

Fort Bend Independent School District

Sartartia Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



#JAGPRIDE

Mission Statement

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

Vision

SMS will provide a foundation which empowers all to collaborate and explore their full potential while respecting diversity and individual differences.

Core Beliefs

Accountability

Integrity

Respect

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sartartia MS is a school nestled in the New Territory neighborhood. We have a staff of approximately 104, with 76 instructional staff members. We serve 1414 students, in grades 6-8. We receive students from primarily 3 neighborhood elementary schools (Brazos Bend Elementary, Cornerstone Elementary, and Walker Station Elementary) and our students move on to 2 different high schools (Austin High School and Clements High School). SMS is fortunate to have a very active and engaged group of parents' community partners and an active PTO.

Sartartia Middle School has an extremely diverse student population and is comprised of a variety of learners. This diversity allows for students to learn and interact with students from other cultures and backgrounds. The demographic data based on enrollment over the past five years is listed below.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Race						
American Indian/Alaskan Native	0.45%	0.29%	0.35%	0.54%	0.67%	0.64%
Asian	56.06%	56.23%	58.15%	57.68%	56.47%	57.07%
Black/African American	8.16%	7.66%	7.38%	7.68%	6.98%	7.28%
Native Hawaiian/Pacific Islander	0.15%	0.07%	0.14%	0.34%	0.47%	0.35%
Hispanic	10.85%	11.05%	11.14%	10.78%	11.40%	12.52%
White	19.76%	20.12%	18.04%	17.92%	18.58%	17.82%
Two-or-More	4.57%	4.57%	4.80%	5.05%	5.53%	4.31%
Programs						
Emergent Bilingual (EB)	6.36%	7.15%	11.63%	16.17%	19.45%	12.94%
Special Education (SpEd)	7.41%	7.52%	8.36%	8.89%	9.93%	12.38%
Economically Disadvantaged	18.11%	19.01%	22.21%	24.73%	24.35%	24.89%
Gifted and Talented	18.41%	17.39%	16.71%	14.82%	14.62%	16.76%
School Population						
6 th	33.83%	34.27%	34.12%	31.81%	33.53%	30.41%
7 th	33.01%	33.01%	33.64%	33.76%	32.93%	34.30%
8 th	33.16%	32.72%	32.24%	34.43%	33.53%	35.29%
Total Enrollment	1336	1357	1436	1484	1491	1414

Overall, the total enrollment at SMS has decreased by around 100 for the 2024-2025 school year and is expected to decrease by another 50 students for the 2025-2026 school year. The percent of students serviced through special education, categorized as economically disadvantaged, and gifted and talented (GT) students have steadily increased each year over the past six years, while our emergent bilingual (EB) students have decreased.

Sartartia Middle School's overall attendance rate of 96.69% is above the district goal of 95%. The student groups with the lowest attendance rates are Hispanic students, eco-dis, foster care, homeless, military-connected, and 504. The campus mobility rate decreased from 6.43% in the 2022–23 school year to 5.52% in 2023–24 and 5.92% in 2024–25.

SMS - Percentage in Attendance

	Cumulative					
	2019-2020	2020-2021 (F2F/Remote)	2021-2022	2022-2023	2023-24	2024-25
All Students	97.8%	98.8%	96.4%	96.5%	96.8%	96.7%
Ethnicity						
Hispanic/Latino	96.6	97.8%	94.9%	95.4%	95.8%	95.7%
American Indian or Alaska Native	97.8	99.5%	90.7%	96.6%	96.4%	95.8%
Asian	98.2	99.4%	97.1%	96.8%	97.2%	97.1%
Black or African American	98.5%	97.4%	96.6%	96.9%	96.6%	96.5%
Native Hawaiian or Other Pacific Islander	92.7%	98.8%	96.2%	98.7%	96.6%	96.2%
White	97.3%	98.0%	95.5%	95.8%	96.1%	96.0%
Two or More Races	97.7%	98.7%	95.6%	96.5%	97.2%	96.9%
Gender						
Male	97.7%	98.6%	96.3%	96.5%	96.6%	96.5%
Female	98.0%	98.9%	96.3%	96.5%	97.0%	96.9%
Grade						
6th	97.6%	98.9%	96.1%	96.6%	97.0%	96.8%
7th	97.9%	98.9%	96.5%	96.7%	96.8%	96.8%
8th	98.0%	98.5%	96.8%	96.2%	96.5%	96.5%
Special Population						
At Risk	97.2%	98.8	95.3%	95.8%	96.1%	96.2%
Economic Disadvantage	97.8%	97.8%	95.9%	95.8%	96.0%	95.7%
Emergent Bilingual	97.9%	98.1	95.8%	96.0%	96.6%	96.2%

	Cumulative					
	2019-2020	2020-2021 (F2F/Remote)	2021-2022	2022-2023	2023-24	2024-25
Foster Care	-	93.8	94.3%	94.3%	97.1%	94.6%
Gifted and Talented	98.4%	99.6	97.7%	97.8%	98.3%	97.8%
Homeless Status	95.9%	92.0	92.2%	91.8%	95.8%	93.2%
Migrant	-	-	-	-	-	-
Military Connected	94.3%	99.8	95.4%	96.3%	96.3%	94.3%
RDSPD	-	-	-	-	-	-
Section 504	96.9%	98.3	95.3%	94.6%	95.5%	94.9%
Special Education	96.7%	96.0	94.2%	94.6%	94.9%	96.2%
Unaccompanied Youth	-	-	91.5%	87.8%	-	95.7%

Demographics Strengths

Sartartia is truly a World Class School. We boast a diverse community, serving students from various countries with a wide array of backgrounds. This provides our community rich opportunities to learn from one another about cultures, faith, and backgrounds other than one's own. Our community takes pride in this aspect of who we are! This pride was showcased during our Heritage Day program which provided multiple exhibits from the various cultures represented on our campus. Parents, teachers, students and community members were participants in this event. Our student body ranges as students are from low socioeconomic status households to affluent households with many falling somewhere in the middle. Many positive and successful programs on our campuses appeal to all types of students including fine arts, athletics, AAC courses, HS credit courses, and clubs. Sartartia Middle School serves a thriving community as evidenced by the ready increase in enrollment over the past five years. There was a .4% increase in mobility rate in the 2024-25 school year. Our school diversity allows students to experience unique perspectives that teaches them inclusion and acceptance of others.

Problem Statements Identifying Demographics Needs

Problem Statement 1: SMS aims to achieve a consistent attendance rate of 97% or higher over the previous years. Attendance has fluctuated between 96% - 98%, highlighting the need and ability for improvement.

Root Cause: The lowest attendance rates are evident in student groups with high needs - Hispanic students, eco-dis, foster care, homeless, military connected, and 504. Additionally, extended absences for cultural/religious and travel or vacations have been noted by the Attendance Committee to negatively impact student attendance.

