Fort Bend Independent School District

Sugar Land Middle School

2025-2026 Campus Improvement Plan

Mission Statement

MISSION STATEMENT

SUGAR LAND MIDDLE SCHOOL

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.

FORT BEND ISD MISSION STATEMENT

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

Vision

FORT BEND ISD VISION STATEMENT

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Value Statement

The Sugar Land Middle School Learning Community Commits to

Being Polite, Professional, and Positive (P3)
Adding value to every community member every day.
Painting a picture of hope for all learners regardless of circumstance

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographics of SLMS has changed from the 2015 school year to the 2024 school year as demonstrated in the chart below. Some of the information includes 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. The average daily attendance of students is consistently between 93-95%. The district goal is 95.5% which is a reduced goal from previous years. The Kempner High School feeder patter 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 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	2023-2024	2024-2025
6th Grade	392	365	329	313	319
7th Grade	443	395	339	325	292
8th Grade	428	431	382	357	325
Total Number of Students	1263	1191	1050	995	936
Student Ethnicity					
White	16%	16%	14.5%	12.5%	13%
Hispanic	38%	38%	37.7%	40%	40%
African-American	17%	14%	15%	15%	13%

Asian	29%	30%	28.5%	28%	28%
Special Populations					
Eco Disadvantaged	41%	56%	64%	65%	64%
Emergent BL	12%	16%	28%	35%	32%
Special Education	8%	9%	15%	16%	21%
Gifted/Talented	3%	2.35%	3%	3%	3%

Demographics Strengths

The strength of Sugar Land Middle school is the diversity of the student population. The campus demographics is represented by approximately 13% White, 40% Hispanic, 13% African-American, and 28% Asian. The student population is smaller at 936.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is an increased need for teacher understanding regarding student demographic factors such as economics and participation in special programs.
Root Cause: There remains large percentages of students serviced by special programs which can bring challenges in how to best adjust instructional practices to meet meet the needs of all students.

Student Learning

Student Learning Summary

The SLMS student learning summary includes:

- NWEA MAP End of Year results showed the following student achievement for math:
    - 23% of students were in the 1st-20th percentile
    - 19% of students were in the 21st-40th percentile
    - 21% of students were in the 41st-60th percentile
    - 24% of students were in the 61st-80th percentile
    - 13% of students are above the 80th percentile
    - The campus scores in the 48th range for student achievement
    - The campus growth averaged in the 35th range
- NWEA MAP End of Year results showed the following student achievement for reading:
    - 24% of students were in the 1st-20th percentile
    - 16% of students were in the 21st-40th percentile
    - 19% of students were in the 41st-60th percentile
    - 21% of students were in the 61st-80th percentile
    - 20% of students are above the 80th percentile
    - The campus scores in the 52nd range for student achievement
    - The campus growth averaged in the 41st range
- NWEA MAP End of Year results showed the following student achievement for science:
    - 17% of students were in the 1st-20th percentile
    - 15% of students were in the 21st-40th percentile
    - 15% of students were in the 41st-60th percentile
    - 19% of students were in the 61st-80th percentile
    - 34% of students are above the 80th percentile
    - The campus scores in the 65th range for student achievement
    - The campus growth averaged in the 58th range
- 2025 STAAR results (all grades ELA/reading) 71% approaches, 47% meets, and 25% masters
- 2025 STAAR results (all grades Math) 64% approaches, 36% meets, and 11% masters
- 2025 STAAR results (Science) 77% approaches,50% meets, and 22% masters
- 2025 STAAR results (Social Studies) 54% approaches, 24% meets, and 12% masters
- The campus letter rating improved by one letter grade from the 2024 to 2025 testing year
- Average Daily attendance for the year is 94.61% which is a slight increase from the previous year

