

Fort Bend Independent School District
First Colony Middle School
2025-2026 Campus Improvement Plan



Mission Statement

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

First Colony Middle School is committed to fostering academic excellence while developing the individual strengths and talents of our students, faculty, staff and community. By addressing the unique needs of early adolescents in a supportive and caring environment, we will develop independent thinking citizens of character.

Vision

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

Value Statement

FCMS Student Honor Code

I pledge to be respectful, responsible, honest, scholarly, and have a positive attitude as I conduct my school business and in all areas of my life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At FCMS, we take pride in celebrating the diversity that enriches our school community. Our student body encompasses varied backgrounds and experiences, with approximately 30% of our students identified as economically disadvantaged. This diversity is further reflected in the fact that about 25% of our students benefit from free meal programs, while an additional 5% receive meals at a reduced price. These statistics highlight our commitment to ensuring that all students, regardless of their economic circumstances, have access to the resources they need to succeed. We strive to create an inclusive environment where every student feels valued and supported, recognizing that our differences are what make us stronger as a community.

For discipline the data shows our discipline numbers have decreased. The areas that are still of concern remain, tardies, confiscation and disruptive behavior. The infractions location remains the same, classroom, hallway and gym.

Student Demographics	Count	Percent
Gender		
Female	638	50.24%
Male	632	49.76%
Ethnicity		
Hispanic-Latino	199	15.67%
Race		
American Indian - Alaskan Native	6	0.47%
Asian	558	43.94%
Black - African American	200	15.75%
Native Hawaiian - Pacific Islander	4	0.32%
White	209	16.46%
Two-or-More	94	7.40%

'24-'25 Comparison

	'23-2024	'24-2025
Number of Referrals	2346	1639
Highest Referral	Tardies (692) Cell phone (424) Disrupting Ed. (263)	Cell phone (372) Tardies (304) Disrupt Behavior (168)
Highest Discipline Action	Lunch detention (573) Confiscation (434) School Duties (253)	Lunch Det (353) Confiscation (341) Student Conf. (230)
Grade Level Referrals	8th (979) 7th (943) 6th (424)	8th (671) 7th (513) 6th (455)

Demographics Strengths

Our school has a diverse student body, with the largest percentage of our students coming from various Asian cultures. This diversity brings a wealth of perspectives and experiences to our community, as students represent a multitude of countries and languages. This cultural tapestry not only enhances the learning environment but also fosters a global understanding and appreciation among students and staff alike.

Our student population is also diverse in terms of socioeconomic backgrounds, ranging from low socioeconomic status households to affluent ones, with many students falling somewhere in between. This diversity in economic backgrounds allows us to cultivate an inclusive environment where students learn to appreciate and respect different life experiences and perspectives. It also challenges us to ensure that all students have equal access to resources and opportunities, regardless of their economic status.

We are proud to offer a wide array of successful programs that cater to the varied interests and talents of our students. Our fine arts and athletics programs provide students with opportunities to express themselves creatively and physically, while our AAC and high school credit courses challenge them academically. Additionally, our numerous clubs, many of which celebrate different cultures, offer students the chance to explore their interests and heritage, fostering a sense of belonging and community. These programs are designed to engage all students, ensuring that everyone can find their niche and thrive within our school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At the end of the 24-25 school year was communication devices at 289 incidences followed by tardies at 201 and disruptive behavior at 108 indicents for a total of 598 incidents. We are continuing our efforts to decrease the amount of student devices due to the new law that is enacted regarding cell phone use on campus.

Root Cause: The PBIS rewards system played a significant role in the decrease of referrals. The staff and students implemented the program with fidelity. This is the 2nd year with the program and the positive rewards and positive behavior strategies are proving successful. We will continue to use this strategy to see the results we are needing with cell phone use.

Student Learning

Student Learning Summary

Overall, FCMS student performance shows areas of strength alongside critical areas for targeted improvement.

