

Fort Worth Independent School District
058 Stripling Middle School
2021-2022 Campus Improvement Plan



Mission Statement

To create a community that fosters a learning environment where positive relationships lead to improvement, confidence, and success.

Vision

Inspiring New Gifts

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Student Learning

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Perceptions

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New teachers at Stripling Middle School are assigned mentors, attend the district new teacher academy, and have scheduled mentor/mentee meetings supported by administration and the Instructional Coach. Communication devices used for all campus stakeholders are SMOREs(What's the Buzz newsletter), Social Media(Facebook, Twitter, Instagram), campus website and blackboard emails and callouts. Campus climate survey is administered to staff and students annually. Data is utilized to plan improvement of indicated areas.

Priority Problem Statements

Rtqdnq o "Uvcvg o gpv"3: Enrollment has declined over the past 3 years decreasing from 740 to 553.

Tqqv"Ecwug"3: Lack of recruitment and marketing of uniqueness of the campus.

Rtqdnq o "Uvcvg o gpv"3" Ctgc: Demographics

Rtqdnq o "Uvcvg o gpv"4: During the 20-21 school year, 5% of the overall population was chronically absent with 11% of the African American population being chronically absent.

Tqqv"Ecwug"4:

Rtqdnq o "Uvcvg o gpv"4" Ctgc: Demographics

Rtqdnq o "Uvcvg o gpv"5: On MAP Growth Hispanic students showed the greatest decline growth in Math from 28% to 17% and Reading 43% to 35%.

Tqqv"Ecwug"5: The campus hasn't prioritized tailoring instruction to meet the needs of Hispanic students.

Rtqdnq o "Uvcvg o gpv"5" Ctgc: Student Learning

Rtqdnq o "Uvcvg o gpv"6: The campus showed very little student growth on MAP Growth in both Math declining from 33% to 21% and Reading which declined from 47% to 42%.

Tqqv"Ecwug"6: Lack of training and knowledge of utilizing the MAP data to effectively implement Tier 1 instruction.

Rtqdnq o "Uvcvg o gpv"6" Ctgc: Student Learning

Rtqdnq o "Uvcvg o gpv"7: Disproportionate referral of AA students (<13% enrollment) for disciplinary action (40% all infractions) in the areas of disrespect 22%, disruption 27%, and off task 16% compared to all other students (> 87% of enrollment and 60% all infractions) disrespect 18%. disruption 24%, and off task 13%. AA students more likely to be referred and disciplined to be disrespectful, disruptive, and off task.

Comprehensive Needs Assessment Data Documentation

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

Key Data Sources

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Academic Performance Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps

Additional Data Sources

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Equity data

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- Parent surveys and/or other feedback

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

Goals

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Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 44% to 54% by May 2022.

Increase the percentage of ELL students who meet or exceed projected growth on MAP Growth Reading from 40% to 45% by May 2022.

Uvtcvgi{"3"Fgvcknu	Tgxkgyu
<p>Uvtcvgi{"3< Improve quality tier 1 instruction through culturally responsive standards- aligned planning, lesson delivery, and coaching.</p> <p>Uvtcvgi{"u"Gzrgevgf" TguwnvK o rcev< 85% of the core content lesson plans submitted will contain standard-aligned lesson objectives, activities, assessments and explicit culturally responsive practices by May 2022</p> <p>80% of the lessons observed are executed to the appropriate level of the rigor of the standard by May 2022.</p> <p>50% of the lessons observed demonstrate culturally responsive teaching practices by May 2022.</p>	


Goal 1: Early Literacy


Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.


Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 96% to 98% by May 2022.


Increase the percentage of Hispanic students who score at meets or above in English 1 from 94% to 98% by May 2022.

Uvtevgi {"3" Fgvcknu	Tgxkg yu			
<p>Uvtevgi {"3< Improve quality tier 1 instruction through culturally responsive standards- aligned planning, lesson delivery, and coaching.</p> <p>Uvtevgi {"u"Gzrgevfg" TguwvK o rcev< 85% of the core content lesson plans submitted will contain standard-aligned lesson objectives, activities, assessments and explicit culturally responsive practices by May 2022 80% of the lessons observed are executed to the appropriate level of the rigor of the standard by May 2022. 50% of the lessons observed demonstrate culturally responsive teaching practices by May 2022. 80% of coaching and feedback documented in STRIVE will focus on standard alignment and culturally responsive pedagogy by May 2022.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Admin and Instructional Coach</p> <p>Vkvng" K" Ue jqqn y kf g" Gng o gpvu< 2.4, 2.6</p> <p>Rtqdn g o "Uvcvg o gpvu< Perceptions 2</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
	Empty data cells for the table			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Perceptions
<p>Rtqdn g o "Uvcvg o gpv"4: In a self assessment through Panorama, 64% of students identified lack of interest and engagement in their classes and is consistent among all groups.</p> <p>Tqqv" Ecwug: Lack of training, understanding and implementation of culturally responsive instruction.</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 36% to 46% by May 2022.

Increase the percentage of ELL students who meet or exceed projected growth on MAP Growth Mathematics from 30% to 35% by May 2022.





Uvtevgi {"3" Fgvcknu	Tgxkyu
<p>Uvtevgi {"3< Improve quality tier 1 instruction through culturally responsive standards- aligned planning, lesson delivery, and coaching.</p> <p>Uvtevgi {"u"Gzrgevgf" Tguwnvko rcev< 85% of the core content lesson plans submitted will contain standard-aligned lesson objectives, activities, assessments and explicit culturally responsive practices by May 2022</p> <p>80% of the lessons observed are executed to the appropriate level of the rigor of the standard by May 2022.</p>	

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 69% to 85% by May 2022.

Increase the percentage of Hispanic students who score at MEETS or above in Algebra 1 from 68% to 85% by May 2022.

Uvtevgi {"3" Fgvcknu	Tgxkg yu			
<p>Uvtevgi {"3< Improve quality tier 1 instruction through culturally responsive standards- aligned planning, lesson delivery, and coaching.</p> <p>Uvtevgi {"u"Gzrgevff" TguwvK o rcev< 85% of the core content lesson plans submitted will contain standard-aligned lesson objectives, activities, assessments and explicit culturally responsive practices by May 2022 80% of the lessons observed are executed to the appropriate level of the rigor of the standard by May 2022. 50% of the lessons observed demonstrate culturally responsive teaching practices by May 2022. 80% of coaching and feedback documented in STRIVE will focus on standard alignment and culturally responsive pedagogy by May 2022.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Admin and Instructional Coach</p> <p>Vkvng" K" Ue jqqn y kf g" Gng o gpvu< 2.4, 2.6</p> <p>Rtqdn g o "Uvcvg o gpvu< Perceptions 2</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
	Empty cells for data			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Rtqdn g o "Uvcvg o gpv"4: In a self assessment through Panorama, 64% of students identified lack of interest and engagement in their classes and is consistent among all groups.</p> <p>Tqqv" Ecwug: Lack of training, understanding and implementation of culturally responsive instruction.</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 42% to 55% by May 2022. Increase the percentage of African American students scoring at MEETS or above on STAAR Reading from 29% to 40% by May 2022.



Uvtevgi {"3" Fgvcknu	Tgxkgyu			
<p>Uvtevgi {"3" Improve quality tier 1 instruction through data driven, culturally responsive, standards- aligned planning, lesson delivery, and coaching.</p> <p>Uvtevgi {"u" Gzrgevfg" Tguwnvkl o rcev < 85% of the core content lesson plans submitted will contain standard-aligned lesson objectives, activities, assessments and explicit culturally responsive practices by May 2022 80% of the lessons observed are executed to the appropriate level of the rigor of the standard by May 2022. 50% of the lessons observed demonstrate culturally responsive teaching practices by May 2022. 80% of coaching and feedback documented in STRIVE will focus on standard alignment and culturally responsive pedagogy by May 2022.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi < Admin and Instructional Coach</p> <p>Vkvnq" K" Ue jqqny kfg" Gng o gpvu < 2.4, 2.6</p> <p>Rtqdnq o "Uvcvg o gpvu < Student Learning 1, 2</p> <p>Hwpfkpi" Uqwtegu < Sharroky Hollie PD - Title I (211) - 211-13-6299-04N-058-30-510-000000-22F10 - \$9,000, - Title I (211) - 211-11-6112-0PD-058-30-510-000000-22F10 - \$6,700, - Title I (211) - 211-13-6119-04N-058-30-510-000000-22F10 - \$76,334, - Title I (211) - 211-13-6499-04N-058-30-510-000000-22F10 - \$2,000, - Title I (211) - 211-12-6329-04N-058-30-510-000000-22F10 - \$1,000, - Title I (211) - 211-13-6329-04N-058-30-510-000000-22F10 - \$3,000</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lep	Oct	

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 33% to 50% by May 2022.

Increase the percentage of African American students scoring at MEETS or above on STAAR Math from 15% to 30% by May 2022.

Uvtevgi{"3" Fgvcknu	Tgxkg yu			
<p>Uvtevgi{"3< Improve quality tier 1 instruction through culturally responsive standards- aligned planning, lesson delivery, and coaching.</p> <p>Uvtevgi{"u"Gzrgevff" TguwnvK o rcev< 85% of the core content lesson plans submitted will contain standard-aligned lesson objectives, activities, assessments and explicit culturally responsive practices by May 2022 80% of the lessons observed are executed to the appropriate level of the rigor of the standard by May 2022. 50% of the lessons observed demonstrate culturally responsive teaching practices by May 2022. 80% of coaching and feedback documented in STRIVE will focus on standard alignment and culturally responsive pedagogy by May 2022.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Admin and Instructional Coach</p> <p>Vkvng" K" Ue jqqn y kfg" Gng o gpvu< 2.4, 2.6</p> <p>Rtqdn g o "Uvcvg o gpvu< Student Learning 1, 2</p> <p>Hwp f kpi "Uqwtegu< - Title I (211) - 211-11-6112-0PD-058-30-510-000000-22F10 - \$3,700, - Title I (211) - 211-23-6499-04N-058-30-510-000000-22F10 - \$2,121, - Title I (211) - 211-13-6499-04N-058-30-510-000000-22F10 - \$3,000</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="451 812 651 860">  No Progress </div> <div data-bbox="745 812 808 868">  </div> </div>				

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the percentage of students who are chronically absent from 5% to 2% by May 2022.

