

# **Fort Bend Independent School District**

## **Christa McAuliffe Middle School**

### **2023-2024 Goals/Performance Objectives/Strategies**

Includes TEA Targeted Improvement Plan Requirements



# Mission Statement

FBISD Mission: FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

CMMS Mission: CMMS exists to inspire and equip all students to pursue futures beyond what they can imagine.

## Vision

FBISD Vision: FBISD will graduate students who exhibit the attributes of the District's profile of a graduate.

CMMS Vision: CMMS is a safe and nurturing learning community that focuses on academic growth while supporting social, emotional, and physical development of all stakeholders.

## Core Beliefs

FBISD Core Beliefs:

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 a 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.

CMMS Core Purpose: High expectations! Achievement for all! Winning attitude! Knowledge seekers that produce Scholars for the future!

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# 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 May 2024, CMMS will improve Tier 1 instruction across all core content areas through implementation of district curriculum and pacing calendar, model teaching, instructional coaching, Get Better Faster action step, and Professional Learning Communities (PLCs) to effectively grow teachers to effectively impact student growth and achievement as measured by the indicators of success.





**Indicators of Success:** Formative Evidence:

- By October, January, and March, showing an improvement on the effectiveness of Tier 1 instruction based on the data collected.
- Multiple walkthroughs by Instructional Coaches and Administration that focus on content, pedagogy, and classroom behavior (not tied to T-TESS).
- Use of aggressive monitoring by teachers.

Summative Evidence:

- A 15-20% increase on STAAR Approaches Performance Level across all tests.
  - A 10% increase on STAAR Meets Performance Level across all tests.
  - A 3-5% increase on STAAR Masters Performance Level across all tests.
  - Improve Extended Constructed Response scores by 10% at 4 points or higher in each grade level.
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- Monthly campus walkthroughs with administration
  - Quarterly campus walks with district leaders (CSTs)

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teachers will utilize aggressive monitoring techniques on a weekly basis to track student understanding and application of Tier 1 instruction. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to identify and address gaps, errors, and misconceptions in student thinking, and use that to make instructional decisions. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2, 3 <b>Funding Sources:</b> Classroom supplies (paper, pens, clipboards, notebooks, etc.) - 199 General Fund - \$1,000		Formative			Summative
		Oct	Dec	Feb	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Using Action Steps from Get Better Faster techniques, Instructional Coaches and Administration will focus on the content, pedagogy, and classroom behavior during a walk-through, then providing feedback to the teachers with a quick, small, and individualized action step to implement in their classroom to improve classroom management and instructional practices. <b>Strategy's Expected Result/Impact:</b> An improved delivery of the curriculum leading to more student ownership of learning which has a greater impact on their growth and achievement levels. <b>Staff Responsible for Monitoring:</b> Dean of Instruction, Administration, Department Heads, Instructional Coaches, and Team Leaders  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 4 <b>Funding Sources:</b> Professional Books and Professional Development - 199 General Fund - \$2,000		Formative			Summative
		Oct	Dec	Feb	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Teachers across all content areas are to incorporate a writing activity on a weekly basis that aligns with their curriculum and student expectations on STAAR using the Extended Constructed Response rubric to provide student feedback. <b>Strategy's Expected Result/Impact:</b> Student growth and achievement in accomplished writing pieces across all 5 genres. <b>Staff Responsible for Monitoring:</b> Instructional Coaches and Dean of Instruction  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Various Paper and Pencil workbooks and Technology - 199 General Fund - \$1,500, Various Paper and Pencil workbooks and Technology - 211 Title I-A - \$3,000		Formative			Summative
		Oct	Dec	Feb	June
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Teachers will utilize Eduphoria for all classroom assessments, which includes, but not limited to, CFAs, Summative Assessments, Formative Assessments, and DLAs, and provide necessary tools during these on-line assessments to meet the needs of all students, including providing required designated supports. <b>Strategy's Expected Result/Impact:</b> Teachers are able to better track student learning progress through the DDI process in PLC and make instructional decisions to improve student growth and ownership of their learning to increase their achievement. <b>Staff Responsible for Monitoring:</b> Dean of Instruction, Instructional Coaches, Teachers  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 3, 4 <b>Funding Sources:</b> Classroom supplies, such as Calculators, Headphones, online programs, etc. - 211 Title I-A - \$5,000, Classroom supplies such as Calculators, Headphones, online programs, etc. - 199 General Fund - \$5,000		Formative			Summative
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		N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue					

## Performance Objective 1 Problem Statements:

### Student Learning

**Problem Statement 1:** There has been a decrease in growth across all grade levels in ELA. **Root Cause:** A lack of experienced staff to provide effective Tier 1 instruction.

