

**Denison Independent School District**  
**Scott Middle School**  
**2024-2025 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Scott Middle School, an eleventh-year public middle school campus, currently serves approximately 731 students in grades seven and eight. At this time last year (October) there were 749 students enrolled at SMS. According to the 2022-2023 Texas Academic Performance Report (TAPR) (when campus enrollment was 749), the student population at Scott Middle School was 10.9% African American, 26.7% Hispanic, 8% 2 or more races, and 51.9% Caucasian; 30% of those students were identified as having disabilities (in either 504 or Special Education) and 54.1% identified as At Risk. Also reported in the TAPR, the SMS student population is also 65.7% Economically disadvantaged and has 13.6% Emerging Bilingual students. The mobility rate of Scott Middle School is 13.2%.

According to the 2022-2023 TAPR, of the 60 professional staff members at SMS, 69.9% are teachers, 5.6% professional support, and 4% admin. 15.4% of the staff are listed as Educational Aides. 10.9% of the staff are categorized as minorities, with ethnic breakdown as follows: 2.4% African American, 3% two or more races, 0% Hispanic, 1.9% American Indian, and 87.9% Caucasian. 0% of teachers at SMS hold no degree, 74.8% have a Bachelor's degree, and 25.2% have a Master's degree. 13.7% of teachers in 2022-2023 were beginning teachers, 38.4% had 1-5 years experience, 18.7% had 6-10 years experience, 19.3% had 11-20 years experience, 8.5% had over 20 years experience, and 1.4% had over 30 years experience.

In 2022-2023 the average class sizes for both grades combined, per subject, were as follows: ELAR 16.3, Math 17.9, Science 21.5, Social Studies 17, and Foreign Language 21.5. Class sizes in ELAR, Math, and Social Studies have increased slightly, while Science and Foreign Language have remained steady.

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 and provides many teacher and student morale boosting activities, luncheons, etc.

Scott Middle School's attendance rate reported on the 2022-2023 TAPR (from 2021-22) was 91%, which was a 1.8% decrease from the previous year.

### Demographics Strengths

At the time of the 2022-2023 TAPR, SMS had over a quarter (25.2%) of its teachers holding a Master's degree and just under half of the staff (46.5%) had 6 or more years of teaching experience.

Class sizes on the 2022-2023 TAPR were 1.9% below the state average in Social Studies (combined grades) and all subject areas with the exception of Foreign Languages have class sizes below the district average.

The SMS PTO board is active and extremely supportive of the campus.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Increase in negative behavior trends such as apathy toward learning, disrespect, defiance, and vaping. **Root Cause:** Lack of/changing social norms and lack of parent skills related to school (behavior, academic importance, etc.)

**Problem Statement 2:** Increase in tardiness across campus in all class periods. **Root Cause:** Student apathy due to parent apathy, amount of students being tardy encourages others.

# Student Achievement

## Student Achievement Summary

On the 2024 (projected) Accountability Ratings Overall Summary Report Scott Middle School scored a D rating overall, a C in Student Achievement (71), a C in School Progress (72), and an F in Closing the Gaps (45). According to the 2022-2023 Accountability Summary, SMS Student Achievement previously scored an 75, School Progress an 80, and Closing the Gaps scored a 54.

On the STAAR, SMS scored as follows:

Reading (both grades): 70% Approaches, 45% Meets, 20% Masters

Math (both grades): 60% Approaches, 34% Meets, 15% Masters

8th Grade Algebra: 100% Approaches, 98% Meets, 81% Masters

8th Grade Science: 60% Approaches, 36% Meets, 11% Masters

8th Grade Social Studies: 60% Approaches, 31% Meets, 13% Masters

SMS has been categorized as a school for Targeted Improvement, specifically focusing on the White and Two or More Races subgroups. This year, Domain 3 projects the two lowest performing subgroups as the African American subgroup and Hispanic subgroups. These are areas of high focus of academic improvement and support.

