportunities include both those provided and promoted by the district and Region 10, as well as those requested by staff related to their own professional development goals. Scott Middle School participates in the opportunities that best fit the needs of our teachers and students.

High expectations for student success are the basis for decisions made at SMS. A clear focus on student achievement has been established by the institutionalization of professional learning communities (PLCs) across the district. A weekly PLC time is designated at SMS for each grade level/subject area PLC, and curriculum department staff regularly visit to support the on-going professional dialogue and instructional planning. Teachers meet to analyze data, plan for instruction, adjust for student needs, and grow as professionals---all supported by principals and central office. In addition to PLCs, the district is committed to collaborative meetings, administrative and campus meetings, and book studies. There is an unyielding commitment to collaboration as an avenue for continuous improvement. At SMS that collaboration is facilitated by teacher membership on several campus committees, Department Chair input on decision making, and maintaining dialogue between teachers and administrators.

Denison ISD is committed to providing technology for creating a learning community where: (a) students are as comfortable using technology as they are reading a book, listening to music, or watching a movie; (b) all teachers have the knowledge and skills to integrate technology into a curriculum that addresses students' specific needs and learning styles; (c) automation and efficiency of the District's business processes allows the focus to be on student education; (d) the District's schools provide immediate access to technology tools and applications, knowledgeable support staff and external resources to enhance the curriculum; and (e) parents, teachers, students and community members share information and resources. SMS supports all staff in the use of technology as much as they are able and comfortable implementing within their roles.

At SMS, instructional time is valued and protected. The master schedule is reviewed each summer, with teacher input, with the intent to improve instructional time. The building of the schedule is driven by a focus on academics, as well as compliance with the COVID-19 mitigation expectations for the 2021-2022 school year. Planning periods for teachers are grouped by subject area/grade in order to allow for weekly PLC time during the school day as well as team daily collaboration. Student responsibility is built and encouraged daily, as well as communicated to parents, in order to prepare students for the transition to High School.

School Processes & Programs Strengths

Our SMS PLC meetings are steered by the 4 guiding questions and led by administrators and district curriculum specialists. Norms are established and teams are expected to focus on student success and growth during these PLC meetings. Newly established Vertical PLC meetings allow for vertical alignment and cross-grade level cooperation.

For the 2021-2022 school year, SMS continues to provide positive climate building measures, such as donuts on pay-day, nominations for district Difference Makers and community recognition opportunities, and monthly staff luncheons. The staff lounge and the HIVE have been redecorated and upgraded to provide a more welcoming environment and the counselors continue to work on some positive staff-oriented activities and programs in conjunction with the administration and PTO.

Denison ISD provides a strong and direct program to mentor teachers new to the district and specifically new to education. SMS has identified a Mentor Teacher Leader to assist experienced teachers who mentor a novice teacher. Assignment of a mentor teacher to a novice teacher is based on the assignment and strengths of both the mentor and novice, as well as the needs of the novice. While specific mentors are assigned, most staff work well together and offer support and encouragement as needed, not just as assigned. Knowledge gained at professional developments are readily shared by staff members with the campus. Staff frequently step up and offer their services as "experts" in areas where they feel they exhibit strength.

Staff members collaborate to provide before and after school tutoring as necessary and enrichment opportunities for our students, both within the requirements and outside the bounds of House Bill 4545. Teachers and staff are utilized as committee members whenever possible to facilitate buy-in on campus initiatives.

Scott Middle School's strengths related to technology include, but are not limited to, the following:

- Safety & Security bolstered through use of RUVNA app/program
- Safety & Security improved through upgraded cameras, additional security cameras, and entry kiosk system
- Every classroom has a teacher desktop computer, several student desktops, SMARTBoard, a projector, a document camera, and a phone.
- DISD One-to-one device initiative.
- DISD provides customized technology staff development throughout the year
- Schoology used by several departments and teachers for lessons, assignments, students needing reteach, DAEP and homebound.
- Access to hardware such as: COWS, iPads, tablets, and Computer Labs
- Access to & use of software and online programs such as: Remind, Alex, Think through Math, iStation, Flowcabulary, and other educational programs.
- Communication with community stakeholders through Schoology, Remind, school website, and Marquis.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Stakeholders have concerns on ability of students to remain current with work when quarantined due to lack of internet access and lack of direct instruction provided. **Root Cause:** Hot spots are no longer available to students without internet access at home. The district is no longer providing asynchronous instruction, so quarantined students are receiving the work but not the instruction.