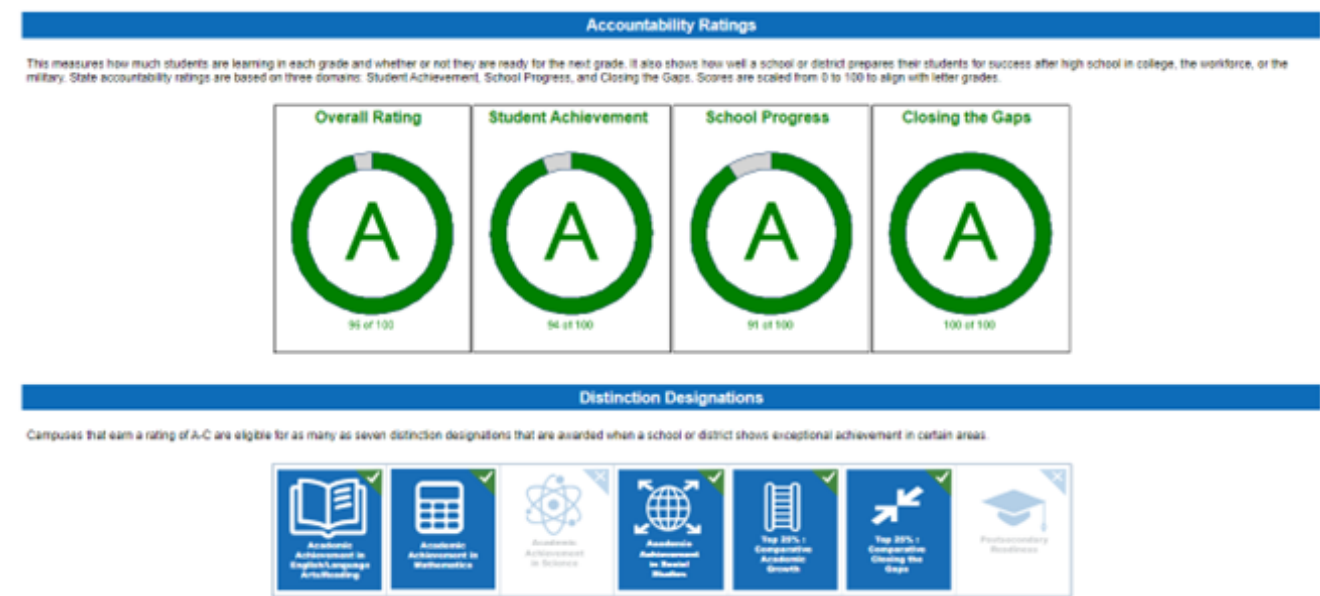
Student Learning

Student Learning Summary

Overall, Sartartia Middle School students demonstrate adequate achievement levels in reading and math. Most students are at or above grade level. Additional systems of support are needed to increase student growth in academic areas.

2022 School Report Card:

In 2022-2023, SMS earned a letter grade of A earning 96/100 points and distinction designations in Academic Achievement in English/ Language Arts/Reading; Academic Achievement in Mathematics; Academic Achievement in Social Studies; Top 25% Comparative Academic Growth; and Top 25% Comparative Closing the Gaps.



2023 School Report Card:

In 2023-2024, SMS earned a letter grade of A earning 94/100 points and distinction designations in Academic Achievement in English/ Language Arts/Reading; Academic Achievement in Mathematics; Academic Achievement in Social Studies; Top 25% Comparative Academic Growth; Postsecondary Readiness and Top 25% Comparative Closing the Gaps.

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		94	A	
Student Achievement		94	A	70%
STAAR Performance	77	94		
College, Career and Military Readiness				
Graduation Rate				
School Progress		91	A	0%
Academic Growth	82	91	A	✓
Relative Performance (Eco Dis: 23.6%)		91	A	
Closing the Gaps	82	94	A	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



The 2024-2025 School Report Card was not released by TEA, but preliminary data shows the following:

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted	Weighted Points	Overall Score	2024 Overall Rating
Student Achievement	95						
School Progress, Part A	91	92	95	70%	66.5	95	A
School Progress, Part B	92						
Closing the Gaps	94			30%	28.2		

The 2024-2025 School Report Card was not released by TEA. The 2024 School Report Card is anticipated to be release in the fall, but preliminary data shows the following:

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted	Weighted Points	Overall Score	Overall Rating
Student Achievement	94		94	70%	65.8	94	A
School Progress, Part A	92	92					
School Progress, Part B	91						
Closing the Gaps	94			30%	28.2		

22-25 STAAR Comparison

Sartartia MS	Approaches & Above				Meets & Above				Masters			
Year	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Campus-Reading	93%	95%	94%	94%	80%	85%	86%	83%	60%	57%	65%	60%
6th Reading	88%	94%	92%	92%	69%	81%	85%	79%	43%	51%	57%	57%
7th Reading	96%	96%	94%	94%	84%	88%	85%	82%	73%	60%	64%	59%
8th Reading	96%	96%	97%	97%	87%	86%	89%	87%	65%	60%	73%	64%
Campus-Math	91%	92%	88%	89%	66%	74%	69%	71%	34%	38%	37%	40%
6th Math	91%	93%	90%	87%	70%	72%	69%	63%	39%	41%	35%	34%
7th Math	92%	93%	90%	90%	74%	81%	78%	76%	48%	47%	48%	50%
8th Math	90%	90%	84%	90%	54%	68%	61%	74%	16%	27%	28%	37%
Algebra	100	100%	100%	100%		100%	100%	100%	98	95%	97%	97%
Biology	-	100%	100%	100%	-	100%	100%	100%	-	100%	98%	98%
8th Science	89%	91%	93%	93%	73%	78%	80%	82%	50%	47%	51%	53%
8th Social Studies	92%	90% 91%	94%	89%	71%	73% 75%	78%	70%	56%	51% 52%	57%	48%

2024-2025 SMS STAAR Decrease/Increase: The 2025 SMS STAAR results reflect a mixed performance when compared to the 2024 administration. Overall, Reading scores at the “Approaches” level remained steady, while Meets and Masters performance saw slight declines across most grade levels, particularly in 6th and 7th grade. Math performance showed slight gains in the “Masters” category overall, with notable improvement in 8th grade Math, but 6th grade Math declined in all three performance levels. Despite these shifts, 8th grade ELA and 8th grade Science maintained their strong performance, and Algebra and Biology continued to show 100% of students achieving “Approaches” and “Meets” grade level, with Masters remaining consistently high. These results indicate the need for continued focus on early middle school math readiness and targeted support for high-achieving students in ELA and Social Studies.

2023 STAAR Reading Language Arts-Grade 6				
Total Students	Did Not Meet	Approaches	Meets	Masters
460	5.87%	94.13%	81.30%	51.09%
2024 STAAR Reading Language Arts-Grade 6				
484	8.06%	91.94%	84.71%	57.23%
Change	+2.19%	+2.19%	3.41%	6.14%
2025 STAAR Reading Language Arts-Grade 6				
380	8.21%	91.79%	79.23%	56.04
Change	+.15%	+.15%	-5.48	-1.19

2023 STAAR Mathematics-Grade 6				
Total Students	Did Not Meet	Approaches	Meets	Masters
430	7.21%	92.79%	72.33%	41.16%
2024 STAAR Mathematics-Grade 6				
456	9.65%	90.35%	68.86%	35.09%
Change	+2.44%	+2.44%	-3.47%	-6.07%
2025 STAAR Mathematics-Grade 6				
380	12.63%	87.37%	63.4%	33.68%
change	+2.98	+2.98	-5.46	-1.41

2023 STAAR Reading Language Arts-Grade 7				
Total Students	Did Not Meet	Approaches	Meets	Masters
468	3.64%	96.37%	87.82%	60.47%
2024 STAAR Reading Language Arts-Grade 7				
475	6.11%	93.89%	85.05%	64%
Change	+2.47%	+2.48%	-2.77%	+3.53%
2025 STAAR Reading Language Arts-Grade 7				
465	5.81%	94.19	83.58	58.92
change	+.3%	+.3%	-1.48%	-5.08%

2023 STAAR Reading Language Arts-Grade 7				
Total Students	Did Not Meet	Approaches	Meets	Masters
468	3.64%	96.37%	87.82%	60.47%
2024 STAAR Reading Language Arts-Grade 7				
475	6.11%	93.89%	85.05%	64%
Change	+2.47%	+2.48%	-2.77%	+3.53%
2025 STAAR Reading Language Arts-Grade 7				