Strengths:

- **Algebra I** continues to be an area of excellence, with 100% of students meeting grade-level expectations for the third consecutive year, and 96% reaching the Masters level in 2025.
- **Science 8** and **RLA 7** reflect positive growth, with Science increasing by **4 percentage points** and RLA 7 increasing by **1 percentage point** in 2025. These improvements also outpace district and state averages in several measures.
- **RLA 8** and **Math 8** demonstrated gains of **1%** and **3%** respectively, suggesting upward momentum in literacy and numeracy outcomes for 8th grade.

Areas of Concern:

- **Math 6** and **Math 7** show consecutive years of decline. Math 6 decreased by **3 percentage points** in 2025 (down from 89% to 86%), while Math 7 decreased by **2 percentage points** (from 82% to 80%). These declines are now **two consecutive years of red flags**, requiring immediate intervention.
- **RLA 6** declined by **1 percentage point**, marking its first year of decline. While the decrease is small, early action is important to prevent continued downward trends.
- Social Studies 8 continues to lag behind, with only **23% of students meeting** grade-level expectations compared to higher rates in Math and RLA.
- Several tested areas, particularly **Math 7** and **Social Studies 8**, remain below district and state averages, highlighting performance gaps.

TELPAS Data Trends:

- The 2025 TELPAS Composite results show positive growth in **Advanced and Advanced High levels** across grades 6–8. For example, 61% of 6th grade EB students scored at Advanced, with 11% at Advanced High.
- While the number of Beginning-level EB students remains low, the proportion of students in **Intermediate** is steady, signaling a need for continued targeted language acquisition support to accelerate students beyond Intermediate into higher proficiency levels.

	2025 FCMS passing rate	2024 FCMS passing rate	2023 FCMS passing rate	% change	2025 Meets	2025 Masters	2025 District passing rate	2025 State passing rate	2024 District passing rate	2024 State passing rate	2024 Meets	2024 Masters	2023 Meets	2023 Masters	
RLA 6	89%	90%	91%	down 1%	28%	45%	81%	75%	81%	75%	34%	42%	37%	35%	
Math 6	86%	89%	92%	down 3%	27%	26%	76%	72%	75%	70%	35%	28%	32%	35%	
RLA 7	90%	89%	92%	up 1%	30%	42%	81%	74%	80%	72%	25%	49%	29%	46%	
Math 7	80%	82%	86%	down 2%	35%	34%	69%	52%	68%	53%	33%	35%	36%	34%	
RLA 8	91%	90%	95%	up 1%	25%	50%	86%	80%	85%	79%	26%	46%	30%	47%	
Math 8	80%	77%	84%	up 3%	32%	20%	65%	69%	64%	70%	29%	13%	35%	16%	
Sci 8	89%	85%	88%	up 4%	34%	37%	77%	72%	75%	68%	30%	37%	33%	40%	
SS 8	81%	79%	81%	up 1 %	23%	25%	67%	55%	68%	57%	23%	29%	23%	23%	
Algebra	100%	100%	100%	same	100%	96%	76%	76%	79%	79%	100%	5%	N/A	N/A	
	red- 2 years in a row						red- one year only								
		TELPAS													
2025 Composite		# of students	2025 Beginning	2025 Intermediate	2025 Advanced	2025 Adv High									
Gr 6		62	6%	21%	61%	11%									
Gr 7		62	3%	24%	55%	18%									
Gr 8		57	4%	25%	54%	18%									
2024 Composite		# of students	2024 Beginning	2024 Intermediate	2024 Advanced	2024 Adv High									
Gr 6		77	3%	20%	46%	32%									
Gr 7		77	5%	12%	41%	42%									
Gr 8		80	0	23%	49%	28%									
2023 Composite		# of students	2023 Beginning	2023 Intermediate	2023 Advanced	2023 Adv High									
Gr 6		77	5%	16%	49%	30%									
Gr 7		70	1%	13%	46%	40%									
Gr 8		60	0	32%	47%	22%									

Student Learning Strengths

Areas of strength when comparing STAAR data

- 6th grade RLA increased masters scores
- 7th grade RLA increased their meets and approaches
- 7th grade Math increased their meets
- 8th grade RLA increased their approaches and masters
- 8th grade Math increased their approaches, meets and masters
- 8th grade science increased their approaches and meets
- 8th grade social studies increased their approaches

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Recent STAAR results indicate a slight decline of 1-3% in both Math and RLA performance, signaling a need to examine instructional practices, curriculum alignment, and student support systems to prevent further decreases and promote academic growth.