Perceptions

Perceptions Summary

According to the 2019-2020 TAPR, Scott Middle School's attendance for 2018-2019 was 94.5%. This was a 1.2% decrease from 2017-2018's attendance rate, which was 95.5%. Discipline referrals increased from 1,362 in 2019-20 to 1,477 in 2020-2021. However, 2020-2021 numbers were a decrease from the last FULL school year (2018-19), which had 1,901 referrals. The 3 offenses comprising the highest amount of referrals in 2020-2021 were Class Disruptions, Defiance, and Other. Offenses related to defiance have increased, possibly due to the lack of consistent schooling during COVID years impacting behavior. Students and staff are encouraged to report when a student is spotted doing something positive. That student is rewarded with recognition and a reward on our weekly Jacket Updates.

From the 2020-21 school year to the 2021-2022 school years, we had the following positions created/filled/shifted to new roles: 15 Teachers and 4 paraprofessionals. The previous year, the following positions were emptied/filled: 13 teachers, 1 counselor, and 2 paraprofessionals. A large majority of the hiring done for the 2021-2022 school year was due to newly created positions and teacher loss due to various reasons (moving, new opportunities, retirement). Staff do a phenomenal job of lending support to new teachers. Feedback from teachers and outside stakeholders indicates a positive staff climate.

Perceptions Strengths

For the 2021-2022 school year, we continue to focus on student and staff safety and have updated and implemented a thorough COVID plan. Due to the increased levels of anxiety in staff, we are continuing our positive rewards and incentives for staff in conjunction with PTO.

Discipline referrals overall decreased from the last full school year to last year. We also continued a system for teachers to document classroom management procedures and classroom discipline by writing "For Documentation Only" referrals. 21% of all referrals were "For Documentation Only" referrals.

Students at SMS are responding positively to the positive office referral system and positive rewards for good behavior.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teacher anxiety and stress levels remain high, causing lowered morale and motivation. **Root Cause:** Personal stresses outside of school are exacerbated by the stresses of COVID-19 regulations and student struggles caused by COVID-19.

Problem Statement 2 (Prioritized): Parent and teacher frustrations sometimes arise due to the level of communication between school and home. **Root Cause:** As a 7th and 8th grade campus, SMS is attempting to build responsibility and independence in our students in preparation for high school. This leads to a lower than desired level of communication from teachers to parents, due to an effort to increase responsibility on the student side.

Problem Statement 3 (Prioritized): Discipline related to drama and defiance take an increasingly large amount of time away from instruction. **Root Cause:** Student mental health and inconsistency of school setting over the past 2 years seems to have impacted student attitudes, motivation, and responses to correction.

Priority Problem Statements

Problem Statement 4: Current class sizes in all core subjects except Math are exceeding state averages. Class sizes in elective subject areas are averaging at 21 (non PE courses) and 57 (PE/Athletics).

Root Cause 4: Increased enrollment in the district, combined with a disproportionate number of classroom teachers who are also coaches or shared between campuses, has caused a large teacher-student ratio in these areas.

Problem Statement 4 Areas: Demographics

Problem Statement 6: As of 2021 STAAR, students in 8th grade Math tested significantly lower than 8th grade Math performance in previous years.

Root Cause 6: There was one 8th grade Math teacher on leave during the majority of the school year, with the other two intervention/on level math teachers being first or second year SMS Math teachers.

Problem Statement 6 Areas: Demographics - Student Learning

Problem Statement 1: Teacher anxiety and stress levels remain high, causing lowered morale and motivation.

Root Cause 1: Personal stresses outside of school are exacerbated by the stresses of COVID-19 regulations and student struggles caused by COVID-19.

Problem Statement 1 Areas: Perceptions

Problem Statement 5: As of 2021 STAAR results, students in the White subgroup have not met the state target in the Meets grade level category for the past 5 years across all tested areas.

Root Cause 5: While students in this subgroup have shown growth most years, they have not reached the state standard due to a focus on passing instead of reaching the Meets level.

Problem Statement 5 Areas: Demographics - Student Learning

Problem Statement 3: Parent and teacher frustrations sometimes arise due to the level of communication between school and home.

Root Cause 3: As a 7th and 8th grade campus, SMS is attempting to build responsibility and independence in our students in preparation for high school. This leads to a lower than desired level of communication from teachers to parents, due to an effort to increase responsibility on the student side.