2023 STAAR Reading Language Arts-Grade 7				
465	5.81%	94.19	83.58	58.92
change	+ .3%	+ .3%	-1.48%	-5.08%

2023 STAAR Mathematics-Grade 7				
Total Students	Did Not Meet	Approaches	Meets	Masters
462	6.71%	93.29%	81.17%	47.40%
2024 STAAR Mathematics-Grade 7				
470	9.62%	90.38%	77.99%	48.29%
Change	-2.91%	-2.91%	-3.18%	0.89%
2025 STAAR Mathematics-Grade 7				
471	10.19%-	89.81%	75.8%	49.89%
change	-.57%	-.57%	-2.19	+1.6

2023 STAAR Reading Language Arts-Grade 8				
Total Students	Did Not Meet	Approaches	Meets	Masters
490	4.08%	95.92%	85.51%	60.41%
2024 STAAR Reading Language Arts-Grade 8				
486	3.50%	96.51%	89.10%	73.46%
Change	.58%	.59%	3.59%	13.05%
2025 STAAR Reading Language Arts-Grade 8				
479	2.92%	97.08%	87.47%	64.72%
Change	-.58%	-.58%	-1.63%	-8.74

2023 STAAR Mathematics-Grade 8				
Total Students	Did Not Meet	Approaches	Meets	Masters
281	10.32%	89.68%	67.97%	26.69%
2024 STAAR Mathematics-Grade 8				
267	11.24%	88.76%	61.42%	28.46%
Change	+0.92%	+0.92%	-6.55%	+1.77%
2025 STAAR Mathematics-Grade 8				
275	9.82%	90.18%	74.18%	37.45%
Change	-1.42%	-1.42%	+12.76%	+8.99

2023 STAAR Social Studies-Grade 8				
Total Students	Did Not Meet	Approaches	Meets	Masters
486	10.08%	89.92%	72.84%	51.03%

2023 STAAR Social Studies-Grade 8				
2024 STAAR Social Studies-Grade 8				
489	5.97%	94.03%	78.39%	57.20%
Change	4.11%	4.11%	5.55%	6.17%
2025 STAAR Social Studies-Grade 8				
483	10.56%	89.44%	70.19%	47.83
Change	+4.59	+4.59	-8.2	-9.37

2023 STAAR Science-Grade 8				
Total Students	Did Not Meet	Approaches	Meets	Masters
480	8.75%	91.25%	78.33%	46.88%
2024 STAAR Science-Grade 8				
456	7.24%	92.77%	79.61%	51.10%
Change	-1.51%	-1.51%	+1.28%	+4.22%
2025 STAAR Science-Grade 8				
453	6.18%	93.82%	82.56%	53.64%
Change	-1.06%	-1.06%	+2.95%	+2.54%

2023 STAAR EOC Biology				
Total Students	Did Not Meet	Approaches	Meets	Masters
36	0%	100%	100%	100%
2024 STAAR EOC Biology				
46	0%	100%	100%	97.83%
Change	0%			-2.17%
2025 STAAR EOC Biology				
43	0%	100%	100%	97.67%
				-.16

2023 STAAR EOC Algebra				
Total Students	Did Not Meet	Approaches	Meets	Masters
245	0%	100%	99.59%	94.69%
2024 STAAR EOC Algebra				
257	0%	100%	100%	97.27%
	0%		.41%	2.58%
2025 STAAR EOC Algebra				
241	.41%	99.59%	99.59%	95.85%
Change	+.41%	+.41%	-.44%	-1.42%

STAAR Interim Results:

Sartartia MS	Approaches & Above			Meets & Above			Masters		
Year	2023	2024	2025	2023	2024	2025	2023	2024	2025
Campus-Reading									
6th Reading	21%	9%	11%	25%	<u>14%</u>	11%	41%	73%	59%
7th Reading	24%	5%	8%	29%	<u>8%</u>	14%	36%	<u>78%</u>	60%
8th Reading	24%	3%	9%	25%	<u>18%</u>	13%	39%	<u>74%</u>	69%
Campus-Math									
6th Math	25%	14%	12%	38%	<u>24%</u>	24%	24%	<u>52%</u>	41%
7th Math	19%	7%	6%	27%	<u>18%</u>	13%	37%	<u>66%</u>	66%
8th Math	35%	14%	6%	18%	<u>28%</u>	21%	10%	<u>45%</u>	47%
Algebra	13%	0%	8%	31%	<u>3%</u>	9%	52%	<u>95%</u>	81%
Biology	24%	18%	0%	0%	<u>8%</u>	0%	75%	<u>66%</u>	100%
8th Science	22%	10%	7%	26%	<u>22%</u>	12%	26%	<u>56%</u>	68%
8th Social Studies	16%	18%	9%	35%	<u>8%</u>	8%	29%	<u>66%</u>	66%

2025 TELPAS Results:

TELPAS measures English learners' progress in acquiring academic language in Listening, Speaking, Reading, and Writing. Students are rated as Beginning, Intermediate, Advanced, or Advanced High. It ensures ELs are developing the skills needed for academic success.

Sartartia Middle School's 2024–2025 TELPAS data shows a decline in the percentage of students reaching Advanced High across all domains, especially in Listening, Speaking, and Writing. While more students are progressing into Intermediate and Advanced levels, fewer are achieving the highest proficiency. Reading showed some growth in the Advanced range, but Writing remains the lowest-performing domain, with significant drops in Advanced High across all grade levels. These trends indicate a need for targeted support in writing and speaking instruction, increased academic language practice, and continued focus on EL strategies to move students toward Advanced High proficiency.

2024	Listening				Speaking				Reading				Writing			
SMS	BEG	INT	ADV	AH	BEG	INT	ADV	AH	BEG	INT	ADV	AH	BEG	INT	ADV	AH
6th	<u>1%</u>	<u>17%</u>	<u>33%</u>	<u>50%</u>	<u>4%</u>	<u>18%</u>	<u>63%</u>	<u>15%</u>	<u>4%</u>	<u>18%</u>	<u>22%</u>	<u>56%</u>	<u>6%</u>	<u>22%</u>	<u>54%</u>	<u>18%</u>
7th	<u>1%</u>	<u>8%</u>	<u>32%</u>	<u>59%</u>	<u>3%</u>	<u>16%</u>	<u>65%</u>	<u>16%</u>	<u>2%</u>	<u>11%</u>	<u>25%</u>	<u>62%</u>	<u>1%</u>	<u>15%</u>	<u>53%</u>	<u>31%</u>
8th	<u>0%</u>	<u>6%</u>	<u>25%</u>	<u>69%</u>	<u>4%</u>	<u>17%</u>	<u>63%</u>	<u>16%</u>	<u>0%</u>	<u>11%</u>	<u>25%</u>	<u>64%</u>	<u>4%</u>	<u>42%</u>	<u>42%</u>	<u>12%</u>

2025	Listening				Speaking				Reading				Writing			
SMS	BEG	INT	ADV	AH	BEG	INT	ADV	AH	BEG	INT	ADV	AH	BEG	INT	ADV	AH
6th	3%	31%	28%	38%	3%	41%	55%	0%	17%	14%	38%	31%	17%	41%	38%	3%
7th	3%	19%	29%	48%	6%	29%	56%	8%	5%	19%	31%	45%	5%	29%	44%	23%
8th	2%	13%	33%	52%	2%	28%	57%	13%	0%	17%	30%	50%	2%	46%	46%	4%

2024-2025 NWEA MAP:

The NWEA MAP Growth test (Measures of Academic Progress) is a computer-adaptive assessment that measures what students know, are ready to learn, and how much academic growth they make over time.

