

Fort Bend Independent School District

Sartartia Middle School

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

Fort Bend ISD Mission Statement

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

SMS Mission Statement

Sartartia Middle School is a world class school that provides exemplary education every day.

Vision

Fort Bend ISD Vision Statement

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

SMS Vision Statement

Exemplary Education Everyday E³

Value Statement

Fort Bend ISD:

1. Core Belief: All students can reach their full potential.
2. Core Belief: We believe student success is best achieved...
 - A. ...through effective teachers that inspire learning.
 - B. ...in a supportive climate and safe environment.
 - C. ...by empowered and effective leaders throughout the system.
 - D. ...in a well-functioning, high-performing community of learners.

SMS Values...LEAD:

Learn
Excellence
Attitude
Determination

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Comprehensive Needs Assessment

Revised/Approved: August 20, 2019

Needs Assessment Overview

Sartartia MS is a culturally rich campus and wears this badge of honor with pride. We perform at high levels of academic achievement, but still recognize that there are areas of growth such as support for English Learners and Special Education students, as well as our African-American, Hispanic, and Economically Disadvantage student population groups. Another area we have been targeting is ensuring every student grows one year or more.

Demographics

Demographics Summary

Sartartia MS is a school nestled in the New Territory neighborhood. We are a staff of approximately 100, with 66 instructional staff members. We serve 1328 students, in grades 6-8. We receive students from primarily 3 neighborhood elementaries (Brazos Bend, Cornerstone, and Walker Station) and our students move on to 3 different high schools (Austin, Clements, and Travis). SMS is fortunate to have a very active and engaged group of parents community partners.

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.

Demographic Breakdown for 2018-2019 compared to 2019-2020

| Race | 2018-2019 | 2019-2020 |
|----------------------------------|-----------|-----------|
| American Indian-Alaskan Native | | .47% |
| Asian | 55.89% | 56.66% |
| Black/African American | 8.08% | 7.72% |
| Native Hawaiian-Pacific Islander | | .16% |
| White | 20.99% | 19.86% |
| Two or More | 4.07% | 4.57% |
| Hispanic | 10.49% | 10.56% |
| Economically Disadvantage | 17.5% | 15.68% |
| Gifted & Talented | 15.88% | 17.89% |
| ESL | 6.57% | 5.59% |
| SPED | 6.79% | 6.38% |
| 504 | 6.57% | 6.86% |

Problem Statements Identifying Demographics Needs

Problem Statement 1: We continue to see an achievement gap for population groups including LEP, Special Education, Economically Disadvantaged, and students of color. **Root Cause:** Our staff needs to become more adept in meeting students where they are academically in order to increase their level of academic growth. Our staff needs to recognize implicit biases to develop plans for students that will meet their individual academic and social/emotional needs.

Problem Statement 2: We notice a lack of one year of growth according to the state progress measure with our highest performing students. **Root Cause:** Our teachers need to be more adept at increasing rigor during tier 1 instruction so as to meet the needs of the students with the highest academic abilities.

Student Academic Achievement

Student Academic Achievement Summary

We are very pleased with our overall STAAR scores and progress achieved by our 8th grade students. Our students show that their cohort is progressing well together. When comparing grade level scores with prior year grade level scores, we are showing gains, as well. We have shown great improvements in our "Meets" and "Masters". We are also showing that approximately 80% of our 8th graders are making a year's growth or exceeding it. The remaining 20% is a concern of ours. Another area of concern is our students identified as economically disadvantaged. Our number of students has risen in this area and the students who are receiving the free lunch program are not performing as well as most others on our campus. We want to make sure that these students do not fall through the cracks.

We are excited by the many gains we have seen in our student population and are excited to receive the sixth and seventh grade STAAR scores. We know we will have many more strengths and look forward to identify where we can help our students grow even stronger.

| | May 2019 STAAR | | STAAR Progress | | | | | |
|--------------------------------|----------------|---------------|----------------|--------|---------|---------|----------|-------------|
| | Total Students | Percent Score | Approaches | Meets | Masters | Limited | Expected | Accelerated |
| Grade 6 Math | 40875 | 38% | 95.83% | 81.13% | 55.39% | 27.63% | 50.79% | 21.58% |
| Economic Disadvantage | 6466 | 67% | 90.62% | 60.94% | 37.50% | 30.51% | 52.54% | 16.95% |
| Asian | 21780 | 17% | 96.77% | 89.40% | 67.74% | 19.61% | 52.94% | 27.45% |
| Black/African American | 3863 | 45% | 89.47% | 57.89% | 23.68% | 38.24% | 50% | 11.76% |
| Hispanic | 3764 | 73% | 94.59% | 62.16% | 29.73% | 48.48% | 39.39% | 12.12% |
| Two or More Races | 2073 | 45% | 95% | 75% | 50% | 21.05% | 63.16% | 15.79% |
| White | 9673 | 77% | 96.88% | 80.21% | 51.04% | 35.56% | 47.78% | 16.67% |
| Female | 21174 | 47% | 96.21% | 77.73% | 53.55% | 28.28% | 51.01% | 20.71% |
| Male | 19776 | 35% | 95.43% | 84.77% | 57.36% | 26.92% | 50.55% | 22.53% |
| First Year of Monitoring | 2069 | 15% | 100% | 70% | 25% | 40% | 55% | 5% |
| LEP | 2958 | 17% | 75.86% | 51.72% | 27.59% | 52% | 32% | 16% |
| Second Year of Monitoring | 1782 | 47% | 100% | 88.24% | 70.59% | 11.76% | 58.82% | 29.41% |
| Special Ed Indicator | 26 | 47% | 61.54% | 30.77% | 11.54% | 54.17% | 29.17% | 16.67% |
| Grade 7 Math | 40778 | 34% | 96.07% | 81.82% | 54.30% | 27.62% | 47.31% | 25.06% |
| Economic Disadvantage | 7167 | 54% | 90.14% | 64.79% | 29.58% | 40.30% | 41.79% | 17.91% |
| American Indian/Alaskan Native | 261 | 50% | 100% | 50% | 0% | 0% | 50% | 50% |

