Fort Bend CBAS

Sartartia Middle School

2024-2025 Campus Improvement Plan

Accountability Rating: A

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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Demographics Summary

Sartartia MS is a school nestled in the New Territory neighborhood. We have a staff of approximately 104, with 80 instructional staff members. We serve 1491 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
Race					
American Indian/Alaskan Native	0.45%	0.29%	0.35%	0.54%	0.67%
Asian	56.06%	56.23%	58.15%	57.68%	56.47%
Black/African American	8.16%	7.66%	7.38%	7.68%	6.98%
Native Hawaiian/Pacific Islander	0.15%	0.07%	0.14%	0.34%	0.47%
Hispanic	10.85%	11.05%	11.14%	10.78%	11.40%
White	19.76%	20.12%	18.04%	17.92%	18.58%
Two-or-More	4.57%	4.57%	4.80%	5.05%	5.53%
Programs					
Emergent Bilingual (EB)	6.36%	7.15%	11.63%	16.17%	19.45%
Special Education (SpEd)	7.41%	7.52%	8.36%	8.89%	9.93%
Economically Disadvantaged	18.11%	19.01%	22.21%	24.73%	24.35%
Gifted and Talented	18.41%	17.39%	16.71%	14.82%	14.62%
School Population					
6th	33.83%	34.27%	34.12%	31.81%	33.53%
7th	33.01%	33.01%	33.64%	33.76%	32.93%
8th	33.16%	32.72%	32.24%	34.43%	33.53%
Total Enrollment	1336	1357	1436	1484	1491

Overall, the total enrollment at SMS has steadily increased by around 50 students per year. The percent of students serviced through special education, categorized as economically disadvantaged, and identified as emergent bilingual (EB) have steadily increased each year

over the past five years, while our gifted and talented (GT) students have decreased.

Sartartia Middle School's overall attendance rate of 96.8% is above the district goal of 95.3%. The student groups with the lowest attendance rates are Hispanic students, emergent bilinguals, at-risk, and homeless. The campus mobility rate for the 2023-24 school year was 5.52%, which decreased from 2022-23 to 6.43%.

SMS - Percentage in Attendance

	Cumulative				
	2019-2020	**2020-2021 (F2F/Remote)**	**2021-2022**	**2022-2023**	**2023-24**
All Students	**97.8%**	**98.8%**	**96.4%**	**96.5%**	**96.8%**
Ethnicity					
Hispanic/Latino	96.6	97.8%	94.9%	95.4%	95.8%
American Indian or Alaska Native	97.8	99.5%	90.7%	96.6%	96.4%
Asian	98.2	99.4%	97.1%	96.8%	97.2%
Black or African American	98.5%	97.4%	96.6%	96.9%	96.6%
Native Hawaiian or Other Pacific Islander	92.7%	98.8%	96.2%	98.7%	96.6%
White	97.3%	98.0%	95.5%	95.8%	96.1%
Two or More Races	97.7%	98.7%	95.6%	96.5%	97.2%
Gender					
Male	97.7%	98.6%	96.3%	96.5%	96.6%
Female	98.0%	98.9%	96.3%	96.5%	97.0%
Grade					
6th	97.6%	98.9%	96.1%	96.6%	97.0%
7th	97.9%	98.9%	96.5%	96.7%	96.8%
8th	98.0%	98.5%	96.8%	96.2%	96.5%
Special Population					
At Risk	97.2%	98.8	95.3%	95.8%	96.1%
Economic Disadvantage	97.8%	97.8%	95.9%	95.8%	96.0%
Emergent Bilingual	97.9%	98.1	95.8%	96.0%	96.6%
Foster Care	-	93.8	94.3%	94.3%	97.1%
Gifted and Talented	98.4%	99.6	97.7%	97.8%	98.3%
Homeless Status	95.9%	92.0	92.2%	91.8%	95.8%

	Cumulative				
	2019-2020	**2020-2021 (F2F/Remote)**	**2021-2022**	**2022-2023**	**2023-24**
Migrant	-	-	-	-	-
Military Connected	94.3%	99.8	95.4%	96.3%	96.3%
RDSPD	-	-	-	-	-
Section 504	96.9%	98.3	95.3%	94.6%	95.5%
Special Education	96.7%	96.0	94.2%	94.6%	94.9%
Unaccompanied Youth	-	-	91.5%	87.8%	-

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 .91% decrease in mobility rate in the 2023-24 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, emergent bilinguals, at-risk, and homeless. Additionally, extended absences for cultural/religious and travel or vacations have been noted by the Attendance Committee to negatively impact student attendance.
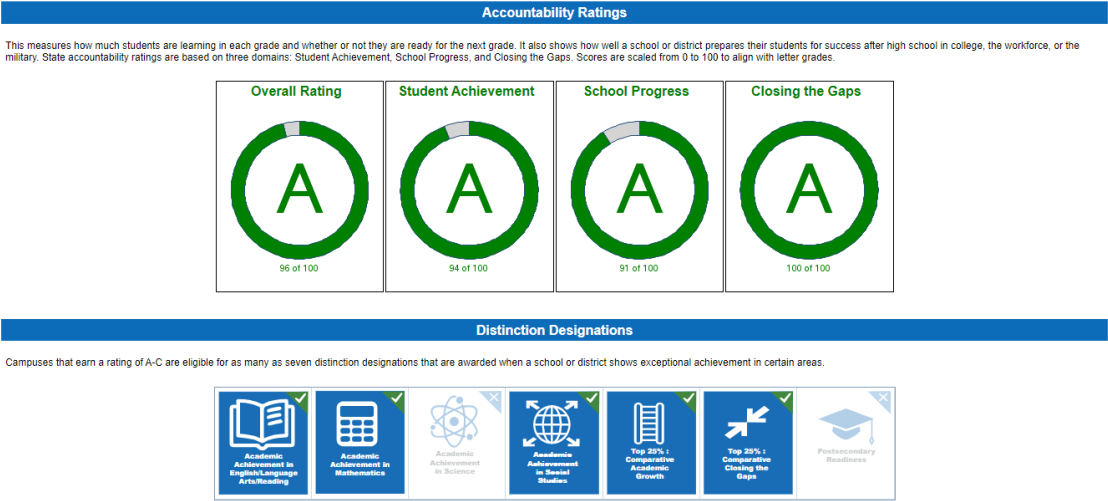
Student Learning

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: (*Ratings were not released for 2023)*

In 2022, 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.

