Fort Bend Independent School District

First Colony Middle School

2023-2024 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

Diversity is celebrated at FCMS. About 30% of our student population is considered economically disadvantaged with about 25% receiving free meals, and 5% receiving reduced-priced meals.

Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/22/2023)	Count	Percent
Gender		
Female	629	50.97%
Male	605	49.03%
Ethnicity		
Hispanic-Latino	199	16.13%
Race		
American Indian - Alaskan Native	7	0.57%
Asian	537	43.52%
Black - African American	190	15.40%
Native Hawaiian - Pacific Islander	5	0.41%
White	227	18.40%
Two-or-More	69	5.59%

Attendance Data:

- 2020-21 Avg Attendance Rate- 98.20
- 2021-22 Avg Attendance Rate- 95.30
- 2022-23 Avg Attendance Rate- 96.41 (as of 4/28/23)

2023-24 Discipline Data:

Office Discipline Referrals- PEIMS reportable offenses		Office Referrals 756		
How does our rate compare with last year? (What is the trend? Increase, Decrease, Flat)		increase of 211		
Grade: WHO were the top 3 most frequent grades?		**7th grade -289**	**8th grade- 187**	**6th grade- 280**
Problem Behaviors: WHAT were the top 3 most frequent problem behaviors?		Insubordination	Inappropriate physical contact	disruptive behaivor
Location: WHERE were the top 3 locations?		Classroom	Hallway	Locker Room

Demographics Strengths

The largest percentage of our student body is comprised of students who are from an Asian culture. Within this culture, there are many different countries and languages represented. Our student body ranges as students are from low socioeconomic status households to affluent households with many falling somewhere in the middle. There are many postive and successful programs on our campuses that appeal to all types of students including fine arts, athletics, AAC courses, HS credit courses, and clubs (many of which celebrate different cultures).

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on the Naviance survey given by counselors, a large percentage of students reported having anxiety centered around time management, study skills, and tests. **Root Cause:** The Advisory/Bobcat Time activities were not implemented with fidelity by all teachers. Students received mixed SEL lessons based on their needs for HB4545 interventions.

Student Learning

Student Learning Summary

2022-23 MOY/EOY REN 360 Comparison Data

	At/Above	On Watch	Intervention	Urgent Intervention
6th MOY Rdg	66%	14%	9%	10%
6th EOY Rdg	65%	15%	11%	8%
6th MOY Math	77%	10%	8%	5%
6th EOY Math	81%	9%	5%	6%
7th MOY Rdg	59%	15%	14%	11%
7th EOY Rdg	60%	16%	14%	10%
7th MOY Math	71%	8%	10%	10%
7th EOY Math	75%	8%	7%	10%
8th MOY Rdg	49%	18%	18%	15%
8th EOY Rdg	52%	20%	15%	12%
8th MOY Math	75%	12%	7%	6%
8th EOY Math	77%	8%	8%	7%

STAAR Interim Data:

	# students tested	Did not meet	Approaches	Meets	Masters
ELA 6	398	18%	24%	27%	31%
ELA 7	387	14%	24%	27%	36%
ELA 8	395	16%	25%	24%	35%
Math 6	379	13%	26%	34%	27%
Math 7	365	25%	22%	27%	26%
Math 8	232	46%	34%	18%	3%
Algebra	154	2%	8%	23%	67%

	# students tested	Did not meet	Approaches	Meets	Masters
Science	403	26%	26%	20%	28%
S.S.	389	34%	33%	13%	20%

Student Learning Strengths

Areas of stenghts when comparing MOY and EOY data in ELA

6th grade urgent intervention decreased by 2 %

8th grade urgent intervention decreased by 3%

Areas of strengths for mtath

6th grade 4% percent increase in at or above level

7th grade math had an increase of 4% in at or above level

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on 2022-23 REN 360 Data, students did not make enough growth in their reading scores from the BOY to EOY. **Root Cause:** Some of the classroom interventions may not have been as effective as we thought they would be, for the students, and incorporating additional differentiated classrooms interventions is needed. The advisory can incorporate additional strategies as well.

School Processes & Programs

School Processes & Programs Summary

The school's Admin Team meets weekly and the school's Leadership Team (Department Heads) meet twice per month to plan and refine campus wide processes. Faculty meetings and committee meetings occur monthly in order to involve as many stakeholders as possible in the decision making process.