**Problem Statement 2:** The Extended Constructed Response item on the 2023 STAAR revealed our students have an inadequate understanding of writing. **Root Cause:** Teachers not providing focused instruction on Extended Constructed Response material that aligns with TEK expectations.

**Problem Statement 3:** Student performance on Social Studies STAAR assessments have consistently been the lowest performing area. **Root Cause:** Lesson planning and delivery of content not providing Tier 1 engaging activities to connect with students ownership of learning to retain content to make it relevant.

**Problem Statement 4:** The percentage of students achieving Meets or Masters on STAAR Assessments. **Root Cause:** Consistent and effective Tier 1 instruction with proper Tier 2 supports in the classroom and identifying students who need Tier 3 supports through small-group or tutorial instruction.

**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 May 2024, CMMS will continue to improve climate and culture through effective implementation of PBIS and SEL strategies, identify students for Gifted and Talented testing, provide enrichment opportunities for students who are identified as Gifted and Talented across the campus as evidenced by indicators of success.

**Indicators of Success:** Formative Evidence:





- By May 2024, there will be a reduction of at least 5% in disciplinary actions that are coded as ISS, OSS, and DAEP.
- By May 2024, there will be a reduction of at least 5% in disciplinary referrals for disruptive behavior and fighting/mutual combat.
- By May 2024, students who are identified as Gifted and Talented are properly coded in Skyward.

Summative Evidence:

- Bi-weekly review of campus discipline data with admin
- Increase in disciplinary action codes relating to restorative practices
- Decrease in disciplinary infractions
- Increase in enrichment activities in the classroom through proper lesson planning and extracurricular activities (NJHS, etc.).

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide teachers with Professional Development on Restorative Practices and Relationship Centered Learning to build capacity in dealing with classroom level issues in ways that fosters connections and community. <b>Strategy's Expected Result/Impact:</b> Decrease Level 1 office referrals and referrals resulting in off campus consequences <b>Staff Responsible for Monitoring:</b> PBIS Committee, Administration, Climate and Culture Committee  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> PBIS technology and Student rewards - 199 General Fund - \$1,000	Formative			Summative
	Oct	Dec	Feb	June



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monthly review of discipline and attendance data via faculty meetings <b>Strategy's Expected Result/Impact:</b> Inform staff of current disciplinary and attendance trends on campus in order to get their feedback to address various behaviors and encourage the use of positive support strategies <b>Staff Responsible for Monitoring:</b> PBIS Administrator, PBIS Team, Attendance Clerk  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 <b>Funding Sources:</b> PBIS technology and student rewards - 199 General Fund - \$1,500	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will receive training on identifying possible GT students and refer them to testing. Student who are currently identified as GT, are to receive enrichment opportunities in the classroom through proper lesson planning. Teachers who have GT students in their class need to complete the 30-hours of Professional Development for Gifted and Talented. <b>Strategy's Expected Result/Impact:</b> Increased awareness of the need of GT students and providing them with enrichment activities which expands their knowledge, application, analysis, and creativeness. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Assistant Principal over GT, and Counselor over GT.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> Supplies for after-School programs - 199 General Fund - \$1,000	Formative			Summative
	Oct	Dec	Feb	June
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### Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** Attendance and student enrollment rates at Christa McAuliffe Middle School have decreased by 4.5% over the past two years. **Root Cause:** Student mobility continues to be high and the population within the schoolzone is steadily decreasing due to the lack of homes being built.

### School Processes & Programs

**Problem Statement 1:** Teachers have not totally committed to utilizing PBIS strategies and restorative practices that will help decrease punitive consequences for students. **Root Cause:** There has not been enough monitoring of best practices and targeted feedback provided to help improve these strategies

**Problem Statement 2:** Many of the programs such as Student Council, National Junior Honor Society and teen mentoring programs have been nonexistent. **Root Cause:** Since the pandemic, there has not been consistency with retaining teachers and principals who will be dedicated to ensuring the programs are re-established

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





**Performance Objective 1:** By June 2024, CMMS will continue to increase the retention of high quality staff through campus initiatives and targeted professional growth opportunities as evidenced by indicators of success.