The 2023 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	2024 Overall Rating
Student Achievement	95		95	70%	66.5	95	A
School Progress, Part A	91	92					
School Progress, Part B	92						
Closing the Gaps	94			30%	28.2		

22-24 STAAR Comparison

Sartartia MS	Approaches & Above			Meets & Above			Masters		
Year	2022	2023	2024	2022	2023	2024	2022	2023	2024
Campus-Reading	**96%**	**96%**	**94%**	**82%**	**86%**	**86%**	**43%**	**44%**	**65%**
6th Reading	88%	94%	92%	69%	81%	85%	43%	51%	57%
7th Reading	96%	96%	94%	84%	88%	85%	73%	60%	64%
8th Reading	96%	96%	97%	87%	86%	89%	65%	60%	73%
Campus-Math	**81%**	**93%**	**91%**	**53%**	**67%**	**76%**	**67%**	**35%**	**49%**
6th Math	91%	93%	90%	70%	72%	69%	39%	41%	35%
7th Math	92%	93%	90%	74%	81%	78	48%	47%	48
8th Math	90%	90%	84%	54%	68%	61%	16%	27%	28%
Algebra	**100**	**100%**	**100%**	**100%**	**100%**	**100%**	**98**	**95%**	**97%**
Biology	**-**	**100%**	**100%**	**-**	**100%**	**100%**	**-**	**100%**	**98%**
8th Science	**89%**	**91%**	**93%**	**73%**	**78%**	**8**	**50%**	**47%**	**51%**
8th Social Studies	**92%**	**90%~~91%~~**	**94%**	**71%**	**73%~~75%~~**	**78%**	**56%**	**51~~52%~~**	**57%**

2023-2024 SMS STAAR Decrease/Increase: The 2024 SMS STAAR results demonstrate a decrease in passing rates from the 2023 STAAR administration in all subject areas except 8th grade ELA, 8th grade Social Studies, 8th grade Science, 8th grade Biology, 8th grade Algebra. ELA scores demonstrate an increase in "Masters Grade Level" in all three grade levels.

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%
24	-2.19%	-2.19%	3.41%	6.14%

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				

2023 STAAR Mathematics-Grade 6

456	9.65%	90.35%	68.86%	35.09%
26	-2.44%	-2.44%	-3.47%	-6.07%

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%
7	-2.47%	-2.48%	-2.77%	3.53%

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%
8	-2.91%	-2.91%	-3.18%	0.89%

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%
-4	.58%	.59%	3.59%	13.05%

2023 STAAR Mathematics-Grade 8

Total Students	Did Not Meet	Approaches	Meets	Masters

2023 STAAR Mathematics-Grade 8				
281	10.32%	89.68%	67.97%	26.69%
2024 STAAR Mathematics-Grade 8				
267	11.24%	88.76%	61.42%	28.46%
-14	-0.92%	-0.92%	-6.55%	1.77%

2023 STAAR Social Studies-Grade 8				
Total Students	Did Not Meet	Approaches	Meets	Masters
486	10.08%	89.92%	72.84%	51.03%
2024 STAAR Social Studies-Grade 8				
489	5.97%	94.03%	78.39%	57.20%
3	4.11%	4.11%	5.55%	6.17%

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%
-24	1.51%	1.52%	1.28%	4.22%

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%
10	0%	100%	100%	-2.17%

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%

2023 STAAR EOC Algebra				
12	0%	100%	.41%	2.58%

2024 STAAR Interim Results

Sartartia MS	Approaches & Above			Meets & Above			Masters		
Year	2022	2023	2024	2022	2023	2024	2022	2023	2024
Campus-Reading									
6th Reading	21%	9%		25%	14%		41%	73%	
7th Reading	24%	5%		29%	8%		36%	78%	
8th Reading	24%	3%		25%	18%		39%	74%	
Campus-Math									
6th Math	25%	14%		38%	24%		24%	52%	
7th Math	19%	7%		27%	18%		37%	66%	
8th Math	35%	14%		18%	28%		10%	45%	
Algebra	13%	0%		31%	3%		52%	95%	
Biology	24%	18%		0%	8%		75%	66%	
8th Science	22%	10%		26%	22%		26%	56%	
8th Social Studies	16%	18%		35%	8%		29%	**66%**	

2024 TELPAS Results

The Texas English Language Proficiency Assessment System (TELPAS) measures the English proficiency of each student identified as LEP. The SMS TELPAS results from spring 2024 show higher ratings in the areas of listening and reading than the areas of speaking and writing.

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

2023-2024 Ren360

The 2024 EOY Ren360 demonstrates a consistent percentage of students performing at or above benchmark in reading and math from the MOY administration, with math scores

being the highest of all tests taken.

6th	Reading			Math		
	BOY	**MOY**	**EOY**	**BOY**	**MOY**	**EOY**
At/Above Level	75%	77%	77%	89%	93%	92%
On Watch	10%	10%	8%	4%	3%	3%
Intervention	8%	7%	8%	4%	2%	2%
Urgent Intervention	6%	6%	7%	2%	2%	3%

*All students take the Ren360 in 6th grade.