Problem Statement 3 Areas: Perceptions

Problem Statement 2: Discipline related to drama and defiance take an increasingly large amount of time away from instruction.

Root Cause 2: Student mental health and inconsistency of school setting over the past 2 years seems to have impacted student attitudes, motivation, and responses to correction.

Problem Statement 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Every employee of Scott Middle School will work to provide quality learning experiences to enable student success





Performance Objective 1: At least 75% of students will meet or exceed progress on all STAAR tests.

Evaluation Data Sources: STAAR test results - TAPR, Accountability Summary, Distinction Designation Summary

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide additional time, support, and opportunities for students who are not academically successful through before/after school tutoring, RTI Tier 3 intervention classes, and Saturday School.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improvement in report card grades, Improvement in assessment scores, Student academic growth</p> <p>Data Sources: Report Card Data Campus Assessment Data District Assessment Data State Assessment Data RTI Documentation</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Interventionists, Campus Principals</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: \$ for hired tutors, TTM, ALEKS - 199 24 Compensatory Education, - 199 Regular Education, - 288 Indian Education Grant, - 199 25 ESL, - 199 23 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Disaggregate data for all students, including those who are at-risk.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Targeted, data-based intervention for students</p> <p>Data Sources: Report Card Data Campus Assessment Data District Assessment Data State Assessment Data RTI Documentation PLC Minutes, Lesson Plans</p> <p>Staff Responsible for Monitoring: Core teachers, Director of Instruction, Curriculum Coordinators, Campus Principals</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 Regular Education, - 199 23 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop & Implement research-based, engaging lessons to enhance learning.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Increased student engagement and student academic growth</p> <p>Data Sources: Lesson plans, PLC minutes, classroom observations and walk-throughs</p> <p>Staff Responsible for Monitoring: Campus principals, Classroom teachers, SPED teachers, Interventionists Curriculum specialists</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 23 Special Education, - 199 24 Compensatory Education, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Develop a data-based intervention plan for students not demonstrating mastery.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Student academic growth through targeted intervention</p> <p>Data Sources: Report Card Data Campus Assessment Data District Assessment Data State Assessment Data RTI Documentation PLC Minutes Lesson plans, Targeted study/tutoring sessions, Jacket HR tutoring Before & after school tutoring</p> <p>Staff Responsible for Monitoring: Campus principals, Classroom teachers, SPED teachers, Interventionists, Curriculum specialists</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 24 Compensatory Education, - 199 23 Special Education, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Incorporate relevant and emerging technology to improve student learning.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improvement in student engagement and achievement</p> <p>Data Sources: Lesson Plans, Classroom Observations, Attendance in Prof. Development,</p> <p>Staff Responsible for Monitoring: Director of Technology, Director of Instruction, Campus Principals, curriculum specialists, classroom teachers</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: - 199 Regular Education, - 199 23 Special Education, - 199 24 Compensatory Education, - 288 Indian Education Grant, - 199 22 Career & Technology</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 6 Details	Reviews			
<p>Strategy 6: Incorporate growth minded strategies into data discussions with students and during PLCs in order to foster growth in all students.</p> <p>Strategy's Expected Result/Impact: Growth in all student scores.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Specialists, Campus Principals, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
<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 1: Every employee of Scott Middle School will work to provide quality learning experiences to enable student success

Performance Objective 2: The percent of students who achieve meets grade level standard or above on the appropriate grade level and subject area STAAR tests will increase by 5% or more.

Evaluation Data Sources: STAAR test results - TAPR, Accountability Summary, Distinction Designation Summary

