

Fort Bend Independent School District

Baines Middle School

2024-2025 Campus Improvement Plan



Mission Statement

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

At Baines Middle School, we challenge and empower all students to reach their full potential and to become productive, positive members of society.

Vision

FBISD will graduate students who exhibit the attributes of the District's profile of a graduate.

Baines Middle School will add value to every child by being a vessel of community and opportunity for all students.

Core Beliefs and Commitments

At Baines Middle School, our core belief is to add value to every child every day.

As an educational family, we commit to...

1. Providing a safe learning environment for all.
2. Advocating and actively including all students in all activities.
3. Collaborating and using common formative assessments.
4. Using the learning and assessment cycle with consistency.
5. Staying positive, polite, and professional to all.
6. Demonstrating and modeling the characteristics of a Profile of a Graduate.

We also uphold the district's core beliefs that student success is best achieved:

1. Through effective teachers that inspires learning.
2. In a supportive climate and safe environment.

3. By empowered and effective leaders throughout the system.
4. In a well-functioning, high-performing community of learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Baines Middle School has approximately 1320 students in grades 6 through 8. The school is located in the Sienna subdivision where roughly two-thirds of students live, with the remaining students coming from Fresno and Arcola. Baines is known for being very diverse; the current ethnic breakdown is: 25% of students are Black, 24% are Asian, 19% are White, and 27% are Hispanic. 37% of students qualify as economically disadvantaged and 21% are considered Emergent Bilingual (EB) students. While these proportions haven't changed significantly for the ethnic groups in the past 6 years, the percentage of EB students has more than doubled from 8% in 2018-2019 to 21% in 2023-2024.

Most EB students are also economically disadvantaged, creating a dual challenge for them to overcome linguistic barriers while lacking economic resources. Special Education students make up 15% of students, the same as the year before. We have one self-contained SAILS classroom, resource, in-class support, and the CLASS program. BMS has an active PTO, robust sports and extracurricular activities, and partnerships with community organizations. BMS has a total of 71 teachers 46% of whom are white followed by 42% Black, 6% Hispanic, and 4% Asian. 70% of our teaching staff has greater than 6 years of experience and our staff average years of experience stands at 11.7. Average number of students per teacher is 18.3. Additionally, instruction is supported by 12 Educational Aides primarily for Special Education services. All teachers and paraprofessionals are fully certified.

Overall attendance increased to 95.4%. Attendance among different student groups is mostly within 1 point of the school average, the exception being students in foster care or who are homeless.

Student Attendance Year/Year	Total Eligible Days		
	Total Days Absent	Days Present	Percent in Attendance
2022-2023	10,673.0	214,049.0	95.3%
2023-2024	10,427.0	216,879.0	95.4%
Attendance Comparison by Student Groups	2022-2023		2023-2024
All Students	95.3%	95.4%	
Ethnicity			
Hispanic/Latino	93.6%	93.8%	
Asian	96.9%	97.1%	
Black or African American	95.8%	95.3%	
White	94.8%	95.8%	
Special Population			
At Risk	94.3%	94.4%	
Economic Disadvantage	94.1%	93.8%	
Emergent Bilingual	94.9%	94.3%	

Attendance Comparison by Student Groups	2022-2023	2023-2024
Foster Care	93.2%	88.1%
Gifted and Talented	95.9%	96.7%
Homeless Status	93.3%	81.8%
Military Connected	94.7%	95.9%
Section 504	92.8%	93.2%
Special Education	94.1%	94.0%

The overall number discipline incidents resulting in OSS decreased while the number of days of ISS increased. 78 out of 87 OSS days were assigned to Black or Hispanic students. 167 out of 192, or 87% of ISS days were assigned to Black or Hispanic students.

	Discipline Action Trend Analysis	2021-2022	2022-2023	2023-2024
All Students	5 (OSS)	70	98	87
	6 (ISS)	151	107	192
	7 (DAEP)	3	12	13
	13 (JJAEP)	0	1	0
	25 (Partial OSS)	4	0	3
	26 (Partial ISS)	44	12	18
Hispanic	5 (OSS)	40	28	36
	6 (ISS)	57	34	78
	7 (DAEP)	1	3	10
	13 (JJAEP)	0	0	2
	25 (Partial OSS)	2	3	4
	26 (Partial ISS)	10	0	0
Black	5 (OSS)	26	56	42
	6 (ISS)	70	59	89
	7 (DAEP)	2	5	1
	13 (JJAEP)	0	1	0
	25 (Partial OSS)	2	0	1
	26 (Partial ISS)	29	8	7

Looking at retention rates across student groups revealed that Hispanic students were retained at more than double the rate of any other student group.

