

Allen Independent School District
Ford Middle School
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

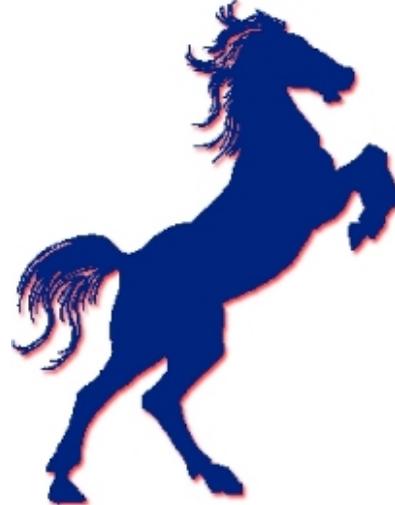
Academic Achievement in Reading/English Language Arts

Academic Achievement in Social Studies

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness



Board Approval Date: August 22, 2016
Public Presentation Date: August 22, 2016

Mission Statement

Within an environment dedicated to community and collaboration, Ford faculty and staff use rigorous and engaging instructional strategies along with frequent, common assessments to guarantee student learning and mastery across all core and elective objectives.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Ford Middle School is the oldest middle school in Allen ISD, serving 7th and 8th grade students. There are currently 868 students, serving 390 7th graders and 478 8th graders. Of these students, 122 are served by section 504, 81 receive special education services, 270 students labeled at-risk, 218 economically disadvantaged students, 44 are limited English proficient (LEP) students, and 185 Gifted and Talented students. Of the students that attend Ford Middle School, 218 or 25.29% are categorized as economically disadvantaged.

The ethnic breakdown of students enrolled at Ford is; Hispanic/Latino-18.45%, Asian- 10.67%, Black- 15.31 %, and Native Hawaiian Pacific Islander-.12%, White-48.96%, and Two or More races - 6.38%. We have a mobility rate of 5.9% and an attendance rate of 97.54%. Demographics at Ford are stable and have changed less than 1% over the past two years.

Ford Middle School has 270 students that are classified at risk. Allen ISD and Ford Middle School use both local and state indicators to identify at-risk students.

Students arrive to school by walking, riding a bike, parent transportation and the district provided buses. Ford currently has 9 buses that serve our campus and the students at Ford are comprised of children that attended Bolin, Chandler, Roundtree, Story, and Vaughn Elementary School.

While attending Ford, students are encouraged to participate in a club or activity that best suits their interests. Our clubs and activities include: Boys and Girls Athletics, Cheer, Band, Orchestra, Choir, Theatre, Girl's Breakaway, and Boys to Men, Cooking Club, FLL Robotics, NJHS, Pokémon Club, Tech Club, Newspaper Club, Guitar Club, PALS, Peer Helpers, Tool Titans, DOLLS and Anime Club. Additionally, students are encouraged to seek opportunities to start a new club if there is enough interest. FMS also offers partner's PE. Partners' PE is a program offered to students with special needs and their non-disabled peers. Students are either recruited, selected by an application process, enrolled, or voluntarily sign up to participate in these groups.

Of the 868 students enrolled at Ford Middle School, there are 1150 club, athletic and fine arts members/participants. Indicating that FMS students often participate in multiple activities.

Demographics Strengths

- Ford Middle School's mobility rate is less than 6%.
- Demographically, Ford's population is stable from year to year.
- Ford Middle School has around 1150 club, athletic and fine arts members/participants which results in our students learning how to balance school and extracurricular activities.
- Our attendance rate is 97.54% which supports that are students are succeeding in academics and building skills in the classroom.

