

**Fort Bend Independent School District**  
**Lake Olympia Middle School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

## **Fort Bend ISD's Mission Statement:**

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

## **Lake Olympia Middle School's Mission Statement:**

Mustangs will lead with Positivity, Respect, Integrity, Dedication, and Empathy (PRIDE) to ensure that all students are inspired and equipped to pursue futures beyond what they can imagine.

# Vision

## **Fort Bend ISD's Vision Statement:**

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

## **Lake Olympia Middle School's Vision Statement:**

Our vision is for all students to enter with a promise and exit with a purpose – to ensure all Mustangs acquire the necessary tools to be life-long learners, collaborative problem-solvers who empower themselves and others, leaders within their own communities, and both culturally-responsive and productive members of society.

# Core Beliefs

**We strive for success...Failure is not an option.**

- 1 **Core Belief:** All students can reach their full potential.

Commitment: FBISD will provide an educational system that will enable all students to reach their full potential.

2 **Core Belief:** We believe student success is best achieved...

A: Through effective teachers that inspire learning.

Commitment: FBISD will recruit, develop and retain effective teachers.

B: In a supportive climate and safe environment.

Commitment: FBISD will provide a supportive climate and safe learning/working environment.

C: By empowered and effective leaders throughout the system.

Commitment: FBISD will provide and promote leadership development at all levels.

D: In a well-functioning, high-performing community of learners.

Commitment: FBISD will be a collaborative, efficient and effective learning community.

## Value Statement

Rebuilding the brand and transforming the Mustang Way – Leading with PRIDE!

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

At Lake Olympia Middle School (LOMS), Rebuilding the Brand and Transforming the Mustang Way – Leading with PRIDE guides the day-to-day operations and functions of the campus. This motto serves as the foundation on which we stand in our pursuit of excellence and is the quintessence of our wildly important goal. Specifically, every stakeholder is an essential piece of the puzzle and has a role to play in ensuring that our students reach their utmost and full potential both academically and behaviorally speaking. This is achieved through the relentless pursuit and consistent use of our academic goal of teacher and student clarity of learning.

LOMS has a well-rounded teaching staff, which is comprised of 71 teachers, 11.8 educational aides, and 7.9 professional support staff. Twenty-four percent of the total staff has 11 or more years of experience in the field of education with 46.5% of total staff having 10 year or less of experience in education. In addition to the year, 17.2% hold an advanced degree. The demographics of the total teaching personnel is as follows: 49.6% African American, 8.5% Hispanic, 7.1% White, 4.7% Asian, and 1.1% Two or More Races.

LOMS also has a diverse student population, which is comprised of nearly 1200 students – 55.1% African American, 33.3% Hispanic, 1.9% White, 5.5% Asian, and 4.2% Other. Although LOMS has many families who are considered economically disadvantaged, the campus is not designated as Title 1. Of the overall student population, 71.4% of them are considered economically disadvantaged and 28.6% of them are considered non-educationally disadvantaged. In addition, 5.6% are characterized as Section 504, 23.8% are characterized as emergent bilinguals, 1.7% are characterized as either foster care or homeless, 17.9% are characterized as special education, and 40.2% are characterized as At-Risk overall.

LOMS's Campus Planning Advisory Committee (CPAC) met on May 29<sup>th</sup> at 10:00 a.m. and again on June 5<sup>th</sup> at 10:00 a.m. in the Lake Olympia Middle School library to develop the Campus Needs Assessment (CNA). We plan to meet again for the remaining Wednesdays throughout the summer (Working Wednesdays – 6/12, 6/26, 7/10, 7/24, and 7/31/24) to review and tweak CNA as needed. Once the school year is underway, the CPAC will continue to meet to review and revise the CIP (performance objective strategies) as needed: 9/11/24, 11/13/24, 1/15/25, 3/19/25, and 5/14/25.

At the first meeting on May 29<sup>th</sup>, the CPAC met to introduce themselves, review Texas' strategic plan, review board and campus goals, review mission and vision of the school, identify and list data to review between now and the next meeting, and discuss the timeline and content of the meetings going forward. At the second meeting on June 5<sup>th</sup>, the CPAC met to go through the list of data discussed as the previous meeting. The team utilized the SWOT analysis to identify the strengths, weaknesses, and opportunities based on the presented data. The team came together to find root causes and prioritized three main problems, which were characterized as behavior, instruction, and communication systems.

This information will be revisited and in greater detail in the upcoming sections.

The CPAC reviewed the data listed below to identify the strengths and weaknesses:

Attendance data	Discipline records	Student & Student Surveys	Dept. and Faculty Meeting Discussion and Data	Professional Development Needs Assessment Data	STAAR Data
REN 360 Data	TELPAS Data	Parent Surveys	Communications Data	Teaching and Learning Implementation	

## Campus Planning Advisory Committee (CPAC)

Name	Position	Role
Dr. Hykeem Craft	Principal	Campus Administrator
Dr. Karissa Ogle	Associate Principal	Campus Administrator
Camille Silas	Assistant Principal	Campus Administrator
Eugene Daniels II	Assistant Principal	Campus Administrator
Kurlenne Martin	Campus Assessment Coordinator	School Leader
Tammy Byrd	Lead Counselor	School Leader
Emily Rausa	Librarian	School Leader
Tonya Okotie	Teacher – Math Chair	Classroom Teacher/School Leader
Kimberly Greene	Teacher – ELA Chair	Classroom Teacher/School Leader
Crystal Dillard	Teacher – Social Studies Chair	Classroom Teacher/School Leader
Kirlew Matthie	Teacher – Science Chair	Classroom Teacher/School Leader
Kay Hunt	Teacher – Fine Arts Chair	Classroom Teacher/School Leader
Jazmin Cain	Teacher – PE Chair	Classroom Teacher/School Leader
Tina Hunter	Teacher – AVID Coordinator	Classroom Teacher/School Leader
Ashley Morgan	Teacher	Classroom Teacher
KaNani Coleman	Teacher	Classroom Teacher
Lauren Duhart	Teacher	Classroom Teacher
Zenobia Pressley	Teacher	Classroom Teacher
Amalia Napoleoni	Executive Assistant	Clerical/Paraprofessional
Rebecca Smith	SAILS Para	Paraprofessional
Brittney Lee	ICS Para	Paraprofessional
Heidi Negron	Specialist Campus Support	District Administrator
Rhonda Leduff	Science Coordinator	District Administrator
Dr. Alesheia Baccous	PTA President & LOMS Parent	Parent
Ms. Williams	LOMS Parent	Parent
Ronnie Williams	Retired Police Officer	Community Member
Pastor Craig Hayes	Community Pastor	Community Member

# Demographics

## Demographics Summary

Lake Olympia Middle School (LOMS) is one of 15 middle school campuses in Fort Bend ISD and currently serves the Fresno and Missouri City communities. The school opened in 1992 with 187, 800 square feet of space and currently serves predominantly low-socioeconomic families. The staff members at LOMS are collectively committed to inspiring academic achievement and productive citizenship through our rebuilding our brand and transforming the Mustang way. The school is comprised of 74 teachers, 3 counselors, 11 paraprofessionals, and 4 administrators. The school currently serves 1121 students. The student body is 49.3% female and 50.7% male, with 71.4% economically disadvantaged. The homeless status total is 0.4% and foster care total is 1.3%. The average daily attendance rate for students is 93.1%. Students participate in special programs offered on campus including: 23.2% ESL Education, 8.7% CTE Education, 0.3% Gifted and Talented Education, and 17.9% Special Education. Our current class sizes range from 20 to 25 students based on content area.

### Enrollment:

Lake Olympia student enrollment has fluctuated over the past five years with descending trends. Over the past give years, LOMS student enrollment had dropped by approximately 130 students.

Year	Total enrollments 93.1
18-19	1253 Total Students Enrolled
19-20	1258 Total Students Enrolled
20-21	1215 Total Students Enrolled
21-22	1200 Total Students Enrolled
22-23	1170 Total Students Enrolled
23-24	1121 Total Students Enrolled

### Student Demographics:

Our campus services multiple ethnicities and special populations. Our largest ethnicities include Black/African American with 53% and Hispanic/Latino with 35%.