SUGAR LAND MIDDLE
STAAR Results 2022-2023 to 2024-2025

Reading Department

School Year	Grade 6	Grade 7	Grade 8	Dept. Total
2022-23	76%/44%/21%	75%/46%/20%	83%/57%/25%	78%/50%/22%
2023-24	66%/49%/18%	71%/45%/22%	76%/45%/21%	71%/46%/21%
2024-25	71%/48%/23%	63%/44%/23%	79%/50%/28%	71%/47%/25%

Math Department

School Year	Grade 6	Grade 7	Grade 8	Algebra 1	Dept. Total
2022-23	72%/37%/15%	63%/37%/10%	65%/21%/3%	100%/93%/81%	72%/42%/20%
2023-24	65%/31%/9%	53%/34%/10%	52%/16%/5%	100%/97%/75%	61%/34%/15%
2024-25	74%/39%/13%	58%/38%/15%	58%/29%/3%	98%/93%/76%	64%/36%/11%

Science Department

School Year	Grade 8
2022-23	83%/61%/33%
2023-24	68%/48%/21%
2024-25	77%/50%/22%

Social Studies Department

School Year	Grade 8
2022-23	65%/28%/11%
2023-24	53%/22%/9%
2024-25	54%/24%/12%

All Departments Reading, Math and Science

School Year	Approaches/Meets/Masters
2022-23	76%/48%/23%
2023-24	66%/41%/18%
2024-25	

lead4ward 2025 Accountability Ratings Calculation - District Rollup

Calculated on July 22nd, 2025 at 11:56PM

OnDataSuite and lead4ward have partnered this year to introduce the new Accountability Ratings Calculation – District Rollup report, which replaces the previous District Summary. This enhanced report is available to all users, regardless of whether they are lead4ward partners. In addition, partners have access to other valuable reports, including the STAAR Academic Growth and STAAR Performance reports—powerful tools designed to support districts in analyzing and understanding their accountability data.

					Domain I				Domain II-A				Domain II-B				Domain III				Overall
Campus	AEA	%Econ Disadv	Gr 3-12 Enr.	Total Enr.	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Campus Scale Score
(079907043) Sugar Land Middle	N	63.6	936	936	936	1.5	76	1.140	936	1.5	76	1.140	936	1.5	81	1.215	936	1.5	82	1.230	81

Campus's 2025 Domain Scores Based on Proportional Weighting	**Campus Domain I Score** (Campus got 89 if Campus's D2 score <60 or 4 or 1 any campus D1 score <70 or any AEA D1 score <50)	**76**	**Campus Domain II-A Score**	**76**	**Campus Domain II-B Score**	**81**	**Campus Domain III Score** asd (Capped at 89 if: any campus D3 score <70 or any AEA D3 score <60)	**82**

70% of Campus Rating (Better of Domain I or Domain II) NOTE: The Campus's Domain II score is capped at 89 if the Campus's D2-A or D2-B score <60 or if any campus Domain II score <70 or AEA Domain II score <60	**81**	x .70	56.7
30% of Campus Rating (Domain III)	**82**	x .30	24.6
Campus's 2025 Overall Score Applying 3 Fs Rule, 3Ds Rule, and Campus Scaled Score Rule if applicable			**81**
Campus's 2025 Overall Letter Grade			**B**

Student Learning Strengths

- STAAR EOC results were 98% approaches, 93% meets and 76% masters
- 8th Grade STAAR Science scores improved significantly from the 2024 testing year

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR scores and NWEA MAP scores shows student achievement is stagnant across campus. The average daily attendance continues to be lower than the district average.
Root Cause: Student learning data shows there is an increased need to understand disaggregating data and developing strong daily instructional practices including small groups instruction and checks for understanding.

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.
- Learning Walk data shows improvements in scope & sequence alignment, rigor, and instructional model implementation.
- 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 continue to increase so students have a variety of opportunities
- Professional learning sessions are planned to maintain continuity throughout the year
- Opportunities are provided for student and parent involvement outside of school hours
- The 2024-2025 school year showed a strong emphasis on PLC structures for all content teams
- The Responsive Instruction (RI) process was revamped for the school year. Consistency in implementation is needed.

