

# Longview Independent School District

## Forest Park Middle School

### 2023-2024 Improvement Plan



**Board Approval Date:** October 16, 2023

# Mission Statement

To deliver the highest quality educational experience where global citizens are born through engaging teaching methods, academic excellence, relationship building, and a passionate climate and culture.

## Vision

To be the best school in the world by demonstrating transformative methods and techniques that are embraced and replicated everywhere.

## Value Statement

### Forest Park Middle School Core Values

#### Every Child

We put students at the heart of everything we do.

#### Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

#### Collaborative Spirit

We believe in each other and find joy in our work.

#### Limitless Curiosity

We never stop learning and growing.

#### Moral Compass

We are guided by strong character, ethics and integrity.

# Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 6
  - School Processes & Programs 8
  - Perceptions 9
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- Goals 12
  - Goal 1: Improve Recruitment and Retention of Quality Personal 13
  - Goal 2: Improve Communication and Delivery of Information to Parents and General Public 16
  - Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, Science, and Social Studies. 18
  - Goal 4: Implement the International Baccalaureate Primary Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and /or Career-related Program with fidelity. 20
  - Goal 5: LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning. 21
- State Compensatory 22
  - Budget for Forest Park Middle School 23
  - Personnel for Forest Park Middle School 23

# Comprehensive Needs Assessment

Revised/Approved: October 16, 2023

## Demographics

### Demographics Summary

## Demographics

### Demographics Summary

- Student Enrollment - 453
  - Female - 232
  - Male - 248
- Hispanic - 51.0%
- African-American - 34.4%
- Caucasian - 10.0%
- Asian - .8%
- Pacific Islander - .4%
- Two or More Races - 3.3%
- Economically Disadvantage - 92.5%
- Emergent Bilinguals - 34.6%
- 504 - 6.7%
- At-Risk - 73.8%
- Career and Technical Education - 21.5%
- Gifted and Talented Education 1.0%
- Special Education - 14.0%

### Student Mobility

Total Mobile Students - 108 or 18.7%

- African-American - 35 or 6.1%
- Hispanic - 47 or 8.1%
- Caucasian - 16 or 2.8%
- American Indian - 2 or .3%
- Asian - 1 or .2%
- Pacific Islander - 1 or .2%
- Two or More Races - 6 or 1.0%

### Attendance

- Campus 98.1%
- Chronic Absenteeism 3.8%
- Dropout Rate (Grade 7-8) .5%

### **Staff Demographics**

- Total Number of Staff - 61
- Professional Staff
  - Teachers - 44
  - Professional Support - 7
  - Campus Leadership - 4
- Educational Aides - 7
- Counselor - 0

### **Staff Percentage by Ethnicity**

- African-American - 21.4%
- Hispanic - 2.1%
- Caucasian - 19.8%

### **Demographics Strengths**

- Steady student enrollment
- Student attendance rate is above the district and state
- Teacher ratios are favorable for students
- Differentiate Instruction to meet student needs
- Use of Inclusion to close learning gaps
- 100% of students participate in
  - IB Middle Years Programme (MYP)
  - Design Courses
    - 6th Grade Holistic Design
    - 7th Grade Digital Design
    - 8th Grade Career Design
  - Spanish
  - Fine Arts
  - Visual Arts
- 8th Grade students has an opportunity to receive high school credit in
  - Principals of Business
  - Algebra
  - Agriculture
  - Computer Science
- AVID Program

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** African American, Hispanic, and Economically disadvantaged students did not reach their STAAR growth target in Math. **Root Cause:** All teachers need to be equipped with student portfolios which provides a history of student performance, current year's target goal, and prescribed intervention to reach this goal.

