

Stamford Middle School Campus Improvement Plan 2004-2005

**Stamford Middle School**

Comprehensive Needs Assessment

A comprehensive needs assessment is conducted formally by Stamford ISD bi-annually. Parents, community members, students, teachers, paraprofessionals, and administrators are surveyed. The needs assessment was last given in the spring of 2003.

As part of the comprehensive needs assessment, TAKS results are disaggregated annually by all subgroups - ethnicity and special programs. The district has the availability of the AEIS It program that can disaggregate TAKS information in many ways. The attendance rate for Stamford Middle School is also reviewed from the AEIS report to see if attendance is an area of need that needs to be addressed. The Site-Base Decision Making Team also gives input into the needs of the campus from its diverse background of its team members. Student representatives also serve on the Site-Base Decision Making Team. They share their input from other students about needs and concerns on the campus.

Further assessment occurs annually through ongoing evaluation of the Campus Improvement Plan by the SBDM Team. Each goal, objective, and activity, is carefully evaluated to determine its degree of effectiveness for the sake of student success. All of the information obtained from this continual evaluation is used to review and revise the Campus Improvement Plan each year. The Campus Improvement Plan is a living document, constantly changing and improving to meet the needs of SMS students.

Since 2004 was not a year for a formal survey, the following data was reviewed in an effort to gather information for current needs: TAKS/SDAA & RPTe data for 2003 & 2004 (with data disaggregated by sub-groups), parent involvement plan, attendance/drop-out rates, data from special program evaluations, staff data concerning Highly Qualified status, discipline reports, school board concerns, faculty surveys, Title I review report, failure rates, and special education concerns. Significant findings: Concern with 6<sup>th</sup> grade reading scores, concern with math scores grades 6-8, need for higher expectations in appearance, behavior, and academics, more technology in the classrooms and highly qualified personnel in special education.

As a school the SBDM team along with the school board decided to focus on raising overall math proficiency levels as this seemed to be our greatest need. Another math teacher will be added to the campus, so smaller classes can be offered in an effort to give more attention to individual students. Curriculum alignment will be a focus, as well as disaggregated test data. Staff development will be planned to address this need. In addition, changes will be made in the discipline policy to address the call for higher expectations in appearance, behavior, and academics. Changes will be made in teaching assignments to address the need for highly qualified personnel in special education classes.

Our district appoints committees for all special programs. The purpose of this is to ensure that special programs are represented in the planning process. The chairperson of the District Level Committee met with special program committees individually to evaluate the 2003-2004 goals and objectives of each program and to formulate the 2004-2005 goals and objectives. These were then presented to the District Level Committee for review.

## Stamford Middle School Campus Improvement Plan 2004-2005

### State Compensatory Education

Stamford Middle School, a designated as a school-wide Title I campus, has 60% low income students and supports the educational program in part with State Compensatory funding. \$146,938.25 of State Compensatory Education funds are being coordinated with Title I funds to enhance the educational program on this Title I Schoolwide Campus. During the 2003-2004 school year, the primary use of the money at the campus level was to pay teachers' salaries. In addition, money was budgeted for license fees of computer software programs to accelerate and improve instruction of students who are at-risk of failing either their current grade level or TAKS. The remaining State Compensatory Money was scattered in much smaller amounts among several other areas including general supplies and equipment, and professional development. See attached budget for amounts.

**I. Instill a sense of Pride in Self, School, and Community.**

This goal will be accomplished by improving the academic performance of all students, promoting school spirit, and taking an active part within the community. The ultimate goal will be an "exemplary" campus and district, that will bring positive recognition to the community.

**II. Provide a safe, learner-centered environment.**

This goal will be achieved by using programs to teach and training to prepare both students and faculty so that the learning environment will be both safe and student-centered.

**III. Ensure all students receive the necessary tools to be successful.**

This goal will require a well-balanced curriculum be taught, special programs be implemented, parental and community partnerships formed, and student attendance be monitored and enforced.

**IV. Promote partnerships with parents and other members of the community directed towards school improvement.**

This goal will call for an increased number of opportunities for parent and community members' involvement within the school and students' involvement within the community.

**10 Components of a Title I School-Wide Program**

1. **Needs Assessment** – narrative, 1.1.2, 1.1.4, 1.1.8, 1.2.2,, 1.2.9, 1.2.11-1.2.13, 1.3.2, 1.4.2, 1.4.5, 1.5.6, 1.6.1, 1.6.2, 1.6.4, 1.6.6, 1.6.7, 1.6.9, 1.6.10, 2.1.1-2.1.6, 2.1.9, 2.1.11, 2.1.11, 2.1.13-2.1.15, 2.3.3, 3.2.6, 3.2.14, 3.3.1-3.3.4, 3.5.1, 3.5.4, 3.5.5, 3.6.6, 3.7.6, 3.8.8, 4.1.6, 4.1.8, 4.1.13
2. **Reform Strategies** – 1.1.3-1.1.5, 1.1.6, 1.1.8, 1.1.12, 1.1.13, 1.2.3, 1.2.5, 1.2.6, 1.2.15, 1.3.3, 1.4.3, 1.4.5, 1.4.6, 1.5.2, 1.5.5, 1.6.3, 1.6.5, 1.6.9, , 2.1.11, 2.1.12, 2.1.16, 2.1.18, 2.1.20, 2.1.23, 2.3.2, 2.3.11- 2.3.12, 3.2.17-3.2.20, 3.3.6, 3.3.9, 3.5.6, 3.6.5
3. **Qualified Staff** – 2.1.8, 1.2.14, 2.2.2-2.2.5, 2.3.1, 2.3.2, 2.3.7, 3.4.9
4. **Professional Development** – 1.1.9, 1.1.11, 1.1.13, 1.2.12, 1.2.14, 1.4.7, 1.4.10, 1.5.3-1.5.4, 2.1.8, 2.1.18, 2.1.21-2.1.22, 2.2.4, 2.3.1, 2.3.5-2.3.13, 3.4.6, 3.4.9, 3.6.4
5. **Parental Involvement** – 1.5.3, 1.5.7,2.1.17,2.3.13, 3.3.4, 3.4.4, 3.3.9, 3.8.9, 4.1.1-4.1.13, 4.4.16, 4.4.17, 4.4.18, 4.4.19, 4.4.20,4.4.21, 4.4.22
6. **Preschool Transition** – N/A for this campus, transition addressed at 3.3.3, 3.5.7, 3.7.2-3.7.4, 4.1.3, 4.1.4, 4.1.5
7. **Teachers & Assessment Decisions** – 1.1.1, 1.1.9, 1.2.1, 1.2.9, 1.3.1, 1.4.1, 1.5.1, 1.5.7, 2.3.3, 2.3.4, 3.2.4, 3.2.5, 3.2.6, 3.4.2, 3.4.3, 3.5.1, 3.5.4, 3.5.5, 3.7.6
8. **Timely Assistance to Students** – 1.1.4, 1.1.7, 1.1.8, 1.1.10, 1.1.13, 1.2.4, 1.2.7, 1.3.4, 1.4.4, 2.1.1, 2.1.2, 2.1.20, 2.1.23, 3.2.1, 3.2.3,3.2.8-3.2.13, 3.2.15,-3.2.16, 3.2.21, 3.4.3, 3.4.5, 3.4.7, 3.4.8, 3.4.10, 3.5.6, 3.5.8, 3.6.1
9. **Coordination Between Programs** – 1.1.2, 1.1.9, 1.1.11, 1.2.8, 1.2.14, 1.3.5, 1.4.6, 1.4.8, 1.5.5, 1.5.7, 1.5.8, 1.6.1, 1.6.2, 1.6.8, 1.6.9, 2.1.7, 2.1.12, 2.1.23, 3.1.1, 3.1.4, 3.2.5-3.2.6, 3.2.10, 3.3.5, 3.3.7, 3.4.1, 3.4.2, 3.5.2, 3.5.3, 3.6.2, 3.6.6, 3.7.1, 3.7.5, 3.8.1, 3.8.3, 3.8.5, 3.8.11
10. **Attracting Highly Qualified Staff** – 2.2.1, 2.2.2, 2.3.2, 2.3.5

Technical Assistance Provider for Stamford ISD – Lucy Smith, Region XIV Title I Consultant

**Federal, State, & Local Programs which provide assistance to Stamford Middle School**

- Title I, Part A – All children meet state standards
- Title II, Part B, Eisenhower Professional Development
- Title IV – Safe and Drug Free Schools
- Title VI – Innovative Classroom Strategies
- Title VI – Class Size Reduction
- IDEA – Individuals with Disabilities Act

**Special Programs and Special population included in the Title I School-wide Program at Stamford Middle School**

- |                            |                                    |
|----------------------------|------------------------------------|
| Gifted & Talented          | State Compensatory Education       |
| Economically Disadvantaged | State Special Education            |
| ESL/Bilingual              | Optional Extended Day/Year Program |
| Title I, Part A            | Title II, Part B                   |
| Title IV                   | Title VI                           |
| Gender equities            | At-Risk Students                   |

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Ethnic groups (White, Hispanic, African American) State Technology Allotment  
Title III

**THREE YEAR GOAL:** By the end of the 2005-2006 all student groups in grades 6-8 will score 90% or above on TAKS.

**NEED AND ANNUAL PERFORMANCE OBJECTIVE:**

By the end of the 2004-2005 the percent of **sixth** grade students passing TAKS in Reading will:

	<u>Increase/Maintain</u>	<u>Need/TAKS-last yr.</u>	<u>Need/TAKS-upcoming</u>	<u>AP Objective</u>
<b>White</b>	Increase	from <b>96%</b>	from 95%	to 100%
<b>Hispanic</b>	Increase	from <b>63%</b>	from 79%	to 80%
<b>African American</b>	Increase	from 67%	from N/A%	to 70%
<b>E. Disadvantaged</b>	Increase	from <b>64%</b>	from 83%	to 85%
<b>Gifted/Talented</b>	Maintain	from 100%	from N/A%	to 100%
<b>At-Risk</b>	Increase	from <b>50%</b>	from 50%	to 70%
<b>All Groups</b>	Increase	from <b>80%</b>	from 88%	to 90%

By the end of the 2004-2005 the percent of **seventh** grade students passing TAKS in Reading will:

	<u>Increase/Maintain</u>	<u>Need/TAKS-last yr.</u>	<u>Need/TAKS-upcoming</u>	<u>AP Objective</u>
<b>White</b>	Maintain/Increase	from 94%	from <b>96%</b>	to 98%
<b>Hispanic</b>	Increase	from 95%	from <b>63%</b>	to 90%
<b>African American</b>	Increase	from N/A%	from 67%	to 80%
<b>E. Disadvantaged</b>	Increase	from 93%	from <b>64%</b>	to 90%
<b>Gifted/Talented</b>	Maintain	from 100%	from 100%	to 100%
<b>At-Risk</b>	Increase	from <b>83%</b>	from 50%	to 85%
<b>All Groups</b>	Increase	from 95%	from <b>80%</b>	to 95%

By the end of the 2004-2005 the percent of **eighth** grade students passing TAKS in Reading will:

	<u>Increase/Maintain</u>	<u>Need/TAKS-last yr.</u>	<u>Need/TAKS-upcoming</u>	<u>AP Objective</u>
<b>White</b>	Increase	from <b>95%</b>	from 94%	to 100%
<b>Hispanic</b>	Increase	from 92%	from 95%	to 95%
<b>African American</b>	Increase	from <b>71%</b>	from N/A%	to 75%
<b>E. Disadvantaged</b>	Increase	from <b>85%</b>	from 93%	to 95%
<b>Gifted/Talented</b>	Maintain	from <b>100%</b>	from 100%	to 100%
<b>At-Risk</b>	Increase	from <b>79%</b>	from <b>83%</b>	to 85%
<b>All Groups</b>	Increase	from <b>90%</b>	from 95%	to 95%

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<b>Campus Goal: 1. Instill a sense of Pride in Self, School, and Community.</b>					
<b>District Goal: <u>  1  </u> Performance Objective: <u>  1.1  </u></b>					
<b>Performance Objective: 1. Improve the percentage of all students in all subgroups meeting minimum expectations or ARD expectations on the TAKS/SDAA Reading to at least 90%.</b>					
<b>Summative Evaluation: Spring 2005 TAKS/SDAA Reading scores for all students.</b>					
<b>Activities/Strategies</b>	<b>Person Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Evaluation Methods</b>	<b>Budget</b>
1.1.1 Administer released TAKS/SDAA tests to all regular and special education students, including those in special programs. Disaggregate data / identify at-risk students in need of remediation.	Classroom teachers & principal	Released TAKS Tests	December February	Copy of teachers' lesson plans. Teachers' records of completed released TAKS/SDAA tests. TAKS/SDAA scores in the Spring of 2005.	Title V Funds
1.1.2 Utilize TAKS/SDAA preparatory materials in all regular & special programs, which will prepare every student for the TAKS/SDAA format.	Regular classroom teachers and special education/programs teachers, principal, & instructional aides	Released TAKS/SDAA Practice Tests & other materials(TAKS Master).	Annually	Lesson plans reflect usage of these types of items on a regular basis. TAKS/SDAA scores in the Spring of 2005.	Title V Funds
1.1.3 Utilize Orchard Software and Study Island in the computer lab based upon its ability to address student needs in Reading/Lang. Arts related to TEKS Objectives. (Research Based)	Teachers, Principal, & Computer Aide	Computers & software	Annually	Review student gains as documented by the Placement Assessment. TAKS/SDAA Scores in the Spring of 2005.	Title I Funds
1.1.4 Implement a TAKS remediation class for those who failed or were near failing on the TAKS test the prior year.(needs assessment)	Teacher and principal	Practice materials and tests (Kamico).	Each Semester	Pre/Post tests. TAKS scores for 2005.	Tri-county grant funds.
1.1.5 Students will participate in the Scholastic Reading Program. RCI store will be provide incentives. SRI will be given to determine progress. (Research Based)	Librarian, Teachers (English & Reading)	Library/Library books Computerized program Wal-Mart Hooky Day/Prizes	Each Six Weeks	Computerized test results Reading logs Comparison of beg. & ending Lexile levels	Local Funds
1.1.6 Dyslexia Program	Becky Blount	Scottish-Rite Reading Program	Each Semester	Improved reading skills as noted by improved grades & TAKS scores	None
1.1.7 Identify At-Risk students early so they can receive extra help.	Counselor	State criteria for at-risk	Sept. 2004	Updated list of students At-Risk	None
1.1.8 Early release Mon.-Thurs. so mandatory tutorials can be held in each core subject once a week. (needs assessment)	Principal School Board	Bell schedule	Each Week	Improved reading skills as noted by improved grades & TAKS scores	None
1.1.9 Allow time for teachers to plan together so curriculum is aligned and	Principal	Scheduled time Paraprofessionals	Last week of each six weeks	Lesson plans	None

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integrated across the curriculum.		Grade Level teachers			
1.1.10 Provide reading improvement classes to students who are two or more years behind in their reading level.	Principal, certified reading teachers	SRI reading test List of student's scores	August 2004 January 2005	Improved reading skills as noted by improved grades & TAKS/SDAA scores	Local funds
1.1.11 Use set reading strategies throughout grades 6-8, to provide structure and alignment. Post strategies in reading and language arts' classrooms. (Kay Price-Hawkins strategies)	Principal Reading/Lang. Arts teachers	Classroom posters	Training-Spring 2004 Implementation -Sept. 2004	Walk-through Lesson plans	Local funds
1.1.12 Provide CEI to students three or more years behind in their reading level. (Needs assessment & Research Based)	Principal	4 station lab Site license Trained personnel	Each Semester	Pre/Post tests Student records	Title I funds
1.1.13 Bring in Reading Specialist to work with all 6 <sup>th</sup> grade students and all 7 <sup>th</sup> & 8 <sup>th</sup> graders who are "at risk" of not passing the TAKS/SDAA Reading Test.	Principal Kay Price-Hawkins	Reading packets scissors colored paper Fellowship Hall Church of Christ	March 2005	Teacher observation of strategy implementation Improved reading skills as noted by improved grades and TAKS scores	Title I funds

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**THREE YEAR GOAL:** By the end of the 2005-2006 all student groups in grades 6-8 will score 90% or above on TAKS.

**NEED AND ANNUAL PERFORMANCE OBJECTIVE:**

By the end of the 2004-2005 the percent of **sixth** grade students passing TAKS **Math** will:

	<u>Increase/Maintain</u>	<u>Need/TAKS-last yr.</u>	<u>Need/TAKS-upcoming</u>	<u>AP Objective</u>
White	Increase	from 88%	from 100%	to 100%
Hispanic	Increase	from 67%	from 67%	to 75%
African American	Increase	from 17%	from N/A%	to 70%
E. Disadvantaged	Increase	from 61%	from 78%	to 80%
Gifted/Talented	Maintain	from 100%	from N/A%	to 100%
At-Risk	Increase	from 47%	from 50%	to 70%
All Groups	Increase	from 71%	from 84%	to 85%

By the end of the 2004-2005 the percent of **seventh** grade students passing TAKS in **Math** will:

	<u>Increase/Maintain</u>	<u>Need/TAKS-last yr.</u>	<u>Need/TAKS-upcoming</u>	<u>AP Objective</u>
White	Maintain/Increase	from 78%	from 88%	to 90%
Hispanic	Increase	from 75%	from 67%	to 80%
African American	Increase	from N/A%	from 17%	to 70%
E. Disadvantaged	Increase	from 63%	from 61%	to 70%
Gifted/Talented	Maintain	from 100%	from 100%	to 100%
At-Risk	Increase	from 50%	from 47%	to 70%
All Groups	Increase	from 78%	from 71%	to 85%

By the end of the 2004-2005 the percent of **eighth** grade students passing TAKS in **Math** will:

	<u>Increase/Maintain</u>	<u>Need/TAKS-last yr.</u>	<u>Need/TAKS-upcoming</u>	<u>AP Objective</u>
White	Increase	from 67%	from 78%	to 80%
Hispanic	Increase	from 64%	from 75%	to 80%
African American	Increase	from 57%	from N/A%	to 70%
E. Disadvantaged	Increase	from 56%	from 63%	to 70%
Gifted/Talented	Maintain	from 100%	from 100%	to 100%
At-Risk	Increase	from 7%	from 50%	to 70%
All Groups	Increase	from 64%	from 78%	to 85%