School Processes & Programs Strengths

Strengths include:

- Learning Walks showed 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.
- A variety of programs are offered for student involvement.
- PLC attendance was consistent across content teams

Problem Statements Identifying School Processes & Programs Needs

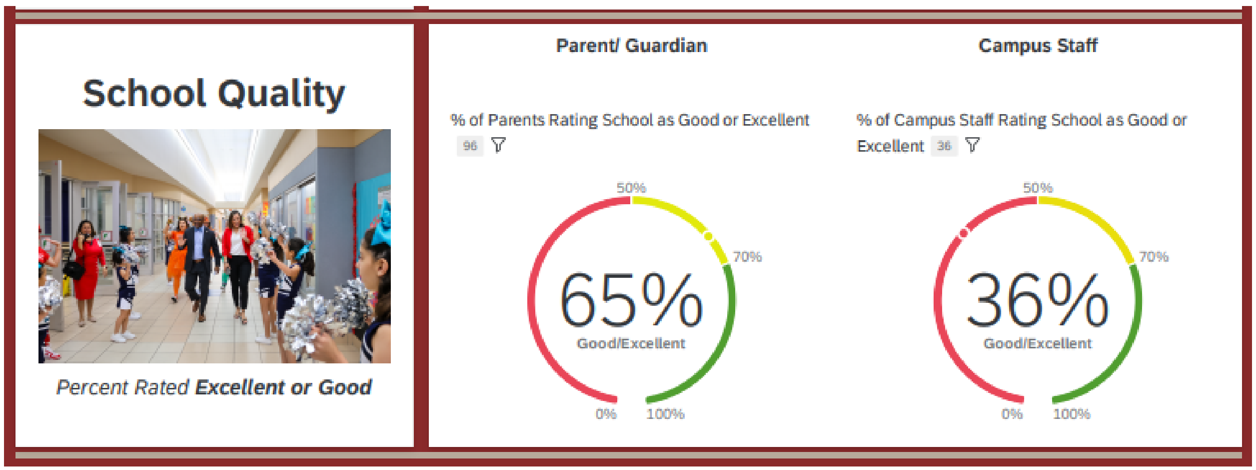
Problem Statement 1 (Prioritized): School processes including PLC implementation and RI committees are not consistent in implementation.
Root Cause: While school processes were refined, there continues to be learning needed to ensure implementation and understanding is evident. Staff members appeared reluctant to lead the process or change from a previous way of implementing.

Perceptions

Perceptions Summary

Details of the Perceptions Summary include:

- 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, Movie nights and school dances
- Staff events included monthly themed activities, Lunch and Learns, Coffee Talks with Admin, Winter Holiday party, 12 Days of Holiday Cheer and off campus staff gatherings
- Discipline referrals decreased for the year and hallway referrals were less than previous years
- Parent and Staff Survey results show that more participants are needed in responding to the survey and that the campus staff that took the survey have more negative views of the campus than the district averages

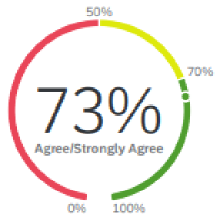


Academic Support Dimension Rating

The Academic Support dimension included 13 questions designed to gather parent and campus staff perceptions through their level of agreement. The reported percentage reflects the combined total of "Agree" and "Strongly Agree" responses across all items within the dimension.

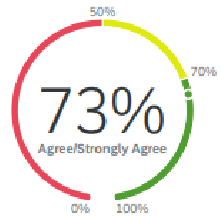
Parent/ Guardian

Academic Support Dimension Questions 76



Campus Staff

Academic Support Dimension Questions 31

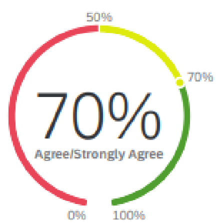


Student Support Dimension Rating

The Student Support dimension included 8 questions designed to gather parent and campus staff perceptions through their level of agreement. The reported percentage reflects the combined total of "Agree" and "Strongly Agree" responses across all items within the dimension.