7th	Reading			Math		
	BOY	**MOY**	**EOY**	**BOY**	**MOY**	**EOY**
At/Above Level	76%	77%	76%	89%	84%	82%
On Watch	10%	10%	9%	6%	7%	6%
Intervention	9%	8%	9%	3%	6%	7%
Urgent Intervention	6%	5%	6%	2%	3%	5%

*Only students scoring DNM on STAAR or serviced in Special Education take the Ren360 in 7th grade.

8th	Reading			Math		
	BOY	**MOY**	**EOY**	**BOY**	**MOY**	**EOY**
At/Above Level	21%	0%	18%	24%	14%	45%
On Watch	8%	0%	14%	24%	36%	12%
Intervention	30%	25%	33%	24%	27%	22%
Urgent Intervention	42%	75%	35%	28%	23%	22%

*Only students scoring DNM on STAAR or serviced in Special Education take the Ren360 in 8th grade.

Student Learning Strengths

As reflected in the data above, Sartartia Middle School provides academic programs for many students to achieve state standards. SMS supports EB student growth as evident by the low percentage of students being rated as beginners in listening, reading, and writing. On average, ELA, Science, and Social Studies performance is a strength with increases in masters grade level in 6th, 7th, and 8th grade.

- Reading and Social Studies STAAR performance (increased to 2019/pre-pandemic levels)

- Asian, White, Hispanic, and GT student groups performing at high levels
- 75% of students are reaching Meets Grade Level or higher on STAAR tests
- Math improving overall Masters and Above from 67% to 76%
- RLA improving overall Masters from 44% to 65%
- RLA consistent 90's
- SS and RLA continuing to show high mastery

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students demonstrate limited student growth through the school year as evidenced by Ren360 intervention data, the STAAR growth indicator, and school progress accountability measures. **Root Cause:** Inconsistencies with Tier 1 instruction and limited school-wide systems for intervention, foundational skill development, and progress tracking contribute to limited academic growth.

Problem Statement 2: Students struggle to articulate academically sound verbal and written responses due to limited vocabulary development impacting all subject areas as evidenced by TELPAS, Science CERs, and reading scores. **Root Cause:** Teachers have observed changes to student's post-pandemic that include a decrease in student exposure to real-life experiences, an increase in screen time outside of school, and a shift in communication style to mirror brief text messaging, abbreviations to words, and the use of emojis in place of words.

School Processes & Programs

School Processes & Programs Summary

<u>**Personnel:**</u>
For the 2024-2025 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 2023-2024 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 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 professional learning offered by FBISD throughout the school year. We have been collaborating and learning through job-embedded professional development with Teaching Learning Alliance in Cohort 1 (ELA Department) and Cohort 2 (6th grade Math and 8th grade Social Studies).

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 Committe, 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 2023-24 school year, SMS began the school year with two vacancies and closed the school year with four vacancies. Vacant positions 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.

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%

2023-24	Total Absences	Filled by a Substitute	Unfilled by a Substitute	No Sub Needed	Fill Rate
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%

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 218 students identified as GT (14.62%). 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.

2023-2024 Achievements for SMS:

Theatre
  One Act Play Zone—Advancing Play
        4 individual student awards
  One Act Play District—4th place
        4 individual student awards
  Theatre Tournament—48 total performance entries
        33/48 rated Superior
  All enrolled theatre students participated in a play production
        7-Theatre 1 Class Plays
        4-Theatre 2 Class Plays
        2-Theatre 3 (JV) Class Plays
        2-Theatre 3 Production Class Plays

Orchestra
  Sweepstakes Rating -Varsity, Non-Varsity, Sub Non-Varsity A, Sub Non-Varsity B, and Sub Non-Varsity C String Orchestras at UIL
  Superior Rating-FBISD Beginner Festival Contest
  National Winner for Foundation for Music Education Mark of Excellence Awards
  TMEA MS String Honor Orchestra 2024 - State Champions
  Invited to perform at the 2025 American String Teachers Association

Choir
Varsity Treble Choir at UIL - Superior Ratings (Sweepstakes)
Varsity Tenor Bass Choir at UIL - Superior Ratings (Sweepstakes)
Non-Varsity Treble Choir at UIL - Superior Ratings (Sweepstakes)
6th Grade Treble Choir at FBISD Choir Festival - Superior Rating
6th Grade Tenor Choir at FBISD Choir Festival - Superior Rating
19 Students in TMEA Region 13 Choirs
61 Students sang a solo at Solo & Ensemble Contest- 55 received superior ratings, 6 received excellent ratings

Boy's Athletics
Football District Champion-8A (Wheeler Division)
Mile District Champion Track-8th Grade
Soccer District Champion-B Team

Girl's Athletics
8B District Runner Up
Long Jump District Champion-7th grade
Pole Vault District Runner Up-7th grade
Triple Jump District Runner Up-7th grade
High Jump District Runner Up-7th grade
Shot Put District Runner Up-8th grade
Tennis Runner Up
FBISD Middle School Female Athlete of the Year (FAB AWARDS)

Cheer
Top Cheer Routine Team – NCA Cheer Camp
Four Nominated All-American Cheerleaders
All-American Mascot

Dance
Showtime International's Houston Extravaganza
      Best In Category Team Pom
      Best In Category Team Jazz
      Best In Category Team Hip Hop
      1st Place Pom
      1st Runner Up Team Hip Hop
      1st Runner Up Team Jazz
      Judges' Award

1st Place Officer Jazz
Best In Category Officer Jazz
Sweepstakes
Champion's Circle
Invitation to perform in the Macy's Thanksgiving Day Parade in NYC

<u>Kickstart</u>
State Champion-6th Grade Individual Forms State Champion-8th Grade Weapons Forms

<u>Climate and Culture</u>
2023-2024 No Place for Hate Designation
Crest Award from the Counselor's Association
Jostens Renaissance Platinum Level School of Distinction

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, CAC, TIC, and PLL.

