

Fort Bend Independent School District

Missouri City Middle School

2024-2025 Campus Improvement Plan

Accountability Rating: F



Mission Statement

District Mission

Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Missouri City Middle School Mission

Missouri City Middle School is committed to building life-long learners through a holistic approach to learning. Our mission is to foster high academic performance, while developing students of character and integrity to meet the challenges of everyday life.

Vision

District Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's [Profile of a Graduate](#). [En Español](#).

Missouri City Middle School Vision

Our vision is to ensure that students acquire knowledge, skills, and values necessary to become productive members of society. We strive to equip our students with an awareness and sensitivity to all cultures and to cultivate an appreciation for global diversity.

Core Beliefs

We strive for success...Failure is not an option.

1 Core Belief: All students can reach their full potential.

Commitment: FBISD will provide an educational system that will enable all students to reach their full potential.

2 Core Belief: We believe student success is best achieved...

A: ...through effective teachers that inspire learning.

- commitment: FBISD will recruit, develop and retain effective teachers.
- B: ...in a supportive climate and safe environment.
- commitment: FBISD will provide a supportive climate and safe learning/working environment.
- C: ...by empowered and effective leaders throughout the system.
- commitment: FBISD will provide and promote leadership development at all levels.
- D: ...in a well-functioning, high-performing community of learners.
- commitment: FBISD will be a collaborative, efficient and effective learning community.

Value Statement

Good to great...Whatever it takes!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

At Missouri City Middle School (MCMS), Good to GREAT...Whatever it Takes and Progress over Perfection guides the daily work on our campus. These mottos are the foundation on which we stand in our pursuit to excellence. Specifically, every stakeholder has a role to play in ensuring that our students reach their full potential as it relates to both academic and behavioral expectations. This is achieved through the consistent use of our academic goal of clarity of learning.

MCMS has a well-rounded teaching staff, comprising 63 teachers (39 core teachers), 9 educational aides, and 18 administrative support staff. 10.9 percent of teachers are beginning teachers. 18.3 percent of teachers have 1-5 years of experience. 23 percent of teachers have 6-10 years of experience. 47.7 percent of the total staff have 11 or more years of experience. In addition to the years of experience, 43.9 percent of teachers hold an advanced degree. The demographics of the total personnel is as follows: 77.2% African American, 11.0% Hispanic, 5.9% White, and 5.9% Other.

MCMS CPAC Committee met to develop, revise, and evaluate the CNA on the following dates:

Initial CNA Development:

- Date: April 11, 2024
- Time: 4:25 PM
- Location: MCMS Library

CNA Review and Revision:

- Date: May 14, 2024
- Time: 7:30 AM
- Location: MCMS Library

Additional Meeting:

- Date: June 10, 2024
- Time: 10:00 AM
- Location: MCMS Conference Room

CNA/CIP Location:

The CNA and CIP can be assessed on the school website and reviewed as a hard copy in the front office.

Stakeholders Involved: (see chart)

Initial CNA Meeting (April 11, 2024):

At the first meeting on April 11, 2024, the Comprehensive Needs Assessment meeting began with an overview of the resources used to go through the CNA process which included the purpose of the CNA, preparation of the improvement planning, and identification of data. The committee consisted of diverse stakeholders that gave feedback on the current CIP and the overall implementation of campus goals and strategies. The meeting was facilitated by the Campus Principal and other instructional staff. The discussions were thorough and collaborative throughout the meeting. At the closure of the meeting it was discussed that the following data would be reviewed in the next meeting to identify the areas of strengths and problems:

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional Development Needs Assessment data
- State Assessment data
- Parent surveys and/or other feedback
- Processes and procedures for teaching and learning including program implementation
- Communications data
- Special education/non-special education population including discipline, progress, and participation data
- Economically disadvantaged data
- Campus and District goals
- Effective Schools Framework

CNA Review and Revision Meeting (May 14, 2024)

At the second meeting on May 14, 2024, the CPAC met in the library to review data and prioritized the information into strengths and problems. The committee members were divided into teams to gallery walk the data and provide feedback using the 5 W process. Based on the analyzation of the implementation of the strategies and effectiveness the team came to a consensus on three main priorities. A Root Cause Analysis was completed on the top three priorities, which were identified as instruction, behavior, and parent engagement/community partnerships. Additional data was reviewed as factors that influence data such as special population increase over time, class sizes, and teacher effectiveness based on years of experiences and other factors.

TPAC Meeting (May 2, 2024)

The TPAC Committee reviewed Title I Parent Engagement Survey on May 2, 2024. The information was use to revise the Parent and Engagement Policy. The policy is available by email to all parents and located on our campus website. The policy is also available in various languages based upon the student home language enrollment survey. The TPAC committee will convene using flexible opportunities that allow for input and feedback.

Title I Parent Meeting will be held on August 29, 2024 at 5:30 PM at Missouri City Missouri City Middle School and a virtual meeting on September 5, 2024 at 12:00 PM.

School Support Team (CNA and CIP Team)

Name	Position	Role
Tasha Hamilton	Principal	Administrator
Blake Wilson	Associate Principal	Administrator
Tania Campbell	Assistant Principal	Assistant Principal
Michael Guillory	Instructional Coach	Non-classroom Professional
Kendria Kemper	Campus Assessment Coordinator	Non-classroom Professional
Valerie Vaughn	School Counselor	Non-classroom Professional
Madelyn Odums	AVID Teacher	Classroom Teacher
Tonia Hammond	Social Studies Teacher	Classroom Teacher
Tiffani Boston	Math Teacher	Classroom Teacher
Zetta Denson	Science Teacher	Classroom Teacher
Erica Lafontaine	Instructional Coach	Non-classroom Professional
Tammy Goss	Librarian	Non-classroom Professional
Julia Mejicanos	MCMS Parent Educator	MCMS Parent Educator
Stephanie Houston	District Personnel	District Level Administrator
Kalethea Ratcliff	District Personnel	District Level Administrator
Joan Doyle	Executive Assistant	Paraprofessional
Monica Ramirez	Receptionist	Paraprofessional
Kiesha Guillory	Instructional Coach	Non-classroom professional
Kia Reddix	Health and Wellness Coach	Community Member
Mark Edworthy	Pastor of City Rise Church	Community Member
Dana Hennigan	MCMS Parent	Community Member
Kenneth Benjamin	MCMS Parent	Community Member

Demographics

Demographics Summary

Missouri City Middle School (MCMS) is one of 15 middle school campuses in Fort Bend ISD. The school opened in 1975 and serves predominantly low-socioeconomic families. MCMS is a schoolwide Title I campus. Federal and local funds are used to co-fund campus staffing and instructional programs, as well as purchase the instructional materials necessary for teachers to meet the needs of each individual student. MCMS currently serves **955** students in grades sixth to eighth. Due to being a transient community, our enrollment numbers fluctuate throughout the school year to about a maximum enrollment of **1,031**. The student body is 56% male and 44% female, with 82.8% economically disadvantaged. The homeless status total is 3.1%. The average daily attendance rate for students is 93.96%. Students participate in special programs offered on the campus including: 22.72% participate in ESL programs, 9.51% participate in CTE courses, less than 1% (0.63%) participate in Gifted and Talented programs, and 22.30% participate in Special Education programs and services.