Row Labels	Retained	Promoted
All Students	8%	92%
A	0%	100%
B	7%	93%
H	21%	79%
I	0%	100%
P	0%	100%
T	5%	95%
W	1%	99%
Current EB Student	20%	80%
Special Ed Students	7%	93%
Eco Dis Students	7%	93%

Demographics Strengths

The diversity of Baines Middle School is one of the strengths of our campus. It truly reflects the world around us. The diversity also provides opportunities and challenges in that working with diverse students, parents, and community requires teachers to have a wide set of skills to understand the needs of each of their students and how to help each student to be successful.

More advantaged students have a great opportunity to empower students from our struggling populations by developing skills to work in a diverse world and promote charitable and philanthropic measures within our school. Parents with greater resources could be a tremendous asset in bringing information and assistance to parents of new students who are less familiar with our school system and all it has to offer.

Problem Statements Identifying Demographics Needs

Problem Statement 1: All teachers are not adequately prepared to service EB students in a way that delivers content and builds language capacity.

Root Cause: Learning experiences are not differentiated for EB students.

Student Learning

Student Learning Summary

The number of students achieving Meets or Masters on STAAR is generally increasing, while the number of students failing to meet Approaches is increasing.

Though we had fewer students eligible to exit LEP based on TELPAS, 73 out of the 82 students who scored Advanced on TELPAS composite scored Approaches or higher. This indicates a continued focus on TELPAS prep.

The number of students scoring DNM on all Math tests increased from 2023 showing a particular decline in 7th grade where 34% of students scored DNM.

Student participation rates in the DLA are less than 75% in some subjects which results in an inaccurate picture of overall student performance.

In RLA course failures align with STAAR failures 80% of the time, in math 90%, science 75%, and social studies 100% indicating an alignment of the taught curriculum to state standards.

2023 vs 2024 TELPAS Exits	2023	2024
# Students Eligible to Exit	247	274
# Students Eligible to Exit based on TELPAS (new methodology)	52 (4)	32
# Students who met all Exit Criteria	4 (52)	32
% of EB students eligible for exit	21%	12%
% of eligible EB students to exit	100%	100%

2023 to 2024 STAAR Performance Level Growth (same students, RLA and Math).

RLA: Students at DNM or Masters were most likely to maintain their performance level. In RLA the number of students maintaining Masters from the year before increased from 61% last year to 84% this year. However, the percentage of students dropping from Masters to Meets stayed the same with about 50% of students' performance declining. We had fewer students drop from Approaches or greater to DNM (16% to 12%). Overall on RLA STAAR, 24% (193 out 815) of 7th and 8th grade students dropped a performance level from their 2023 STAAR RLA score. Additionally, 12% (101 out of 815) of 7th and 8th grade students scored DNM on RLA STAAR for the second (or more) year in a row and are now considered at-risk.

		2024 STAAR Performance Growth, RLA				
2023 STAAR Performance		DNM	App	Meets	Masters	Total
	DNM	74%	23%	3%	0%	137
	App	11%	57%	28%	4%	166
	Meets	1%	16%	50%	33%	251
	Masters	0%	1%	15%	84%	261

		2023 STAAR Performance Growth, RLA				
2022 STAAR Performance		DNM	App	Meets	Masters	Total
	DNM	68%	27%	5%		180
	App	13%	48%	34%	7%	249
	Meets	3%	21%	49%	28%	207
	Masters		6%	33%	61%	510

Math: Significantly more students fell performance level on the 2024 STAAR as compared to the 2023 STAAR. In 2023 86% of math students maintained a Master's level score; that number has dropped to only 59% of students maintaining the Master's level score. We also saw an increase of students scoring DNM two years in a row from 60% in 2023 to 82%. The percentage of students dropping from Approaches or greater to DNM increased from 24% in 2023 to 49% in 2024. Overall, 30% (192 out of 647) of 7th and 8th grade students dropped a performance level from their 2023 STAAR Math score. Overall on Math STAAR, 20% (130 out of 647) 7th and 8th grade students scored DNM for the second (or more) year in a row and are now considered at-risk.