**Indicators of Success:** Formative Evidence:

- By June 2024, CMMS will implement monthly initiatives that positively recognize teachers and staff, helping to decrease the teacher turnover rate by 20%.
- By June 2024, CMMS will design and implement engaging campus professional learning experiences that support instructional and relational development, helping to decrease teacher turnover rate by 20%.

Summative Evidence:

- An increase in teacher retention.
- An increase in positive feedback and increase in teacher and staff morale.
- Campus survey results indicating professional learning relevancy for teachers.
- Campus PBIS survey results indicating campus support of strategies implemented

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators and Instructional Coaches utilizing the "Get Better Faster" coaching framework to improve the performance of the instructional staff in the classroom in an effort to promote student achievement and ownership of learning through ongoing observation and feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Implement engaging and relevant professional development for a variety of contents allowing for greater teacher choice and voice; along with having our instructional leaders (Administration, Instructional Coaches) participate in Professional Development to improve their practices in developing teachers and other instructional staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 3, 4</p> <p><b>Funding Sources:</b> Professional Development and Professional Books for Book study - 199 General Fund - \$2,000</p>	Formative			Summative
	Oct	Dec	Feb	June
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**Performance Objective 1 Problem Statements:**

### Student Learning

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**Problem Statement 3:** Student performance on Social Studies STAAR assessments have consistently been the lowest performing area. **Root Cause:** Lesson planning and delivery of content not providing Tier 1 engaging activities to connect with students ownership of learning to retain content to make it relevant.

**Problem Statement 4:** The percentage of students achieving Meets or Masters on STAAR Assessments. **Root Cause:** Consistent and effective Tier 1 instruction with proper Tier 2 supports in the classroom and identifying students who need Tier 3 supports through small-group or tutorial instruction.

**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 May 2024, CMMS address the needs of the students who did not perform satisfactory on STAAR Math and STAAR Reading assessments by delivering strong Tier 2 and Tier 3 instruction through the implementation of paper-based and technology based instruction with strategically planned opportunities during the school day and opportunities for the parents to have their student attend before/after school tutorial or Saturday Academy.





**Indicators of Success:** Formative Evidence

- Prioritized schedule changes throughout the school year to provide Tier 2 and Tier 3 instruction during the school day.
- Communication through the weekly parent letter of opportunities for their student to attend tutorials outside the school day.
- Tracking system to ensure all students receive required instruction for Math and/or Reading.

Summative Evidence

- Decrease repeat failures on STAAR Math by 50%
- Decrease repeat failures on STAAR Reading by 50%

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CMMS will strategically schedule students into an advisory class to receive instructional support in Math or Reading to improve student achievement through the use of specific paper-based and technology-based learning goals. <b>Strategy's Expected Result/Impact:</b> An increase in student achievement levels in Math and Reading in the classroom and summative assessments. <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Counselors  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 2, 3, 4 <b>Funding Sources:</b> Classroom resources and technology - 199 General Fund SCE - \$5,000	Formative			Summative
	Oct	Dec	Feb	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> CMMS will offer before/after school tutorials, clubs, and Saturday Academy to meets the needs of all students in order to improve students achievement levels and promote student ownership of learning. <b>Strategy's Expected Result/Impact:</b> An increase in student achievement in Math and Reading in the classroom and on state assessments. An increase in student and parent involvement in extracurricular activities. <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Instructional Coaches, and Tutorial Coordinator.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 4 - School Processes & Programs 2 <b>Funding Sources:</b> Instructional Resources, technology, and Tutorial Pay for outside school hours - 199 General Fund SCE - \$23,900, Tutorial Pay for outside school hours - 211 Title I-A - \$1,500		Formative			Summative
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### Performance Objective 1 Problem Statements:

Student Learning
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School Processes & Programs
<b>Problem Statement 2:</b> Many of the programs such as Student Council, National Junior Honor Society and teen mentoring programs have been nonexistent. <b>Root Cause:</b> Since the pandemic, there has not been consistency with retaining teachers and principals who will be dedicated to ensuring the programs are re-established

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