LOMS Student Demographics by Ethnicity					
Ethnicity:	23-24	22-23	21-22	20-21	19-20
Hispanic-Latino	35.38%	33.16%	33.00%	32.76%	35.53%
American Indian -Alaskan Native	0.62%	0.51%	0.50%	0.66%	0.32%
Asian	6.13%	5.47%	4.83%	4.69%	3.50%
Black- African American	52.18%	55.30%	55.42%	56.05%	55.80%
Native Hawaiian- Pacific Islander	0%	0.09%	0.17%	0.25%	0.16%
White	1.87%	2.05%	2.75%	2.14%	1.75%
Two or More	3.82%	3.42%	3.33%	3.46%	2.94%

### Special Program Enrollment:

We also offer programs for students in the areas, of GT, SPED, ESL etc. LOMS services a large number of SPED and ESL students. These special programs have increased over 6% in the last 3 years. Over 40% of our students are also at risk with at least one of the 14 indicators.

LOMS Program Participation					
Special Program	23-24	22-23	21-22	20-21	19-20
Sped	20.27%	17.95%	14.67%	12.67%	11.45%
ESL	19.73%	23.16%	18.25%	14.07%	12.96%
EB	25.87%	23.85%	19.00%	14.81%	13.67%
GT	0.80%	0.34%	0.42%	0.41%	0.48%
Dyslexia	9.16%	7.78%	6.33%	5.68%	3.97%
504	4.09%	5.64%	6.92%	8.63%	7.55%
Eco Disadvantage	68.98%	71.37%	69.50%	62.96%	65.10%

### Staff Information:

LOMS has a well-rounded teaching staff, which is comprised on 71 teachers, 11.8 educational aids, and 7.9 professional support staff, and 4 campus administrators. Around 10.7% of staff are beginning teachers. Nearly 22% of teachers have 1-5 years of experience. Thirty-three percent of teachers have 6-10 years of experience. Nineteen percent of teachers have 11-20 years of experience. Fifteen percent of teachers have 21 or more years of experience. In addition to the years of experience, 24.5% of teacher hold an advance degree. The demographics of the total staff is as follows: 69.8% African American, 12.0% Hispanic, 10.0% White, 6.6% Asian, and 1.5% Two or More Races.



LAKE OLYMPIA MIDDLE (079907048) - FORT BEND ISD - FORT BEND COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	94.7	100.0%	100.0%	100.0%
Professional Staff:	82.9	87.5%	64.1%	64.1%
Teachers	71.0	74.9%	46.9%	48.7%
Professional Support	7.9	8.4%	13.4%	10.9%
Campus Administration (School Leadership)	4.0	4.2%	3.3%	3.3%
Educational Aides:	11.8	12.5%	10.1%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	74.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	3.0	n/a	192.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	83.5	88.2%	68.1%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	49.6	69.8%	33.3%	11.8%
Hispanic	8.5	12.0%	16.8%	29.6%
White	7.1	10.0%	39.0%	54.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	4.7	6.6%	8.1%	2.0%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	1.1	1.5%	2.3%	1.2%
<b>Teachers by Sex:</b>				
Males	31.4	44.3%	24.2%	24.4%
Females	39.5	55.7%	75.8%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	0.5%	2.0%
Bachelors	53.7	75.7%	68.6%	72.2%
Masters	16.2	22.9%	29.3%	25.0%
Doctorate	1.0	1.4%	1.6%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	7.6	10.7%	6.5%	9.7%
1-5 Years Experience	15.4	21.7%	26.5%	26.3%
6-10 Years Experience	23.5	33.2%	22.2%	20.5%
11-20 Years Experience	13.5	19.0%	29.5%	27.2%
21-30 Years Experience	10.0	14.1%	12.9%	13.3%
Over 30 Years Experience	1.0	1.4%	2.4%	2.9%

## Attendance:

Lake Olympia student attendance has fluctuated over the past five years with descending trends. Over the past five years, LOMS student attendance daily attendance has decreased, which is not aligned with the district's attendance goals.

Attendance by Campus					
Campus	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
079907048 - LAKE OLYMPIA MIDDLE	96.67	95.39	93.12	93.42	93.70

## Demographics Strengths

Lake Olympia Middle School Stakeholders embody a plethora of strengths such as a teaching staff that consists of nearly 70% of veteran teachers (i.e., six or more years of education experience) with a third of them sharpening their own skillset and earning an advanced degree. At LOMS, parents and guardians feel welcoming and empowered to be active and visible participants in the students' academic and extra-curricular endeavors—hence our strong Parent Teacher Association (PTA). Additionally, over the years, the enrollment has declined by 10%. This is considered a strength due to lessening the student enrollment, thus slightly decreasing the class sizes which allows for teachers to better address the need of our growing special education and emergent bilingual population. The student population has been steadily comprised of majority African-American and Hispanic students. With 40% of students being at risk, the campus focuses heavily on mentoring, school wide expectations through guidelines to success, school- wide dedicated tutorials, partnership with Be the Champion and other community partners such as local churches, non-profit organizations, businesses, and collaboration with the families. Additional demographic strengths include:

- LOMS has developed a respectful environment where differences are identified and celebrated.
- To content with today's workforce, LOMS is not transitioning to a one-to-one campus through the district's EquippED program.
- The Instructional Leadership Team and other teachers and staff are dedicated to the upward movement and progression of the campus.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Based on the historical data, the number of students categorized under each special population (i.e., SPED, ESL, EB, Dyslexia) continues to increase from one year to the next, thus developing a greater need for support and widening of the achievement and behavior gaps.

**Root Cause:** More students are being identified and labeled with specific needs. As a result, the staff need ongoing professional development to address the needs of diverse learners. Students are also struggling with appropriate social skills, while staff is inconsistent with implementation of IEP's and behavior plans.

**Problem Statement 2 (Prioritized):** There is a need for increase in parent awareness regarding the correlation in student attendance and behavior in school as the most critical component to the development and the education of the whole child.

**Root Cause:** More students are being identified and labeled with specific needs. As a result, the staff need ongoing professional development to address the needs of diverse learners. Students are also struggling with appropriate social skills, while staff is inconsistent with implementation of IEP's and behavior plans.

# Student Learning

## Student Learning Summary

Lake Olympia Middle School (LOMS) is committed to making strides towards improving student achievement through intentional planning, well-designed learning experiences, continuous review of data to ensure targeted enrichment and intervention opportunities, and teacher professional development. However, campus falls short of full implementation and the consistent practice of the aforementioned efforts. LOMS has 6 to 7 teacher per content area depending on the content. Students participate in special programs offered on campus including: 23.2% ESL Education, 8.7% CTE Education, 0.3% Gifted and Talented Education, and 17.9% Special Education. Our current class sizes range from 20 to 25:1 student-teacher ratio based on content area. Currently, LOMS holds an accountability rating of C for overall school progress and closing the gaps. Teachers at LOMS have access to classroom assessments, REN 360, and STAAR data. Historically, over the past few years, more than half of students struggled to approach grade level in the areas of math, science, and social studies.

### REN 360 Data:

REN360 data is showing that 30-40% of our students are in the urgent intervention category in 6<sup>th</sup> grade reading and 25-30% in 6<sup>th</sup> math. For 7<sup>th</sup> grade, 65-75% of students are considered urgent intervention in reading and 20-30% for math. Lastly, for 8<sup>th</sup> grade, 70-80% of our students are considered urgent intervention for reading and 20-30% are urgent intervention in math. This means there is a large percentage of students performing 2-3 years below their grade level and will need extra support to reach mastery of grade level TEKS.