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide additional learning time for struggling students in the form of before/after school tutoring, double-blocked classes, and intervention classes.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improvement in student achievement</p> <p>Data Sources: Tutoring records, Response to Intervention records</p> <p>Staff Responsible for Monitoring: Campus principals, Classroom teachers, Interventionists</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 24 Compensatory Education, - 199 23 Special Education, - 199 31 High School Allotment, - 199 Regular Education, - 224 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Review and document Response to Intervention (RtI) procedures.</p> <p>Strategy's Expected Result/Impact: Result / Impact: targeted and documented intervention for struggling students</p> <p>Data Sources: RtI documentation</p> <p>Staff Responsible for Monitoring: Campus Principals, Counselors, Instructional Staff, Reading and Math Interventionists</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education, - 199 23 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 3 Details	Reviews			
<p>Strategy 3: Evaluate the effectiveness of intervention classes and strategies.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improvement in intervention effectiveness</p> <p>Data Sources: RtI documentation, scores of students participating in RtI process, interventionist feedback</p> <p>Staff Responsible for Monitoring: Curriculum specialists, Campus principals, Intervention teachers</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 23 Special Education, - 199 24 Compensatory Education, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Examine curriculum and related common assessments to meet the rigors expected by the state.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improvement in intervention and student achievement</p> <p>Data Sources: Lesson Plans, Classroom Observations, Curriculum documents, PLC meeting agendas and minutes, Common assessment data</p> <p>Staff Responsible for Monitoring: Campus Principals, Director of instruction, curriculum specialists, core teachers</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 23 Special Education, - 199 Regular Education, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Every employee of Scott Middle School will work to provide quality learning experiences to enable student success

Performance Objective 3: The percent of students who achieve each passing percentage (approaches, meets, and masters) on the 8th grade STAAR Assessments will increase 5% or more respectively.

Evaluation Data Sources: STAAR test results - TAPR, Accountability Summary, Distinction Designation Summary

Strategy 1 Details	Reviews			
<p>Strategy 1: Faculty will attend training sessions to prepare for the rigor and expectations for STAAR Math, Science, Social Studies, and ELAR.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improvement in student achievement</p> <p>Data Sources: Professional Development Plan, Professional Development attendance records / training certificates</p> <p>Staff Responsible for Monitoring: Campus principals, Curriculum coordinators, Director of Instruction, Classroom teachers</p> <p>Funding Sources: - 199 Regular Education, - 199 23 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Evaluate and modify common assessments as needed.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improvement in student achievement</p> <p>Data Sources: Updated assessments, PLC minutes</p> <p>Staff Responsible for Monitoring: Campus principals, Curriculum coordinators, Classroom teachers</p> <p>Funding Sources: - 199 Regular Education, - 199 23 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 3 Details	Reviews			
<p>Strategy 3: Implement plans for remediation for students demonstrating a weakness in a core subject area.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improvement in student achievement</p> <p>Data Sources: Lesson Plans, Local and State scores including STAAR, individual/group tutoring plans, student goal sheets, software data</p> <p>Staff Responsible for Monitoring: Campus principals, Classroom teachers, Curriculum coordinators</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 24 Compensatory Education, - 288 Indian Education Grant, - 199 Regular Education, - 199 23 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize Alexs, Think Through Math, and ELAR software to remediate individual needs in Math and ELAR.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improvement in student achievement</p> <p>Data Sources: Lesson Plans, Classroom Observations, Assessment results, software data and reports</p> <p>Staff Responsible for Monitoring: classroom teachers, Campus principals, Curriculum specialists</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 23 Special Education, - 288 Indian Education Grant, - 199 Regular Education, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May
<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 1: Every employee of Scott Middle School will work to provide quality learning experiences to enable student success

Performance Objective 4: Students will show an increase in technology skills and abilities.

Evaluation Data Sources: Enrollment in Tech I, Tech II, and Career Portals classes, Evaluation of Technology TEKS mastery through classroom observation and assessments in above listed classes





Strategy 1 Details	Reviews			
<p>Strategy 1: Review state Technology TEKS with faculty in order to facilitate technology integration across the curriculum.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improvement in student master of technology skills</p> <p>Data Sources: Technology related professional development attendance, PLC minutes, Lesson Plans</p> <p>Staff Responsible for Monitoring: Campus principals, Technology director, Classroom Teachers, Campus Technology staff</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a grade level technology skills-based continuum.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improvement in student master of technology skills</p> <p>Data Sources: Completed curriculum document</p> <p>Staff Responsible for Monitoring: Director of Technology, Curriculum Department, Classroom teachers, Campus principals</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Engage learners through the use of technology tools to access, create and share content as well as collaborate with other learners.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improvement in student master of technology skills</p> <p>Data Sources: PLC minutes, Lesson plans, student products, classroom observations</p> <p>Staff Responsible for Monitoring: Director of technology, Curriculum department, Classroom teachers, Campus principals</p> <p>Funding Sources: - 483 Local Grant Funds, - 199 22 Career & Technology, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide mobile technology to students and teachers to access, share, create collaborate and accelerate skills/knowledge.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improvement in student master of technology skills</p> <p>Data Sources: Technology Hardware Inventory</p> <p>Staff Responsible for Monitoring: Director of technology, Director of Special Programs, Campus Principals</p> <p>Funding Sources: - 199 22 Career & Technology, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
<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 1: Every employee of Scott Middle School will work to provide quality learning experiences to enable student success

Performance Objective 5: The percentage of students in the White subgroup who achieve meets grade level or above on the all grade appropriate STAAR Assessments will increase 5% or more.