Student Information

Grade Level Distribution of Students

- 6th grade - 309
- 7th grade - 297
- 8th grade - 349

Student Demographics

- Hispanic-Latino (353) 36.96%
- American Indian - Alaska Native (0) 0.00%
- Asian (15) 1.57%
- Black - African American (548) 57.38%
- Native Hawaiian - Pacific Islander (2) 0.21%
- White (13) 1.36%
- Two-or-More (24) 2.51%

Year	SPED	Bilingual	ESL	EB	GT	Dyslexia	Section 504	Eco Dis
2023-2024	22.30%	0/0%	15.50	22.72	.63%	10.47%	3.35%	82.83%
2022 - 2023	18.2%	0.0%	21.5%	21.8%	0.52%	8.2%	6.3%	88.0%
2021 - 2022	16.2%	0.0%	16.6%	16.8%	0.94%	7.2%	7.1%	84.0%
2020 - 2021	15.6%	0.0%	15.4%	15.9%	0.79%	7.3%	8.6%	78.7%
2019 - 2020	14.9%	0.0%	15.0%	15.8%	0.80%	5.5%	8.1%	86.2%
2018 - 2019	13.8%	0.0%	12.9%	13.6%	0.77%	4.0%	7.1%	84.7%

Based on historical data, most special populations increased from one year to another. There was a decline in the number of student categorized as gifted and talented.

Year	Hispanic	White	Asian	American Indian	Native Hawaiian	Two Or More	African American
2023-2024	36.96%	1.36%	1.57%	0.0%	.21%	2.51%	.21%
2022 - 2023	35.3%	1.0%	1.1%	0.1%	0.3%	2.6%	59.5%
2021 - 2022	34.3%	1.3%	1.1%	0.1%	0.3%	1.8%	61.2%
2020 - 2021	33.9%	1.0%	1.0%	0.4%	0.3%	1.6%	61.8%
2019 - 2020	34.8%	1.0%	0.8%	0.5%	0.2%	1.2%	61.5%
2018 - 2019	34.3%	1.2%	1.1%	0.3%	0.3%	1.9%	61.0%

Staff Information

MCMS has a well-rounded teaching staff, comprising 63 teachers (39 core teachers), 9 educational aides, and 18 administrative support staff. 10.9 percent of teachers are beginning teachers. 18.3 percent of teachers have 1-5 years of experience. 23 percent of teachers have 6-10 years of experience. 47.7 percent of the

total staff have 11 or more years of experience. In addition to the years of experience, 43.9 percent of teachers hold an advanced degree. The demographics of the total personnel is as follows: 77.2% African American, 11.0% Hispanic, 5.9% White, and 5.9% Other.

	FTE	CAMPUS	PERCENT
TOTAL STAFF (FTEs)	85.3		100.0%
Teachers	61.2		71.7%
Professional Support	11.5		13.4%
Campus Administration	4.0		4.7%
Central Administration	N/A		
Educational Aides	8.7		10.1%
Auxiliary	N/A		
TOTAL PERSONNEL BY ETHNICITY AND SEX	85.3		100.0%
White	5.1		5.9%
Hispanic	9.4		11.0%
Black	65.9		77.2%
Other	5.0		5.9%
White Male	2.0		2.3%
White Female	3.1		3.6%
Hispanic Male	3.0		3.5%
Hispanic Female	6.4		7.4%
Black Male	16.9		19.7%
Black Female	49.1		57.5%
Other Male	2.0		2.3%
Other Female	3.0		3.5%
TEACHERS BY HIGHEST DEGREE HELD			
No Degree	2.0		3.2%
Bachelors	32.3		52.8%
Masters	25.9		42.3%
Doctorate	1.0		1.6%
TEACHERS BY YEARS OF EXPERIENCE			
Beginning Teachers	6.7		10.9%
1-5 Years Experience	11.2		18.3%
6-10 Years Experience	14.1		23.0%
11-20 Years Experience	19.9		32.5%
Over 20 Years Experience	9.3		15.2%

Attendance:

During the 2023-2024 school year, Missouri City Middle School's attendance average was 93.7%, which was a slight decrease from the 2022-2023 school year, but it was still below the district's attendance of 96%.

Percentage in Attendance Comparison	Cumulative					
	2018-2019	2019-2020	2020-2021 (Covid-19 Remote)	2021-2022	2022-2023	2023-2024
All Students	96.0%	96.5%	96.1%	93.1%	93.7%	93.4%
Ethnicity						
Hispanic/Latino	95.9%	96.5%	95.6%	92.5%	93.1%	92.7%
American Indian or Alaska Native	86.0%	90.9%	87.9%	95.9%	96.2%	-
Asian	98.5%	99.1%	99.4%	96.4%	95.9%	97.1%
Black or African American	96.1%	96.5%	96.4%	93.6%	94.2%	93.7%
Native Hawaiian or Other Pacific Islander	96.5%	93.9%	98.6%	91.1%	88.8%	98.2%
White	93.6%	91.1%	93.2%	90.6%	90.0%	94.0
Two or More Races	95.9%	96.9%	95.8%	89.9%	92.2%	91.7
Gender						
A Male	96.1%	96.3%	95.7%	93.0%	93.9%	93.5
Female	95.9%	96.7%	96.5%	93.2%	93.5%	93.1
Grade						
6th	96.5%	97.1%	96.6%	92.6%	93.9%	94.0%
7th	96.2%	96.8%	96.5%	93.7%	93.8%	93.4%
8th	95.3%	95.4%	95.3%	93.0%	93.6%	92.7%
Special Population						
At Risk	95.9%	96.3%	95.8%	93.1%	93.7%	92.7%
Early Reading Indicator	-	-	-	-	-	-
Economic Disadvantage	95.9%	96.3%	95.8%	92.8%	93.5%	92.9%
Emergent Bilingual	96.4%	97.1%	95.7%	93.9%	94.4%	93.5%
Foster Care	95.9%	95.3%	93.0%	94.4%	92.8%	94.8%
Gifted and Talented	96.9%	99.1%	98.4%	96.7%	98.4%	96.5%
Homeless Status	93.5%	93.3%	92.1%	89.4%	92.1%	90.1%
Migrant	-	-	-	-	-	-
Military Connected	95.7%	94.9%	98.6%	94.4%	95.1%	94.9%
RDSPD	-	-	-	-	100.0%	-
Section 504	95.9%	96.3%	96.4%	93.6%	93.0%	93.0
Special Education	94.2%	95.2%	95.2%	90.8%	92.8%	92.3
Unaccompanied Youth	94.9%	93.5%	94.0%	90.5%	94.8%	93.2