Reading REN360 Data 6th Grade						Math REN360 Data 6th Grade				
	At/Above	On Watch	Intervention	Urgent Intervention			At/Above	On Watch	Intervention	Urgent Intervention
BOY	37%	14%	18%	32%		BOY	42%	12%	29%	26%
MOY	34%	16%	18%	32%		MOY	45%	11%	14%	30%
EOY	31%	13%	21%	36%		EOY	45%	14%	15%	26%
Reading REN360 Data 7th Grade						Math REN360 Data 7th Grade				
	At/Above	On Watch	Intervention	Urgent Intervention			At/Above	On Watch	Intervention	Urgent Intervention
BOY	4%	7%	17%	72%		BOY	39%	17%	25%	19%
MOY	6%	5%	24%	65%		MOY	38%	19%	21%	22%
EOY	6%	5%	15%	74%		EOY	35%	13%	23%	28%
Reading REN360 Data 8th Grade						Math REN360 Data 8th Grade				
	At/Above	On Watch	Intervention	Urgent Intervention			At/Above	On Watch	Intervention	Urgent Intervention
BOY	5%	9%	13%	73%		BOY	36%	19%	23%	22%
MOY	5%	4%	16%	75%		MOY	36%	17%	20%	28%
EOY	4%	4%	16%	77%		EOY	36%	18%	27%	19%

## STAAR Data:

The STAAR Data is disaggregated to include the past 8 years of data (i.e., 2016-2024, not including the COVID year of 2020), which includes the percentage of students who achieved approaches, meets, and masters of every tested area.

In the area of English Language Arts, the percentage of students who achieved approaches, slightly grew or stayed consistent in 6<sup>th</sup> grade ELA over the past three years. In 7<sup>th</sup> grade ELA, there has been a steady decline (i.e., 5% each year) of students who achieved approaches. In 8<sup>th</sup> grade ELA, there has also been drastic decline from 2022-2023, but the percentage of students who achieved approaches remained consistent from 2023-2024. There has been some growth in students achieving meets and masters in 6<sup>th</sup> grade ELA. 7<sup>th</sup> grade ELA shows some growth and some decline from one year to the next in the percentage of students who achieved either meets or masters. Lastly, for 8<sup>th</sup> grade ELA, the data shows decline from 2022-2023, but consistency from 2023-2024.

In the area of Mathematics, the percentage of students who achieved approaches in 6<sup>th</sup> grade math, saw slight growth from 2022 to 2023, but declined 10% in 2024. In 7<sup>th</sup> grade math, there has been slight decline in the percentage of students achieving approaches for the past three years. This narrative is the same for 8<sup>th</sup> grade math, especially from 2023 to 2024, where the percentage of students achieving approaches dropped 14%. Algebra has remained relatively consistent with between 95-99% of students achieving approaches. In the areas of meets and master, 6<sup>th</sup> grade math has been consistent with minimal growth or simply maintaining. In the area of 7<sup>th</sup> grade math, it has been consistent with a slight decline. For 8<sup>th</sup> grade math, there was steady decline in percentage of students who achieved meets and masters. In Algebra I, there a dip from 2022-2023 in percentage of students who achieved meets, but in 2024, nearly 70% of students achieved meet. For masters, there was also a dip from 2022-2023, and the percentage remained consistent in 2024.

In the areas of Science, there has been steady and steep decline in the percentage of students achieving approaches over the last three years. There was steady decline in percentage of students achieving meets. There has also been decline in the percent of students achieving masters from 2022-2023.

In the area of Social Studies, there had been a slight decline over the past three years in the percentage of students achieving approaches. There was slight increase of students who achieved meets, and the data remain consistent/stagnant in the percentage of students who achieved masters.

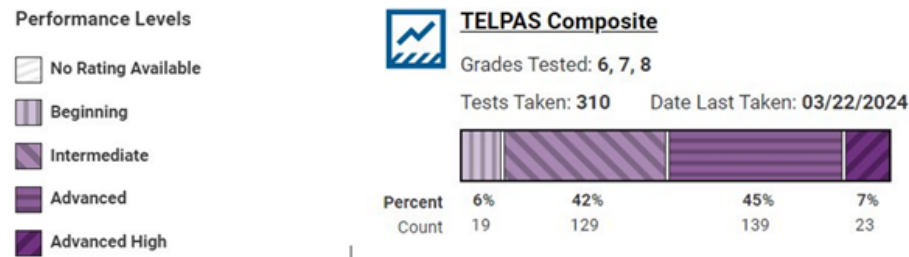
Lake Olympia Middle School	Approaches								Meets								Mas			
	2016	2017	2018	2019	2021	2022	2023	2024	2016	2017	2018	2019	2021	2022	2023	2024	2016	2017	2018	2019
6th Math	69%	73%	67%	75%	50%	56%	62%	53%	35%	38%	31%	35%	20%	14%	15%	16%	11%	15%	6%	13%
6th Reading	65%	60%	59%	59%	53%	59%	65%	64%	36%	29%	25%	26%	25%	26%	14%	44%	13%	12%	10%	7%
7th Math	66%	73%	67%	67%	43%	50%	46%	44%	22%	36%	32%	29%	19%	20%	16%	18%	5%	11%	12%	6%
7th Reading	62%	70%	64%	68%	66%	75%	70%	64%	24%	32%	33%	37%	39%	48%	33%	40%	5%	13%	14%	18%
7th Writing	49%	63%	57%	55%	NA	NA	NA	NA	21%	26%	30%	22%	NA	NA	NA	NA	5%	6%	8%	7%
8th Math	80%	84%	81%	82%	39%	57%	56%	42%	21%	29%	35%	41%	9%	21%	17%	10%	>1%	2%	3%	5%
8th Reading	87%	83%	81%	83%	64%	83%	70%	69%	34%	42%	38%	47%	29%	54%	38%	36%	16%	17%	17%	19%
8th Science	76%	77%	72%	74%	49%	61%	56%	41%	41%	44%	39%	35%	19%	25%	22%	17%	15%	11%	10%	13%

Lake Olympia Middle School	Approaches								Meets								Mas			
	2016	2017	2018	2019	2021	2022	2023	2024	2016	2017	2018	2019	2021	2022	2023	2024	2016	2017	2018	2019
8th Social Studies	58%	54%	57%	61%	30%	37%	38%	33%	18%	21%	21%	23%	3%	5%	9%	9%	7%	9%	7%	10%
Algebra	100%	100%	100%	99%	93%	95%	99%	97%	83%	96%	92%	99%	42%	68%	48%	69%	51%	75%	67%	76%

## TELPAS & Emergent Bilinguals Data

### TELPAS Composite Data:

The TELPAS composite scores and ratings indicate student's overall level of English language proficiency and are determined from the student's listening, speaking, reading, and writing proficiency ratings. All four areas are equally weighted at 25% each. At Lake Olympia Middle School, 6% of our EB students have a composite score of Beginning, 42% of our EB students have a composite score of Intermediate, 45% of our EB students have a composite score of Advanced, and 7% of our EB students have a composite score of Advanced High.



Looking a little more closely at the data, we can see that in the area of reading, the proficiency levels stayed pretty consistent with the exception of 25 more students scoring at the beginning level and 17 more students scoring at the Advanced High level from one year to the next. In the area of writing where the most significant change occurred, 105 students dropped from Advanced High from one year to the next. Students scoring at the Beginning level went up by 42 students, 98 students at the Intermediate level, and 10 students at the Advanced level. In the area of Speaking, all proficiency levels went up from one year to the other, especially with Beginning and Intermediate. Lastly, the next area that saw a major shift was Listening. There was decrease by 32 students who scored in the Advanced High area from one year to the next. The Intermediate area when up by 37 students and the Advanced area went up by 35 students.

TELPAS DATA																
	Reading				Writing				Speaking				Listening			
	B	I	A	AH	B	I	A	AH	B	I	A	AH	B	I	A	AH
2022	18	104	74	42	8	35	83	112	39	111	85	3	6	64	79	89
2023	43	106	75	59	50	133	93	7	56	134	90	6	14	101	114	57
Change	+25	+2	+2	+17	+42	+98	+10	-105	+17	+23	+5	+3	+5	+37	+35	-32

## Emergent Bilingual vs. Non-Emergent Bilingual STAAR Data

As it relates to Emergent Bilinguals (EBs) and their performance on state assessments, it was aligned to the TELPAS performance data. In the area of math, the percentage of EBs who achieved did not meet on the STAAR was consistent with their non-EB peers for 6<sup>th</sup> and 7<sup>th</sup> grade math for S 23. The gap was a little wider for 8<sup>th</sup> grade math (i.e., 19% difference) for S 23. In the area of ELA, there were noticeable gaps in all three grade levels (i.e., 12% in 6<sup>th</sup> grade, 17% in 7<sup>th</sup> grade, and 33% in 8<sup>th</sup> grade). Furthermore, there was a 28% and 26% gap in Science and Social Studies, respectively. This results leaves a pondering on whether or not teachers implemented content-based language instruction at all, and if they did, did they do it with fidelity.