May 2019 STAAR

STAAR Progress

| | Total Students | Percent Score | Approaches | Meets | Masters | Limited | Expected | Accelerated |
|----------------------------------|----------------|---------------|------------|--------|---------|---------|----------|-------------|
| Asian | 226 | 83.86% | 97.35% | 91.59% | 65.49% | 20.55% | 47.03% | 32.42% |
| Black/African American | 356 | 7.63% | 97.14% | 57.14% | 34.29% | 42.86% | 54.29% | 2.86% |
| Hispanic | 426 | 6.48% | 83.33% | 59.52% | 38.10% | 39.47% | 44.74% | 15.79% |
| Native Hawaiian/Pacific Islander | 1 | 85% | 100% | 100% | 100% | 0% | 100% | 0% |
| Two or More Races | 218 | 3.57% | 100% | 85.71% | 71.43% | 15% | 45% | 40% |
| White | 807 | 2.61% | 97.50% | 76.25% | 36.25% | 39.47% | 46.05% | 14.47% |
| Female | 1937 | 9.72% | 98.45% | 82.90% | 57.51% | 24.73% | 47.85% | 27.42% |
| Male | 2147 | 7.09% | 93.93% | 80.84% | 51.40% | 30.24% | 46.83% | 22.93% |
| First Year of Monitoring | 448 | 5.80% | 100% | 97.73% | 75% | 13.64% | 61.36% | 25% |
| LEP | 375 | 8.43% | 81.08% | 43.24% | 10.81% | 36.67% | 43.33% | 20% |
| Second Year of Monitoring | 187 | 9.83% | 100% | 83.33% | 55.56% | 22.22% | 55.56% | 22.22% |
| Special Ed Indicator | 235 | 4.43% | 56.52% | 43.48% | 13.04% | 61.90% | 23.81% | 14.29% |
| Grade 8 Math (April) | 265 | 7.48% | 95.09% | 80.75% | 36.98% | 22.67% | 62.22% | 15.11% |
| Economic Disadvantage | 576 | 9.39% | 87.72% | 68.42% | 22.81% | 22.22% | 57.41% | 20.37% |
| American Indian/Alaskan Native | 1 | 67% | 100% | 100% | 0% | 100% | 0% | 0% |
| Asian | 119 | 8.75% | 98.32% | 89.92% | 44.54% | 18.89% | 65.56% | 15.56% |
| Black/African American | 256 | 7.64% | 88% | 64% | 24% | 27.27% | 59.09% | 13.64% |
| Hispanic | 417 | 2.51% | 95.12% | 73.17% | 26.83% | 20.51% | 64.10% | 15.38% |
| Two or More Races | 67 | 5.83% | 100% | 66.67% | 33.33% | 20% | 60% | 20% |
| White | 737 | 4.96% | 91.78% | 76.71% | 35.62% | 26.47% | 58.82% | 14.71% |
| Female | 1337 | 6.02% | 93.98% | 81.20% | 36.09% | 20.18% | 65.79% | 14.04% |
| Male | 1327 | 6.95% | 96.21% | 80.30% | 37.88% | 25.23% | 58.56% | 16.22% |
| First Year of Monitoring | 177 | 8.94% | 100% | 94.12% | 29.41% | 28.57% | 71.43% | 0% |
| LEP | 17 | 65% | 94.12% | 70.59% | 5.88% | 23.08% | 76.92% | 0% |
| Second Year of Monitoring | 97 | 7.33% | 100% | 77.78% | 33.33% | 22.22% | 66.67% | 11.11% |
| Special Ed Indicator | 174 | 9.82% | 64.71% | 29.41% | 0% | 43.75% | 50% | 6.25% |

May 2019 STAAR

STAAR Progress

| | | | | | | | |
|----------|---------|------------|-------|---------|---------|----------|-------------|
| Total | Percent | Approaches | Meets | Masters | Limited | Expected | Accelerated |
| Students | Score | | | | | | |

Note: Values in green show an increase in number from 2018 results.

Values in red show a decrease in number from 2018 results.

(We want "Limited" growth/progress to drop in number.)

May 2019 STAAR

STAAR Progress

| | | | | | | | |
|----------|---------|------------|-------|---------|---------|----------|-------------|
| Total | Percent | Approaches | Meets | Masters | Limited | Expected | Accelerated |
| Students | Score | | | | | | |

| | | | | | | | |
|----------------------------------|-----------|--------|--------|--------|--------|--------|--------|
| Grade 6 Reading | 41780.61% | 92.09% | 68.59% | 45.32% | 43.44% | 37.53% | 19.02% |
| Economic Disadvantage | 6477.13% | 89.06% | 62.50% | 32.81% | 54.24% | 37.29% | 8.47% |
| Asian | 22782.41% | 93.83% | 74.01% | 48.90% | 37.38% | 40.19% | 22.43% |
| Black/African American | 3875.39% | 92.11% | 52.63% | 28.95% | 67.65% | 26.47% | 5.88% |
| Hispanic | 3677.14% | 94.44% | 55.56% | 36.11% | 53.12% | 31.25% | 15.62% |
| Two or More Races | 2081.20% | 90% | 60% | 45% | 47.37% | 31.58% | 21.05% |
| White | 9679.60% | 87.50% | 68.75% | 46.88% | 44.44% | 38.89% | 16.67% |
| Female | 21381.64% | 91.55% | 70.42% | 49.77% | 39.50% | 36.50% | 24% |
| Male | 20479.53% | 92.65% | 66.67% | 40.69% | 47.62% | 38.62% | 13.76% |
| First Year of Monitoring | 2072.15% | 80% | 45% | 15% | 65% | 20% | 15% |
| LEP | 2960.28% | 58.62% | 13.79% | 3.45% | 64% | 28% | 8% |
| Second Year of Monitoring | 1884.17% | 100% | 83.33% | 38.89% | 61.11% | 27.78% | 11.11% |
| Special Ed Indicator | 2755.30% | 44.44% | 18.52% | 11.11% | 72% | 20% | 8% |
| Grade 7 Reading | 42482.37% | 92.92% | 80.19% | 63.68% | 16.22% | 45.21% | 38.57% |
| Economic Disadvantage | 7274.46% | 84.72% | 59.72% | 40.28% | 27.94% | 47.06% | 25% |
| American Indian/Alaskan Native | 2 42% | 50% | 0% | 0% | 50% | 50% | 0% |
| Asian | 24285.41% | 95.45% | 86.36% | 71.49% | 11.97% | 48.29% | 39.74% |
| Black/African American | 3578.57% | 94.29% | 74.29% | 40% | 34.29% | 42.86% | 22.86% |
| Hispanic | 43 73% | 79.07% | 60.47% | 51.16% | 25.64% | 46.15% | 28.21% |
| Native Hawaiian/Pacific Islander | 1 90% | 100% | 100% | 100% | 0% | 100% | 0% |