Demographics Needs

- An identified area of need at FMS is student involvement. The campus goal is for 100% of our students to be involved in at least one club or activity at Ford.
- 25.29% of our students are economically disadvantaged. This creates a need to incorporate strategies to help these students succeed.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2015-2016 school year Ford Middle School met these targets:

- Index 1 - Student Achievement - FMS Score: 90 (state target score: 60)
- Index 2 - Student Progress - FMS Score: 45 (state target score: 30)
- Index 3 - Closing Performance Gaps - FMS Score: 56 (state target score: 26)
- Index 4 - Post-Secondary Readiness - FMS Score 70 (state target score: 13)

These scores result in Ford Middle School receiving a 2016 Texas Accountability Met Standard rating. The campus also earned six Distinction Designations:

- Academic Achievement in ELA/Reading
- Academic Achievement in Social Studies
- Top 25 Percent Student Progress
- Top 25 Percent Closing Performance Gaps
- Postsecondary Readiness

According to the 2016 System Safeguards Status Report, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

- All Subjects - 90% (state - 77%, district 93%)
- Reading - 92% (state - 77%, district 93%)
- Math - 90% (state - 81%, district 94%)
- Writing - 87% (state - 72%, district 89%)
- Science - 91% (state - 78%, district 92%)
- Social Studies - 90% (state - 78%, district 94%)

Improvements in student performance were achieved in the areas of writing, science and social studies. Student performance in the area of reading remained

consistent with last year's performance.

Additionally, there continues to be a variance between student groups. One focus for the campus is the variance between the highest and lowest scores among student groups. Note the highest and lowest scores listed below according to the 2016 System Safeguards Status Report – Student Achievement Data Table:

- All Subjects: Pacific Islander – 100%, Asian – 94%, Special Ed – 56%
- Reading: Pacific Islander – 100%, Asian – 94%, Special Ed – 61%
- Mathematics: Pacific Islander – 100%, Asian – 95%, American Indian – 80%, Special Ed – 60%
- Writing: Pacific Islander – 100%, Asian – 92%, Special Ed – 54%
- Science: Pacific Islander – 100%, Asian – 96%, American Indian – 75%, Special Ed – 54%
- Social Studies: Pacific Islander – 100%, Asian – 91%, American Indian – 75%, Special Ed – 38%

When looking at this variance, it is important to remember that student groups vary in size. To address this variance, the campus has analyzed scores for each individual student and by each standard. As stated earlier, the individual students will be targeted for intervention and acceleration. It is a priority of the campus to close the achievement gaps between all student groups with a special emphasis on the special education group specifically in the area of writing.

Additionally, Ford Middle School did not meet all of the state System Safeguards. For the 2016-2017 school year, the TAIS Intervention Process will be implemented to address the area of 7th grade Special Ed Writing.

Student Achievement Strengths

Ford Middle School has a population of hard-working, dedicated, and high achieving students. We are able to highlight the accomplishments of our talented student body through these strengths.

- Exceeding the state targets on all four performance indexes.
- Distinctions in Academic Achievement for ELA/Reading and Social Studies.
- Distinction in Postsecondary Readiness.
- Distinction in Top 25 Percent Student Progress.
- Distinction in Top 25 Percent Closing Performance Gaps.
- Met Standard Accountability Rating.

- ESL passing students increased to 40% on Writing STAAR 2016

- Special Education students increased by 34% on Writing STAAR 2016 from 2015
- Overall students increased 4% for the passing percentage for 8th grade Science STAAR
- 11% gain in passing percentage for 8th grade students taking the History STAAR
- Overall students increased by 1% for the passing percentage for 8th grade Reading STAAR
- 7% gain in advanced scores for EOC Algebra STAAR
- English Second Language students saw an increase in passing standards on the STAAR 8 th grade History and Science

Student Achievement Needs

From our data analysis, we have identified the following as the most current, critical student achievement needs. They are listed in priority order:

1. 2016 STAAR data reveals that Special Education students scored significantly below all other student groups in 7th grade Writing. There is a need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students. More support needs to be provided with a greater emphasis in writing across all content areas.
2. 2016 STAAR data reveals that 7th grade Writing scores in the African American, Hispanic, White, American Indian, Two or More Races, Special Ed, Economically Disadvantaged, and ELL groups were significantly lower when compared to the same groups in the other subject test areas, as well as, other AISD middle school campuses. There is a need for greater structures and strategies for providing support, accommodations, acceleration and interventions for African American, Hispanic, White, American Indian, Two or More Races, Special Ed, Economically Disadvantaged, and ELL students. Additional support needs to be provided with a greater emphasis in writing across all content areas.
3. 2016 STAAR data reveals a significant achievement gap for our ELL students across all test subject areas when compared to the Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More races groups. There is a need for greater structures and strategies for providing support, accommodations, acceleration, interventions and an emphasis on academic vocabulary for ELL students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Ford Middle School utilizes weekly Professional Learning Community meetings (PLC) by team/department to continually analyze, evaluate, and refine our student assessment data, instructional alignment, instructional pacing, TEKS alignment, technology integration, and professional best practice.