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: The SMS substitute fill rate was 79%, which means over 20% 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.

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 856 referrals during the 2023-2024 school year which is in increase from 662 during the 2022-2023 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 2023-24 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.

The highest discipline offense types include tardies, disrupting the learning environment, disruptive behavior, inappropriate physical contact, and skipping. 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 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%
Skipping 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%

Student Engagement Survey

Strengths:
   Positive Relationships with Adults/Students in School:

◦ **Evidence**: The mean score for positive relationships with adults/students is 3.16 out of 4, indicating strong student-teacher connections. This high score reflects the effectiveness of the school's efforts in fostering supportive relationships between students and staff, which is essential for creating a nurturing learning environment.
   Cognitive Growth through Personal Skill Development:

◦ **Evidence**: The mean score for cognitive growth through personal skill development is 3.16 out of 4, this reflects the school's focus on developing students' critical thinking and problem-solving skills, which are key components of effective education.
   Motivation for Learning & Academic Pursuits:

◦ **Evidence**: The motivation for learning has a mean score of 3.14 out of 4. This suggests that students are generally more motivated and engaged with their academic pursuits, which is crucial for their academic success and personal growth.

Weaknesses:
   Emotional Engagement with School:

◦ **Evidence**: The mean score for emotional engagement with school is 2.95 out of 4. This score suggests that students might not feel as emotionally connected or invested in their school environment as they could be, which can impact their overall school experience and well-being.

Cognitive Engagement with Academic Goals, Future Plans, and Aspirations:

- **Evidence**: The mean score for cognitive engagement with academic goals, future plans, and aspirations is 2.81 out of 4. This lower score compared to other engagement categories indicates that students might need more support and encouragement in setting and pursuing their academic and future goals.
  Behavioral Engagement:

- **Evidence**: The mean score for behavioral engagement is 2.97 out of 4, highlighting a potential area where students may not be as actively participating in school activities or displaying positive behaviors conducive to learning. This lower overall score suggests the school can improve student participation and behavior to enhance their engagement and academic outcomes.

Culture and Climate Survey: Parents/Guardians

Strengths:
Overall, School Quality:

- 54% rated the school as Excellent.
- 33% rated the school as Good.

Safety and Behavior:

- 77% of parents strongly agreed or agreed that students in this school are treated regardless of their race, culture, religion, sexual orientation, gender, or disabilities.

Family Involvement:

- 92% of parents felt positively about their involvement with the school.

Weaknesses:
Student Support:

- Only 19% strongly agreed that students receive the individual support they need to prepare for the future.

Safety and Behavior:

- Only 24% of parents strongly agreed that staff members are responsive when students report bullying.

School Leadership:

- Only 27% strongly agreed that school leaders act fairly and with integrity.

Culture and Climate Survey: Faculty

Strengths:
Overall, School Quality:

- 60% rated the school as Excellent.
- 37% rated the school as Good.

Employee Engagement:

- 65% of staff strongly agreed or agreed that they are engaged in their work.

School Leadership:

- 63% of staff felt that school leaders clearly communicate the school's mission, vision, and goals.

<u>**Weaknesses:**</u>
Safety and Behavior:

- Only 42% of staff agreed that students respect those who are different from them.

Employee Engagement:

- Only 26% of staff strongly agreed that they see professional growth and long-term career opportunities with the district.

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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: 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.

Problem Statement 2: Parents/guardians are concerned about the adequacy of student support and the school's response to safety and behavior issues. Only 19% of parents strongly agree that students receive the individual support they need to prepare for the future, and only 24% believe staff members are responsive when students report bullying.   **Root Cause:** There is a lack of personalized attention and resources for individual student support, along with ineffective communication and training regarding the reporting and handling of safety and behavior issues.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

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

Key Question 1: 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?
1.2 To what degree do schools ensure students experience success in learning?
1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?
1.4 To what degree do educators provide learning experiences appropriate to student needs?
1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?
1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?
1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

  Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			**Summative**
System Response 1: By May 2025, SMS will improve the effectiveness of Tier I classroom instruction through the implementation of effective PLC planning, aligned curriculum, and targeted interventions, and increase student ownership of learning by using classroom feedback protocols as evidenced by indicators of success.as evidence through the indicators of success.	**Nov**	**Jan**	**Mar**	**June**
Indicators of Success: Formative * By September 2024, all students who failed to demonstrate proficiency on the 2023-2024 STAAR test will be placed in a lab class, HB 1416 advisory, or have an accelerated instruction plan in place. * By October 2024, all teachers will engage in grade mapping for Terms 1 and 2. * By December 2024, we will observe the development of aligned, teacher-created formative assessments and data analysis during PLC meetings at least once per term. * By February 2025, we will increase the percentage of students showing growth in literacy and math on MAP Testing. * By April 2025, 90% of literacy, math, and science teachers will demonstrate a proficient or above rating in 2.2 Content Knowledge and Expertise as evidenced in T-TESS walkthroughs and observations. Summative * By May 2025, we will increase the percentage of students showing growth in literacy and math on MAP Testing. * By May 2025, 90% of students will meet expected or accelerated growth on STAAR in reading and math in 6th, 7th, and 8th grades. * By May 2025, we will increase the percentage of asian students performing at Meets or higher on the Math STAAR by 2%. * By May 2025, we will increase the percent of students demonstrating mastery of science and social studies STAAR at the meets grade level standard by 10% * By May 2025, we will increase the closing the gap indicator score to 95 on our school report card. **Staff Responsible:** Administration Instructional Leadership Team Campus Assessment Coordinator Department Heads	On Track			

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

Strategy 1: Professional learning communities will intentionally plan the implementation of FBISD instructional models, identify concepts for spiral review, incorporate small group instruction, and co-create formative assessments to measure learning. Teams will unit and grade map for the term during teacher planning days.