### STAAR Results -- % Did Not Meet (# of Students)

6 <sup>th</sup> Grade Math			6 <sup>th</sup> Grade ELA			8 <sup>th</sup> Grade Sci.		
S 22	S 23		S 22	S 23		S 22	S 23	
EB	41% (37)	41% (44)	EB	54% (49)	45% (48)	EB	53% (37)	68% (54)
Non-EB	47% (132)	38% (92)	Non-EB	38% (107)	33% (79)	Non-EB	39% (134)	40% (113)
Difference	6%	3%	Difference	16%	12%	Difference	14%	28%

7 <sup>th</sup> Grade Math			7 <sup>th</sup> Grade ELA			8 <sup>th</sup> Grade SS		
S 22	S 23		S 22	S 23		S 22	S 23	
EB	72% (54)	57% (56)	EB	51% (38)	44% (43)	EB	79% (55)	84% (67)
Non-EB	48% (136)	54% (147)	Non-EB	20% (59)	27% (72)	Non-EB	61% (209)	58% (164)
Difference	24%	3%	Difference	31%	17%	Difference	18%	26%

8 <sup>th</sup> Grade Math			8 <sup>th</sup> Grade ELA					
S 22	S 23		S 22	S 23		S 22	S 23	
EB	52% (34)	60% (43)	EB	34% (24)	58% (47)			
Non-EB	43% (115)	41% (92)	Non-EB	16% (53)	25% (70)			
Difference	9%	19%	Difference	18%	33%			

### Overall assessments:

At Lake Olympia Middle School, the scope of assessments administered overall encourages ownership of learning and reflecting on new steps. Teachers and leaders are informed through the following data points: pre-assessments, formative and summative assessments, REN360, STAAR, and campus and district curriculum-based assessment (used as data points to identify learning gaps and growth for all sub-populations). Learners have access to paper and online assessments. Paper assessment ensure equity through using graphic organizers, visuals, and models. Online assessments all teachers to support students through the utilization of digital features such as: text-to-speech, voice recording, immersive reader, re-designed question types, and a calculation device.

### Interventions:

To close the achievement gap, Lake Olympia Middle School utilizes an advisory period, after-school and Saturday tutorials, and literacy and math lab classes. With after-school tutorials, teachers target specific students who need additional support in learning the skills and concepts most difficult to master. With Saturday tutorials, teachers utilize hands-on activities to increase student engagement and reinforce foundational skills. To further hone in on the reinforcement of high-frequency TEKS, advisory classes are designed so that teachers have their own students for an hour a week to provide interventions and/or extended learning. Intervention courses such as literacy and math lab are also provided for

targeted students who may have been unsuccessful on the Math and ELA STAAR exams.

### **Master Schedule:**

Currently, the master schedule only allows for teachers to have a shared conference/PLC period, which limits their time for collaboration during the school day. To maximize the effectiveness and efficiency of the limited collaboration time, the master schedule has been designed to include common planning periods for grade-level core content teachers and their SPED counterparts in the areas of Math and ELA to attend Professional Learning Communities (PLC) meetings and collaborate on instructional techniques. In addition, LOMS teachers establish norms for their classrooms and hold students accountable. LOMS teachers understand "how" we teach can be individualized, but the "what" we teach must be consistent and aligned with FBISD curriculum. Students have the option to meet with various teachers for enrichment or intervention.

### **Student Learning Strengths**

STAAR data indicates that our strengths are our Algebra I students who continually score at a 95% passing rate or higher. In 6<sup>th</sup> and 7<sup>th</sup> grade math, there is consistency in scores for the last two years (i.e., 2023 and 2024). Though our reading scores have shown a slight dip from 2022-2023, a strength is that it shows consistence from 2023-2024 given the lack of instruction support in some areas and access to certified teachers in other areas. In 6<sup>th</sup> and 8<sup>th</sup> grade ELA, there is consistence in scores from the last two years. Below includes the number of students who met or exceeded the annual progress measure for the STAAR Math and Reading for 2022-2023. Some other noted strengths were as follows:

- Consistency in masters and small increases in meets over the past three years in 6<sup>th</sup> grade math
- Increases in percentage of students who mastered in 6<sup>th</sup> grade ELA over the last three years.
- Percentage increases in 7<sup>th</sup> grade ELA in meet and masters from 2023 to 2024.
- Small increase in percentage of students who achieved master in 8<sup>th</sup> grade ELA from 2023 to 2024.
- 46% of students 6<sup>th</sup> grade math and 33% of students in 6<sup>th</sup> grade ELA made annual progress on STAAR (22-23)
- 46% of students in 7<sup>th</sup> grade math and 66% of students in 7<sup>th</sup> grade ELA made annual progress on STAAR (22-23)
- 68% of students in 8<sup>th</sup> grade math and 40% of students in 8<sup>th</sup> grade ELA made annual progress on STAAR (22-23)

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Student assessment data (i.e., STAAR) indicates that a significant number of students either did not show growth or regressed from 2023-2024 STAAR Administrations.

**Root Cause:** A need for teacher retention and a need to strengthen Tier 1 instruction and effectively implement Tier 2 and 3 instruction to address learning gap and enrichment opportunities for all students.

**Problem Statement 2 (Prioritized):** Formative Assessment Data (e.g., REN360, CFAs, DLAs) indicates students are struggling to make progress and retain content from one concept to the next.

**Root Cause:** There is an inconsistency in PLC practices and use of protocols that address planning, alignment, and full implementation of the curriculum for all learners.

# School Processes & Programs

## School Processes & Programs Summary

Lake Olympia Middle School has several instructional programs that provide a focus on best practices for teachers to implement. Here are a few to consider:

**AVID:** Achievement Via Individual Determination focuses on WICOR (Writing, Inquiry, Collaboration, Organization, Reading). The campus AVID coordinator teaches students the AVID processes and provides professional development to the staff.

**Blended Learning:** Starting this year, Lake Olympia Middle School will be a part of the district's one-to-one Equipped program where there are laptops for all students to use at home and school. The Instructional Leadership Team will provide professional development for teachers. Schoology is a learning platform FBISD is using to create a more collaborative learning environment for teachers and students.

**Restorative Discipline Practices:** Lake Olympia Middle School uses restorative practices as our primary discipline management strategy. All administrators, counselors and teachers have received professional development in best practices and strategies for implementation. The primary focus is to de-escalate conflicts or disciplinary disruptions and to help students become more aware of the impact their behavior and choices have on themselves and those around them. Owning behaviors and consequences and developing conflict resolution skills are part of this strategy. Problem solving "circles" are held frequently to guide students to resolution. LOMS continues to work on students with meeting their social-emotional needs, as based on the qualitative data collected with addressing student infractions.

