

**Fort Bend CBAS**

**Sugar Land Middle School**

**2023-2024 Campus Improvement Plan**

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in Science  
Academic Achievement in Social Studies

# Mission Statement

Working collaboratively, the Sugar Land Middle School Professional Learning Community will commit to creating a safe environment with high expectations leading to physical, social, emotional, and academic success for all Titans.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The demographics of SLMS has changed from the 2015 school year to the 2022 school year as demonstrated in the chart below. Some of the highlights include a drop in the amount of students over time, the fairly consistent student ethnicity, and the change in percentages of students serviced in special programs. Due to Covid and the after-effects, the average daily attendance of students is consistently between 93-95%. The district goal is 96.5% which is a reduced goal from previous years. The Kempner High School feeder pattern average daily attendance is consistently in the same percentage of attendance from 93% to 95%. Our 6th grade students attendance rates remained higher during the 2022-2023 school year. Over the year, there are a large amount of withdrawals and enrollees from numerous other districts and other countries.

	2015-2016	2019-2020	2022-2023
6th Grade	392	365	329
7th Grade	443	395	339
8th Grade	428	7	382
Total Number of Students	1263	1191	1050
Student Ethnicity			
White	16%	16%	14.5%
Hispanic	38%	38%	37.7%
African-American	17%	14%	15%
Asian	29%	30%	28.5%

	2015-2016	2019-2020	2022-2023
Special Populations			
Eco Disadvantaged	41%	56%	64%
Emergent BL	12%	16%	28%
Special Education	8%	9%	15%
Gifted/Talented	3%	2.35%	3%

### Demographics Strengths

The strength of Sugar Land Middle school is the diversity of the student population. The campus demographics is represented by approximately 15% White, 38% Hispanic, 15% African-American, and 29% Asian. The student population is 1,050

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** There is an increased need for training and implementation in differentiation and progress monitoring based the changing demographics and increases in students serviced by special programs. **Root Cause:** The percentages of students serviced by special programs has grown over the past three years with the economically disadvantaged student population growing to 64% from 56%, the emergent BL population growing to 28% from 16%, and an increase of 6% of students serviced by our special education programs.

# Student Learning

## Student Learning Summary

The SLMS student learning summary includes:

- Our at risk student population is 64% with a school mobility rate of 8%
- 6th Grade Honor Roll is consistently over 150 students when combining A and A/B honor rolls
- 7th Grade Honor Roll is consistently over 120 students when combining A and A/B honor rolls
- 8th Grade Honor Roll is consistently over 180 students when combining A and A/B honor rolls
- MOY Ren360 results show Reading Proficiency rates for state benchmark at 19% Masters, 21% Meets, 30% Approaches and 30% Did Not Meet
- MOY Ren360 results show Math Proficiency rates for district benchmark at 58% at/above benchmark, 15% on watch, 15% intervention, and 11% urgent intervention
- 2022 STAAR results (all grades ELA/reading) 79% approaches, 54% meets, and 33% masters
- 2022 STAAR results (all grades Math) 71% approaches, 41% meets, and 21% masters

## Student Learning Strengths

All STAAR results showed an increase in percentages for all subjects with distinctions achieved in Social Studies and Science. STAAR EOC results were 100% approaches, 96% meets and 87% masters.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The amount of students in the did not meet and urgent intervention for Ren360 varies with the highest percentage being 41% in 8th grade math.

**Root Cause:** The effects of COVID learning loss continues to impact the achievement of students due to gaps in learning and professional learning for teachers.

# School Processes & Programs

## School Processes & Programs Summary

School Processes and Programs Summary includes:

- Staff members have a variety of certifications and are certified in the areas where they teach.
- CST data shows strengths and weaknesses in growth over the years in scope & sequence alignment, rigor, and instructional model.
- Teachers offer a variety of tutorials with many teachers offering multiple tutorials each week. Students are able to attend tutorials by teachers who are not their classroom teacher.
- Student clubs increased this year by at least three student clubs.
- Professional development has been targeted with connections between the professional learning sessions.