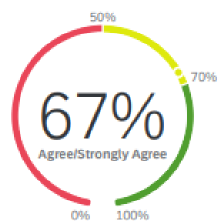
Parent/ Guardian

Student Support Dimension Questions 72



Campus Staff

Student Support Dimension Questions 31

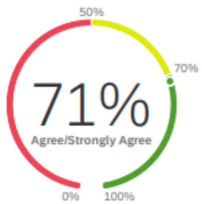


School Leadership Dimension Rating

The School Leadership dimension included 10 questions designed to gather parent and campus staff perceptions through their level of agreement. The reported percentage reflects the combined total of "Agree" and "Strongly Agree" responses across all items within the dimension.

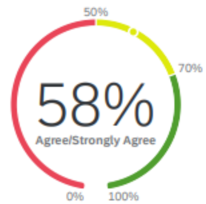
Parent/ Guardian

School Leadership Dimension Questions 67



Campus Staff

School Leadership Dimension Questions 31

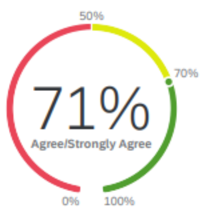


Family Involvement Dimension Rating

The Family Involvement dimension included 14 questions designed to gather parent and campus staff perceptions through their level of agreement. The reported percentage reflects the combined total of "Agree" and "Strongly Agree" responses across all items within the dimension.

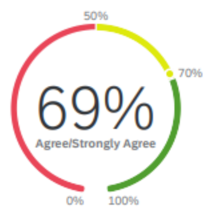
Parent/ Guardian

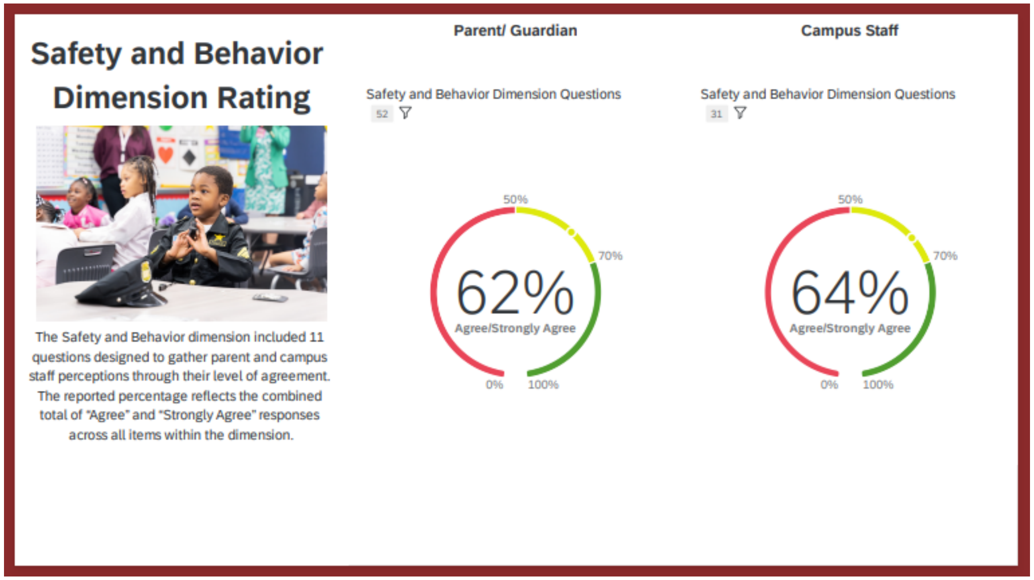
Family Involvement Dimension Questions 61



Campus Staff

Family Involvement Dimension Questions 31





Perceptions Strengths

Strengths:

- 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.
- Staff retention remains high with staff members mostly leaving SLMS due to relocating to another city or grade level (elementary)
- Increased student incentives were offered including Titan Challenge, Spring dance, and attendance celebrations

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff negative perceptions have impacted the campus morale and the learning environment.
Root Cause: Staff members need more ownership of the campus climate and activities and understanding of all stakeholder needs.