# Student Learning

## Student Learning Summary

\*\*Forest Park Middle school TEA projected rating: Overall Score 83, Overall Score B

### Mathematics

<b>6</b>	<b>Spring 2023</b>	<b>Approaches</b>	<b>43</b>	<b>15</b>	<b>34.88%</b>	<b>38.37%</b>	<b>17</b>	<b>1646</b>	
<b>7</b>	Spring 2023	Approaches	46	19	41.30%	45.43%	21	1728	
<b>8</b>	Spring 2023	Approaches	48	17	35.42%	38.96%	19	1778	
<b>Algebra -May-23</b>			<b>Approaches</b>	<b>59</b>	<b>20</b>	<b>33.90%</b>	<b>37.29%</b>	<b>22</b>	<b>3630</b>

### Reading

<b>6</b>	<b>Spring 2023</b>	<b>Approaches</b>	<b>56</b>	<b>20</b>	<b>35.71%</b>	<b>39.29%</b>	<b>22</b>	<b>1557</b>
<b>7</b>	Spring 2023	Approaches	56	23	41.07%	45.18%	26	1596
<b>8</b>	Spring 2023	Approaches	56	19	33.93%	37.32%	21	1614

### Science

<b>8</b>	<b>Spring 2023</b>	<b>Approaches</b>	<b>46</b>	<b>17</b>	<b>36.96%</b>	<b>40.65%</b>	<b>19</b>	<b>3666</b>
----------	--------------------	-------------------	-----------	-----------	---------------	---------------	-----------	-------------

### Social Studies

<b>8</b>	<b>Spring 2023</b>	<b>Approaches</b>	<b>49</b>	<b>21</b>	<b>42.86%</b>	<b>47.14%</b>	<b>24</b>	<b>3697</b>
----------	--------------------	-------------------	-----------	-----------	---------------	---------------	-----------	-------------

### Distinctions Designations

## Student Learning Strengths

Algebra I - Of the 50 students who took the Algebra assessment, the students performed at the levels of mastery: 42% masters, 86% meets, and 100% approaches. All above state averages.

\*Math

\*Reading

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** English Language Learners and Special Education student groups are performing below state averages in 6th RLA and 8th Grade Math. **Root Cause:** Teachers must be trained consistent in their implementation of the English Language instructional strategies and differentiated instruction for Special Education students.



# School Processes & Programs

## School Processes & Programs Summary

Forest Park Middle School offers a multitude of learning opportunities to encourage academic success and student enrichment. Forest Park Middle School also offers higher level math classes, Coding, Computer Science, and the Arts, JROTC, CTE courses for high school credit, and extended extra-curricular activities. Students who qualify for Special Education or 504 accommodations receive their services based on their IEP plan. Students who need tiered instruction, academically or behaviorally, as identified and served through the classroom teacher and other support staff.

The new staff at Forest Park Middle School was recruited by administrators and the LISD HR department. Our staff provides enrichment opportunities through fine arts, technology, athletics, and other areas to enhance the learning experience for the students. Students are able to engage teachers and their peers in different settings which affords them a learning experience conducive to their academic and social development.

Forest Park Magnet School teachers are highly qualified professionals who model lifelong learning. We believe in embedding opportunities for each child to receive interventions and/or extensions throughout the school day, as well as many extra-curricular opportunities for students in 6th, 7th, and 8th grade. The weekly schedule allows time for teacher collaboration and student enrichment regularly. Additionally, teachers have opportunities for job embedded professional development and professional instructional coaching.

## School Processes & Programs Strengths

Our campus staff creates a safe and supporting learning environment that adapts to change and seeks to embrace the changes that maximize school organizational effectiveness. Programs are in place to serve student's academic and behavioral needs.

Our campus has scheduled time allotted for teachers to discuss and plan horizontal and vertical, time for strategic sharing, as well as student intervention.

A multitude of teacher trainings, support systems and incentives are used to increase the retention rate. Our campus is rewarded for academic performance through the TIA/LIFT/Distinction incentives.

In addition to the TxBESS mentorship program, every teacher has access to instructional specialist that offer support and training in all academic areas. Resources and materials are assessable to all teachers and adequate time to meet and learn from each other are offered through PLC and through peer/teacher conferences.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Our staff need more bi-lingual instructional support for our students and parent communication. **Root Cause:** Resources are minimal in this skill set necessary to interact with multi-lingual audiences.