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048 LAKE OLYMPIA M S	ALL STUDENTS COUNT	SPED STUDENTS COUNT	ISS				OSS				DAEP			
			ALL STUDENTS PLACEMENTS		SPED STUDENTS PLACEMENTS		ALL STUDENTS PLACEMENTS		SPED STUDENTS PLACEMENTS		ALL STUDENTS PLACEMENTS		SPED STUDENTS PLACEMENTS	
			#	%	#	%	#	%	#	%	#	%	#	%
Hispanic	406	88	45	11.1	14	15.9	58	14.3	18	20.5	14	3.4	2	2.3
American Indian/Alaskan Native	6	3	2	33.3	1	33.3	1	16.7	1	33.3	0		0	
Asian	68	7	1	1.5	0		1	1.5	0		1	1.5	0	
Black/African American	597	159	106	17.8	40	25.2	136	22.8	41	25.8	20	3.4	2	1.3
Native Hawaiian/Other Pacific Islander	0	0	0		0		0		0		0		0	
White	23	10	3	13.0	0		7	30.4	3	30.0	0		0	
Multi	41	7	2	4.9	1	14.3	9	22.0	1	14.3	3	7.3	0	
None	0	0	0		0		0		0		0		0	
<b>TOTALS</b>	<b>1,141</b>	<b>274</b>	<b>159</b>	<b>13.9</b>	<b>56</b>	<b>20.4</b>	<b>212</b>	<b>18.6</b>	<b>64</b>	<b>23.4</b>	<b>38</b>	<b>3.3</b>	<b>4</b>	<b>1.5</b>













District Discipline Data-ODR by problem behavior			
FBISD 2022-23 Discipline Referrals as of : June 6, 2023			
Top 10 Behaviors			
1. Disrupt Education Environment	4. Insubordination	7. Inappropriate Physical Contact	10. Continued/Repeated Level 1
2. Skipping Class	5. Fighting/Mutual Combat	8. Horseplay	
3. Disrupt Behavior	6. Tardies	9. Use of Telecommunication Device	
FBISD 2023-24 Discipline Referrals as of : May 7, 2024			
Top 10 Behaviors			
1. Disrupt Behavior	4. Fighting/Mutual Combat	7. Serious Offense	10. Horseplay
2. Insubordination	5. Continued/Repeated Level 1	8. Disrupt Education Environment	
3. Skipping class	6. Inappropriate Physical Contact	9. Profanity	

**Positive Behavior Interventions and Support (PBIS):** Lake Olympia Middle School has a culture of Mustangs Take Care of Mustangs. We focus on the positive behaviors we want to see demonstrated on our campus and do things the Mustang way, which is accompanied with the PRIDE acronym for campus-wide behavior expectations. We reinforce those positive behaviors with our digital token economy, where students can earn Mustang Bucks and spend them in our PBIS store (Mustang Stable).

Staff Questions	Percent of Staff who knew at least 63% of rules. <b>Q:</b> What are the expectations?	2/3	66.6%
	Percent of staff have taught the rules/expectations. <b>Q:</b> Have you taught the expectations to students this year?	3/3	100%
	Percent of staff who have given awards. <b>Q:</b> Have you given out any positive tickets?	3/3	100%
Student Questions	Percent of Students who knew at least 50% of rules. <b>Q:</b> What are the expectations?	2/3	66.6%
	Percent of students who have received rewards <b>Q:</b> Have you received any positive tickets since winter break?	0/3	0%

**Tutorials, Sport, Clubs, Fine Arts, After School Activities:** LOMS holds after school tutorials activities Mon-Thurs from 4:15-5:15 to increase student involvement,

provide academic support, and develop STEM and leadership opportunities for students. LOMS offers a host of sports such as football, basketball, volleyball, track, and tennis as well as many different clubs/organizations for students to get involved. LOMS also has a strong and decorated Fine Arts department where students can participate and explore other areas to help them become more well-rounded.

Name	Description	Sponsor
 <b>AVID</b>	(AVID) stands for Advancement Via Individual Determination, is an educational program designed to support students, particularly those from underrepresented backgrounds, in their academic journey towards college readiness and success.	Ms. Hunter
 <b>Student Council</b>	Students who are elected or appointed are tasked with advocating for student interests, organizing school events, and fostering a sense of community.	Ms. Morgan
 <b>NJHS</b>	The National Junior Honor Society (NJHS) is a prestigious organization in the United States that recognizes outstanding middle school students who have demonstrated excellence in scholarship, leadership, service, character, and citizenship.	Ms. Coleman/Ms. Duhart
 <b>Robotics</b>	Robotics is a multidisciplinary field that involves the design, construction, programming, and operation of robots.	Ms. Rana
 <b>Boys II Men</b>	A mentoring program for boys.	Mr. Waller
 <b>Cheerleading</b>	Athletic activity for 7 <sup>th</sup> and 8 <sup>th</sup> graders who try out to perform at games and heighten school spirit.  Students must try out.	Ms. Carter
 <b>Fillies</b>	7 <sup>th</sup> /8 <sup>th</sup> grade student dancers who perform at school events. Students must try out.	Ms. Washington
 <b>Kick Start</b>	Kickstart Kids is an award winning in-school character development program that uses karate to teach life-changing values to middle school and high school students.	Mr. Holmes
 <b>Yearbook</b>	Students who work to publish the annual yearbook.	Ms. Oliver
 <b>Young Ladies of Excellence</b>	A mentoring program for females.	Ms. Duckworth

**Instructional Intervention (Personnel):** Lake Olympia Middle School has four content-specific department chairs who are experts in their respective contents. Through their extensive knowledge, they work alongside administration to provide job-embedded professional development opportunities to expand the capacity of our teachers, thus directly impacting student achievement. The areas on which they focus directly align to campus and district goals.

LOMS has one Principal, one Associate Principal, and 2 Assistant Principals. The Associate Principal and 2 Assistant Principals are each assigned to a grade level. They work closely with the grade level counselor to ensure student success academically and behaviorally. The Associate Principal focuses on instructional programs and reviews PEIMS data and discipline data closely. The Associate Principal meets frequently with department chairs to develop the campus focus and consistency of expectations.

LOMS has a complete staff and is organized by grade level. LOMS holds monthly faculty meetings. The Culture and Climate committee holds various activities for staff including potluck luncheons, popcorn Fridays, birthday shoutouts and celebrations, breakfast, games in the gym after school, holiday parties, gift exchanges, and secret

pals. LOMS has high turnover. This year we hired to place most of both the ELA and Social Studies departments.

LOMS counselors provide support for the well-rounded student. Counselors and school nurse will attend professional development to build their capacity to support various student types such as defiant, strong-willed, unmotivated, and easygoing students. LOMS librarian will support the campus literacy initiative by attending professional development designed for connecting to innovate, inspire, and impact student literacy on campus and in extended learning environments. Additionally, we will use a variety of books, simulations, supplies and materials to support the well-rounded student that will impact student literacy on campus and in extended learning environments.

**Systems to Build Capacity:** Dedicated PLC time, targeted interventions, advisory, regular review of data, REN 360, CFAs, DLA, monthly PD opportunities, various committee meetings

**TAPP Mentors:** Experienced teachers who are interested in mentoring and have data that supports qualifications can be assigned and/or volunteer to serve as a mentor to novice teachers. Experienced teachers then go on to attend trainings at the district level to provided outlined support for mentoring new teachers. New teachers are strategically assigned to the mentor, and support meetings are scheduled throughout the school year.

**Communication:** At LOMS, we have monthly newsletters that go out to school community. There are also monthly opportunities to check in with Principal Craft.

## **Curriculum and Instruction**

- All Professional Learning Communities meet a minimum of once a week.
- Working Wednesdays- 1st and 3rd - Leadership team meeting; 2nd- Department meetings; 4th- Faculty meetings
- Content tutorials- AM/PM options
- Campus Based Leadership Team- Meets once a month
- Literacy labs and Math labs
- Campus Based Walk-Throughs

## **Professional Development Focus**

- Small group instruction a minimum of once a week
- Data - driven instruction
- Maximizing instructional time (bell-to-bell instruction)
- School-wide systems for behavior
- Campus-Based New Teacher Academy (Significant number of ACP and Instructional Apprentices)

## **Leadership and Decision-Making Processes**

- Working Wednesdays- 1st and 3rd - Leadership team meeting; 2nd- Department meetings; 4th- Faculty meetings
- Campus Based Leadership Team - Meets once a month

## **Communication**

- Weekly SMORE for staff and parents
- Social Media/Website
- Marquee
- Periodic townhall meetings
- Monthly PTA Meetings

## **Scheduling**

- Course Selection

## **Support Services**

- Access to Counseling team
- District PBIS team
- Male Mentoring Program

## **Extra-curricular/co-curricular**

- Clubs and organizations
- UIL Sports/KickStart/Fine Arts Programming
- Student Council

## **Technology Integration**

- SMART Panels- Interactive dialogue for direct instruction and guided practice
- One-to-one Laptops- Differentiated instruction, independent practice and checks for understanding

## **School Processes & Programs Strengths**

### **School Processes & Programs Strengths**

**Staff:** The counseling team is highly effective with building relationships and meeting the academic, social and emotional needs of our students. LOMS is rebuilding structures for collaboration of new administration with campus leadership. Campus leaders are dedicated and willing to go above and beyond to meet the needs of students. The department chairs and other members of the instructional leadership team (including district personnel) are a critical part of the campus as well. The teachers have instructional support in the form of feedback and mentoring to receive constant feedback and support with planning academically sound and engaging lessons that meet the needs of our students. LOMS has a strong Fine Arts program which engages students in after school rehearsals, activities, and performances. The Fine Arts and Athletics program have been essential in changing the mindset of students and parents. LOMS has several teacher leaders who take on additional roles to provide extra support in the hallways, at lunch, at student events. They organize field trips, spirit t-shirt orders, clubs and student.