Evaluation Data Sources: STAAR test results - TAPR, Accountability Summary, Distinction Designation Summary

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate data based techniques in lesson planning and instructional strategies.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improvement in student academic performance</p> <p>Data Sources: Lesson plans, Classroom observations, assessment results</p> <p>Staff Responsible for Monitoring: Classroom teachers, Curriculum specialists, Campus principals</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 Regular Education, - 199 25 ESL</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Disseminate data and implement strategies to target students of 2 or more races who are not demonstrating mastery of TEKS.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improvement in ELL academic performance</p> <p>Data Sources: Number of ESL certifications</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Director of Instruction, Campus Principal</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 288 Indian Education Grant, - 199 Regular Education, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Every employee of Scott Middle School will work to provide quality learning experiences to enable student success

Performance Objective 6: The percent of students who score Mastery Level on grade appropriate STAAR assessments will increase by 5% per subject area.

Evaluation Data Sources: STAAR test results - TAPR, Accountability Summary, Distinction Designation Summary





Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze assessment data throughout the year to identify students with potential to score at Mastery Level.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Increased number of students performing at mastery level</p> <p>Data Sources: assessment data, PLC Minutes</p> <p>Staff Responsible for Monitoring: Campus principals, Counselors, Classroom teachers, Curriculum Specialists</p> <p>Funding Sources: - 199 21 Gifted and Talented, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Plan and implement instructional strategies and lessons extending skills for students who have previously demonstrated mastery.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Increased number of students performing at mastery level</p> <p>Data Sources: assessment data, PLC Minutes Lesson plans, classroom observations</p> <p>Staff Responsible for Monitoring: Curriculum coordinators, Campus principals, Pre-AP teachers, Classroom teachers</p> <p>Funding Sources: - 199 21 Gifted and Talented, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
<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: Create a school-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 1: Encourage and increase positive behaviors and attitudes in students, such as acts of kindness, service, and respect.

Evaluation Data Sources: Discipline Records, Positive Referrals, Awards Assembly Records, Teacher/Student Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students with information, assistance, and support to enables them to develop responsibility for their actions and learning.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Increased student responsibility and decreased negative behaviors</p> <p>Data Sources: Copies of Documents, student body meetings, parent/teacher communication, parent meetings, Organizational tools</p> <p>Staff Responsible for Monitoring: Counselors, Classroom teachers, Campus Principals</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement RtI behavior procedures.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Increased student responsibility and decreased negative behaviors</p> <p>Data Sources: parent/teacher communication logs, RtI Referral packets RtI documentation</p> <p>Staff Responsible for Monitoring: Counselors, Classroom teachers, Campus principals</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Create a campus mission/vision statement.</p> <p>Strategy's Expected Result/Impact: Provide a clear goal and path for campus improvement and growth.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Reduce counselor administrative responsibilities in order to facilitate more time for small groups, lunch bunches, and counselor led campus initiatives.</p> <p>Strategy's Expected Result/Impact: Improvement in counselor positive impact on campus, resulting in positive improvement in student culture and mindset.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors</p> <p>Problem Statements: Perceptions 1, 3</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement Hope Squad.</p> <p>Strategy's Expected Result/Impact: Improve mental health support for students.</p> <p>Staff Responsible for Monitoring: Hope Squad Facilitators (2 teachers, 1 counselor) Campus Administration Central Administration Counseling Support</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 1: Teacher anxiety and stress levels remain high, causing lowered morale and motivation. Root Cause: Personal stresses outside of school are exacerbated by the stresses of COVID-19 regulations and student struggles caused by COVID-19.</p> <p>Problem Statement 3: Discipline related to drama and defiance take an increasingly large amount of time away from instruction. Root Cause: Student mental health and inconsistency of school setting over the past 2 years seems to have impacted student attitudes, motivation, and responses to correction.</p>

Goal 2: Create a school-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 2: Overall student attendance will increase from 94.5%.