## School Processes & Programs Strengths

Strengths include:

- CST walks show improvement in scope and sequence alignment
- Teachers are certified with many teachers having 4-8 certification which allows for flexibility
- Professional Learning included content that followed a sequence from each professional learning session across the school year. Multiple presenters trained staff during each professional learning session.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** CST walks show rigor and alignment to the instructional model is lower than the previous year. **Root Cause:** Teachers need increased training to understand how to keep the rigor in content while addressing learning gaps. Students have deficits in their academic progress and behavior due to COVID and these deficits continue to create further gaps in learning.

# Perceptions

## Perceptions Summary

Details of the Perceptions Summary include:

- Discipline infractions include a variety of discipline codes with the highest offenses being tardies, use of telecommunication devices, and disrupting the educational environment.
- Disproportionality exists with relation to Black/African American students and discipline
- Discipline totals have increased from the 2021-2022 school year
- MOY Climate results showed positives from the principal in instruction, goals, support, approachability, and staff members wanting to stay on the campus
- MOY Climate results showed areas of growth in campus morale, admin visibility, and admin communication regarding discipline.
- PBIS incentives include Titan Buck rewards, Titan Challenge parties, and classroom incentives
- Community and student events included fall open house, Hispanic Heritage month dress up, October dress up, Red Ribbon week, Fine Arts/Athletic Events, iFest, November dress up, Hidden in Plain Sight presentation, Spring Coffee Talk with the Principal, Veterans Day display, Movie night, Spring Dance
- Staff events included October events, November events, Thanksgiving potluck, Lunch and Learns, Coffee Talks with Admin, Winter Holiday party, 12 Days of Holiday Cheer, March Madness events

## Perceptions Strengths

Strengths:

- The top three behavioral offenses were non-violent and not substance related.
- The SLMS PTO is a big supporter of the campus. The PTO contributes funds, manpower, and resources to the campus.
- SLMS provides multiple opportunities for the community to engage and interact with the school.
- The parents receive a weekly newsletter, content specific emails and phone calls to communicate events and needs for the campus.
- The overall climate survey shows positive percentages for the campus leader and a low percentage of staff members want to leave the campus. The staff reported that campus leaders are seen at community events in support of the students.
- Increased student incentives were offered including Titan Challenge, Spring dance, and 8th grade choice for end of year celebration

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Student negative behaviors and lower community participation/partnerships have impacted the campus morale and learning environment. **Root Cause:** The impact of COVID on student behavior and social/emotional skills continues to manifest with schools having limited consequences that impact a change in student behavior. More training is needed on how to build positive relationships with students and parents while holding students accountable. More community engagement opportunities are needed to increase involvement.



# Priority Problem Statements

**Problem Statement 1:** The amount of students in the did not meet and urgent intervention for Ren360 varies with the highest percentage being 41% in 8th grade math.

**Root Cause 1:** The effects of COVID learning loss continues to impact the achievement of students due to gaps in learning and professional learning for teachers.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** CST walks show rigor and alignment to the instructional model is lower than the previous year.

**Root Cause 2:** Teachers need increased training to understand how to keep the rigor in content while addressing learning gaps. Students have deficits in their academic progress and behavior due to COVID and these deficits continue to create further gaps in learning.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Student negative behaviors and lower community participation/partnerships have impacted the campus morale and learning environment.

**Root Cause 3:** The impact of COVID on student behavior and social/emotional skills continues to manifest with schools having limited consequences that impact a change in student behavior. More training is needed on how to build positive relationships with students and parents while holding students accountable. More community engagement opportunities are needed to increase involvement.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** There is an increased need for training and implementation in differentiation and progress monitoring based the changing demographics and increases in students serviced by special programs.