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<b>Campus Goal: 1. Instill a sense of Pride in Self, School, and Community.</b>					
District Goal: <u>1</u> Performance Objective: <u>1.1</u>					
Performance Objective: 2. Improve the percentage of all students in all subgroups meeting minimum expectations or ARD expectations on the TAKS/SDAA Math to at least 90%.					
Summative Evaluation: Spring 2005 TAKS/SDAA Math scores for all students.					
Activities/Strategies	Person Responsible	Resources Needed	Timeline	Evaluation Methods	Budget
1.2.1 Administer released TAKS/SDAA tests to all regular and special education students, including those in special programs. Disaggregate data and identify at-risk students in need of remediation.	Classroom teachers & principal	Released TAKS Tests	At least once per semester	Copy of teachers' lesson plans. Teachers' records of completed released TAKS/SDAA tests. TAKS/SDAA scores in the Spring of 2005.	Title V Funds
1.2.2 Utilize TAKS/SDAA preparatory materials in all regular & special programs, which will prepare every student for the TAKS/SDAA format.	Regular classroom teachers and special education/programs teachers, principal, & instructional aides	Released TAKS/SDAA Practice Tests & other materials (TAKS Master) Measure Up!	Annually	Lesson plans reflect usage of these types of items on a regular basis. TAKS/SDAA scores in the Spring of 2005.	Title V Funds
1.2.3 Utilize Orchard Software and Study Island in the computer lab based upon its ability to address student needs in math related to TEKS Objectives.	Teachers, Principal, & Computer Aide	Computers & software	Annually	Review student gains as documented by the Placement Assessment. TAKS/SDAA Scores in the Spring of 2005.	Title I Funds
1.2.4 Implement a TAKS remediation class for those who failed or were near failing on the TAKS test the prior year.	Teacher and principal	Practice materials and tests (Kamico).	Each Semester	Pre/Post tests. TAKS scores for 2005.	Tri-county grant funds.
1.2.5 Implement curriculum designed to address student diversity and higher order thinking skills.	Math teacher	Lone Star Math curriculum Bulletin Board Math Mountain Math Measure Up!	Each Semester	TAKS scores Spring of 2005	None
1.2.6 Implement teaching strategies designed to address student diversity and higher order thinking skills (problem solving skills).	Math teacher	Layered curriculum Measure Up!	Each Week	Increased scores on TAKS test spring 2005	None
1.2.7 Identify At-Risk students early in order for them to receive extra help.	Counselor	State criteria for at-risk	Sept. 2004	Updated list of students At-Risk	None
1.2.8 Allow time for teachers to plan together so curriculum is aligned and	Principal	Scheduled time Paraprofessionals	Last week of each six weeks	Lesson plans	None

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integrated across the curriculum.		Grade Level teachers			
1.2.9 Make sure all teachers are teaching the grade level TEKS.	Principal	TEKS	Each Week	Students prepared for TAKS Lesson plans	None
1.2.10 Hire another math teacher, so math class size can be reduced and more individual attention can be given to each student. (needs assessment)	School board Superintendent Principal	3 math teachers	August 2004	Class rosters Math TAKS scores 2005	Local Funds
1.2.11 Bring in outside resources to help with vertical alignment and test disaggregating to ensure curriculum being taught is aligned with the statewide curriculum (TEKS). (needs assessment)	Principal	Region 14 math consultant Staff development time Math TEKS AEIS IT reports	October 2004 Spring 2005	Improved Math TAKS scores 2005 Teacher lesson plans	Title IV/SSA
1.2.12 Send math teachers to observe schools that have proven to have successful math programs as evidenced through their high test performance. (needs assessment)	Principal Math teachers	Substitutes Release time	March 2005	Increased Math TAKS scores 2005	Local Funds
1.2.13 Provide opportunity for math and science skills to be integrated and provide opportunity to learn and apply H.O.T. skills.	Math & Science teacher	AIMS materials	Nov. 18, 2004 4 <sup>th</sup> Six Weeks	Grades Improved TAKS scores	Title I funds
1.2.14 Provide opportunity for math teachers to attend CAMT math conference together, allowing time to plan and learn together.	All math teachers Principal	transportation lodging meals registration fees	July 2005	Certificates of Completion	Local funds
1.2.14 Increase student performance in math by forming a math club.	Lisa Bull	Aims Lessons	1 hour per week after school	improved math grades and TAKS scores	21 <sup>st</sup> Century Books and Beyond grant funds

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**THREE YEAR GOAL:** By the end of the 2005-2006 all student groups in grades 6-8 will score 95% or above on TAKS.

**NEED AND ANNUAL PERFORMANCE OBJECTIVE:**

By the end of the 2003-2004 the percent of **seventh** grade students passing TAKS in **Writing** will:

	<u>Increase/Maintain</u>	<u>Need/TAKS-last yr.</u>	<u>AP Objective</u>
White	Increase_____	from <u>100%</u>	to _____ <u>98%</u>
Hispanic	Maintain_____	from <u>95%</u>	to _____ <u>95%</u>
<b>African American</b>	Increase_____	from <u>N/A%</u>	to _____ <u>90%</u>
E. Disadvantaged	Increase_____	from <u>96%</u>	to _____ <u>96%</u>
Gifted/Talented	Maintain_____	from <u>100%</u>	to _____ <u>100%</u>
<b>At-Risk</b>	Increase_____	from <u>91%</u>	to _____ <u>95%</u>
All Groups	Increase_____	from <u>98%</u>	to _____ <u>98%</u>

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<b>Campus Goal: 1. Instill a sense of Pride in Self, School, and Community.</b>					
<b>District Goal: <u>1</u> Performance Objective: <u>1.1</u></b>					
<b>Performance Objective: 3. Improve the percentage of all students in all subgroups meeting minimum expectations or ARD expectations on the TAKS/SDAA Writing to at least 95%.</b>					
<b>Summative Evaluation: Spring 2005 TAKS/SDAA Writing scores for all seventh grade students.</b>					
<b>Activities/Strategies</b>	<b>Person Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Evaluation Methods</b>	<b>Budget</b>
1.3.1 Administer released TAKS/SDAA tests to all regular and special education students, including those in special programs. Disaggregate data and identify at-risk students in need of remediation.	Classroom teachers & principal	Released TAKS Tests	At least once per semester	Copy of teachers' lesson plans. Teachers' records of completed released TAKS/SDAA tests. TAKS/SDAA scores in the Spring of 2005.	Title V funds
1.3.2 Utilize TAKS/SDAA preparatory materials in all regular & special programs, which will prepare every student for the TAKS/SDAA format.	Regular classroom teachers and special education/programs teachers, principal, & instructional aides	Released TAKS/SDAA Practice Tests & other materials(TAKS Master).	Annually	Lesson plans reflect usage of these types of items on a regular basis. TAKS/SDAA scores in the Spring of 2005.	Title V Funds
1.3.3 Utilize Orchard and Study Island Software in the computer lab based upon its ability to address student needs in writing related to TEKS Objectives.	Teachers, Principal, & Computer Aide	Computers & software	Annually	Review student gains as documented by the Placement Assessment. TAKS/SDAA Scores in the Spring of 2005.	Title I Funds
1.3.4 Implement a TAKS remediation class for those who failed or were near failing on the TAKS test the prior year.	Teacher and principal	Practice materials and tests (Kamico).	August 2004 January 2005	Pre/Post tests. TAKS scores for 2005.	Tri-county grant funds.
1.3.5 Encourage gifted/talented students to participate in essay contest or other academic contests (UIL).	Teachers	Available contests	Each Semester UIL- Dec. Essay-Spring Sem.	Copies of contest entrants	None

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**THREE YEAR GOAL:** By the end of the 2005-2006 all student groups in grades 6-8 will score 95% or above on TAKS.

**NEED AND ANNUAL PERFORMANCE OBJECTIVE:**

By the end of the 2004-2005 the percent of **eighth** grade students passing TAKS in Social Studies will:

	<u>Increase/Maintain</u>	<u>Need/TAKS-last yr.</u>	<u>AP Objective</u>
White	Increase_____	from <u>100%</u> _____	to _____100%
Hispanic	Increase_____	from <u>94%</u> _____	to _____95%
African American	Increase_____	from <u>89%</u> _____	to _____90%
E. Disadvantaged	Increase_____	from <u>94%</u> _____	to _____95%
Gifted/Talented	Maintain_____	from <u>100%</u> _____	to _____100%
At-Risk	Increase_____	from <u>94%</u> _____	to _____95%
All Groups	Increase_____	from <u>95%</u> _____	to _____95%