| | May 2019 STAAR | | STAAR Progress | | | | | |
|----------------------------------|----------------|---------------|----------------|--------|---------|---------|----------|-------------|
| | Total Students | Percent Score | Approaches | Meets | Masters | Limited | Expected | Accelerated |
| Two or More Races | 2087 | 05% | 95% | 85% | 80% | 10.53% | 36.84% | 52.63% |
| White | 8179 | 64% | 92.59% | 75.31% | 54.32% | 16.88% | 37.66% | 45.45% |
| Female | 20084 | 86% | 95.50% | 84.50% | 71.50% | 12.44% | 48.19% | 39.38% |
| Male | 22480 | 14% | 90.62% | 76.34% | 56.70% | 19.63% | 42.52% | 37.85% |
| First Year of Monitoring | 4887 | 17% | 100% | 97.92% | 75% | 8.33% | 47.92% | 43.75% |
| LEP | 3859 | 21% | 65.79% | 18.42% | 7.89% | 41.94% | 32.26% | 25.81% |
| Second Year of Monitoring | 1883 | 28% | 100% | 83.33% | 66.67% | 11.11% | 77.78% | 11.11% |
| Special Ed Indicator | 2362 | 26% | 60.87% | 39.13% | 21.74% | 38.10% | 38.10% | 23.81% |
| Grade 7 Writing | 42178 | 89% | 91.69% | 76.01% | 52.02% | | | |
| Economic Disadvantage | 7171 | 14% | 78.87% | 56.34% | 32.39% | | | |
| American Indian/Alaskan Native | 2 | 48% | 50% | 0% | 0% | | | |
| Asian | 24083 | 32% | 96.25% | 86.25% | 65% | | | |
| Black/African American | 3573 | 37% | 88.57% | 57.14% | 37.14% | | | |
| Hispanic | 4369 | 74% | 69.77% | 58.14% | 34.88% | | | |
| Native Hawaiian/Pacific Islander | 1 | 83% | 100% | 100% | 100% | | | |
| Two or More Races | 2080 | 60% | 95% | 80% | 60% | | | |
| White | 8073 | 23% | 91.25% | 63.75% | 27.50% | | | |
| Female | 19982 | 25% | 94.47% | 82.91% | 61.31% | | | |
| Male | 22275 | 88% | 89.19% | 69.82% | 43.69% | | | |
| First Year of Monitoring | 4883 | 29% | 100% | 89.58% | 64.58% | | | |
| LEP | 3758 | 59% | 59.46% | 24.32% | 5.41% | | | |
| Second Year of Monitoring | 1877 | 33% | 94.44% | 77.78% | 27.78% | | | |
| Special Ed Indicator | 22 | 59% | 59.09% | 31.82% | 9.09% | | | |

Note: Values in green show an increase in number from 2018 results.

Values in red show a decrease in number from 2018 results.

(We want "Limited" growth/progress to drop in number.)

| May 2019 STAAR | | STAAR Progress | | | | | |
|----------------|---------------|----------------|-------|---------|---------|----------|-------------|
| Total Students | Percent Score | Approaches | Meets | Masters | Limited | Expected | Accelerated |

| April 2019 STAAR Reading, Grade 8 | | STAAR Progress | | | | | |
|-----------------------------------|---------------|----------------|-------|---------|---------|----------|-------------|
| Total Students | Percent Score | Approaches | Meets | Masters | Limited | Expected | Accelerated |

| | | | | | | | |
|----------------------------------|-----------|--------|--------|--------|--------|--------|--------|
| Grade 8 Reading (April) | | | | | | | |
| SARTARTIA M S | 45083.86% | 94.44% | 83.78% | 60.89% | 20.60% | 48.84% | 30.56% |
| Economic Disadvantage | 8178.02% | 87.65% | 75.31% | 39.51% | 28.95% | 39.47% | 31.58% |
| American Indian/Alaskan Native | 1 93% | 100% | 100% | 100% | 0% | 100% | 0% |
| Asian | 25285.79% | 96.03% | 88.49% | 66.27% | 19.01% | 49.17% | 31.82% |
| Black/African American | 3376.73% | 87.88% | 63.64% | 39.39% | 33.33% | 36.67% | 30% |
| Hispanic | 5381.28% | 92.45% | 79.25% | 50.94% | 21.15% | 55.77% | 23.08% |
| Native Hawaiian/Pacific Islander | 2 89% | 100% | 100% | 100% | 0% | 100% | 0% |
| Two or More Races | 1189.36% | 100% | 90.91% | 90.91% | 9.09% | 45.45% | 45.45% |
| White | 9881.88% | 92.86% | 79.59% | 55.10% | 22.34% | 46.81% | 30.85% |
| Female | 24084.82% | 95% | 85% | 65% | 19.48% | 51.08% | 29.44% |
| Male | 21082.76% | 93.81% | 82.38% | 56.19% | 21.89% | 46.27% | 31.84% |
| First Year of Monitoring | 2783.70% | 96.30% | 85.19% | 44.44% | 22.22% | 59.26% | 18.52% |
| LEP | 1555.33% | 40% | 6.67% | 0% | 36.36% | 45.45% | 18.18% |
| Second Year of Monitoring | 1281.75% | 100% | 83.33% | 41.67% | 33.33% | 33.33% | 33.33% |
| Special Ed Indicator | 1657.81% | 56.25% | 25% | 12.50% | 40% | 46.67% | 13.33% |

Note: Values in green show an increase in number from 2018 results.

Values in red show a decrease in number from 2018 results.

(We want "Limited" growth/progress to drop in number.)