	7th Math				8th Math				7th Reading				8th Reading				8th Science			
	DNM	App	Mt	Mstr	DNM	App	Mt	Mstr	DNM	App	Mt	Mstr	DNM	App	Mt	Mstr	DNM	App	Mt	Mstr
<b>22-23</b>	35%	65%	39%	10%	35%	65%	28%	6%	21%	79%	51%	25%	21%	79%	50%	23%	22%	78%	47%	12%
<b>23-24</b>	46%	54%	31%	13%	45%	56%	20%	3%	36%	64%	42%	20%	27%	73%	44%	18%	42%	58%	35%	10%

## Student Achievement Strengths

A review of student performance from the STAAR grades 7-8 from 2023-2024 projected TEA Accountability Summary and STAAR score information which has been released thus far indicated the following strengths:

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

- Growth of 7th grade students assessed at the Masters Level (+3%)
- 100% of students at Approaches grade level (or above) on Algebra EOC
- Growth of students on the Algebra EOC scoring at the Meets level (+1%)

**In the area of Social Studies, SMS showed the following strengths:**

- Growth of students on the Social Studies STAAR scoring at the Approaches level (+8%)
- Growth of students on the Social Studies STAAR scoring at the Meets level (+9%)
- Growth of students on the Social Studies STAAR scoring at the Masters level (+5%)

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Lack of time to provide student intervention during the school day in a small group setting. **Root Cause:** Too many students and not enough staff, as well as not a time in the schedule to provide it

**Problem Statement 2:** Amount of material needing to be covered versus time to reteach. **Root Cause:** Reduced class lengths and increased class disruptions (tardies, behaviors, etc.). Realignment of TEKS has also impacted.

**Problem Statement 3:** Drop in scores in all subject areas except Social Studies at all levels (Approaches, Meets, and Masters). **Root Cause:** Tier 1 instruction lacking rigor, re-teach time, and intervention.

# School Culture and Climate

## School Culture and Climate Summary

Scott Middle School has a climate and culture which are second to none in the district. The campus focuses on several catchphrases: "Do Something Good", "The Middle Matters", and "We Are Scott". SMS has also established traditions which promote school pride, such as not stepping on the yellowjacket, watching the Jacket Update on Fridays, and celebrating students with positive office referrals.

Our staff has a culture of everyone helping each other to be successful. This is supported by our PTO, who provide meals and goodies for teachers on a regular basis. Another support for the success of our staff is our district Mentor Program for new teachers and teachers would like additional support. This highly effective program provides tools for success for our teachers. Staff do a phenomenal job of lending support to new teachers. Feedback from teachers and outside stakeholders indicates a positive staff climate.

Scott Middle School's attendance rate reported on the 2022-2023 TAPR (from 2021-2022) was 91%, which was a 1.8% decrease from the previous year. Discipline referrals decreased from 2,385 in 2022-2023 to 1,006 in 2023-2024. Incidents related to drama, fights and vaping decreased from the previous year. Students and staff are encouraged to report when a student is spotted doing something positive. That student is rewarded with recognition, a positive phone call home, and a potential to win prizes.

## School Culture and Climate Strengths

Some of our SMS positive climate and culture aspects are:

- vape and bullying sensors
- positive office referrals & SMS 100 Club
- Jacket Update
- Don't Step on the Jacket
- Pep Rallies that include theater, band, choir, color guard, cheerleaders, athletics, and student organizations
- an active and supportive PTO
- Periodic staff luncheons
- Sunshine Committee for staff support (birthday drinks, get-well cards, baby showers, etc.)
- Cell Phone Ban
- Addition of PTO treats for students this year.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Chaotic hallways, tardies, and lack of self-control in independent situations. **Root Cause:** The change from extreme structure to a large amount of

independence is leading to chaotic hallways and large amounts of tardies.

**Problem Statement 2:** Students have a lack of community and pride. **Root Cause:** Lack of bonding opportunities for students who aren't friends already and lack of understanding of school as a community as well as high mobility rate.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention 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 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 has had an increased rate of turnover over the past few years.

Denison ISD provides a mentor program for new teachers and teachers seeking extra support. This program provides tools for success for teachers that are invaluable. It also provides mentors on campus who can oversee their progress and provide feedback and input. On campus, administrators provide support through resources, walkthroughs, and feedback to new and returning teachers. Denison ISD has also added a Gen-Ed Behavior Interventionist to support classroom and campus behavior.