Root Cause: The decline in Math and RLA scores may be attributed to inconsistent implementation of rigorous, TEKS-aligned instruction--particularly within the 6th-grade team--and a lack of regular, structured data analysis with the CAC and AP. Additionally, instructional adjustments for students in special programs may not have been fully aligned with grade-level expectations, limiting opportunities for academic

School Processes & Programs

School Processes & Programs Summary

The school's Admin Team convenes on a weekly basis, while the Leadership Team, comprising Department Heads, meets twice a month. These regular meetings are essential for planning and refining campus-wide processes, ensuring that our strategies are both effective and responsive to the needs of our school community. By maintaining a consistent schedule, we are able to address issues promptly and implement improvements in a timely manner.

In addition to these meetings, we have established bi-weekly Team Lead meetings. These gatherings are crucial for maintaining an open line of communication between myself, as the principal, and the team leaders. This structure allows for the seamless exchange of information and ideas, fostering a collaborative environment where team leaders can voice concerns and share insights that contribute to the overall success of our school.

Monthly faculty and committee meetings are integral to our decision-making process, as they involve a wide range of stakeholders. By engaging faculty members and committee participants, we ensure that diverse perspectives are considered, leading to more comprehensive and inclusive decisions that benefit our entire school community.

To further enhance our decision-making process, we administer a variety of campus-based and district-based surveys to both staff and students annually. These surveys provide valuable feedback on school processes, which we analyze to make informed adjustments for the following year. This data-driven approach allows us to continuously improve and adapt to the evolving needs of our school community.

The principal held "coffee with the principal" to establish relationships with parents. CBLT meetings are held quarterly to get feedback from stakeholders, teachers and staff. The PBIS meets monthly to adjust any behavior issues they are trending.

School Processes & Programs Strengths

At FCMS, our athletic programs have demonstrated exceptional prowess, with our 7th and 8th-grade football teams both securing district championships. This achievement is a testament to the dedication and hard work of our student-athletes and coaching staff. Additionally, our 8th-grade girls volleyball team has also brought home a district title, showcasing their skill and teamwork on the court. These accomplishments not only highlight our students' athletic abilities but also their commitment to excellence and sportsmanship.

Our Fine Arts programs continue to excel, consistently winning multiple awards and performing admirably in UIL events. The band had the prestigious opportunity to perform at an Astros game, bringing their musical talents to a wider audience. Furthermore, their performance at a local community center for senior living reflects our commitment to community engagement and the enrichment of our students' artistic experiences.

FCMS has been recognized as a "No Place for Hate" campus for the 2024-25 school year, a significant achievement that underscores our dedication to fostering an inclusive and supportive environment. This recognition is a result of our school-wide focus on social-emotional learning, which aims to cultivate empathy, respect, and understanding among our students and staff.

We are proud to have received the CREST award in counseling for the 24-25 school year, which highlights the effectiveness and impact of our counseling programs.

This award reflects our commitment to providing comprehensive support to our students, ensuring their well-being and success both academically and personally.

Our instructional planning is anchored by weekly Professional Learning Community (PLC) meetings, which are essential to our continuous improvement efforts. These meetings are guided by our Admin, Campus Advisory Council (CAC), and team leaders, ensuring a collaborative approach to enhancing teaching practices. The improvement in the use of feedback protocols, as indicated by CST data, demonstrates our commitment to refining instructional strategies and fostering a culture of reflective practice.

The TAPP mentor program is instrumental in supporting first-year teachers by pairing them with experienced mentors who provide guidance on classroom management and instructional practices. This initiative is complemented by our FCMS Admin team's efforts to host four "new to FCMS" staff meetings, offering additional support and resources to ensure a smooth transition and successful integration into our school community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Improve our campus level PD grouping strategy in relation to feedback PD. Teachers will be grouped specific to there teaching assignment and need. Generate more time for planning and instruction to increase the rigor of instruction.