**Root Cause 4:** The percentages of students serviced by special programs has grown over the past three years with the economically disadvantaged student population growing to 64% from 56%, the emergent BL population growing to 28% from 16%, and an increase of 6% of students serviced by our special education programs.

**Problem Statement 4 Areas:** Demographics

# 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
- Accountability Distinction Designations
- Community Based Accountability System (CBAS)

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- 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.
- Section 504 data
- Homeless data

- Gifted and talented data

#### **Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **Employee Data**

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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

# Goals

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

**Key Question 1:** 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?





1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> By May 2024, SLMS will improve instructional practices and PLC implementation by focusing on implementation of instructional models, content lesson cycles, differentiation techniques and increasing rigor to improve instructional practice and student academic growth as evidenced in the indicators of success.</p> <p><b>Indicators of Success:</b> Formative:            Demonstrate quarterly increase of alignment of Rigor based on campus and district led CST walks by 10%.            Demonstrate quarterly increase in alignment with Instructional Models based on campus and district led CST walks by 10%.            By January 2024, 100% of teachers will engage in professional learning regarding characteristics and attributes of gifted and talented students.            By January 2024, 100% of teachers will engage in professional learning centered on Special Education needs and services.</p> <p>Summative:            By May 2024, increase in student proficiency and growth on campus and state assessments by 5% in math and 5% in reading            By May 2024, all content PLCs will demonstrate improvement in structure and protocol measured by a campus created checklist            Increase by 5% of students demonstrating On Watch to At/Above benchmark performance on Ren 360 from BOY to EOY            Increase by 5% the Meets and Masters percentages on STAAR from 22/23 to 23/24            Increased alignment on walkthrough data - rigor, scope and sequence, and instructional model from 22/23 to 23/24 by 15%.</p> <p><b>Staff Responsible:</b> All teachers, Administrators, Teacher Leaders</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Strategy 1:** Staff will engage in professional development with an emphasis on the content areas of Reading, Math, Science, and Social Studies which may include, but is not limited to, learning intentions and success criteria, instructional model, lesson cycle, engagement, data driven instruction, checks for understanding to measure student performance, and small group instruction to close academic gaps. The skills learned will be implemented and observed in the classroom.

**Intended Audience:** All teaching staff

**Provider / Presenter / Person Responsible:** Teacher Leaders  
 Administrators  
 District Level Leaders

**Date(s) / Timeframe:** Quarterly

**Collaborating Departments:** All Content Areas

**Delivery Method:** Professional Learning Sessions

Team Meetings

PLCs

**Staff Responsible:** Teacher Leaders

Administrators

District Level Leaders

**TEA Priorities:**

Build a foundation of reading and math

**Funding Sources:** Instructional Materials and training - 199 General Fund - \$8,700

**Strategy 2:** All Gifted and Talented teachers will engage in ongoing professional development with a focus on enrichment activities for GT students, understanding GT learning plans, identification of gifted students and understanding the attributes of the GT student to ensure students continue to grow academically and to ensure students are identified for the GT program.

**Intended Audience:** Gifted and Talented Teachers

**Provider / Presenter / Person Responsible:** Gifted and Talented teachers

Champion of Gifted (COG)

**Date(s) / Timeframe:** Quarterly

**Collaborating Departments:** Counseling

Gifted and Talented

Administration

**Delivery Method:** Face to face and virtual

**Staff Responsible:** Gifted and Talented teachers

Champion of Gifted (COG)

**TEA Priorities:**

Build a foundation of reading and math

**Funding Sources:** GT materials and training - 199 General Fund - \$570

**Strategy 3:** All teachers will engage in professional learning regarding AVID strategies and implement AVID strategies in the classroom including but not limited to WICOR (Writing, Inquiry, Collaboration, Organization, and Reading).