Teachers at Ford are encouraged and supported in their use of innovative teaching practices and to work with students to find the best ways to meet their needs. Ford teachers and staff are further encouraged to work with students to promote citizenship, manners, and how to interact with adults and other students appropriately and positively.

Curriculum, Instruction, and Assessment Strengths

- Weekly PLC meetings for all teams.
- Co-Teach model of instruction to support special education students in the general education classroom
- Curriculum alignment among all teams
- High level of rigor on all campus designed assessments
- Collaborative relationship with all instructional specialists from the district that work to augment and complement the work of the PLCs.

Curriculum, Instruction, and Assessment Needs

- Continued professional development in the area of differentiation and scaffolding to support all students but especially ESL and SPED students.
- Continued evaluation of student data to support refinement of activities to meet the needs of students in the area of critical writing.

Family and Community Involvement

Family and Community Involvement Summary

Ford Middle School offers a multitude of ways for parents to be involved in their child's middle school journey. FMS welcomes and encourages parent involvement. There are ways to be involved at many levels and to fit any time constraints parents may have. For those with limited time, they can stay involved by following the various twitter posts from teachers and administrators as well as Mr. Russell's Principal facebook page. For parents with more time, they can serve on the PTA or volunteer to speak at the FMS career day. There are also ways for parents to be involved that are specifically related to their child's interests, such as volunteering to feed the football team on game day if your child is a football player.

FMS values parental involvement and suggestions and feedback and wants every parent to feel connected to our school in some way. This year FMS started "Ford Mustang Pride!" comment cards. These cards may be filled out manually or the QR code can be scanned so that customers can provide feedback as to their experience at Ford Middle School.

Family and Community Involvement Strengths

Ford Middle school offers many opportunities for parents to be invited to FMS, for them to be involved in events that are going on and for information to be shared. These opportunities include:

- Expectation Night, at which parents and students are invited to come to Ford prior to school starting and tour the campus to find their classrooms, pick up their IDs, and learn about the various clubs and organizations offered at FMS.
- Digital Learning Night is a night at which parents are invited to attend various sessions where FMS teachers present information on a variety of topics related to the various digital tools FMS students use on a regular basis. Topics include Canvas, Skyward, Google, iStation, Think through math, Online Science textbooks, Kahoot, Quizlet, and Social Media.
- Band Tailgate Concert at which parents are invited to AHS to watch a joint performance of all three middle schools and the Escadrille.
- AIM for Success is a PTSA sponsored program held at Ford for parents that discusses abstinence.
- Naviance training for parents by Dustin Tamplen, to become familiar with the Naviance website that students use starting in middle school to explore college and career information.
- Career and Technology Education middle school night at AHS for parents to learn about the different CTE pathways that their students can become involved in at the high school level.
- Counselor Advisory Council- a council made up of counselors, PTA, teachers and parents where parents can learn about the FMS counseling program and provide feedback and suggestions to enhance the counseling program.

- Career Day- an opportunity every other year at FMS for parents to come and speak to 7th and 8th grade students about their jobs to allow the students to learn about different career paths available to them after high school and college.
- Meet the football coaches meeting
- Parent volunteers to feed FMS football players on game days
- Middle school nights for volleyball and basketball at Varsity games at AHS.
- Community Concerts for band and orchestra at Malls and other public venues.
- Rudolph Run- a district wide run promoted by Ford to get our families involved in a fun and healthy district wide event
- Parent/Teacher meetings
- Twitter is used as a communication tool by administration and teachers to keep parents, students and community members informed about what is occurring at Ford Middle School. @FordMSPrincipal
- Facebook is used as a communication tool by administration to keep parents, students and community members informed about what is occurring at Ford Middle School. Ford Principal Russell
- FMS website
- Incoming 6th grade parent night- for parents and students to learn about Ford and meet the staff and see the building the year prior to students starting 7th grade.
- School Daze play- for incoming 7th graders and their families to come to Ford and learn about middle school in a fun, theatrical way.