		2024 STAAR Performance Growth, Math				
2023 STAAR Performance		DNM	App	Meets	Masters	Total
	DNM	82%	16%	1%	0%	158
	App	43%	41%	15%	0%	222
	Meets	6%	28%	55%	10%	192
	Masters	3%	0%	38%	59%	74
2022 STAAR Performance		2023 STAAR Performance Growth, Math				
		DNM	App	Meets	Masters	Total
	DNM	60%	35%	5%		224
	App	20%	48%	29%	3%	294
	Meets	3%	22%	51%	24%	275
	Masters	1%	12%	42%	86%	348

Despite dropping from year to year in most areas, when calculating student achievement according to Domain 1 methodology, our overall scaled score decreased by 3 from an 85 to an 82. Our consistently-high numbers of students attaining Master's helps us stay in the B range.

2024			2023		
All students	#	%	All Students	#	%
# Approaches or greater	2700	76%	# Approaches or greater	2755	82%
# Meets or greater	1843	52%	# Meets or greater	1889	56%
# Masters	871	25%	# Masters	865	26%
Total Tests	3531		Total Tests	3355	
	Total Points	152		Total Points	164
	Raw Score	51		Raw Score	55
	Scaled Score	82		Scaled Score	85

Economically Disadvantaged students as well as students designated At-Risk score Meets or Masters at less than half the rate that than non-economically disadvantaged or non at-risk students do.

Approaches or Above					
	All Students	At-Risk	Non At-Risk	Econ Disadv	Non Econ Disadv
Subject Area - Reading					
2024	84%	70%	90%	69%	94%
Subject Area - Math					
2024	72%	52%	75%	51%	85%
Subject Area - Science					
2024	78%	56%	87%	59%	89%
Subject Area - Social Studies					
2024	69%	41%	82%	48%	83%
Meets or Above					
Subject Area - Reading					

Approaches or Above					
2024	65%	42%	74%	42%	80%
Subject Area - Math					
2024	45%	23%	46%	23%	59%
Subject Area - Science					
2024	55%	24%	68%	34%	67%
Subject Area - Social Studies					
2024	38%	17%	47%	23%	48%
Masters					
Subject Area - Reading					
2024	35%	17%	43%	18%	47%
Subject Area - Math					
2024	19%	6%	16%	7%	27%
Subject Area - Science					
2024	19%	7%	25%	8%	27%
Subject Area - Social Studies					
2024	18%	7%	22%	6%	25%

Student Learning Strengths

The percentage of students scoring Masters on RLA and Math STAAR increased across all students and accountability student groups.

On the Social Studies STAAR, the number of students scoring Approaches increased over last year as well as increases in the number scoring Meets or Masters.

The number of EB students scoring masters on STAAR Reading nearly doubled from 9% in 2022-2023 to 17% in 2023-2024 and the same is true for their performance on STAAR Math which saw an increase from 4% to 7% over the same time period.

The number of students who dropped a performance level on Math or RLA STAAR decreased from over 400 in 2023 to 293 in 2024, a decrease of over 100 students.

2022-2024 STAAR Performance					
Approaches or Above		Meets or Above		Masters	
	All Students		All Students		All Students
Subject Area - Reading		Subject Area - Reading		Subject Area - Reading	
2024	84%	2024	65%	2024	35%
2023	85%	2023	64%	2023	32%
2022	84%	2022	59%	2022	40%
Subject Area - Math		Subject Area - Math		Subject Area - Math	
2024	72%	2024	45%	2024	19%
2023	79%	2023	47%	2023	16%
2022	75%	2022	48%	2022	26%
Subject Area - Science		Subject Area - Science		Subject Area - Science	
2024	78%	2024	55%	2024	19%
2023	86%	2023	40%	2023	20%
2022	83%	2022	55%	2022	28%
Subject Area - Social Studies		Subject Area - Social Studies		Subject Area - Social Studies	
2024	69%	2024	38%	2024	18%
2023	68%	2023	24%	2023	18%
2022	71%	2022	48%	2022	26%

Approaches or Above									
	All Students	African American	Hispanic	White	Asian	Econ Disadv	Non Econ Disadv	EB	Non-EB
Subject Area - Reading									