**Intended Audience:** All teachers

**Provider / Presenter / Person Responsible:** AVID Site Team

Administrators

Teachers

**Date(s) / Timeframe:** By May 2024

**Collaborating Departments:** All content areas  
Administrators  
AVID Site Team

**Delivery Method:** Face to Face  
Virtual Learning

**Staff Responsible:** AVID Site Team  
Administrators  
Teachers

**TEA Priorities:**  
Build a foundation of reading and math

**Funding Sources:** AVID supplies, training for AVID staff, instructional material for students - 199 General Fund - \$5,300

**Strategy 4:** All teachers will offer tutorials for students to address learning gaps. Selected students will be placed in math labs or reading labs to assist with academic performance, closing the achievement gap, accelerate their growth, instruct on targeted skills for each student, and prevent drop out as students gain increased skills.

**Intended Audience:** All Teachers

**Provider / Presenter / Person Responsible:** Classroom Teachers

**Date(s) / Timeframe:** By May 2024

**Collaborating Departments:** Classroom Teachers  
Counselors  
Administrators  
CAC

**Delivery Method:** Small group  
Tutorials  
Classroom  
Face to Face

**Staff Responsible:** Classroom Teachers  
Counselors  
Administrators  
CAC

**TEA Priorities:**  
Build a foundation of reading and math

**Funding Sources:** Instructional Materials and supplies - 199 General Fund SCE - \$13,500

Key Question 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> There is an increased need for training and implementation in differentiation and progress monitoring based the changing demographics and increases in students serviced by special programs. <b>Root Cause:</b> The percentages of students serviced by special programs has grown over the past three years with the economically disadvantaged student population growing to 64% from 56%, the emergent BL population growing to 28% from 16%, and an increase of 6% of students serviced by our special education programs.
Student Learning
<b>Problem Statement 1:</b> The amount of students in the did not meet and urgent intervention for Ren360 varies with the highest percentage being 41% in 8th grade math. <b>Root Cause:</b> The effects of COVID learning loss continues to impact the achievement of students due to gaps in learning and professional learning for teachers.
School Processes & Programs
<b>Problem Statement 1:</b> CST walks show rigor and and alignment to the instructional model is lower than the previous year. <b>Root Cause:</b> Teachers need increased training to understand how to keep the rigor in content while addressing learning gaps. Students have deficits in their academic progress and behavior due to COVID and these deficits continue to create further gaps in learning.



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

**Key Question 2:** 2.1 To what degree are we preparing students for post-secondary success, including college, career, or military?

2.2 To what degree are we equipping students with SKILLS FOR LIFE (Profile of a Graduate)?

2.3 To what degree do students demonstrate the requisite skills necessary to approach learning in the next course, grade, or level?

2.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SERVANT LEADER (Profile of a Graduate)?

2.5 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COMPASSIONATE CITIZEN (Profile of a Graduate)?

2.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of LIFE-LONG LEARNER (Profile of a Graduate)?

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

**Key Question 3:** 3.1 To what degree do learning experiences engage students in meaningful and relevant work?

3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?

3.3 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SKILLS FOR LIFE (Profile of a Graduate)?

3.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COLLABORATIVE TEAM MEMBER (Profile of a Graduate)?

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 1:** 7.1 To what degree do students and staff feel safe and secure at school? To what degree are students and staff safe and secure at school?

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 2:** 7.2 To what degree does the school cultivate a positive culture and supportive climate?

