Fort Bend Independent School District

Hodges Bend Middle School

2025-2026 Goals/Performance Objectives/Strategies

DRAFT

Mission Statement

District Mission:

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

Hodges Bend Middle School Mission: In collaboration with our parents, staff & community, HBMS will provide students with a safe environment to strive for academic and social-emotional EXCELLENCE while fostering and celebrating individuality and diversity.

Vision

District Vision:

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

Hodges Bend Middle School Vision: Hodges Bend Middle School will equip all students with the skills necessary to achieve EXCELLENCE in all aspects of life.

Value Statement

Today, I will be the very best I can be. I will not only pursue excellence but will help someone on my journey.
My fate is dependent upon me. I am a WARRIOR doing great things for all people.

DRAFT

Table of Contents

DRAFT

Goals

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

Performance Objective 1: By May 2026, HBMS will improve the percentage of students scoring Meets or above on STAAR Math/Algebra EOC from 25% to 35%

    Evaluation Data Sources: Campus Walkthrough Data, District Walkthrough Data,
Increase in MAP Scores from BOY to EOY, STAAR

Strategy 1 Details	Reviews			
Strategy 1: HBMS will improve instruction through curriculum implementation at the appropriate level of rigor as evidenced by student achievement & change in instructional practices.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**

Strategy's Expected Result/Impact: Clarity for teachers on the instructional model expectations and implementation at the appropriate level of rigor to support students in making adequate instructional achievement.
    Staff Responsible for Monitoring: Administrators, Instructional coaches, Department Heads, Team Leaders, Dean of Instruction, CAC & Interventionists
 	
    Title I:
2.51, 2.52, 2.53, 2.534
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Demographics 1				

DRAFT

Strategy 2 Details	Reviews			
Strategy 2: Students identified as failing, at-risk, GT, EB, SpEd and/or 504 will be provided with differentiated instruction in small groups in all core content areas through the use of targeted intervention and acceleration as evidenced by decrease in achievement gaps.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Increased assessment scores and student academic growth. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Department Heads, Team Leads, Dean of Instruction, Interventionists, Classroom Teachers & Students. **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
Strategy 3: HBMS will improve data informed instruction through the analysis of data in professional learning communities as evidenced through a change in formative indicators (MAP).	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Data analysis will provide detailed information regarding student academics in order to support informed instructional decision making. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Department Heads, Team Leads, Dean of Instruction, Classroom Teachers, Interventionists & Students. **Title I:** 2.534 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

○ No Progress　　　◯ Accomplished　　　→ Continue/Modify　　　✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Data indicates a disparity in sub pops(GT, SpEd, EB, 504 and at-risk) and overall student achievement. **Root Cause**: Teachers need continued training to support PLC practices and instructional delivery aligned to the content model at the appropriate level of rigor in order to support all students academically.

Student Learning
Problem Statement 1: Student achievement data indicates a need for adjustment to instructional practices aligned to the curriculum at the appropriate level of rigor. instructional decisions.   **Root Cause**: Teachers need continued training/support aligned to implementation of the instructional models at to support effective Tier I instruction at the appropriate level of rigor.

DRAFT

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

Performance Objective 2: By May 2026, HBMS will improve the percentage of students scoring Meets or above on STAAR Reading from 42% to 50%.

    Evaluation Data Sources: Campus Walkthrough Data, District Walkthrough Data,
Increase in MAP Scores from BOY to EOY, STAAR

Strategy 1 Details	Reviews			
Strategy 1: HBMS will improve instruction through curriculum implementation at the appropriate level of rigor as evidenced by student achievement and change in instructional practices.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**

Strategy's Expected Result/Impact: Data analysis will provide detailed information regarding student academics in order to support informed instructional decision making.
     Staff Responsible for Monitoring: Administrators, Instructional Coaches, Department Heads, Team Leads, Dean of Instruction, Classroom Teachers, Interventionists & Students.
 	
     Title I:
 2.51, 2.52, 2.53, 2.534
  - **TEA Priorities:**
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
     Problem Statements: Student Learning 1				

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Student achievement data indicates a need for adjustment to instructional practices aligned to the curriculum at the appropriate level of rigor. instructional decisions.   **Root Cause**: Teachers need continued training/support aligned to implementation of the instructional models at to support effective Tier I instruction at the appropriate level of rigor.

DRAFT

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

Performance Objective 3: By May 2026, HBMS will improve the percentage of students scoring Meets or above on STAAR Science from 35% to 45%.