Priority Problem Statements

Problem Statement 1: There is an increased need for teacher understanding regarding student demographic factors such as economics and participation in special programs.

Root Cause 1: There remains large percentages of students serviced by special programs which can bring challenges in how to best adjust instructional practices to meet meet the needs of all students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: STAAR scores and NWEA MAP scores shows student achievement is stagnant across campus. The average daily attendance continues to be lower than the district average.

Root Cause 2: Student learning data shows there is an increased need to understand disaggregating data and developing strong daily instructional practices including small groups instruction and checks for understanding.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: School processes including PLC implementation and RI committees are not consistent in implementation.

Root Cause 3: While school processes were refined, there continues to be learning needed to ensure implementation and understanding is evident. Staff members appeared reluctant to lead the process or change from a previous way of implementing.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Staff negative perceptions have impacted the campus morale and the learning environment.

Root Cause 4: Staff members need more ownership of the campus climate and activities and understanding of all stakeholder needs.

Problem Statement 4 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
- Federal Report Card and accountability 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- 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
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- T-PESS 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

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By June 2026, SLMS will improve overall student academic outcomes by 5% in math, 5% in reading, 7% in social studies, and 3% in science on the STAAR assessment through effective professional learning communities that focus on checking for understanding, differentiation for all students, small group instruction, and utilizing data to inform instruction as evidenced by the indicators of success.

Evaluation Data Sources: -By June 2026, increase in overall student achievement on state assessments by 5% in math, 5% in reading, 7% in social studies, and 3% in science.
-Increase of one year's growth as measured by NWEA-MAP from BOY to EOY
-Increase by 5% the Meets and Masters percentages on STAAR in all subject areas

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Staff will engage in ongoing professional learning with a focus on instructional models, engagement, rigor, data driven instruction, checks for understanding to measure student performance, and small group instruction to emphasize differentiation. **Strategy's Expected Result/Impact:** Increased student achievement as evidenced on STAAR and MAP results **Staff Responsible for Monitoring:** Teacher Leaders, Administrators, District Level Leaders **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** - 199 General Fund - $8,500	 Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: All Gifted and Talented teachers will engage in ongoing professional learning 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. **Strategy's Expected Result/Impact:** Increased academic scores for students identified as Gifted and Talented **Staff Responsible for Monitoring:** Gifted and Talented teachers, Champion of Gifted (COG) **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** - 199 General Fund - $300	Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: 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. **Strategy's Expected Result/Impact:** Increased student growth as evidenced on MAP and increased academics as evidenced on STAAR. **Staff Responsible for Monitoring:** Classroom Teachers, Counselors, Administrators, CAC **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** - 199 General Fund SCE - $8,000	Considerable			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4: Staff members will engage in ongoing professional learning to increase tier one instruction for Emergent Bilingual students with an emphasis on the Talk/Read/Talk/Write strategy and progress monitoring of EB students. EB students will be placed in EB advisories with a focus on academic discourse. **Strategy's Expected Result/Impact:** Increase proficiency levels on TELPAS **Staff Responsible for Monitoring:** ESL Teachers, Teachers, EB Administrator **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1	Considerable			

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 5: Administrators will coach and assist teachers through content area PLCs, conduct frequent walkthroughs, and coaching cycles. **Strategy's Expected Result/Impact:** Increased student achievement through increased alignment of instruction to the district curriculum. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	Moderate Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is an increased need for teacher understanding regarding student demographic factors such as economics and participation in special programs. **Root Cause**: There remains large percentages of students serviced by special programs which can bring challenges in how to best adjust instructional practices to meet meet the needs of all students.