Demographics Strengths

Missouri City Middle School (MCMS) stakeholders embody various strengths such as a teaching staff that consists of veteran teachers (i.e., six or more years experience) with advanced degrees who are well-versed in their respective content and pedagogy. In addition to having many veteran teachers on campus, MCMS historically has minimal turnover from year to year with many teachers having served on this campus for most, if not all, of their teaching career. However, many teachers have left for promotional opportunities at the end of 2023-2024 school year. Because of longevity of some of the staff and the respect they have garnered in the community, parents and guardians feel welcomed and empowered to be active and visible participants in their students' academic and extra-curricular endeavors--hence our strong Parent Teacher Organization (PTO). Additional demographic strengths include:

- The diversity of our campus mirrors the diversity of the community.
- MCMS has developed a respectful environment where differences are celebrated.
- To contend with today's workforce MCMS is a one-to-one campus, where all students are issued laptops.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Based on historical data, the number of students categorized under each special population continue to increase, thus widening achievement gaps.

Root Cause: Campus needs ongoing professional development and resources to support implementation of the strategies as well as support staff to address the needs of diverse learners.

Problem Statement 2 (Prioritized): There is a need for increased parent involvement regarding student attendance, student learning and mental health awareness as the most critical components to the development and education of the whole child.

Root Cause: The lack of varied strategies to tie high interest extracurricular and academics events together to increase the understanding of the correlation between parental involvement and student achievement.

Student Learning

Student Learning Summary

Missouri City Middle School (MCMS) staff is committed to improving student academic achievement through intentional planning, well-designed learning experiences, continuous review of data to ensure targeted enrichment and intervention opportunities, and teacher professional development. MCMS has 6 to 8 teachers per content area depending on the content. With the current enrollment being 955 students and 82.8% of our students are economically disadvantaged, the student to core teacher ratio is 31:1. Approximately 23.28% of our students are categorized as SPED, 23.28% emergent bilinguals, 3.69% Section 504, and 52.36% At Risk of not graduating.

STAAR:

SCORES																		
MCMS	Approaches and Above						Meets and Above						Masters					
	2018	2019	2021	2022	2023	2024	2018	2019	2021	2022	2023	2024	2018	2019	2021	2022	2023	2024
6th Math	59%	71%	60%	53%	57%	50%	22%	26%	26%	11%	18%	14%	5%	6%	5%	1%	4%	1%
6th Reading	46%	53%	52%	56%	58%	62%	20%	21%	23%	15%	25%	40%	7%	6%	10%	11%	3%	11%
7th Math	68%	65%	41%	41%	50%	33%	24%	21%	14%	12%	18%	15%	6%	4%	3%	3%	2%	3%
7th Reading	65%	64%	64%	74%	71%	56%	34%	38%	41%	20%	39%	25%	17%	16%	18%	20%	12%	8%
7th Writing	55%	57%	51%				25%	25%	19%				6%	8%	3%			
8th Math	67%	78%	40%	47%	59%	42%	16%	41%	8%	13%	21%	10%	4%	6%	0%	1%	2%	1%
8th Reading	78%	82%	63%	75%	71%	66%	31%	46%	37%	18%	35%	35%	14%	17%	16%	27%	11%	10%
8th Science	66%	75%	47%	55%	56%	44%	34%	31%	18%	14%	24%	16%	12%	10%	6%	9%	3%	1%
8th Social Studies	54%	60%	35%	40%	39%	35%	20%	26%	10%	6%	12%	15%	7%	9%	3%	8%	2%	4%
Algebra 1	100%	100%	72%	97%	97%	100%	92%	94%	22%	71%	53%	86%	61%	68%	10%	10%	17%	30%

The STAAR data is disaggregated to include the past six academic years (i.e., 2017, 2018, 2019, 2021, 2022, 2023 and 2024).

Reading:

In the area of English Language Arts (ELA), all grade levels remained either consistent or increased from the Spring 2018 to Spring 2019 STAAR administrations. During Spring 2020, the scheduled administration of STAAR did not happen due to COVID-19. Consequently, scores either remained consistent or declined during the Spring 2021 administration, as this was the first-time students tested after being home as remote learners. During the 2021-2022 school year, students were administered all STAAR exams online for the first time. There was an increase in ELA scores for all three grade levels. Lastly, for the re-designed Spring 2023 STAAR administration, there was a slight increase in students achieving "Approaches" and above in 6th grade ELA, but there was a slight decrease in students achieving "Approaches" and above in 7th and 8th Grade ELA. During the 2023-2024 school year, there was an increase in the percentage of students achieving "Meets and Above" in 6th grade ELA, as well as "Masters." However, the remainder of categories for ELA in 6th, 7th, and 8th grade experienced a decrease.

Math:

In the area of Mathematics, 6th and 8th grade increased from the Spring 2018 to Spring 2019 STAAR administrations, while 7th grade had a slight decrease. During Spring 2020, the scheduled administration of STAAR did not happen due to COVID-19. Consequently, scores declined in all three grade levels during the Spring 2021 administration, as this was the first-time students tested after being home as remote learners. During the 2021-2022 school year, students were administered all STAAR exams online for the first time. There was an increase in students' math scores for 8th grade math and Algebra 1, 7th grade stayed the same, and 6th grade decreased. Lastly, for the re-designed Spring 2023 STAAR administration, there was an increase in students achieving "Meets" and above in all three grade levels. The scores remained the same for Algebra I. During the 2023-2024 school year, there was an increase in the percentage of students who achieved "Masters" in 7th grade Math, "Meets and Above" in Algebra I, and "Masters" in Algebra I. The remainder of categories in 6th, 7th, 8th grade Math and Algebra I experienced a decrease.

Science

In the area of science, 8th grade increased from the Spring 2018 to Spring 2019 STAAR administrations. During Spring 2020, the scheduled administration of STAAR did not happen due to COVID-19. Consequently, scores declined nearly 50% during the Spring 2021 administration, as this was the first-time students tested after being home as remote learners. During the 2021-2022 school year, students were administered all STAAR exams online for the first time. There was an increase in the science scores. Lastly, for the re-designed Spring 2023 STAAR administration, there was a slight increase (i.e., 1%) in students achieving "Approaches" and above. During the 2023-2024 school year, there was a decrease in percentage for all scoring levels in 8th grade Science.

Social Studies:

In the area of Social Studies, 8th grade Social Studies increased from the Spring 2018 to Spring 2019 STAAR administrations. During Spring 2020, the scheduled administration of STAAR did not happen due to COVID-19. Consequently, scores declined nearly 50% during the Spring 2021 administration, as this was the first-time students tested after home as remote learners. During the 2021-2022 school year, students were administered all STAAR exams online for the first time. There was an increase in the social studies scores of 5%. Lastly, for the re-designed Spring 2023 STAAR administration, there was a slight decrease (i.e., 1%) in students

achieving "Approaches" and above. During the 2023-2024 school year, there was an increase in the percentage of students achieving "Masters" in 8th Studies. The remainder of testing levels in 8th grade Social Studies experienced a decrease.