Stamford Middle School Campus Improvement Plan 2004-2005

<b>Campus Goal: 1. Instill a sense of Pride in Self, School, and Community.</b>					
<b>District Goal: <u>  1  </u> Performance Objective: <u>  1.1  </u></b>					
<b>Performance Objective: 4. Improve the percentage of all subgroups meeting minimum expectations or ARD expectations on the TAKS/SDAA 8<sup>th</sup> grade Social Studies to at least 95%.</b>					
<b>Summative Evaluation: Spring 2005 TAKS/SDAA Social Studies scores for all eighth grade students.</b>					
<b>Activities/Strategies</b>	<b>Person Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Evaluation Methods</b>	<b>Budget</b>
1.4.1 Administer released TAKS/SDAA tests to all regular and special education students, including those in special programs. Disaggregate data and identify at-risk students in need of remediation.	Classroom teachers & principal	Released TAKS Tests	At least once per semester	Copy of teachers' lesson plans. Teachers' records of completed released TAKS/SDAA tests. TAKS/SDAA Spring of 2005.	Title V Funds
1.4.2 Utilize TAKS/SDAA preparatory materials in all regular & special programs, which will prepare every student for the TAKS/SDAA format.	Regular classroom teachers and special education/programs teachers, principal, & instructional aides	Released TAKS/SDAA Practice Tests & other materials(TAKS Master).	Annually	Lesson plans reflect usage of these types of items on a regular basis. TAKS/SDAA scores in the Spring of 2005.	Title V Funds
1.4.3 Utilize Orchard and Study Island Software in the computer lab based upon its ability to address student needs in social studies related to TEKS Objectives.	Teachers, Principal, & Computer Aide	Computers & software	Annually	Review student gains as documented by the Placement Assessment. TAKS/SDAA Scores in the Spring of 2005.	Title I Funds
1.4.4 Implement a TAKS remediation class for those who failed or were near failing on the TAKS test the prior year.	Teacher and principal	Practice materials and tests (Kamico).	August 2004 January 2005	Pre/Post tests. TAKS scores for 2005	Tri-county grant funds.
1.4.5 Adoption of social studies curriculum that is aligned with the state TEKS.	Textbook coordinator, social studies teachers, principal	State adopted materials	August 2003	Textbook orders from coordinator. Lesson plans TAKS scores spring 2005	State Funded
1.4.6 Use technology materials provided with state adopted curriculum to enhance students' learning.	Social studies teachers Principal	State adopted materials	Each Semester	Lesson plans and classroom observations by principal.	State Funded
1.4.7 Staff development for social studies teachers on TAKS objectives and strategies.	Campus principal Social Studies teachers	Region 14 ESC	Each Semester	Attendance certificates	Title V
1.4.8 Integrate curriculum with English teachers to provide extra practice in both subject areas.	English/Social Studies teachers, principal	$\frac{1}{2}$ day planning time each six weeks class sets of books	Each Six Weeks	Lesson plans. Increased TAKS scores	Local funds

### Stamford Middle School Campus Improvement Plan 2004-2005

1.4.9 Field trips that are aimed at teaching subject matter and help make learning hands on for greater understanding. (Ex.: Fort Phantom Rendezvous & Frontier Texas)	Social Studies Teacher Principal	Bus for transportation	October 2004 Spring 2005	Lesson Plans	Local funds
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Stamford Middle School Campus Improvement Plan 2004-2005

<b>Campus Goal: 1. Instill a sense of Pride in Self, School, and Community.</b>					
<b>District Goal: <u>1</u></b>					
<b>Performance Objective: 5. Prepare students for the upcoming Science TAKS test being implemented at Grade 8 in 2006, evident by an overall score of 80% on science test in Spring 2006.</b>					
<b>Summative Evaluation: Improved School Climate and Higher test scores</b>					
<b>Activities/Strategies</b>	<b>Person Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Evaluation Methods</b>	<b>Budget</b>
1.5.1 Utilize TAKS/SDAA preparatory materials in all regular & special programs, which will prepare every student for the TAKS/SDAA format.	Regular classroom teachers and special education/programs teachers, principal, & instructional aides	Practice Tests & other materials(TAKS Master).	Annually	Lesson plans reflect usage of these types of items on a regular basis. TAKS scores in the Spring of 2005.	Title VI Funds
1.5.2 Utilize Orchard and Study Iosland Software in the computer lab based upon its ability to address student needs in science related to TEKS Objectives.	Teachers, Principal, & Computer Aide	Computers & software	Annually	Review student gains as documented by the Placement Assessment. TAKS Scores in the Spring of 2005.	Title I
1.5.3 Staff development for science teachers on TAKS objectives and strategies.	Campus principal Science teachers	Region 14 ESC	Each Semester	Attendance certificates	SSA
1.5.4 Purchase & train science teachers grades 5-12 to use Quizdom, an interactive learning system, designed to actively involve students in learning.	Campus principal Science teachers	Quizdom software and remotes LCD projectors/computer Quizdom trainer	Fall 2004	Walk-through/observations Lesson plans	Title I Funds
1.5.5 Science curriculum will include Quizdom, an interactive learning system designed to bring science to life and actively involve students.	Campus principal Science teachers	Quizdom software and remotes LCD projectors/computer Quizdom trainer	Each Six Weeks	Walk-through/observations Lesson plans	Title I Funds
1.5.6 Update middle school science lab by purchasing supplies and materials to allow more hands on learning.—work towards 40% hands on learning.	Campus principal School board	Science lab equipment Lab materials	Fall 2004	Walk-through/observations Lesson plans	Local funds
1.5.7 Participate in state mandated field test in spring 2005—8 <sup>th</sup> grade science.	Principal 8 <sup>th</sup> grade science teacher	State mandated field test	April 18, 2005	Test results	None
1.5.8 Provide opportunity for math and science skills to be integrated and provide time to learn and apply H.O.T. skills.	Math & Science teacher	AIMS materials	Nov. 18, 2004	Grades Improved TAKS scores	Title I funds

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<b>Campus Goal: 1. Instill a sense of Pride in Self, School, and Community.</b>					
<b>District Goal: <u>1</u></b>					
<b>Performance Objective: 6. By feeling better about themselves, their school, and their community, students will improve academically, as evidenced by a 10% decrease in failure rate from the prior year.</b>					
<b>Summative Evaluation: Improved School Climate and Higher test scores</b>					
<b>Activities/Strategies</b>	<b>Person Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Evaluation Methods</b>	<b>Budget</b>
1.6.1 Students will participate in service learning projects each semester.	Teachers Student Council	Transportation	Fall Semester Spring Semester	Project reports	Local funds
1.6.2 Students from the horticulture class will work to beautify the campus by planting and maintaining the landscaping.	Horticulture teacher	Plants Tools and supplies	Fall Semester Spring Semester	Project reports	Activity funds
1.6.3 Students will be recognized for their good citizenship at a luncheon for them and their parents or at Shoot for Bucks!	Counselor, Principal, & Teachers	Food Certificates	End of each six weeks	List of those recognized	Local Funds
1.6.4 Pep rallies will be held for all home football games.	Cheerleader sponsor	Football schedule	Thursdays August- November home games	Increased attendance at games	None
1.6.5 Partnership with the Communities in Schools (CIS) in Taylor county. Program provides academic remediation, behavioral and coping skills, pre-employment skills, and recreation daily for targeted students.	Principal & counselor Michelle Parker Shayla Hager	Surveys Documents	July 2004 After school daily June & July 2005	Needs assessment Surveys	Grant funds
1.6.6 Recruit HS students, parents, and community members to serve as tutors and mentors for students who are at-risk or have a special need.	Principal/Counselor HS Counselor Shayla Hager	Screening materials	Oct. 2004 Sept. 2005	Volunteer list	None
1.6.7 Improve the appearance of the building by purchasing and hanging CC! Banners in the hallways. (concern from 2003 needs assessment).	Principal	Banners	August 2004	Improved appearance	Malls4schools funds
1.6.8 Students will be given equal opportunity to participate in extracurricular activities.(gender equities)	Principal Coaches	Football/cheerleading, Cross country, Basketball, UIL, band	Fall Semester Spring Semester	Participation Lists	Local funds
1.6.9 Student council will build spirit/ pride by emphasizing themes each six weeks that will encourage	Student Council sponsor/student council	Timeline	Each Six Weeks	List of Themes	Student activity funds

Stamford Middle School Campus Improvement Plan 2004-2005

students to improve academically.					
<b>Campus Goal: 2. Provide a safe, learner-centered environment.</b>					
<b>District Goal: <u>6</u> Performance Objective: <u>6.1</u></b>					
<b>Performance Objective: 1. Decrease the number of disciplinary referrals, DAEP, suspensions, expulsions, firearms confiscated, other weapons confiscated, possession, sale, or use of tobacco, alcohol, and other drugs by 10%, while increasing the opportunities to recognize good student behavior.</b>					
<b>Summative Evaluation: Comparison of 2004 and 2005 program evaluation to document a decrease in the above mentioned behaviors.</b>					
<b>Activities/Strategies</b>	<b>Person Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Evaluation Methods</b>	<b>Budget</b>
2.1.1 Organize at least 2 programs focusing on violence prevention (including suicide) and on prevention of the illegal use of drugs & alcohol. (Project Alert)	Nurse and Counselor	Utilize the shared services agreement with the Region 14 ESC Young Audiences of Abilene Fisher County Co-op	2004-2005 school year	Schedule and/or agenda of program.	Title IV Funding Fisher County Grant funds
2.1.2 Implement a drug-testing policy students participating in extracurricular activities in grades 6-12. (2003 needs assessment)	School board Superintendent Principals	Drug Policy Contract with testing company Testing permission forms	Implement Sept. 2004 Continue annually	Test results	Local Funds
2.1.3 Implement a campus-wide discipline plan that addresses both behavior and failure to complete assignments and that sets clear expectations and consequences in an effort to add structure and reduce discipline referrals and raise academic success. (needs assessment).	Principal Staff	Policy procedures Discipline forms Early detention After school detention	Each Six Weeks	Detention records Progress reports/report cards Discipline records	Payroll funds
2.1.4 Implement an early detention (7:00-7:45 am) to deter misbehavior and an afternoon detention (ZAP policy) to deter refusal to complete assignments or completion of unsatisfactory work.(needs assessment)	Principal Davis/S. Bull Paraprofessionals	Supplemental pay Varied schedules	Begin-August 2004 Continue-Each morning	Use report cards/progress reports to track improved grades Use discipline reports to track misbehaviors	Payroll funds
2.1.5 Provide the PEACE program, which provides instruction in violence prevention by teaching appropriate conflict resolution	Counselor	Region 14 ESC consultant	Sept. 2004	Teacher & student evaluation of the PEACE program.	Title IV/SSA