Staff and students are given a variety of campus-based and district-based surveys and have the opportunity to provide feedback on school processes each year. We use the data from these surveys to make adjustments for the following year. Campus principal leads a "Principal Advisory Committee" where students from a variety of groups share their input on campus processes.

School Processes & Programs Strengths

FCMS Athletics won district championship games in two sports in the 2022-2023 school year. Our Fine Arts programs won multiple awards and did well in UIL events. Five students made All State choir and got to perform in San Antonio.

FCMS was named a "No Place for Hate" campus in the 2022-23 school year due to our school-wide focus on social emotional learning.

Weekly PLC meetings are at the core of our instructional planning, and Admin, CAC, TIC, and PLL help guide the PLC process. CST data showed improvement in the use of feedback protocols on our campus.

The TAPP mentor program assits first year teachers by giving him/her a mentor to help guide classroom managment and instructional practices. In addition, FCMS Admin team hosts 4 "new to FCMS" staff meetings to provide support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Improve our PLC processes to include more Tier II and Tier III discussion and planning for addressing student needs when they did not master the content.
Root Cause: Teachers are aware (through student work analysis) when students did not master the concept, however, additional collaboration is needed in lesson planning, in regards to differentiated strategies and common formative assessment writing.

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 begun implementing many Positive Behavioral Interventions and Supports (PBIS) and have planned to grow our efforts in this area in the 2023-24 school year by continuing a school-wide behavior recognition program for both staff and students. 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 Twitter.

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

An informal staff survey was conducted, and many of our staff members reported that they love the culture at FCMS and would remain working on our campus. Many district visitors have commented on the "feeling" they get when they enter the building. They have stated that it is a "welcoming feeling where it is evident that students are loved and cared for."

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not enough students are showing substantial growth in their academic and their academic lab classes (math/ELA) that the campus is offering. **Root Cause:** The students are struggling with understanding cause and effect. They are not making the connection that increased participation in their academic/lab class would directly relate to an growth in their academic performance.

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

- Accountability Distinction Designations
- 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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- 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

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: By May 2024, FCMS teachers will increase student performance in Literacy and Math labs as well as in class instruction for Math and English classes as measured by Ren 360 data, 9 weeks report card grades and Interim Assessments.

Indicators of Success: Ren 360 Data
9 Weeks Report Card Grades
Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: FCMS will use monthly PLC data digs using benchmarks, Ren 360, and classroom assessment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student performance on benchmarks, Ren 360, and classroom assessments	**Oct**	**Dec**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, CAC and Admnistrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	45%	35%	30%	

Strategy 2 Details	Reviews			
Strategy 2: FCMS will implement plans to increase usage of dream box/Mobi Max in the lab classes and general classroom setting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance in Math in campus assessments, Ren 360 and benchmarks	**Oct**	**Dec**	**Feb**	**June**
Staff Responsible for Monitoring: CAC and Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** CAC monitored - 199 General Fund SCE	35%	20%	40%	

Strategy 3 Details	Reviews			
Strategy 3: FCMS teachers will provide more lessons that allow the students to use manipulatives and visual aides to promote deeper comprehension and develop better problem solving skills.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase student performance on STAAR, benchmarks, Ren 360 and campus assessments **Staff Responsible for Monitoring:** Teachers and administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	40%	55%	60%	

	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

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

Performance Objective 1: By May 2024, FCMS teachers will implement advisory lessons with fidelity in 90% of the scheduled sessions during the current academic year.

High Priority

Indicators of Success: Completion Numbers of District Required Assessments
Student Engagement Survey
Digital Literacy Lessons
GT advisory are created for one of each grade level with GT certified teacher. These teachers work advisory time to help with GT projects. This occurs twice a week.