Intended Audience: Math, ELA, Science, and Social Studies Teachers

Provider / Presenter / Person Responsible: Campus Administration
Campus Assessment Coordinator
Math Intervention Teacher
Literacy Intervention Teacher

Teacher Leaders

Date(s) / Timeframe: August 2024 - May 2025

Collaborating Departments: Campus Administration
Organizational Development
Teaching Learning

Delivery Method: Direct

Staff Responsible: Campus Administration
LIC Team

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 2: Responsive Instruction Liaison, CAC, and administration will provide appropriate structure that the district and state is continuing to help support students in TIER 3 and/or in need of accelerated instructional hours. Provide HB1416 instruction and Responsive Intervention to all eligible students through Advisory, Literacy, Math, and Science Intervention courses, before/after school and Saturday instruction. Through Student Support Team meetings, teachers will review multiple forms of student data to determine intervention needs and provide targeted Tier II & III interventions.

Intended Audience: Tier 3 students

Provider / Presenter / Person Responsible: Designated Teachers
RI Liaison
Campus Assessment Coordinator
Campus Administration

Date(s) / Timeframe: Daily, Weekly, Monthly

Collaborating Departments: Teaching and Learning

Delivery Method: Direct

Staff Responsible: RI Liaison
Campus Assessment Coordinator
Campus Administration

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 3: Teachers will engage in ongoing professional development (campus professional development, faculty meetings, Lunch and Learns) with a focus on developing academic and conversational vocabulary through Accountable Talk in all students, especially students receiving services from special education, struggling readers, and emergent bilinguals.

Intended Audience: SMS Teachers
Staff

Provider / Presenter / Person Responsible: Campus Administration
Instructional Leadership Team

Date(s) / Timeframe: August 2024 - May 2025

Collaborating Departments: Campus Administration
Teaching and Learning
Organizational Development

Delivery Method: Direct

Staff Responsible: Campus Administration

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 4: Instructional leaders will provide feedback to teachers in a variety of methods including T-TESS walkthroughs and observations, district LIC learning walks, campus LIC walks, special education learning walks, and campus-based classroom visits.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Campus Administration
Team Leads

Date(s) / Timeframe: Weekly

Collaborating Departments: Campus Administration

Delivery Method: Direct

Staff Responsible: Campus Adminisration
Team Leads
Campus Assessment Coordinator

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 5: SMS will offer a two-tiered support program for our EB students. The first is to provide targeted interventions for our EB students based on their gaps as determined by TELPAS. The second is to provide regular PD and coaching opportunities to help teachers incorporate highly effective strategies into their lesson planning. (Combined the two below): Targeted interventions will be offered to EB students based on their TELPAS scores. - EB teacher will be providing regular PD during monthly Faculty Meeting to help teachers incorporate highly effective strategies into their lesson plans..

Intended Audience: Staff
EB Students

Provider / Presenter / Person Responsible: LPAC Team

Date(s) / Timeframe: August 2024 - May 2025

Collaborating Departments: Gen. Ed
LPAC

Delivery Method: Direct

Staff Responsible: ESL Teacher
LPAC Admin

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 6: Campus leaders will provide professional development on clarity and feedback with a focus on student ownership tools (rubrics, self/peer assessments, feedback protocols, checklists for success criteria) and accountable talk strategies during PLC meetings, department meetings, and campus PD days.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Administrators
Teacher Leaders
Team Leads

Date(s) / Timeframe: August 2024 - May 2025

Collaborating Departments: Administration
Teaching Learning
Organizational Development

Delivery Method: Direct

Staff Responsible: Administrators
Teacher Leaders
Team Leads

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 7: By the end of the school year, 100% of identified GT students will have an academic and an affective co-constructed SMART goal in their learning plan and have had an opportunity to research a topic of interest for their TPSP project.

Intended Audience: GT

Provider / Presenter / Person Responsible: GT Advisory Teachers
COG

Date(s) / Timeframe: August 2024 - May 2025

Collaborating Departments: SMS

Gift and Talented

Delivery Method: Direct

Staff Responsible: GT Advisory Teachers
COG

TEA Priorities:
Build a foundation of reading and math

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

Key Question 2: 2.1 To what degree are we preparing students for post-secondary success, including college, career, or military?

2.2 To what degree are we equipping students with SKILLS FOR LIFE (Profile of a Graduate)?

2.3 To what degree do students demonstrate the requisite skills necessary to approach learning in the next course, grade, or level?

2.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SERVANT LEADER (Profile of a Graduate)?

2.5 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COMPASSIONATE CITIZEN (Profile of a Graduate)?

2.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of LIFE-LONG LEARNER (Profile of a Graduate)?

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

Key Question 3: 3.1 To what degree do learning experiences engage students in meaningful and relevant work?
3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?
3.3 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SKILLS FOR LIFE (Profile of a Graduate)?
3.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COLLABORATIVE TEAM MEMBER (Profile of a Graduate)?

Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 1: 7.1 To what degree do students and staff feel safe and secure at school? To what degree are students and staff safe and secure at school?

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
System Response 1: By May 2025, SMS will implement a school-wide behavioral expectation system/matrix along with the Student Code of Conduct and the district student ownership of behavior framework leading to increased student engagement, students' feeling of belonging, and fewer discipline referrals as evidenced by indicators of success.	**Nov**	**Jan**	**Mar**	**June**

Indicators of Success: Formative
    * By the end of the first progress reporting period, all teachers will have established/reviewed grade level expectations with all of their classes.
    * At the end of every grading period, we will see at least a 10% drop in the number of level 1 referrals compared to the numbers from the 2023-24 school year (1st 9 weeks 246 to 221, 2nd 9 weeks 247, 3rd 9 weeks 354 to 319, and 4th 9 week 373 to 336).
 	