Evaluation Data Sources: Attendance Records, Truancy Documents, Nurse's Records

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain nurse and counseling services.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Increased student mental and physical health, Increased attendance</p> <p>Data Sources: Nurse's Records, Counselor's Records, Employment Records</p> <p>Staff Responsible for Monitoring: District personnel, Campus principals, Campus nurse, Campus counselors</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide parent training on the importance of school attendance and the level of rigor in school curriculum.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Increased attendance</p> <p>Data Sources: Attendance records from parent trainings</p> <p>Staff Responsible for Monitoring: Counselors, Campus principals, district personnel</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor attendance and create truancy prevention plans to as necessary to remediate attendance difficulties.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Increased attendance, Decreased Truancy</p> <p>Data Sources: Attendance reports, list of students and parents referred to Truancy Court, Saturday School Rosters</p> <p>Staff Responsible for Monitoring: Campus principal, School Resource Officer, Attendance Clerk</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Create a school-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 3: Disciplinary referrals will decline from the 2020-2021 school year.

Evaluation Data Sources: Educator's Handbook Disciplinary Data, PIEMS Disciplinary Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Inform students, parents, guardians, and staff of expected behavior as stated in the Code of Conduct.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Decreased disciplinary referrals</p> <p>Data Sources: Signed letters stating receipt of Code of Conduct</p> <p>Staff Responsible for Monitoring: Campus principals, classroom teachers</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide an alternative setting for students with severe and/or persistent misbehavior.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Increased intervention for negative behaviors in severe circumstances without loss of learning.</p> <p>Data Sources: DAEP records, ISS records, Discipline Referrals</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, SPED Director, Director of Special Programs, DAEP Principal, ISS Staff, Campus Principal</p> <p>Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue and improve a positive referral program.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Decreased disciplinary referrals, Increased positive referrals</p> <p>Data Sources: number of positive referrals, number of disciplinary offenses</p> <p>Staff Responsible for Monitoring: Campus principal, classroom teachers, counselors</p> <p>Funding Sources: - 199 Regular Education, - 461 Campus Activity Funds</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Provide a safe and orderly school climate that is conducive to learning.

Performance Objective 1: Provide a safe and secure campus environment.

Evaluation Data Sources: Discipline records, Documentation of Emergency Procedures, Documentation of Emergency Drills

Strategy 1 Details	Reviews			
<p>Strategy 1: Review and implement campus EOP. Strategy's Expected Result/Impact: Result / Impact: Safe and Secure Campus</p> <p>Data Sources: EOP</p> <p>Staff Responsible for Monitoring: Campus administrative staff, SRO, school nurse, classroom teachers</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide an alternative setting for students with severe and/or persistent misbehavior. Strategy's Expected Result/Impact: Result / Impact: Increased intervention for negative behaviors in severe circumstances without loss of learning, Safe & Secure Campus</p> <p>Data Sources: DAEP records, ISS records, Discipline Referrals</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, SPED Director, Director of Special Programs, DAEP Principal, ISS Staff, Campus Principal</p> <p>Funding Sources: - 199 Regular Education, - 199 23 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 3 Details	Reviews			
<p>Strategy 3: Educate staff, parents and students on bullying prevention and campus procedures to address bullying.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Safe and Secure Campus, Reduction in Bullying Incidents</p> <p>Data Sources: Bullying Documentation, Copies of information shared with parents, meeting attendance records</p> <p>Staff Responsible for Monitoring: Campus principals, Counselors, Classroom teachers</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Ensure staff and students are free from sexual abuse and other maltreatment.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Safe and Secure Campus</p> <p>Data Sources: Board policy, campus improvement plans, presentation sign-in sheets, training certificates</p> <p>Staff Responsible for Monitoring: Campus principals, District HR Dept.</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Maintain an effective discipline management plan that is shared with staff, students and parents.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Safe and Secure Campus</p> <p>Data Sources: Campus Staff Handbook</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Campus principals</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Re-train staff and implement the use of RUVNA safety app/program for drills/emergency situations.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Increase efficiency of drills and communication during emergency situations. Ability to quickly and reliably take attendance during a drill and/or emergency.</p> <p>Data Sources: RUVNA data tracking</p> <p>Staff Responsible for Monitoring: Campus Principals Campus Safety Team</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
<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: Provide a safe and orderly school climate that is conducive to learning.