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to the 7 <sup>th</sup> grade students. (assessment need)					
2.1.6 Provide the FLAMES program, which fosters anger management to the 8 <sup>th</sup> grade students. (assessment need)	Counselor	Region 14 ESC consultant	Sept. 2004	Teacher & student evaluation of the CATCH program.	Title IV/SSA
2.1.7 Provide various programs that focus on pregnancy prevention by teaching abstinence.	Counselor Principal	Various presenters and programs (e.g. Ed Ainsworth, Why KNOW, WAIT)	May 2005	Evaluation of speakers and programs	Fisher County Grant
2.1.8 Counselor will attend workshops on suicide prevention at least once a year.	Counselor	Presenters Region 14 ESC	2004-2005 school year	Attendance certificates	Local funds
2.1.9 Use drug dogs to make sure the campus is safe and drug free.	Principal	Contracted provider	Once a month	Report of the drug dog's findings	State Comp
2.1.10 Student Code of Conduct and Discipline Management handbook to all students, parents, and staff members.	Principal	Student Code of Conduct Handbooks	Sept. 2004	Written documentation of receipt of handbook from parents and staff members	Local Funds
2.1.11 Creation of a homeroom period in order for each student to establish relationships and provide support and mentoring for each student (needs assessment).	Principal and staff	Scheduled time in the school day	August 2004 Mon. - Thurs. each week	Schedule	None
2.1.12 Allow sp. Ed students to attend sp. Ed. Classes when assigned ISS, if possible. Implement a "Smart" ISS when behavior requires full restriction.	Principal Paraprofessional Sp. Ed teacher	ISS room on campus Paraprofessional	As assigned	ISS sign-in sheet for teacher documentation	Title I funds Sp. Ed. funds
2.1.13 Participate in the S3 (Safe Schools Survey) through Region 14 in an effort to gather data from student, parent, and staff in-put regarding school safety in order to follow-up on concerns about safety expressed in the last needs assessment.	Counselor Region 14 consultant	On-line surveys Computer access	October 2004 May 2005	Comparison of survey results	Title IV/SSA

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2.1.14 Install doors with bars, so outside doors may be locked during the school day in order to address major concerns expressed by in the last needs assessment.	Maintenance Dept.	Doors with safety bars	May 2005	Completed work order.	Local funds.
2.1.15 Request a Region 14 employee to conduct an unannounced Safe School Walk Through to check campus security, maintenance, safety procedures, and other issues in order to address major concerns expressed in the last needs assessment.	Principal	Region 14 consultant	Spring semester	Evaluation by consultant	Title IV/SSA
2.1.16 Use the TEAM approach to teach, educate, advocate, and enforce the CHARACTER COUNTS! program school-wide, as a Character Building Program which includes all existing activities and unifies them in a campus character curriculum.	Principal, Counselor, Teachers	Counselor's Budgeted Funds	2003-2004 school year August training Each six weeks implementation	The development and implementation of the program. Counselor record and materials reflecting such implementation	Local funds
2.1.17 Recognize students who exemplify good character in a "CHARACTER COUNTS!" Luncheon" for students and their parents.	Counselor, Principal, Classroom teachers	Food, drinks, Certificates	Once every six weeks	Article & picture in the local newspaper Staff evaluation—end of year School Newspaper	Counselor's budgeted funds
2.1.18 Train all new personnel in positive intervention strategies and professionally accepted practices and standards for behavior management. (TBSI)	Principal Core Team	Region 14 consultant CD developed locally	2002-2003 on-going as new staff hired	Documentation of training	Title IV/SSA
2.1.20 Use "Shoot for Bucks" as a way to reward students for their good behavior. Teachers who recognize those students will be rewarded, as well..	Counselor Student Council	Money and donated prizes	Every 3 weeks throughout the school year	Number of recognized students each recognition period	Student activity funds
2.1.21 Crisis Management Plan for SMS written and reviewed with faculty and staff. Establish and train a crisis response team.	Principal and Counselor	Policy	Fall 2004	Plan on file, agenda of PD Each teacher has a crisis management plan in their teacher manual—August 2004	None
2.1.22 Sexual Harassment training for all district faculty	Urich	Video Training materials	August 9, 1999 August 2003	Certificates, sign-in sheets	Local funds

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and staff.				The whole district was trained 8/11/03.	
2.1.23 Use daily planners purchased through the CC! Coalition to help with student organization and aid in character education.	Counselor Teachers	CC! Daily planners	Daily	Failure lists CC! Recognition slips	Title I funds
2.1.24 Staff will carry walkie-talkies to provide communication and help increase the safety on campus.	Principal Staff	Walkie-Talkies	Daily	Response time in emergency situations	Malls4School Funds

Stamford Middle School Campus Improvement Plan 2004-2005

<b>Campus Goal: 2. Provide a safe, learner-centered environment.</b>					
<b>District Goal: <u>4</u> Performance Objective: <u>4.1</u></b>					
<b>Performance Objective: 2. Attract and maintain a highly qualified staff capable of creating a learner-centered environment.</b>					
<b>Summative Evaluation: All staff shall meet or exceed federal, state, and local certification and employment requirements.</b>					
<b>Activities/Strategies</b>	<b>Person Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Evaluation Methods</b>	<b>Budget</b>
2.2.1 Utilize various resources in order to publicize job vacancies and attract high quality applicants and future employees.	Principal and Central Administration	ESC 14 Website, TASA Website, Job Fairs, Newspapers	Whenever necessary	Job Applications Interview Documentation	None
2.2.2 Review certification and qualifications of staff annually to ensure high quality staff are present in all positions.	Principal and Central Administration	SBEC Job Applications	Summer	Teachers and staff are and remain fully qualified to serve in the positions they hold.	None
2.2.3 Require paraprofessionals to have 60 hours of higher education or attend and successfully complete the Paraprofessional Academy.	Paraprofessionals and Principal	Region 14	May 2004	Certification documentation.	Local funds
2.2.4 Require new paraprofessionals to have 60 hours college credit or pass an exam to prove qualifications prior to hiring.	Principal	College transcript Region 14	Prior to employment	Job applications College transcript Certificate of completion	None
2.2.5 Require all teachers, including special education teachers, be highly qualified in their subject area. Hire only new teachers who meet "highly qualified" status. Pay for testing (one time) for current teachers to add certifications to meet "highly qualified" status..(needs assessment)	Principal	SBEC documentation	Annually	Review of Certification records	None

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<b>Campus Goal: 2. Provide a safe, learner-centered environment.</b>					
<b>District Goal: 4 Performance Objective: 4.1</b>					
<b>Performance Objective: 3. Provide at least 2 opportunities (workshops, campus visits, etc.) during the school year staff members and volunteers to obtain educational strategies that will address meeting student needs.</b>					
<b>Summative Evaluation: Attendance records for professional development in line with campus and district goals.</b>					
<b>Activities/Strategies</b>	<b>Person Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Evaluation Methods</b>	<b>Budget</b>
2.3.1 Teachers will attend workshops that focus on development of TAKS/SDAA & TEKS strategies in their various subject areas.	Principal All teachers	Region 14 ESC	Annually	Attendance certificates in personnel files. Share information with other teachers on the SMS campus during grade-level meetings or faculty meetings.	Title VI Funds contracted with ESC Region 14 for TAKS Workshops (\$1000). Also, Title II-Eisenhower Funds (Math and Science Workshops).
2.3.2 Assign mentors to new teachers at the MS campus to assist with campus, subject, and policy familiarity.	Principal	N/A	Upon hiring a new teacher at the MS campus	List of mentors and their activities with the new teachers.	None
2.3.3 Allow site-based decision-making team to assess and select staff development based on the needs of the campus.	Site-based committee members	Staff input	On-going	Site-based committee meeting minutes	None
2.3.4 Teachers implement staff development training in specific curriculum.	Teachers & Principal	None	Annually	Teacher observations. Workshop certificates. Teacher Self-Report	None
2.3.5 Provide opportunity for regular education teachers to obtain 30 hours of GT training to provide GT students with a differentiated curriculum.	Principal and regular education teachers.	ESC Region 14 GT workshops	Throughout year	Training completed by regular education teachers. Certificates of attendance. Improved performance on TAKS by all GT students.	Local funds.
2.3.6 Provide opportunities for paraprofessionals to attend workshops designed for them to learn and practice skills necessary for them to be highly qualified in their job.	Principal & paraprofessionals	ESC 14 workshops	Each Semester	Certificates of attendance and completion.	Local funds
2.3.7 Provide internet access and other technology training to all teachers and aides.	Principal, Technology Coordinator; Technology Specialist	Media Center, Computer Lab	Annually	Attendance records. Agenda(s) Evaluation forms.	Local Funds
2.3.8 Provide training for teachers on ways to implement technology into	Principal	Debbie Birdsong Rick Musemeche	August 2004	Record of attendance taken by the principal.	None