Family and Community Involvement Needs

- Create more opportunities for parents, specifically Dads, to have direct involvement on a daily basis.
- Increase parent involvement on the Campus Improvement Team.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility

- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 1: Ford Middle School will continue to strive toward excellence in achievement by all students by increasing their achievement on STARR/EOC.

Summative Evaluation: 2017 State Accountability Rating

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Provide imbedded intervention and spiraling of instruction during the school day and during tutorial times for students who are not successful in mastering content.	Classroom teachers, Counselors, Assistant Principals, Principal	Increased 9 week passing rates for all students.				
2) Teacher Professional Learning Communities will continue to increase the rigor of their questioning, daily work and instruction through formal evaluation of their common formative assessment data and canvas lessons.	Classroom Teachers, Principal, Assistant Principals, Instructional Specialists	Increases in departmental CFA scores, benchmark scores, and 9 week grades.				
3) Provide opportunities through "Wednesday School" to ensure students complete all assignments with a teacher assistance.	Classroom Teachers, Assistant Principals, Assistant Principal Secretary, Principal	Homework logs, teacher notes, teacher timesheets, teacher gradebooks				
						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 1: Ford Middle School will maintain the Exemplary rating as achieved in the 2016 local accountability rating system.

Summative Evaluation: 2016-17 Local Accountability Rating

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Ford MS will offer a variety of fine arts programs/courses including band, orchestra, choir, art, theatre arts and encourage students to enroll in these courses/programs.	Teachers, counselors, administration	Increased enrollment in fine arts programs/courses				
2) Ford MS will offer and encourage participation in a variety of athletic and physical education courses and programs including physical education class, golf, tennis, football, volleyball, basketball, track, cross country, and partners PE.	Counselors, coaches, administration	Increased enrollment in athletic participation				
3) Ford MS will actively communicate with parents through various methods and seek out parents to become involved in PTSA, campus improvement team and support of student clubs.	Administration, teachers, office staff, counselors	Parents are informed of activities and events, parents become more involved in campus activities and provide an active role on committees.				
4) Ford MS will work with English Language Learners to support their acquisition of English through classroom support and interventions.	All staff, ELL campus coordinator, counselors, administration	Increased success of ELL students on all campus developed assessments and standardized tests				
5) Ford MS will provide a robust offering of digital learning opportunities for students embedded within daily instruction.	Teachers, Administration, Campus Tech, Library Media Specialist	Student use technology tools such as Canvas for learning				
6) Ford MS will actively work to create purposeful adult interactions with students to foster dropout prevention and character development including the “Be the One” character traits, Boys to Men club and Girls Break Away.	All Staff	Student will articulate and model good character traits				
						

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 1: Ford Middle School will ensure improvement in student learning through our professional learning communities, with continued focus on curriculum, instruction/assessment and intervention.

Summative Evaluation: Curriculum documents, Student performance on Benchmarks, CFAs, and STARR

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Ford MS teachers will meet in professional learning communities to work collaboratively on a weekly basis to focus on student assessment data, instruction, intervention and higher level questioning.	Teachers, Administration	Weekly PLC team meeting minutes, student data				
2) Ford MS teachers will meet regularly with content instructional specialists and technology instructional specialists during their PLC times to ensure alignment with TEKS and to develop interventions for struggling students.	Teachers, Administrators, Instructional specialists	Instructional specialists meeting notes, student success and increased performance				
3) Ford MS teachers will work on district cadre teams to assist with the development of curriculum documents to ensure district wide alignment, differentiation for all levels of learners while increasing the rigor of instruction.	Select core teachers, Administration	Notes from Cadre meetings, new curriculum documents				
						

Goal 4: Provide opportunities for all students to use technology through project based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

Performance Objective 1: Ford Middle School will provide opportunities for all students to use technology through project based activities that reinforce the core curriculum while becoming proficient in the technology application TEKS.