Strategy 1 Details	Reviews			
Strategy 1: FCMS will incorporate SEL curriculum that will engage students in activities that promote positive behavior.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase participation in student engagement survey; promote positive campus climate and culture **Staff Responsible for Monitoring:** Administrators, department heads, counselors **ESF Levers:** Lever 3: Positive School Culture - **Results Driven Accountability**	**Oct**	**Dec**	**Feb**	**June**
	55%	65%	70%	

Strategy 2 Details	Reviews			
Strategy 2: FCMS leadership team will monitor the implementation of Bobcat Time Lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student participation in Advisory Lessons **Staff Responsible for Monitoring:** Administrators and department chairs **ESF Levers:** Lever 3: Positive School Culture - **Results Driven Accountability**	**Oct**	**Dec**	**Feb**	**June**
	70%	70%	80%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 2: By May 2024, FCMS will use targeted social/emotional learning opportunities to reduce the number of Level II PIEMS reportable offenses by implementing PBIS strategies and achieving a 20 % decrease in disciplinary incidents related to Disruptive Behavior, Insubordination and Inappropriate Physical Contact.
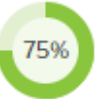
Indicators of Success: Campus Data
PIEMS Data
Attendance committee meets monthly to review and monitor student absences
Culture and Climate Surveys
Health Field Day and Color Run
Whole Child Wellness initiatives will be developed according to calendar

| Strategy 1 Details	Reviews			
Strategy 1: FCMS will continue to review data and develop action plans during monthly PBIS leadership meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in PEIMS reportable incidents	Oct	Dec	Feb	June
Attendance committee meets monthly to review attendance and students at risk of truancy.				
Staff Responsible for Monitoring: PBIS committee (teachers, administrators and counselors, PBIS faciliators)	65%	65%	75%	
ESF Levers:				
Lever 3: Positive School Culture				
- **Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: FCMS will provide violence prevention and intervention through professional development (Love and Logic and Restorative Discipline) to the staff and parents that outlines strategies to help decrease disciplinary infractions and increase student performance.	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Decrease in teacher referrals and disciplinary infractions	70%	70%	70%	
Staff Responsible for Monitoring: Teachers and Administrators				

Strategy 3 Details	Reviews			
Strategy 3: FCMS will continue to utilize the Bobcat Way Point System and participation in various health Strategies to promote positive behavior on campus.	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Decrease in disciplinary Infractions	40%	80%	100%	
Increase in the number of students receiving positive reinforcement				
Health Field Day and Color Run				
Whole Child Wellness initiatives will be developed according to calendar (Go Guld, Red Ribbon Week, Hello Week)				
Staff Responsible for Monitoring: PBIS committee (teachers, counselor, administrators, PBIS facilitator)				

Strategy 4 Details	Reviews			
Strategy 4: FCMS will provide comprehensive survey assessments for staff, students and parents to check our current school climate and the effectiveness of existing school practices.	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Identify areas of improvement to help guide campus improvement plan Principal will hold coffee with the principal for parents **Staff Responsible for Monitoring:** PBIS Committee (teachers, counselors, administrators, PBIS facilitator) **ESF Levers:** Lever 3: Positive School Culture - **Results Driven Accountability**	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 1: By May of 2024, First Colony Middle School will improve campus culture and climate by implementing focused mentoring, continuing new teacher/staff support sessions, and revamping campus interviewing and hiring processes.

Indicators of Success: TAPP mentorship
Bobcat Buddy Mentor Program
Staff BOY, MOY, EOY survey, Mid-year check in meetings with new staff members, T-TESS Summative Conference, T-TESS Self Reflection form, and Looking Ahead Meetings with staff
Host Student Teachers
Attend Instruction Apprentice meetings for possible recruitment

Strategy 1 Details	Reviews			
Strategy 1: FCMS will attend job fairs, meetings on the instructional apprentice candidates and continue to support new teachers through mentorship programs.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase the number of highly qualified teachers on staff and retain and grow those already on staff. **Staff Responsible for Monitoring:** administrators, department heads, mentors **ESF Levers:** Lever 2: Strategic Staffing	60%	85%	85%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

State Compensatory

Budget for First Colony Middle School

Total SCE Funds: $8,840.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

FCMS will utilize MobyMax for our selected student groups in need of intervention. In addition, SCE funds are used for tutorials in the areas of math and reading. The campus will also provide incentives through planning, resources and instructional supplies as the year progressing and data becomes available to the campus.

Campus Funding Summary

			199 General Fund SCE		
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	CAC monitored		$0.00
				Sub-Total	$0.00

Addendums

LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	DAY_SCHED
FIRST COLON	045 FIRST COLONY MI	00003868	COOR CAMPUS ASSESSMENT	0.5	0	WILLETT	SALLY	T00900	1	199.31.1000.00.045.2024.24	24	A	210AUG

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