## Staff Quality, Recruitment, and Retention Strengths

SMS strengths in staff quality, recruitment, and retention are as follows:

- At the time of the 2021-2022 TAPR, SMS had almost a quarter of its teachers holding a Master's degree and over half of the staff had 6 or more years of teaching experience.
- SMS has encouraged leadership within its staff. Examples include teachers taking over and running Katie's Closet, teachers setting up the PLC room for ease of access and comfort, teachers leading the way on multiple committees, and teachers providing input whenever possible on campus initiatives.
- For this school year, SMS continues to provide positive climate building measures, such as donuts on pay-day, community recognition opportunities, collaboration with PTO on a monthly staff positive treat, and six-week staff luncheons.
- Denison ISD provides a strong and direct program to mentor teachers new to the district and specifically new to education. SMS has identified two Mentor Teacher Leaders 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.
- Teachers and staff are utilized as committee members and committee chairpersons whenever possible to facilitate buy-in on campus initiatives.
- Admin utilize walkthrough trackers and immediate feedback to increase instructional growth with staff.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Administrators are struggling to be present in the classrooms and hallways as instructional leaders while managing all roles assigned. **Root Cause:** Our administrator to student and administrator to staff ratios are disproportionate in comparison to state and comparison group averages.

**Problem Statement 2:** Shallow Applicant Pool for hiring has led to a few less than highly qualified hires. **Root Cause:** Teacher shortage nationally combined with a change in applicant application process.

**Problem Statement 3:** Less incentive for teachers to choose Denison as their place of work. **Root Cause:** Lower salaries and more school days than neighboring communities.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

PLCs provide the structure for curriculum development and revision in Denison ISD. Teams of teachers, led by Assistant Principal and Curriculum Staff, collaborate to make curriculum and assessment decisions for their content areas. 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, core staff have a daily PLC period in addition to their conference periods. Non-core staff participate in periodic PLCs during collaborative times. PLCs have become a focus for the district and campus and SMS has provided a guide for PLCs to be as intentionally productive as possible, with daily and overarching expectations. PLCs have daily expectations, some individual and some as a group. On Tuesdays, group PLC meetings are led by Assistant Principal and Curriculum staff in order to track data and specifically address academic campus goals.

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. Planning periods for teachers are grouped by subject area/grade in order to allow for daily team 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.

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. 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.

## Curriculum, Instruction, and Assessment Strengths

SMS has strengths in the following areas related to curriculum, instruction, and assessment:

- Daily PLC period built into the master schedule for all core teachers with Assistant Principal presence in every Tuesday meeting.
- Scope & Sequence / YAG being built by teachers/instructional PLCs.
- MTSS is built into the master schedule with small group math classes, Reading Intervention classes, and MTA.
- SMS utilizes PLC time to analyze instruction and assessment results in order to adjust lesson plans
- Denison ISD is in it's fourth year of 1-to-1 chromebooks for students; all students now have access to technology at their fingertips in the classroom.

## **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Teachers have no overarching guidance for Scope & Sequence or YAG, which makes it difficult to pace curriculum. **Root Cause:** Not provided by district or state.

**Problem Statement 2:** Students are not receiving Tier 2 intervention other than those with assigned classes. **Root Cause:** Lack of time or staff to pull students for that intervention during the master schedule.

**Problem Statement 3:** Electives are overcrowded and limited. **Root Cause:** Not enough elective options provided to meet all student interests and no increase in offered electives with increase in student population.

# Parent and Community Engagement

## Parent and Community Engagement Summary

SMS has a strong and active PTO board. The PTO board yearly raises funds through activities on campus to provide those funds to the school through purchasing needed items, providing luncheons and treats for teachers, etc. Fund raising activities for the current school year include multiple dances, concession stand at volleyball & basketball games, a student teacher sports tournament, and t-shirt/membership sales. PTO provides goodies and meals to teachers for a morale boost on a monthly basis. They are also implementing Student treats monthly for the 24-25 school year.

SMS has a strong turnout of parents at both of the beginning of the year meetings: Schedule Pick-up and Open House. PTO meetings have now become a mid-day meeting and we are seeing an increase in membership and participation.