REN 360:

The Ren360 Data is disaggregated to include the past six academic years (i.e., 2017, 2018, 2019, 2021, 2022, and 2023) for the areas of Reading and Math. The data shows the percentage of students who are categorized as either Urgent Intervention, Intervention, On Watch, or At/Above Benchmark at the beginning of the year (BOY - Fall), the middle of the year (MOY -- Winter), and the end of the year (EOY - Spring). For the 2022-2023 school year, we were able to screen all students for BOY, MOY, and EOY. In the area of Math, students either remained the same or slightly increased in 6th and 7th grade, while slightly decreasing in 8th grade. In the area of Reading, students either remained the same or decreased from BOY to EOY for all three grade levels.

Assessments:

The scope of assessments administered encourages ownership of learning and reflecting on next steps. Teachers and leaders of learning are informed through the following data points: pre-assessments, formative and summative assessments, Ren360, STAAR, and campus and district curriculum-based assessments (used as data points to identify learning gaps and growth for all sub-populations). Learners have access to paper and online assessments. Paper assessments ensure equity through using graphic organizers, visuals, and models. Online assessments allow teachers to support students through the utilization of digital features such as: text-to-speech, voice recording, immersive reader, re-designed question types, and a calculation device.

Interventions:

To close the achievement gap, MCMS utilizes an advisory period, after-school, Saturday tutorials, literacy and math lab classes. With after-school tutorials, teachers target specific students who need additional support in learning the skills and concepts most difficult to master. With Saturday tutorials, teachers utilize hands-on activities to increase student engagement and reinforce foundational skills. To further hone in on the reinforcement of high-frequency TEKS, advisory classes are designed so that teachers have their own students for an hour a week to provide interventions and/or extended learning. Intervention courses such as literacy and math lab are also provided for targeted students who may have been unsuccessful on the Math and ELA STAAR exams.

Master Schedule:

In previous years, MCMS had a separate PLC and conference period. The PLC period was solely dedicated to planning, reviewing resources, modeling, professional development, and data talks. When reviewing data from those previous years, it is evident that the dedicated PLC time assisted in building teacher capacity and making adjustments to meet the needs of diverse learners, which promoted student growth prior to the STAAR redesign.

Currently, with the FTEs that are allotted the master schedule only allows for teachers to have a shared conference/PLC period, which limits their time for collaboration during the school day. To maximize the effectiveness and efficiency of the limited collaboration time, the master schedule has been designed to include common planning periods for grade-level core content teachers and their SPED counterparts in the areas of Math and ELA to attend Professional Learning Communities (PLC) meetings and collaborate on instructional techniques. In addition, MCMS teachers establish norms for their classrooms and hold students accountable. MCMS teachers understand "how" we teach can be individualized, but the "what" we teach must be consistent and aligned with FBISD curriculum. Students have the option to meet with various teachers for enrichment or intervention.

Instructional Coaches:

MCMS has instructional coaches to assist and support teacher development through effective PLC practices, modeling, and job-embedded professional development. Specifically, the area of focus has been the alignment of assessment and learning experiences to the rigor of content-specific TEKS. In addition, instructional coaches utilizes the coaching cycle to guide teachers through the analysis of data to effectively reflect on best instructional practices.

Student Learning Strengths

- 6th grade Reading increased in the "Masters" category
- 7th grade Math increased in the "Masters" category
- 8th grade Social Studies increase in the "Masters" category
- Algebra I increased in the "Meets and Above" and "Masters" categories

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Data indicates that a significant number of students did not meet the standards on the 2024 STAAR Assessments in all content areas. (Math, RLA, Social Studies & Science)

Root Cause: There is a need to strengthen Tier 1 instruction and effectively use Tier 2 and Tier 3 instruction to address learning gaps and enrichment opportunities of all students.

Problem Statement 2 (Prioritized): Formative Assessment Data (e.g., REN 360, CFAs, DLAs) indicates students are struggling to make progress and retain content from one concept to the next.

Root Cause: There is an inconsistency in PLC practices and use of protocols that address planning, alignment, and implementation of curriculum for all learners.

School Processes & Programs

School Processes & Programs Summary

MCMS has several Instructional Programs that provide a focus on best practices for teachers to implement:

AVID: Achievement Via Individual Determination focuses on WICOR (Writing, Inquiry, Collaboration, Organization, Reading). The campus AVID coordinator teaches students the AVID processes and provides professional development to the staff.

Blended Learning: MCMS has one-to-one laptops for all students to use at home and school. Instructional Coaches provide professional development for teachers. Schoology is a learning platform FBISD is using to create a more collaborative learning environment for teachers and students.

Restorative Discipline Practices: MCMS uses restorative practices as our primary discipline management strategy. All administrators, counselors and teachers have received professional development in best practices and strategies for implementation. The primary focus is to de-escalate conflicts or disciplinary disruptions and to help students become more aware of the impact their behavior and choices have on themselves and those around them. Owning behaviors and consequences and developing conflict resolution skills are part of this strategy. Problem solving "circles" are held frequently to guide students to resolution. MCMS continues to work on students with meeting their social-emotional needs, as based on the qualitative data collected with addressing student infractions.

Positive Behavior Interventions and Support (PBIS): Missouri City Middle School has a culture of Cougars Take Care of Cougars. We focus on the positive behaviors we want to see demonstrated on our campus and do things the COOGS way, which is an acronym for campus-wide behavior expectations. We reinforce those positive behaviors with our digital token economy, where students can earn Cougar Bucks and spend them in our PBIS store (Cougar Den).

Tutorials, Sport, Clubs, Fine Arts, After School Activities: MCMS holds after school tutorials activities Mon-Thurs from 4:15-5:15 to increase student involvement, provide academic support, and develop STEM and leadership opportunities for students. MCMS offers a host of sports such as football, basketball, volleyball, track, and tennis as well as many different clubs/organizations for students to get involved. MCMS also has a strong and decorated Fine Arts department where students can participate and explore other areas to help them become more well-rounded.