System Response 1 Details	Reviews			
<b>System Response 1:</b> By May 2024, SLMS will improve the climate and culture for staff and students through implementation of effective PBIS strategies to increase positive student ownership of behavior and increase staff retention as evidenced in the indicators of success.  <b>Indicators of Success:</b> Formative: Demonstrate quarterly increase of alignment of Rigor based on campus and district led CST walks by 10%. Demonstrate quarterly increase in alignment with Instructional Models based on campus and district led CST walks by 10%. By January 2024, 100% of teachers will engage in professional learning regarding characteristics and attributes of gifted and talented students. By January 2024, 100% of teachers will engage in professional learning centered on Special Education needs and services. Campus created staff survey increase from BOY to MOY  Summative: By May 2024, increase in student proficiency and growth on campus and state assessments by 5% in math and 5% in reading By May 2024, all content PLCs will demonstrate improvement in structure and protocol measured by a campus created checklist Increase by 5% of students demonstrating On Watch to At/Above benchmark performance on Ren 360 from BOY to EOY Increase by 5% the Meets and Masters percentages on STAAR from 22/23 to 23/24 Increased alignment on walkthrough data - rigor, scope and sequence, and instructional model from 22/23 to 23/24 by 15%. Campus created staff survey increase from MOY to EOY <b>Staff Responsible:</b> All Staff  <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**Strategy 1:** Students will engage in Titan Talks and character building lessons during advisory, grade level assemblies, and lunches to encourage on time attendance, drop out prevention, and build resilience skills.

**Intended Audience:** Students

**Provider / Presenter / Person Responsible:** Admin

Counselors

Teachers

**Date(s) / Timeframe:** Monthly

**Collaborating Departments:** PBIS Committee

Admin

Counselors

**Delivery Method:** Face to Face, Schoology

**Staff Responsible:** Admin

Counselors

Teachers

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Strategy 2:** The PBIS committee will meet frequently to develop incentives, rewards, and create opportunities for positive culture/climate building for students. Students will be able to earn Titan Bucks for school participation and positive behavior. The Titan Challenge incentive will be held monthly to encourage attendance, on time arrive to class, no zeros in the gradebook and increased positive behavior.

**Intended Audience:** All staff and students

**Provider / Presenter / Person Responsible:** Culture and Climate Team

PBIS Committee

All Staff members

Attendance Office

**Date(s) / Timeframe:** Quarterly

**Collaborating Departments:** PBIS committee, student groups, counselors, administrators

**Delivery Method:** Face to Face

**Staff Responsible:** Culture and Climate Team

PBIS Committee

All Staff members

Attendance Office

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Funding Sources:** Incentives for students - 199 General Fund - \$1,500

**Strategy 3:** All staff members will be able to participate in month climate and culture activities sponsored by the campus, the faculty fund, and teachers. Each department will sponsor a month for the staff and the campus will create a calendar of events for each month. Department Heads for each department will encourage and collaborate with their team members to increase participation.

**Intended Audience:** All Staff

**Provider / Presenter / Person Responsible:** All Staff

**Date(s) / Timeframe:** Monthly

**Collaborating Departments:** All Staff

**Delivery Method:** Face to Face

**Staff Responsible:** All Staff

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Strategy 4:** Students will engage in character development lessons and activities such as Red Ribbon Week, Digital Citizenship, Bullying Prevention Month, No Place for Hate, Kindness Week, Start with Hello, and more to inform students about violence prevention, being kind, and creating an inclusive community. These lessons will be held during advisory, during classes, at grade level assemblies, and during lunches.

**Intended Audience:** All Staff

**Provider / Presenter / Person Responsible:** Classroom Teachers

Counselors

Administrators

**Date(s) / Timeframe:** By May 2024

**Collaborating Departments:** Content Teachers

Counselors

Administrators

**Delivery Method:** Advisory

Classroom Instruction

Lunches

Grade Level Assemblies

Both face to face and virtually

**Staff Responsible:** Classroom Teachers

Counselors

Administrators

**TEA Priorities:**

Build a foundation of reading and math

**Funding Sources:** Instructional materials and copies - 199 General Fund - \$3,000

**Strategy 5:** Teachers and Staff members will engage in feedback and collaboration with various departments to build open communication and retain teachers. Activities to develop open feedback and retain staff will include monthly Coffee talks with administrators for staff feedback, the master schedule with common planning times for same subject teachers, monthly department meetings led by department heads, monthly leadership team meetings, new teacher meetings/ trainings and grade level meetings.