Approaches or Above									
2024	84%	82%	66%	95%	96%	69%	94%	68%	88%
2023	85%	81%	72%	95%	97%	70%	95%	70%	88%
2022	84%	74%	68%	91%	94%	46%	93%		
Subject Area - Math									
2024	72%	61%	50%	89%	92%	51%	85%	51%	90%
2023	79%	72%	64%	91%	95%	65%	89%	66%	84%
2022	75%	69%	51%	90%	95%	45%	83%		
Subject Area - Science									
2024	78%	70%	55%	92%	96%	59%	89%	53%	84%
2023	86%	76%	76%	95%	99%	73%	94%	72%	87%
2022	83%	65%	56%	92%	97%	44%	92%		
Subject Area - Social Studies									
2024	69%	60%	41%	85%	93%	48%	83%	40%	77%
2023	68%	58%	46%	80%	93%	46%	81%	32%	73%
2022	71%	72%	56%	87%	93%	55%	80%		
Meets or Above									
	All Students	African American	Hispanic	White	Asian	Econ Disadv	Non Econ Disadv	EB	Non-EB
Subject Area - Reading									
2024	65%	58%	41%	79%	85%	42%	80%	40%	70%
2023	64%	55%	43%	76%	85%	41%	77%	37%	69%
2022	59%	47%	42%	72%	82%	38%	72%		
Subject Area - Math									
2024	45%	32%	21%	60%	71%	23%	59%	24%	58%
2023	47%	31%	26%	66%	72%	25%	62%	32%	56%
2022	48%	30%	26%	66%	76%	21%	55%		
Subject Area - Science									

Approaches or Above									
2024	55%	42%	30%	72%	73%	34%	67%	23%	62%
2023	57%	40%	35%	71%	83%	30%	73%	25%	60%
2022	55%	42%	32%	74%	80%	32%	68%		
Subject Area - Social Studies									
2024	38%	25%	16%	50%	60%	23%	48%	13%	42%
2023	37%	24%	21%	41%	63%	20%	47%	10%	40%
2022	48%	31%	23%	53%	68%	20%	55%		
Masters									
	All Students	African American	Hispanic	White	Asian	Econ Disadv	Non Econ Disadv	EB	Non-EB
Subject Area - Reading									
2024	35%	26%	19%	45%	55%	18%	47%	17%	39%
2023	32%	22%	15%	43%	50%	11%	44%	9%	36%
2022	40%	29%	23%	51%	61%	22%	51%		
Subject Area - Math									
2024	19%	9%	6%	28%	36%	7%	27%	7%	27%
2023	16%	8%	4%	23%	32%	5%	23%	4%	27%
2022	26%	12%	9%	34%	53%	4%	25%		
Subject Area - Science									
2024	19%	6%	7%	27%	36%	8%	27%	3%	22%
2023	20%	11%	12%	29%	29%	9%	26%	3%	22%
2022	29%	16%	8%	48%	54%	10%	39%		
Subject Area - Social Studies									
2024	18%	6%	7%	26%	30%	6%	25%	3%	19%
2023	18%	10%	8%	21%	31%	5%	25%	1%	21%
2022	26%	19%	9%	32%	48%	8%	36%		

EB students performing at the Master's level increased from 2022-2023 in all grade levels for both RLA and Math.

2023 vs 2024 EB Performance on STAAR											
2023 EB Performance RLA STAAR		DNM	App	Meets	Masters	2024 EB Performance RLA STAAR		DNM	App	Meets	Masters
6		20.7%	30.4%	40.2%	8.7%	6		38.9%	23.3%	20.0%	17.8%
7		35.2%	31.9%	23.1%	9.9%	7		28.0%	26.9%	25.8%	19.3%
8		34.8%	40.9%	16.7%	7.6%	8		28.9%	33.0%	24.7%	13.4%
Grand Total		29.7%	33.7%	27.7%	8.8%	Grand Total		31.8%	27.9%	23.6%	14.7%
2023 EB Performance Math STAAR		DNM	App	Meets	Masters	2024 EB Performance Math STAAR		DNM	App	Meets	Masters
6		26.1%	40.2%	27.2%	6.5%	6		41.1%	32.2%	18.9%	7.8%
7		44.0%	26.4%	27.5%	2.2%	7		44.1%	22.6%	30.1%	3.2%
8		29.9%	37.3%	28.4%	4.5%	8		55.8%	27.9%	11.6%	4.7%
Grand Total		33.6%	34.4%	27.6%	4.4%	Grand Total		46.8%	27.5%	20.4%	5.8%
2023 EB Performance Science STAAR		DNM	App	Meets	Masters	2024 EB Performance Science STAAR		DNM	App	Meets	Masters
8		28.4%	46.3%	22.4%	3.0%	8		47.4%	29.9%	19.6%	3.1%
Grand Total		28.4%	46.3%	22.4%	3.0%	Grand Total		47.4%	29.9%	19.6%	3.1%
2023 EB Performance Social Studies STAAR		DNM	App	Meets	Masters	2024 EB Performance Social Studies STAAR		DNM	App	Meets	Masters
8		67.2%	22.4%	9.0%	1.5%	8		59.8%	26.8%	10.3%	3.1%
Grand Total		67.2%	22.4%	9.0%	1.5%	Grand Total		59.8%	26.8%	10.3%	3.1%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: All teachers are not adequately prepared to service EB students in a way that delivers content and builds language capacity.