Club/Organization	Description	Sponsor
MCMS Cheer	Campus Spirit Squad	Denson
Project Manhood	Project Manhood participants will become Scholars and Gentlemen becoming productive today for tomorrow's society. While aligning with the mission and vision at Missouri City Middle School.	Guillory and Crump
Art Club	Explore all types of art forms	Conro, Anugwom and Moore
GirITALK	Youth Mentoring Program for Girls Grades 6-8	Keeler
NJHS	National Junior Honor Society	Keeler and Lanclos

Club/Organization	Description	Sponsor
Student Council	<p>Student Council is a group of elected and volunteer students working together with an adult advisor within the framework of a constitution or bylaws to provide a means for student expression and assistance in school affairs, activities, and give opportunities for student experience in leadership and encourage student / faculty / community relations. Through projects and activities, student councils work to:</p> <ul style="list-style-type: none"> • PROMOTE CITIZENSHIP • PROMOTE SCHOLARS • PROMOTE LEADERSHIP • PROMOTE HUMAN RELATIONS • PROMOTE CULTURAL VALUES 	Agollah
CJA	Criminal Justice Association	Officer Ivery and Mrs. Ramirez
Dungeons and Dragons	We are an interactive story telling club where we tell a collaborative fantasy story with dice and our imagination.	Mrs. Goss and Ms. Perez
Matchbook Club	Book club	Mrs. Goss
Yearbook Club	Capture campus events, learn photo-editing and book making software to create yearbook	Mrs. Goss
Robotics Club	Explore all things robotics	Mr. Beckford
Demo Team (Kickstart)	Students demonstrate various skill learned in the Kickstart course and compete with other programs around the district.	Mr. Davis

Instructional Intervention (Personnel): MCMS has four content-specific instructional coaches, who are experts in their respective contents. Through their extensive knowledge, they provide job-embedded professional development opportunities to expand the capacity of our teachers, thus directly impacting student achievement. The areas on which they focus directly align to campus and district goals.

MCMS has one Principal, one Associate Principal, and 3 Assistant Principals. The 3 Assistant Principals are each assigned to a grade level. The assistant principal works closely with the grade level counselor to insure student success academically and behaviorally. The Associate Principal focuses on instructional programs and reviews PEIMS data and discipline data closely. The Associate Principal meets frequently with instructional coaches to develop the campus focus and consistency of expectations.

MCMS has a complete staff and is organized by grade level. MCMS holds monthly faculty meetings. The Culture and Climate committee holds various activities for staff including luncheons, popcorn Fridays, birthday shoutouts and celebrations, breakfast, games in the gym after school, holiday parties, gift exchanges, and secret pals. MCMS has low turnover averaging 5-8 new staff members each year. However, it has fluctuated within the past two years with the loss of mentor and master teachers leaving to pursue promotions.

MCMS counselors provide support for the well-rounded student. Counselors and school nurse attend professional development to build their capacity to support various student types such as defiant, strong-willed, unmotivated, emotional disturbed, and students that struggle with mental health. MCMS librarian support the campus literacy initiative by attending professional development designed to innovate, inspire, and impact student literacy on campus as well as in extended learning

environments. Additionally, we use a variety of books, simulations, supplies and materials to support the well rounded student that has an impact on student literacy.

Systems to Build Capacity: Dedicated PLC time, targeted interventions, advisory, regular review of data, REN 360, CFAs, DLA, monthly PD opportunities, and various committee meetings.

TAPP Mentors: Experienced teachers who are interested in mentoring and have data that supports qualifications are assigned to serve as novice teachers. New teachers are strategically assigned a mentor, and attend scheduled meetings throughout the school year. Professional Development is provided at the district level that outlines the support for mentoring new teachers.

Communication: At MCMS, we have various ways to communicate to parents that include but not limited to newsletters, Skyward, Blackboard, flyers, school website, and marquee that are available to the community. There are also monthly opportunities to engage with the campus through Donuts with Dads, Muffins with Moms, and Virtual Chats with Ms. Hamilton. Our Parent Educator and PTO are also instrumental in communicating events and needed services for parents, staff, and community.

School Processes & Programs Strengths

Staff: Instructional Coaches are a critical part of MCMS. The teachers have instructional support in the form of coaching and mentoring to receive constant feedback and support with planning academically sound engaging lessons that meet the needs of our students. MCMS has a strong fine arts program which engages students in after school rehearsals, activities and performances. The fine arts program has been essential in changing the mindset of students and the parents. MCMS has several teacher leaders who take on additional roles to provide extra support in the hallways, at lunch, and student events. They also organize field trips, clubs, and student celebrations.

Discipline: MCMS discipline infractions has increased due to the influx of students needing additional strategies to manage and cope with the external factors from previous years; however, there is a need for more TIERED structures to support behavior stemming from mental health issues.

Academic: Student engagement is increasing. Fewer disruptions in class provide increased learning opportunities. One-to-One laptops provide all students access to learning opportunities and tools for success beyond the classroom walls.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is an increase in the number of identified student discipline infractions compared to previous years.

Root Cause: The need for more individualized social-emotional support, coping mechanisms, de-escalation techniques, and conflict resolution strategies.

Perceptions

Perceptions Summary

MCMS's top priority is the safety and well-being of all students and staff. We ensure the safety and well-being of our school community through various levels of support, systems, and protocols in place to address challenges that may arise with at-risk students. In terms of support, each grade level community has an assigned assistant principal and counselor to address the immediate needs of the grade-level students and teachers. In addition to that, the campus is also staffed with a Social and Emotional Learning Coach. Our Culture and Climate Committee hosts various activities to increase the morale of staff, which trickles down to all students, thus improving the overall morale of the campus.

In the area of systems and protocols, MCMS takes a restorative approach as our primary discipline management strategy to support all students. All administrators, counselors, and teachers have received professional development in best practices and strategies for implementation. The primary focus is to de-escalate conflicts or disciplinary disruptions while supporting students ownership of their behavior. Restorative "Circles" or "Chats" are held frequently to promote a well-rounded student that can resolve conflict. We have continued to improve in the area of being proactive with discipline approaches, rather than being reactive, by reinforcing positive behaviors with our school-wide PBIS approach.

In order to support a well-rounded student, we continue to provide opportunities for student-led community projects, family engagement events, and various performances our programs host throughout the course of the year that align to the Profile of a Graduate Attributes. Programs and Community Events include the following:

- NJHS and Student Council serving in various community service projects (e.g., nursing home visits and Houston Food Bank project)
- Project Manhood and GirlTALK
- Annual Fun Run and Health Fair
- Principal check-ins
- Various parents nights for incoming students and outgoing students (e.g., TELPAS Night, Literacy Night, STEM Night etc.)
- Guest speakers we've invited in to come and speak with our students regarding various topics
- Career Fair Expo
- Fine Arts performances and productions
- Community partnerships
- Counseling Calming Corner

For those who visit the campus, they walk away with a better understanding of the campus culture and climate with the overall mentality of "Cougars Take Care of Cougars".