Subject	Grade	Observed Growth	Projected Growth	Growth %
Math K-12	6	7	10	26
Math K-12	7	8	6.8	53
Math K-12	8	3	6.4	40
Algebra 1	7	17.3	28	83
Algebra 1	8	21.1	22	89
Geometry	8	21.5	28	88
Reading	6	2.4	2	54
Reading	7	1.9	2	54
Reading	8	1.7	2	56
Science	6	5.7	2.5	70
Science	7	7.7	2	80
Science	8	5.1	2.4	66
Life Sciences	8	11.1	1.2	80

Table Key: Understanding NWEA Growth Data

- Observed Growth = The average number of RIT points students actually gained from Fall to Spring.
- Projected Growth = The average number of RIT points students were expected to grow based on NWEA national norms.
- % Met Growth Target = The percentage of students who met or exceeded their individual growth goals.
- Growth % = The national percentile rank of our average student growth compared to other schools across the country.

Student Growth Trends from 2024–2025 NWEA MAP indicate that while overall achievement levels remain strong, there are notable inconsistencies in

growth across subjects and grade levels. For instance, Grade 6 Math had only 23% of students meeting projected growth targets, despite high average RIT scores. In contrast, Algebra 1 and Science in Grades 7–8 saw 79–94% of students meeting their growth targets.

These disparities suggest a need to examine the rigor of instruction for high-achieving students (especially in early grades), and to ensure differentiated support for meeting individualized growth goals. This aligns with our district’s strategic focus on equitable growth outcomes, as well as improving Tier I instruction and data-driven intervention across content areas.

6 th Grade	Reading			Math			Science		
Percentile Range	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
>80%	49%	50%	45%	63%	46%	42%	58%	63%	66%
61 st -80 th	28%	22%	27%	20%	28%	27%	21%	21%	14%
41 st -60 th	12%	16%	12%	9%	14%	15%	12%	5%	7%
21 st -40 th	5%	7%	9%	6%	8%	8%	5%	8%	7%
1 st -20 th	6%	5%	7%	2%	4%	8%	4%	3%	6%

7 th Grade	Reading			Math			Science		
Percentile Range	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
>80%	52%	48%	47%	53%	51%	54%	62%	73%	78%
61 st -80 th	25%	26%	26%	23%	22%	20%	17%	13%	8%
41 st -60 th	12%	14%	13%	14%	15%	14%	12%	5%	6%
21 st -40 th	7%	7%	9%	6%	8%	7%	4%	6%	5%
1 st -20 th	4%	5%	5%	4%	4%	5%	5%	3%	3%

8 th Grade	Reading			Math			Science			Algebra			Biology		
Percentile Range	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY

8 th Grade	Reading			Math			Science			Algebra			Biology		
>80%	44%	47%	44%	22%	16%	14%	58%	59%	60%	80%	86%	93%	96%	100%	98%
61 st -80 th	30%	27%	29%	23%	26%	28%	25%	19%	18%	16%	12%	5%	2%	0%	2%
41 st -60 th	16%	16%	15%	26%	28%	21%	7%	12%	10%	3%	1%	0%	2%	0%	0%
21 st -40 th	7%	5%	7%	18%	18%	23%	6%	5%	7%	1%	1%	1%	0%	0%	0%
1 st -20 th	3%	6%	5%	11%	12%	14%	4%	5%	5%	0%	0%	1%	0%	0%	0%

Student Learning Strengths

Sartartia Middle School continues to demonstrate strong student performance across multiple content areas, maintaining an “A” accountability rating from TEA for three consecutive years. STAAR data shows consistent mastery and growth in 8th grade ELA, Science, Algebra, and Biology, with 100% of students meeting or exceeding standard in Algebra and Biology. MAP growth data highlights high achievement and growth particularly in upper-level science courses and advanced math. These patterns indicate that students are capable of high levels of achievement when provided with rigorous instruction and aligned support systems.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student achievement in early middle school math has declined over the past two years, with fewer students reaching Meets and Masters levels on STAAR, particularly in 6th and 7th grades.

Root Cause: Instructional practices in early middle school math lack consistent rigor, conceptual depth, and pacing alignment. Differentiated supports are not always effectively implemented to meet the diverse needs of students entering middle school with varying levels of math readiness.

Problem Statement 2 (Prioritized): High-performing students and English Learners are not consistently demonstrating expected academic growth, particularly in ELA and TELPAS writing and speaking domains.

Root Cause: Classroom instruction does not consistently include strategies that extend learning for advanced students or provide structured opportunities for English Learners to develop and apply academic language. Additionally, progress monitoring and targeted interventions lack consistency across departments.

Problem Statement 3 (Prioritized): While most students consistently meet or exceed local, district, and state expectations for academic achievement, teachers face challenges in ensuring continued growth for all learners--both high-performing students and those needing intervention. Providing teachers with ongoing access to effective strategies and resources is essential to promote growth across the full spectrum of learners.

Root Cause: Inconsistent differentiation for high-performing students and uneven use of targeted interventions limit equitable growth. Parent survey data shows most students come from homes with high academic expectations, which can lead teachers to assume continued success without adjusting instruction, resulting in missed opportunities for growth.

School Processes & Programs

School Processes & Programs Summary

Personnel:

For the 2025-2026 school year we will have a 7-period day three days a week and an 8-period day twice a week to provide a period in the day where all students will report to a class for extension/intervention/extracurricular to support the core content, as well as, extended opportunities to develop the whole child through social/emotional lessons, profile of a graduate connections, and exploration of additional activities for exploration of the arts and physical health. This 8-period day will also be utilized to provide our students who are identified as Gifted & Learning an opportunity to enrich their learning. Teams will be expected to align their classroom expectations with our school wide PBIS guidelines to successfully provide common language and consistency for all students. We will continue to enroll all 6th grade students in a Discovering AVID class that is designed to assist with the transition into middle school with the expectation of students who need intervention and/or HB1416 support.

Sartartia Middle School provides all instructional programs required by the district. The campus implements the district's curriculum located in Schoology. Differentiated instruction regularly occurs to reach all learners. Grade level teams meet weekly to discuss and plan instructional activities, as well as determine the formative and summative assessments used to gauge student understanding and growth.

Outside of the core curriculum, we offer various elective offerings such as art, broadcasting, yearbook, band, choir, orchestra, PALS, investigating careers, robotics, and high school credit for Spanish, Touch System Data Entry/Dollars and Sense. In addition, we have a plethora of extra-curricular club offerings such as coding, dance, cheer, gaming guild, Science Olympiad, NJHS, student council and all FBISD-approved UIL sports.

Enhancing professional learning communities (PLC) will be the focus of the 2025-2026 school year. In particular PLC's will be collaborating to ensure that district mandated instructional models are utilized with fidelity and incorporate high yield strategies to include high levels of engagement and differentiation for all students as it aligns to the district curriculum. The ELA department will continue the use of standards-based grading to maximize the potential of providing academic feedback to students with the goal of higher rates of progress and mastery of the state TEKS. All teachers meet with their grade level content area weekly and their department team monthly. We are also a blended learning campus where all teachers will have access to 15 computers for their classrooms. This will be used to enhance the instructional model and provide additional opportunities for engagement and mastery of the curriculum.

We offer literacy and math intervention for students who need TIER 3 Response to Intervention support. We also have programming for special education to include resource, inclusion support, ABC, SAILs and CLaSS. We have an EB teacher that supports our Emergent Bilingual students through a double block intervention class and push in/pull out interventions.

In addition to academic programming, we have social and emotional programming driven by our counseling department. In the beginning of each year our counseling department conducts a need assessment to determine focus areas of focus. Our counseling department provides

parent universities for stress, anger management, and peer relations. In addition, our counseling department conducts individual/group counseling and guidance lessons that emphasize mental health, course selection and college and career readiness.