Root Cause: Learning experiences are not differentiated for EB students.

Problem Statement 2: Teams are not using common formative assessment data to conduct Data PLCs.

Root Cause: Teachers require more professional development on the data-driven instructional cycle.

Problem Statement 3: Tier 2 students aren't receiving adequate intervention.

Root Cause: Significant increase in the numbers of students requiring Tier 2 intervention; lack of professional development for teachers.

Problem Statement 4: 293 students dropped a performance level on Math or RLA STAAR from their prior year's score.

Root Cause: There is a lack of differentiation between AAC and on-level courses; Tier 1 instruction is aimed at the middle.

School Processes & Programs

School Processes & Programs Summary

For the 2024-2025 school year, BMS is working to increase positive student outcomes and campus culture by emphasizing targeted, small-group instruction as a way to meet the needs of all students-- especially those that are falling behind their peers academically. Differentiation for diverse learner experiences will be a focus of our pre-service professional development, as well as ongoing learning opportunities throughout the year. To achieve this, we will leverage our campus teacher leaders to model best practices and share them with the staff. Learning walks have evidenced that teachers and students are successfully developing and interpreting learning intentions and success criteria. During Learning Walks we also observed students and teachers engaging in opportunities to provide feedback to each other and we will continue to make opportunities for teachers to grow their skill set at facilitating. In order to achieve this, we will continue utilizing Accountable Talk protocols which will be a professional development priority as well as a focus of our district learning walks.

First year teachers are paired up with mentor teachers as part of the TAPP mentor program. All teachers new to Baines Middle School have classrooms adjacent to other members of their grade level PLC teams and receive a new teacher orientation at the beginning of the year as well as monthly meeting with administration throughout the year.

Decisions about school processes and programs are made collaboratively with school administrators including the principal, associate principal, assistant principals, counselors, and CAC. Principals meet weekly and are joined by the counselors and CAC for monthly "BATCO" meetings. In order to build capacity in teachers, Baines Middle School has department heads and grade level team leaders. These teacher leaders are expected to lead professional development sessions with their colleagues, facilitate PLC meetings, and hold their teammates responsible for fulfilling their duties. Department head meetings include the head counselor and CAC occur bi-monthly and as needed.

Professional development and resources are needed in the areas of facilitating small-group instruction, differentiating learner experiences, and growing EB students in all content areas. The LPAC Administrator and ESL teacher met with EB students about their TELPAS scores in order to emphasize the importance of the test and discuss strategies for attaining the scores necessary to exit the ESL program. In 2024 only 12% of EB students scored Advanced High on TELPAS Composite. 100% of students (32 total) that qualified to exit ESL this school by scoring Advanced High on the TELPAS Composite year passed the STAAR test and will reclassify. There were an additional 63 students that passed STAAR but did not score Advanced High on the TELPAS Composite preventing them from qualifying to exit the ESL program.

Professional development is offered at the district level through prescribed learning paths during the summer and at the campus level during the course of the school year by campus administrators and teacher leaders. In order to ensure that teachers implement what they learn, they are required to submit lesson plans to schoology where they are reviewed by the campus administrators. Strengths of the most effective teachers are shared with their colleagues during campus PD during the school year.

Baines' Student Support Team is nicknamed "Longhorn Watch" and meets with grade level teams on the district designated teacher planning days. During these meetings, teachers have the opportunity to discuss students they have in common, share strategies, generate interventions, and monitor progress for effectiveness. The SST will generate behavioral or instructional interventions, monitor student progress, determine the level of support the student requires going forward, and help determine whether the student would benefit from 504 or Special Education services after the SST interventions are proven ineffective.