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the classroom -star office, inspiration, or webbcat.		Brooks Eoff		Agenda Staff members in attendance will show some level of implementation.	
2.3.9 Train teachers on the access and use of web content by participating in the TARGET II Grant Award, which focuses on core curriculum and technology applications. Teachers will learn to create and publish web-based units	Principal, 6 <sup>th</sup> grade teacher, 7 <sup>th</sup> grade teacher, and 8 <sup>th</sup> grade teacher	Region 14 TARGET II Grant	July 1, 2003 - June 30, 2004—6 <sup>th</sup> gr. July 1, 2004 - June 30, 2005—6 <sup>th</sup> gr. July 1, 2005 - June 30, 2006—7 <sup>th</sup> gr. July 1, 2005-June 30, 2006—8 <sup>th</sup> gr.	Certificates of completion. Access to units on-line.	Target II Grant funds
2.3.10 In order to better understand middle school students and provide a learner-centered environment, staff development will be provided in understanding adolescents.	Principal Counselor	Handouts	Staff meetings throughout year	Documentation of attendance Meeting agendas	None
2.3.11 Teachers will be trained in using the Orchard software so they can utilize the software to help create a learner-centered environment.	Principal Penny Dyer, Consultant	Computer lab Software	August 2004	Documentation of attendance. Principal observations. Lesson plans.	None
2.3.12 Staff members will be provided training on innovative approaches to increase student interest and motivation (Quizdom-interactive learning).	Principal	Quizdom software/remotes Quizdom trainer	Fall staff development Days 2004	Record of attendance taken by the principal. Agenda Science teachers in attendance will show some level of implementation.	Title I funds
2.3.13 Educate teachers, principals, and staff about the value of parent contributions and strategies to use to reach out, communicate, and work with parents as equal partners.	Principal	Staff Development Time Outside present (Brenda Byrd)	August 11, 2004	Sign-in sheets Evaluation forms	Title I forms

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<b>Campus Goal: 3. Ensure all students receive the necessary tools</b>					
<b>District Goal: <u>2</u> Performance Objective: <u>2.1</u></b>					
<b>Performance Objective: By using a well-balanced curriculum, students will receive the necessary tools to master the TEKS at each grade level, resulting in fewer failures each six weeks than in previous years.</b>					
<b>Summative Evaluation: Comparison of 2004 and 2005 program evaluation to document a decrease in the above mentioned behaviors.</b>					
<b>Activities/Strategies</b>	<b>Person Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Evaluation Methods</b>	<b>Budget</b>
3.1.1 Time will be dedicated to curriculum alignment of core subject areas.	Principal	Staff development time	Each six weeks	Scope and sequence for aligned curriculum.	None
3.1.2 Department chairpersons to head co-ordination of subject areas.	Principal Dept. Chairpersons	N/A	Assigned in August	Scope and sequence for aligned curriculum	None
3.1.3 Staff will be given planning time to integrate and align lessons across the curriculum.	Principal Teachers	Time for planning	2 hours per six weeks last week of each six weeks	Improved instruction and learning as evidenced by grades and principal evaluations. Lesson plans	None
3.1.4 Incorporate technology into the curriculum (Tx Library Connection, DLL, internet connections & projects)	Principal, Librarian, Technology Head, Computer assistant, & Teachers	Computer labs DDL Region 14	Each six weeks	Increased use of technology Computer sign-up sheets Record of virtual field trips	Grant money Local funds

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<b>Campus Goal: 3. Ensure all students receive the necessary tools to be successful.</b>					
<b>District Goal: <u>5</u> Performance Objective: <u>5.1</u></b>					
<b>Performance Objective: 1. Special programs will be designed to help students served meet or exceed state performance standards. Increase the academic performance of all students who are At-Risk and lower the dropout rate.</b>					
<b>Summative Evaluation: Spring 2005 TAKS/SDAA scores and dropout rate on the AEIS report</b>					
<b>Activities/Strategies</b>	<b>Person Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Evaluation Methods</b>	<b>Budget</b>
3.2.1 Identify students as "at-risk" at the Stamford Middle School campus by using the state guidelines for at-risk students.	Counselor	State guidelines	October	List of at-risk students	None
3.2.2 Continue the Optional Extended Year Services program for students who are at-risk of not being promoted to the next grade-level.	Principal Qualifying Teachers	Extended Day/ and or Extended Week	Spring Semester	List of students in danger of failing at the end of first semester. Improved academic performance of those students on second semester report cards	21 <sup>st</sup> Century Books and Beyond Grant funds
3.2.3 Implement a mandatory tutorial time following the regular school day for students who are at-risk. (needs assessment)	Principal Classroom teachers	Mandatory tutorial schedule	Monday- Thursday each week beginning the 4 <sup>th</sup> week of school	Reduction in number of failures. Increase in TAKS scores.	Local funds
3.2.4 Utilize an Assistance Team to which teachers refer students who may be at-risk & not responding successfully to the regular instructional or disciplinary program or assessments.	Intervention Assistance Team (made up of teachers, campus principal, plus parent/other culturally competent resource)	Assistance Team forms	August- May, as needed	Assistance Team forms will document progress of student and determine effectiveness.	None
3.2.5 Address over representation of economically disadvantaged and ethnic groups in Sp. Ed. by including members that understand problems that might be culturally related.	Intervention Assistance Team	Parents Resource list of culturally competent staff or community contacts	As needed	Assistance Team forms will document progress of student and determine effectiveness	None
3.2.6 Conduct annual evaluations of all regular and special programs and student populations using disaggregated TAKS/SDAA data, designing lesson plans to address the specific needs of students in each grade-level or program.	Campus SBDM Team, including parents, teachers, students, and community members. All regular and special education/programs teachers, principal, and paraprofessionals.	TAKS/SDAA reports Analysis Report AEIS Technology ESC Region 14 consultant	Annually	Lesson plans reflect disaggregated TAKS/SDAA data. Teachers demonstrate strategies of addressing the TAKS/SDAA data during principal observations. Regular and Special Programs evaluation data.	Instructional Leadership Funds

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3.2.7 Give attendance incentives	Campus principal Student Council	Attendance Records Prizes or rewards	Designated six weeks	Improved attendance reports	Local funds
3.2.8 Attendance committee will hold meetings for students who are in danger of losing credit.	Principal	Attendance Records	End of each semester	Records of attendance Records of students who have made up attendance.	None
3.2.9 Saturday school or after school detention for students who have excessive absences to make up course work so credit will not be denied.	Principal	Attendance Records	Weekly or as needed	Credit approval or denial issued by attendance committee	State Comp
3.2.10 Implement a Character Education program to address students at-risk of dropping out.	Principal, Counselor	Character Counts! Program	Each six weeks	Number of discipline referrals	Local funds
3.2.11 Provide counseling on a regular basis, in an effort to prevent suicide and reduce conflicts, dropouts, and pregnancy.	Counselor	Conflict Management Character development	August-May	Counseling records	Safe & Drug Free Funds
3.2.12 Pregnancy-related services to identified students ---PEP program; provide assistance in obtaining social services such as WIC; provide counseling; provide parenting education; & homebound services for students in need	Counselor School nurse	PEP services	August- May, as needed	Pregnant teens or teen mothers and fathers remain in school and graduate	State Comp
3.2.13 Present abstinence based education programs throughout the school year.	Principal, Counselor	Abstinence programs, such as Ed Ainsworth, Why kNOW, and WAIT	7 <sup>th</sup> and 8 <sup>th</sup> Fall Sem. 6 <sup>th</sup> Gr. May	Reduction in number of pregnant teens	Fisher County Grant State Comp
3.2.14 Implement an early release schedule Monday-Thursday to give incentive to students to maintain their grades and allow for mandatory tutorial time. (needs assessment)	Principal School board	Early release Schedule	Monday-Thursday each week	Mandatory tutorial list	None
3.2.15 Homeless students will be identified and needs addressed to ensure academic success.	Urich	Homeless Policy Identification form	Upon student enrollment or as identified	Identification list Progress reports/report cards	Local funds
3.2.16 Migratory students will be identified and needs addressed to ensure academic success.	Urich	Identification form	As needed	Identification List Progress reports/report cards	Local funds
3.2.17 21 <sup>st</sup> Century Books and Beyond before and after school program (Research based program)	Principal Michelle Parker Gesch/Hager	Program Coordinator Staff	Daily	Program evaluation Needs assessment	Grant Funds
3.2.18 21 <sup>st</sup> Century Books and Beyond summer program (Research based program)	Principal Michelle Parker Gesch/Hager	Program Coordinator Staff	June & July	Program evaluation Needs assessment	Grant funds

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3.2.19 Implement a new curriculum, Skills in Adolescence, designed to address skills needed for adolescents to be successful. (Research based program).	Principal Patsy Knowlton Dale Caddell	Training Materials	August & January	Reduction in discipline referrals/increased test scores	Local Funds Region 14 funds
3.2.20 Continue to offer Flip Flippin's Teen Leadership course to prepare students for future success. (Research based program)	Principal Jenny Jones	Training Materials	August & January	Reduction in discipline referrals/increased test scores	Title I Funds
3.2.21 Implement a ZAP (Zeros Aren't Permitted) policy that requires that students complete assignments and do satisfactory work.	Principal Staff	ZAP Policy Afternoon detentions Personnel	Daily	Decrease in number of failures/progress reports Report cards/end of year failures	Local funds