Summative Evaluation: Adequate technology on campus for teachers and students and a pervasive culture of technology integration.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Ford MS teachers will utilize Canvas learning management system to provide students with a blended model of instruction delivery.	Teachers, Administration	Campus wide daily Canvas use by all teachers.				
2) Ford MS will ensure all teachers have the resources needed to support the implementation of new technologies in the classroom.	Teachers, Administration, Campus Tech, Library Media Specialist	Teacher use of technology tools, teacher empowerment to try new technology tools.				
3) Ford MS Student will be given opportunities to utilize technology in their daily assignments and projects.	Teachers	Lesson planning, T-TESS observations, ALWs				
						

Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 1: Ford Middle School will provide opportunities for the community to communicate concerns and provide feedback to reinforce the school/parent relationship.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Ford MS will provide comment cards that can be filled out electronically or manually as an opportunity for Ford “customers” to provide anonymous feedback about the interactions encountered at FMS.	Administration, Campus Secretary	Weekly analysis of comments as part of a continuous improvement model.				
						

Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 2: Ford MS will use clubs and organizations to provide a system of awareness and understanding of diversity

Summative Evaluation: Development of systems and planned events by student council

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Ford MS will utilize the newly re-started student council to work with all clubs and organizations to promote acceptance of all students and to promote an understanding of diversity.	Club Sponsors, Administration	Student exposure to differing cultures, awareness and cultural sensitivity				

Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug free, and conducive to learning that leads to graduation for all students.

Performance Objective 1: Ford MS will provide a safe learning environment to to meet the academic and social needs of our students.

Summative Evaluation: Compliance with all safety drills, increased attendance rate, reduced disciplinary referrals and incident reports.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Ford MS will perform all required safety drill with fidelity and accuracy.	All Staff	Safety drill log, student understanding of procedures for all drills.				
2) Partnership with School Resource officer to provide a safe learning environment and to address student safety/criminal needs.	School Resource Officer, Administration, Counselors	Decreased safety incidents and increases SRO directed lessons and communication.				
						

Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug free, and conducive to learning that leads to graduation for all students.

Performance Objective 2: Ford MS will promote positive student behaviors through appropriate modeling and positive reinforcement.

Summative Evaluation: Compliance with all safety drills, increased attendance rate, reduced disciplinary referrals and incident reports.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Ford MS Student council will begin to recognize a student of the week.	Student Council Sponsor, Administration, Counselors	After student council is fully operational in the spring, they will select a student of the week to be highlighted on the announcements.				
2) Ford MS will utilize AHS PALS to serve as mentors and role models for select students	AHS PALS sponsors, Counselors, FMS PALS sponsor, Administration	FMS students will meet regularly with AHS PAL students				
3) Ford MS Teachers will model professionalism and professional dress.	All Staff	All staff will dress professionally except on designated spirit days.				
						

Goal 7: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 1: Ford MS will create and use a fiscally sound budget and budgeting practices to support instruction and building operations.

Summative Evaluation: Sound, well apportioned budget, compliance with all district HR procedures

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Ford MS will follow all district guidelines and policies to ensure compliance with applicable rules related to campus budgeting.	Principal, Campus Secretary	Compliance with procedures, sound well apportioned budget				
2) Ford MS will work closely with district personnel to ensure out budget is created to maximize our resources.	Principal, Campus Secretary	Balanced Budget				
						

Goal 7: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 2: Ford MS will ensure compliance with all staffing management laws, rules, and procedures.

Summative Evaluation: Sound, well apportioned budget, compliance with all district HR procedures

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Ford MS will work closely with the Human Resources department to ensure staff are managed, hired, and fired as is allowable in law and as dictated by best practice.	Administration	Low teacher turnover rate				
						