As a campus we work diligently to recruit top talent when needed, retain existing top talent and support for growing new teachers or teachers and teachers in need of improvement. New teachers and teachers new to the campus are assigned a mentor/buddy and participate in monthly new teacher meetings on the campus for New Jag Orientation (NJO). Our novice SMS teachers is also supported by their corresponding department chair, team lead and grade level administrator. A Teachers Advancing Professional Practice (TAPP) mentor is assigned to all teachers with zero years of teaching experience to help ensure they have a structured support system.

Teachers in need of support receive ongoing feedback and are given opportunities to observe highly effective colleagues in action. In turn, highly effective teachers are empowered to lead campus professional development and share best practices throughout the year.

Professional learning is embedded in our culture through a variety of formats, including lunch-and-learns, monthly faculty meetings, campus-based PD days, and district-led sessions offered by FBISD.

Additionally, teachers engage in job-embedded professional development through our partnership with the Teaching Learning Alliance, with Cohort 1 (ELA) and Cohort 2 (6th Grade Math and 8th Grade Social Studies) participating in targeted learning cycles. In 2024–2025, we launched a campus-wide focus on Accountable Talk. For 2025–2026, we will shift our instructional priority to Small Group Instruction.

Our campus has one department head per content area and one team leader per grade level. There is one principal, one associate principal, two assistant principals, one campus assessment coordinator (CAC), and three counselors to comprise the administrative team.

We work to build a collaborative environment as it relates to the decision-making process. We want to ensure that all stakeholders have a voice. This is accomplished through committees such as PBIS, Culture/Climate, Attendance, Campus Planning Advisory Committee (CPAC), Data Integrity, SST/Responsive Instruction Team, PTO, Wellness Committee, Renaissance Team, Budget and Compensation Committee (BCC), Emergency Response Team/CSTAT, and the Instructional Leadership Team. We also participate in feedback by identifying areas of focus and collecting feedback from all stakeholders throughout the year. This data is utilized to ensure continuous improvement and achievement for all students.

Lastly, we recruit staff through the FBISD Job Fair, Taleo, and professional recommendations. Recruiting top talent is accomplished through a panel interview, as well as teaching a model lesson. In the 2024-2025 school year, SMS began the school year with two vacancies and closed the school year with zero vacancies. Vacant positions and/or employees out on leave were filled by long-term substitutes throughout the year.

Faculty and Staff Attendance:

SMS experienced challenges with securing substitutes for teachers and paraprofessional absences throughout the school year. The chart below summarizes the number of filled and unfilled faculty and staff absences by month. When a substitute cannot be secured for a class

period, either another teacher or paraprofessional covers the instructional time acting as a substitute, or the students are split among the remaining subject area teachers for the class period. SMS had a 79% fill rate for absences in the 2023-24 school year and an increase to 86% fill rate for the 2024-2025 school year.

2023-24	Total Absences	Filled by a Substitute	Unfilled by a Substitute	No Sub Needed	Fill Rate
August	90	66	12	12	85%
September	187	119	34	34	78%
October	219	131	50	38	72%
November	132	95	20	17	83%
December	117	78	17	22	82%
January	180	72	39	49	70%
February	276	195	44	37	82%
March	205	131	57	17	70%
April	226	161	46	19	78%
May	201	145	19	37	88%
Totals	1883	1,193	338	282	79%

2024-25	Total Absences	Filled by a Substitute	Unfilled by a Substitute	No Sub Needed	Fill Rate
August	125	77	12	26	87%
September	101	71	8	22	90%
October	126	82	15	29	85%
November	125	79	19	27	81%
December	124	87	15	22	85%
January	128	77	18	33	81%
February	221	139	23	59	86%
March	154	114	17	23	87%
April	196	144	22	30	87%
May	252	180	26	46	87%
Totals	1552	1050	175	317	86%

Professional Practices:

Grade level PLC meetings are held weekly to ensure the district's curriculum is implemented with fidelity and to analyze data to determine next steps and needed student interventions. Teachers implement the appropriate instructional model for each content area and understand how to use formative assessment to guide their instructional decisions and next steps. Teachers and instructional leaders collaborate during PLC meetings to identify areas of needed improvement and to celebrate strengths and accomplishments.

Walk-throughs are done regularly, and data are analyzed to ensure teachers are on track with the curriculum as well as the level of rigor for each subject area. Regular feedback concerning instruction is provided to teachers via walk-throughs, conferences, T-TESS, and PLC meetings to identify strengths and areas of improvement.

Organizational and Administrative:

Sartartia Middle School administrators understand the importance of structured systems to support teachers and staff in providing a quality educational program to all students. Therefore, administrators regularly provide feedback and communicate expectations and/or pertinent information via email, bi-monthly department head meetings, monthly faculty meetings, weekly PLC meetings, T-TESS observations, walk-throughs, and individual meetings as needed. Based on this, teachers and staff provide instructional opportunities for students that are differentiated, research-based, and aligned to the curriculum. Student Support Team meetings are held to collaborate on ways to support student learning.

Gifted and Talented Program

SMS serves 159 students identified as GT (11.24%). Opportunities for enrichment are available to all GT students through AAC classes, GT Advisory, clubs, and competitions. All GT students engage in goal setting to accelerate their learning.

SMS Clubs & Extracurricular Organizations

Students can further explore their interests and develop leadership skills through before and after school clubs. Students can create their own club at SMS if a sponsor is secured to supervise the club. SMS campus organizations and student-created clubs include: Athletic Teams (football, volleyball, basketball, track, tennis, and soccer), Cheerleading, Fine Arts (art, band, choir, orchestra, and theatre), Kickstart, Art Club, Book Club, Chess Club, Coding Club, Cricket Club, Fellowship of Christian Athletes, Gaming Guild, Geography Club, Girls Who Code Club, JagSANITY, Marine Biology, Math Club, National Junior Honor Society, No Place for Hate, Science Olympiad, Space Club, Spanish Club, Student Council, and Sweethearts Dance Team.

In addition to the four core subject areas classes, all students select three electives courses each year. Electives range from required classes, such as a PE credit to high school credit courses, such as Spanish, Computer Science, or Career Exploration. Elective offerings vary annually based on district guidelines, staffing allocations, and student interest.

School Processes & Programs Strengths

SMS has many opportunities for students to get involved in the school community, serve as student leaders, and explore interest topics. Sartartia Middle School Faculty and Staff are willing to participate in student-created clubs, coaching opportunities, and extra-curricular events.

The SMS community has a strong support system for success in extra-curricular events.