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<b>Campus Goal: 3. Ensure all students receive the necessary tools to be successful.</b>					
<b>District Goal: <u>5</u> Performance Objective: <u>5.2</u></b>					
<b>Performance Objective: 2. Improve student achievement in all <u>Special Programs</u>: Title I School wide Program</b>					
<b>Summative Evaluation: Spring 2005 TAKS/SDAA scores</b>					
<b>Activities/Strategies</b>	<b>Person Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Evaluation Methods</b>	<b>Budget</b>
3.3.1 Title I Parent Meeting held on an annual basis to review policies and procedures of our Title I School-wide Program.	Central administration & principal	Title I policies and procedures Region 14 Consultant	Annually October, 11, 2004	Agenda and minutes of the meeting. Sign-in sheets.	None
3.3.2 Conduct ongoing Comprehensive Needs Assessment including a survey to parents, community members, staff, students, and other stakeholders.	Principal & SBDM Team	Surveys Student Data	Spring, bi-annually	Results of surveys and/or interviews. Student data records.	None
3.3.3 Provide transition activities/orientation for students arriving to or leaving from the middle school campus by holding a "Bulldog Camp" in August for incoming 6 <sup>th</sup> grade students..	Counselor & Teachers	Staff Planned Activities Food	August	Agenda of Activities	Local funds
3.3.4 Distribute & display Title I Parent/School/Student Compact.	Principal & Secretary	Parent/Student Handbook	August	Inclusion of Title I compact in handbooks	Local funds
3.3.5 Coordinate all special programs to compliment and edify one another and function efficiently.	Principal, Assistance Team, SBDM Team, Counselor, Nurse, others as necessary	Special Program Schedules and Participants	August 2004	Program Evaluations	None
3.3.6 Continue the Scholastic Reading Program.	Campus staffs & paraprofessionals	Computerized tests	Each six weeks	Improved reading readiness skills	Local funds
3.3.7 Technology assisted instruction to address TAKS/SDAA.	Classroom teachers Computer Aide	Technology	Each six weeks	Improved TAKS/SDAA scores	Title I Funds
3.3.8 Technology made more available in classrooms to students.	Technology Coordinator	2 student computers per classroom	September 2004	Project completions Orchard and RC scores	Title I funds
3.3.9 Collaborate with families to develop Parent Involvement Plan. designed to build partnership.	Principal Site-based committee Parents	Written Plan	Created spring 2004 Revised & implemented annually	Increased parent involvement	None

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<b>Campus Goal: 3. Ensure all students receive the necessary tools to be successful.</b>					
<b>District Goal: <u>5</u> Performance Objective: <u>5.3</u></b>					
<b>Performance Objective: 3. Improve student achievement in all <u>Special Programs</u>: Special Education--Inclusion</b>					
<b>Summative Evaluation: Spring 2005 TAKS/SDAA scores</b>					
<b>Activities/Strategies</b>	<b>Person Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Evaluation Methods</b>	<b>Budget</b>
3.4.1 Provide inclusion for Special Education students who are able to work toward mastery of TEKS in the regular classroom.	Principal, Special Education teachers, Regular Education teachers, and aides	Regular curriculum with necessary modifications.	Annually	Lesson Plans from Regular Education and Special Education Teachers. Improved TAKS/SDAA scores in the Spring of 2004.	Special Education Funding
3.4.2 Continue monitoring procedures each six weeks grading period for each inclusion student.	Special education teachers lead the monitoring procedures with the regular education teachers & instructional aides.	Failure Lists	At the end of each six weeks grading period.	Increase the percentage of students who have met or exceeded minimum expectations on the 2004 TAKS in all areas taken.	Special Education funding
3.4.3 Disaggregate Special Education students' TAKS/SDAA scores	Campus principal, & counselor	AEIS-It software	October	Improved TAKS/SDAA scores	Instructional Leadership Funds
3.4.4 Work with parents of Sp. Ed. To set inclusion as a goal	Principal, Sp. Ed teacher, Diagnostician	N/A	ARD Meetings	More Sp. Ed students in inclusion setting	None
3.4.5 Use of daily planner to help ensure work is completed.	All teachers Principal	Planners	Each week	Parent signatures in planners, thus enlisting parents as partners	Special Education funding
3.4.6 Inclusion training for staff.	Principal paraprofessionals	Inclusion Works Workshop	Feb. 2005	Participation certificates	Title I Funds
3.4.7 Progress reports /notices of concern will be distributed to all students at the three week period.	All teachers Principal	Reports Computer software	End of the 3 <sup>rd</sup> Week of each six weeks	Improved grades	Local funds
3.4.8 Mandatory tutorials required of students with a 74 or below avg..	Principal	Early release schedule Mon.-Fri.	Each 3 weeks	Improved grades	None
3.4.9 Send paraprofessionals (who do not hold an associates degree) to the Paraprofessional Academy to meet NCLB requirements for them to be "highly qualified".	Principal Paraprofessionals	Region 14	June 2004	Attendance Certificates	Local funding
3.4.10 Send 8 <sup>th</sup> grade Sp. Ed. students to the McMurry Leadership Conference designed to build leadership skills.	Principal Sp. ED. Coordinator Tri-County Co-op	Tri-County Co-op transportation McMurry University	Oct. 2004 Spring 2005	Attendance certificates	Tri-County Funds

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<b>Campus Goal: 3. Ensure all students receive the necessary tools to be successful.</b>					
<b>District Goal: <u>5</u> Performance Objective: <u>5.4</u></b>					
<b>Performance Objective: 3. Decrease the number of Student referrals to special education by 5 % and work to ensure that all special education students are being instructed on grade level.</b>					
<b>Summative Evaluation: Compare number of special education referrals and the levels at which special education students are tested during the 2003-2004 to the 2004-2005 school year.</b>					
<b>Activities/Strategies</b>	<b>Person Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Evaluation Methods</b>	<b>Budget</b>
3.5.1 Critically review placement decisions annually emphasizing the determination of LRE.	Principal , Special Education teachers, regular ed teachers, Tri. Co. staff	N/A	Annual ARDS	Increased number of special education students in an inclusion setting	Special Ed. Funds
3.5.2 CAP PLAN—Students with disabilities and special education students will participate in nonacademic/extra-curricular activities.	Tri-County Education Co-op staff, principal, special education teachers regular education teachers	UIL activities Extra-curricular activities	Throughout the school year	List of special education students participating in non-academic activities.	None
3.5.3 Related services will be provided as specified in student IEP'S.	Tri-County Education Co-op staff, principal, special education teachers regular education teachers	Materials or service providers required to implement IEP	Throughout the school year as indicated in IEP	Log of related services	Special Education Funds
3.5.4 Address over representation of economically disadvantaged and ethnic groups in Sp. Ed. By including members that understand problems that might be culturally related in the Intervention Assistance Team	Principal	Parents Resource list of culturally competent staff or community contacts	As needed.	Assistance Team forms will document progress of student and determine effectiveness.	None
3.5.5 Create a plan that the intervention team can use to help reduce the number of special education referrals. (Ex. Establishing a list of willing mentors/tutors that can be called on to help intervene when students are failing to respond to regular intervention.	Principal Intervention Team	Mentor List	Fall	Reduced number of special ed referrals	None
3.5.7 Document in IEP by age 14 the statement of transition service needs.	Tri-county diagnostician and/or VAC	Tri-county staff	ARD meetings by age 14 for all Sp. Ed. Students	IEP with age 14 transition service needs defined.	None

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3.5.8 Monitor student progress for students who may not take either TAKS or SDAA.	Principal, Teachers, Counselor	Release TAAS/TAKS/SDAA Other approved assessment (LDAA)	As needed	Results of LDAA Student grades/report card	Title VI
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<b>Campus Goal: 3. Ensure all students receive the necessary tools to be successful.</b>					
<b>District Goal: <u>5</u> Performance Objective: <u>5.4</u></b>					
<b>Performance Objective: 6. Increase academic performance of <u>English as a Second Language (ESL)</u> students to meet or exceed state minimum expectations on the 2005 TAKS in all areas.</b>					
<b>Summative Evaluation: Spring 2004 &amp; 2005 TAKS scores for all students taking the TAKS.</b>					
<b>Activities/Strategies</b>	<b>Person Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Evaluation Methods</b>	<b>Budget</b>
3.6.1 Provide ESL program for approx. one instructional period on a daily basis.	ESL Certified teacher Principal	State-adopted ESL materials/	Annually	School schedule Performance on 2005 TAKS test in all areas taken.	Title III/SSA
3.6.2 Assist ESL students in the regular classroom through an inclusion setting. Utilize ESL teacher to assist with this transition.	ESL teacher, regular education teachers, special education teachers, and instructional aides.	State-adopted ESL materials Regular education materials	Annually	Performance on 2004 TAKS test in all areas taken.	Title III/SSA
3.6.3 Instruct the ESL students by utilizing the TEKS from English as a Second Language at the appropriate grade level.	ESL teacher	ESL TEKS	Annually	Lesson Plans	Title III/SSA
3.6.4 Provide staff development opportunities for the ESL teacher that focus on strategies for addressing the needs of ESL students.	ESL Teacher	Workshops through Region 14 ESC/ ESL co-op	As available	Attendance certificates	Title III/SSA
3.6.5 Use CEI Reading/ESL for students who have limited English vocabulary. (research Based)	ESL Teacher	Software/computer Trained personnel	August and January	TAKS/SDAA scores CEI annual assessment results	Title III/SSA
3.6.6 Implement activities that focus on oral language development and focus on TEKS/TAKS objectives.	ESL Teacher	Kamico materials	Each six weeks	Improved oral language development. (LAS) Improved TAKS scores	Title III/SSA