    Summative
    * By May 2025, SMS will decrease the number of discipline referrals by 20% from 1246 to 1000.
    * By May 2025, SMS will increase student social emotional engagement by meeting with various groups of stakeholders at least quarterly in effort to promote attendance, social responsibility and student ownership of behavior.
    * By May 2025, SMS will see an increase from 77% to at least 85% of students who report they have an adult on campus who knows them well based on results from our student engagement survey.
    Staff Responsible: Campus Administration
	On Track			

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

Strategy 1: The PBIS committee will create and implement school wide initiatives utilizing the 5 components to help build a culture of positive behavior supports, as well as, review the effectiveness of current implementations. The PBIS committee is gathering data on referrals and feedback from staff to review processes and implementation. Teachers will participate in professional development about our campus discipline matrix at the beginning of the school year and throughout the year with the goal of being able to categorize and prioritize student discipline issues (i.e. handle in the classroom or send administrators a discipline referral for the behavior). They will have training on the matrix, writing an office referral, and co-creating classroom expectations with their students.

Intended Audience: SMS Staff

Provider / Presenter / Person Responsible: Campus Administration
PBIS Committee

Date(s) / Timeframe: August 2024-May 2025

Collaborating Departments: Campus Administration
PBIS Committee

Delivery Method: Direct

Staff Responsible: Campus Administration
PBIS Committee

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 2: The PBIS Committee and administration will review data each month to provide appropriate support to the campus. Updated support and needs addressed to specified students and staff. On-going review of discipline data and trends to update the campus. Whole campus communication about the processes to support the PBIS implementation. Review of students that are in need of behavior support as well as those students that would receive the semester reward for minimum behavior referrals. We will host Roar Rallies "pep rallies" for the following domains: Attendance, Grades, Discipline, and Tardies.

Intended Audience: SMS Staff

Provider / Presenter / Person Responsible: Campus Administration
PBIS Committee

Date(s) / Timeframe: August 2024-May 2025

Collaborating Departments: Campus Administration
PBIS Committee

Delivery Method: Direct

Staff Responsible: PBIS Committee
Campus Administration

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 3: Administrators will conduct grade level assemblies to teach and reinforce campus expectations. This strategy will help reinforce behavior expectations and address trends that have been seen in data over the nine weeks. Administrators will use an agenda that outlines campus expectations and addresses data specific to the grade level. Discipline and surveys will be reviewed monthly in PBIS meetings. Expected outcome: Increase in student compliance and campus consistency regarding behavior.

Intended Audience: SMS Staff
SMS Students

Provider / Presenter / Person Responsible: SMS Administration
PBIS Committee

Date(s) / Timeframe: 2024-2025 School Year

Collaborating Departments: SMS
Social Emotional Learning Department

Delivery Method: Direct

Staff Responsible: SMS Administration

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 4: Sartartia Middle School will reduce the overrepresentation of African American students, specifically with our students served in Special Education, in disciplinary referrals leading to their removal from campus, promoting a fair and inclusive disciplinary system.

The PBIS Committee and administrators will conduct an in-depth analysis of disciplinary records over the past three years to identify trends and patterns in referrals for African American students who receive Special Education services. We will establish support systems like counseling, mentorship programs, and culturally responsive interventions to address underlying issues contributing to behavioral concerns that require the removal of the student from the classroom.

Intended Audience: SMS Staff
SMS Students

Provider / Presenter / Person Responsible: Administration
PBIS Committee

Date(s) / Timeframe: August 2024-2025

Collaborating Departments: SMS
Special Education Department
Social Emotional Learning Department

Delivery Method: Direct

Staff Responsible: Administration
PBIS Committee

TEA Priorities:
Build a foundation of reading and math
 - **Results Driven Accountability**

Strategy 5: Students will engage in Jag Talks and character building lessons during advisory, grade level assemblies, and lunches to encourage on our core Values of Accountability, Integrity & Respect, social media norms, appreciate school behavior & consequences, time attendance, dropout prevention, and build resilience skills

Intended Audience: SMS Staff
SMS Students

Provider / Presenter / Person Responsible: Counselors

Teachers

Date(s) / Timeframe: August 2024-May 2025

Collaborating Departments: Administration
SEL Department

Delivery Method: Direct
In-Direct

Staff Responsible: Counselors
Teachers

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

Strategy 6: By May 2025, in efforts to prevent possible future dropouts, SMS will have had at minimum quarterly discussions about students with attendance issues during our grade level Jag Watch meetings and attendance committee meetings. These students will be referred to school counselors, social worker, and/ or district level truancy team to meet with students and take corrective actions.

Intended Audience: Students

Provider / Presenter / Person Responsible: Attendance Committee
Counselors
Social Worker
Truancy
Administration

Date(s) / Timeframe: August 2024-May 2025

Collaborating Departments: SMS
SEL
Turancy

Delivery Method: Direct
In-Direct

Staff Responsible: Administrators
Teachers
Counselors

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 2: 7.2 To what degree does the school cultivate a positive culture and supportive climate?