**Intended Audience:** All Staff

**Provider / Presenter / Person Responsible:** All Staff

**Date(s) / Timeframe:** By May 2024

**Collaborating Departments:** Administrators  
Department Heads  
Counselors

**Delivery Method:** Face to Face

**Staff Responsible:** All Staff

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Funding Sources:** Leadership books, materials - 199 General Fund - \$500

**Strategy 6:** SLMS will offer health strategies for all staff members including staff trainings on health related practices, a flu vaccine day, host a day to donate blood, and health/wellness challenges throughout the year. The campus wellness committee will create and implement the programs with a representatives from various departments on campus to increase participation and involvement.

**Intended Audience:** All Staff

**Provider / Presenter / Person Responsible:** Nurse  
Wellness Committee

**Date(s) / Timeframe:** By May 2024

**Collaborating Departments:** Clinic  
Administration  
Counseling

**Delivery Method:** Face to Face

**Staff Responsible:** Nurse  
Wellness Committee

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Strategy 7:** The SLMS attendance committee will meet monthly to discuss attendance processes, student absence rates, students who may need additional support and will discuss/implement attendance incentives. Weekly attendance incentives including prizes will be conducted during lunches.

**Intended Audience:** Students

**Provider / Presenter / Person Responsible:** Attendance Committee  
Administration  
Counselors  
Social Workers

**Date(s) / Timeframe:** Through May 2024

**Collaborating Departments:** Counseling  
Attendance  
Administration

**Delivery Method:** Face to Face  
Virtual

**Staff Responsible:** Attendance Committee  
Administration  
Counselors  
Social Workers

**TEA Priorities:**  
Build a foundation of reading and math

**Funding Sources:** Attendance incentives - 199 General Fund - \$500

**Key Question 2 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Student negative behaviors and lower community participation/partnerships have impacted the campus morale and learning environment. <b>Root Cause:</b> The impact of COVID on student behavior and social/emotional skills continues to manifest with schools having limited consequences that impact a change in student behavior. More training is needed on how to build positive relationships with students and parents while holding students accountable. More community engagement opportunities are needed to increase involvement.



**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 3:** 7.3 To what degree do our schools support the physical and social-emotional needs of students?

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 4:** 7.4 To what degree do we develop compassionate citizens?

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

**Key Question 1:** 5.1 To what degree does staff cultivate a love for learning among students?

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

**Key Question 2:** 5.2 To what degree are we fostering and developing a culture of learning and implementation among all staff?

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

**Key Question 3:** 5.3 To what degree do we build leaders (capacity) within the organization?

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

**Key Question 4:** 5.4 To what degree do we equip and empower our staff to meet the needs of the whole child?

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

**Key Question 5:** 5.5 To what degree does the organization attract, recruit, develop and retain high-quality staff that is highly engaged, productive, and dedicated in order to improved student outcomes?

**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

**Key Question 1:** 4.1 To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> By May 2024, SLMS will improve stakeholder engagement by focusing on regular opportunities for all stakeholders to connect with the school and be a part of decision making to improve staff retention and community involvement as evidenced in the indicators of success.</p> <p><b>Indicators of Success:</b> Formative:            Demonstrate quarterly increase of alignment of Rigor based on campus and district led CST walks by 10%.            Demonstrate quarterly increase in alignment with Instructional Models based on campus and district led CST walks by 10%.            By January 2024, 100% of teachers will engage in professional learning regarding characteristics and attributes of gifted and talented students.            By January 2024, 100% of teachers will engage in professional learning centered on Special Education needs and services.</p> <p>Summative:            By May 2024, increase in student proficiency and growth on campus and state assessments by 5% in math and 5% in reading            By May 2024, all content PLCs will demonstrate improvement in structure and protocol measured by a campus created checklist            Increase by 5% of students demonstrating On Watch to At/Above benchmark performance on Ren 360 from BOY to EOY            Increase by 5% the Meets and Masters percentages on STAAR from 22/23 to 23/24            Increased alignment on walkthrough data - rigor, scope and sequence, and instructional model from 22/23 to 23/24 by 15%.            Increase in parent attendance at Coffee Talk with the principal and school-wide presentation by 50% from 22/23.</p> <p><b>Staff Responsible:</b> All teachers, Administrators, Counselors, Teacher Leaders</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 1:** SLMS will host at least five community events to increase parent awareness and involvement including Open House, Staff Coffee Chats, Parent Coffee Talks, Game Night , Trunk or Treat, and International Festival.