2024-2025 Achievements for SMS:

Theatre

- One Act Play Zone—Advancing Play
 - 5 individual student awards
- One Act Play District—4th place
 - 3 individual student awards
- Theatre Tournament—52 total performance entries
 - 46/52 rated Superior
- All enrolled theatre students participated in a play production
 - 5-Theatre 1 Class Plays
 - 4-Theatre 2 Class Plays
 - 2-Theatre 3 (JV) Class Plays
 - 3-Theatre 3 Production Class Plays
 - New: Musical with auditions open to entire campus

Band

- Wind Ensemble (Varsity group) - Superior Ratings at UIL
- Symphonic Band (Non-Varsity group) - Superior Ratings at UIL
- Mark of Excellence National Wind Band Honors: Wind Ensemble - Commended Winner
- Mark of Excellence New Music Division: Wind Ensemble - Commended Winner

Orchestra

- Sweepstakes Rating - Varsity, Non-Varsity, Sub Non-Varsity A, and Sub Non-Varsity B String Orchestras at UIL
- Superior Rating-FBISD Beginner Festival Contest and chosen as Best Overall Beginning Orchestra by the judges
- National Winner for Foundation for Music Education Mark of Excellence Awards (Varsity)
- Commended Winner for Foundation for Music Education Citation of Excellence Awards (Non-Varsity)
- 1st Place String Orchestra at the 2025 American String Teachers Association National Orchestra Festival
- 56 Students chosen for TMEA Region 13 MS Orchestra
- 148 medals earned in Solo & Ensemble Contest

Choir

Varsity Treble Choir earned Sweepstakes at UIL

Concert Treble Choir earned Sweepstakes at UIL

Varsity Tenor Bass Choir, JV Treble Choir, and Concert Tenor Bass Choir earned Superior ratings in concert at UIL

28 students made the TMEA Region 13 Choirs

55 students competed at UIL Solo and Ensemble Contest: 47 students received a Superior rating on their solo and 8 students received an Excellent rating on their solo and Solo and Ensemble Contest

6th grade Beginner Tenor Choir received Superior Ratings at the FBISD Beginner Choir Festival

6th grade Beginner Treble Choir received Superior Ratings and awarded Performance of Distinction

Invited to Perform at OAKE Southern Division Mini Conference in November 2025

Collaborated with Theatre Department for Seussical Jr.

Boy's Athletics

Football 7A- District Runner Up

Soccer District Champion-A Team

Soccer District Champion-B Team

1600M Run District Champion

Girl's Athletics

Girls Track – District 8th Discus Champion

Cheer

4th Place Cheer at UCA Summer Camp

Six Nominated All-American Cheerleaders

Four All-American Cheerleaders

All-American Mascot

Dance

Showtime International's Houston Extravaganza

1st Place Hip Hop

2nd Runner Up Team Pom

2nd Runner Up Team Jazz

Judges' Award

1st Place Officer Jazz

Best In Category Officer Jazz

Sweepstakes

Invitation to perform in the Macy's Thanksgiving Day Parade in NYC

Kickstart

Kickstart Fall Qualifier - 36 competitors from SMS, 15 first places, 8 second places, 12 third places

Kickstart Spring Qualifier - 64 competitors from SMS, 14 first places, 6 second places, 19 third places

Kickstart Regional Championships - 35 competitors from SMS, 7 first places, 7 second places, 14 third places

Kickstart Martial Arts Mania - 31 members for both teams combined, 1st Place Team in Beginner Division and 3rd Place Team in Advance Division

Kickstart Kids State Championship - 16 competitors from SMS, 5 first places, 1 second place, 5 third places

Centex Open - 1 competitor from SMS, 2 first places

Ninja Challenge - 1 competitor from SMS, 2 first places

Robotics

Texas Regional SeaPearch Challenge:

1st , 2nd , & 3rd Place in the Academic Challenge - Middle School

1st Place in the Pool Course Ladder Challenge - Middle School

6th Place Overall - Middle School and High School qualifying for International Challenge in Maryland

2025 International SeaPearch Challenge in College Park, Maryland:

1st Place Pool Course Mission Challenge - Middle School

7th Place Overall - Middle School Teams

Science Olympiad

Cy-Falls Invitational

3-1st place medals

2-2nd place medals

1-3rd place medal

1-4th place medal

Anthony Invitational

2-1st place medals

2-2nd place medals

4th place team trophy

Rice University Regional tournament

1-1st place medal

4-2nd place medals

5-3rd place medals

6-4th place medals

4th place overall

Texas SO state tournament

1-1st place

4-2nd place

1-4th place

Campus

2024-2025 No Place for Hate Designation

Crest Award from the Counselor's Association-3 years

Master Schedule & Teacher Collaboration

- The master schedule is strategically designed to promote Professional Learning Communities (PLCs) and foster teacher collaboration, with time built into the day for these essential activities.
- Content teams have common PLC planning periods, enabling teachers to analyze data, model, and create lessons together, enhancing instructional alignment.
- There are minimal interruptions during instructional time, ensuring that no valuable learning time is wasted.
- Grade-level teams are organized into "pods" and kept together as much as possible to enhance collaboration and streamline communication.

Teacher Support & Development

- The TAPP Mentor Program supports first-year teachers by assigning them an experienced mentor to guide classroom management and instructional practices.
- New Jag Orientation (NJO) is held monthly to assist and integrate all new staff members, ensuring they receive ongoing support and guidance.
- Weekly PLC meetings are central to instructional planning, with guidance from Admin and Campus Assessment Coordinator.

Instructional Support & Initiatives

- All teachers utilize Schoology to support and enhance classroom instruction, providing students with access to digital resources and assignments.
- A Tuesday/Wednesday schedule is used twice per week to provide dedicated time for intervention, GT advisories, and enrichment activities, ensuring students receive targeted support.
- The Math team implements Progressive Testing to track and support student growth, while the ELA, ESL, and Literacy teams follow Standards-Based Grading to align assessments with student learning progressions.
- Teachers follow FBISD policy in reteaching and retesting students who are struggling, ensuring that all learners have opportunities to succeed.

Parent & Community Engagement

- Sartartia Middle School values strong partnerships between home and school. The administration and counseling team facilitate "Parent University," offering workshops on topics such as social media, bullying, PSAT, and college/career readiness to support families in navigating middle school.
- The Campus Planning and Advisory Committee (CPAC) meets five times a year, including teachers and community partners, to ensure open dialogue and shared decision-making.

Professional Development

- SMS offers ongoing professional development, including Lunch & Learns, led by Teacher Leaders, providing job-embedded learning opportunities to foster instructional growth.

Administrative Structure & Meetings

- Administrators and counselors meet weekly to discuss student progress and campus needs.
- Departments meet monthly to ensure alignment of goals and continuous professional development.
- Department leaders and other campus leaders meet monthly to facilitate collaboration and communication across the school.
- Administrators are matched with specific grade-level cohorts and transition with them through each grade, fostering a deep connection with the students throughout their middle school experience.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The SMS substitute fill rate was 86%, which means 14% of teacher absences did not have a substitute to instruct the class in the teachers' absence.

Root Cause: The factors contributing to unfilled teacher absences include last-minute absence entries (less than 24-hours' notice), failure to secure substitutes for school events or known absences in advance, school location, and student behavior. These conditions result in instructional disruptions, reduced PLC collaboration time, and inconsistent implementation of enrichment and intervention supports.

Perceptions

Perceptions Summary

Sartartia Middle School opened in 2001 and has served students for the past twenty-three years. In the long period the school has been open, SMS has been led by seven principals, faced multiple weather-related closures, experienced a quickly increasing population, and endured a significant disruption to schooling from 2020-2022 due to the COVID-19 pandemic.

SMS has grown to be the fourth-largest middle school in Fort Bend ISD and will open the 2024-25 school year with over 1,300 students. With high numbers of students comes increases in need for logistical systems, discipline systems, and proactive communication systems. The increase in total enrollment indicates a thriving community and high levels of trust in the education system.

Parent Engagement

Parents actively participate in various opportunities including all campus events, UIL competitions, fundraising, Career Day, Dances, Roar Rallies, and PTO meetings. The SMS PTO is a well-established organization run by parent volunteers. The PTO is an essential partner to help SMS achieve success.

Positive Behavior Interventions & Supports

SMS has the mantra, "A.I. R", it's what we live and breathe!" AIR is an acronym standing for: Accountability, Integrity, and Respect. SMS reinforces these commitments with students regularly. The PBIS Committee meets monthly to discuss student behavior, school processes, behavior interventions, and attendance trends. This is a voluntary committee for teachers to take part in.

Student behavior is an increasing concern. SMS experienced a significant increase in student discipline offenses in the 2021-22 school year upon the return of students from pandemic-related, at-home learning. We had a combined total of 899 referrals during the 2024-2025 school year which is an increase from 856 during the 2023-2024 school year.