**Discipline:** LOMS saw a decrease in many discipline infractions from the previous school year; however, there is a need for more PBIS structures to support student behavior. There has been an increase in general mental health awareness support for our students. The campus focus is ACE: Accountability for all stakeholders, Clarity in communication and processes and Empowerment of all stakeholders. We aim to ACE with PRIDE -- Positivity, Respect, Integrity, Determination and Empathy. LOMS will continue to utilize an app as our primary resource for our token economy to track points and incentivize the guidelines to success. School- wide systems have been established for attendance/tardies, arrival, dismissal, transitions, and minor infractions (Level 1 offenses). The campus is focusing on equipping new teachers through a campus-based new teacher academy that will assist with some classroom management initiatives in collaboration with the district.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Though there was decline in many discipline infractions, there was an increase in "out of area" infractions such as skipping, tardies, and elopement.

**Root Cause:** The root cause to this problem was lack of strong procedural and academic expectations in classrooms, lack of systems to truly account for "out of area" infractions and appropriate consequences.

**Problem Statement 2 (Prioritized):** Though there was some decline in the number of disruption or disruption of the educational environment infraction, there were still a high number of infractions.

**Root Cause:** There is a lack of social-emotional support, instruction on coping mechanisms, de-escalation techniques, and conflict resolution strategies for all students.

# Perceptions

## Perceptions Summary

Lake Olympia Middle School's top priority is the safety and well-being of all students and staff. We ensure the safety and well-being of our school community through various levels of support, systems, and protocols in place to address challenges that may arise with at-risk students. In terms of support, each grade level community has an assigned assistant principal and counselor to address the immediate needs of the grade-level students and teachers. In addition to that, the campus is also staffed with a Behavioral Health Facilitator for to service students on an "as needed" basis. Our Culture and Climate Committee hosts various activities to increase the morale of staff, which trickles down to all students, thus improving the overall morale of the campus.

In the area of systems and protocols, LOMS takes a restorative approach as our primary discipline management strategy to support all students. All administrators, counselors, and teachers have received professional development in best practices and strategies for implementation. The primary focus is to de-escalate conflicts or disciplinary disruptions and to help all students become more aware of the impact their behavior and choices have on themselves and those around them. Owning behaviors and consequences and developing conflict resolution skills are part of this strategy. Problem solving or restorative "circles" are held frequently to promote a well-rounded student that can resolve conflict. We have continued to improve in the area of being proactive with discipline approaches, rather than being reactive, by reinforcing positive behaviors with our school-wide PBIS approach.

In order to support a well-rounded student, we continue to be prolific in our student-led community projects, family engagement events, and various performances our programs host throughout the course of the year. All students are given the opportunity to demonstrate and be acknowledged for demonstrating Profile of a Graduate Attributes. Examples of programs and community events include the following:

- NJHS and Student Council serving in various community service projects
- Boys II Men and Young Ladies of Excellence
- Principal Check-ins
- Various parent nights for incoming and outgoing students
- Guest speakers we've invited to come and speak with students regarding various topics
- Career Fair Expo
- Fine Arts performances and productions
- Community Partnerships

For those who visit the campus, they walk away with a better understanding of current students and staff. We are working with our students in learning to be quick to offer assistance to visitors. We are teaching them to show respect when interacting with themselves and guests. Students have opportunities throughout the year to wear spirit shirts, college shirts and dress up for events. LOMS is focused on student learning which is evident during classroom visits. Students and teachers are respectful to each other. We have a family atmosphere in the school. Our entrance is pleasant, and the receptionist and secretaries are positive.

**Student Engagement Survey:** Still awaiting the survey results from district.

**Parent and Staff Culture and Climate Survey:**

**Overall School Quality:** Overall, approximately 38% of the parents and guardians rate the overall quality of Lake Olympia Middle School as good or excellent. Similarly, 40% of the campus-based staff rate the overall quality of LOMS as good or excellent. Over the past three years, the percent of parents and guardians who feel the overall quality of the school is good or excellent decreased from 53% in 2019 to 27% in 2023 and increased to 38% in 2024. Similarly, the percent of staff who feels the overall quality of the school is good or excellent dropped significantly from 2019 to 2023 but increased again for 2024.

**Academic Support:** Overall the staff and parents/guardians alike believe that the schoolwork the students receive is both relevant and meaningful, parents are kept informed about

students' grades, and students take interest in extra-curricular activities and organizations at the school. Conversely, 58% of parents feel the school has high learning standards for all students, 57% feels they are kept informed about what students are learning in school, and 47% believe teachers successfully show students how lessons relate to life outside of school.

**Student Support:** While 100% of the campus-based staff who participated in the survey feels that there is a teacher, counselor, or other staff member to whom a student can go for help with a school problem, only 64% of parents or guardians agree. While 100% of campus-based staff who participated feel there is someone for a student to go to in order to get help for a personal problem, only 60% of parents or guardians agree. Overall, 27% of campus-based staff believe students are excited to go to school while 48% of parents and guardians agree.

**School Leadership:** While 100% of campus-based staff who participated in the survey feel that school leaders are courteous when they present concern, only 61% of parents or guardians agree. While 93% of staff feels that school leaders are available when they have a concern, only 57% of parents agree. While 86% of campus-based staff believe that school leaders make decisions in the best interest of students, only 61% of parents agree.

**Family Involvement:** While 100% of campus-based staff believe that families are kept informed about school/district-sponsored activities, such as tutoring, after-school programs, parent workshops, and student performances, only 66% of parents/guardians agree. While 93% feel that families are encouraged to volunteer, serve on committees, and attend school/district sponsored activities, such as back-to-school night, parent conferences, etc., only 79% of parents/guardians agree. Overall, only 43% of parents/guardians said they were satisfied with the level of community involvement in their child's schools.

**Safety and Behavior:** While 100% of campus-based staff who participated say they are aware of safety and security procedures at LOMS, only 55% of parents/guardians agree. While 86% of staff feels that bullying is not tolerated at school, only 60% of parents/guardians agree. While 80% of campus-based staff believe that staff members are responsive when students report bullying, only 46% of parents/guardians agree. Overall, respect is something that is seemingly lacking on campus.

**School Perceptions:** When asked how likely you are to recommend your child's school to a friend or a colleague, only 14% of parents/guardians were likely to recommend the school. Similarly, only 13% of the campus-based staff were likely to recommend the school to a friend or colleague.

**Employee Engagement:** Overall, many of the campus-based staff believe that the district or campus leaders encourages and supports them to continue their education. Many also are familiar with and supports the district's mission and vision and think that it is clearly defined. Overall, all participants stated that they are engaged in their work and find their work interesting.

## Perceptions Strengths

The school community is very active in PTA and sponsoring activities for the school. There are dedicated staff and parents willing to collaborate to change the perception of the school. 50% increase of participation in extracurricular activities is a strength for LOMS.

## Student Engagement:

**Parent and Staff Culture and Climate Survey:** Overall, parents feel they are informed about their child's academic progress; families are encouraged to volunteer and be involved with the school; they are kept informed about their child's behavior; they feel welcome in their child's school; schoolwork is meaningful and relevant. Campus-based staff feel students take an interest in the extracurricular activities and programs at the school; families are kept informed regarding the school happenings; the school respects and value input provided by families; they are aware of safety and security procedures at the school; students in this school are treated fairly regardless of their background.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** There is a lack of parent awareness regarding the importance of strong and solid school, parent, student, and community partnership as a critical component to the development and education of the whole child.