    Evaluation Data Sources: Campus Walkthrough Data, District Walkthrough Data,
Increase in MAP Scores from BOY to EOY, STAAR

Strategy 1 Details	Reviews			
Strategy 1: HBMS will improve instruction through curriculum implementation at the appropriate level of rigor as evidenced by student achievement and change in instructional practices.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**

Strategy's Expected Result/Impact: Data analysis will provide detailed information regarding student academics in order to support informed instructional decision making.
    Staff Responsible for Monitoring: Administrators, Instructional Coaches, Department Heads, Team Leads, Dean of Instruction, Classroom Teachers, Interventionists & Students.
 	
    Title I:
2.51, 2.52, 2.53, 2.534
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Learning 1				

      ○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Student achievement data indicates a need for adjustment to instructional practices aligned to the curriculum at the appropriate level of rigor. instructional decisions. **Root Cause**: Teachers need continued training/support aligned to implementation of the instructional models at to support effective Tier I instruction at the appropriate level of rigor.

DRAFT

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

Performance Objective 4: By May 2026, HBMS will improve the percentage of students scoring Meets or above on STAAR Social Studies from 7% to 25%.

Evaluation Data Sources: Campus Walkthrough Data, District Walkthrough Data, Increase in MAP Scores from BOY to EOY, STAAR

Strategy 1 Details	Reviews			
Strategy 1: HBMS will improve instruction through curriculum implementation at the appropriate level of rigor as evidenced by student achievement and change in instructional practices.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Data analysis will provide detailed information regarding student academics in order to support informed instructional decision making. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Department Heads, Team Leads, Dean of Instruction, Classroom Teachers, Interventionists & Students. **Title I:** 2.51, 2.52, 2.53, 2.534 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				
◯ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Student achievement data indicates a need for adjustment to instructional practices aligned to the curriculum at the appropriate level of rigor. instructional decisions.   **Root Cause**: Teachers need continued training/support aligned to implementation of the instructional models at to support effective Tier I instruction at the appropriate level of rigor.

DRAFT

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

Performance Objective 5: By May 2026, 65% percent of students in grades 6-8 will improve by one performance indicator in Math, Reading and Science as evidenced by NWEA MAP Growth Reports.

    Evaluation Data Sources: Student Growth Summary Report (NWEA), Student Progress report (NWEA), Student & School Profile Reports (NWEA)

Strategy 1 Details				Reviews			
Strategy 1: HBMS will improve instruction through curriculum implementation at the appropriate level of rigor as evidenced by student achievement and change in instructional practices.				**Formative**			**Summative**
				Oct	Dec	Feb	June

Strategy's Expected Result/Impact: Data analysis will provide detailed information regarding student academics in order to support informed instructional decision making.
    Staff Responsible for Monitoring: Administrators, Instructional Coaches, Department Heads, Team Leads, Dean of Instruction, Classroom Teachers, Interventionists & Students.
 	
    Title I:
2.51, 2.52, 2.53, 2.534
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Problem Statements: Student Learning 1							

◯ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue							

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Student achievement data indicates a need for adjustment to instructional practices aligned to the curriculum at the appropriate level of rigor. instructional decisions. **Root Cause**: Teachers need continued training/support aligned to implementation of the instructional models at to support effective Tier I instruction at the appropriate level of rigor.

DRAFT

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, HBMS will increase overall staff satisfaction with the campus from 69% to 75% through a focus on the principles of the PAC as measured by the District Culture & Climate Survey.

> **Evaluation Data Sources:** Campus Based Surveys, District Climate Surveys

Strategy 1 Details	Reviews			
Strategy 1: HBMS will implement professional learning focusing on the PAC principles to foster a more positive & supportive work environment.	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Parent participation at campus events will improve as evidence by sign in rosters and feedback from culture & climate surveys. **Staff Responsible for Monitoring:** Administrators, Dean of Instruction, Counselors, Instructional Coaches, Teachers, Parent Educator & Students. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2				

Strategy 2 Details	Reviews			
Strategy 2: HBMS will improve culture & climate through engagement & recognition as evidenced by stakeholder feedback.	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Student attendance and behavior will improve as evidenced by skyward reports & parent participation in campus events will increase. **Staff Responsible for Monitoring:** Administrators, Dean of Instruction, Counselors, Instructional Coaches, Teachers, Parent Educator & Students. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

DRAFT

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Data indicates that students do not consistently attend school and the systems that were in place to reward positive behaviors were implemented inconsistently.   **Root Cause**: Students lack of intrinsic motivation and perception of lack of engaging opportunities impacted positive campus interactions.
Problem Statement 2: Data indicates that parents do not feel informed about organizations that support students and that opportunities for engagement are limited.   **Root Cause**: Parents indicate that language barriers, lack of access, scheduling conflicts and lack of social events create apathy regarding engagement.