May 2019 STAAR Science, Grade 8

| Grade 8 Science | Total Students | Percent Score | Approaches | Meets | Masters |
|-----------------------|----------------|---------------|------------|--------|---------|
| SARTARTIA M S | 453 | 81.10% | 95.58% | 80.13% | 58.72% |
| Economic Disadvantage | 83 | 75.16% | 86.75% | 67.47% | 45.78% |

May 2019 STAAR Science, Grade 8

| Grade 8 Science | Total Students | Percent Score | Approaches | Meets | Masters |
|----------------------------------|----------------|---------------|------------|--------|---------|
| American Indian/Alaskan Native | 1 | 81% | 100% | 100% | 0% |
| Asian | 253 | 83.94% | 97.23% | 86.17% | 67.59% |
| Black/African American | 347 | 1.35% | 85.29% | 58.82% | 35.29% |
| Hispanic | 53 | 75.60% | 90.57% | 69.81% | 45.28% |
| Native Hawaiian/Pacific Islander | 2 | 88% | 100% | 100% | 100% |
| Two or More Races | 12 | 86.92% | 100% | 91.67% | 66.67% |
| White | 98 | 79.24% | 96.94% | 75.51% | 50% |
| Female | 240 | 80.59% | 94.58% | 80% | 57.92% |
| Male | 213 | 81.67% | 96.71% | 80.28% | 59.62% |
| First Year of Monitoring | 28 | 79.82% | 92.86% | 75% | 60.71% |
| LEP | 16 | 60.81% | 81.25% | 31.25% | 6.25% |
| Second Year of Monitoring | 12 | 83.42% | 100% | 100% | 58.33% |
| Special Ed Indicator | 17 | 52.76% | 47.06% | 17.65% | 0% |

May 2019 STAAR Social Studies, Grade 8

| Grade 8 Social Studies | Total Students | Percent Score | Approaches | Meets | Masters |
|----------------------------------|----------------|---------------|------------|--------|---------|
| SARTARTIA M S | 449 | 76.38% | 91.09% | 70.38% | 53.23% |
| Economic Disadvantage | 82 | 69.63% | 84.15% | 54.88% | 31.71% |
| American Indian/Alaskan Native | 1 | 66% | 100% | 0% | 0% |
| Asian | 251 | 80.43% | 96.02% | 79.28% | 62.55% |
| Black/African American | 33 | 66.55% | 75.76% | 51.52% | 30.30% |
| Hispanic | 53 | 68.19% | 77.36% | 52.83% | 33.96% |
| Native Hawaiian/Pacific Islander | 2 | 84% | 100% | 100% | 50% |
| Two or More Races | 10 | 77.50% | 100% | 60% | 60% |
| White | 99 | 73.63% | 89.90% | 64.65% | 47.47% |
| Female | 241 | 76.24% | 91.70% | 70.12% | 53.11% |
| Male | 208 | 76.55% | 90.38% | 70.67% | 53.37% |

May 2019 STAAR Science, Grade 8

| Grade 8 Science | Total Students | Percent Score | Approaches | Meets | Masters |
|---------------------------|----------------|---------------|------------|--------|---------|
| First Year of Monitoring | 26 | 75.08% | 100% | 65.38% | 46.15% |
| LEP | 15 | 50.87% | 60% | 0% | 0% |
| Second Year of Monitoring | 12 | 73.17% | 100% | 66.67% | 25% |
| Special Ed Indicator | 16 | 45.56% | 37.50% | 6.25% | 0% |

Note: Values in green show an increase in number from 2018 results.

Values in red show a decrease in number from 2018 results.

Student Academic Achievement Strengths

In reviewing our combined 8th grade April and May STAAR math and reading scores, overall we showed positive trends which include many celebrations. We had solid growth in the "Meets" and "Masters" categories of *Academic Readiness*. In math, we jumped up 4.4% in "Meets" and 5.92% in "Masters". In reading, we jumped up 5.57% in "Meets" and 4.99% in "Masters".

Our Special Ed math and reading "Approaches" scores improved by 6.91% in math and 7.21 % in reading. In reading, we also had a drop in Special Ed students not passing by 6.25%!

Our LEP scores showed improvement, as well. We only had one student in the "Did Not Meet" category, dropping our failure rate by 27.45%! The LEP "Approaches" improved by 21.9% and the "Meets" increased by 26.14%! Our LEP reading "Approaches" level has increased by 13.33%, as well.

The numbers not only indicate that our 8th grade scores are improving from prior years, but also as a cohort. This group of students has shown improvement from one grade to the next, as well.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Student consistently meet local, district, and state expectations for academic achievement; therefore, teachers sometimes struggle to continue to grow these high performing students. Having a variety of new tools in our teacher toolbox to provide students growth is something we as a school are constantly seeking with programs and partnerships such as Teaching and Learning Alliance, Impact Teams, AVID, and Standards Based Grading Cohort. **Root Cause:** The majority of our students come from homes where the expectation is high academic achievement. Teachers see these high performers and become complacent with what they have always done and students do not grow as they should or could.

School Processes & Programs

School Processes & Programs Summary

For the 2019-2020 school year we will have an 8 period day to provide a period in the day where all students will report to a class for extension/intervention 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 teaming time for core teachers and additional vertical/horizontal PIC time for departments. We are moving to a team concept in order to better meet the academic as well as social and emotional needs of students. Teams will be expected to align their classroom expectations with our school wide PBIS guidelines to success to provide common language and consistency for all students. We will continue to enroll all 6th grade students in a Jag Discovery class that is designed to assist with the transition into middle school.

Outside of the core curriculum we offer various elective offerings such as art, contest math, broadcasting, yearbook, band, choir, orchestra, teen leadership, PALS, investigating careers, AViD, robotics, and high school credit for Spanish, principles of construction and fundamentals of computer science.

In addition, we have a plethora of extra- curricular club offerings such as coding, gaming guild, Science Olympiad, NJHS, student council and all FBiSD approved sports.

Enhancing professional learning communities(PLC) will be the focus of the 2019-2020 school year. The Science Department will be implementing Impact Teams for the third year and all other departments will continue the traditional PLC process. 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 extend their pilot of standards based grading to maximize the potential of providing academic feedback to students with the ultimate goal of higher rates of progress and mastery of the state TEKS. . All teachers meet with their grade level content area weekly and their vertical content team monthly. We will also be a blended leaning 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 have a literacy intervention teacher and a math intervention teacher for students who are unsuccessful on STAAR.

We also have programming for special education to include resource, inclusion support, co-teach, ABC, SAiLS and CIASS. We have an ESL teacher that supports our ESL 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 seminars 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. They are also supported by their corresponding department chair, team lead and grade level administrator. Recruiting top talent is accomplished through a panel interview as well as teaching a model lesson . Teachers in need of support are provided on-going feedback and opportunities to observe highly- effective teachers. Highly- effective teachers are given opportunities to share best practices by leading professional development throughout the year. Teachers have opportunities to participate in campus based professional development through lunch and learns, monthly faculty meetings, campus professional development days and seminars after school. In particular based on the changing demographics and existing diversity on the campus we began a series on cultural responsiveness which will continue into the 2019-2020 school year.

Lastly, 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 technology, PBIS, climate, attendance, CBLT, and the leadership team . We also participate in feedback looping by identifying areas of focus and collecting feedback from all stakeholders three times a year. This data is utilized to ensure continuous improvement and achievement for all students.