**Root Cause:** Lack of clear and explicit methods of communicating happenings of the campus to include: coursework, events, rules, procedures, expectations, available resource etc.



# Priority Problem Statements

**Problem Statement 1:** Based on the historical data, the number of students categorized under each special population (i.e., SPED, ESL, EB, Dyslexia) continues to increase from one year to the next, thus developing a greater need for support and widening of the achievement and behavior gaps.

**Root Cause 1:** More students are being identified and labeled with specific needs. As a result, the staff need ongoing professional development to address the needs of diverse learners. Students are also struggling with appropriate social skills, while staff is inconsistent with implementation of IEP's and behavior plans.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** There is a need for increase in parent awareness regarding the correlation in student attendance and behavior in school as the most critical component to the development and the education of the whole child.

**Root Cause 2:** More students are being identified and labeled with specific needs. As a result, the staff need ongoing professional development to address the needs of diverse learners. Students are also struggling with appropriate social skills, while staff is inconsistent with implementation of IEP's and behavior plans.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Student assessment data (i.e., STAAR) indicates that a significant number of students either did not show growth or regressed from 2023-2024 STAAR Administrations.

**Root Cause 3:** A need for teacher retention and a need to strengthen Tier 1 instruction and effectively implement Tier 2 and 3 instruction to address learning gap and enrichment opportunities for all students.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Formative Assessment Data (e.g., REN360, CFAs, DLAs) indicates students are struggling to make progress and retain content from one concept to the next.

**Root Cause 4:** There is an inconsistency in PLC practices and use of protocols that address planning, alignment, and full implementation of the curriculum for all learners.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Though there was decline in many discipline infractions, there was an increase in "out of area" infractions such as skipping, tardies, and elopement.

**Root Cause 5:** The root cause to this problem was lack of strong procedural and academic expectations in classrooms, lack of systems to truly account for "out of area" infractions and appropriate consequences.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Though there was some decline in the number of disruption or disruption of the educational environment infraction, there were still a high number of infractions.

**Root Cause 6:** There is a lack of social-emotional support, instruction on coping mechanisms, de-escalation techniques, and conflict resolution strategies for all students.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** There is a lack of parent awareness regarding the importance of strong and solid school, parent, student, and community partnership as a critical component to the development and education of the whole child.

**Root Cause 7:** Lack of clear and explicit methods of communicating happenings of the campus to include: coursework, events, rules, procedures, expectations, available resource etc.

**Problem Statement 7 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)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions

## 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- T-TESS data

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

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

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

- Organizational structure 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 June 2025, LOMS will improve effectiveness of initial Tier 1 instruction for ALL students through the implementation of instructional practices that develop student ownership of learning as evidenced through the indicators of success.

## High Priority














**Indicators of Success:** \*\*\*Formative Evidence:

- Campus Walk-through Form- Monthly
- Agendas for lunch and learn
- Evidence of co-construction and use of success criteria and learning intentions
- Cycle of on-going feedback
- Student ownership tools
- Improved methods for activating students' prior knowledge and checks for understanding by 5- 10%
- Increased frequency of use of mentor texts, models, exemplars, and instructional tools by 5- 10%
- Daily intentional questions and opportunities for critical writing and analytical thinking will increase by 5- 10%
- Improved data tracking from one assessment to another by 5- 10%
- Walk-through data for consistency of successful implementation of tier 1 instruction and intervention will increase by 5- 10%
- Decrease in the number of students needing urgent intervention by 5- 10%
- Increase in student growth and performance on any formative assessment by 5%
- Increase Gifted and Talented referrals in comparison to last school year by 5- 10%

\*\*\*Summative Evidence :

- Annual Campus Walk - Through Form
- Summative Staff Survey
- Increase the number of students achieving adequate yearly progress by 5- 10%
- Increase in overall student group performance (e.g., in-class summative assessments, STAAR, EOY MAP) by 5- 10%
- Increase performance on STAAR Meets Grade Level performance by 5- 10%
- Increase students qualifying to receive gifted and talented services in comparison to last year based on the Gifted and Talented assessment by at least 5%

\*\*\*SMART Indicator of Success: By June 2025, LOMS will increase the percentage of students showing growth in all STAAR content areas by 5% - 10%.\*\*\*

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will receive professional learning opportunities and follow exemplars to ensure they have properly framed each of their learning experiences with rich learning intentions and success criteria. <b>Strategy's Expected Result/Impact:</b> Increased attainment of student's meeting expectations for success criteria. <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team and District Support	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will use progress monitoring tools, high quality resources, and technology to improve instruction and make intervention decisions for all students. <b>Strategy's Expected Result/Impact:</b> Increased use of tools and resources to better the learning experience, thus increasing student academic growth. <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team and District Support	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will receive professional development on best instructional practices and how use a variety of instructional tools and materials that will close achievement gap (e.g., small group instruction, check for understanding, aggressive monitoring, PLC practices etc.). <b>Strategy's Expected Result/Impact:</b> 1.5 years of student growth (NWEA MAP) and 5-7% growth on STAAR scores overall <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team and District Support	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 2:** By June 2025, LOMS will improve the effectiveness of Tier 2 and Tier 3 instruction for AT-RISK students and other special populations(i.e., EB, SPED, 504) through targeted opportunities to enhance student growth (i.e., interventions and extensions) as evidenced through the indicators of success.




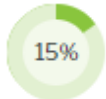









**Indicators of Success: \*\*\*Formative Evidence:**

- Weekly Summaries
- Campus Walk-through Form- Monthly
- Agendas for lunch and learn
- Evidence of co-construction and use of success criteria and learning intentions
- Cycle of on-going feedback
- Student ownership tools
- Improved methods for activating students' prior knowledge and checks for understanding by 5- 10%
- Increased frequency of use of mentor texts, models, exemplars, and instructional tools by 5- 10%
- Daily intentional questions and opportunities for critical writing and analytical thinking will increase by 5- 10%
- Improved data tracking from one assessment to another by 5- 10%
- Walk-through data for consistency of successful implementation of tier 1 instruction and intervention will increase by 5- 10%
- Decrease in the number of students needing urgent intervention by 5- 10%
- Increase in student growth and performance on any formative assessment by 5%
- Increase Gifted and Talented referrals in comparison to last school year by 5- 10%

**\*\*\*Summative Evidence :**

- TSP Projects
- Annual Campus Walk - Through Form
- Summative Staff Survey
- Increase the number of students achieving adequate yearly progress by 5- 10%
- Increase in overall student group performance (e.g., in-class summative assessments, STAAR, EOY MAP) by 5- 10%
- Increase performance on STAAR Meets Grade Level performance by 5- 10%
- Increase students qualifying to receive gifted and talented services in comparison to last year based on the Gifted and Talented assessment by at least 5%

**\*\*\*SMART Indicator of Success:** By June 2025, LOMS will increase the percentage of AT-RISK students showing growth in all STAAR content areas by 5% - 10%.\*\*\*

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional learning during campus and district development days, PLCs, and through second language acquisition coaching in accordance with this campus' year long professional learning plan as it relates to supporting emergent bilingual students (e.g., sentence stems, structured interactions, activating prior knowledge etc.) <b>Strategy's Expected Result/Impact:</b> Students growing 1.5 years (NWEA MAP) and 5-7% increase in Math and ELA STAAR achievement. Also, increased TELPAS scores <b>Staff Responsible for Monitoring:</b> LPAC administrator, secondary ESL teacher, Instructional Leadership Team, and District Support	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will create individual goal-setting opportunities and individualized student data trackers for students to track their own progress and take ownership of learning. <b>Strategy's Expected Result/Impact:</b> Students growing 1.5 years (NWEA MAP) and 5-7% increase in Math and ELA STAAR achievement <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will receive professional learning on reaching At-Risk and other special populations through data dives and targeted interventions and extensions. <b>Strategy's Expected Result/Impact:</b> Students growing 1.5 years (NWEA MAP) and 5-7% increase in Math and ELA STAAR achievement <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team and District Support	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



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

**Performance Objective 3:** By June 2025, LOMS will improve PLC practices and curriculum implementation by use of professional development as evidenced through instructional indicators of success.