SMS also has strong community engagement through several organizations and activities. Scott Scholars participate in the annual Hot Cocoa challenge, which supports non-profit organizations in Denison. Student Council raises money each year to provide local first responders with goodies in the fall. Student Council also goes to the food bank each year to help prepare and hand out thanksgiving meals. This year they are also planning multiple other outreach activities.

## Parent and Community Engagement Strengths

Community and parent engagement strengths:

- PTO provides monthly teacher AND student encouragement activities/treats.
- PTO is holding multiple fundraising opportunities this year to provide support for SMS.
- SMS has strong community connections through Scott Scholars and Student Council.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Non-PTO parents are uninvolved at SMS. **Root Cause:** Lack of opportunity for involvement beyond sporting/fine arts events and/or communication about involvement opportunities.

**Problem Statement 2:** Lacking community involvement at SMS. **Root Cause:** Lack of opportunity for involvement and/or communication about involvement opportunities.

# School Context and Organization

## School Context and Organization Summary

Teachers, staff, parents, and business leaders serve on the SMS Campus Improvement Committee and provide input and guidance regarding school improvement.

The SMS master schedule is developed to provide teachers ample planning time that meets the state requirement and with maximizing instruction time as the goal. Schedules implemented at each campus provide time for student intervention and support. Tutoring is provided at SMS during the school day to support the needs of students who failed a STAAR test.

SMS has a counselor for each grade level. Additionally, SMS has a CIS coordinator, who assists the campus counselors in monitoring behavior risks, attendance risks, and other small group needs. Telebehavioral health counseling is also provided via Children's on an iPad.

A Jacket Time Power Hour period is provided daily in order to offer tutoring and enrichment. The enrichment areas include Skills for Life, Test Prep, Virtual Field Trips, and Community Service. A separate homeroom time is also provided daily to meet the needs of student data tracking, digital citizenship and Socio-Emotional Learning.

## School Context and Organization Strengths

School Context and Organization Strengths at SMS:

- CIS Coordinator available to support counselors
- teacher input is solicited and valued regarding the schedule each year
- dedicated time for teaching Digital Citizenship and SEL
- dedicated time for PLC outside of conference for core teachers

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Jacket Time is a class period which takes academic time while providing little positive gains. **Root Cause:** Necessary period because of the scheduling needs of CCE classes.

**Problem Statement 2:** The length of class times has decreased over several years, which has led to less time for academic instruction and Tier 1 intervention. **Root Cause:** The start times of the day have changed and the amount of lunch periods has increased.

# Technology

## Technology Summary

Our district philosophy is that the curriculum (TEKS) and student needs should influence how we utilize technology; SMS also supports this philosophy. Rather than using technology merely for the sake of using technology, we want students to use technology in a problem-solving, authentic, relevant situation. In addition, technology is viewed as a vehicle to assist teachers and students in achieving the academic expectations of each grade level, as a resource to aid in implementation of the TEKS.

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

The network infrastructure, hardware, software, and training needed to support this includes:

- Fiber backbone throughout the District that provides high bandwidth (10GB and 1GB) connectivity between the campuses
- A Fortigate firewall and a Cisco Umbrella Content Filter for online safety and security
- Wireless access to the DISD network and the Internet at every campus
- One-to-one device capability at every campus
- 1,000M connection to the Internet
- Computers, wireless access to the Internet, a SMARTBoard or Interactive Projector, a projector, a document camera, a printer, a TV tuner, an audio amplifier system, and a phone in every classroom in the District
- Computer labs, multiple classroom computers, iPads and COWs (Computers On Wheels) on every campus
- A standard workstation load--Windows 10, Office 2016, Internet Edge, Google Chrome, Firefox, Windows Defender Anti-Virus, Windows Media Player, Acrobat Reader, Quicktime, iTunes and other applications
- Administrative software--Sungard (for student and business services), eStar, Power School Professional Learning, Frontline Time & Attendance (employee time clock), DOCUWARE (Document storage and retrieval system) and Frontline Absence Management (Substitute Employee Management System)
- Online instructional software such as CLI Engage, Compass Odyssey, Rosetta Stone, Study Island, Imagine Math, Connect Ed, SMART Notebook, Follett Destiny, APlus, Schoology, and Discovery Learning.
- Zoom Video conferencing.
- Incident IQ system to request technical help and to track help tickets
- Six full-time Technical Support personnel and a Tech Manager at each elementary campus
- Vernier probe ware and sensors at the high school for science teachers
- Pasco probe ware and sensors at the intermediate and middle school for science teachers
- Two 3D printers at the high school
- Language translation devices for our bilingual students,
- Word identification devices for our dyslexia students,
- Special education devices for individual student needs within the Autism, Journeys, and ECSE classes.
- Many different software titles and online services which support education and are grade-level appropriate are available to all staff and students.