SMS Department Heads

| | |
|------------------|-------------------|
| Megan Wallace | Fine Arts |
| Todd Wasserman | Electives |
| Jennifer Vaughan | PE/Health |
| Kimberly Boyd | Social Studies |
| Michelle Thrower | ELA/ESL |
| Tammy Hawco | Math |
| Ashley Rosar | Science |

School Processes & Programs Strengths

- SMS made the master schedule to promote PLC's and teacher collaboration built into the day
- Content teams have common PLC planning periods where they analyze data and model/create lessons
- Core teacher teams time to plan as well as horizontal and vertical content teams during the school day
- There is minimal to no interruptions during the instructional times so no time is wasted
- Grade levels are in "pods" and kept together as much as possible
- Jag Discovery class for 6th graders
- All teachers use Schoology to support their classroom instruction
- Lesson plans are completed and submitted to department leaders and T-TESS appraiser weekly
- Departments meet once a month
- Department Leaders and other campus leaders meet monthly
- Administrators and counselors meet once a week

- Administrators are matched with grade level students; they transition grade levels with the students
- CBLT committee meets quarterly and includes community partners and teachers
- Teachers reteach and retest students who struggle in their learning
- Student clubs/organizations
- Activity schedule used twice per week to allow time for SSTs, intervention, and enrichment activities.
- We have a strong discipline plan and facilitated a detention room twice a week for one hour.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: SMS students require academic support that addresses the varied needs of all students in order to ensure each learner acquire a year's growth. **Root Cause:** In order to shift our focus to be more proactive, rather than reactive, SMS needs to continue improving Tier 1 instruction to decrease the need for Tier 2 and 3 supports. We also need to improve our existing intervention/RI systems as there is continued room for improvement in these areas as well.

Perceptions

Perceptions Summary

Sartartia's culture is steeped in the diversity of our community. The school takes pride in being well-rounded in this aspect. While striving to embody the FBISD vision and mission, we have our own, which is: Sartartia is a world class school that provides exemplary education every day. We possess high expectations for all, believe in working collaboratively, and in being reflective in our practice to ensure all students can succeed. Sartartia is a high performing and effective campus with strong engagement from all our stakeholder groups. We strive to be a World Class institution in all that we do- academically, special program-wise, and extra-curricularly.

Through our collaborative processes of surveys, share-outs, and next steps, we utilize feedback looping processes to regularly collect feedback. We have seen subtle shifts on our demographics over the last 3 years that have impacted our campus in several ways- our economically disadvantaged student population has tripled and our overall population has increased. We are judicious in our areas of focus, choosing to hone in on instructional practice and processes. This is done in a number of ways, with emphasis placed on PLC practice, ongoing professional learning and leadership development.

Everything we do is rooted in doing what's best for kids. We value the whole child and have seen an increasing need for social emotional learning and support for our students. This has become increasingly more evident as we see distress manifest in emotional disorders, anxiety, stress, and student discipline. Our surveys reflect a need for us to tighten our practice and provide tools for teachers and staff, as well as knowledge about resources for students. It should also be noted that members of the school community expressed concern about the turn over/lack of retention in the administrative staff.

Our families know we care about their children and that we want to work in partnership with them to ensure the success of our children.

Our students know we are a world class institution that provides a wide array of clubs and electives for them to engage in, as well as a focus on academic achievement.

Additionally, we have been working on increased systematic means of communication between staff and parents. Survey feedback suggests that although the school is making progress broadly, teacher communication is still inconsistent and not as frequent as it should be in all instances.

Perceptions Strengths

Perception strengths indicate the level of expectations our teachers have of the learning taking place at our school. They hold students, themselves, and one another to high levels. Many teachers feel they have strong support teams within their grade level and content/department colleagues. Our office staff have cohesion and are highly effective in their areas. They provide incredible support to our staff and families.

All stakeholders in our community view us as a safe and secure school. Our families report to feel welcome to our campus and suggest that office staff are

responsive, positive, and helpful. Our students are polite, respectful, and interested in excelling in all aspects, not just academics. The majority of them are intrinsically motivated to do the right thing.

Our parents know we are pro-active in addressing concerns and that we advocate for partnerships with them as we see the children through the middle years of secondary school.

Over time we have increased the feedback looping process so that more stakeholders have an opportunity to have their voices heard. Progress is evident through the number of participants and the quality of the feedback we receive. The students are being provided greater opportunity to use their voice to influence decisions that are made at the campus level.

Tradition of Excellence nomenclature has become regularly embedded in our norms and language. We are continuing to examine what Tradition of Excellence looks like, what it means and how it relates back to the FBISD Profile of a Graduate. This year we are adding another layer to this through our PBIS process and the LEAD acronym. (LEAD- Learn, Excellence, Attitude, Determination). The outcome resulted in a LEAD pledge that has been incorporated in to our daily pledge and morning announcement routine. PBIS and CHAMPS serve as framework to guide our efforts with student behavior.

Since we focus on the development of the whole child, we provide intentional and specific social emotional learning efforts, extra-curricular activities, including over 20 clubs and orgnaizations, and a wide array of academic supports. We strongly encourage all students to get involved at SMS. Our counseling team works in partnership with the administrative team through grade level looping that allows for a pair (counselor and administrator) to move up each year with the children and families. They will start with the families in 6th grade and work with them in 7th, seeing them all the way through 8th grade. This helps develop more meaningful relationships and over time, as the school staff get to know the students and their families, are much better able to serve them. This is an important aspect of the work we do.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is an increased concern about consistent and effective student discipline. **Root Cause:** There are a lack of consistent classroom systems in place for behavior management that align to PBIS. Numerous administrators have transitioned in and out of our school. We have an administrative team of 4- Principal, Associate, and 2 Assistant Principals. Over the last 3 years, we have had 3 Associate Principals and an interim while searching for a suitable replacement. We have also seen 3 assistant principals arrive and depart during this time too. We have also seen an increased need for social emotional learning/emotional supports with students. While we work to stabilize the members of our administrative team and embrace practices associated with PBIS and restorative discipline practices and appropriately address the emotional needs of our students, we are seeing the problems manifest in the classroom and common areas. The district is emphasizing a restorative approach to managing student behavior, which is moving us in the right direction but requires time and training. There is a need for our systems and processes to be tightened , communicated, and consistently upheld.

Priority Problem Statements

Problem Statement 1: We continue to see an achievement gap for population groups including LEP, Special Education, Economically Disadvantaged, and students of color.