**High Priority**




**Indicators of Success:** \* \*\*Formative Evidence:








- Consistent campus-led PD on PLC Protocols (i.e., curriculum focus, instructional planning, analyzing student work, design formative assessments) and implementation of protocols by 5- 10%
- Classroom walk-throughs and specific feedback on implementation of instructional practices agreed upon during PLC would increase by 5- 10%
- Improving alignment from CST Evidence on Rigor, Scope and Sequence, and Instructional Model specific to student ownership protocols would increase by 5- 10%
- Use of PLC checklist during PLCs to strengthen and provide feedback on practices increase by 5- 10%
- Use of classroom walk-through and PLC feedback as a needs assessment for professional development would increase by 5- 10%
- Consistent use of data tracking tool to monitor student progress and decrease in the number of students needing urgent intervention by 5- 10%

\*\*\*Summative Evidence:

- Improving alignment from CST Evidence on Rigor, Scope and Sequence, and Instructional Model specific to student ownership protocols by 5- 10%
- Increasing student growth from BOY to EOY MAP at/above benchmark performance by 5- 10%
- Increasing performance on STAAR Approaches performance by 5- 10%
- Increasing professional development opportunities by 5- 10%

\*\*\*SMART Indicators of Success: By June 2025, LOMS will enhance Tier 1 instructional practices and increase student mastery 5% - 10% through improved PLC protocols supported by monthly professional development opportunities.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will participate in professional development and coaching to build capacity in developing instruction for clarity using the Student Ownership of Learning Trajectory, instructional tools, various resources, and various assessments.  <b>Strategy's Expected Result/Impact:</b> Students growing 1.5 years (NWEA MAP) and 5-7% increase in Math and ELA STAAR achievement  <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team and District Support	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will receive monthly professional learning opportunities and feedback from administration on effective and efficient (best) PLC practices. <b>Strategy's Expected Result/Impact:</b> Students growing 1.5 years (NWEA MAP) and 5-7% increase in Math and ELA STAAR achievement <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team and District Support	Formative			Summative
	Oct	Dec	Feb	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**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 June 2025, LOMS will improve behavior and decrease referrals through the implementation of PBIS and the Student Ownership of Behavior Framework as evidenced through the indicators of success.

**High Priority**




**Indicators of Success:** \*Formative Evidence:








- Monthly District PBIS Data
- Decrease in the number of classroom disruptions by 5- 10%
- Consistent and improved campus wide PBIS system by 5- 10%
- Improved alignment of classroom expectations to campus-wide expectations by 5- 10%
- Increase in monthly student attendance by 5- 10%
- Increase in academic performance by 5- 10%
- Increase in restorative practices/circles by 5- 10%
- Increase in positive relationships (I.e., student-to-student, student-to-staff) by 5- 10%

\* Summative Evidence:

- District PBIS Data Comparison from previous school year/ Skyward Report
- Decrease in overall discipline referrals submitted by 5- 10%
- Increase in overall dimensions of Student Engagement Survey (i.e., Behavior Engagement, Emotional Engagement, and Cognitive Engagement) by 5- 10%

\*\*\*SMART Indicator of Evidence: By June 2025, LOMS will decrease the number of discipline referrals on disruption by 25% - 30% through consistent implementation of PBIS and student ownership of behavior framework.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> The Instructional Leadership Team in collaboration with the Success Squad will meet monthly to provide data on behavior trends across the campus and create monthly professional development for implementing guidelines to success in and outside of the classroom.  <b>Strategy's Expected Result/Impact:</b> Clarity in guidelines to success in and outside of the classroom, implementation of said guidelines, thus an environment for increased learning and student growth. <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team and Success Squad		Formative			Summative
		Oct	Dec	Feb	June
					
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

**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 June 2025, LOMS will improve the campus culture and climate and provide a WELL-ROUNDED education to students through increased opportunities for social, emotional, and physical learning as evidenced through the indicators of success.











**High Priority**

**Indicators of Success:** By June 2025, there will be an increase of utilizing SEL strategies as evidenced in the pre-assessment to the post- assessment administered by Behavioral Health Team.

By June 2025, there will be an increase of physical competition opportunities for students.

Formative- Pre-Assessment/Reflections  
Summative-Post Assessment

Formative: 2 tournaments in the Fall  
Summative : 4 tournaments for the year








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Counselors will conduct character education lessons throughout the year to promote a culture of kindness and support students in de-escalating strategies throughout conflict resolution. <b>Strategy's Expected Result/Impact:</b> Decrease of students in need of tier 2 and tier 3 intervention, behaviorally. Also, a decrease in discipline referrals in the targeted areas (25-30%). <b>Staff Responsible for Monitoring:</b> Counseling Team and Instructional Leadership Team	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers and Staff will receive professional development on PBIS Framework and social emotional strategies that support academic and behavior ownership of learning for all students. <b>Strategy's Expected Result/Impact:</b> A decrease in referrals for disrupting the educational environment and other targeted infractions as compared to the previous school year. <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team and District Support (Behavioral Health Team)	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 1:** By June 2025, LOMS will improve the success and retention of teachers and staff through robust on-boarding efforts and targeted professional development as evidenced through the indicators of success.

**Indicators of Success:** By June 2025, LOMS will provide weekly/monthly professional development for new teachers to increase retention by 50% compared to last year.

Formative: MOY Perception Survey from New teachers  
Summative: EOY Survey








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> An aspiring administrator in collaboration with administration/district administration will lead a campus-based new teacher academy for 0 , 1 and 2nd year teachers. <b>Strategy's Expected Result/Impact:</b> Retention of 90-95% of teachers on our campus. <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team and Aspiring Administrators	Formative			Summative
	Oct	Dec	Feb	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 4:** FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

**Performance Objective 1:** By June 2025, LOMS will increase community outreach and parent engagement through improved communications systems, community partnerships, and incentives for supporting student guidelines for success as evidenced through the indicators of success.

**Indicators of Success:** By June 2025 engagement from the BOY to EOY will increase by 20%

Parent and Community Engagement Survey

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> LOMS will send out a weekly Principal Newsletter detailing all events and other pertinent information from the campus encouraging the parents and community to be active on campus and get involve. <b>Strategy's Expected Result/Impact:</b> Increased communication and collaboration from home to school. <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team and PTA		Formative			Summative
		Oct	Dec	Feb	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

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



# Addendums

LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
LAKE OLYMPI	048 LAKE OLYMPIA	M 00003711	COOR CAMPUS ASSESSMENT	0.5	0	MARTIN	KURLLENNE	T00900	1	199.31.1000.00.048.2024.24	24	A	210AUG
LAKE OLYMPI	048 LAKE OLYMPIA	M 00005214	TEACHER MS ELA	1	0	OLUWAFEMI	JENNIFER	T00256	1	199.11.1000.00.048.2024.24	24	A	187SEP
LAKE OLYMPI	048 LAKE OLYMPIA	M 00010017	TEACHER MS ELA	1	0	OLIVER	LADY	T00256	1	199.11.1000.00.048.2024.24	24	A	187SEP
LAKE OLYMPI	048 LAKE OLYMPIA	M 00010018	TEACHER MS ELA	1	0	PRESSLEY	ZENOBIA	T00256	1	199.11.1000.00.048.2024.24	24	A	187SEP
LAKE OLYMPI	048 LAKE OLYMPIA	M 00010030	TEACHER MS MATH	1	0	OKOTIE	TONYA	T00262	1	199.11.1000.00.048.2024.24	24	A	187SEP
LAKE OLYMPI	048 LAKE OLYMPIA	M 00010036	TEACHER MS MATH	1	0	WHITTINGTON	ARCHIE	T00262	1	199.11.1000.00.048.2024.24	24	A	187SEP
LAKE OLYMPI	048 LAKE OLYMPIA	M 00010077	TEACHER MS ELA	1	0	GREENE	KIMBERLY	T00256	1	199.11.1000.00.048.2024.24	24	A	187SEP
LAKE OLYMPI	048 LAKE OLYMPIA	M 00010612	TEACHER MS MATH	1	0	THOMAS	KEITH	T00262	1	199.11.1000.00.048.2024.24	24	A	187SEP

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