Decrease the percentage of African American students who are chronically absent from 11% to 5% by May 2022.



Uvtevgi {"3" Fgvcknu	Tgxkgyu	
Uvtevgi {"3< Increase teacher efficacy in culturally responsive classroom management, building positive teacher/student relationships, and parent outreach.	Hqt o cvkxg	Uw o o cvkxg
<p>Uvtevgi {"u" Gzrgevfg" Tguwnvfk o rcev< 90% attendance rate for chronically absent students by the 6th grading cycle.</p> <p>Teacher perceptions of efficacy related to culturally responsive classroom management, building student/teacher relationships, and parent outreach will increase 30% from baseline in August 2021 to May 2022</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Admin and administrative intern</p> <p>Vkvng" K" Uejqqny kfg" Gng o gpvu< 2.6</p> <p>Rtqdnng o "Uvcvg o gpvu< Demographics 2</p> <p>Hwpfkpi" Uqwtegu< - Title I (211) - 211-61-6399-04L-058-30-510-000000-22F10 - \$2,000, - Title I (211) - 211-61-6116-04L-058-30-510-000000-22F10 - \$300</p>		

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 61% to 80% by May 2022.

Increase positive response by Special Education students from 53% to 63% by May 2022.

Uvtevgi{"3"Fgycknu	Tgxkyu			
<p>Uvtevgi{"3< Increase teacher efficacy in culturally responsive classroom management, building positive teacher/student relationships, and parent outreach.</p> <p>Uvtevgi{"u"Gzrgevgf" TguwnvK o rcev< Decrease student discipline referrals by 20% by 6th cycle.</p> <p>Teacher perceptions of efficacy related to culturally responsive classroom management, building student/teacher relationships, and parent outreach will increase 30% from baseline in August 2021 to May 2022</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi < Admin</p> <p>Vkvnq" K" Ue jqqny kfg" Gng o gpvu < 2.6</p> <p>Rtqdnq o "Uvcvg o gpvu < Perceptions 2</p> <p>Hwpfkpi" Uqwtegu < Live School - SEL - SCE (199 PIC 24) - 199-11-6399-001-058-24-273-000000- - \$4,000</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
	<div style="display: flex; align-items: center; justify-content: center;">  No Progress  </div>			

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Decrease the number of in and out of school suspensions for African American students from 5% to 2% by May 2022.

Uvtevgi {"3" Fgycknu	Tgxkyu
Uvtevgi {"3< Increase teacher efficacy in culturally responsive classroom management, building positive teacher/student	

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 85% to 92% by May 2022.

Uvtcvgi {"3" Fgvcknu	Tgxkgyu
<p>Uvtcvgi {"3" < Increase teacher efficacy in culturally responsive classroom management, building positive teacher/student relationships, and parent outreach.</p> <p>Uvtcvgi {"u" Gzrgevff" TguwnvK o rcev < Teacher perceptions of efficacy related to culturally responsive classroom management, building student/teacher relationships, and parent outreach will increase 30% from baseline in August 2021 to May 2022</p> <p>The response to student ratio on the EOY parent survey will increase from 26% to 46% (number of parent responses divided by student population).</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvtkpi < admin</p> <p>Vkvnq" K" Uejqqny kfg" Gng o gpvu < 3.1, 3.2</p> <p>Rtqdnq o "Uvcvq o gpvu <</p>	

Plan Notes

CIP reviewed with Mrs. Chritian and the CIP checklist. Great job, no actions from me.

Todd

Campus Funding Summary

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Vknv"K"*433+						
I qcn	Qdlgevkg	Uvtcvgi {	Tguqwtegu"Pggfgf	Fguetkrvkqp	Ceeqwpv"Eqfg	C o qwpv
4	4	1		Snacks for parents to promote participation	211-61-6499-04L-058-30-510-000000-22F10	\$2,000.00
Uwd/Vqvcn						\$118,155.00
Dwfigvgf"Hwpf"Uqwteg"C o qwpv						\$118,155.00
-1/"Fkhgtgpeg						\$0.00
UEG"*3; ;"RKE"46+						
I qcn	Qdlgevkg	Uvtcvgi {	Tguqwtegu"Pggfgf	Fguetkrvkqp	Ceeqwpv"Eqfg	C o qwpv
1	1	1		Supplies and materials for instructional use	199-11-6399-001-058-24-273-000000-	\$240.00
2	1	1		Supplies and materials for instructional use	199-11-6399-001-058-24-273-000000-	\$240.00
4	2	1	Live School - SEL	Supplies and materials for instructional use	199-11-6399-001-058-24-273-000000-	\$4,000.00
Uwd/Vqvcn						\$4,480.00
Dwfigvgf"Hwpf"Uqwteg"C o qwpv						\$4,480.00
-1/"Fkhgtgpeg						\$0.00
I tcpf"Vqvcn						\$122,635.00