## Technology Strengths

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

- Safety & Security bolstered through use of Raptor app/program
- Safety & Security improved through entry kiosk system
- Every classroom has a teacher desktop computer, several student desktops (if requested), 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 all 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, IXL, Think through Math, and other educational programs.
- Communication with community stakeholders through Schoology, Remind, school website, marquis, twitter, facebook, and other social media platforms

### **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** Reduced access to chromebooks for students. **Root Cause:** Inaccurate inventory and inappropriate use led to later deployment and inability to take them home.

**Problem Statement 2:** Limited wifi access in certain areas of the campus limits usability of those spaces. **Root Cause:** Lack of wifi arrays.



# 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
- 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

## 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

## Student Data: Assessments

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

- 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
- 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 at a high level of academic rigor to enable student success.





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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide additional time, support, and opportunities for students who are not academically successful through Jacket Time tutoring and enrollment in RTI Tier 3 intervention classes.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Classroom Teachers,                      Interventionists,                      Campus Principals</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> 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><b>Strategy 2:</b> Disaggregate data for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Core teachers, Director of Instruction, Curriculum Coordinators, Campus Principals</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 Regular Education, - 199 23 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement research-based, engaging lessons to enhance learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Result / Impact: Increased student engagement and student academic growth</p> <p>Data Sources: Lesson plans, PLC minutes, classroom observations and walk-throughs</p> <p><b>Staff Responsible for Monitoring:</b> Campus principals, Classroom teachers, SPED teachers, Interventionists Curriculum specialists</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 23 Special Education, - 199 24 Compensatory Education, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop a data-based intervention plan for students not demonstrating mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> 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 &amp; after school tutoring</p> <p><b>Staff Responsible for Monitoring:</b> Campus principals, Classroom teachers, SPED teachers, Interventionists, Curriculum specialists</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 23 Special Education, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Incorporate relevant and emerging technology to improve student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Result / Impact: Improvement in student engagement and achievement</p> <p>Data Sources: Lesson Plans, Classroom Observations, Attendance in Prof. Development,</p> <p><b>Staff Responsible for Monitoring:</b> Director of Technology, Director of Instruction, Campus Principals, curriculum specialists, classroom teachers</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 199 23 Special Education, - 199 24 Compensatory Education, - 288 Indian Education Grant, - 199 22 Career &amp; Technology</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Incorporate growth minded strategies into data discussions with students and during PLCs in order to foster growth in all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in all student scores.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Specialists, Campus Principals, Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 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 at a high level of academic rigor 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><b>Strategy 1:</b> Provide additional learning time for struggling students in the form of Jacket Time tutoring and office hours, small group classes, and designated intervention classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Result / Impact: Improvement in student achievement</p> <p>Data Sources: Tutoring records, Response to Intervention records</p> <p><b>Staff Responsible for Monitoring:</b> Campus principals, Classroom teachers, Interventionists</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 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><b>Strategy 2:</b> Review and document Multi-Tiered System of Support (MTSS) procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Result / Impact: targeted and documented intervention for struggling students</p> <p>Data Sources: MTSS documentation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Counselors, Instructional Staff, Reading and Math Interventionists</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 Regular Education, - 199 23 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May







Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Evaluate the effectiveness of intervention classes and strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Result / Impact: Improvement in intervention effectiveness</p> <p>Data Sources: MTSS documentation, scores of students participating in MTSS process, interventionist feedback</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum specialists, Campus principals, Intervention teachers</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 23 Special Education, - 199 24 Compensatory Education, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Examine curriculum and related common assessments to meet the rigors expected by the state.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals, Director of instruction, curriculum specialists, core teachers</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 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;"> <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 at a high level of academic rigor to enable student success.