Initial Status: Minor Change

System Response 1 Details	Reviews			
System Response 1: By May 2025, SMS will improve culture and climate of the learning environment through the implementation of student ownership of learning and behavior practices as evidence through the indicators of success.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Indicators of Success: Formative * By August 2024, SMS will directly teach and reinforce campus-wide behavior expectations for common areas and post the expectations throughout the school. * By September 2024, teachers will engage in professional development on PBIS and understand how to teach behavior expectations to students. 100% of classrooms will have co-created respect agreements in use. * By October 2024, all students will have an opportunity to enrich their school experience through participation in clubs. * By December 2024, the attendance rate will be at 97.0% or above. * By January 2025, SMS will host two stakeholder events. * By January 2025, GT students will engage in goal-setting activities and monitor their progress toward goal attainment. * By January 2025, all students will have engaged in weekly advisory lessons related to student ownership of behavior. Summative * By May 2025, the attendance rate at SMS will increase from 96.8% to 97.0% or more. * By May 2025, all GT students will have completed an independent study. * By May 2025, SMS will decrease discipline offenses by 10%. * By May 2025, SMS will maintain its No Place for Hate designation. **Staff Responsible:** Campus Administrators SMS Teachers Counselors	On Track			

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

Strategy 1: JagSanity: Administrators will monitor the teachers fidelity of using the protocol to document to record students participation and interaction with the school community through Catch-A-Jag.

Intended Audience: Students

Provider / Presenter / Person Responsible: Campus Administration

Date(s) / Timeframe: Throughout School Year

Collaborating Departments: Campus Administration
Staff

Delivery Method: Direct

Staff Responsible: Campus Administration

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 2: Students will engage in advisory lessons related to student ownership of learning and behavior to reinforce consistent expectations and appropriate responses to frustration. GT students will be clustered in Advisory together to engage in goal-setting and independent study.

Intended Audience: Students
Staff

Provider / Presenter / Person Responsible: Campus Administration
Teachers

Date(s) / Timeframe: 1 Time per Week

Collaborating Departments: SMS
Counseling and SEL

Delivery Method: Direct

Staff Responsible: Campus Administration
Teachers

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 3: The counselors will provide social emotional supports to the students and staff by creating lessons, opportunities for interaction, or support to them once per 9 weeks. Increase the use of school counselors for guidance lessons and students feeling connected to the school setting. Campus counselors will be offering 6 week small group sessions during advisory to discuss building relationships, strengthening resiliency, understanding emotions and how to cope with theses emotions, grief/loss, self-esteem, and how to move forward to a positive future. Clear Hope, 3rd party, referral process and support for students will social-emotional needs. Peer-to-peer and staff to peer mentor program will be utilized. Bullying awareness, prevention, and character education lessons along with school activities including No Place for Hate events and counselor guidance lessons.

Intended Audience: Students

Provider / Presenter / Person Responsible: Counselors

Date(s) / Timeframe: 2024-2025 School Year

Collaborating Departments: SMS School Counseling
Social Emotional Learning Department

Delivery Method: Direct

Staff Responsible: Counselor

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 4: SMS will host monthly Attendance Committee meetings that will focus on students not attending school and dropout Prevention. Administration and Counselors will call students and parents based on attendance. Incentives for students with growth in their attendance. The committee will identify, monitor, and intervene on behalf of chronically absent students. We will monitor our students who are dropouts and/or homeless to provide supports.

Intended Audience: Student
Parent

Provider / Presenter / Person Responsible: Attendance Committee Members
Administration
Counselors

Date(s) / Timeframe: Monthly

Collaborating Departments: Attendance Committee Members
Administration
Counselors
Truancy Officer

Delivery Method: Direct

Staff Responsible: Attendance Committee Members
Administration
Counselors

Strategy 5: SMS will provide opportunities for parental engagement through hosting parent nights, communicating volunteer opportunities, and promoting positive partnerships with the community.

Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 3: 7.3 To what degree do our schools support the physical and social-emotional needs of students?

Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 4: 7.4 To what degree do we develop compassionate citizens?

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

Key Question 1: 5.1 To what degree does staff cultivate a love for learning among students?

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

Key Question 2: 5.2 To what degree are we fostering and developing a culture of learning and implementation among all staff?

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

Key Question 3: 5.3 To what degree do we build leaders (capacity) within the organization?

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

Key Question 4: 5.4 To what degree do we equip and empower our staff to meet the needs of the whole child?

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

Key Question 5: 5.5 To what degree does the organization attract, recruit, develop and retain high-quality staff that is highly engaged, productive, and dedicated in order to improved student outcomes?

Initial Status: Minor Change

System Response 1 Details	Reviews			
System Response 1: By May 2025, SMS will retain all effective teachers and staff while recruiting new talent through diverse methods, resulting in a complete and talented staff as evidenced through the indicators of success.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Indicators of Success: Formative * By August 2025, SMS will be 100% staffed. * By October 2025, SMS will track and analyze staff retention rates on a quarterly basis to identify trends and address any emerging issues promptly * By December 2024, SMS will hold a minimum of three professional development sessions. We will record and review staff participation, attendance rates and feedback from Staffulty. * By May 2025, SMS administer BOY, MOY, and EOY surveys to assess staff engagement, satisfaction, and well-being, and use the results to make timely adjustments to policies and support systems. * By June 2025, SMS will be in attendance and represent at 100% of the FBISD hiring events. Summative * By May 2025, SMS will achieve a 90% retention rate of all effective teachers and staff by the end of the academic year. * By May 2025, SMS will be able to demonstrate that professional development initiatives have positively impacted teaching practices and staff effectiveness, as evidenced by improved student outcomes and staff evaluations. * By May 2025, SMS will show that the mentorship program has effectively supported new hires, with high satisfaction rates from both mentors and mentees and successful integration of new staff into the school community. * By May 2025, SMS will Achieve an 85% or higher satisfaction rate in staff engagement surveys, indicating high levels of staff morale and commitment. **Staff Responsible:** SMS Administration	On Track			

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

Strategy 1: To retain first year teachers, all teacher apprentices and new teachers will be assigned a TAPP mentor and attend a campus support meeting once every three weeks throughout the school year.

Intended Audience: New Staff Members

Provider / Presenter / Person Responsible: Campus Administration

Date(s) / Timeframe: Monthly

Collaborating Departments: Organizational Development

Delivery Method: Direct

Staff Responsible: Campus Administration

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 2: SMS will leverage social media to recognize new and/or notable staff hires and/or achievements. Increased positive communication with the committee will promote a positive school culture.