Root Cause 1: Our staff needs to become more adept in meeting students where they are academically in order to increase their level of academic growth. Our staff needs to recognize implicit biases to develop plans for students that will meet their individual academic and social/emotional needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We notice a lack of one year of growth according to the state progress measure with our highest performing students.

Root Cause 2: Our teachers need to be more adept at increasing rigor during tier 1 instruction so as to meet the needs of the students with the highest academic abilities.

Problem Statement 2 Areas: Demographics

Problem Statement 3: SMS students require academic support that addresses the varied needs of all students in order to ensure each learner acquire a year's growth.

Root Cause 3: In order to shift our focus to be more proactive, rather than reactive, SMS needs to continue improving Tier 1 instruction to decrease the need for Tier 2 and 3 supports. We also need to improve our existing intervention/RI systems as there is continued room for improvement in these areas as well.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is an increased concern about consistent and effective student discipline.

Root Cause 4: There are a lack of consistent classroom systems in place for behavior management that align to PBIS. Numerous administrators have transitioned in and out of our school. We have an administrative team of 4- Principal, Associate, and 2 Assistant Principals. Over the last 3 years, we have had 3 Associate Principals and an interim while searching for a suitable replacement. We have also seen 3 assistant principals arrive and depart during this

time too. We have also seen an increased need for social emotional learning/emotional supports with students. While we work to stabilize the members of our administrative team and embrace practices associated with PBIS and restorative discipline practices and appropriately address the emotional needs of our students, we are seeing the problems manifest in the classroom and common areas. The district is emphasizing a restorative approach to managing student behavior, which is moving us in the right direction but requires time and training. There is a need for our systems and processes to be tightened , communicated, and consistently upheld.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Student consistently meet local, district, and state expectations for academic achievement; therefore, teachers sometimes struggle to continue to grow these high performing students. Having a variety of new tools in our teacher toolbox to provide students growth is something we as a school are constantly seeking with programs and partnerships such as Teaching and Learning Alliance, Impact Teams, AVID, and Standards Based Grading Cohort.

Root Cause 5: The majority of our students come from homes where the expectation is high academic achievement. Teachers see these high performers and become complacent with what they have always done and students do not grow as they should or could.

Problem Statement 5 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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 Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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
- Attendance data
- Discipline 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
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.


Performance Objective 1: In order to ensure equity, Sartartia Middle School teachers will implement communication protocols to provide structured opportunities for students at all levels and in all programs to discuss and engage in content, incorporating targeted instruction to meet identified needs of students through a tiered instructional approach.

Evaluation Data Source(s) 1: STAAR/STAAR Alt2/TELPAS Progress and Passing Rates Formative Assessment,
 Feedback from observations (Impact Teams, PLCs)
 Ren360
 DLA's
 PLC Meeting

Summative Evaluation 1:

High Priority

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|--------------------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| Comprehensive Support Strategy Targeted Support Strategy 1) SMS will focus on increasing primary source reading analysis annotating text, and responding to higher-order guided questions. Teachers will facilitate and model TLA Accountable Talk strategies. | 2.4, 2.5, 2.6 | Administrators, Teachers, EL Teacher | Increase in rich academic conversations in all classrooms. Incorporate Accountable Talk Strategies | | | | |
| Funding Sources: 199 General Fund - 0.00 | | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| Comprehensive Support Strategy 2) 6th, 7th, and 8th grade ELA teams are participating in the standards based grading pilot (year 2) which allows for feedback cycles. | 2.4, 2.5, 2.6, 3.2 | Administration, ELA teams, District Administration | We expect the students to develop a deeper, richer understanding of the skills needed to be successful. Through this, the students will become further motivated to take their learning to a higher level. | | | | |
| | Funding Sources: 199 General Fund - 0.00 | | | | | | |
| 3) All Science teachers at all grade levels teachers will work as Impact Teams to increase the use of peer feedback and rubrics with their students. | 2.4, 2.5, 2.6 | Leadership Team | By increasing the number of Impact Team trained teachers from 2 teams to 3 teams, we will also increase the number of students able to demonstrate use of peer feedback and assessment. | | | | |
| | Funding Sources: 199 General Fund - 0.00 | | | | | | |
| 4) Our Resource ELA teacher will use Project Read with fidelity. | 2.4, 2.5, 2.6 | Leadership Team, Special Education Department Head | By May 2020, SMS will ensure that 50% of our students serviced by Special Education will have expected or accelerated growth in Reading as Measured by STAAR. | | | | |
| | Funding Sources: 199 Special Education - 0.00 | | | | | | |
| 5) TIC and PLL professional development, monthly RI meetings, grade level assemblies, PBIS Inspired Student Initiatives | 2.4, 2.5, 2.6, 3.1, 3.2 | Department Heads, CBLT, PBIS, Counselors, Leadership Team, and the CAC. | Sartartia Middle School expects to increase the quality of tier I instruction for all student groups such that we will increase our overall rating score from a 95 to a 96 with a school rating of an A as measured by the TEA's 2020 accountability rating. | | | | |
| | Funding Sources: 199 General Fund - 0.00 | | | | | | |
|  | | | | | | | |

Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

Performance Objective 2: Sartartia Middle School will create systems and expectations for PLC's to include planning, student analysis, data analysis of assessments and intentional professional learning to attain one year of growth for all students.

Evaluation Data Source(s) 2: PLC protocols





Impact Team protocols

Observation protocols

Student Analysis Protocols

Feedback Protocols

Summative Evaluation 2:


| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---------|-----------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| <p>TEA Priorities Build a foundation of reading and math Recruit, support, retain teachers and principals 1) Teaming is implemented in all core subjects at all grade levels, which allows for common planning and focused instruction.</p> | | | | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | | |

Goal 2: Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

Performance Objective 1: Sartartia teachers and staff will develop established procedures and expectations for learning and behavior in and outside of the classroom through PBIS.

Evaluation Data Source(s) 1: Classroom routine matrix aligned to the established Guidelines to Success
 Team incentives and consequences for desired behavior
 Classroom communication protocols

Summative Evaluation 1:


| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|-------------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) Teachers will be trained in creating classroom social contracts/resolutions of respect with each of their classes and in turn train their students on how to apply the contract with their peers. | 2.5 | Leadership Team, Classroom Teachers | All of our class will have contracts/resolutions and students will hold each other accountable for their behavior and learning. | | | | |
| Funding Sources: 199 General Fund - 0.00 | | | | | | | |
|  | | | | | | | |

Goal 3: Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.

Performance Objective 1: Sartartia Middle School will establish campus blended learning expectations tied to the use of evidence of student work to drive instructional planning.