For teachers whose performance falls below expectations, assistance is provided in the form of coaching from the T-TESS appraiser and assistance from the campus professional learning lead who provides teacher feedback in a non-evaluative form and lesson modeling.

Teacher teams create formative and summative assessments at the school level. The assessments are tightly aligned with the curriculum and the results are used to inform future instruction, structure intervention and re-teaching opportunities, and provide feedback to students. Assessment items challenge students to use multiple representations to show what they know and include opportunities for students to practice open-ended STAAR 2.0 item types. Additionally, a new diagnostic and instructional planning tool, the NWEA MAP test will replace Renaissance testing and will be given to all students at the beginning, middle, and end of the year. The results from the MAP test is used by teacher teams to plan for interventions and enrichment.

School Processes & Programs Strengths

Formal and informal leadership is exhibited through administrative staff, department heads, and team leaders. Teachers have a voice in decision making through contact with the administrative team, and during their PLC time.

An administrator who sets the duty schedule and regularly monitors the presence of the duty teachers develops duty rosters. Other administrators monitor the presence of staff. Baines has a variety of clubs available for students that include book clubs that meet before school and the majority of clubs meet after school such as robotics, cooking club, sewing club, Harry Potter club and student council.

Baines has simplified many school processes and compliance pieces by creating electronic forms organized by topic in our Schoology folder for the following processes: requesting field trips, reserving buses, requesting A/C, leave early requests, staff surveys, Opening/closing school tasks, 504 and Special Education documentation, staff contact information, after-school and lunch detentions, and so on.

Our master schedule maximizes the amount of time spent in instruction and instructional time is protected from unnecessary interruptions such as the 10/10 rule where students are not to leave class in the first or last 10 minutes of each period ensuring they are present for the introduction and closing of each lesson. Teachers also have daily, common planning time with their PLC.

The building space is divided between core and elective opportunities. Within the core areas the rooms are in pods and aligned by content. Music and theatre fine arts classes are in housed in their own wing. Art, health, and CTE courses share a hallway with our two gymnasiums. Major improvements to campus this year include the repainting of the girl's gym. This provides the teachers the opportunity to communicate with their PLC team regularly.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: All teachers are not adequately prepared to service EB students in a way that delivers content and builds language capacity.

Root Cause: Learning experiences are not differentiated for EB students.

Problem Statement 2: Teams are not using common formative assessment data to conduct Data PLCs.

Root Cause: Teachers require more professional development on the data-driven instructional cycle.

Problem Statement 3: EB students are not qualifying to exit LEP due to a score less than Advanced High on the TELPAS Composite.

Root Cause: Students are unused to taking tests that require them to record themselves or practice listening comprehension; students lack opportunities to practice with the format and skills throughout the year.

Perceptions

Perceptions Summary

BMS continues to gather and analyze information about how well we are performing according to our various stakeholders. Looking at perceptions survey data from parents, students, and faculty paints Baines in a positive light as well as highlighting some opportunities to continue towards excellence.

BMS communicates weekly with parents via a school newsletter from the principal. We use X (formerly Twitter), our website, and other social media to highlight the achievements of our students and staff as well as provide practical information. Parents demonstrate engagement through our active PTO and on the SAS Parent Survey.

Students continue to have positive attitudes towards school with 80% of students responding Strongly Agree or Agree to the both of the following statements on the student SAS survey: "Overall, I feel good about being in school" and "I feel supported by teachers at this school."

Faculty morale and employee appreciation are important to Baines leadership as well as a priority for our PTO. Our staff receives multiple lunches, breakfasts, and other treats throughout the year, usually centered around holidays. All teachers can apply for PTO grants to support their classroom which are reviewed monthly by the PTO and principal. Out of 12 core content teacher team, 9 out of 12 are staying exactly the same and returning for the 2024-2025 school year. Teacher retention is high with the handful of teachers leaving generally retiring or leaving the district. March 2024 self-assessment survey data from teachers regarding our school's positive behavior intervention system (PBIS) implementation indicated that teachers agree that the school has clear behavior expectations for common spaces (91%) and that their classroom expectations are defined clearly and model the schoolwide expectations (100%). The number of teachers awarding students "Lasso awards" as a part of PBIS implementation has nearly doubled in the second year of the program. Teachers did express a desire for more clarity regarding which behaviors are handled in the classroom and which should be escalated to an administrator (51%).