Intended Audience: Staff

Provider / Presenter / Person Responsible: Campus Administration

Date(s) / Timeframe: 2024-2025 School Year

Delivery Method: Direct

Staff Responsible: Campus Administration

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 3: Implement a structured recognition program to celebrate the achievements and contributions of staff members regularly.

Intended Audience: Staff

Provider / Presenter / Person Responsible: Climate Commitee
SMS Admin

Date(s) / Timeframe: 2024-2025 School Year

Collaborating Departments: Climate Commitee
SMS Admin

Delivery Method: Direct

Staff Responsible: Climate Commitee
SMS Admin

TEA Priorities:
Recruit, support, retain teachers and principals

Funding Sources: - 199 General Fund - $8,000

Strategy 4: SMS will develop a survey for teacher feedback to determine their wants and needs regarding professional development and their needs to be a life-long learner. Teachers will provide feedback on what type of learning they want and need for professional development in-service days and lunch and learns.

    Intended Audience: Staff

    Provider / Presenter / Person Responsible: SMS Admin

    Date(s) / Timeframe: 2 times per school year (Fall and Spring)

    Collaborating Departments: Organizational Development
    Teaching and Learning

    Delivery Method: Direct

    Staff Responsible: SMS Admin

    TEA Priorities:
    Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 5: Establish a mentorship program for new hires to ensure successful integration and development within the school community. Teachers will ensure their classroom environment meets the expectations stated on the SMS Classroom Expectations documents co-created by administration and department heads.

    Intended Audience: New and/or Struggling Teachers

    Provider / Presenter / Person Responsible: SMS Admin

    Date(s) / Timeframe: 2024-2025 School Year

    Collaborating Departments: Organizational Development
    Teaching and Learning

    Delivery Method: Direct

    Staff Responsible: SMS Admin

    TEA Priorities:
    Recruit, support, retain teachers and principals

    Funding Sources: Substitutes - 199 General Fund - $2,500

Strategy 6: Every core content PLC team will in participate in a "Team Retreat Walk" that will allow time for campus prioritized PD, classroom observations with debriefing, and PLC time.

    Intended Audience: Science, Math, ELA, Social Studies Teachers

    Provider / Presenter / Person Responsible: Administration

Date(s) / Timeframe: 2024-2025 School Year

Collaborating Departments: Admin

Delivery Method: Direct

Staff Responsible: Admin

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 7: Foster a positive school culture by encouraging open communication and involving staff in decision-making processes.

Intended Audience: SMS Staff

Provider / Presenter / Person Responsible: Admin

Date(s) / Timeframe: 2024-2025 School Year

Delivery Method: Direct

Staff Responsible: Admin

TEA Priorities:
Recruit, support, retain teachers and principals

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

Key Question 1: 4.1 To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?

    Initial Status: Major Change

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

Key Question 2: 4.2 To what degree are schools partnering with one another to support student learning experiences?

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

Key Question 3: 4.3 To what degree do students engage in community partnerships to support their own learning goals while demonstrating COMPASSION and SERVANT LEADERSHIP (Profile of a Graduate)?

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

Key Question 1: 6.1 To what degree does the organization manage financial, human, physical and technological resources in a way that enables and enhances transparency, accountability, integrity, efficiency, and innovation in all operations to support improved student outcomes?

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

Key Question 2: 6.2 To what degree does the organization leverage various sources of evidence in a strategic, responsible way to optimize resources that can be utilized in advancing the District's goals to improve student outcomes?

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

Key Question 3: 6.3 To what degree does the organization promote a responsive, accessible and multi-channeled communication plan with internal and external stakeholders while delivering courteous, quality customer service to improve student outcomes?

RDA System Responses

Goal	Key Question	System Response	Strategy	Description
2	1	1	4	Sartartia Middle School will reduce the overrepresentation of African American students, specifically with our students served in Special Education, in disciplinary referrals leading to their removal from campus, promoting a fair and inclusive disciplinary system. The PBIS Committee and administrators will conduct an in-depth analysis of disciplinary records over the past three years to identify trends and patterns in referrals for African American students who receive Special Education services. We will establish support systems like counseling, mentorship programs, and culturally responsive interventions to address underlying issues contributing to behavioral concerns that require the removal of the student from the classroom.

State Compensatory

Budget for Sartartia Middle School

Total SCE Funds: $13,180.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Our campus SCE funds supplement the regular education program for students that meet one or more of the 15 eligibility criteria for being At-Risk and our educationally disadvantaged students. SCE funds are used to partially fund a position responsible for identifying and coordination academic interventions (Campus Assessment Coordinator) designed to support student achievement on the STAAR assessment. We offer intensive accelerated instruction and intervention in math lab and literacy classes to identified students in intervention classes designed to intervene directly with identified students in math and literacy. The district uses some SCE funds to staff additional supportive units to supplement needs to address social-environment issues EX: social workers, behavior health facilitators, PBIS interventionists, etc.

Campus Funding Summary

				199 General Fund		
Goal	**Key Question**	**System Response**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	5	1	3			$8,000.00
3	5	1	5	Substitutes		$2,500.00
					Sub-Total	$10,500.00
					Budgeted Fund Source Amount	$10,000.00
					+/- Difference	-$500.00
					Grand Total Budgeted	$10,000.00
					Grand Total Spent	$10,500.00
					+/- Difference	-$500.00

Addendums

LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	IDAY_SCHED
SARTARTIA N	050 SARTARTIA MIDD	00003872	COOR CAMPUS ASSESSMENT	0.5	0	FORD	MELISSA	T00900	1	199.31.1000.00.050.2024.24	24	A	210AUG

_ADMIN_PLCY_NB
P7	####