# Perceptions

## Perceptions Summary

Forest Park teachers and staff believe that student success stems from collaboration. When everyone operates as a Professional Learning Community, best practices are aligned and everyone is accountable for results. Students and staff learn together and connect through restorative practices, intentional social-emotional learning, and experiences that support a collaborative. Forest Park staff believes that all students can be academically successful when we focus on strong, campus-wide systems and initiatives. FPMS operates utilizing the following:

1. IB Programme
2. AViD
3. Ron Clark House System
- 4.. Student Engagement
5. High Expectations
6. Strong Instructional Focus

## Perceptions Strengths

Teachers continue to find efficient ways to connect and communicate with families throughout the year. At least once a year, parent and students surveys are collected and analyzed. Forest Park teacher leads serve on leadership teams and campus committees that help us to monitor continuous improvement and gather community input.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

**Problem Statement 2 (Prioritized):** Building relationships with various levels of teachers and students is a continual process. We all continue to implement social agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow. **Root Cause:** Academic gaps exist due to lack of school experience for some students along with challenges that are beyond our control.

**Problem Statement 3 (Prioritized):** Parent involvement and community partnerships are not as strong as we would like. **Root Cause:** Lack of media coverage on success and few school events that welcome the Forest Park Middle School stakeholder community.

# Priority Problem Statements

**Problem Statement 1:** Not all demographic populations have achieved their full potential academically or behaviorally.

**Root Cause 1:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** Building relationships with various levels of teachers and students is a continual process. We all continue to implement social agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow.

**Root Cause 2:** Academic gaps exist due to lack of school experience for some students along with challenges that are beyond our control.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Parent involvement and community partnerships are not as strong as we would like.

**Root Cause 3:** Lack of media coverage on success and few school events that welcome the Forest Park Middle School stakeholder community.

**Problem Statement 3 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

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

## Student Data: Student Groups





- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data

# Goals

**Goal 1:** Improve Recruitment and Retention of Quality Personal

**Performance Objective 1:** Increase the teacher retention rate by 10%.





**Evaluation Data Sources:** Employment Records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide Tx-Bess training and mentor teachers to all new teachers to the district focusing on the following components: Planning for Learner-Centered Instruction, Classroom Environment That Promotes Equity of Learning. Instruction and Communication , and Professionalism.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Academic Dean</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Improve Recruitment and Retention of Quality Personal

**Performance Objective 2:** Utilize the TIA and EVAAS initiative to retain master teachers.





**Evaluation Data Sources:** Analyze student data and use prescriptive interventions to increase student growth.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Receive training from District-level personnel for leadership and teachers on the TIA and EVASS systems.  <b>Strategy's Expected Result/Impact:</b> Improved student academic achievement in all tested areas  <b>Staff Responsible for Monitoring:</b> Central Office Personal, Principal, Assistant Principal, and Academic Dean</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>- TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Improve Recruitment and Retention of Quality Personal

**Performance Objective 3:** Provide multiple training to explain T-TESS multi-dimensional observation tool in conjunction with collected evidence to evaluate and inform each teacher's performance. Every returning teacher will improve at least one performance level on all overall T-TESS rating.

**Evaluation Data Sources:** DMAC





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> FPMS will provide professional development monthly that support the 4 T-TESS domains: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Academic Dean</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Improve Recruitment and Retention of Quality Personal

**Performance Objective 4:** Forest Park will provide special instructional support for new comers/EB students to ensure bilingual student success.

**High Priority**

**Evaluation Data Sources:** TELPAS, BOY, MOY, and EOY

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a newcomers class for non-English speaking students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students advance their English and academic skills in order to reach accountability on TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual Coordinator, Principal, Assistant Principal, Academic Dean, and Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Goal 2:** Improve Communication and Delivery of Information to Parents and General Public

**Performance Objective 1:** Provide weekly communication with stakeholders with the use of Facebook, FPMS website, LISD website, callouts via School Messenger, scheduled and unscheduled meetings to increase parent an community involvement by 20%.