Student Learning

Problem Statement 1: STAAR scores and NWEA MAP scores shows student achievement is stagnant across campus. The average daily attendance continues to be lower than the district average.   **Root Cause**: Student learning data shows there is an increased need to understand disaggregating data and developing strong daily instructional practices including small groups instruction and checks for understanding.

School Processes & Programs

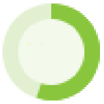
Problem Statement 1: School processes including PLC implementation and RI committees are not consistent in implementation.   **Root Cause**: While school processes were refined, there continues to be learning needed to ensure implementation and understanding is evident. Staff members appeared reluctant to lead the process or change from a previous way of implementing.

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By June 2026, SLMS will increase the average daily attendance rate for students to 95% through implementation of effective attendance strategies as evidenced by the indicators of success.

Evaluation Data Sources: Formative:
Demonstrate increases in monthly attendance percentages based on the district Attendance Counts report
Quarterly reviews of attendance percentages showing improvements from time spans of the previous year
Decrease in the number of students who have excessive absences

Summative:
By June 2026, the Attendance Counts report from FBISD will show an increase in our average daily attendance with a goal of achieving the district standard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Administrators and counselors will monitor attendance of students and schedule parent conferences, home visits, and interventions as needed. **Strategy's Expected Result/Impact:** Increased the average daily attendance of students **Staff Responsible for Monitoring:** Administrators, Attendance Committee, Counselors, **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: SLMS will increase class and grade level competitions regarding attendance along with incentives for individual student attendance. **Strategy's Expected Result/Impact:** Increase individual attendance by students **Staff Responsible for Monitoring:** Attendance Committee, Administrators, Counselors **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	 No Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: Administrators will increase parent and student communication regarding the importance of attendance including presentations in other languages, advisory lessons for students, individual conferences and class Titan Talks regarding attendance. **Strategy's Expected Result/Impact:** Increased average daily attendance **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers, Attendance Committee **Problem Statements:** Student Learning 1	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

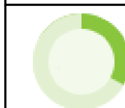
Student Learning
Problem Statement 1: STAAR scores and NWEA MAP scores shows student achievement is stagnant across campus. The average daily attendance continues to be lower than the district average. **Root Cause**: Student learning data shows there is an increased need to understand disaggregating data and developing strong daily instructional practices including small groups instruction and checks for understanding.

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By June 2026, SLMS will improve the climate and culture for students by 5% on the EOY survey through implementation of effective PBIS strategies to increase positive student ownership of behavior and improved climate events as evidenced in the indicators of success.

Evaluation Data Sources: Increase by 5% on the district EOY survey for the quality of the school.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Students will engage in Titan Talks and character building lessons during advisory, grade level assemblies, and lunches to encourage on time attendance, dropout prevention strategies, and build resilience skills. **Strategy's Expected Result/Impact:** Improved student climate as evidenced on EOY climate survey **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	 Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Monthly meetings will be held by the PBIS committee 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. **Strategy's Expected Result/Impact:** Improved student climate as evidenced on EOY climate survey **Staff Responsible for Monitoring:** Culture and Climate Team, PBIS Committee, All Staff members, Attendance Office **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: 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. **Strategy's Expected Result/Impact:** Improved climate survey results from students on the EOY survey **Staff Responsible for Monitoring:** Classroom Teachers, Counselors, Administrators **ESF Levers:** Lever 3: Positive School Culture	Moderate Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4: A student leadership committee will be created with student leaders of various organizations to gather student input and feedback concerning the student experience. The student committee will meet throughout the year with administrators to address areas of concern expressed by students along with gathering and implementing ideas from the student leaders. **Strategy's Expected Result/Impact:** Increased climate for students as evidenced on the EOY Climate survey **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	Some Progress			

No Progress　Accomplished　Continue/Modify　Discontinue

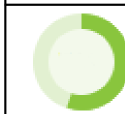
Performance Objective 1 Problem Statements:

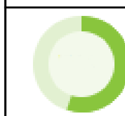
Perceptions
Problem Statement 1: Staff negative perceptions have impacted the campus morale and the learning environment. **Root Cause**: Staff members need more ownership of the campus climate and activities and understanding of all stakeholder needs.