Evaluation Data Source(s) 1: PLC planning notes
 Monthly Department Meetings
 PD Sessions for Blended Learning

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|----------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) Blended learning professional development will be offered monthly for teachers focusing on providing resources to move beyond a technology-rich learning environment to blended learning. | 2.4, 2.5, 2.6 | Leadership Team, TIC | With additional training opportunities (before, after, and during the school day), the leadership team will see increased evidence of teacher participation in incorporating blended learning through walk throughs, lesson plans, and PLC meetings. | | | | |
| Funding Sources: 199 General Fund - 0.00 | | | | | | | |
|  | | | | | | | |

Goal 3: Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.

Performance Objective 2: Sartartia Middle School will put systems in place on campus to promote the use of PLC's for planning, intervention, and professional development.

Evaluation Data Source(s) 2: PLC meeting notes

Ren 360 Data

DLA and CFA data


STAAR and STAAR Alt II data

TELPAS

Course work

Student Artifacts

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) Implement a system to promote the various levels and functions and of a professional learning community including RI meetings, PLC meetings with a focus on data driven instruction, PD PLC's, Trainings for SPED staff, and Faculty meetings with Instructional focus. Use PLC's to target individual team and staff needs to drive professional development and school initiatives including Blended Learning and the routine use of formative assessments in the classroom. SMS will also use WICOR collaborative strategies and impact teams with a focus on developing student efficacy. | 2.4, 2.5, 2.6, 3.1, 3.2 | Department Heads, CBLT, PBIS, Teachers, Leadership Team, CAC, PLL, TIC | By May 2020, grades 6-8 Reading will increase the percentage of students meeting expectation as measured by the Spring 2020 STAAR grades 6-8 STAAR Reading Assessments. | | | | |
| Funding Sources: 199 General Fund - 0.00 | | | | | | | |
|  | | | | | | | |

Goal 4: Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

Performance Objective 1: By May 2020, Sartartia Middle School will establish procedures that foster the attributes to building the Profile of a Graduate and will facilitate a school climate such that both teachers and students feel respected; and, that discipline is fairly enforced through providing opportunities for student and staff development, and implementing systems for resolving problems.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) Through Jag Academy, Advisory lessons, restorative circles, student clubs, and various classes, school leaders will work parents, teachers, and students to promote our SMS 2019-2020 school theme of "Tradition of Excellence" with service, wellness, safety and college readiness. | 2.4, 2.5, 2.6, 3.1, 3.2 | Leadership team, counselors, club sponsors, coaches | During the 2019-2020 school year, we reapply for No Place for Hate distinction as well as School of Character, increase in staff, student, and teacher survey results. | | | | |
| Funding Sources: 199 General Fund - 0.00 | | | | | | | |
| | | | | | | | |

Goal 4: Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

Performance Objective 2: By 2020, students at Sartartia Middle School will implement the formative assessment framework to include self and peer assessment, goal setting, and professional development.

Evaluation Data Source(s) 2: Formative Assessments

- PD agendas/feedback
- PLC evidence
- Student Tracking Sheets
- STAAR
- Ren360 data

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) Teachers will be trained in strategies from AVID, TLA, Grading Pilot, and Impact Teams to assist students in self and peer reflection. | 2.4, 2.5, 2.6 | Leadership Team, AVID site team, TLA cohort, and Impact Teams Cohorts | By May 2020, Sartartia will increase the students demonstrating a years growth measured by the performance of students on Ren 360 and STAAR. | | | | |
| Funding Sources: 199 General Fund - 0.00 | | | | | | | |
| | | | | | | | |

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 1 | SMS will focus on increasing primary source reading analysis annotating text, and responding to higher-order guided questions. Teachers will facilitate and model TLA Accountable Talk strategies. |
| 1 | 1 | 2 | 6th, 7th, and 8th grade ELA teams are participating in the standards based grading pilot (year 2) which allows for feedback cycles. |

State Compensatory

Budget for Sartartia Middle School:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|--|--|-------------------|
| 6100 Payroll Costs | | |
| 199.11.6118.00.050.2020.24.050 | 6118 Extra Duty Stipend - Locally Defined | \$5,787.00 |
| 199.52.6118.00.050.2020.99.050 | 6118 Extra Duty Stipend - Locally Defined | \$500.00 |
| 6100 Subtotal: | | \$6,287.00 |
| 6200 Professional and Contracted Services | | |
| 199.13.6239.00.050.2020.99.050 | 6239 ESC Services | \$200.00 |
| 199.33.6239.00.050.2020.99.050 | 6239 ESC Services | \$70.00 |
| 199.11.6246.25.050.2020.11.050 | 6246 Contracted Maintenance and Repair - Locally Defined | \$400.00 |
| 199.33.6249.00.050.2020.99.050 | 6249 Contracted Maintenance & Repair | \$200.00 |
| 199.11.6298.25.050.2020.11.050 | 6298 Miscellaneous Contracted Services - Locally Defined | \$450.00 |
| 199.11.6299.25.050.2020.11.050 | 6299 Miscellaneous Contracted Services | \$100.00 |
| 199.12.6299.00.050.2020.99.050 | 6299 Miscellaneous Contracted Services | \$2,500.00 |
| 6200 Subtotal: | | \$3,920.00 |
| 6300 Supplies and Services | | |
| 199.12.6329.00.050.2020.99.050 | 6329 Reading Materials | \$3,600.00 |
| 199.13.6329.00.050.2020.99.050 | 6329 Reading Materials | \$400.00 |
| 199.23.6329.00.050.2020.99.050 | 6329 Reading Materials | \$200.00 |
| 199.11.6329.00.050.2020.11.050 | 6329 Reading Materials | \$2,000.00 |