**Performance Objective 3:** Increase effective use of technology in instruction and assessment for students and teachers.

**Evaluation Data Sources:** Enrollment in Technology, Touch System Data Entry and Career and College Education classes, Evaluation of Technology TEKS mastery through classroom observation and assessments in all classes

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Engage learners through the use of technology tools to access, create and share content as well as collaborate with other learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Result / Impact: Improvement in student master of technology skills</p> <p>Data Sources: PLC minutes, Lesson plans, student products, classroom observations</p> <p><b>Staff Responsible for Monitoring:</b> Director of technology, Curriculum department, Classroom teachers, Campus principals</p> <p><b>Funding Sources:</b> - 483 Local Grant Funds, - 199 22 Career &amp; Technology, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide mobile technology to students and teachers to access, share, create collaborate and accelerate skills/knowledge.</p> <p><b>Strategy's Expected Result/Impact:</b> Result / Impact: Improvement in student master of technology skills</p> <p>Data Sources: Technology Hardware Inventory</p> <p><b>Staff Responsible for Monitoring:</b> Director of technology, Director of Special Programs, Campus Principals</p> <p><b>Funding Sources:</b> - 199 22 Career &amp; Technology, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement a Digital Citizenship curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance student's safe and responsible use of technology.</p> <p><b>Staff Responsible for Monitoring:</b> All classroom teachers, district librarian</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 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 at a high level of academic rigor to enable student success.

**Performance Objective 4:** The percentage of students at the approaches level in Math and History will improve by 5% or more for all sub-groups, both grade levels.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide additional learning time for struggling students in the form of Jacket Time tutoring, small group math classes, intervention classes, and office hours.</p> <p><b>Strategy's Expected Result/Impact:</b> Result / Impact: Improvement in student achievement</p> <p>Data Sources: Tutoring records, Response to Intervention records</p> <p><b>Staff Responsible for Monitoring:</b> Campus principals, Classroom teachers, Interventionists</p> <p><b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 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><b>Strategy 2:</b> Review and document Multi-tiered System of Support (MTSS) procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Result / Impact: targeted and documented intervention for struggling students</p> <p>Data Sources: MTSS documentation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Counselors, Instructional Staff, Reading and Math Interventionists</p> <p><b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 Regular Education, - 199 23 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Evaluate the effectiveness of intervention classes and strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Result / Impact: Improvement in intervention effectiveness</p> <p>Data Sources: MTSS documentation, scores of students participating in MTSS process, interventionist feedback</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum specialists, Campus principals, Intervention teachers</p> <p><b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 23 Special Education, - 199 24 Compensatory Education, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Examine curriculum and related common assessments to meet the rigors expected by the state.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals, Director of instruction, curriculum specialists, core teachers</p> <p><b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 23 Special Education, - 199 Regular Education, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Purchase and utilize a supplemental Lead4Ward curriculum for Social Studies.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in rigor and intervention in Social Studies.</p> <p><b>Staff Responsible for Monitoring:</b> classroom teachers, principals, curriculum coordinators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 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.

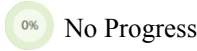
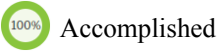
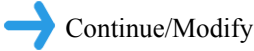

**Evaluation Data Sources:** Discipline Records, Positive Referrals, Awards Assembly Records, Teacher/Student Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students with information, assistance, and support to enable them to develop responsibility for their actions and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Counselors, Classroom teachers, Campus Principals</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement behavior intervention procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Result / Impact: Increased student responsibility and decreased negative behaviors</p> <p>Data Sources: parent/teacher communication logs, Intervention referral information Intervention documentation</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Classroom teachers, Campus principals Behavior Specialist</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create a campus mission/vision statement.  <b>Strategy's Expected Result/Impact:</b> Provide a clear goal and path for campus improvement and growth.  <b>Staff Responsible for Monitoring:</b> Campus Leadership Team</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Reduce counselor administrative responsibilities in order to facilitate more time for small groups, lunch bunches, and counselor led campus initiatives.  <b>Strategy's Expected Result/Impact:</b> Improvement in counselor positive impact on campus, resulting in positive improvement in student culture and mindset.  <b>Staff Responsible for Monitoring:</b> Campus Administrators  Counselors</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement Hope Squad.  <b>Strategy's Expected Result/Impact:</b> Improve mental health support for students.  <b>Staff Responsible for Monitoring:</b> Hope Squad Facilitators (2 teachers, 1 counselor)  Campus Administration  Central Administration Counseling Support</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Refer students for positive behaviors and publicly acknowledge and reward those Positive Behavior Referrals.  <b>Strategy's Expected Result/Impact:</b> Increase in positive behaviors.  Decrease in negative behaviors.  <b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Title I:</b>  2.5, 2.6  - <b>ESF Levers:</b>  Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>



Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Create a Power Hour Jacket Time structure to build tutoring, intervention, club meetings, and enrichment options into the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student opportunity for academic intervention within the day while also increasing buy-in by providing enrichment opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May










**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 the previous year.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain nurse, counseling, and CIS services.</p> <p><b>Strategy's Expected Result/Impact:</b> Result / Impact: Increased student mental and physical health, Increased attendance</p> <p>Data Sources: Nurse's Records, Counselor's Records, CIS Records Employment Records</p> <p><b>Staff Responsible for Monitoring:</b> District personnel, Campus principals, Campus nurse, Campus counselors, CIS coordinator</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor attendance and refer to Truancy Tribunals to as necessary to remediate attendance difficulties.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus principal, School Resource Officer, Attendance Clerk</p> <p><b>Funding Sources:</b> - 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 3:** Disciplinary referrals will decline from the previous school year.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Inform students, parents, guardians, and staff of expected behavior as stated in the Code of Conduct.</p> <p><b>Strategy's Expected Result/Impact:</b> Result / Impact: Decreased disciplinary referrals</p> <p>Data Sources: Signed letters stating receipt of Code of Conduct</p> <p><b>Staff Responsible for Monitoring:</b> Campus principals, classroom teachers</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide an alternative setting for students with severe and/or persistent misbehavior.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, SPED Director, Director of Special Programs, DAEP Principal, ISS Staff, Campus Principal</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 199 24 Compensatory Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue and improve a positive referral program.</p> <p><b>Strategy's Expected Result/Impact:</b> Result / Impact: Decreased disciplinary referrals, Increased positive referrals</p> <p>Data Sources: number of positive referrals, number of disciplinary offenses</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal, classroom teachers, counselors</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 461 Campus Activity Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Consistently implement consequences for negative behaviors with consistent communication to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce frequency of negative behaviors</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Campus principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<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 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><b>Strategy 1:</b> Review and implement campus EOP.</p> <p><b>Strategy's Expected Result/Impact:</b> Result / Impact: Safe and Secure Campus</p> <p>Data Sources: EOP</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrative staff, SRO, school nurse, classroom teachers</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide an alternative setting for students with severe and/or persistent misbehavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Result / Impact: Increased intervention for negative behaviors in severe circumstances without loss of learning, Safe &amp; Secure Campus</p> <p>Data Sources: DAEP records, ISS records, Discipline Referrals</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, SPED Director, Director of Special Programs, DAEP Principal, ISS Staff, Campus Principal</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 199 23 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May

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

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Train staff and implement the use of Raptor safety app/program for drills/emergency situations.</p> <p><b>Strategy's Expected Result/Impact:</b> 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:            Raptor data tracking</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals            Campus Safety Team</p> <p><b>Funding Sources:</b> - 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><b>Strategy 1:</b> Create job descriptions for all campus leadership and professional staff.  <b>Strategy's Expected Result/Impact:</b> Improved understanding of leadership roles and responsibilities of all staff members.  <b>Staff Responsible for Monitoring:</b> Campus Leadership Team</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement weekly Campus Leadership Team meetings.  <b>Strategy's Expected Result/Impact:</b> Allow for unified approach to campus leadership between all team members.  <b>Staff Responsible for Monitoring:</b> Campus leadership team</p> <p><b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement monthly Principal / Counselor collaboration meetings.  <b>Strategy's Expected Result/Impact:</b> Improve communication and collaboration between leadership arms related to student success and campus culture.  <b>Staff Responsible for Monitoring:</b> Principals, Counselors</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction  - <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