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<b>Campus Goal: 3. Ensure all students receive the necessary tools to be successful.</b>					
District Goal: <u>5</u> Performance Objective: <u>5.6</u>					
Performance Objective: 7. CAREER AND TECHNOLOGY -- Students will gain skills through CATE courses to prepare them for school to work.					
Summative Evaluation: Teacher, student, and parent surveys will be completed to aid in evaluation of courses and identify career interests.					
Activities/Strategies	Person Responsible	Resources Needed	Timeline	Evaluation Methods	Budget
3.7.1 Sixth and seventh grade students will be required to take computer applications course which focuses on keyboarding and digital technology. Students will integrate the skills they learn into their core curriculum.	Principal Certified computer teacher	Computer lab Core assignments or projects	August & January	Report cards and projects	Local funds
3.7.2 Present programs designed to educate students in various careers. (Ex-Career Awareness Week, guest speakers, career investigations through use of the internet)	Counselor	Scheduled time Guest speakers Computer	April & May 2005	Teacher and student evaluations	Local funds
3.7.3 Administer interest and aptitude tests to all 8 <sup>th</sup> graders to aid them in career choices.	Counselor	Aptitude test	By January 1 of each year	Test results to students and parents	Carl Perkins federal funds
3.7.4 Complete four year plans for all eighth grade students to map their course completion for the career pathway they choose.	Counselors & Principal	Four year plans	May	Four year plan on file	None
3.7.5 Create courses in publishing and photography where students learn journalism and photography skills to create a student newspaper and school yearbook.	Principal Journalism teacher	Equipment, computers, and software	August & January	Newspapers & yearbook	Local funds
3.7.6 Use the technology committee to evaluate current program, address needs, and form a plan of action to better meet student needs.	Principal, District technology head, campus committee	Technology coordinator Star chart	Fall semester	Improved score on Star Chart	None

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<b>Campus Goal: 3. Ensure all students receive the necessary tools to be successful.</b>					
District Goal: <u>  5  </u> Performance Objective: <u>  5.7  </u>					
Performance Objective: 8. GIFTED AND TALENTED -- Students will be provided with a program that adds depth and complexity to the regular curriculum.					
Summative Evaluation: Production of products/activities using technology skills.					
Activities/Strategies	Person Responsible	Resources Needed	Timeline	Evaluation Methods	Budget
3.8.1 Pursue new strategies to enhance GT curriculum in the classroom.	Principal, GT teacher and regular classroom teachers	Region 14 workshops, ESC GT consultant, other GT consultants	Annually	Written copy of enhanced curriculum utilizing lesson plans	GT Budget
3.8.2 Continue to give all students the opportunity to be nominated and tested for placement in the GT program. Encourage teachers to look closely at all students and make efforts to include students who are economically disadvantaged or of minority ethnicity.	Programs director Principal	N/A	Nominations and testing may occur at any point during the school year	New admission of students in the GT program	None
3.8.3 Encourage all GT students to participate in UIL activities and competitions.	Principal, GT teacher, UIL Coordinator, classroom teachers	UIL materials	Annually	Document GT student participation in UIL practices and competitive events.	None
3.8.4 Take field trips, which enhance the GT students' higher-level thinking and creative thinking abilities.	GT teacher	Bus transportation	Annually	Date and location of field trip. Completion of a related assignment to be determined by the GT teacher.	GT funds
3.8.5 Implement a program for advanced instruction in the four core areas by using project extensions to be completed in a core area each six weeks. .	GT Teacher & Principal Core subject teachers	Joint planning between GT teacher and core subject teachers Extra planning period for GT teacher	each six weeks	TAKS scores and student projects	Local and GT funds
3.8.6 Participate in the ROPES course to develop team-building skills and higher order thinking skills.	GT teacher Special programs director	Big Country Encampment Region 14 Co-op Bus transportation	October 26, 2004	Registration and pictures to document student participation	G/T Co-op with Region 14 ESC
3.8.7 Encourage 8 <sup>th</sup> grade GT students to take Alg. I. or World Geography for HS credit.	Principal, GT teacher, classroom teachers, & counselor	None	Annually	Course completion and grades	None
3.8.8 Students will participate in community service projects.	GT teacher	N/A	Throughout the year	Completion of project and evaluation	None

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3.8.9 Increase parental involvement and awareness by holding meetings to educate parents and students in the purpose of GT, the expectations of the program, and the role of the GT teacher.	GT teacher & special programs director	Region 14 GT consultant	Sept. 2004	Documentation of parent involvement. Documentation of meeting attendance and agenda	None.
3.8.10 Encourage gifted/talented students to participate in essay contest or other academic contests (UIL).	Teachers	Available contests	UIL -- Dec. Essay - Spring	Copies of contest entrants	None
3.8.11 Implement GT through classroom projects. Students will complete assigned projects that tie back to the regular classroom.	Teachers GT teacher	Projects	Each six weeks	Project evaluations	None

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<b>Campus Goal: 4. Promote partnerships with parents and other members of the community directed towards school improvement.</b>					
<b>District Goal: <u>3</u> Performance Objective: <u>3.1</u></b>					
<b>Performance Objective: 1. Increase opportunities for family and community involvement</b>					
<b>Summative Evaluation: Log of sign-in sheets and parent contacts turned in at the end of the school year.</b>					
<b>Activities/Strategies</b>	<b>Person Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Evaluation Methods</b>	<b>Budget</b>
4.1.1 Provide a parent meeting the beginning of school to meet teachers and inform parents of procedures and Open Houses during school year.	Principal & staff	Advertisement in newspapers and downtown marquee	August, September, and spring semester	Sign-in sheets	None
4.1.2 Use of a brief newsletter (Middle School Madness) published every 6 weeks to inform parents of school and community events.	Principal Publishing teacher	Software & computers	Every six weeks	Copies of Middle School Madness	Local funds
4.1.3 Inform students and parents about graduation options (8 <sup>th</sup> graders).	Counselor	State graduation plans	May 2004	Four year graduation plan on file.	None
4.1.4 Provide students and parents with information about college admission requirements and financial aid programs.	Counselor	"Peterson's—Get the Jump", Gear-Up, and financial aid workshops	May 2004	Pre-registration sign-in sheets and attendance at financial aid workshops.	None
4.1.5 Students and parents will be provided information about <b>Towards Excellence, Access, and Success (TEXAS) and Teach for Texas</b> Grant programs.	Counselor	Brochures	May 2004	Distribution of materials and information given at pre-registration/orientation	
4.1.6 Formation of a parent booster club that will help with academic and extra-curricular needs.	Principal Parents	Membership forms	Sept. 2004	List of membership.	None
4.1.7 School board policy and SMS handbook available on-line.	Technology coordinator	Internet access	Updated as needed	Board Policy on district website SMS Handbook on campus website	None
4.1.8 Participation in community	Principal & staff	None	Throughout school	Completed projects.	None

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service projects in an effort to build relationship between school and community.			year		
4.1.9 Increase public awareness of Campus SBDM committees and their make-up of community, business, and parents so community and business people want to become involved. Publish minutes of meetings in the local newspaper.	Principal	Newspaper	After SBDM meetings	List of Campus SBDM members and newspaper articles	None
4.1.10 Use of Channel 7—Public service announcements for school news.	Principal Staff	Cable TV service	All year	Copy of announcements publicized.	None
4.1.11 Community survey conducted every other year.	Susan Graham	Survey	Spring 2005	Results of survey are shared with SBDM committees.	Local funds
4.1.12 Electric Bulletin Board downtown for all to read.	Principals & Staff	Marquee	All year	More information to parents and the community	Local funds
4.1.13 Progress reports will be sent to all parents at 3 weeks ( not just those failing), so parents can be aware of their child's current standing (in an effort to address needs expressed in the last needs assessment).	Principals & teachers	Progress report/failure notices	End of 3 <sup>rd</sup> week each six weeks	Parent contacts	Local funds
4.1.14 Partnership between Rotary Club and 8 <sup>th</sup> grade will be used to introduce students to service organizations.	Principal & Rotary members	Transportation	Noon on Tuesdays	Student participation schedule	None
4.1.15 Create an advisory committee to work with the SMS Parent Booster Club so there is two-way communication between the staff and parents to ensure students needs are being meet.	Principal SMS Booster Club President	Advisory Committee	August each school year	Minutes of meetings	None
4.4.16 Teachers will make at least 10 positive contacts per six weeks.	Principal Classroom teachers	Documentation Folder	Each six weeks	Documentation Folder	None
4.4.17 Provide parents with a "Parent's Monthly Planner for Student Success." Include school calendar dates, so parents will be informed of upcoming events and important dates.	Principal	Pocket calendars w/ school calendar info. added	August 2004	Increased parent involvement	Title I Funds

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4.4.18 Provide materials and training for parents to address issues that will increase student achievement(Ex. Brenda Byrd - parent presenter, M. Stedham— ADD/ADHD, parent newsletters— English & Spanish versions...)	Principal Region 14	List of Presenters List of Topics Region 14 resources	August-May Newsletters beginning of each month Stedham-Oct 2004 Brenda Byrd-Fall 2004	Increased parent involvement	SSA Title I funds
4.4.19 Provide Title I parents with reports on school performance and their child's assessment results.	Principal Special Program. Director	Campus District Reports	January each year		None
4.4.20 Provide training for teachers and parents on parenting skills and child discipline through a six-part video lesson created by Dr. Kevin Leman, Making Children Mind Without Losing Yours.	Special Program Director Counselors	Video Lessons Manual - Making Children Mind DVD Audio CDs Promotion Kit Instruction Guide	Sign-In sheets Evaluation forms	Region 14 ESC	
4.4.21 Maintain an updated Parent Involvement Plan.	Principal SBDM Team	Computers Brochures	Sept. 2004 Sept. 2005	SBDM Meeting Minutes	Local Funds
4.4.22 Create and distribute Home/School Compacts that state student, parent, teacher, and administrator roles. Obtain signatures from all parties.	Principal SBDM Team	Computers Home/School Compacts	Sept. 2004 Sept. 2005	Copies of Signed Compacts	Local Funds