Root Cause: Whole group PD will move to small group PD, when applicable to accommodate relationship building. This will include grade level "family" meeting and time for PLC's.

Perceptions

Perceptions Summary

First Colony Middle School is committed to fostering academic excellence while developing individual strengths of our students and staff members. We believe that we must educate the whole child- both academically as well as socially and emotionally. We have improved many of the Positive Behavioral Interventions and Supports (PBIS) with the help of our district support person. The PBIS committee meets monthly to review discipline data. The committee plans to continue the school-wide behavior recognition program for both staff and students. The 6th grade students were the ones that enjoyed the PBIS rewards the most out of all the grade levels. There were also a small amount of teachers who participated in the staff rewards. In addition, teachers can submit names of students and staff members weekly to nominate for our "Bobcat of the Week." These individuals get recognized on the morning announcements and in the staff/parent newsletter.

FCMS shares all the great things that are happening on our campus via our newsletters (both parent and staff) as well as on our website and X.

FCMS collaborates with community partners to develop opportunities for our students. An example of this is our relationship with Christ Church Sugar Land. Members of their congregation are being trained to mentor some of our students in the coming school year. We also continue with our recognition programs with our partnership with the Sugar Land Rotary club in spotlighting a student of the month.

Perceptions Strengths

At FCMS, we take immense pride in the positive culture that permeates our campus. Our staff members have expressed an appreciation for the supportive and collaborative environment we have cultivated, which not only enhances their professional satisfaction but also encourages them to remain a part of our community. This culture is a testament to the strong relationships and mutual respect that exist among our faculty, staff, and students. This was evident by the transfer list having only one staff member on it looking for high school coaching.

Moreover, the welcoming atmosphere at FCMS is highlighted in our students and staff members. to all who visit. District visitors frequently remark on the warm and inviting "feeling" they experience upon entering our building. This ambiance is a reflection of our commitment to creating a nurturing environment where students feel valued and cared for. It is evident in the interactions between staff and students, and it underscores our dedication to fostering a school community that prioritizes the well-being and development of every individual.

An informal staff survey (start, stop and keep) was conducted, and many of our staff members were able to express what they like and do not like about our campus processes.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While student reports of bullying have significantly decreased--dropping from 48% to 26% of students indicating they have been bullied at least once--survey results reveal that 38% of students do not participate in any school-sponsored activities. This lack of engagement may limit opportunities for students to build positive peer

connections and further reduce negative peer interactions.

Root Cause: The reduction in reported bullying incidents is likely due to a sustained focus on SEL lessons, consistent implementation of PBIS positive behavior strategies, and increased staff presence in hallways to address negative behaviors promptly. However, limited student participation in school-sponsored activities suggests that opportunities for connection and engagement outside of the classroom may no

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- 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
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Increase the percentage of student growth in meeting grade level in Math 6 from 27% to 30% by May 2026, as measured by STAAR performance.

Evaluation Data Sources: STAAR Math (Meets/Masters), MAP Growth, IXL usage reports, PLC progress trackers.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement weekly PLC Data Digs focusing on spiral review and reteach opportunities in Math 6 and Math 7 (Staff Responsible: Math Dept. Chair, APs). Provide targeted small-group interventions during Bobcat Time and after school tutorials, prioritized for students who did not meet grade level in prior STAAR. Utilize DreamBox and IXL for individualized math growth, with progress monitored every 3 weeks. Provide SPED co-teaching planning support to ensure accommodations are embedded in Tier 1 instruction. Strategy's Expected Result/Impact: team leads, CAC, PLC's, Admin Staff Responsible for Monitoring: Admin and department heads	Formative			Summative
	Oct	Dec	Feb	June
	Moderate Progress			
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: By May 2026, increase the percentage of Gifted and Talented (GT) students achieving Masters level performance on STAAR in Math and RLA from 45% to 48%, ensuring enrichment opportunities extend beyond grade-level standards

Evaluation Data Sources: Provide curriculum compacting and enrichment opportunities in Math and RLA to challenge GT students beyond on-level TEKS.