Performance Objective 2: Designate clear roles and responsibilities for campus leadership.

Evaluation Data Sources: Job descriptions, calendars, meeting agendas





Strategy 1 Details	Reviews			
<p>Strategy 1: Create job descriptions for all campus leadership and professional staff.</p> <p>Strategy's Expected Result/Impact: Improved understanding of leadership roles and responsibilities of all staff members.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement weekly Campus Leadership Team meetings.</p> <p>Strategy's Expected Result/Impact: Allow for unified approach to campus leadership between all team members.</p> <p>Staff Responsible for Monitoring: Campus leadership team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

Performance Objective 1: The number of parent complaints related to communication will decrease.

Evaluation Data Sources: Records of parent communication, community feedback survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold parent meetings for students with severe academic, behavioral, and/or emotional needs.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improved parent/school communication, Improved parent support, Improved student academic performance</p> <p>Data Sources: Parent meeting minutes, SPED / 504 documentation</p> <p>Staff Responsible for Monitoring: SPED Director, campus principals, diagnosticians, classroom teachers</p> <p>Funding Sources: - 199 Regular Education, - 224 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Communicate positive messages to parents about behavior, academics, and ways to get involved.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improved parent/school communication, Improved parent support, Improved student academic performance</p> <p>Data Sources: Remind Records, Website, Digital Sign, copies of parent letters, record of parent phone calls and conferences, positive referral documentation</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus principals, Counselors</p> <p>Funding Sources: - 199 23 Special Education, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 3 Details	Reviews			
<p>Strategy 3: Consistently communicate with parents regarding behavior concerns, including attendance/tardies.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improved parent/school communication, Improved parent support, Improved student academic performance</p> <p>Data Sources: Record of parent communication, Saturday School documentation, Copy of Disciplinary Actions</p> <p>Staff Responsible for Monitoring: Campus administration, Classroom Teachers</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

Performance Objective 2: Increase level of parent involvement.

Evaluation Data Sources: Parent feedback, Community surveys, Attendance records of parent attendance from school events

Strategy 1 Details	Reviews			
<p>Strategy 1: Translate documents into students' home language.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improved parent/school communication, Improved parent support,</p> <p>Data Sources: Record of parent communication, Translated Documents</p> <p>Staff Responsible for Monitoring: Central Administration, campus principals, DISD Public Relations Office</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue mass communication systems.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improved parent/school communication, Improved parent support,</p> <p>Data Sources: Record of parent communication, Logs of calls, remind messages, and emails</p> <p>Staff Responsible for Monitoring: Campus principals, counselors</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Distribute information in print and online.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improved parent/school communication, Improved parent support,</p> <p>Data Sources: Record of parent communication, Copies of documents, SMS web page, teacher web pages</p> <p>Staff Responsible for Monitoring: campus principals, classroom teachers, counselors</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct activities that provide parents with opportunities to play an active role in their student's education.</p> <p>Strategy's Expected Result/Impact: Result / Impact: Improved parent/school communication, Improved parent support, Improved student academic performance</p> <p>Data Sources: Department nights, record of attendance, meeting minutes</p> <p>Staff Responsible for Monitoring: campus principals, classroom teachers, counselors</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Scott Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 4.5

Brief Description of SCE Services and/or Programs

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Personnel for Scott Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bigelow, Gayle	Math Intervention	0.25
Blackshear, Michaela	Math Intervention	0.25
Brackett, John	Math Intervention	1
Estrada, Rhiannon	Reading Interventionist	1
Meek, Shari	Reading Interventionist	1
Terrell, Corine	Math Intervention	1

Campus Funding Summary

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
Sub-Total					\$0.00
199 21 Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$0.00
1	6	2			\$0.00
Sub-Total					\$0.00
199 22 Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
Sub-Total					\$0.00

199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
3	1	2			\$0.00
4	1	2			\$0.00
Sub-Total					\$0.00
199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	\$ for hired tutors, TTM, ALEKS		\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	5	2			\$0.00

199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2			\$0.00
Sub-Total					\$0.00
199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	5	1			\$0.00
Sub-Total					\$0.00
199 31 High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
Sub-Total					\$0.00
224 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
288 Indian Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	5	2			\$0.00
Sub-Total					\$0.00
288 Indian Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
Sub-Total					\$0.00
461 Campus Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	3			\$0.00

461 Campus Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
483 Local Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums