

Allen Independent School District



Ford Middle School

2026-2027 Campus Improvement Plan

Mission Statement

Ford Middle School prepares students to be life-long learners that strive to do their absolute best everyday and are kind to others in their school community and beyond.

Vision

Committed to excellence, dedicated to caring, powered by learning, soar like eagles.

Value Statement

Every decision made is based upon the best interest of our students.

Success comes from building relationships with our students and providing them with a highly engaging learning environment.

High expectations lead to growth and achievement for each student and staff member.

All students will utilize social, emotional and academic skills in order to become resilient and resourceful lifelong learners.

The highest levels of learning occur when students are engaged in work that is relevant, authentic and challenging.

Equity and access to equal opportunities are essential to reaching the highest levels of student achievement.

We embrace families, staff, students, and our community in the shared responsibility of educating our children.

Developing meaningful, collaborative relationships in a welcoming, safe and caring environment is essential for student success

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Comprehensive Needs Assessment

Demographics

Summary

Ford Middle School serves 720 diverse 7th and 8th graders, including students in special education, Section 504, English Learners, economically disadvantaged, and Gifted and Talented groups. The student population includes African American, Hispanic, White, American Indian, Asian, Pacific Islander, and mixed-race students. Students use various transportation methods, and class sizes average 23–25 students. The school has fully qualified staff supported by a Learning Support Specialist and team-building activities to promote a positive work environment. Parents and the community are actively involved and supportive of the school and its students.

Strengths

Ford Middle School's greatest strength is its rich diversity among students, staff, and families, fostering empathy and learning across backgrounds. The experienced, diverse staff includes many male role models and benefits from strong mentorship and professional development, leading to low turnover. The school's central, safe location near feeder schools and community resources encourages collaboration and provides families with a secure environment.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Ford Middle School's diverse student population stands to gain significantly from enhanced social-emotional learning (SEL) programs. With students coming from various cultural, socioeconomic, and educational backgrounds, SEL initiatives can play a crucial role in creating an inclusive environment where all students feel valued and understood.	Given the diverse backgrounds of our students, there is a clear need for more explicit instruction in social-emotional learning (SEL) and relationship-building strategies. Our students bring a wide range of cultural perspectives, life experiences, and personal challenges into the classroom, which can impact how they interact with others and how they process their emotions.
2 There is a need Social-Emotional Learning (SEL) program that is not only effective but also specifically tailored to resonate with the unique challenges and experiences of today's generation. This program should be designed to address the evolving emotional, social, and psychological needs of students in a rapidly changing world, ensuring that it is relevant and impactful for their lives.	The root cause underlying the need for a tailored Social-Emotional Learning (SEL) program is the evolving and unique challenges faced by today's generation of students. These challenges are largely driven by rapid changes in the world, particularly in the areas of technology, social media, and societal expectations, which profoundly influence students' emotional, social, and psychological wellness

 = Priority

Student Learning

Summary

Ford Middle School consistently exceeds state averages in assessments and accountability. The school uses diverse methods, including assessments, teacher and parent input, and data-driven programs like SSI and RTI, to identify and support students needing extra help. Course failures and retentions are rare, with most students recovering through summer school. Teachers provide strong instructional support, tutoring, and online resources to promote student success and continuously improve interventions.

Strengths

Most student groups at Ford Middle School consistently reach or exceed the "Approaches Grade Level" standard on state assessments, aligning closely with MAP test results. The school supports struggling learners through a dedicated intervention period, providing targeted instruction and enrichment tailored to individual needs across all subjects.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Special Education students at the school are performing lower than their general education peers in state reading and writing assessments, revealing a notable achievement gap. To close this gap, targeted support and specialized instruction are needed to help these students improve and succeed.	The Co-Teach Model struggles due to few special education teachers, large classes, limited paraprofessional support, and inadequate training. Improving paraprofessional specialization, training, and expanding their academic role can boost effectiveness and student success.
2	There is a clear performance gap in STAAR Reading between students who meet minimum standards (Approaches) and those who reach higher proficiency (Meets). This gap signals a need for targeted support and interventions to help more students improve and advance to higher achievement levels.	The achievement gap for Special Education students is linked to several factors: low parent involvement, weak student-teacher relationships, limited resources, and insufficient focus on STAAR preparation. Improving parent engagement, strengthening relationships, providing adequate resources, and concentrating on targeted test review can help close this gap and boost student success.
3	Economically Disadvantaged students perform lower in reading and writing on state assessments compared to their peers, due to factors like limited access to technology, fewer enriching experiences, and unmet basic needs. Targeted support and interventions are needed to address these challenges and help close the achievement gap.	Economically Disadvantaged students face lower performance due to limited experiences, technology access, basic needs, and large classes. Addressing these can improve support and close the achievement gap.

★ = Priority

School Processes & Programs

Summary

Ford Middle School recruits and retains high-quality staff through a collaborative needs assessment involving leadership, staff, students, and parents. Candidates are carefully screened and interviewed by a committee, with final hiring decisions made by the principal. A positive, family-like campus culture that celebrates staff achievements helps attract and retain talent. The school promotes a healthy environment by assigning staff duties before and after school and maintaining a well-structured master schedule that maximizes instructional time. Leadership includes principals and grade-level instructional leads, with all teachers participating in committees to influence decisions. Teacher goals are set and tracked annually using the T-TESS system, supported by professional development through PLCs and district/regional programs. The school follows district curriculum aligned with state standards, using pacing calendars developed collaboratively by educators. Teachers are held accountable through assessments and encouraged to use innovative, real-world teaching methods. Special support is provided for English Learners through sheltered instruction and ESL-certified teachers. Data-driven PLC meetings ensure continuous instructional improvement, and students monitor their progress digitally. The Student Learning Objective process fosters ongoing dialogue to promote growth. Instructional time is protected by scheduling drills and programs during Mustang Hour. Safety is prioritized with comprehensive counseling programs addressing bullying, drug prevention, and mental health, while emergency drills follow strict protocols led by the Emergency Response Team to ensure preparedness.

Strengths

Ford Middle School recruits and retains high-quality staff through a collaborative process involving leadership, staff, students, and parents, with careful screening and final hiring by the principal. The school fosters a positive, family-like culture that celebrates staff achievements. A healthy environment is promoted through assigned staff duties and a master schedule that maximizes instructional time. Leadership includes principals and instructional leads, and all teachers participate in committees to shape school decisions. Teacher goals are set and monitored annually using the T-TESS system, supported by professional development in PLCs and district programs. The school follows a district-aligned curriculum with pacing calendars developed collaboratively. Teachers use assessments and innovative, real-world methods, with special support for English Learners through sheltered instruction and ESL-certified staff. Data-driven PLC meetings drive instructional improvement, and students track their progress digitally. The Student Learning Objective process encourages ongoing dialogue between students, teachers, and principals. Instructional time is protected by scheduling drills and programs during Mustang Hour. Safety is prioritized through counseling programs on bullying, drug prevention, and mental health, with emergency drills led by the Emergency Response Team following strict protocols to ensure preparedness.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Ford Middle School needs targeted professional development in special education interventions and classroom management to better support teachers and improve student outcomes.	The main challenge to delivering essential professional development is insufficient time, which limits specialized training for paraprofessionals and results in key staff missing important sessions despite available opportunities.
2 The challenge is fitting many required safety drills and counselor presentations into limited non-instructional time, often forcing the use of instructional time and disrupting the teaching schedule, which can affect the quality of students' learning.	The main issue is that required safety drills and presentations exceed available non-instructional time, forcing the school to use instructional time and disrupting the academic schedule.

 = Priority

Perceptions

Summary

Ford Middle School is well-regarded for its commitment to supporting the whole student, focusing on academics, extracurriculars, Fine Arts, Athletics, and community service. Students are encouraged to develop academically, socially, and emotionally. Student support and involvement are integrated throughout the school's programs, emphasizing growth and connection. Staff have strong community ties and prioritize teaching the whole child. Through Mustang Hour, they build lasting student relationships. Experienced teachers collaborate in professional learning communities to enhance student outcomes. The school promotes a family-friendly environment with active parent partnerships, highlighted by events like Mustang Roundup. Communication is maintained via an updated website and weekly newsletters. The PTSA supports school activities, and parents feel welcomed and respected on campus.

Strengths

Ford Middle School maintains a very low rate of students attending DAEP or JJAEP programs, supported by restorative practices, positive interventions through Mustang Hour, and strict anti-bullying policies. While most parents feel the school fosters peer respect, students see room for improvement. Mustang Hour is highly valued for providing student voice, social clubs, tutoring, and academic support, helping students connect and succeed. The school has many veteran teachers with low turnover, supported by district initiatives and mentorship programs, along with content and instructional support from specialists and coaches. Teachers face challenges addressing pandemic-related learning gaps and need tools to better engage students. Parents report that students enjoy school and appreciate the variety of activities and accountability for behavior. Safety is a shared priority, with staff involved in leadership roles. Parents stay connected through online tools and value clear communication via multiple channels. The school promotes inclusivity through the PTSA and Multicultural Club, offers bilingual communication, orientations for new families, and actively involves parents in decision-making, fostering a welcoming and supportive community.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 The school faces an ongoing challenge in identifying and addressing under-served groups, ensuring that they have access to suitable clubs, activities, and interventions to enhance their engagement and participation in school life.	The main issue is the need for a quick and effective system to identify students at risk of disengagement, enabling timely interventions to boost their involvement in school activities and create a more inclusive, supportive environment for all students.
2 The school requires teacher training in effective classroom engagement strategies to support students in bridging significant knowledge gaps and maintaining their engagement in education.	Significant learning gaps among many students require urgent action through targeted strategies and interventions to close these gaps, ensuring all students can achieve academic success and reach their full potential.
3 The school aims to re-engage parents and guardians in their students' education by inviting them to the campus, and fostering capacity-building, and understanding to address social, emotional, and academic gaps effectively.	With many students facing social, emotional, and academic challenges, parents increasingly rely on schools for support. There is growing demand for comprehensive resources and programs that address both academic and emotional needs. By partnering with families, schools can help students overcome obstacles and achieve balanced success.

★ = Priority



Goals

Goal 1 Allen ISD will cultivate a culture of excellence.

Performance Objective 1

In the 2026-2027 academic year, Ford Middle School will uphold high expectations and foster meaningful connections among students, staff, and families through structured opportunities such as Mustang Hour, parent and family events, and student-led activities.

Evaluation Data Source: Student participation numbers in extracurricular activities and clubs, parent volunteer participation, community engagement in evening events, and analytics from social media platforms like Facebook, Twitter (X), Instagram, and the Smore Newsletter.

Strategy 1

Leverage the FOCUS intervention block to enhance social-emotional learning, address achievement gaps, and offer enrichment opportunities for students at FMS. Classroom teachers, the kindness, leading to a more productive and safe learning environment.

Strategy's Expected Result/Impact: Students will get to know each other and staff, increasing social awareness, empathy, and kindness, building a more productive and safe learning environment.

Staff Responsible for Monitoring: All staff.

Formative Reviews

Considerable Progress

September

December

March

May

Strategy 2

Use Mustang Hour to promote student involvement in the various clubs and organizations on campus. All staff will oversee this initiative, with the goal of offering students additional engagement opportunities beyond standard academics and allowing them to exercise their "voice and choice."

Strategy's Expected Result/Impact: Connect kids to school in ways beyond traditional academics and provide "voice and choice" in the opportunities selected.

Staff Responsible for Monitoring: All staff.

Formative Reviews

Considerable Progress

September

December

March

May

Strategy 3

Promote teacher participation in Professional Learning Communities to foster their growth and learning as educators, leveraging their collective impact to ensure high achievement for all learners. This strategy will be monitored by team leaders, instructional coaches, the principal, and assistant principals. The expected outcome is to enhance teachers' professional learning and pedagogical expertise, resulting in improved learning experiences for students.

Strategy's Expected Result/Impact: Teachers will expand their professional learning, and pedagogical expertise, creating better learning experiences for students.

Staff Responsible for Monitoring: Team Leaders, Instructional Coaches, Principal, and Assistant Principals

Formative Reviews

Considerable Progress

September

December

March

May

Strategy 4

Continue using innovative electronic communication methods to reach a wider FMS community. This strategy will be monitored by the principal, assistant principals, teachers, and counselors. The goal is to provide timely and current information to all stakeholders through platforms like Twitter, Facebook, Instagram, and the Smore weekly student/parent newsletters.

Strategy's Expected Result/Impact: Through the use of Twitter, Facebook, Instagram, and Smore, weekly student/parent newsletters provide timely and current information to all stakeholders. The principal, assistant principals, and counselors will oversee this strategy. The anticipated outcome is to close achievement gaps, foster social awareness, empathy, acceptance, and leadership, while also reducing bullying and inappropriate social media use.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Counselors

Formative Reviews

Moderate Progress

September

December

March

May

Performance Objective 2

In the 2026-2027 academic year, Ford Middle School will enhance teacher support and retention by increasing staff satisfaction ratings on the annual staff survey as compared to the previous year by May 2027.

Evaluation Data Source: Professional development records, teacher retention data, staff satisfaction surveys.

Strategy 1

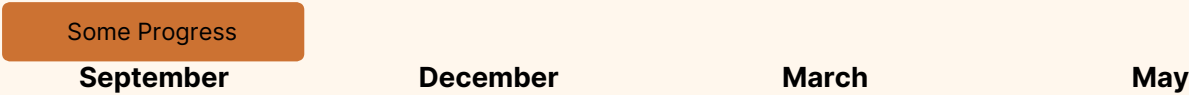
Expand teacher choice in professional learning sessions by offering a variety of topics, formats,

and delivery methods that align with staff interests and classroom needs. Providing options will empower teachers to pursue relevant professional growth, increase ownership of learning, and directly apply strategies that enhance instructional effectiveness.

Strategy's Expected Result/Impact: Teachers will feel more empowered and professionally valued, resulting in higher engagement during PD and improved instructional practices aligned to their needs.

Staff Responsible for Monitoring: Administrators, Learning Support Specialist

Formative Reviews



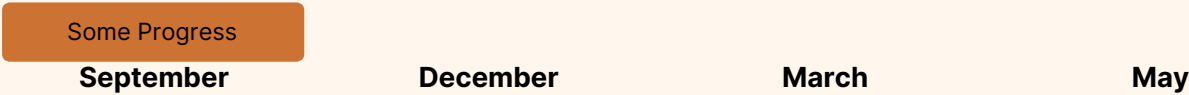
Strategy 2

Create peer-led PLCs focused on SEL integration by establishing collaborative groups where teachers share strategies, model best practices, and reflect on ways to embed social-emotional learning into daily instruction. These PLCs will empower staff to learn from one another, strengthen consistency across classrooms, and promote a supportive schoolwide culture.

Strategy's Expected Result/Impact: Teachers will have increased collaboration opportunities and practical strategies to support student social-emotional growth, leading to stronger peer networks and reduced feelings of isolation.

Staff Responsible for Monitoring: Team Leads, Learning Support Specialist

Formative Reviews



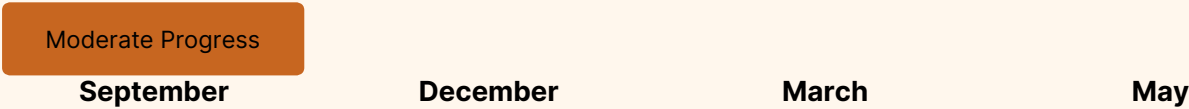
Strategy 3

Recognize staff contributions through formal recognition events by organizing ceremonies, celebrations, and acknowledgments that highlight achievements, dedication, and innovative practices. These events will promote a culture of appreciation, boost staff morale, and reinforce the value of individual and team accomplishments.

Strategy's Expected Result/Impact: Staff will feel more appreciated and connected to the school community, leading to higher morale, stronger relationships, and improved staff retention.

Staff Responsible for Monitoring: Sunshine Committee, Administration

Formative Reviews



Performance Objective 3

In the 2026-2027 academic year, Ford Middle School will increase recognition opportunities for students and staff as compared to 2025-2026 levels.

Evaluation Data Source: Recognition event logs, survey data, communication analytics.

Strategy 1

Develop monthly recognition events highlighting student achievements by celebrating academic growth, positive behavior, leadership, and extracurricular success. These events will showcase student accomplishments, build school pride, and motivate learners to strive for continued excellence.

Strategy's Expected Result/Impact: Students will feel more valued and motivated, resulting in improved school climate and stronger student engagement.

Staff Responsible for Monitoring: Administration, Counselors, Teachers

Formative Reviews

Moderate Progress

September

December

March

May

Strategy 2

Expand staff recognition programs through digital and in-person acknowledgments by utilizing newsletters, social media, and campus events to highlight achievements, milestones, and contributions. This approach will ensure consistent appreciation, boost morale, and reinforce a culture of value and respect among staff.

Strategy's Expected Result/Impact: Staff will feel more appreciated and supported, leading to improved morale, satisfaction, and retention.

Staff Responsible for Monitoring: Administration

Formative Reviews

Moderate Progress

September

December

March

May

Strategy 3

Publicize recognition events via newsletters and social media by sharing photos, stories, and highlights that showcase student and staff accomplishments. This visibility will celebrate achievements, strengthen community pride, and increase engagement from families and stakeholders.

Strategy's Expected Result/Impact: Greater visibility of achievements will enhance community pride, increase parent awareness, and strengthen the school's positive image.

Staff Responsible for Monitoring: Administration

Formative Reviews

Considerable Progress

September

December

March

May

Goal 2 Allen ISD will prepare students to be future-ready for success in citizenship and college, career, or the military.

Performance Objective 1

In the 2026-2027 academic year, Ford Middle School will provide targeted support to ensure all students have equitable access to creative, collaborative, and challenging learning opportunities, supported by intentional scheduling, expanded programs, and aligned resources. Progress will be measured through achievement data, enrichment participation, and regular monitoring, with the goal of demonstrating measurable growth in student readiness for higher education and future careers by May 2027.

Evaluation Data Source: Evaluation will be based on STAAR testing data, MAP testing data, intervention services, staff training, and state accountability ratings.

Strategy 1

Leverage Instructional Coaches to support teachers in deepening their understanding of best practices and applying innovative strategies in the classroom. This initiative will be overseen by Instructional Coaches, the Principal, and Assistant Principals. The anticipated result is a boost in pedagogical discussions and the adoption of new, effective practices, ultimately leading to enhanced student performance.

Strategy's Expected Result/Impact: Increase in pedagogical discussions and implementation of new and innovative practices resulting in increased student performance.

Staff Responsible for Monitoring: Learning Support Specialist, Principal, Assistant Principals

Formative Reviews

Considerable Progress

September

December

March

May

Strategy 2

Continue to implement a 1-to-1 technology device deployment to provide each student with the necessary tools for enhanced learning and acquisition of future-ready skills. This strategy will be monitored by teachers, Instructional Coaches, the Principal, and Assistant Principals. The expected impact is increased student engagement and greater proficiency in using digital tools.

Strategy's Expected Result/Impact: Increased student engagement and greater knowledge and use of digital tools.

Staff Responsible for Monitoring: Teachers, Learning Support Specialist, Principal, Assistant Principals

Formative Reviews

Considerable Progress

September

December

March

May

Strategy 3

Expand career and technical development by integrating supplemental learning experiences into the Career and Technical Education (CTE) program to promote industry and college readiness. CTE Teachers will oversee this strategy, with the goal of improving academic performance for targeted students and increasing their understanding of prerequisites for various career pathways.

Strategy's Expected Result/Impact: Improved academic performance for target students. Increased student awareness of prerequisites for various pathways.

Staff Responsible for Monitoring: CTE Teachers

Formative Reviews

Some Progress

September

December

March

May

Strategy 4

Utilize the F.O.C.U.S. intervention block to provide remediation, enrichment, and goal-setting, tracking progress weekly throughout the year. This strategy will be monitored by Classroom Teachers and Instructional Coaches. The expected result is improved student performance on STAAR tests in targeted areas.

Strategy's Expected Result/Impact: Improved student performance on STAAR test across targeted areas.

Staff Responsible for Monitoring: Classroom Teachers and Learning Support Specialist

Formative Reviews

Considerable Progress

September

December

March

May

Performance Objective 2

In the 2026-2027 academic year, Ford Middle School will increase academic achievement among Special Education, ESL, and Economically Disadvantaged students by closing the achievement gap on the STAAR test. Progress will be monitored through STAAR, MAP, and formative assessments.

Evaluation Data Source: STAAR, MAP, progress monitoring data, and teacher feedback.

Strategy 1

Implement small-group targeted interventions by providing focused instruction and support tailored to specific student needs in core academic areas. These interventions will allow teachers to address learning gaps more effectively, promote individualized growth, and improve overall student achievement.

Strategy's Expected Result/Impact: Students will receive personalized support that addresses learning gaps, resulting in measurable academic growth on assessments.

Staff Responsible for Monitoring: SPED Teachers, Paraprofessionals

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Train co-teachers in effective instructional strategies by offering professional development, modeling best practices, and providing coaching on collaboration techniques. This training will strengthen instructional delivery, promote inclusive classrooms, and improve outcomes for diverse learners.

Strategy's Expected Result/Impact: Teachers will be better equipped to support diverse learners, leading to more inclusive classrooms and improved outcomes for SPED and ESL students.

Staff Responsible for Monitoring: Learning Support Specialist, District Specialists

Formative Reviews

Moderate Progress

September

December

March

May

Performance Objective 3

In the 2026-2027 academic year, Ford Middle School will expand leadership opportunities to ensure more students participate in meaningful leadership roles reflected in increased student involvement, collaboration, and contributions to campus culture.

Evaluation Data Source: Student leadership rosters, service project logs, discipline data.

Strategy 1

Expand NJHS, PALS, and Student Council opportunities by increasing membership access, broadening leadership roles, and creating additional service projects. These efforts will engage more students in meaningful leadership experiences, fostering responsibility, collaboration, and school pride.

Strategy's Expected Result/Impact: More students will gain access to leadership roles, fostering responsibility, confidence, and positive school involvement.

Staff Responsible for Monitoring: Sponsors, Counselors

Formative Reviews

Moderate Progress

SeptemberDecemberMarchMay

Strategy 2

Create peer mentoring within Mustang Hour by pairing older or experienced students with peers who would benefit from academic guidance, social support, or positive role models. This structure will build stronger student connections, encourage leadership, and promote a supportive campus culture.

Strategy's Expected Result/Impact: Students will build supportive peer relationships, resulting in improved school climate and reduced discipline referrals.

Staff Responsible for Monitoring: Teachers, Counselors

Formative Reviews

No Progress

SeptemberDecemberMarchMay

Strategy 3

Embed service-learning projects into classes by integrating community-focused activities that connect academic content with real-world applications. These projects will give students opportunities to collaborate, develop leadership skills, and make meaningful contributions beyond the classroom.

Strategy's Expected Result/Impact: Students will connect academic learning to real-world impact, building collaboration, empathy, and leadership capacity.

Staff Responsible for Monitoring: Core Teachers, Elective Teachers

Formative Reviews

No Progress

SeptemberDecemberMarchMay

Performance Objective 4

By the end of the 2026-2027 school year, Ford Middle School will increase the percentage of students scoring at "Meets" or higher on STAAR Math and Reading across all student groups.

Evaluation Data Source: STAAR results, MAP growth reports, PLC minutes.

Strategy 1

Use MAP testing quarterly to track growth by analyzing student performance data at regular intervals and adjusting instruction accordingly. This process will provide timely feedback, guide targeted interventions, and ensure students remain on track toward meeting academic goals.

Strategy's Expected Result/Impact: Data-driven instruction will allow timely interventions, resulting in steady student growth throughout the year.

Staff Responsible for Monitoring: Teachers, Learning Support Specialist

Formative Reviews



Strategy 2

Implement tutoring programs during Mustang Hour and after school by providing targeted academic support for students who need additional help in core subjects. These structured sessions will reinforce classroom learning, close skill gaps, and increase student confidence and achievement.

Strategy's Expected Result/Impact: Students will receive additional targeted support, leading to improved mastery of math and reading standards.

Staff Responsible for Monitoring: Teachers, Administration

Formative Reviews



Performance Objective 5

By May 2027, Ford Middle School will increase enrollment in advanced coursework (Pre-AP, Algebra I, and advanced courses) compared to 2025-2026.

Evaluation Data Source: Enrollment data, course completion records.

Strategy 1

Provide information sessions for students and parents on advanced pathways by hosting meetings, workshops, and presentations that explain course options, expectations, and long-term academic benefits. These sessions will equip families with the knowledge to make informed decisions and encourage more students to pursue advanced coursework.

Strategy's Expected Result/Impact: Students and families will be more informed about advanced course options, leading to higher enrollment.

Staff Responsible for Monitoring: Counselors, Teachers

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Identify and support underrepresented groups for advanced coursework by using data to pinpoint students with potential, providing academic guidance, and offering mentorship or scaffolds to encourage enrollment. This approach will promote equity, broaden access, and ensure diverse representation in advanced classes.

Strategy's Expected Result/Impact: More diverse students will access advanced pathways, resulting in increased equity in advanced course enrollment.

Staff Responsible for Monitoring: Counselors, Administration

Formative Reviews



Performance Objective 6

By May 2027, Ford Middle School will leverage the FOCUS Intervention and Enrichment period to expand student access to Career and Technical Education (CTE) experiences through the implementation and growth of embedded CTE courses and career exploration opportunities. Students enrolled in these courses will successfully complete program requirements, develop valuable career-readiness skills, and earn high school credit while gaining exposure to future career pathways and opportunities.

Evaluation Data Source: Student enrollment and completion data.High school credit attainment records. Student survey results demonstrating increased career awareness and engagement. FOCUS participation and attendance records. Growth in the number and variety of CTE opportunities offered during FOCUS. Increased student transition into high school CTE pathways.

Strategy 1

Ford Middle School will strategically utilize the FOCUS Intervention and Enrichment period to increase student access to Career and Technical Education (CTE) and career exploration opportunities. The campus will identify, implement, and expand CTE courses and enrichment experiences that can be embedded within the FOCUS schedule, providing students with opportunities to explore career pathways, develop career-readiness skills, and earn high school credit when applicable.

Strategy's Expected Result/Impact: Students will have increased access to meaningful CTE and career exploration opportunities during the school day, resulting in greater awareness of future career pathways and stronger career-readiness skills. Students participating in embedded CTE courses will successfully complete course requirements and, when applicable, earn high school credit prior to entering high school. The strategy will also increase student engagement in FOCUS, strengthen connections between academic learning and future career opportunities, and better prepare students to make informed decisions about high school programs of study and future educational and career pathways.

Staff Responsible for Monitoring: Teachers and administration

Formative Reviews



Goal 3

Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1

In the 2026-2027 academic year, Ford Middle School will ensure that every student is connected to at least one extracurricular activity.

Evaluation Data Source: Activity rosters, participation records, survey feedback.

Strategy 1

Expand Mustang Hour offerings driven by student voice by gathering student input through surveys and feedback to create clubs, activities, and enrichment opportunities that reflect their interests. This approach will increase engagement, foster ownership, and ensure that programming is meaningful and relevant to students.

Strategy's Expected Result/Impact: Students will have more opportunities to explore interests, resulting in higher engagement and sense of belonging.

Staff Responsible for Monitoring: Teachers, Administration

Formative Reviews

Considerable Progress

September

December

March

May

Strategy 2

Recognize student involvement publicly by highlighting participation in clubs, activities, and leadership roles through assemblies, newsletters, and social media. These acknowledgments will celebrate student contributions, boost morale, and encourage continued engagement across the campus.

Strategy's Expected Result/Impact: Public acknowledgment will motivate students to remain active, reinforcing a positive and inclusive school culture.

Staff Responsible for Monitoring: Administration, Club Sponsors

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2

In the 2026-2027 academic year, Ford Middle School will reduce classroom disruption referrals compared to 2025-2026 levels resulting in fewer disruptions, stronger classroom management, and a more positive learning environment.

Evaluation Data Source: Skyward discipline reports, PLC reflections, counselor logs.

Strategy 1

Expand restorative practices campus-wide by implementing restorative circles, mediation opportunities, and relationship-building strategies in classrooms and common areas. This approach will reduce conflicts, improve student-teacher relationships, and create a more respectful and supportive school culture.

Strategy's Expected Result/Impact: Students will develop conflict resolution skills, resulting in fewer disruptions and improved relationships.

Staff Responsible for Monitoring: Administration, Counselors

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Provide teacher training on student engagement by offering professional development sessions that focus on interactive strategies, classroom management techniques, and technology integration. This training will equip teachers with tools to increase participation, reduce off-task behavior, and create more dynamic learning environments.

Strategy's Expected Result/Impact: Teachers will be equipped with proactive classroom management strategies, leading to more consistent engagement.

Staff Responsible for Monitoring: Teachers, Administration, Counselors

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Increase Mustang Hour interventions for behavior supports by offering structured sessions focused on social-emotional learning, conflict resolution, and positive behavior reinforcement. These targeted interventions will provide students with tools to manage challenges effectively, leading to fewer disruptions and stronger schoolwide behavior.

Strategy's Expected Result/Impact: Students will receive timely interventions, reducing repeat behavior concerns and improving overall classroom climate.

Staff Responsible for Monitoring: Counselors, Administration

Formative Reviews

Moderate Progress

September

December

March

May

Performance Objective 3

In the 2026-2027 academic year, Ford Middle School will improve student attendance rates by 3% as compared to 2025-2026 levels.

Evaluation Data Source: Attendance records, parent communication logs.

Strategy 1

Implement attendance incentives for students by creating reward systems such as recognition events, prizes, and privileges for consistent attendance. These incentives will motivate students to attend regularly, reinforce positive habits, and contribute to improved overall attendance rates.

Strategy's Expected Result/Impact: Students will be motivated to attend consistently, leading to higher daily attendance rates.

Staff Responsible for Monitoring: Counselors, Teachers, Administration

Formative Reviews

Moderate Progress

September

December

March

May

Strategy 2

Provide parent outreach for chronic absences by establishing regular communication through phone calls, conferences, and home visits to address barriers to attendance. This outreach will strengthen family-school partnerships, identify root causes of absences, and support strategies to improve student attendance.

Strategy's Expected Result/Impact: Families will receive timely support, reducing chronic absenteeism and improving home-school collaboration.

Staff Responsible for Monitoring: Attendance Clerk, Counselors

Formative Reviews

Moderate Progress

September

December

March

May

Strategy 3

Offer mentoring for students with attendance concerns by pairing them with trusted adults or peer mentors who provide guidance, encouragement, and accountability. This support will help students build stronger connections to school, address challenges impacting attendance, and foster a sense of belonging.

Strategy's Expected Result/Impact: Students will develop stronger connections with mentors, resulting in improved attendance and engagement.

Staff Responsible for Monitoring: Teachers, PALS, Counselors

Formative Reviews

Moderate Progress

September

December

March

May



Funding Summary

Funding Summary

Bilingual/ESL: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$500.00
				+/- Difference	\$500.00

CTE: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$225,937.00
				+/- Difference	\$225,937.00

Special Education: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$907,985.00
				+/- Difference	\$907,985.00

GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$97,146.00
				+/- Difference	\$97,146.00