DRAFT

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 May 2026, HBMS will increase overall parent participation and satisfaction with the campus from 56% to 65% through a focus on the principles of the PAC (Professionalism, Accountability, and Communication) as measured by the District Culture & Climate Survey.

    Evaluation Data Sources: Talking Points Data Usage, Campus Based Surveys, District Climate Surveys

Strategy 1 Details	Reviews			
Strategy 1: HBMS will utilize Talking Points as a means of increasing communication to parents resulting in increased engagement and to foster a more positive and supportive environment for all stakeholders.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**

Strategy's Expected Result/Impact: Improved two-way communication with families leading to increased parental engagement, higher student participation, and a more inclusive and supportive school culture.
  Staff Responsible for Monitoring: Administrators, Dean of Instruction, Counselors, Instructional Coaches, Teachers, Parent Educator & Students.
 	
  ESF Levers:
Lever 3: Positive School Culture
Problem Statements: Perceptions 2				

   ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Data indicates that parents do not feel informed about organizations that support students and that opportunities for engagement are limited.   **Root Cause**: Parents indicate that language barriers, lack of access, scheduling conflicts and lack of social events create apathy regarding engagement.

DRAFT

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 May 2026, HBMS will increase the percentage of staff giving rewards for positive behaviors from 60% to 80% as evidenced by the PBIS campus evaluation report.

    Evaluation Data Sources: Evaluation Data Sources: Navigation 360 Reports, TFI/PBIS surveys

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: HBMS will utilize Navigation 360 as a means of rewarding positive behaviors in alignment with the campus PBIS plans.	**Oct**	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Increased demonstration of positive student behaviors and improved campus climate through consistent reinforcement and recognition using Navigation 360. **Staff Responsible for Monitoring:** Administrators, Dean of Instruction, Counselors, Instructional Coaches, Teachers, Parent Educator & Students. **Title I:** 2.533 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Data indicates that students do not consistently attend school and the systems that were in place to reward positive behaviors were implemented inconsistently.   **Root Cause**: Students lack of intrinsic motivation and perception of lack of engaging opportunities impacted positive campus interactions.

DRAFT

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 4: By May 2026, HBMS will decrease the number of student code of conduct violations related to physical violence by 10%.

    Evaluation Data Sources: Skyward Q discipline reports

Strategy 1 Details	Reviews			
Strategy 1: HBMS will provide students with social-emotional learning and supports aligned to health/wellness (physical & emotional).	**Formative**			**Summative**
	Oct	Dec	Feb	June

Strategy's Expected Result/Impact: Decrease in referrals related to physical violence
Improved conflict resolution skills
Increased attendance
    Staff Responsible for Monitoring: HBMS Counselors
HBMS Administrators
 	
    Title I:
2.531, 2.533
  - ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Perceptions 1				

○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Data indicates that students do not consistently attend school and the systems that were in place to reward positive behaviors were implemented inconsistently.   **Root Cause**: Students lack of intrinsic motivation and perception of lack of engaging opportunities impacted positive campus interactions.

DRAFT

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, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve climate, culture and student outcomes.

    Evaluation Data Sources: Monthly Budget Reports, Monthly Guiding Coalition Meeting Agendas

Strategy 1 Details	Reviews			
Strategy 1: Facilitate monthly meetings with the Guiding Coalition and the executive assistant to analyze budget allocations and expenditures related to student outcomes in reading, math, social studies and science.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**

Strategy's Expected Result/Impact: Increased alignment between budget spending and student achievement goals, leading to more strategic resource allocation and improved academic outcomes across core content areas.
     Staff Responsible for Monitoring: Administrators, Dean of Instruction, Counselors, Instructional Coaches, Teachers, Parent Educator & Students.
 	
     ESF Levers:
 Lever 1: Strong School Leadership and Planning
 Problem Statements: School Processes & Programs 2				

○ No Progress ◯ Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Budget decisions have not been consistently aligned with student achievement data, limiting the impact of resources on academic outcomes in reading, math, science, and social studies.   **Root Cause**: Lack of structured, ongoing collaboration between instructional leadership and budget managers to review spending in relation to student performance trends.

DRAFT