Student Engagement Survey:

Behavioral Engagement Dimension Score was 2.84 which falls into the moderate scale for Student Engagement overall when looking at the categories of compliance, participation in school/district activities, extracurricular, community, or volunteer work, attendance, and grades. Overall Emotional Engagement Average Score was 2.82 which falls into the moderate scale for Student Engagement when looking at the categories of engagement within the learner experience, Profile of a Graduate Attributes, communication and collaboration, and accessing resources. This data was consistent with the district for all sub populations served. Motivation to learn indicated that 85% of students reported they are motivated to learn by the desire to succeed in the world outside of school. Seventy-two percent of the

students responded with an understanding of the work they are doing will help them after high school. Some of the specifics of the survey are as follows:

Positive Relationships with Adults in School indicated that overall, 77% of students responded that they feel at least one adult from the categories of teacher, administrator, counselor, or other adults at the school knows them well.

Positive Relationships with Other Students explored how students interacted and felt about interactions with other students on campus. 64% of students indicated they felt safe in school, but 67% of students indicated that they felt comfortable being themselves in school.

Cognitive Engagement Dimension has an overall of 2.92 which falls into the moderate scale when looking at the categories of personal development skills, levels of effort in academic pursuits, attitudes towards learning, and academic goals. This could include how much time, effort, or investment students put into learning, what type of strategies students enjoy engaging in, the types of and ways they do their work, and how their levels of engagement connect to instructional time. Cognitive student groups were largely consistent on campus with the district in the cognitive engagement dimension. Cognitive Growth and Personal Skill Development examined how students felt that their school contributed to the development of a variety of learning skills. Overall student indicated that they felt that their schools contributed strongly to the development of their academic skills.

Levels of Effort in Academic Pursuits which asked students about frequency of specific instructional practices and learning experiences students may have engaged throughout the year. When asked, students appeared to receive feedback from teachers on assignments however the decreased frequency in how often students talked to teachers about their work could indicate a reliance on grades for feedback rather than feedback for growth. Seventy-five percent of students reported they worked with other students on projects or assignments, while 65% of students indicated that they give their maximum effort in class. 76% of students indicated they received feedback from teachers on assignments.

Parent and Family Engagement Survey:

Community perception of MCMS varies depending upon the level of involvement. Many parent groups are comfortable engaging on committees and providing feedback regarding the campus. However, survey completion rate has been stagnant over the past two years based on various factors.

Perceptions Strengths

MCMS Student Engagement Survey Information:

- Over half of the students responded sometimes or often to engaging in academic conversations with teachers and/or peers.
- A high number of students responded to teachers using manipulatives, virtual tools, text resources, technology applications, etc. to deepen understanding, make connections, and represent learning.
- Many students responded their school emphasizes opportunities to collaborate with peers in class, work together with peers towards a common goal, and worked with other students on projects and assignments.
- A high number of students responded that they receive feedback from teachers/peers on assignments or classwork as well as used teacher or peer feedback to make changes to assignments and acknowledged that the school emphasizes engaging in feedback with other students.

Title I Parent Survey Strengths:

- **Academic Support** -- It is perceived that students receive meaningful, relevant, challenging schoolwork. Parents are kept informed about their child grades and academic progress.
- **Student Support** -- It is perceived by parents that there is at least one adult their child can go to.
- **Leadership** -- It is perceived that principals make decisions in the best interest of their students.

- Family Involvement -- It is perceived that families feel welcomed on this campus. Families are kept informed by the school about school/district-sponsored activities, such as tutoring after-school programs, parent workshops, and student performances.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need for more community partnerships

Root Cause: Inconsistency of partnerships based on external factors that varies based on campus needs and facing challenges to meet district guidelines

Priority Problem Statements

Problem Statement 1: Based on historical data, the number of students categorized under each special population continue to increase, thus widening achievement gaps.

Root Cause 1: Campus needs ongoing professional development and resources to support implementation of the strategies as well as support staff to address the needs of diverse learners.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need for increased parent involvement regarding student attendance, student learning and mental health awareness as the most critical components to the development and education of the whole child.

Root Cause 2: The lack of varied strategies to tie high interest extracurricular and academics events together to increase the understanding of the correlation between parental involvement and student achievement.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Data indicates that a significant number of students did not meet the standards on the 2024 STAAR Assessments in all content areas. (Math, RLA, Social Studies & Science)

Root Cause 3: There is a need to strengthen Tier 1 instruction and effectively use Tier 2 and Tier 3 instruction to address learning gaps and enrichment opportunities of all students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Formative Assessment Data (e.g., REN 360, CFAs, DLAs) indicates students are struggling to make progress and retain content from one concept to the next.

Root Cause 4: There is an inconsistency in PLC practices and use of protocols that address planning, alignment, and implementation of curriculum for all learners.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is an increase in the number of identified student discipline infractions compared to previous years.

Root Cause 5: The need for more individualized social-emotional support, coping mechanisms, de-escalation techniques, and conflict resolution strategies.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a need for more community partnerships

Root Cause 6: Inconsistency of partnerships based on external factors that varies based on campus needs and facing challenges to meet district guidelines

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- 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
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By June 2025, MCMS will improve the effectiveness of instruction in all content areas by use of targeted Interventions, enrichment and alignment of curriculum implementation as evidence through indicators of success.

High Priority





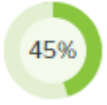

Indicators of Success: * Formative Evidence:


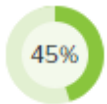




- o Improved methods for activating students' prior knowledge and checks for understanding by 5- 10%
- o Increased frequency of use of mentor texts, models, exemplars, and instructional tools by 5- 10%
- o Daily intentional questions and opportunities for critical writing and analytical thinking will increase by 5- 10%
- o Improved data tracking from one assessment to another by 5- 10%
- o Walk-through data for consistency of successful implementation of tier 1 instruction and intervention will increase by 5- 10%
- o Decrease in the number of students needing urgent intervention by 5- 10%
- o Increase in student growth and performance on any formative assessment by 5%
- o Increase Gifted and Talented referrals in comparison to last school year by 5- 10%








* Summative Evidence:

- o Increase the number of students achieving adequate yearly progress by 5- 10%
- o Increase in overall student group performance (e.g., in-class summative assessments, STAAR, EOY (NWEA) by 5- 10%
- o Increase performance on STAAR Meets Grade Level performance by 5- 10%
- o Increase students qualifying to receive gifted and talented services in comparison to last year based on the Gifted and Talented assessment by at least 5%

