

Stanton Independent School District
Stanton Middle School
2024-2025 Campus Improvement Plan

Accountability Rating: B



Mission Statement

At Stanton Middle School, we engage and empower each student to achieve excellence as a learner and to become productive, contributing members of our society.

Vision

Stanton Middle School's vision is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, resilience, and a respect for core values of honesty, loyalty, perseverance, and compassion. Students will have success for today and be prepared for tomorrow.

Value Statement

At Stanton Middle School, we believe that discipline is the factor that becomes the difference between goals and accomplishments. We strive to maintain a positive environment where students and staff enjoy school and treat each other with mutual respect. All teachers follow the school-wide Buff's PRIDE plan because we believe: 1) All students have the right to learn. 2) All teachers have the right to teach. We believe that all students have the potential for making good choices and behaving in a positive manner. To this end, we have developed the Buff's PRIDE learning and behavior expectations plan. Buff's PRIDE is an acronym for (Positive attitude, Respect for all, Integrity, Do the right thing, and Effort towards learning).

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stanton Middle School is located in the rural city of Stanton, Texas. It is part of the Stanton Independent School District and shares facilities with Stanton Elementary School. The campus has a student population of approximately 277 students in grades 6th through 8th. The make up of the student body is 71.9% Hispanic, 27.2% White, 0.4% American Indian, and 0.4% Asian. 55.3% of the student body is both Economically Disadvantaged and At-Risk. Our English Learner population is increasing and currently it is at 5.3%. We have a 15.4% mobility rate. Attendance has been a struggle but has held steady around 95% the past two years. Class size averages around 20 students per a class. The campus is a Title I campus and we are provided with funds to support and get necessary resources to support high quality instruction.

The community is growing due to the increasing amount of work in the oil industry. This has increased the number of students enrolled. Another reason for the increase in enrollment is the increase in temporary housing within the school district. Another factor is the growth of the City of Midland. Due to the growth there, sub-division have opened that are within Martin County and the Stanton ISD boundaries.

Demographics Strengths

The Stanton community does have many families and businesses that have been involved in the education of the youth.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special populations of student groups (EcoDis, SpEd, LEP, etc) are growing at fast rates. **Root Cause:** Learning gaps from earlier school grades, where students' learning gaps are not prescriptively addressed through Tier 1 instruction or Tier 2 intervention.

Problem Statement 2 (Prioritized): Staff demographics do not align to represent our student demographics. **Root Cause:** Housing shortage limits the ability to recruit and move teachers into the community.

Student Learning

Student Learning Summary

* Current data for the 2024 STAAR tests are not available at this time and this information will be updated as soon as it is released.

Our campus was rated as an Improvement Required campus in the 2018-2019 year. We have progressed to a D rating for the 2019-2020 accountability year. Our overall scaled score in 2019 was a 68, with a 10 point increase over the previous year. With the 2021 ratings, the campus was moved into the "Acceptable" rating. The 2021 TEA Accountability ratings have the campus at a 70 (C) rating. The campus continues to improve instruction as evident in the 2022 TEA Accountability Rating of an overall 79 or "C" rating. Furthermore, we had the scaled scores in the following areas: Student Achievement-77, School Progress-80, and Closing the Gaps 76. All 3 categories saw an increase over the 2021 data. The campus has made it out of Comprehensive Improvement Required and grew from 70 in 2021 to 79 in 2022, however needs to continue working to increase the students getting Meets and Masters in reading and math STAAR tests.

The overall performance of students in all subjects:

71% at Approaches or Above (increase 4 points)

43% at Meets or Above (increase 4 points)

23% at Masters Grade Level (increase 6 points)

Each Subject area is as follows:

	Reading	Math	Science	Social Studies
Approaches	73 (increase 9 points)	71 (increase 4 points)	71 (decrease 5 points)	66 (decrease 9 points)
Meets	47 (increase 9 points)	44 (increase 7 points)	45 (decrease 9 points)	27 (decrease 22 points)
Masters	27 (increase 9 points)	20 (increase 3 points)	23 (decrease 6 points)	14 (decrease 12 points)

Student Learning Strengths

8th Social Studies saw an increase in students making Meets on the STAAR. Also, there was an increase in Students making Meets in 6th grade math and reading. We have implimented reading intervention to address any gaps in reading. We also are working to increase our Masters scores, by implementing rigorous Advanced Reading and Math classes to push students that demonstrated they are on or above grade-level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Approaches levels are high (at 70), but students are not achieving Meets and Masters levels. **Root Cause:** Tier I instruction continues to be a focus to align the teaching and materials to the rigor level of STAAR 2.0

Problem Statement 2 (Prioritized): Special populations of student groups (EcoDis, SpEd, LEP, etc) are growing at fast rates. **Root Cause:** Learning gaps from earlier school grades, where students' learning gaps are not prescriptively addressed through Tier 1 instruction or Tier 2 intervention.

Problem Statement 3 (Prioritized): There is a spike in discipline referrals in the 4th and 5th 6 weeks. **Root Cause:** We believe that around the holidays, a review of our campus expectations needs to take place for students, as well as, campus staff working to stay consistent with expectations even when tired.

Problem Statement 4: With the new STAAR, there is a need to increase writing instruction across content areas to teach formal answering of open-ended questions accurately to STAAR Rubric criteria. **Root Cause:** Students do not currently answer questions based off a particular rubric.

School Processes & Programs

School Processes & Programs Summary

The Master Schedule is built with a specific time for content teams to plan together within PLCs. We are further working to develop professional learning opportunities that are scheduled through instructional focus meetings by content teams. The learning opportunities are developed around the campus vision, technology, growth of PLCs, and/or teacher feedback on their needs. At Stanton Middle School we also have a campus-wide Positive Behavior Support system we are working to develop as common practice through our Buff PRIDE system. We encourage all student to join extracurricular programs and to be a part of the SMS Buff family. At Stanton Middle School, we offer an opportunity for students to earn High School credits before they enter 9th grade in the areas of Algebra 1 and Art 1. The Master Schedule is built to offer extended learning time for 6th grade in Reading and Math double block classes (110min), 7th grade in double blocked Reading, as well as, intervention classes in the areas of math and reading for 7th and 8th grade students who do not meet at least Approaches on the previous year STAAR.

School Processes & Programs Strengths

The focus for Stanton Middle School during the 2024-2025 school year revolves around equipping, empowering, and encouraging students and staff.

Our campus strives to ensure all staff are engaged in high-performing collaborative teams, that are focused on extending the learning and developing the capacity of both students and staff. Furthermore, we recognize the success of our campus is dependent upon the strengths of the relationships we foster. It is our goal that when a student leaves Stanton Middle School, they are effective communicators and problem-solvers whom are prepared for their future and actively engage in the process of adding value to the greater community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Special populations of student groups (EcoDis, SpEd, LEP, etc) are growing at fast rates. **Root Cause:** Learning gaps from earlier school grades, where students' learning gaps are not prescriptively addressed through Tier 1 instruction or Tier 2 intervention.

Problem Statement 2 (Prioritized): Approaches levels are high (at 70), but students are not achieving Meets and Masters levels. **Root Cause:** Tier I instruction continues to be a focus to align the teaching and materials to the rigor level of STAAR 2.0

Problem Statement 3: With the new STAAR, there is a need to increase writing instruction across content areas to teach formal answering of open-ended questions accurately to STAAR Rubric criteria. **Root Cause:** Students do not currently answer questions based off a particular rubric.

Perceptions

Perceptions Summary

Our focus is to nurture and sustain a sense of community and pride. We are working with building relationships with student, parents, and staff. The staff of Stanton Middle School work diligently to ensure every student receives individualized attention, high-quality instruction, and a vast array of extra-curricular opportunities. Our campus strives to ensure all staff are engaged in high-performing collaborative teams, that are focused on extending the learning and developing the capacity of both students and staff. Furthermore, we recognize the success of our campus is depending upon the strengths of the relationships we foster; and thus strive to provide the highest quality internal and external customer service. It is our goal that when a student leaves Stanton Middle School they are effective communicators and problem-solvers whom are prepared for their future and actively engage in the process of adding value to the greater community.

Perceptions Strengths

Stanton Middle School portrays strong campus culture and climate characteristics through the following attributes:

1. A master schedule that embeds professional learning time to allow for high-levels of collaboration.
2. A master schedule that maximizes learning time and offers a wide range of learning opportunities to ensure students have access to courses that align with student interests and goals.
3. A variety of opportunities for parents to remain engaged through focused events that celebrate the success of our students or provide information to support college and career choices.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff demographics do not align to represent our student demographics. **Root Cause:** Housing shortage limits the ability to recruit and move teachers into the community.

Problem Statement 2 (Prioritized): There is a spike in discipline referrals in the 4th and 5th 6 weeks. **Root Cause:** We believe that around the holidays, a review of our campus expectations needs to take place for students, as well as, campus staff working to stay consistent with expectations even when tired.

Problem Statement 3 (Prioritized): Limited to no effective communication and interaction with parents that speak languages other than English. **Root Cause:** Limited access to availability of staff that can read and write in languages other than English.

Problem Statement 4: With the new STAAR, there is a need to increase writing instruction across content areas to teach formal answering of open-ended questions accurately to STAAR Rubric criteria. **Root Cause:** Students do not currently answer questions based off a particular rubric.

Priority Problem Statements

Problem Statement 1: Special populations of student groups (EcoDis, SpEd, LEP, etc) are growing at fast rates.

Root Cause 1: Learning gaps from earlier school grades, where students' learning gaps are not prescriptively addressed through Tier 1 instruction or Tier 2 intervention.

Problem Statement 1 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Staff demographics do not align to represent our student demographics.

Root Cause 2: Housing shortage limits the ability to recruit and move teachers into the community.

Problem Statement 2 Areas: Demographics - Staff Quality, Recruitment, and Retention - Demographics - Perceptions

Problem Statement 3: Approaches levels are high (at 70), but students are not achieving Meets and Masters levels.

Root Cause 3: Tier I instruction continues to be a focus to align the teaching and materials to the rigor level of STAAR 2.0

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

Problem Statement 4: There is a spike in discipline referrals in the 4th and 5th 6 weeks.

Root Cause 4: We believe that around the holidays, a review of our campus expectations needs to take place for students, as well as, campus staff working to stay consistent with expectations even when tired.

Problem Statement 4 Areas: School Culture and Climate - Student Learning - Perceptions

Problem Statement 5: Limited to no effective communication and interaction with parents that speak languages other than English.

Root Cause 5: Limited access to availability of staff that can read and write in languages other than English.

Problem Statement 5 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - Parent and Community Engagement - 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices





Goals

Goal 1: Stanton Middle School will increase student academic achievement on the State of Texas Assessment of Academic Readiness.

Performance Objective 1: Administrators and teachers will use DMAC data tool to collect, analyze, and generate data reports.

Evaluation Data Sources: DMAC Unit Assessments passing rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be trained to use DMAC for creating and administering tests. Strategy's Expected Result/Impact: Teachers will create STAAR rigor assessments Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be trained to disaggregate data in DMAC to close performance gaps. Strategy's Expected Result/Impact: Teachers will look at item analysis, quantile reports, and reporting category reports. Staff Responsible for Monitoring: Principal, Assistant Principal, and District level Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use a class data graph to track the students progress toward mastery of grade-level standards. Strategy's Expected Result/Impact: Teachers will document strength and weakness TEKS and how to address throughout the year Staff Responsible for Monitoring: Principal, Assistant Principal, and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will have students use a personal data graphing chart to track their own mastery toward grade-level standards.</p> <p>Strategy's Expected Result/Impact: Students will set realistic SMART goals for their own tracking towards grade-level growth in individual accountability STAAR score.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: At the beginning of the 2024-2025 school year, teacher-led DMAC assessment making and student (self-monitoring) data tracking training was presented to all staff, returning and new.</p> <p>Strategy's Expected Result/Impact: Teachers will know how to create assessments using DMAC for STAAR rigor level questions and developing a student led data tracking system for self-monitoring.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and PLC lead teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Stanton Middle School will increase student academic achievement on the State of Texas Assessment of Academic Readiness.


Performance Objective 2: Implement Instructional programs and tools to aid student performance and achievement


Evaluation Data Sources: Program usage, teacher input


Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher will use TEKS Resource System, YAG, and IFD documents to meet the TEKS curriculum. Strategy's Expected Result/Impact: Curriculum is aligned and at STAAR 2.0 rigor. Staff Responsible for Monitoring: Principal, Assistant Principal, and Assistant Superintendent in Curriculum and Instruction</p> <p>TEA Priorities: Improve low-performing schools -</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate TEXGuide into instruction Strategy's Expected Result/Impact: Use of activities that are tied to TEKS Resource System Staff Responsible for Monitoring: Principal, Assistant Principal, and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Administer STAAR Interim and Benchmark Assessments yearly. Strategy's Expected Result/Impact: Use assessments to gather data on STAAR rigor and student levels. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Testing Coordinator, and Assistant Superintendent in Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 6th-8th grade Reading teachers will use HMH Into Literature for rigorous and high interest stories.</p> <p>Strategy's Expected Result/Impact: Students will have whole group instruction at the rigor level of TEKS, and have small group reading delivered at their actual reading level.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Assistant Superintendent of Curriculum and Instruction</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Resource Reading class will have iReady to help support growth in reading levels.</p> <p>Strategy's Expected Result/Impact: Increase student reading levels in small group instruction</p> <p>Staff Responsible for Monitoring: Principal, Reading teachers, and Reading interventionist</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Science teachers will use McGraw Hill as a resource for aligned lessons.</p> <p>Strategy's Expected Result/Impact: Provide teachers with the use of more interactive lessons through the use of technology.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Science teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Utilize Region 18 Education Service Center for planning of 6 weeks instruction in all content as support for teachers (as they are provided via recorded trainings to accommodate teacher schedules).</p> <p>Strategy's Expected Result/Impact: Teachers will have the support in aligned and interactive planning with the Region 18 Curriculum Department.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Assistant Superintendent of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Math, and Social Studies (6th-8th grades) and Science (8th grade), have Lowman Instructional Products to aid in high rigor instruction of Grade-Level Standards.</p> <p>Strategy's Expected Result/Impact: Instructional rigor and strategies will be aligned vertically to increase rigor and students accomplishing Meets and Masters on STAAR 2.0 in 6th-8th Reading/Math and 8th grade Science/Social Studies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Social Studies Teachers, and Assistant Superintendent of Curriculum and Instruction</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Teachers will develop CBA (Common Based Assessments) or Quick Checks at STAAR rigor level using the Texas Formative Assessment Resource (TFAR) platform in texasassessment.gov.</p> <p>Strategy's Expected Result/Impact: Instructional rigor and strategies will be aligned vertically to increase rigor and students accomplishing Meets and Masters on STAAR 2.0 in 6th-8th Reading/Math and 8th grade Science/Social Studies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Social Studies Teachers, and Assistant Superintendent of Curriculum and Instruction</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Teachers will teach, develop and monitor the students' responses to open-ended questions using the campus-wide strategies of RACES (extended responses) and TEA (Short responses).</p> <p>Strategy's Expected Result/Impact: Increase in students scoring full credit on the STAAR open-ended questions.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Social Studies Teachers, and Assistant Superintendent of Curriculum and Instruction</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 1: Stanton Middle School will increase student academic achievement on the State of Texas Assessment of Academic Readiness.

Performance Objective 3: High Priority is given to class instructional time and to the development of Honors level Reading and Math Content classes.

Evaluation Data Sources: Master Schedule

Strategy 1 Details	Reviews			
<p>Strategy 1: All 6th grade Math classes will be double blocked for 90 minutes of instruction. Strategy's Expected Result/Impact: Teachers will have more instructional time to provide scaffolded instruction. Staff Responsible for Monitoring: Principal, Assistant Principal, 6th grade math teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 6th and 7th grade ELAR classes will be double blocked. Instruction will be provided by a teacher in small group, while students work on independent reading. Strategy's Expected Result/Impact: Teachers will have more instructional time to provide scaffolded instruction. Also, teachers will be able to provide small group instructional support for the students. Staff Responsible for Monitoring: Principal, Assistant Principal, 6th and 7th grade ELAR Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: In order to maintain smaller class sizes in the double block of 6th/7th grade ELAR and 7th grade Math, an additional teacher has been added to both (ELAR and Math) subjects. Strategy's Expected Result/Impact: Instruction will stay to a more effective and personal level with a smaller student to teacher ratio. Staff Responsible for Monitoring: Principal, Assistant Principal, Central Office Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <ul style="list-style-type: none"> - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy 	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Friday will have a different schedule, 8:00-3:00, to allow for teachers to spend an hour with Professional Learning Communities (focused on instruction and data).</p> <p>Strategy's Expected Result/Impact: Teachers will spend time looking at student data and needs to plan effective lessons.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: With an 8 period day, core content teachers have 2 planning periods. With the additional planning time, time will be designated for parent contacts, Professional Learning Communities, home visits, and effective planning.</p> <p>Strategy's Expected Result/Impact: With the additional planning period, parent contact will increase and time spent on data, instructional planning/alignment, and training will positively increase student performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, and Central Office</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
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Goal 1: Stanton Middle School will increase student academic achievement on the State of Texas Assessment of Academic Readiness.

Performance Objective 4: Stanton Middle School will provide intervention to students that have not passed previous STAAR tests in order to meet House Bill 1416 (previously 4545) requirements and the academic needs of students in the areas of reading and math.

Evaluation Data Sources: Texas Assessment Management site, Benchmarks, DMAC Reports, IXL, IReady

Strategy 1 Details	Reviews			
<p>Strategy 1: Math teachers will use IReady and IXL to help students with daily instruction of individualized TEKS. Strategy's Expected Result/Impact: Improved student achievement on exit Tickets, Unit Assessments and STAAR 2.0. Staff Responsible for Monitoring: Principal, Assistant Principal and teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use IReady for both reading and math intervention. Strategy's Expected Result/Impact: Teachers will use mentoring minds in order to instruct/intervene students in tested subjects at the right rigor level. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All students identified as failing STAAR Reading (at-Risk), in 6th-8th grade, will receive reading intervention with their core teacher (6th) during intervention time and a reading specialist (7th/8th) for an additional class period of instruction.</p> <p>Strategy's Expected Result/Impact: Students who have not previously passed STAAR reading will pass STAAR and/or make progress growth measure.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, reading specialist and teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All students identified as failing STAAR Math (at-Risk), in 6th-8th grade, will receive math intervention with their core teacher (6th) during intervention time and a math specialist (7th/8th) utilizing general funds for an additional class period of instruction.</p> <p>Strategy's Expected Result/Impact: Students who have not previously passed STAAR math will pass STAAR and/or make progress growth measure.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: In grades 6th-8th, students not meeting Approaches on reading or Math STAAR will attend after school tutorials in several cohort options, utilizing general funding to provide stipend for teachers teaching the tutorials.</p> <p>Strategy's Expected Result/Impact: Students who have not previously passed STAAR math will pass STAAR and/or make progress growth measure particularly in math and reading.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Students not making Approaches on STAAR Science in 5th grade, will receive intervention for HB4545 during their Engineering Fridays throughout the year.</p> <p>Strategy's Expected Result/Impact: Students will make Approaches on 8th grade STAAR</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	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 1: Stanton Middle School will increase student academic achievement on the State of Texas Assessment of Academic Readiness.





Performance Objective 5: Provide support to At-Risk, 504, English Language Learners, Dyslexic and Special Education students

Evaluation Data Sources: Documentation Logs, testing accommodations, attendance, teacher meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: Identified At-Risk Students, 7th and 8th grade, will receive reading intervention with a reading specialist for an additional class period of instruction.</p> <p>Strategy's Expected Result/Impact: Students will have targeted reading intervention to strengthen reading needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, 7th and 8th grade reading teachers, reading interventionist</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Identified At-Risk Students, in 6th grade, will receive math intervention for an additional class period of instruction.</p> <p>Strategy's Expected Result/Impact: Students will have targeted math intervention to strengthen math needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, 6th grade math teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Limited English Proficient (LEP) identified students in grade 6th & 7th will be in an ESL certified ELAR teacher's classroom and 8th students are assigned an ESL reading period using Imagine Learning English to strengthen language proficiency.</p> <p>Strategy's Expected Result/Impact: Students will have targeted instruction in language instruction to increase TELPAS rating</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Special Pops Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide Special Education Paraprofessionals/Teachers as support in the General Education classroom with students receiving Inclusion time only.</p> <p>Strategy's Expected Result/Impact: Schedule paraprofessionals and teachers in classrooms where students need support, to ensure their ability to reach and interact effectively in the curriculum.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Special Education Coordinator</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will provide input for recommendations on the appropriate assessments and accommodations for students (particularly 504, SpEd, and ESL)</p> <p>Strategy's Expected Result/Impact: Provide students with all the necessary tools to succeed on STAAR</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education Coordinator, Special Pops Coordinator</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will be sure all accommodations are being followed and documented on lessons and activities. Strategy's Expected Result/Impact: Ensure students are succeeding and receiving appropriate education. Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education Coordinator, Special Pops Coordinator, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Special Education and 504 coordinator will ensure that the General Education teachers receive student instructional and testing accommodations. Strategy's Expected Result/Impact: The teachers will know the instructional differential needs for individual student success in class and on testing. Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education Coordinator, Special Education teachers ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will hold tutorials with students who are in need of further instructional intervention. Teachers will keep a log of tutorial attendance. Strategy's Expected Result/Impact: Students will achieve more academically once they have tutorials designed to fill in gaps of understanding. Staff Responsible for Monitoring: Principal, Assistant Principal, and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: To meet the needs of identified Dyslexic students in grades 6th-8th, we will utilize Scottish Rite's TAKE FLIGHT program. Strategy's Expected Result/Impact: Students will be assigned a class period to complete the program required minutes. Staff Responsible for Monitoring: Principal, Assistant Principal, Special Pops Coordinator, Dyslexia Coordinator and Dyslexia Reading Interventionist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Identified 7th & 8th grade students will utilize iReady during the intervention class period for added support in closing the students' reading gaps.</p> <p>Strategy's Expected Result/Impact: Aided by the Reading Instructional Specialist, student data will drive instruction in the intervention class.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Reading Interventionist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Provide and assign any Limited English Proficient (Beginner) student a Spanish-English dictionary for academic support.</p> <p>Strategy's Expected Result/Impact: Students will grow in their academic English.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Teachers.</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	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 1: Stanton Middle School will increase student academic achievement on the State of Texas Assessment of Academic Readiness.


Performance Objective 6: Develop and maintain an administration monitoring system


Evaluation Data Sources: Walkthroughs, sign in sheets, PLC Minutes

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning Communities (PLCs) will be held weekly, to look at student data and plan effective instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will plan effective lessons that scaffold or extend learning needs based off of student data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will conduct walkthroughs at least 5 times a week</p> <p>Strategy's Expected Result/Impact: Increase the amount of time the administrator is in the classrooms</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use researched based resources approved through the administration.</p> <p>Strategy's Expected Result/Impact: Ensure that high quality materials are used to increase student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Superintendent of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Administration will use TTESS to provide feed back during pre-conferences, observations, walkthroughs, and post conferences that will increase/maintain effective instruction throughout campus and content.</p> <p>Strategy's Expected Result/Impact: Ensure the high quality instruction positively impacts learning in the students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Superintendent of Curriculum and Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Administration will provide constructive feedback on weekly lessons, aimed to increase instructional delivery and rigor.</p> <p>Strategy's Expected Result/Impact: Feedback will increase high rigor to increase the number of students achieving Meets and Masters on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Superintendent of Curriculum and Instruction</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Stanton Middle School Administration will attend Texas Instructional Leadership (TIL) training through region 18.</p> <p>Strategy's Expected Result/Impact: Principal and Assistant Principal will be trained in the Best Practices that will positively impact teaching and learning for increased rigor in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Superintendent of Curriculum and Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 1: Stanton Middle School will increase student academic achievement on the State of Texas Assessment of Academic Readiness.

Performance Objective 7: Stanton Middle School will increase math STAAR Meets performance by 10 points.

Evaluation Data Sources: Benchmarks, DMAC Reports, IXL and IReady

Strategy 1 Details	Reviews			
<p>Strategy 1: Stanton Middle School will use IXL 30 minutes a week to help close performance gaps and provide acceleration for students in order to help them prepare for the math STAAR exam.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR 2.0.</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p> <p>TEA Priorities: Build a foundation of reading and math -</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Stanton Middle School will provide TI-84 Calculators for every 8th grade and Algebra I student to be used in class and to be checked out for use at home. We will provide training for students and teachers on how to use the calculators and help our students be more successful on the math STAAR.</p> <p>Strategy's Expected Result/Impact: The use of the graphing calculator will increase student performance on the STAAR.</p> <p>Staff Responsible for Monitoring: MS Assistant Principal and Math Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Stanton Middle School will increase student academic achievement on the State of Texas Assessment of Academic Readiness.





Performance Objective 8: Stanton Middle School will provide several CTE courses for enrichment of educational experiences.

Evaluation Data Sources: Walkthroughs, student products, attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: 7th Grade students, not needing math/reading intervention courses, will be enrolled in College and Career Readiness classes.</p> <p>Strategy's Expected Result/Impact: Students will investigate careers in technology and colleges that train students to be prepared for the careers.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals and CTE teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 8th Grade students, not needing math/reading intervention courses, will be enrolled in one or two of the following CTE courses, Professional Communication and/or Principles of Audio/Visual Technology.</p> <p>Strategy's Expected Result/Impact: Students will investigate further careers in technology by working deeper in several areas.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals and CTE teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Students enrolled in College and Career Readiness will use Virtual Jobs online curriculum to supplement the teachers lessons and instructional goals.</p> <p>Strategy's Expected Result/Impact: Students will investigate careers in technology and learn to apply, interview and write resumes/letters for the jobs.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals and CTE teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students enrolled in College and Career Readiness will take a college campus tour at least 1 time in the school year of a local University or Junior College.</p> <p>Strategy's Expected Result/Impact: Students will see the courses, classrooms and options available at the college level for the careers they are investigating.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals and CTE teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Students enrolled in Professional Communication will use eDynamic online curriculum to supplement the teachers lessons and instructional goals.</p> <p>Strategy's Expected Result/Impact: Students will learn to apply, interview and write resumes/letters for future jobs, as well as, effective means of communication in a professional setting.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals and CTE teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Students enrolled in Life Skills will use board approved CTE Job Ready, Life Ready Curriculum.</p> <p>Strategy's Expected Result/Impact: Students with Special needs will learn skills to prepare them for the workforce after High School.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Special Education Coordinator & Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 7 Details	Reviews			
<p>Strategy 7: To best meet the requirements of the Principles of A/V Tech students, they will use 2 IMacs, 2 iPads, a video camera, a green screen and stage lights to produce the Buff Morning News.</p> <p>Strategy's Expected Result/Impact: Students will write, edit, perform and produce the daily Buff Morning News with minimal teacher direction in order to meet the requirements in the curriculum.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Teacher</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	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 2: Stanton Middle School will foster well-trained human capital in order to support student success and achievement.

Performance Objective 1: Hire and Retain Highly Qualified Teachers and Paraprofessionals

Evaluation Data Sources: Teacher certificates, Professional Development Certificates, and Purchase orders





Strategy 1 Details	Reviews			
Strategy 1: SMS will attend job fairs to recruit highly effective teachers. Strategy's Expected Result/Impact: Find quality applicants to fill open positions. Staff Responsible for Monitoring: Principal and Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide staff development in order to extend teacher knowledge. Strategy's Expected Result/Impact: Teachers will attend subject level professional development to increase subject knowledge and instruction. Staff Responsible for Monitoring: Administration ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide and purchase supplies and materials to improve classroom environment and learning. Strategy's Expected Result/Impact: Ensure teachers have the necessary items to conduct rigorous lessons. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: All staff will attend training for professional development updates. Strategy's Expected Result/Impact: Keep staff current on best practices to support teaching and learning. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: All paraprofessionals will be trained and meet Highly Qualified status by trained district personal. Strategy's Expected Result/Impact: Staff will be up to date in needed knowledge and training for effectively fulfilling job. Staff Responsible for Monitoring: Principal and Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: All first year teachers will be assigned a mentor teacher that has attended the Mentor Training through Region 18.</p> <p>Strategy's Expected Result/Impact: Retain Highly Qualified and Effective teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Mentor/mentee teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Campus-wide Theme of "Out of this World" to build teacher morale.</p> <p>Strategy's Expected Result/Impact: Teachers will enjoy their work environment.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Stanton Middle School will provide a healthy, safe, and secure system for staff, students, and community to provide the best possible environment for learning.

Performance Objective 1: Teachers and students will be celebrated for helping the campus community.

Evaluation Data Sources: Morning announcements, Certificates, Pep Rally attendance and Pictures on bulletin board

Strategy 1 Details	Reviews			
<p>Strategy 1: There will be a student of the week, per grade level, identified for meeting our Buff PRIDE. Strategy's Expected Result/Impact: Create a culture where students have pride in their school and doing the right things to improve the culture and their own learning. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly teacher appreciation activities to thank them for all their dedicated work. Strategy's Expected Result/Impact: Create an atmosphere of appreciation for all teachers' hard work. Staff Responsible for Monitoring: Principal and Dean of Students</p>	Formative			Summative
	Nov	Jan	Mar	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: Stanton Middle School will provide a healthy, safe, and secure system for staff, students, and community to provide the best possible environment for learning.

Performance Objective 2: Stanton Middle School will provide a safe learning environment.


Evaluation Data Sources: Discipline Referrals, ISS placements, Emergency Drills logs, Perimeter Door check and student participation


Strategy 1 Details	Reviews			
<p>Strategy 1: School will have a School Resource Officer Strategy's Expected Result/Impact: Provide a safe environment and provide knowledge to student population. Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will review the Code of Conduct and the campus wide Discipline plan, Buff's PRIDE, at the beginning of the year. Strategy's Expected Result/Impact: Ensure students and teachers know conduct expectations. Staff Responsible for Monitoring: Principal, Assistant Principal and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Life Center will come present to students. Strategy's Expected Result/Impact: Provide presentation on sex education. Staff Responsible for Monitoring: Nurse</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students, staff, and parents will be informed on procedures to report bullying and the Bullying Program "STOP IT" Strategy's Expected Result/Impact: Knowledge on how to report bullying on campus. Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Emergency Operation Plans and Crisis Plans will be updated Strategy's Expected Result/Impact: Ensure proper procedures are followed in emergency situations. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Classrooms will be provided with Campus Emergency Operation Plan Strategy's Expected Result/Impact: Ensure students and teachers follow emergency procedures depending on location. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Student will take a Digital Citizenship course by the end of the year. Strategy's Expected Result/Impact: Ensure student understand the importance of a digital footprint and how to interact online. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Student presentation on the dangers of vaping and Fentanyl 6th-12th. Strategy's Expected Result/Impact: Students will make healthy choices and not vape and/or use drugs. Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Youth Awareness of Mental Health (YAM), provided by Texas Tech University for all 8th graders annually, to teach them about their own social and emotional health, including suicide awareness. The YAM program will further teach students appropriate coping skills and resiliency. Strategy's Expected Result/Impact: Students will develop coping skills and resiliency to manage their own social and emotional mental wellness. Staff Responsible for Monitoring: Principal and Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: The Middle School Counselor uses Suite 360 to teach lessons on character and social emotional topics. Strategy's Expected Result/Impact: Students will develop good character towards themselves, others and community. Staff Responsible for Monitoring: Principal and Counsleor	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: All SISD staff will receive Suicide Prevention training through ASK+ at the beginning of each school year. Students, as appropriate, will receive suicide prevention guidance lessons from the campus counselors.</p> <p>Strategy's Expected Result/Impact: Education about dating violence and safety protocols</p> <p>Staff Responsible for Monitoring: District/Campus Admin</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: SISD will offer training for sexual abuse, and sex trafficking to students, and dating violence.</p> <p>Strategy's Expected Result/Impact: Increased awareness and skills to be contributing members of society.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: The Director of School Security along with the campus counselors will be trained in conflict-resolution and de-escalation techniques.</p> <p>Strategy's Expected Result/Impact: Director of School Security will use techniques 100% of time for peaceful outcomes.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Partnered with Big Spring ISD, DAEP placements as defined by the SISD student Code of Conduct will be applied consistently to provide a safe environment for staff and students.</p> <p>Strategy's Expected Result/Impact: Decreased number of students requiring DAEP placement, increased feeling of teacher safety and support</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: SISD will continue to partner with Big Spring ISD to provide services for students assigned to DAEP.</p> <p>Strategy's Expected Result/Impact: SISD will continue to partner with Big Spring ISD to provide services for students assigned to DAEP.</p> <p>Staff Responsible for Monitoring: SISD will continue to partner with Big Spring ISD to provide services for students assigned to DAEP.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
<p>Strategy 16: SISD will train all staff in Trauma Informed Care in the first 30 days of school.</p> <p>Strategy's Expected Result/Impact: 100% of SISD staff will be trained in Trauma informed Care.</p> <p>Staff Responsible for Monitoring: TEA Training, Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Stanton Middle School will provide a healthy, safe, and secure system for staff, students, and community to provide the best possible environment for learning.





Performance Objective 3: Student Council will develop activities that seek to encourage a positive school culture of service.

Evaluation Data Sources: Sign-in logs, Meeting calendars, Service Projects

Goal 4: Stanton Middle School will promote shared partnerships of students, parents, schools, community, and business.

Performance Objective 1: Increase Parent Involvement at school functions





Evaluation Data Sources: Sign-In Sheets

Strategy 1 Details	Reviews			
Strategy 1: Hold a parent meeting to explain Title 1 program and provide information on campus accountability status Strategy's Expected Result/Impact: Ensure parents are aware of campus standing in terms of accountability. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hold a parent Student Success Initiative meeting for 8th grade parents. Strategy's Expected Result/Impact: Ensure parents are aware of expectations for passing 8th grade to High School. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Hold orientation meetings at the beginning of the school year. Strategy's Expected Result/Impact: Provide parents and students updates to campus rules, times, student schedules and policies. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Hold at least two Parent-Teacher conference/call/email with each parent. (One per semester) Strategy's Expected Result/Impact: Provide parents and teachers time to discuss student progress. Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers	Formative			Summative
	Nov	Jan	Mar	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 4: Stanton Middle School will promote shared partnerships of students, parents, schools, community, and business.

Performance Objective 2: Increase communication between school and parents





Evaluation Data Sources: Contact logs, handouts/flyers, and announcements

Strategy 1 Details	Reviews			
Strategy 1: Use written notices of upcoming meetings and events. Strategy's Expected Result/Impact: Keep parents and community informed in a timely manner. Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Secretary, teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use of technology to promote meetings and events through Facebook, Remind 101, SportsYou, parent newsletter and Stanton ISD website. Strategy's Expected Result/Impact: Provide instant means of communication to ensure prompt notification. Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Secretary, teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Use of Google Classroom to provide reports of student progress. Strategy's Expected Result/Impact: Provide parents updated progress reports without waiting for progress reports or report cards. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Contact Parents through mail and phone calls for attendance issues. Strategy's Expected Result/Impact: Ensure parents are aware of attendance and attendance laws and measures. Staff Responsible for Monitoring: Administration and Teachers	Formative			Summative
	Nov	Jan	Mar	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 5: Stanton Middle School will develop and implement a plan to increase the instructional use of mobile technology.

Performance Objective 1: Create a technology rich environment with one to one Chromebooks.





Evaluation Data Sources: Handbook, Lessons incorporating technology

Strategy 1 Details	Reviews			
<p>Strategy 1: Have a Middle School Chromebook Student Handbook that addresses replacing, fixing and maintaining the Chrome book assigned to student</p> <p>Strategy's Expected Result/Impact: Campus will have a procedure and expectations handbook to cover the use of technology in the building.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase more chromebooks to meet the increase in enrollment.</p> <p>Strategy's Expected Result/Impact: Students will all have access to technology to use in learning while in the building.</p> <p>Staff Responsible for Monitoring: Principal, Technology Department</p>	Formative			Summative
	Nov	Jan	Mar	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 6: Stanton Middle School will maintain a budget that promotes effective and efficient operations, while promoting student success.

Performance Objective 1: Will stay with in budget.

Evaluation Data Sources: Budget

Strategy 1 Details	Reviews			
<p>Strategy 1: All purchases will stay with in allotted budget. Strategy's Expected Result/Impact: All monies will be allotted with budget. Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	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>				

State Compensatory

Budget for Stanton Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

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Personnel for Stanton Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Celeste Dickinson	7th Grade ELAR Teacher	0.5
Chelcie Bauer	6th Grade ELAR Teacher	0.5
Linda Villa	6th Grade Math Teacher	0.5
Shawna DeLeon	6th Grade Math Teacher	0.5
Shelby Gray	6th Grade ELAR Teacher	0.5

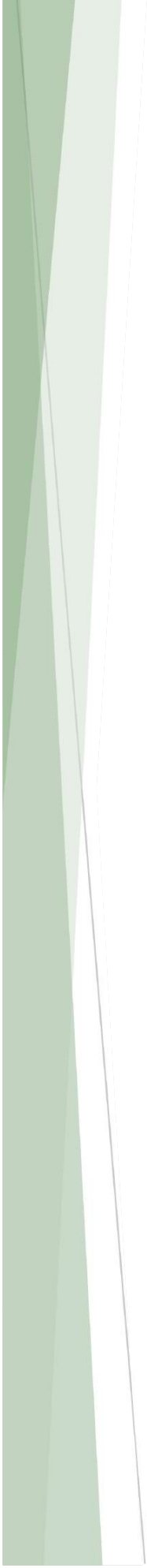
Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dan Arista	Math Intervention	ESSER III	1.0
Michelle Holt	Teacher	Title I	1.0
Stacey McCain	Math Support and Intervention	ESSER III	1.0

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Nurse	Jaclyn Denson	Nurse
Community Member	David Butler	Community
Classroom Teacher	Dan Arista	Math Intervention
Classroom Teacher	Kristi Stalvey	PE/Athletics/Electives
Classroom Teacher	Shawna DeLeon	8th Grade Math Teacher
Parent	D'Lee Cook	Parent
Classroom Teacher	Jacob Nichols	7th Grade Science
Classroom Teacher	Ted Hallford	6th Grade S.S.
Classroom Teacher	Michelle Holt	7th Grade ELAR
Business Representative	Alex Shafer	Business
Administrator	Lacey Emerson	Dean of Students
Administrator	Nicole Collier	Principal

Addendums



STANTON MIDDLE SCHOOL

State Compensatory Education Program Addendum

Fiscal, School Year 2023-2024

Special section of the campus improvement plan developed to document the activities, budget, and evaluation of the state compensatory education program designed to meet the specific needs of at-risk students

STATE COMPENSATORY EDUCATION PROGRAM OF STANTON MIDDLE SCHOOL

To comply with [Texas Education Code \(TEC\) Sec. 11.252](#), Stanton Middle School annually reviews and revises campus improvement plan, and conducts a comprehensive needs assessment to, “guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to achievement indicators.” This addendum to the improvement plan reflects the continuous nature of the needs assessment process to enhance academic improvement as well as provide a review of the [State Compensatory Education \(SCE\) program](#) to ensure fidelity in fiscal efficiency and programmatic effectiveness.

The addendum outlines the following information:

- The comprehensive needs assessment process
- State criteria to identify at-risk students
- Campus demographics
- Students identified for the SCE program by State criterion
- State assessment data – STAAR and STAAR End of Course (EOC), 2022-2023
- Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students
- SCE programs and services
- SCE Program evaluation, 2022-2023
- Campus SCE budget
- Coordination of Funding
- Supplemental Federal Funds
- Supplemental State Funds

[Texas House Bill 3 \(HB3\)](#), as passed by the 86th Texas Legislature, determined that the purpose of the State Compensatory Education allotment is to provide school districts and open-enrollment charter schools with funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR and STAAR EOC exams] administered under the [TEC, Subchapter B, Chapter 39.023\(c\)](#), or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the [TEC Sec. 29.081](#), and all other students.

The primary source of state funding for Texas school districts is the [Foundation School Program \(FSP\)](#). State Compensatory Education Funds are reported on the Summary of Finance of the [School District State Aid Reports](#) under program intent code (PIC) 24. The statute requires that at least 55 percent of SCE funds be allocated for the direct instruction of at-risk students.

Comprehensive Needs Assessment Process

An annual needs assessment is conducted at both the district and campus levels. As defined in [TEC Sec. 11.251, 11.252 and 11.252](#), Stanton Middle School utilizes a site-based decision-making committee comprised of administrators, teachers, at least one professional staff with the primary responsibility for serving students with disabilities, parents, community members, and business representatives. The comprehensive needs assessment process is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensure that the use of resources is strategically planned, aligned, supplemental and cost effective. Data utilized during the comprehensive needs assessment process is disaggregated by all student groups served by the campus within the categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment process determines the measurable campus performance objectives for all appropriate student achievement indicators for all student populations.

State Criteria to Identify At-Risk Students

The TEC Sec. 29.081 utilizes the following criteria to define a student as “at risk of dropping out of school” in PEIMS if the student is under twenty-six years of age and who:

1. Was not advanced from one grade level to the next for one or more school years [even if by parent choice]
2. If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC, Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument [once identified by this criterion, the student remains “at risk” their entire K-12 education]
4. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
5. Is pregnant or is a parent

6. Has been placed in an alternative education program in accordance with [Section 37.006](#) during the preceding or current school year
7. Has been expelled in accordance with [Section 37.007](#) during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school [once identified by this criterion, the student remains "at risk" their entire K-12 education]
10. Is a student of limited English proficiency, as defined by [Section 29.052](#)
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
12. Is homeless, as defined by [42 U.S.C. Section 11302](#), and its subsequent amendments
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by [Section 1.07, Penal Code 39.0548](#).
15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under [Section](#)

Stanton Middle School continually identifies and documents students who are at risk of dropping out of school. Procedures are in place to ensure accurate coding of student demographic information into the Public Information Management System (PEIMS) during initial registration, upon receipt of state assessment scores, during PEIMS reviews in preparation for snapshot date and as necessary to ensure accurate data. Stanton Middle School regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within an "at risk" category after the school year begins will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program as applicable to the identifier itself.

Campus Demographics

According to the [TEA Texas Performance Reporting System](#), Stanton Middle School has a total student population of 254 students. Of the total population of students, ethnic distributions are as follows: 0.8% African American, 66.9% Hispanic, 30.3% White, 1.6% American Indian, 0.0% Asian, 0.0% Pacific Islander and 0.4% Two or More Races. Additional identifiers of the total population include: 51.6% Economically Disadvantaged, 48.4% Non-Educationally Disadvantaged, 8.7% Emergent Bilingual and English Learners, and 1.7% with discipline placements. Specific to the intent and purpose of SCE program support, 58.7% of students are considered at risk.

Students Identified for SCE Program by State Criterion

The following table represents the number and percentage of students identified in each of the fifteen "at-risk" categories. Depending on the indicator, students can be counted in more than one category.

Grade Level	Stanton Middle School		<70 Average	Not Advanced		Failed STAAR		AEP		LEP		DPRS		Residential Placement		
	Total Enrollment	Percentage of Enrollment		#	%	#	%	#	%	#	%	#	%	#	%	
6	75	32%			5	7%	23	31%	0	0%	6	8%	1	1%	0	0%
7	81	34%	1	1%	15	19%	24	30%	1	1%	6	7%	0	0%	1	1%
8	81	34%	2	2%	13	16%	28	35%	3	4%	7	9%	0	0%	0	0%
Totals	237	100%	3	1%	33	14%	75	32%	4	2%	19	8%	1	0%	1	0%

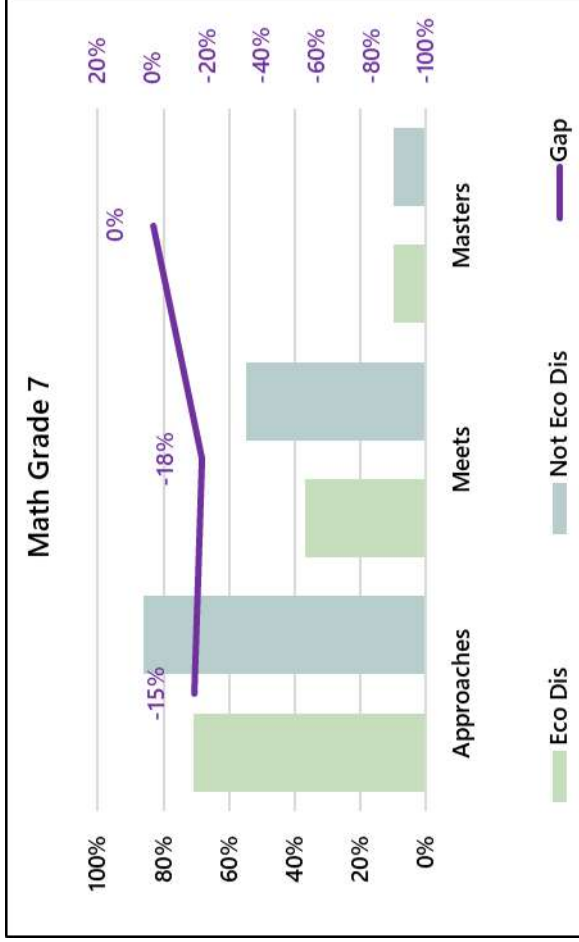
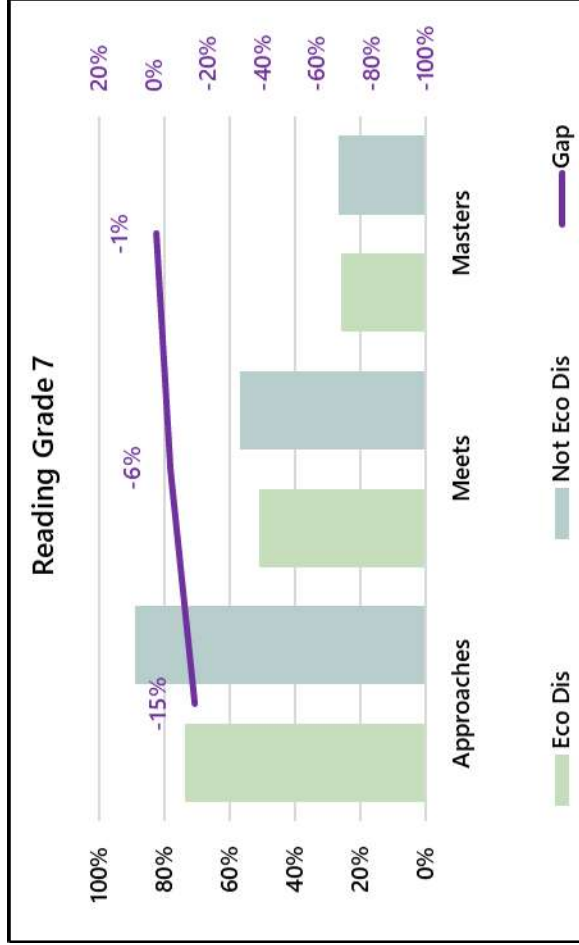
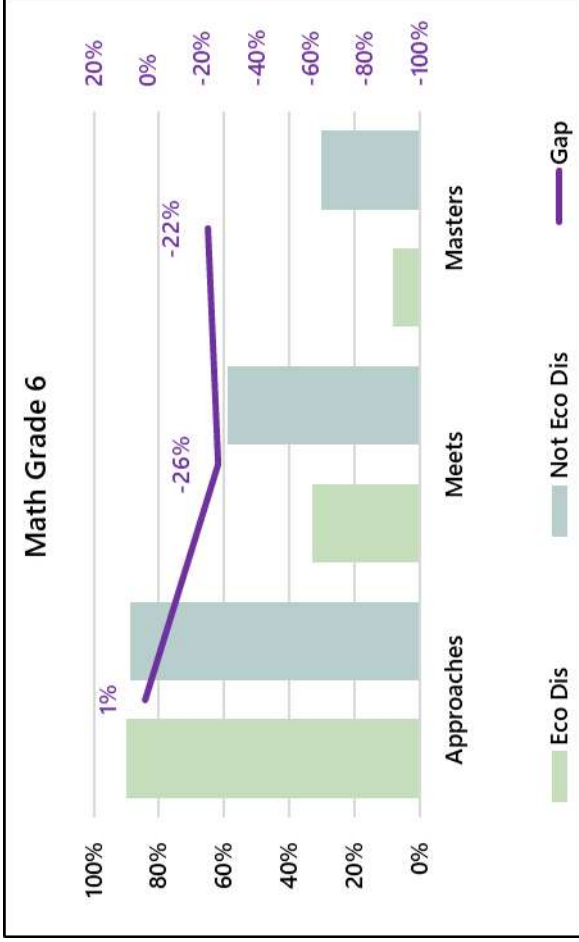
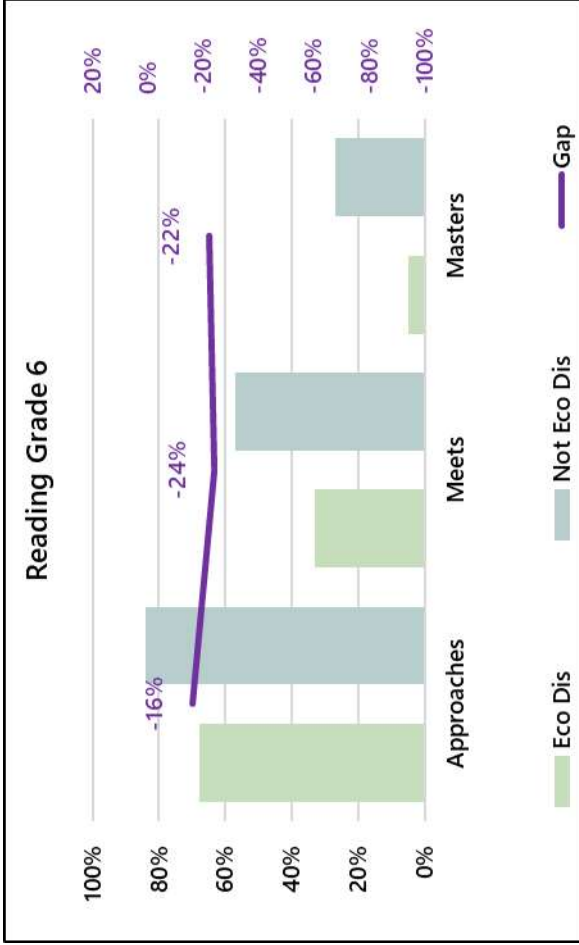
State Assessment Data – STAAR and STAAR EOC, 2022-2023

On [August 16, 2023](#), the Texas Education Agency (TEA) released the 2023 Grades 3-8 State of Texas Assessments of Academic Readiness (STAAR) results. The results included exams in mathematics and reading for grades 6-8, 8th grade science and 8th grade social studies. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level. Masters Grade Level (passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. Meets Grade Level (passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. Approaches Grade Level (passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. Does Not Meet Grade Level (not passing) identify students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The STAAR assessment data used for the tables presented was made available from the [TEA Analytic Portal](#).

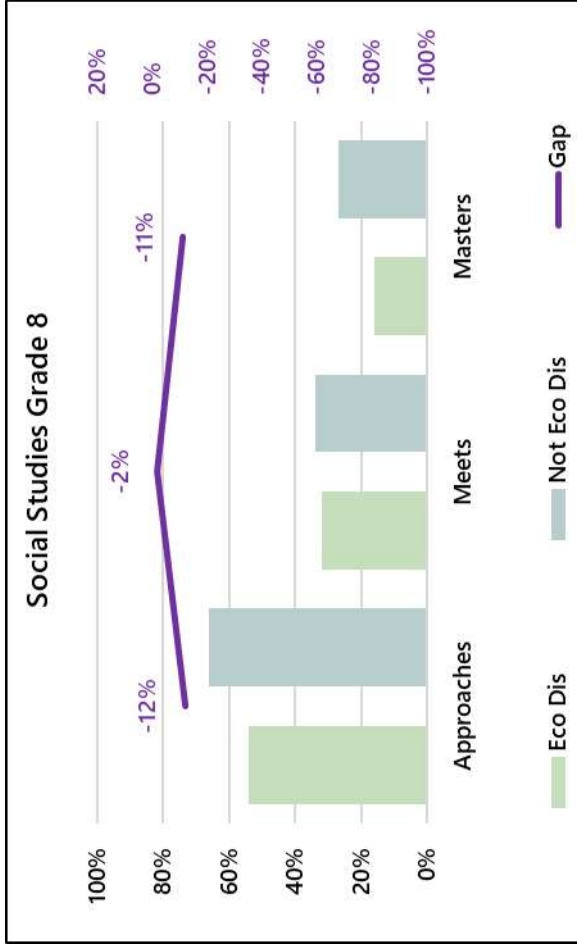
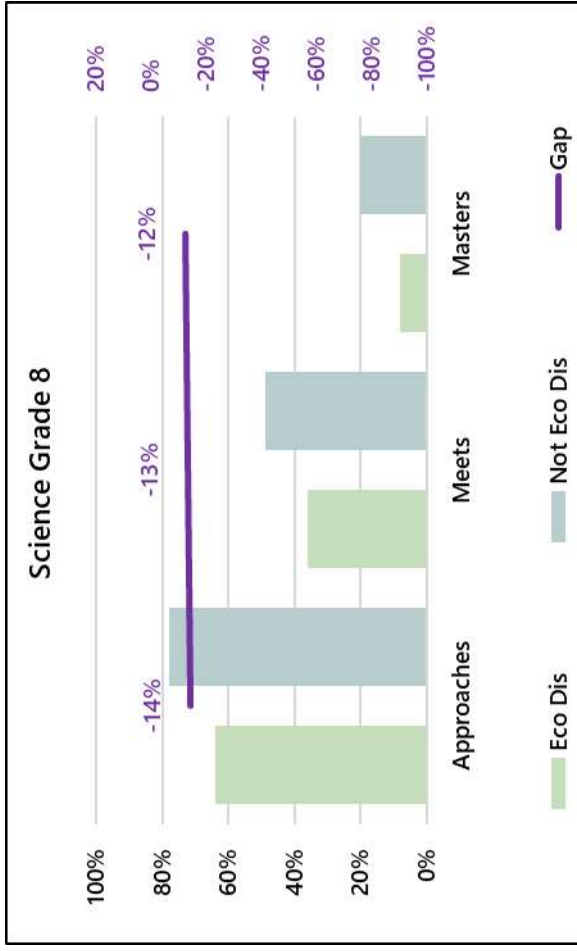
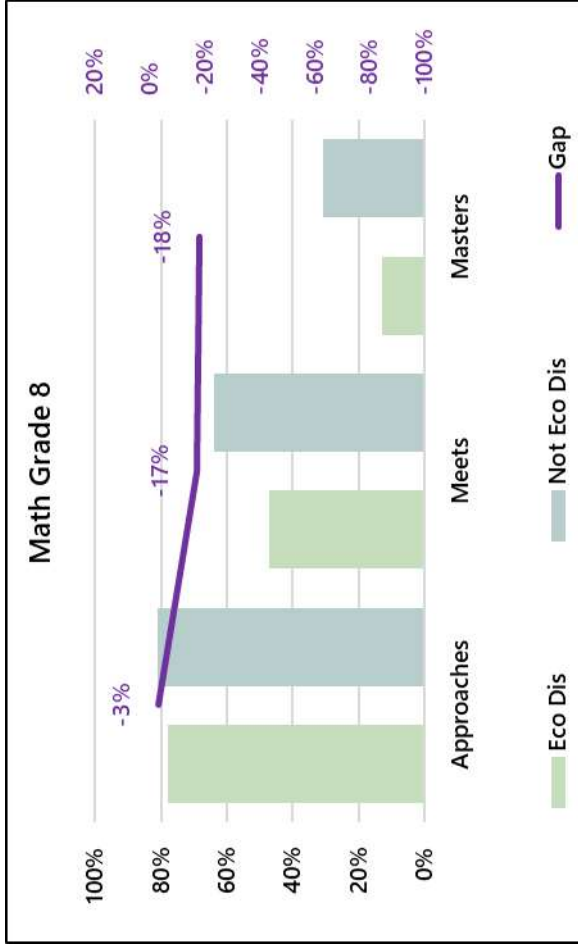
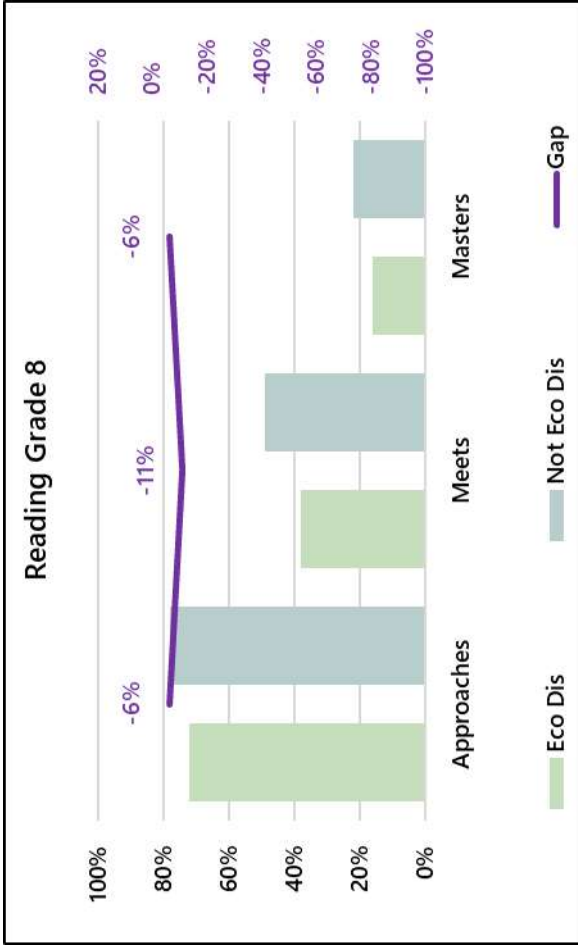
The Texas Education Code, [Section 28.0211](#), requires that all students who do not achieve Approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided with accelerated instruction. Stanton Middle School's accelerated instruction courses provided with SCE funds:

- Are assigned a TIA-designated teacher for the subsequent school year in the applicable subject area;
- OR
- Are provided for a total of not less than 15 or 30 hours (depending on student performance) either during the summer or at least once per week during the regular school year;
 - Are limited to two subjects per year, prioritizing Math and Reading/Language Arts;
 - Are designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and include effective instructional materials designed for supplemental instruction;
 - Are taught by a person with training in the applicable instructional materials.
 - Are provided, to the extent possible, by one person for the entirety of their accelerated instruction.
 - Are delivered in a 1-on-1 or small group environment, with no more than 4 students in a small group.

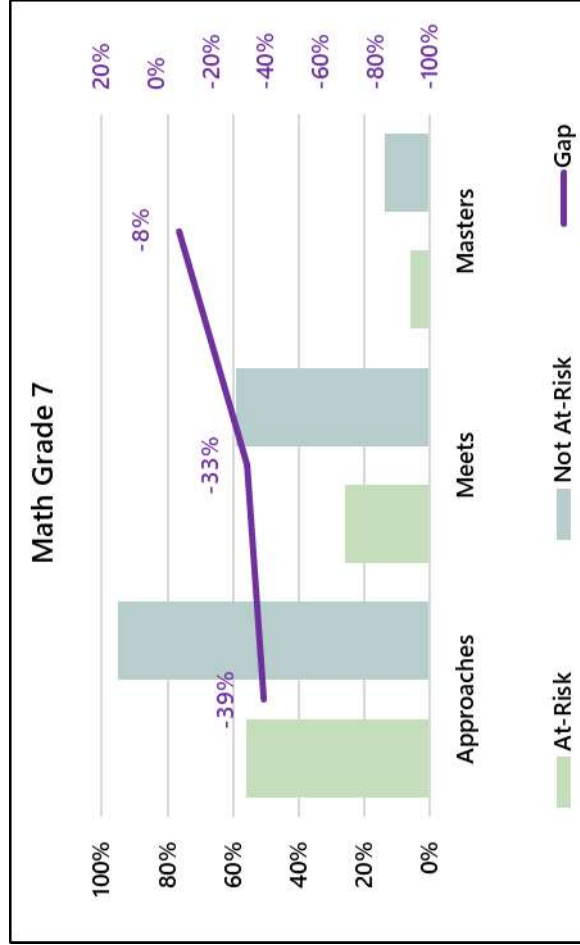
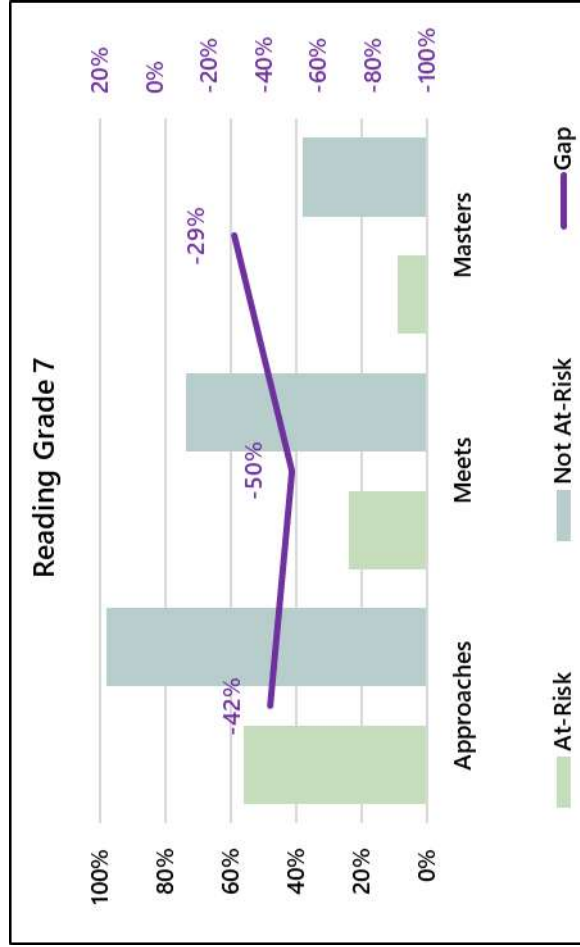
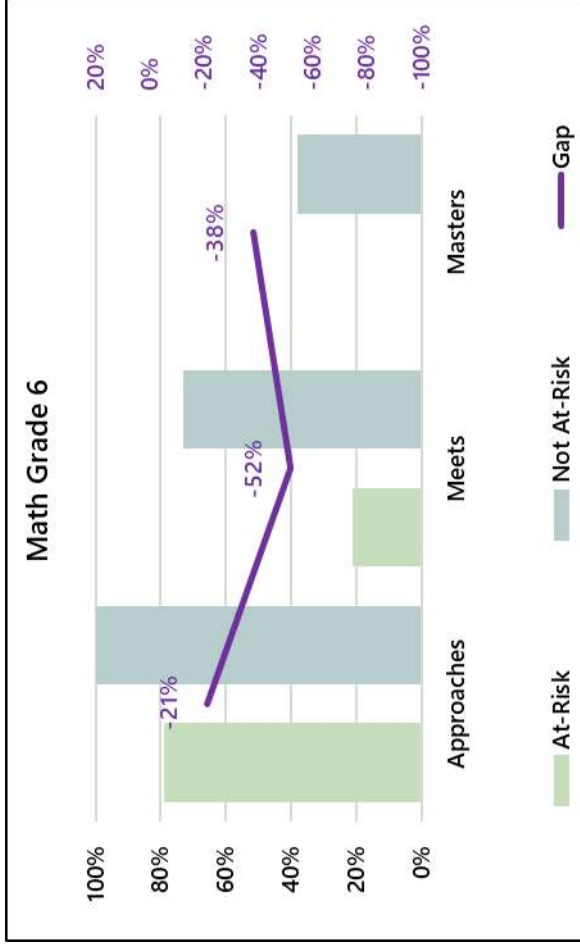
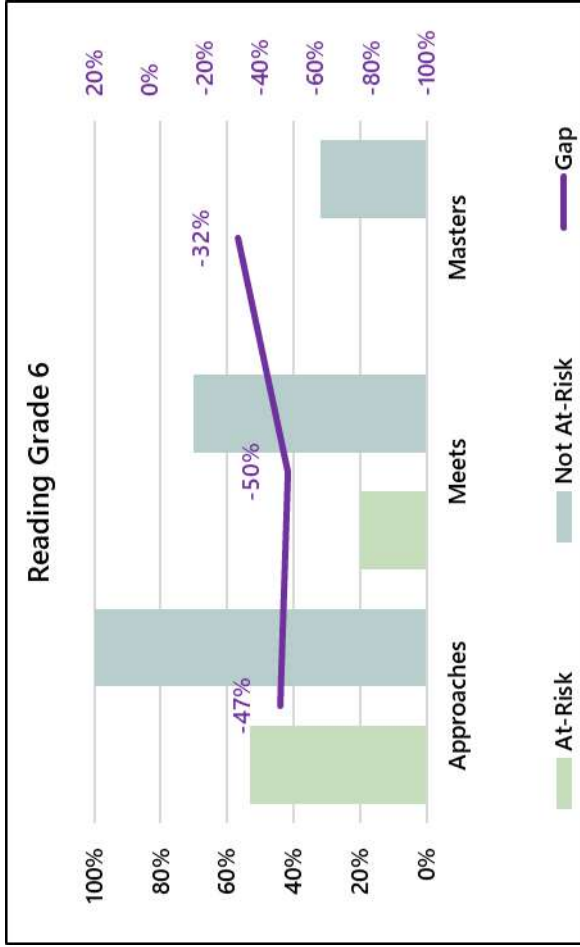
Economically disadvantaged compared to not economically disadvantaged



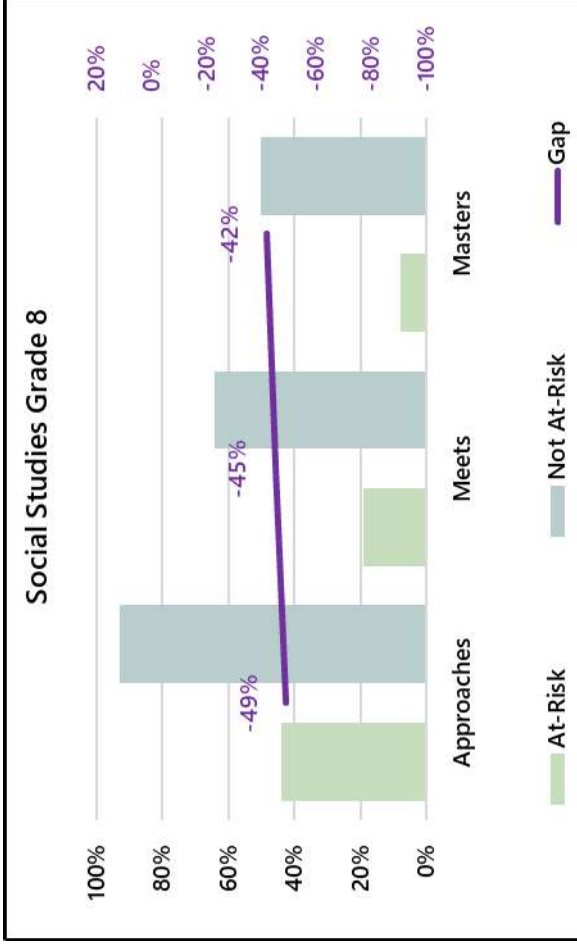
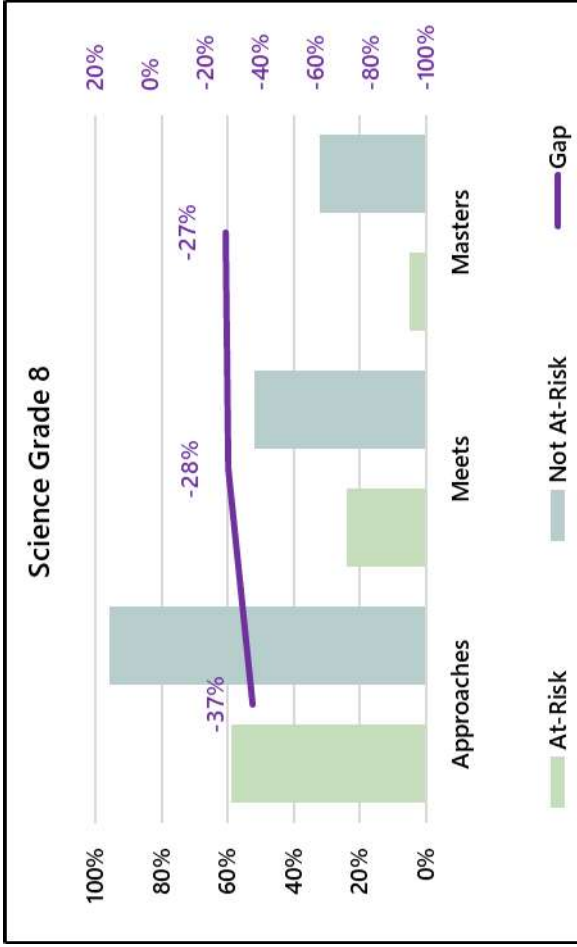
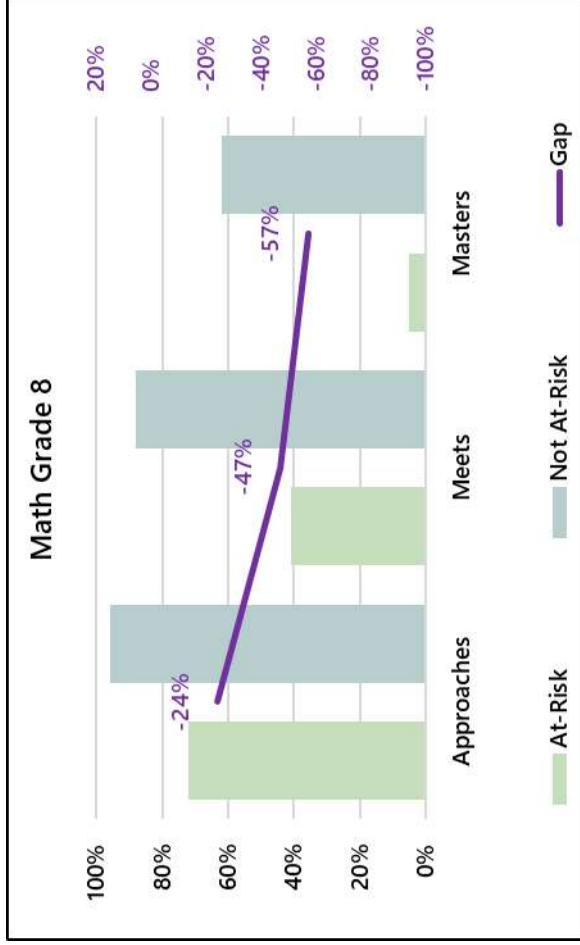
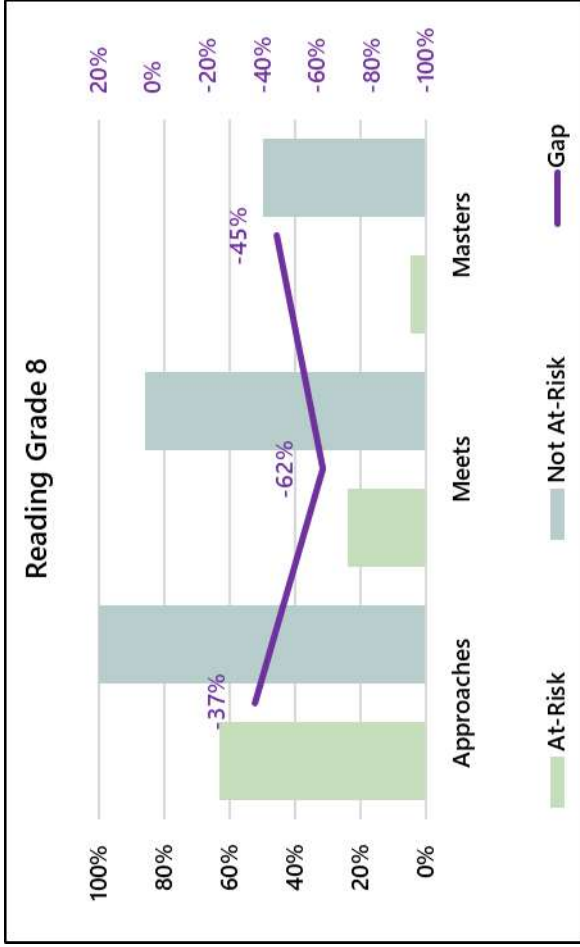
Economically disadvantaged compared to not economically disadvantaged (continued)



At risk compared to not at risk



At risk compared to not at risk (continued)



Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

The [2023 Academic Accountability system](#) utilizes three domains: Student Achievement, School Progress, and Closing the Gaps. Whereas the Closing the Gaps domain compares all students and disaggregated student groups (the metric used to develop this report) the Stanton Middle School SCE Addendum, can be used to evaluate gaps between at-risk and not at-risk students, as well as economically-disadvantaged students and not economically-disadvantaged. The following disparities were identified while reviewing academic achievement on state standardized assessments:

Student Achievement Gaps Summary "Meets Expectation" (Grades 6-8) At-Risk Compared to Not At-Risk			
Grade Level	Reading	Math	Social Studies
Grade 6	-50%	-52%	
Grade 7	-50%	-33%	
Grade 8	-62%	-47%	-45%

Student Achievement Gaps Summary "Meets Expectation" (Grades 6-8) Economically Disadvantaged Compared to Not Economically Disadvantaged			
Grade Level	Reading	Math	Social Studies
Grade 6	-24%	-26%	
Grade 7	-6%	-18%	
Grade 8	-11%	-17%	-2%

SCE Programs and Services of STANTON MIDDLE SCHOOL

Stanton Middle School provides fiscal and academic supports to ensure the successful implementation of the SCE program and to assist the campus in achieving the goals and performance objectives. Stanton Middle School conducts their own SCE-funded instructional activities and these may be viewed in the campus improvement plan. The state assessments (STAAR and STAAR EOC) are used as summative evaluation criteria. The following are activities supplemented with SCE funds: DAEP, intervention software, intervention teachers, extended day preschool and tutorials.

State Compensatory Education Program Evaluation, 2022-2023

As required by TEC, Sec. 29.081(b)(1), Stanton Middle School evaluates the effectiveness of its state compensatory education program, the results of which are included in this addendum. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school. In accordance with TEC, §29.081(b-3), the district holds an annual public hearing to discuss the results of the SCE program evaluation. State Compensatory Education resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The Texas Education Code does not specify the minimum standard or design for an evaluative process; however, Stanton Middle School chooses to use a combination of two types of evaluation metric: continuous improvement and performance data. Continuous improvement is evaluated through the formative processes described in the “Programs and Services” section of the addendum. Performance data is evaluated through data analysis of state assessments as part of the summative evaluation process. By taking a student-needs approach to evaluation, the primary purpose of continuous improvement becomes the method to support learning that leads to effective student-centered decision-making and efficient campus-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency’s ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly trained in the field of statistical analysis. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to each student’s needs. While collecting and organizing the data is important, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the campus staff to seek patterns and to provide opportunities for student and school growth, as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs, that target strategies for assisting students identified as being at risk of failing or dropping out of school.

Campus SCE Budget

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office coordinates the budget request process and provides approved allocations to the campuses. Stanton Middle School is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements as outlined in the [Financial Accountability System Resource Guide \(FASRG\)](#). The accounting practices of the district that are implemented by the campuses are consistent with cost principles and provide for adequate documentation to support costs charged to the SCE budget.

Stanton Middle School does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. All SCE expenditures are (1) reasonable and necessary, (2) aligned to the intent of SCE, (3) supplemental to the campus's regular education programs with compensatory, intensive, and/or accelerated instruction, (4) supplemental to other federal and state programs and the regular education program offered to all students, (5) disclosed in the CIP before SCE funds were expended, (6) will enhance the academic performance of at-risk students, (7) and their usage of funds evaluated. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The campus sufficiently budgets specific funds for accelerated instruction. Direct program expenditures of state compensatory education funds at Stanton Middle School: 1) support the intent and purpose of the program, 2) are allowable under statute and guidance, and 3) and are related to specific interventions identified in the campus improvement plan.

Coordination of Funding

Federal and state government agencies provide an abundance of program funding, and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at risk situations.

Supplemental Federal Funds

Title I, Part A (Fund 211)—Funding provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards.

Title II, Part A (Fund 255)— This program increases student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools.

Title IV, Part A (Student Support and Academic Enrichment (Fund 289) – SSAEP is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology.

ESSER III (Fund 282)— The intent and purpose of these funds is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

Supplemental State Funds

Gifted & Talented (G/T) (PIC 21) —A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual (PIC 25) - Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs using these supplemental state funds that help defray the extra costs of the programs.

Special Education (PIC 23) —This campus provides special education services to identified students through a variety of placement options.

Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers

providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.

Stanton Independent School District
Weekly Record of Membership
2022-2023 School Year

Date	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PK-5	6-8	9-12	Total
Week Ending	12	67	86	67	69	79	67	74	79	88	77	87	68	69	447	241	301	989
08/19/22	13	69	87	68	70	81	69	77	81	88	77	89	69	70	457	246	305	1008
08/26/22	15	70	89	68	71	82	69	77	81	89	77	89	69	70	464	247	305	1016
09/02/22	17	72	93	71	73	85	72	80	84	92	77	91	70	70	483	256	308	1047
09/09/22	17	73	92	73	74	86	73	80	84	92	77	92	69	69	488	256	307	1051
09/16/22	17	75	93	74	74	85	73	79	85	92	77	91	69	68	491	256	305	1052
09/23/22	17	75	93	74	74	86	74	82	85	92	79	92	69	68	493	259	308	1060
09/30/22	17	75	92	73	73	85	76	82	84	91	79	92	69	68	491	257	308	1056
10/07/22	17	76	94	76	73	87	75	83	83	90	79	92	68	67	498	256	306	1060
10/14/22	18	75	94	76	73	87	75	84	83	91	79	92	69	67	498	258	307	1063
10/21/22	18	76	95	75	73	87	74	84	83	90	79	92	70	67	498	257	308	1063
10/28/22	18	75	93	73	73	86	74	83	83	90	79	92	70	66	492	256	307	1055
11/04/22	17	75	92	73	73	86	74	83	86	90	79	91	70	66	490	259	306	1055
11/11/22	17	75	92	73	74	86	75	84	86	89	79	91	69	66	492	259	305	1056
11/18/22	17	75	92	74	76	86	76	84	86	89	79	91	69	66	496	259	305	1060
12/02/22	17	75	92	74	76	86	76	85	85	89	79	91	69	66	496	259	305	1060
12/09/22	17	75	92	74	76	86	76	85	85	89	79	91	68	66	496	259	304	1059
12/16/22	17	75	92	74	76	86	76	85	85	89	78	91	68	66	496	259	303	1058
01/06/23	17	75	91	75	74	86	75	84	84	87	78	89	68	66	493	255	301	1049
01/13/23	17	77	92	75	80	86	77	84	84	89	78	88	67	67	504	257	300	1061
01/20/23	17	77	92	76	81	86	77	84	83	89	78	88	67	67	506	256	300	1062
01/27/23	17	77	92	76	81	86	76	84	83	89	78	88	67	66	505	256	299	1060
02/03/23	17	77	92	76	81	87	76	84	84	89	78	88	67	66	506	257	299	1062
02/10/23	17	76	92	76	81	87	77	83	84	89	79	87	67	66	506	256	299	1061
02/17/23	17	77	92	76	81	87	78	83	84	90	79	87	67	66	508	257	299	1064
02/24/23	17	75	92	76	79	87	78	83	84	90	79	86	67	66	504	257	298	1059
03/03/23	17	76	93	76	80	86	78	84	84	91	80	86	67	66	506	259	299	1064
03/10/23	17	75	93	76	79	87	78	84	85	91	80	86	67	67	505	260	300	1065
03/17/23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03/24/23	17	77	91	76	78	88	77	84	85	91	80	86	67	67	504	260	300	1064
03/31/23	16	76	91	76	78	88	77	83	84	91	79	86	67	67	502	258	299	1059
04/07/23	16	77	90	77	78	88	77	82	84	91	79	86	67	67	503	257	299	1059
04/14/23	16	78	89	78	79	89	76	81	84	91	79	86	67	67	505	256	299	1060
04/21/23	16	79	89	78	79	89	76	81	84	92	77	87	67	67	506	257	298	1061
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05/05/23	16	77	90	78	80	88	75	81	84	93	77	87	67	67	504	258	298	1060
05/12/23	16	75	89	77	79	87	75	79	83	92	77	87	67	67	498	254	298	1050
05/19/23	16	75	89	77	79	87	75	80	83	92	77	87	67	67	498	255	298	1051
05/26/23	16	75	89	76	79	86	75	80	83	92	77	87	67	67	496	255	298	1049

1 1034
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4 1072
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6 1080
7 1077
8 1081
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12 1075
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24 1085
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26 1085
27 1085
27 1084
29 1079
30 1079
31 1080
32 1081
33 1082
34 1080
35 1070
36 1071
37 1069

Total Refined ADA-Estimated 95% 992.890 93.97%
Total Refined ADA-Actual (Bud) 999.456
(6.566)

SAT2300	ES	468.310	94.15%
	MS	240.830	93.74%
	HS	283.750	93.87%
		<u>992.890</u>	<u>93.97%</u>



STANTON MIDDLE SCHOOL

State Compensatory Education Program Addendum

Fiscal, School Year 2023-2024

Special section of the campus improvement plan developed to document the activities, budget, and evaluation of the state compensatory education program designed to meet the specific needs of at-risk students

STATE COMPENSATORY EDUCATION PROGRAM OF STANTON MIDDLE SCHOOL

To comply with [Texas Education Code \(TEC\) Sec. 11.252](#), Stanton Middle School annually reviews and revises campus improvement plan, and conducts a comprehensive needs assessment to, “guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to achievement indicators.” This addendum to the improvement plan reflects the continuous nature of the needs assessment process to enhance academic improvement as well as provide a review of the [State Compensatory Education \(SCE\) program](#) to ensure fidelity in fiscal efficiency and programmatic effectiveness.

The addendum outlines the following information:

- The comprehensive needs assessment process
- State criteria to identify at-risk students
- Campus demographics
- Students identified for the SCE program by State criterion
- State assessment data – STAAR and STAAR End of Course (EOC), 2022-2023
- Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students
- SCE programs and services
- SCE Program evaluation, 2022-2023
- Campus SCE budget
- Coordination of Funding
- Supplemental Federal Funds
- Supplemental State Funds

[Texas House Bill 3 \(HB3\)](#), as passed by the 86th Texas Legislature, determined that the purpose of the State Compensatory Education allotment is to provide school districts and open-enrollment charter schools with funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR and STAAR EOC exams] administered under the [TEC, Subchapter B, Chapter 39.023\(c\)](#), or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the [TEC Sec. 29.081](#), and all other students.

The primary source of state funding for Texas school districts is the [Foundation School Program \(FSP\)](#). State Compensatory Education Funds are reported on the Summary of Finance of the [School District State Aid Reports](#) under program intent code (PIC) 24. The statute requires that at least 55 percent of SCE funds be allocated for the direct instruction of at-risk students.

Comprehensive Needs Assessment Process

An annual needs assessment is conducted at both the district and campus levels. As defined in [TEC Sec. 11.251, 11.252 and 11.252](#), Stanton Middle School utilizes a site-based decision-making committee comprised of administrators, teachers, at least one professional staff with the primary responsibility for serving students with disabilities, parents, community members, and business representatives. The comprehensive needs assessment process is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensure that the use of resources is strategically planned, aligned, supplemental and cost effective. Data utilized during the comprehensive needs assessment process is disaggregated by all student groups served by the campus within the categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment process determines the measurable campus performance objectives for all appropriate student achievement indicators for all student populations.

State Criteria to Identify At-Risk Students

The TEC Sec. 29.081 utilizes the following criteria to define a student as “at risk of dropping out of school” in PEIMS if the student is under twenty-six years of age and who:

1. Was not advanced from one grade level to the next for one or more school years [even if by parent choice]
2. If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC, Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument [once identified by this criterion, the student remains “at risk” their entire K-12 education]
4. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
5. Is pregnant or is a parent

6. Has been placed in an alternative education program in accordance with [Section 37.006](#) during the preceding or current school year
7. Has been expelled in accordance with [Section 37.007](#) during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school [once identified by this criterion, the student remains "at risk" their entire K-12 education]
10. Is a student of limited English proficiency, as defined by [Section 29.052](#)
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
12. Is homeless, as defined by [42 U.S.C. Section 11302](#), and its subsequent amendments
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by [Section 1.07, Penal Code](#)
15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under [Section 39.0548](#).

Stanton Middle School continually identifies and documents students who are at risk of dropping out of school. Procedures are in place to ensure accurate coding of student demographic information into the Public Information Management System (PEIMS) during initial registration, upon receipt of state assessment scores, during PEIMS reviews in preparation for snapshot date and as necessary to ensure accurate data. Stanton Middle School regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within an "at risk" category after the school year begins will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program as applicable to the identifier itself.

Campus Demographics

According to the [TEA Texas Performance Reporting System](#), Stanton Middle School has a total student population of 254 students. Of the total population of students, ethnic distributions are as follows: 0.8% African American, 66.9% Hispanic, 30.3% White, 1.6% American Indian, 0.0% Asian, 0.0% Pacific Islander and 0.4% Two or More Races. Additional identifiers of the total population include: 51.6% Economically Disadvantaged, 48.4% Non-Educationally Disadvantages, 8.7% Emergent Bilingual and English Learners, and 1.7% with discipline placements. Specific to the intent and purpose of SCE program support, 58.7% of students are considered at risk.

Students Identified for SCE Program by State Criterion

The following table represents the number and percentage of students identified in each of the fifteen “at-risk” categories. Depending on the indicator, students can be counted in more than one category.

Stanton Middle School			<70 Average		Not Advanced		Failed STAAR		AEP		LEP		DPRS		Residential Placement	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%	#	%
6	75	32%			5	7%	23	31%	0	0%	6	8%	1	1%	0	0%
7	81	34%	1	1%	15	19%	24	30%	1	1%	6	7%	0	0%	1	1%
8	81	34%	2	2%	13	16%	28	35%	3	4%	7	9%	0	0%	0	0%
Totals	237	100%	3	1%	33	14%	75	32%	4	2%	19	8%	1	0%	1	0%

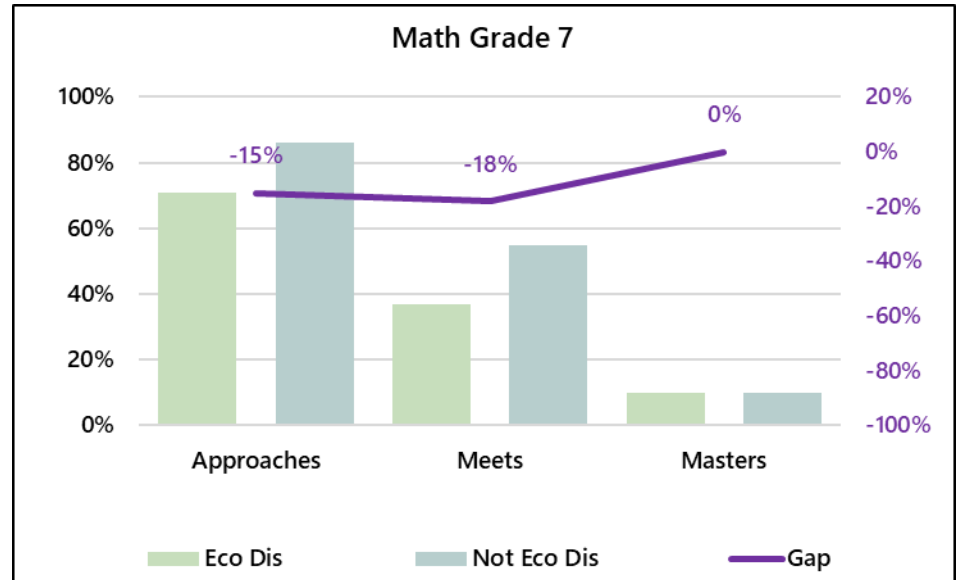
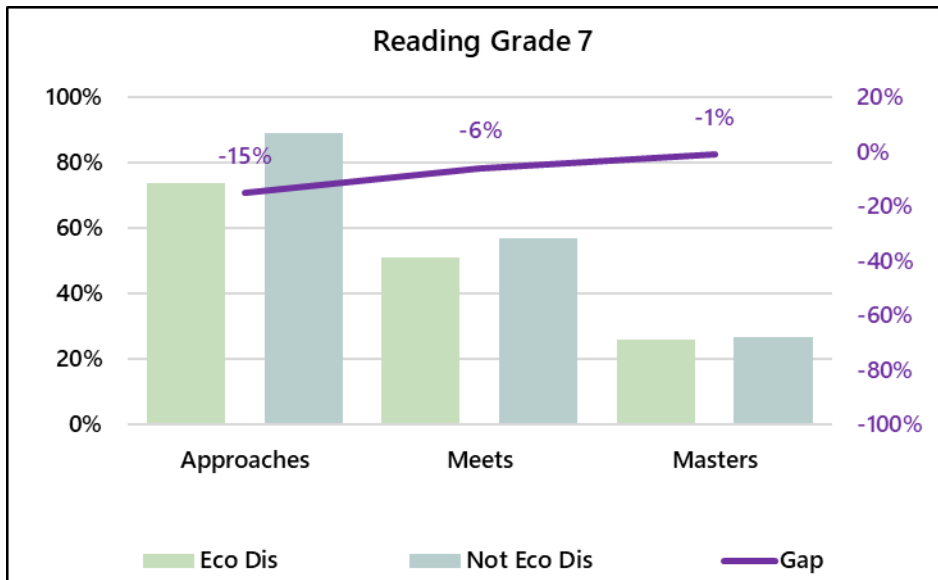
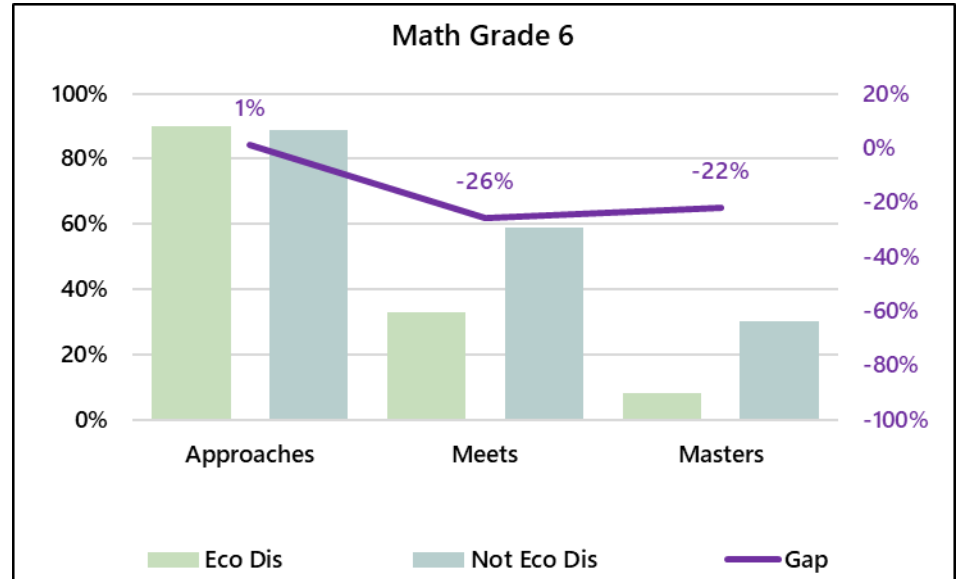
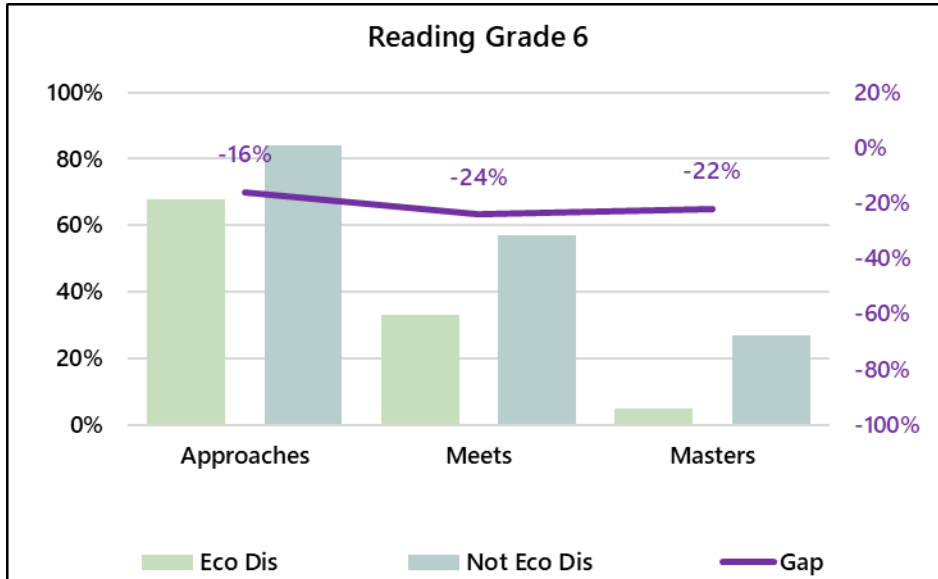
State Assessment Data – STAAR and STAAR EOC, 2022-2023

On [August 16, 2023](#), the Texas Education Agency (TEA) released the 2023 Grades 3-8 State of Texas Assessments of Academic Readiness (STAAR) results. The results included exams in mathematics and reading for grades 6–8, 8th grade science and 8th grade social studies. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level. Masters Grade Level (passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. Meets Grade Level (passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. Approaches Grade Level (passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. Does Not Meet Grade Level (not passing) identify students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The STAAR assessment data used for the tables presented was made available from the [TEA Analytic Portal](#).

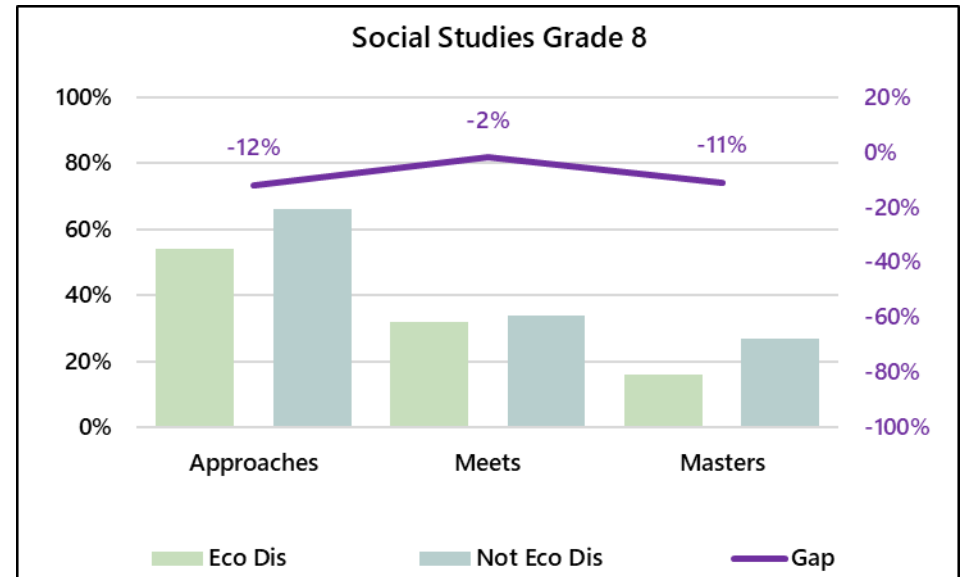
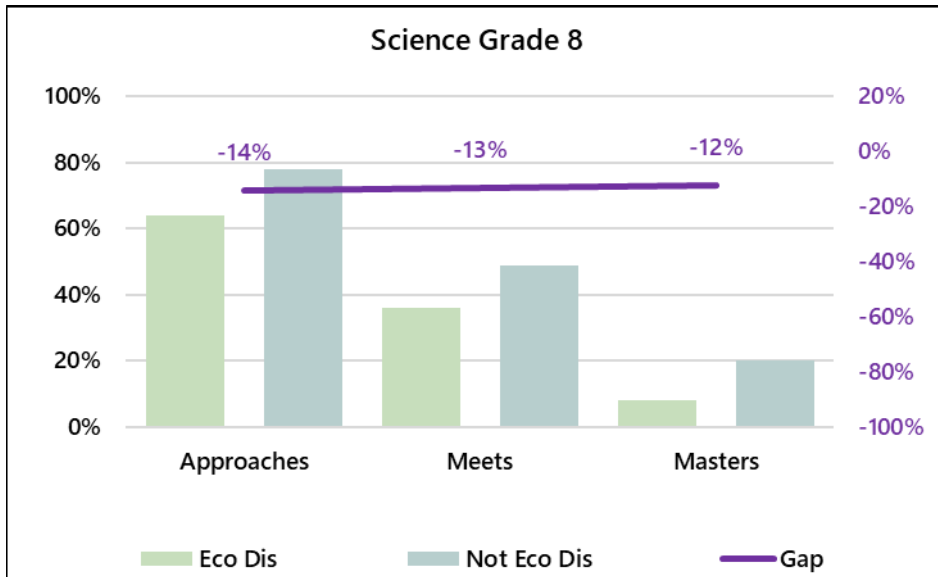
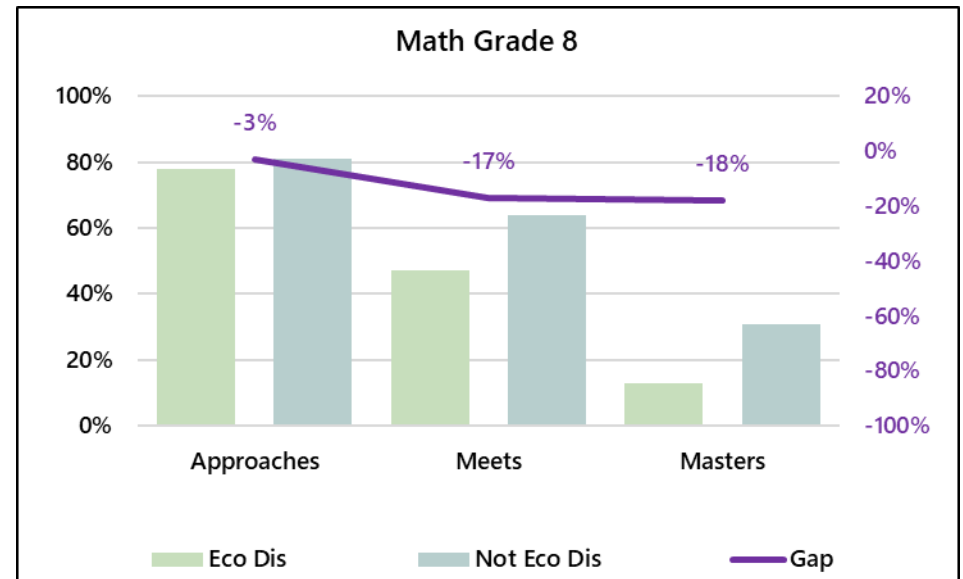
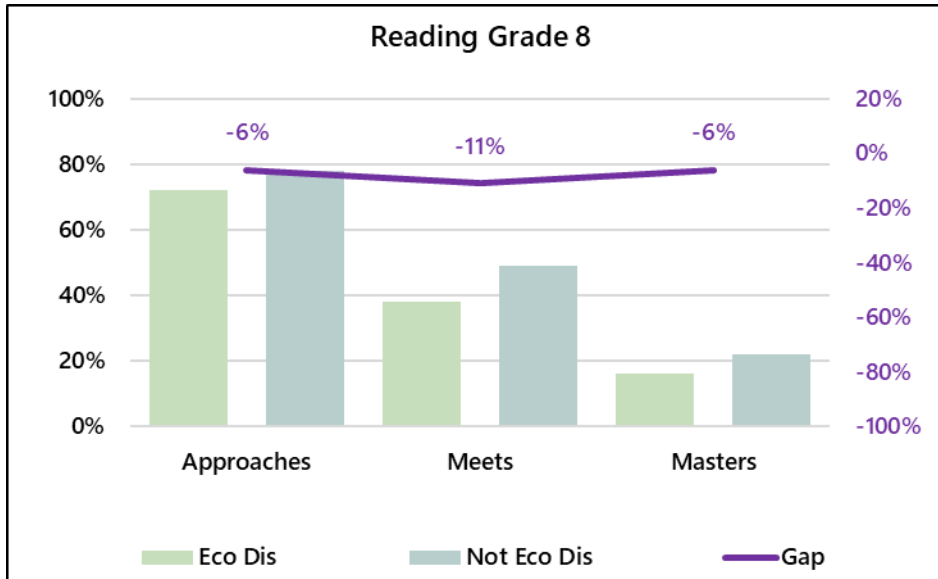
The Texas Education Code, [Section 28.0211](#), requires that all students who do not achieve Approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided with accelerated instruction. Stanton Middle School’s accelerated instruction courses provided with SCE funds:

- Are assigned a TIA-designated teacher for the subsequent school year in the applicable subject area;
- OR
- Are provided for a total of not less than 15 or 30 hours (depending on student performance) either during the summer or at least once per week during the regular school year;
 - Are limited to two subjects per year, prioritizing Math and Reading/Language Arts;
 - Are designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and include effective instructional materials designed for supplemental instruction;
 - Are taught by a person with training in the applicable instructional materials.
 - Are provided, to the extent possible, by one person for the entirety of their accelerated instruction.
 - Are delivered in a 1-on-1 or small group environment, with no more than 4 students in a small group.

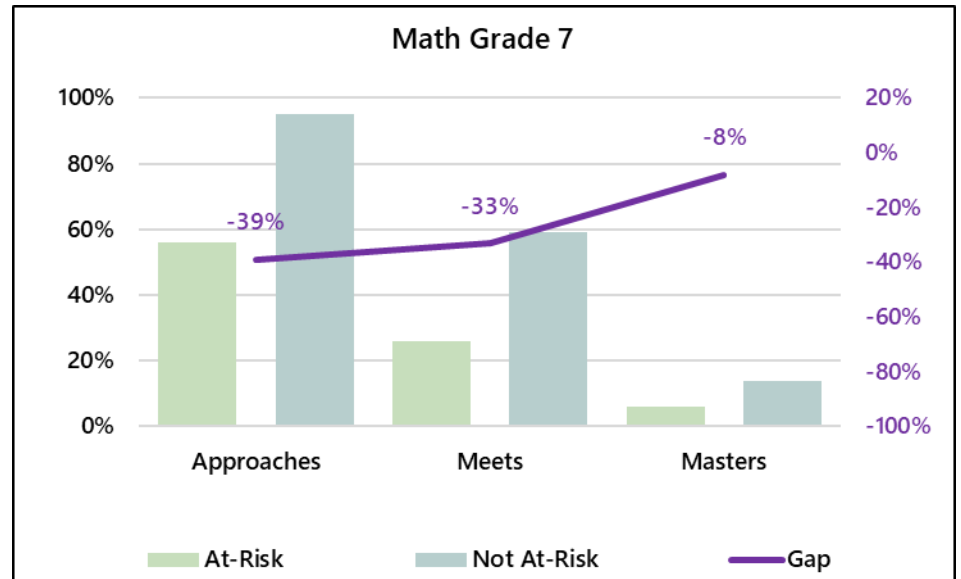
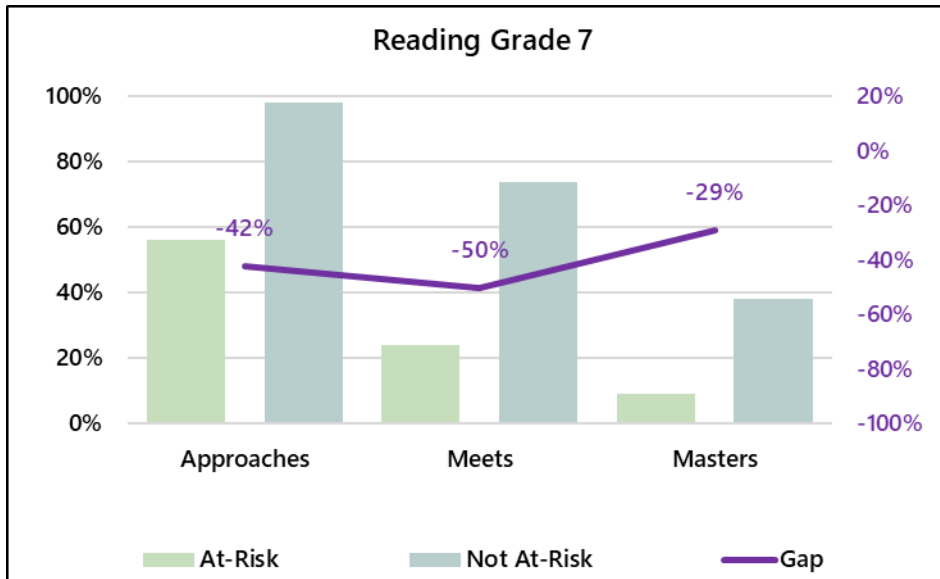
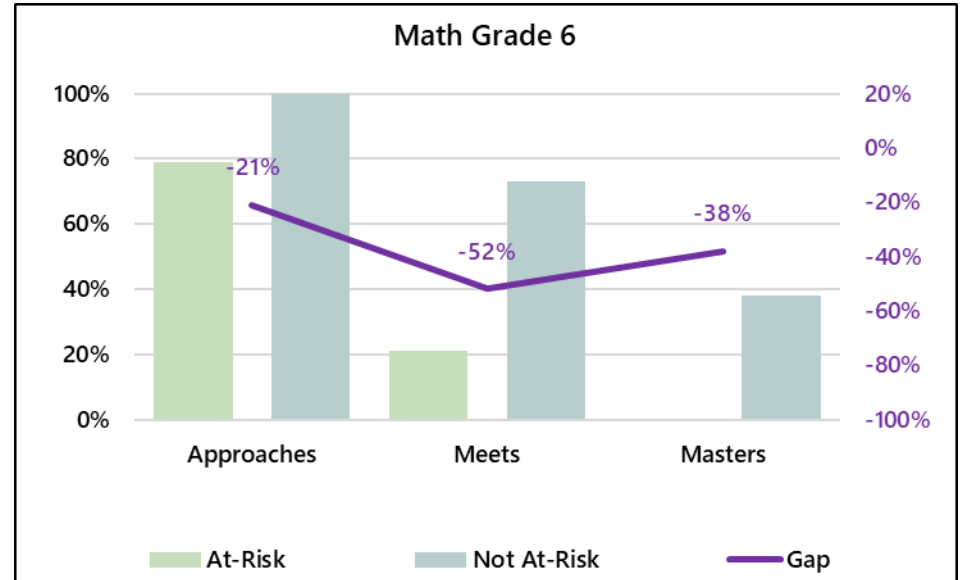
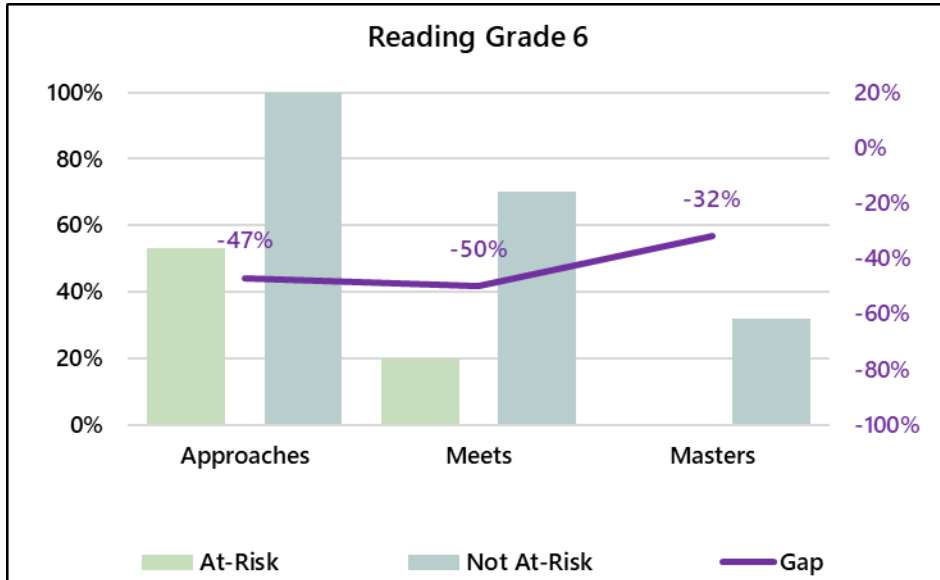
Economically disadvantaged compared to not economically disadvantaged



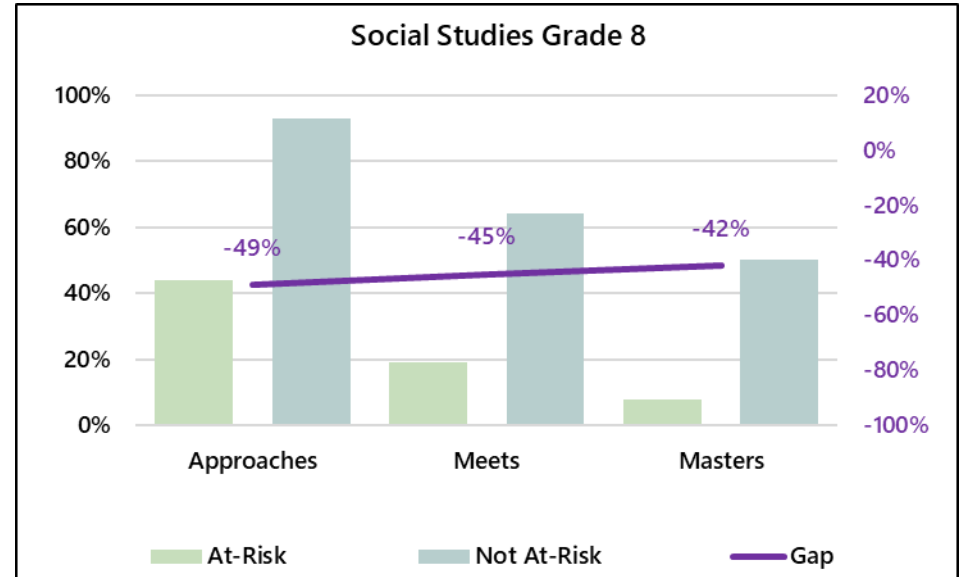
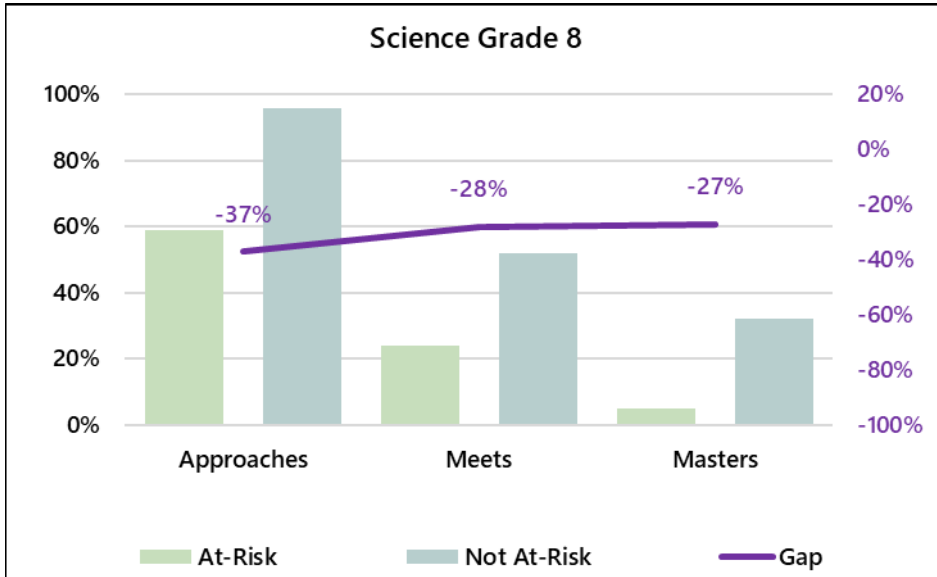
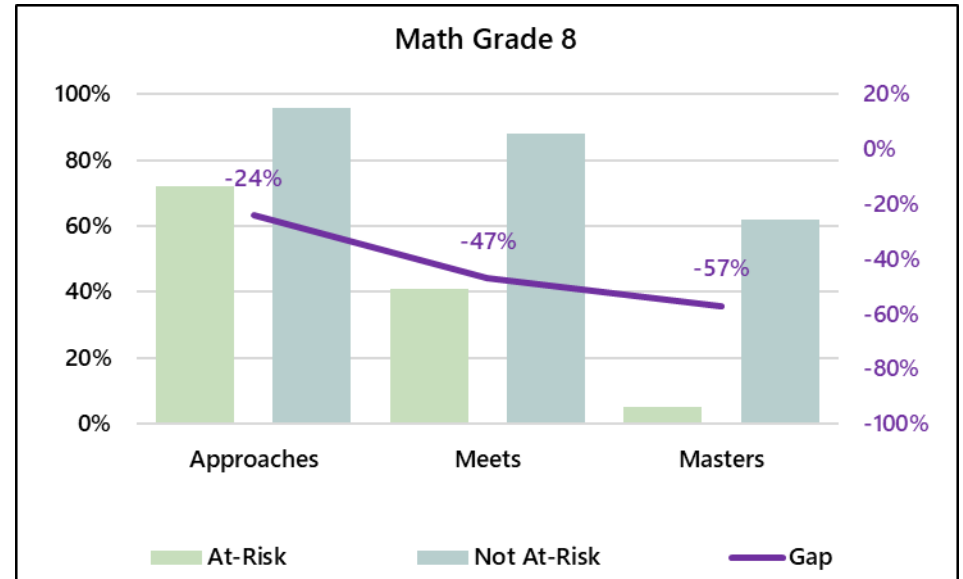
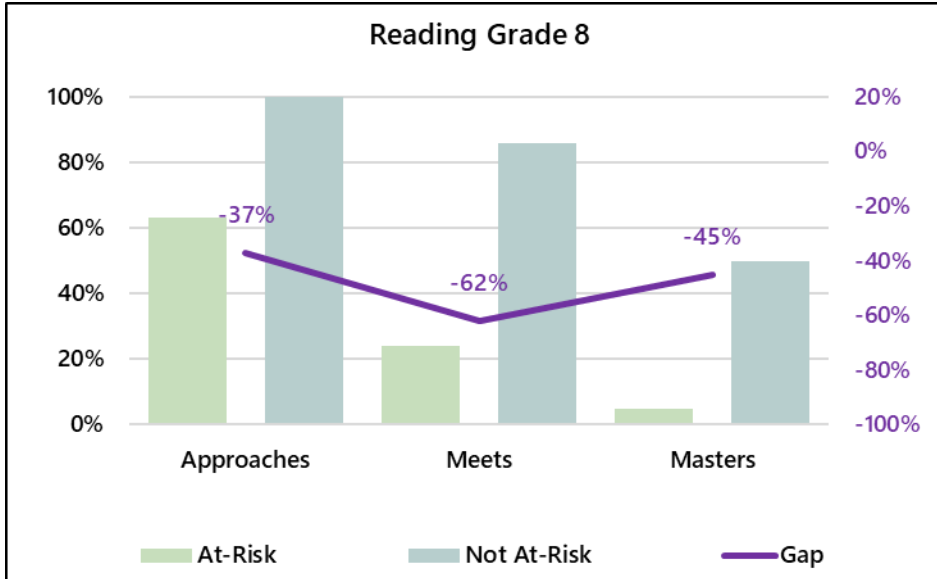
Economically disadvantaged compared to not economically disadvantaged (continued)



At risk compared to not at risk



At risk compared to not at risk (continued)



Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

The [2023 Academic Accountability system](#) utilizes three domains: Student Achievement, School Progress, and Closing the Gaps. Whereas the Closing the Gaps domain compares all students and disaggregated student groups (the metric used to develop this report) the Stanton Middle School SCE Addendum, can be used to evaluate gaps between at-risk and not at-risk students, as well as economically-disadvantaged students and not economically-disadvantaged. The following disparities were identified while reviewing academic achievement on state standardized assessments:

Student Achievement Gaps Summary "Meets Expectation" (Grades 6-8) At-Risk Compared to Not At-Risk				
Grade Level	Reading	Math	Science	Social Studies
Grade 6	-50%	-52%		
Grade 7	-50%	-33%		
Grade 8	-62%	-47%	-28%	-45%

Student Achievement Gaps Summary "Meets Expectation" (Grades 6-8) Economically Disadvantaged Compared to Not Economically Disadvantaged				
Grade Level	Reading	Math	Science	Social Studies
Grade 6	-24%	-26%		
Grade 7	-6%	-18%		
Grade 8	-11%	-17%	-13%	-2%

SCE Programs and Services of STANTON MIDDLE SCHOOL

Stanton Middle School provides fiscal and academic supports to ensure the successful implementation of the SCE program and to assist the campus in achieving the goals and performance objectives. Stanton Middle School conducts their own SCE-funded instructional activities and these may be viewed in the campus improvement plan. The state assessments (STAAR and STAAR EOC) are used as summative evaluation criteria. The following are activities supplemented with SCE funds: DAEP, intervention software, intervention teachers, extended day preschool and tutorials.

State Compensatory Education Program Evaluation, 2022-2023

As required by TEC, Sec. 29.081(b)(1), Stanton Middle School evaluates the effectiveness of its state compensatory education program, the results of which are included in this addendum. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school. In accordance with TEC, §29.081(b-3), the district holds an annual public hearing to discuss the results of the SCE program evaluation. State Compensatory Education resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The Texas Education Code does not specify the minimum standard or design for an evaluative process; however, Stanton Middle School chooses to use a combination of two types of evaluation metric: continuous improvement and performance data. Continuous improvement is evaluated through the formative processes described in the “Programs and Services” section of the addendum. Performance data is evaluated through data analysis of state assessments as part of the summative evaluation process. By taking a student-needs approach to evaluation, the primary purpose of continuous improvement becomes the method to support learning that leads to effective student-centered decision-making and efficient campus-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency’s ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly trained in the field of statistical analysis. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to each student’s needs. While collecting and organizing the data is important, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the campus staff to seek patterns and to provide opportunities for student and school growth, as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs, that target strategies for assisting students identified as being at risk of failing or dropping out of school.

Campus SCE Budget

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office coordinates the budget request process and provides approved allocations to the campuses. Stanton Middle School is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements as outlined in the [Financial Accountability System Resource Guide \(FASRG\)](#). The accounting practices of the district that are implemented by the campuses are consistent with cost principles and provide for adequate documentation to support costs charged to the SCE budget.

Stanton Middle School does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. All SCE expenditures are (1) reasonable and necessary, (2) aligned to the intent of SCE, (3) supplemental to the campus's regular education programs with compensatory, intensive, and/or accelerated instruction, (4) supplemental to other federal and state programs and the regular education program offered to all students, (5) disclosed in the CIP before SCE funds were expended, (6) will enhance the academic performance of at-risk students, (7) and their usage of funds evaluated. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The campus sufficiently budgets specific funds for accelerated instruction. Direct program expenditures of state compensatory education funds at Stanton Middle School: 1) support the intent and purpose of the program, 2) are allowable under statute and guidance, and 3) and are related to specific interventions identified in the campus improvement plan.

Coordination of Funding

Federal and state government agencies provide an abundance of program funding, and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at risk situations.

Supplemental Federal Funds

Title I, Part A (Fund 211)—Funding provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards.

Title II, Part A (Fund 255)— This program increases student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools.

Title IV, Part A (Student Support and Academic Enrichment (Fund 289) – SSAEP is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology.

ESSER III (Fund 282)— The intent and purpose of these funds is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

Supplemental State Funds

Gifted & Talented (G/T) (PIC 21) —A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual (PIC 25) - Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs using these supplemental state funds that help defray the extra costs of the programs.

Special Education (PIC 23) —This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers

providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.