**Goal 4:** Collaborate with all stakeholders to develop a partnership between the community and the district.

**Performance Objective 1:** Positive parent input will outnumber negative parent feedback for campus procedures, activities, etc.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hold parent meetings for students with severe academic, behavioral, and/or emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> SPED Director, campus principals, diagnosticians, classroom teachers</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 224 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Communicate positive messages to parents about behavior, academics, and ways to get involved.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Classroom teachers, Campus principals, Counselors</p> <p><b>Funding Sources:</b> - 199 23 Special Education, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Consistently communicate with parents regarding school concerns, including attendance/tardies, behavior, and academic concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus administration, Classroom Teachers</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Create a weekly parent newsletter to communicate school events, important information, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve communication from school to home.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Website manager</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</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 4:** Collaborate with all stakeholders 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><b>Strategy 1:</b> Translate documents into students' home language.</p> <p><b>Strategy's Expected Result/Impact:</b> Result / Impact: Improved parent/school communication, Improved parent support,</p> <p>Data Sources: Record of parent communication, Translated Documents</p> <p><b>Staff Responsible for Monitoring:</b> Central Administration, campus principals, DISD Public Relations Office</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Distribute information in print and online.</p> <p><b>Strategy's Expected Result/Impact:</b> 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 Weekly Buzz</p> <p><b>Staff Responsible for Monitoring:</b> campus principals, classroom teachers, counselors</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Conduct activities that provide parents with opportunities to play an active role in their student's education.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> campus principals, classroom teachers, counselors</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

# State Compensatory

## Budget for Scott Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 6.545

### 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>
Ashlynn White	Teacher	0.125
Aurielle Speed	Teacher	0.125
Charles Means	Teacher	0.13
Christopher McClenny	Teacher	0.13
Courtney Lovell	Teacher	1
David Land	Teacher	1
Devin Mitchell	Teacher	0.13
Erik Krotz	Teacher	0.13
Jacob McMinn	Teacher	0.125
Jane Pearce Mitchell	Teacher	0.125
Jeffrey Storie	Teacher	0.125
John Brackett	Teacher	0.25
Justin Lemaster	Teacher	0.125
Kalyn Compaore	Teacher	0.13
Kelssi Williams Frederick	Teacher	0.13
Kendal Leasure	Teacher	0.13
Lana Ridenour	Teacher	0.13
Marijane Wilburn	Teacher Dyslexia	0.5



<u>Name</u>	<u>Position</u>	<u>FTE</u>
Mary Thornton	Teacher	0.125
Michaela Blackshear	Teacher	0.25
Natalie McDaniel	Teacher	0.125
Reed Cook	Teacher	0.13
Ronald Hander	Teacher	0.125
Samantha McMillan	Teacher	0.13
Shari Meek	Teacher	0.13
Shelby Watkins	Teacher	0.122
Stephanie Matthews	Teacher	0.13
Thomas Anthony	Teacher	0.111
Thomas Hoch	Teacher	0.13
Tia Tesney	Teacher	0.125
Trevor Eaves	Teacher	0.122
Ty Franklin	Teacher	0.25

# Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Community Member	Bob Alexander	Community Member
Teacher	Kim Beall-Martin	Special Populations Teacher
Teacher	Michaela Blackshear	8th Math Teacher
Community Member	Alton Blakely	Community Member
Non-Teaching Professional	Denise Brownfield	Receptionist
CIP Admin	Angela Butler	Assistant Principal
Business Representative	Brandy Douglas	Business Representative
CIP Admin	Rachael Fuller	Principal
Teacher	Mel Hander	7th Math Teacher
Teacher	Chris McClenny	7th ELAR / AVID Teacher
Teacher	Charlie Means	Health Teacher
Parent	Mattie Quate	Parent
District Admin	Regina Prigge	District Admin
Parent	Jill Smith	Parent
Teacher	Ashlynn White	8th Science / Athletics

# 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	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	7			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$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
<b>Sub-Total</b>					\$0.00
199 22 Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
<b>Sub-Total</b>					\$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

199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
3	1	2			\$0.00
4	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	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	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
2	2	1			\$0.00
2	3	2			\$0.00
<b>Sub-Total</b>					\$0.00

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