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|--------------------------------|---|---------------|
| 199.11.6329.04.050.2020.11.050 | 6329 Reading Materials | \$1,180.00 |
| 199.11.6329.04.050.2020.21.050 | 6329 Reading Materials | \$600.00 |
| 199.11.6329.11.050.2020.11.050 | 6329 Reading Materials | \$420.00 |
| 199.11.6329.19.050.2020.11.050 | 6329 Reading Materials | \$500.00 |
| 199.11.6329.ES.050.2020.25.050 | 6329 Reading Materials | \$350.00 |
| 199.11.6329.S1.050.2020.23.050 | 6329 Reading Materials | \$500.00 |
| 199.11.6395.00.050.2020.11.050 | 6395 Supplies, DP Operations - Locally Defined | \$2,000.00 |
| 199.11.6395.25.050.2020.11.050 | 6395 Supplies, DP Operations - Locally Defined | \$4,000.00 |
| 199.23.6395.00.050.2020.99.050 | 6395 Supplies, DP Operations - Locally Defined | \$1,500.00 |
| 199.11.6398.00.050.2020.11.050 | 6398 Computer Supplies/Software - Locally Defined | \$800.00 |
| 199.11.6399.11.050.2020.11.050 | 6399 General Supplies | \$1,675.00 |
| 199.23.6399.00.050.2020.99.050 | 6399 General Supplies | \$3,000.00 |
| 199.11.6399.11.050.2020.21.050 | 6399 General Supplies | \$600.00 |
| 199.31.6399.00.050.2020.99.050 | 6399 General Supplies | \$1,800.00 |
| 199.11.6399.12.050.2020.11.050 | 6399 General Supplies | \$1,100.00 |
| 199.33.6399.00.050.2020.99.050 | 6399 General Supplies | \$1,720.00 |
| 199.11.6399.13.050.2020.11.050 | 6399 General Supplies | \$400.00 |
| 199.36.6399.00.050.2020.99.050 | 6399 General Supplies | \$500.00 |
| 199.11.6399.15.050.2020.11.050 | 6399 General Supplies | \$450.00 |
| 199.52.6399.00.050.2020.99.050 | 6399 General Supplies | \$500.00 |
| 199.11.6399.16.050.2020.11.050 | 6399 General Supplies | \$450.00 |
| 199.11.6399.00.050.2020.11.050 | 6399 General Supplies | \$38,729.00 |
| 199.11.6399.18.050.2020.11.050 | 6399 General Supplies | \$3,360.00 |
| 199.11.6399.00.050.2020.21.050 | 6399 General Supplies | \$2,100.00 |
| 199.11.6399.19.050.2020.11.050 | 6399 General Supplies | \$500.00 |
| 199.11.6399.00.050.2020.24.050 | 6399 General Supplies | \$3,800.00 |

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|-----------------------------------|---|---------------------|
| 199.11.6399.22.050.2020.11.050 | 6399 General Supplies | \$1,100.00 |
| 199.11.6399.02.050.2020.11.050 | 6399 General Supplies | \$3,700.00 |
| 199.11.6399.24.050.2020.11.050 | 6399 General Supplies | \$450.00 |
| 199.11.6399.04.050.2020.11.050 | 6399 General Supplies | \$2,560.00 |
| 199.11.6399.25.050.2020.11.050 | 6399 General Supplies | \$7,250.00 |
| 199.11.6399.06.050.2020.11.050 | 6399 General Supplies | \$600.00 |
| 199.11.6399.54.050.2020.11.050 | 6399 General Supplies | \$300.00 |
| 199.11.6399.08.050.2020.11.050 | 6399 General Supplies | \$3,075.00 |
| 199.11.6399.ES.050.2020.25.050 | 6399 General Supplies | \$150.00 |
| 199.11.6399.08.050.2020.21.050 | 6399 General Supplies | \$550.00 |
| 199.11.6399.S1.050.2020.23.050 | 6399 General Supplies | \$1,750.00 |
| 199.11.6399.09.050.2020.11.050 | 6399 General Supplies | \$3,875.00 |
| 199.12.6399.00.050.2020.99.050 | 6399 General Supplies | \$2,100.00 |
| 199.11.6399.09.050.2020.21.050 | 6399 General Supplies | \$600.00 |
| 199.13.6399.00.050.2020.99.050 | 6399 General Supplies | \$1,000.00 |
| 6300 Subtotal: | | \$107,794.00 |
| 6400 Other Operating Costs | | |
| 199.11.6411.06.050.2020.11.050 | 6411 Employee Travel | \$475.00 |
| 199.13.6411.00.050.2020.99.050 | 6411 Employee Travel | \$12,860.00 |
| 199.23.6411.00.050.2020.99.050 | 6411 Employee Travel | \$3,600.00 |
| 199.31.6411.00.050.2020.99.050 | 6411 Employee Travel | \$1,100.00 |
| 199.33.6411.00.050.2020.99.050 | 6411 Employee Travel | \$250.00 |
| 199.11.6494.54.050.2020.11.050 | 6494 Reclassified Transportation Expenses | \$700.00 |
| 199.11.6495.04.050.2020.11.050 | 6495 Membership Fees | \$160.00 |
| 199.11.6495.08.050.2020.21.050 | 6495 Membership Fees | \$50.00 |
| 199.23.6495.00.050.2020.99.050 | 6495 Membership Fees | \$1,300.00 |

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|--------------------------------|------------------------------------|--------------------|
| 199.33.6495.00.050.2020.99.050 | 6495 Membership Fees | \$160.00 |
| 199.11.6497.12.050.2020.11.050 | 6497 Fees - Locally Defined | \$100.00 |
| 199.11.6497.22.050.2020.11.050 | 6497 Fees - Locally Defined | \$100.00 |
| 199.23.6499.00.050.2020.99.050 | 6499 Miscellaneous Operating Costs | \$1,500.00 |
| 199.31.6499.00.050.2020.99.050 | 6499 Miscellaneous Operating Costs | \$200.00 |
| 199.11.6499.00.050.2020.11.050 | 6499 Miscellaneous Operating Costs | \$1,800.00 |
| 199.11.6499.00.050.2020.24.050 | 6499 Miscellaneous Operating Costs | \$200.00 |
| 199.11.6499.18.050.2020.11.050 | 6499 Miscellaneous Operating Costs | \$150.00 |
| 199.12.6499.00.050.2020.99.050 | 6499 Miscellaneous Operating Costs | \$500.00 |
| 199.13.6499.00.050.2020.99.050 | 6499 Miscellaneous Operating Costs | \$3,800.00 |
| | 6400 Subtotal: | \$29,005.00 |

Campus Funding Summary

| 199 General Fund | | | | | |
|------------------------------|-----------|----------|------------------|--------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$0.00 |
| 1 | 1 | 2 | | | \$0.00 |
| 1 | 1 | 3 | | | \$0.00 |
| 1 | 1 | 5 | | | \$0.00 |
| 2 | 1 | 1 | | | \$0.00 |
| 3 | 1 | 1 | | | \$0.00 |
| 3 | 2 | 1 | | | \$0.00 |
| 4 | 1 | 1 | | | \$0.00 |
| 4 | 2 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 199 Special Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 4 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Grand Total | | | | | \$0.00 |