Initiatives included creating school zones for bathroom use during class and controlling traffic flow by closing specific hallways or stairwells during passing periods. The PBIS Committee continued to make strides in combating student discipline in the 2024-25 school year by adding mirrors in stairways, regularly analyzing and adjusting duty locations based on discipline data and implementing a positive reward system for students and teachers. Our plan is to implement PBIS rewards during the 2025-2026 school year.

The highest discipline offense types include tardies, disrupting the learning environment, disruptive behavior, insubordination, and inappropriate physical contact. The SMS administrative team will continue to collaborate with stakeholders to ensure systems are in place to support appropriate student behavior.

Due to the efforts of the PBIS Committee, administrative team, and SMS faculty and staff, there has been a proactive response to student discipline in the 2024-2025 school year.

2023-2024 School Year

Highest 10 Discipline Offense Types	Number of Occurrences	Percentage of Total Offenses
Tardies	222	25.9%
Disrupting the Educational Environment	151	17.6%
Disruptive Behavior	113	13.2%
Inappropriate Physical Contact	72	8.4%
Skiping Class	48	5.6%
Insubordination	46	5.3%
Profanity	31	3.6%
Horseplay	25	2.9%
Use of Telecommunication Devices	23	2.6%
Cheating	21	2.4%

2024-2025 School Year

Highest 10 Discipline Offense Types	Number of Occurrences	Percentage of Total Offenses
Tardies	255	28.3%
Disrupting the Educational Environment	184	20.4%
Disruptive Behavior	144	16%
Insubordination	75	8.3%
Inappropriate Physical Contact	50	5.5%
Skiping Class	28	3.1%
Fighting/Mutual Combat	24	2.6%
Serious Offense	22	2.4%
Horseplay	21	2.3%
Profanity	21	2.3%

Engagement Survey

The 2024–2025 student, staff, and parent engagement surveys reveal that Sartartia Middle School is widely perceived as a safe, inclusive, and high-performing campus with strong academic and extracurricular opportunities. Across all stakeholder groups, respondents expressed high levels of satisfaction with student-teacher relationships, campus cleanliness and safety, and the availability of extracurricular activities. Notably, parents and staff reported confidence in the school’s academic expectations and support systems for student success.

However, the data also indicates areas of needed growth in student voice, connection to school culture, and recognition. Students reported feeling less connected to the school community compared to adults and expressed a desire for more input in decision-making and greater

recognition for non-academic contributions. Staff feedback highlighted a need for increased support in managing student behavior consistently and equitably. Parent survey results suggest that while communication is generally strong, some families are still seeking greater clarity around grading practices, student supports, and school events.

Strengths:

- Positive school climate: Most students, staff, and parents agree the school is physically safe, clean, and welcoming.
- High academic expectations: Stakeholders report that teachers set and maintain rigorous expectations for student learning.
- Extracurricular offerings: Students and parents highly value the variety of extracurricular clubs, arts, and athletic programs available.
- Strong staff-student relationships: Staff and students noted that students generally feel cared for by their teachers.
- Parent-school communication: A majority of parents report feeling informed and able to reach school staff when needed.

Areas of Growth:

- Student connection and voice: Students feel less connected to the school culture and would like more opportunities to share feedback and help shape school activities.
- Equity in discipline and behavior expectations: Some staff and students feel that behavior expectations are not consistently enforced across classrooms or grade levels.
- Recognition beyond academics: Students expressed a desire for more recognition for positive behavior, character, and contributions beyond grades or athletics.
- Clarity around grading and supports: Parents are seeking better understanding of standards-based grading and how interventions and enrichment opportunities are delivered.

Perceptions Strengths

SMS has an active and supportive parent population. Due to the large enrollment size, there is a large network of support from the community including community partnerships with businesses, parent participation in PTO, and community support for events.

Campus Culture and Climate An informal staff survey revealed that many of our teachers love the positive culture at Sartartia Middle School, which they believe contributes to our reputation as the best middle school in FBISD. Parents and substitutes frequently comment on the welcoming atmosphere of our campus, praising the students' behavior and strong work ethic. In response to feedback from a formal survey, we identified the need for improvements in our PBIS procedures. Administration worked closely with teachers and staff to address these concerns, resulting in a revised focus on our Core Values of AIR: Accountability, Integrity, and Respect. These values are deeply embedded in everything we do at Sartartia, guiding both student and staff actions, and fostering a culture of kindness.

Safety Mitigations The majority of our parents express confidence in the school's ability to keep their children safe. However, at the start of the year, some concerns arose related to broader national incidents involving school safety. To address these concerns and enhance our safety measures, we implemented the following:

- Conducted lockdown and lockout drills with students and staff
- Organized a safety video and assembly for the campus community
- Hosted a Community Awareness Night featuring CRASE (Civilian Response to Active Shooter Events) training

- Conducted weekly exterior door checks to ensure security
- Provided teacher training focused on keeping classroom doors locked and avoiding propping doors open
- Sent regular newsletters to parents with updates on safety drills and campus safety protocols

Positive Behavior Interventions & Supports (PBIS) To strengthen our behavior management systems, we updated our PBIS guidelines based on staff input. Our new acronym, AIR (Accountability, Integrity, Respect), is at the heart of our approach. We've taken the following steps to ensure widespread engagement:

- Created classroom posters with advisory lessons focused on AIR values
- Displayed AIR-related posters and signs in hallways, restrooms, and the cafeteria
- Consistently reference the AIR values to guide behavior correction and support students in need

Communication with the Community We maintain open lines of communication with both parents and staff:

- Weekly newsletters are sent to parents with updates and important information
- A weekly newsletter is distributed to teachers to ensure ongoing staff engagement
- Monthly newsletters from the athletic department and various content areas keep families informed about extracurricular activities and academic updates

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student misbehavior continues to disrupt learning at a higher frequency and intensity than desired.

Root Cause: Increase in social-emotional student needs post-pandemic coupled with the sheer volume of students attending school and interacting daily resulted in a high quantity of discipline offense.

Priority Problem Statements

Problem Statement 1: While most students consistently meet or exceed local, district, and state expectations for academic achievement, teachers face challenges in ensuring continued growth for all learners--both high-performing students and those needing intervention. Providing teachers with ongoing access to effective strategies and resources is essential to promote growth across the full spectrum of learners.

Root Cause 1: Inconsistent differentiation for high-performing students and uneven use of targeted interventions limit equitable growth. Parent survey data shows most students come from homes with high academic expectations, which can lead teachers to assume continued success without adjusting instruction, resulting in missed opportunities for growth.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: High-performing students and English Learners are not consistently demonstrating expected academic growth, particularly in ELA and TELPAS writing and speaking domains.

Root Cause 2: Classroom instruction does not consistently include strategies that extend learning for advanced students or provide structured opportunities for English Learners to develop and apply academic language. Additionally, progress monitoring and targeted interventions lack consistency across departments.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student misbehavior continues to disrupt learning at a higher frequency and intensity than desired.

Root Cause 3: Increase in social-emotional student needs post-pandemic coupled with the sheer volume of students attending school and interacting daily resulted in a high quantity of discipline offense.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: The SMS substitute fill rate was 86%, which means 14% of teacher absences did not have a substitute to instruct the class in the teachers' absence.

Root Cause 4: The factors contributing to unfilled teacher absences include last-minute absence entries (less than 24-hours' notice), failure to secure substitutes for school events or known absences in advance, school location, and student behavior. These conditions result in instructional disruptions, reduced PLC collaboration time, and inconsistent implementation of enrichment and intervention supports.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: By May 2026, 90% of all students, in grades 6th-8th will grow at least one year in Math and Reading as indicated by NWEA Map Growth Measures.