Implement project-based learning units within GT clusters that incorporate critical thinking, creativity, and real-world problem solving.

Provide professional development for GT cluster teachers on differentiation and advanced questioning strategies.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 Details		Reviews			
Strategy 1: Content areas will support GT student growth through writing extensions and project work.		Formative			Summative
		Oct	Dec	Feb	June
		Some Progress			
No Progress Accomplished Continue/Modify Discontinue					

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

Performance Objective 3: Increase the percentage of EB students scoring Advanced High on TELPAS from 16% (Gr. 6-8 composite) to 18% by May 2026.

Evaluation Data Sources: TELPAS scores, classroom walk-through data (EB accommodations), PLC artifacts.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 Details	Reviews			
Strategy 1: Embed daily structured academic language routines (sentence stems, vocabulary walls, and student talk protocols) in all core content classes. Implement a Language Buddy system pairing EB students with proficient peers for structured discussion. Provide weekly coaching for RLA teachers on integrating sheltered instruction strategies (SIOP). Schedule Academies and Accelerated Instruction sessions specifically for EB and SPED students with the greatest learning gaps. Strategy's Expected Result/Impact: TELPAS scores, classroom walk-through data (EB accommodations), PLC artifacts. Staff Responsible for Monitoring: EB LPAC teachers, coordinator and admin	Formative			Summative
	Oct	Dec	Feb	June
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

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 May 2026, increase the percentage of students, staff, and parents who report a positive campus culture and climate on the district Spring 2026 Climate Survey from 72% favorable to 75% favorable, ensuring that all stakeholders feel valued, inspired, and engaged

- Evaluation Data Sources:** District Climate Survey (students, staff, parents - spring administration)
- Quarterly campus-based mini-surveys (internal data from Qualtrics/Google Forms)
- PBIS discipline and referral data (reductions in negative incidents, increases in positive referrals)
- Participation records (number of parent volunteers, staff PAC recognition submissions, student advisory attendance)
- Staff retention data (as a climate indicator)
- Summative Evaluation:** Some progress made toward meeting Performance Objective

Strategy 1 Details	Reviews			
Strategy 1: Launch Bobcat Besties Mentorship Program pairing students with staff mentors. Expand extracurricular participation through targeted outreach to EB and SPED populations. Implement monthly recognition programs (CATS Awards, Bobcat Store, and Parent Volunteer Crew shout-outs). Conduct quarterly student advisory panels with the principal to gather feedback and co-create solutions. Strategy's Expected Result/Impact: climate and culture increase in overall satisfaction with campus, increased parent involvement Staff Responsible for Monitoring: admin, TAPP mentors, Department heads counselors	Formative			Summative
	Oct	Dec	Feb	June
	Some 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 May 2026, reduce campus teacher turnover from 18% to 15%, while maintaining 100% compliance with budget alignment protocols and ensuring that State Compensatory Education (SCE) funds are directly tied to student achievement initiatives.

- Evaluation Data Sources:** HR retention data (year-to-year teacher turnover %).
- Budget expenditure reports (quarterly, tracked against district guidelines).
- Staff climate/retention surveys (measuring satisfaction with support and resources).
- Professional development participation records (number of teachers attending stipended or funded training).
- Summative Evaluation:** Significant progress made toward meeting Performance Objective

Strategy 1 Details	Reviews			
Strategy 1: Create a new teacher mentoring program with monthly check-ins. Fund professional learning stipends for SPED, EB, and core content teachers to attend high-impact trainings. Provide quarterly teacher recognition incentives (lunches, awards, celebrations) to strengthen climate and retention. Strategy's Expected Result/Impact: increase retention Staff Responsible for Monitoring: admin and department heads	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
No Progress Accomplished Continue/Modify Discontinue				

Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CD	EMPL_STA	REPORTS_TO_DESCR
045 FIRST COLONY	FIRST COLON	FIRST COLON	COOR CAMPUS ASSESSMENT	0.5	WILLETT	SALLY	1 24		045	A	PRINCIPAL MS