**Evaluation Data Sources:** PFE Guidelines

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Offer informative opportunities through School Sponsored Clubs and Organizations, Open House events, Informational Meetings, PTO</p> <p><b>Strategy's Expected Result/Impact:</b> Increase community involvement 20%</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> FPMS will implement a successful bilingual education event which will provide resources that will reinforce educational concepts within the Emergent Bilingual migrant communities.</p> <p><b>Strategy's Expected Result/Impact:</b> The event will provide parents and students will educational resources within the community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize Social Media, District Newsletter, School Messenger, Canva, FPMS Website, Teacher Websites, Participation in Community Organizations, Parent Teacher Organization, Personal Phone Calls and Notes, Daily Announcements, CIS, Report Cards, Progress Reports, meet the Teacher, and Staff Meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Build relationships, increase communication and relayed information for each campus activity and event.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal Academic Dean/IB Coordinator, and Counselor</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


**Goal 3:** All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, Science, and Social Studies.


**Performance Objective 1:** All students groups will meet the state targets in Domain 3, closing performance gaps, according to state accountability.


**Evaluation Data Sources:** Common Assessments, BOY, MOY, EOY Performance Monitoring Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase student performance in identified target groups to raise achievement.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean, and Teacher</p> <p><b>Title I:</b>                      2.6  <b>- ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Analyze student data, use targeted instruction, tutorials, MTSS, small group instruction and enrichment opportunities.  <b>Strategy's Expected Result/Impact:</b> Students will receive targeted instruction in order to close the learning gap.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Academic Dean</p> <p><b>Title I:</b>                      2.4  <b>- TEA Priorities:</b>                      Build a foundation of reading and math  <b>- ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> FPMS will offer after school tutorials to provide students with support in the following areas:</p> <p>6th Grade            *Reading Language Arts            * Math</p> <p>7th Grade            *Reading Language Arts            * Math</p> <p>8th Grade            *Reading Language Arts            * Math            *Science            *Social Studies</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive targeted instruction in order to close the learning gap.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean, and Teacher</p> <p><b>Title I:</b>            2.4            - <b>TEA Priorities:</b>            Build a foundation of reading and math            - <b>ESF Levers:</b>            Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 4:** Implement the International Baccalaureate Primary Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and /or Career-related Program with fidelity.

**Performance Objective 1:** Meet the requirements of the IB mission statement: The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.





**Evaluation Data Sources:** Periodic Surveys and Observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Connect with IB Schools, Campus IB Showcase, IB Boards, IB Instructional Units, Student Created Goals, IB physical environment displayed through the building. Learner profiles are introduced during announcements and are discussed in classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> IB students develop strong academic, social and emotional characteristics. They are also likely to perform well academically.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, IB Coordinator/Academic Dean, Assistant Principal</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The units of inquiry will be infused along with the TEKS on a daily basis in all core classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain additional knowledge in the area of Math, Science, Social Studies, and RLA. Teachers of Forest Park will successfully close the learning gaps for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, IB Coordinator/Academic Dean, and Assistant Principal</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning.

**Performance Objective 1:** Staff will review school wide discipline system, which will include a taken economy system tiered discipline forms in the classroom, and explicit behavior expectation lessons.

**Evaluation Data Sources:** Student referrals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will be trained on the Ron Clark Academy House System which will be used for changing the culture of the school.</p> <p><b>Strategy's Expected Result/Impact:</b> All classroom and shared spaces will display the house system and the house expectations will be reviewed frequently.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean, and House Leaders</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff will utilize the FPMS vending machine to reinforce positive behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will receive points for positive behavior using the house system.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean, and House Leaders</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Budget for Forest Park Middle School

**Total SCE Funds:** \$136,367.00

**Total FTEs Funded by SCE:** 1.5

### Brief Description of SCE Services and/or Programs

State compensatory funds will be used by Forest Park Middle School to reduce disparity in performance on STAAR between educationally disadvantaged students, at-risk students, and students of limited English proficiency. These actions will come in the form of accelerated instructional resources, tutor and mentoring services, and various schoolwide programs.

## Personnel for Forest Park Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Gatson, Kiffany	Teacher	0.11
Gupton, Ella	Teacher	0.39
Williams, Sandra	Instructional Assistant	1