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 2: By June 2026, SLMS will improve the climate and culture for staff by 10% on the EOY survey through implementation of effective climate and culture activities and improved climate events as evidenced in the indicators of success.

Evaluation Data Sources: -10% Positive increases in responses on staff survey from the 2024-2025 survey to the EOY 2025-2026 survey
-50% increase in participation numbers from staff during climate/culture events

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Monthly climate and culture activities will be scheduled and held. These events will be sponsored by the campus and the climate/culture committee. Department Heads for each department will encourage and collaborate with their team members to increase participation. **Strategy's Expected Result/Impact:** Improved climate survey results from staff on the EOY survey **Staff Responsible for Monitoring:** Climate & Culture committee, administrators, counselors **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Teachers and Staff members will be able to engage in feedback and collaboration with various departments through a 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. **Strategy's Expected Result/Impact:** Maintain or improve retention of teachers **Staff Responsible for Monitoring:** Administrators, Department Heads, Counselors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	 Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: SLMS will offer health strategies for all staff members including staff trainings on health related practices, a flu vaccine day, 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. **Strategy's Expected Result/Impact:** Increase staff climate results on the EOY climate survey **Staff Responsible for Monitoring:** Clinic, Administration, Counseling **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4: SLMS will offer conflict resolution strategies, character development lessons, Start with Hello, and violence prevention guidance to students. The counseling team will lead the campus and students through scheduled visits and access to the counseling team. **Strategy's Expected Result/Impact:** Improved peer relations and decreased referrals **Staff Responsible for Monitoring:** Counselors, Administrators, All Staff **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	Moderate Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Staff negative perceptions have impacted the campus morale and the learning environment. **Root Cause**: Staff members need more ownership of the campus climate and activities and understanding of all stakeholder needs.

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 3: By June 2026, SLMS will improve parent and stakeholder engagement by 5% on the EOY survey through implementation of increased communication, school connection activities, and community involvement opportunities as evidenced in the indicators of success.

Evaluation Data Sources: 5% positive increases in responses on parent survey from the 2024-2025 survey to the EOY 2025-2026 survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: SLMS will host at least five community events to increase parent awareness and involvement including Open House, Parent Coffee Talks, Game Night , Trunk or Treat, and Special Education Parent night. **Strategy's Expected Result/Impact:** Increase parent climate results on the EOY climate survey **Staff Responsible for Monitoring:** Leadership Team, Admin, Counselors **ESF Levers:** Lever 3: Positive School Culture	Moderate Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By June 2026, SLMS will have a balanced budget for the 2025-2026 school year by focusing on cost effective spending and adhering to FBISD spending guidelines as evidenced by the indicators of success.

Evaluation Data Sources: By June 2026, SLMS will have balanced the campus budget with no overdraft.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: SLMS will maintain monitor spending monthly to ensure the campus budget stays within guidelines. **Strategy's Expected Result/Impact:** Balanced budget at the end of the year **Staff Responsible for Monitoring:** Principal and Executive Assistant	Considerable			

No Progress   Accomplished   Continue/Modify   Discontinue

Campus Funding Summary

199 General Fund					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$8,500.00
1	1	2			$300.00
				Sub-Total	$8,800.00

199 General Fund SCE					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$8,000.00
				Sub-Total	$8,000.00

Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CR	EMPL_STA	REPORTS_TO_DESCR
043 SUGAR LAND	SUGAR LANI	SUGAR LANI	COOR CAMPUS ASSESSMENT	0.5	WHITE	BECKY	1	24	043	A	PRINCIPAL MS