**Intended Audience:** All Stakeholders

**Provider / Presenter / Person Responsible:** Leadership Team

Admin

Counselors

**Date(s) / Timeframe:** Quarterly

**Collaborating Departments:** Leadership Team

Admin

Counselors

**Delivery Method:** Face to Face and Virtual

**Staff Responsible:** Leadership Team

Admin

Counselors

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Funding Sources:** Paper, Food Supplies - 199 General Fund - \$2,000

**Strategy 2:** Parents and Community Members will be actively recruited to support our campus mentoring program to encourage our students regarding social emotional needs, attendance, increase academics, and to assist with dropout prevention. Mentors will be trained with our counseling team and be approved through the district protocols.

**Intended Audience:** Community Members and Parents

**Provider / Presenter / Person Responsible:** Counselors

Administrators

Community Members

**Date(s) / Timeframe:** Through May 2024

**Collaborating Departments:** Counseling

Administrators

**Delivery Method:** Face to Face

**Staff Responsible:** Counselors

Administrators

Community Members

**TEA Priorities:**

Build a foundation of reading and math

## **Key Question 1 Problem Statements:**

## Perceptions

**Problem Statement 1:** Student negative behaviors and lower community participation/partnerships have impacted the campus morale and learning environment. **Root Cause:** The impact of COVID on student behavior and social/emotional skills continues to manifest with schools having limited consequences that impact a change in student behavior. More training is needed on how to build positive relationships with students and parents while holding students accountable. More community engagement opportunities are needed to increase involvement.

**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

**Key Question 2:** 4.2 To what degree are schools partnering with one another to support student learning experiences?

**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

**Key Question 3:** 4.3 To what degree do students engage in community partnerships to support their own learning goals while demonstrating COMPASSION and SERVANT LEADERSHIP (Profile of a Graduate)?

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

**Key Question 1:** 6.1 To what degree does the organization manage financial, human, physical and technological resources in a way that enables and enhances transparency, accountability, integrity, efficiency, and innovation in all operations to support improved student outcomes?

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

**Key Question 2:** 6.2 To what degree does the organization leverage various sources of evidence in a strategic, responsible way to optimize resources that can be utilized in advancing the District's goals to improve student outcomes?

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

**Key Question 3:** 6.3 To what degree does the organization promote a responsive, accessible and multi-channeled communication plan with internal and external stakeholders while delivering courteous, quality customer service to improve student outcomes?

# State Compensatory

## Budget for Sugar Land Middle School

**Total SCE Funds:** \$18,500.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

The state compensatory education funds supplement instructional materials for students. These materials are used for tutorials and/or interventions for our at risk students. Materials include books, paper, writing supplies, manipulations, and other items deemed appropriate. A transportation allocation is included in the budget in the event transportation needs to be provided.