- Evaluation Data Sources:** -NWEA MAP Growth Reports (BOY, MOY, EOY)
 -Growth Quintile Reports (with focus on "Low" and "Low Average" growth quintiles)
 -Teacher small group instruction logs and lesson plans
 -PLC meeting agendas and instructional conversation notes
 -Intervention rosters and progress monitoring data for Tier 2 and Tier 3 students
 -Student RIT scores and percentile rank data from MAP
 -Campus and district data dashboards (e.g., Eduphoria)

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Tier I Instruction with Small Group Instruction. Require all core teachers to implement SGI at least once per unit, with targeted skill focus informed by MAP Growth and STAAR Interim data. Provide ongoing PD and coaching on SGI structures, differentiation, and use of manipulatives. Strategy's Expected Result/Impact: Students will receive targeted, differentiated instruction that addresses specific skill gaps and extends learning for high-achievers, leading to more students meeting or exceeding growth targets. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Campus Assessment Coordinator 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 3 Funding Sources: - 199 General Fund	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 2 Details		Reviews			
Strategy 2: Data-Driven Progress Monitoring and Intervention: Implement structured data reviews in PLCs after each MAP and STAAR Interim administration. Use MAP Learning Continuum to identify priority skills, adjust SGI groups every 4-6 weeks, and provide Tier 2 and Tier 3 interventions during the enrichment/intervention advisory. Strategy's Expected Result/Impact: Frequent data checks will ensure timely instructional adjustments, resulting in accelerated growth for students performing below expectations and more equitable achievement outcomes across student groups. Staff Responsible for Monitoring: Principal, APs, CAC, Department Heads, PLC Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 General Fund		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
Strategy 3 Details		Reviews			
Strategy 3: Increase Student Ownership of Learning and Growth: Hold individual student data conferences after BOY and MOY MAP testing to review scores, set personal growth goals, and develop action steps. Provide students with MAP Growth Trackers to monitor progress throughout the year, with celebrations for meeting/exceeding growth targets. Strategy's Expected Result/Impact: Students will develop a stronger sense of responsibility for their own learning, leading to increased engagement, motivation, and overall growth performance on MAP assessments. Staff Responsible for Monitoring: Principal, APs, Teachers, Counselors, Teachers, Intervention Advisory Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: While most students consistently meet or exceed local, district, and state expectations for academic achievement, teachers face challenges in ensuring continued growth for all learners--both high-performing students and those needing intervention. Providing teachers with ongoing access to effective strategies and resources is essential to promote growth across the full spectrum of learners. Root Cause: Inconsistent differentiation for high-performing students and uneven use of targeted interventions limit equitable growth. Parent survey data shows most students come from homes with high academic expectations, which can lead teachers to assume continued success without adjusting instruction, resulting in missed opportunities for growth.

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

Performance Objective 2: By May 2026, Sartartia Middle School will increase the percentage of 8th Grade students achieving meets on the Social Studies STAAR assessment from 70% to 73% as indicated by TEA-released STAAR scores.

- Evaluation Data Sources:**
- Teacher-created classroom assessments embedding STAAR-style test items
 - Assessment item analyses (common assessments, district checkpoints, and STAAR practice tests)
 - PLC agendas, minutes, and student work sample review notes
 - Data dig documentation and item analysis reports on prior STAAR results
 - Student performance data on formative assessments, quizzes, and unit tests
 - Writing samples and constructed response rubrics
 - TEA-released STAAR data (2024-2026)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Increase successful student outcomes through enhanced learning opportunities: Require teachers to incorporate STAAR-style test item formats -- including primary source analysis, multi-step question sets, and short-answer responses -- into classroom assessments at least once per grading period. Strategy's Expected Result/Impact: Students will build familiarity and confidence with STAAR item types, leading to improved performance on complex, multi-step, and source-based questions. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Social Studies Department Head, Campus Assessment Coordinator TEA Priorities: Recruit, support, retain teachers and principals, 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 3	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: While most students consistently meet or exceed local, district, and state expectations for academic achievement, teachers face challenges in ensuring continued growth for all learners--both high-performing students and those needing intervention. Providing teachers with ongoing access to effective strategies and resources is essential to promote growth across the full spectrum of learners. **Root Cause:** Inconsistent differentiation for high-performing students and uneven use of targeted interventions limit equitable growth. Parent survey data shows most students come from homes with high academic expectations, which can lead teachers to assume continued success without adjusting instruction, resulting in missed opportunities for growth.

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, SMS will increase the percentage of students who believe their voice matters by 10% as measured by the FBISD Student Engagement Survey.

- Evaluation Data Sources:** -FBISD Student Engagement Survey results (annual)
- Student feedback surveys (mid-year, end-of-year)
 - Attendance logs from student forums/meetings
 - Documentation of student feedback collected (forms, meeting minutes, focus group notes)
 - Records of student-led initiatives and implementation status

Strategy 1 Details	Reviews			
Strategy 1: Student Engagement Survey results indicate only 55% of students feel their voice matters, significantly lower than staff and parent perceptions. Host student voice forums once per semester, facilitated by administrators and counselors, to gather student input on campus culture, academic supports, and events. Provide feedback on actions taken in response to student suggestions. Strategy's Expected Result/Impact: Students will have structured opportunities to share ideas and see tangible outcomes from their input, increasing their sense of agency and connection to the school community. Staff Responsible for Monitoring: Principal, Associate Principal, Counselors, PBIS Committee TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 General Fund	Formative			Summative
	Oct	Dec	Feb	June
	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Expand Student Leadership Opportunities: Create additional leadership opportunities within clubs, advisory classes, and campus committees (e.g., PBIS, event planning) that include students representing a cross-section of the campus. Strategy's Expected Result/Impact: Increasing access to leadership roles will ensure diverse student voices are represented, fostering inclusivity and engagement in decision-making. Staff Responsible for Monitoring: Principal, Club Sponsors, Department Heads, Advisory Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 General Fund	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Implement Recognition for Student Contributions Beyond Academics: Develop a recognition system that highlights student input, leadership, and contributions to school improvement (e.g., "Student Voice Spotlight" in newsletters, Jag TV segments, PBIS shout-outs). Strategy's Expected Result/Impact: Publicly valuing student contributions will reinforce the importance of their input, motivating more students to participate in campus decision-making and activities. Staff Responsible for Monitoring: Principal, APs, PBIS Committee, Journalism/Broadcasting Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 General Fund	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By May 2026, Sartartia Middle School will strengthen fiscal responsibility by implementing transparent budgeting practices with all campus stakeholders and ensuring 100% of campus expenditures align with the FBISD Strategic Plan and campus priorities.

Evaluation Data Sources: Budget Reports, Stakeholder Feedback, Meeting Agendas

Strategy 1 Details		Reviews			
Strategy 1: The principal and executive assistant will conduct bi-weekly budget reviews, and department heads will participate in monthly budget planning meetings to collaboratively optimize resource allocation in alignment with campus priorities and student needs. Strategy's Expected Result/Impact: -Department heads will have a clear understanding of budget allotments and allowable expenditures. -Funds will be managed responsibly and strategically, with purchases aligned to campus priorities and the FBISD Strategic Plan. -Documentation of expenditures will reflect transparency and accountability across all departments. Staff Responsible for Monitoring: Principal Executive Assistant TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Campus Funding Summary

199 General Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
Sub-Total					\$0.00

Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CD	EMPL_STA	REPORTS_TO_DESCR
050 SARTARTIA	SARTARTIA N	SARTARTIA N	COOR CAMPUS ASSESSMENT	0.5	FORD	MELISSA	1 24		050	A	PRINCIPAL MS