* SMART Indicator of Success: By June 2025, MCMS will increase the percentage of students showing growth in all STAAR content areas by 5% - 10%.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use progress monitoring tools (Eduphoria, Schoology, IXL, Dreambox, NWEA, TTAP and Skyward), high quality resources, and technology to improve instruction and make intervention decisions for all targeted groups. Strategy's Expected Result/Impact: MCMS will increase the percentage of students showing growth in all STAAR content areas by 5% - 10%. Staff Responsible for Monitoring: Department Heads Instructional Coaches Administrators Title I: 2.4, 2.5, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Instructional Resource - 199 General Fund - \$5,600, Curriculum Development - 199 General Fund - \$13,600		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 2 Details		Reviews			
Strategy 2: Teachers will incorporate strategies from our school wide literacy initiative to support comprehension in all content areas. Strategy's Expected Result/Impact: MCMS will increase the percentage of students showing growth in all STAAR content areas by 5% - 10%. Staff Responsible for Monitoring: Department Heads Instructional Coaches Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Other Reading Materials - 199 General Fund - \$3,000		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 3 Details		Reviews			
Strategy 3: Teachers will receive professional development on instructional practices and use a variety of tools, books, supplies, materials, and online simulation/practice that will close achievement gaps. (Small groups, check for understanding, feedback and observation, PLC planning/protocols, instructional model, and other high quality instructional strategies). Strategy's Expected Result/Impact: MCMS will increase the percentage of students showing growth in all STAAR content areas by 5% - 10%. Staff Responsible for Monitoring: Instructional Leadership Team (ILT) Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Region IV Training - 211 Title I-A - 6239 - \$5,765		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 4 Details		Reviews			
Strategy 4: Increase the number of students being referred and identified as Gifted and Talented by use of high quality resources, rigor and monitoring implementation of the G/T strategies and curriculum. Strategy's Expected Result/Impact: MCMS will increase the percentage of students showing growth in all STAAR content areas by 5% - 10%. Staff Responsible for Monitoring: Teachers Coaches Administrators Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Gifted and Talented - 199 General Fund - \$114		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 5 Details		Reviews			
Strategy 5: All students will use high quality instructional materials (Region IV, IXL, Dream Box, Edgenuity, and Schoology) that will support them in making yearly progress and closing achievement gaps in all content areas. Strategy's Expected Result/Impact: MCMS will increase the percentage of students showing growth in all STAAR content areas by 5% - 10%. Staff Responsible for Monitoring: Teachers Coaches Administrators Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Oct	Dec	Feb	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 2: By June 2025, MCMS will improve PLC practices and curriculum implementation by use of professional development as evidenced through instructional indicators of success.

High Priority




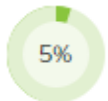


Indicators of Success: * Formative Evidence:







- o Consistent campus-led PD on PLC Protocols (i.e., curriculum focus, instructional planning, analyzing student work, design formative assessments) and implementation of protocols by 5- 10%
- o Classroom walk-throughs and specific feedback on implementation of instructional practices agreed upon during PLC would increase by 5- 10%
- o Improving alignment from CST Evidence on Rigor, Scope and Sequence, and Instructional Model specific to student ownership protocols would increase by 5- 10%
- o Use of PLC checklist during PLCs to strengthen and provide feedback on practices increase by 5- 10%
- o Use of classroom walk-through and PLC feedback as a needs assessment for professional development would increase by 5- 10%
- o Consistent use of data tracking tool to monitor student progress and decrease in the number of students needing urgent intervention by 5- 10%








* Summative Evidence:

- o Improving alignment from CST Evidence on Rigor, Scope and Sequence, and Instructional Model specific to student ownership protocols by 5- 10%
- o Increasing student growth from BOY to EOY NWEA at/above benchmark performance by 5- 10%
- o Increasing performance on STAAR Approaches performance by 5- 10%
- o Increasing professional development opportunities by 5- 10%

* SMART Indicators of Success: By June 2025, MCMS will enhance Tier 1 instructional practices and increase student mastery 5% - 10% through improved PLC protocols supported by monthly professional development opportunities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize Schoology and other high- quality technology resources (Nearpod, Edusmart, Gizmo, Learning Ally, Measuring Up, IXL, and Eduphoria) to incorporate curriculum supports, blended learning, and instructional tools in their lessons during PLC planning to increase student achievement in all core areas.</p> <p>Strategy's Expected Result/Impact: MCMS will enhance Tier 1 instructional practices and increase student mastery 5% - 10% through improved PLC protocols supported by monthly professional development opportunities.</p> <p>Staff Responsible for Monitoring: Department Heads Instructional Coaches Administrators Team Leads Campus Assessment Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Software - 199 General Fund - \$2,000, Software/Technology - 211 Title I-A - \$13,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in professional development and/or Instructional Coaching to build capacity in developing instruction for clarity using the FBISD Framework, instructional tools, various resources, and varied assessments that align to testing modality.</p> <p>Strategy's Expected Result/Impact: MCMS will enhance Tier 1 instructional practices and increase student mastery 5% - 10% through improved PLC protocols supported by monthly professional development opportunities.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Campus Assessment Coordinator Principal Asst. Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development/Region IV PD - 211 Title I-A - \$5,765, Consultants/ Professional Development - 211 Title I-A - \$7,000, Professional Development - 199 General Fund - \$1,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details		Reviews			
Strategy 3: All Instructional Coaches will provide professional development and support teachers during PLC with incorporating strategies to close gaps using various sources. Strategy's Expected Result/Impact: MCMS will enhance Tier 1 instructional practices and increase student mastery 5% - 10% through improved PLC protocols supported by monthly professional development opportunities. Staff Responsible for Monitoring: Principals Assistant Principals Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 4 Details		Reviews			
Strategy 4: MCMS is maintaining an additional administrator to provide instructional leadership and feedback to teachers through continual coaching and reflective feedback. This administrator will focus on improving teacher instructional pedagogy and Tier I instruction through modeling, mentoring, monitoring, and providing professional development. The administrator will coordinate all administrators use of walk-through data and feedback and PLC protocols to improve instruction and increase student achievement. Strategy's Expected Result/Impact: MCMS will enhance Tier 1 instructional practices and increase student mastery 5% - 10% through improved PLC protocols supported by monthly professional development opportunities. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 5 Details		Reviews			
Strategy 5: Students will attend before/after school and Saturday tutorials to extend learning opportunities. Strategy's Expected Result/Impact: MCMS will enhance Tier 1 instructional practices and increase student mastery 5% - 10% through improved PLC protocols supported by monthly professional development opportunities. Staff Responsible for Monitoring: Instructional Coaches Teachers Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Supplemental Tutorial Pay - 199 General Fund - \$800, Supplemental Tutorial Pay - 211 Title I-A - \$6,240		Formative			Summative
		Oct	Dec	Feb	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By June 2025, MCMS will improve behavior through implementation of PBIS and student ownership of behavior framework as evidenced through indicators of success

High Priority




Indicators of Success: Formative Evidence:





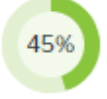




- o Decrease in the number of classroom disruptions by 5- 10%
- o Consistent and improved campus wide PBIS system by 5- 10%
- o Improved alignment of classroom expectations to campus-wide expectations by 5- 10%
- o Increase in monthly student attendance by 5- 10%
- o Increase in academic performance by 5- 10%
- o Increase in restorative practices/circles by 5- 10%
- o Increase in positive relationships (I.e., student-to-student, student-to-staff) by 5- 10%

* Summative Evidence:

- o Decrease in overall discipline referrals submitted by 5- 10%
- o Increase in overall dimensions of Student Engagement Survey (I.e., Behavior Engagement, Emotional Engagement, and Cognitive Engagement) by 5- 10%

SMART Indicator of Evidence: By June 2025, MCMS will decrease the number of discipline referrals on disruption by 25% - 30% through consistent implementation of PBIS and student ownership of behavior framework.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and staff will utilize PBIS strategies and other restorative practices in the classrooms and common areas to impact student behavior and decrease conflicts. Students will also participate in mentorship opportunities to support social and emotional needs.</p> <p>Strategy's Expected Result/Impact: MCMS will decrease the number of discipline referrals on disruption by 25% - 30% through consistent implementation of PBIS and student ownership of behavior framework.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies and Materials - 199 General Fund - \$1,500</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details		Reviews			
Strategy 2: Staff will receive professional development on PBIS Framework and social emotional strategies that support academic and behavior ownership of learning for all students. Strategy's Expected Result/Impact: MCMS will decrease the number of discipline referrals on disruption by 25% - 30% through consistent implementation of PBIS and student ownership of behavior framework Staff Responsible for Monitoring: All Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 3 Details		Reviews			
Strategy 3: Counselors will conduct character education lessons throughout the year to promote a culture of kindness and support students in de-escalating strategies through conflict resolution. Strategy's Expected Result/Impact: MCMS will decrease the number of discipline referrals on disruption by 25% - 30% through consistent implementation of PBIS and student ownership of behavior framework. Staff Responsible for Monitoring: Counselors Administrators Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 4 Details		Reviews			
Strategy 4: Track individual and grade level attendance to celebrate progress to give monthly recognition and refer excessive absences to the truancy officer. Strategy's Expected Result/Impact: MCMS will decrease the number of discipline referrals on disruption by 25% - 30% through consistent implementation of PBIS and student ownership of behavior framework. Staff Responsible for Monitoring: Administrators Counselors Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Oct	Dec	Feb	June
					



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff


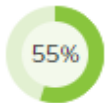

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community











Performance Objective 1: By June 2025, MCMS will improve communication systems through community partnerships and parent engagement as evidenced through the indicators of success.

High Priority

- Indicators of Success:** * Formative Evidence:
- o Surveys - students and parents
 - o Increase number of varied communication tools by 5- 10%
 - o One pagers/flyers to share information with all students
 - o Parent meetings in all home languages
 - o Increased community partnerships by 5- 10%
 - o Increased parent participation in all campus events (sign-in sheets) by 5- 10%
- * Summative Evidence:
- o Increase in the number of parents completing Title I Parent Survey by 5- 10%
 - o Increased awareness and use of Title I Compact by 5- 10%
 - o Increased parent/school collaboration on events throughout the school year by 5- 10%
 - o Increased student achievement and social-emotional well-being as a result of parent and community engagement by 5- 10%

SMART Indicator of Success: By June 2025, MCMS will increase parent and community engagement by 10% - 15% through increased communication methods, collaboration, varied event timing, and events based on students' interests/needs.

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of clubs and organizations for students to join based on interest. Strategy's Expected Result/Impact: MCMS will increase parent and community engagement by 10% - 15% through increased communication methods, collaboration, varied event timing, and events based on students' interests/needs. Staff Responsible for Monitoring: Sponsors of Clubs/Organizations Coaches of Teams Fine Arts Teachers/Sponsors Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details		Reviews			
Strategy 2: Campus organizations will participate in community events, service projects, and host various performances throughout the school year to help develop well rounded students. Strategy's Expected Result/Impact: MCMS will increase parent and community engagement by 10% - 15% through increased communication methods, collaboration, varied event timing, and events based on students' interests/needs. Staff Responsible for Monitoring: Parent Educator (sign-in sheets) Campus Leadership Team Counselor Nurse Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 3 Details		Reviews			
Strategy 3: Campus staff will use a variety of communication tools and strategies to increase parent and community engagement Strategy's Expected Result/Impact: MCMS will increase parent and community engagement by 10% - 15% through increased communication methods, collaboration, varied event timing, and events based on students' interests/needs. Staff Responsible for Monitoring: All Staff Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

State Compensatory

Budget for Missouri City Middle School

Total SCE Funds: \$61,247.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the 15 eligibility criteria for being At-Risk and our educationally disadvantaged students. SCE funds are used to partially fund a position responsible for identifying and coordinating academic interventions (Campus Assessment Coordinators) designed to support student achievement on the STAAR assessment. We offer intensive accelerated instruction and intervention in math and/or literacy to identified students in intervention classes designed to intervene directly with identified students in math and literacy. Additional supportive staffing units are also funded with SCE and used to supplement needs for additional district/campus staff for addressing social-environment issues (Social Workers, Behavioral Health Facilitators, PBIS Interventionists, etc.). We also fund tutorial supplemental pay and transportation as needed for tutorials for identified students as part of our accelerated instruction to support students most at-risk. Identification and the responsibility of delivery of services for At-Risk students are initiated by our campus staff while district level oversight concerning related Student Information Services (SIS) coding, program implementation and general SCE fiscal and compliance (including training and updates) are the direct responsibility of the State and Federal Programs department. The budget amount listed within this CIP does not include the staffing costs associated with this campus; however, those fund amounts are included in the District Improvement Plan SCE Funds section.

Personnel for Missouri City Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Faydrian Pearson	Teacher MS Math	1
Kendria Kemper	COOR Campus Assessment	1
Sheria Trosclair	Teacher MS Math	1
Valencia Penne	Monitor ISS	1
Wayne Beckford	Teacher Ms Math	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erica Laufontaine	Instructional Coach- ELA T1	Title 1	1 Full Time
Ervin Bertrick	ASST Principal MS T1	Title 1	1
Kiesha Guillory	Instructional Coach- Social Studies TI	Title 1	1 Full Time
Kristi Morale	Facilitator Guidance Class T1	Title 1	1
Michael Guillory	Instructional Coach- Math T1	Title 1	1 Full Time
Symra Lanclos	Instructional Coach- Science T1	Title 1	1 Full Time

Campus Funding Summary

199 General Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resource		\$5,600.00
1	1	1	Curriculum Development		\$13,600.00
1	1	2	Other Reading Materials		\$3,000.00
1	1	4	Gifted and Talented		\$114.00
1	2	1	Software		\$2,000.00
1	2	2	Professional Development		\$1,000.00
1	2	5	Supplemental Tutorial Pay		\$800.00
2	1	1	Supplies and Materials		\$1,500.00
Sub-Total					\$27,614.00
211 Title I-A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Region IV Training	6239	\$5,765.00
1	2	1	Software/Technology		\$13,000.00
1	2	2	Professional Development/Region IV PD		\$5,765.00
1	2	2	Consultants/ Professional Development		\$7,000.00
1	2	5	Supplemental Tutorial Pay		\$6,240.00
Sub-Total					\$37,770.00