# Campus Funding Summary

199 General Fund						
Goal	Key Question	System Response	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Instructional Materials and training		\$8,700.00
1	1	1	2	GT materials and training		\$570.00
1	1	1	3	AVID supplies, training for AVID staff, instructional material for students		\$5,300.00
2	2	1	2	Incentives for students		\$1,500.00
2	2	1	4	Instructional materials and copies		\$3,000.00
2	2	1	5	Leadership books, materials		\$500.00
2	2	1	7	Attendance incentives		\$500.00
4	1	1	1	Paper, Food Supplies		\$2,000.00
Sub-Total						\$22,070.00
Budgeted Fund Source Amount						\$21,500.00
+/- Difference						-\$570.00
199 General Fund SCE						
Goal	Key Question	System Response	Strategy	Resources Needed	Account Code	Amount
1	1	1	4	Instructional Materials and supplies		\$13,500.00
Sub-Total						\$13,500.00
Budgeted Fund Source Amount						\$18,500.00
+/- Difference						\$5,000.00
Grand Total Budgeted						\$40,000.00
Grand Total Spent						\$35,570.00
+/- Difference						\$4,430.00

# Addendums

	Strengths	Concerns
Student Engagement Survey	<ul style="list-style-type: none"><li>-Students enjoy school based on friends (85% agree)</li><li>-Student level of engagement has remained in the moderate range (2.5-3.25)</li><li>-76% of students feel good about being in school</li><li>-Increase (1.1%) in the perception from students that there is one adult in the school who knows them well</li><li>-82% of students report that school has contributed to being able to learn independently</li><li>-76% of students feel they are asked questions</li><li>-88% of students report they have the skills and ability to complete their work</li><li>-Campus Support Team walks report 82% alignment to scope and sequence</li><li>-Student collaboration with other students on projects or in class is at 77%</li><li>-Students report over 70% that the campus aligns with our progressions of practice or learning framework components.</li></ul>	<ul style="list-style-type: none"><li>-Students do not go to school based on teachers (54% disagree)</li><li>-Students are not excited about their classes (58% agree)</li><li>-Students reports of feeling safe in school is low (63% agree)</li><li>-29% of students report they put forth very little effort which is up 8.5% from the previous survey</li><li>-Campus Support Team walks report alignment to rigor and to the instructional model are down 13.8% and 14.5%</li><li>-37% of students have considered transferring from SLMS</li></ul>

Action Planning Tool



What did you find?	What needs to be done?	Who and By When?	Resources	Potential Barriers	Communication and Implementation
Relationships between students and staff need a positive increase for connectedness and feelings of safety	Relationship building between staff and students need to be a priority along with reminders to students of see something/share something	All staff members By May 2024	Counselors Administrators PBIS Facilitators PBIS Strategies Advisory and Guidance lessons	Time in the classroom and students being comfortable to build relationships with their peers and teachers	Staff members will engage in professional learning regarding PBIS strategies with specific tools given to guide effective ways to get to know students
Students are not fully engaged in learning and in the classroom	Engagement and activities in the classroom need to be specific to encourage engagement and student participation	Classroom Teachers Administrators By May 2024	Professional Learning by the district and campus Schoology Resources	Incorporating activities that are rigorous and aligned while making real world connections	AVID strategies and a focus on clarity will be a focus of professional learning. Administrators will provide feedback to teachers from classroom walks
Instructional practices need an increase in rigor and alignment to the instructional model	Rigor in classroom lessons and alignment should increase by teachers designing lessons based on district expectations	Classroom Teachers Administrators By May 2024	Professional Learning Schoology Resources Department Meetings	Teachers needed to bridge gaps in student learning while increasing rigor	Instructional practices and alignment will be a campus focus for CST walks and all professional learning
Students are not as involved in campus activities, have considered transferring, and have lower feelings of being safe	SLMS needs to increase clubs/activities for students to be involved in on campus to create increased campus pride	All staff members Administrators Counselors Club Sponsors By May 2024	Staff Members time Campus Clubs	Students being interested in clubs offered and being able to stay late/arrive early	Staff members will be encouraged to increase club offerings for students

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LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOB CODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
SUGAR LAND043	SUGAR LAND MIC	00003873	COOR CAMPUS ASSESSMENT	0.5	0	WHITE	BECKY	T00900	1	199.31.1000.00.043.2024.24	24	A	210AUG

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