In order to maintain our positive reputation we prioritize safety first and foremost followed by providing excellent instruction and a robust offering of athletic, artistic, and extracurricular offerings. We strive to hold our staff, students, and parents to high expectations in order to achieve our shared goals. The administration works to provide teachers the training, resources, and support needed to provide high quality learning experiences for students.

Perceptions Strengths

Baines has an ongoing community partnership with Harvest Baptist Church to supply our Longhorn Locker program which provides food, clothing, and school supplies to students in need. We have an active PTO that hosts multiple faculty luncheons and appreciation activities each year. They also provide snacks for teachers during the exhausting 10 days of STAAR testing. Extracurricular groups also sponsor faculty appreciation gifts at various points during the year. Teachers with perfect attendance are recognized in our monthly newsletter and given a small prize.

Baines has an active National Junior Honor Society, Student Council, and Pep Squad in addition to competing in UIL Fine Arts such as Choir, Band, Orchestra, and Theatre competitions. Baines continues to build on its history as a powerhouse when it comes to athletics. Both of our 7th grade girls A and B basketball teams were named District Champs. Narrowly missing a first place finish, our 8th grade boys and girls track and our 7th B and 8th A Volleyball teams came in a close second for the district championship.

Baines also had the remarkable distinction of having our very own Jake Woodson, Choir Director as District Finalist for Teacher of the Year while Principal Williams took home top honors as the Secondary District Principal of the Year beating out the 26 other middle and high school principals in the district.

Teachers are exhibiting more ownership of the PBIS positive referral system, awarding more than 200 Lasso Awards to students throughout the course of the year. Students were nominated by teachers for exemplifying the Lasso Way as part of the schoolwide PBIS framework. For the 2023-2024 school year, we set goals to exceed 200 referrals and increase the total number awarded by 5% from the year before, both of which goals we met with 345 referrals written and an increase of 11% from the prior year in the number of referrals

issued.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: PLC planning on teacher workdays is not effective

Root Cause: Teacher workday planning is largely unstructured and not tied to any specific outcomes.

Problem Statement 2: Teachers are writing referrals for behaviors that should be managed in the classroom.

Root Cause: Teachers lack training on PBIS behavior interventions ; lack of a schoolwide behavior flowchart.

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
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- State-developed online interim assessments
- 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
- 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.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- Equity data
- 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
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

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

Performance Objective 1: By June 2024, BMS will improve Tier I and II classroom instruction through the implementation of effective PLC planning, responsive instruction, and increase student ownership of learning by using classroom feedback protocols as evidenced by indicators of success.











Indicators of Success: Summative Indicators of Success:

- By June 2025, the number of students achieving Approaches Grade Level or above on math and RLA STAAR will increase by 5% respectively.
- By June 2025, the percent of students achieving Masters Grade Level on any STAAR test will increase by 5%.
- By June 2025, BMS will increase the number of students scoring Advanced High on TELPAS Composite by 10%.
- By June 2025 students receiving accelerated instruction through a lab class will show an increase of 30% on MAP performance from the BOY to EOY.
- By January 2025, all GT students will complete one makerspace project in the library.

Formative Indicators of Success:

- Students receiving targeted instruction through math lab/literacy class as well as those being provided with intervention through advisory will grow at least 5 percentage points between the STAAR BOY and STAAR Interim MOY.
- By January 2025 students receiving accelerated instruction through a lab class will increase MAP performance by 15% from the BOY.
- By June 2025 all GT students will complete one makerspace project in the library.




Strategy 1 Details	Reviews			
Strategy 1: Departments select at least one day per week dedicated to implementing small group instruction based on formative assessment data. Strategy's Expected Result/Impact: Assist teachers in planning for small group instructional routines and interventions Staff Responsible for Monitoring: Department chairs, content administrators, administrative team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 General Fund SCE	Formative			Summative
	Oct	Dec	Feb	June
	N/A	N/A	N/A	





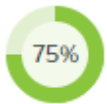







Strategy 2 Details	Reviews			
Strategy 2: Engage in Accountable Talk professional development throughout the year that focuses on how to increase students' opportunities for speaking and listening. Strategy's Expected Result/Impact: Teachers post Accountable Talk conversation norms and routines weekly as observed through the BMS Walkthrough Form. Staff Responsible for Monitoring: Department chairs, content administrators, administrative team, Learning Walk team	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: PLCs identify students who dropped a performance level from Masters or Meets on STAAR 2024 Math or RLA and conduct structured data talks to discuss each students' prior performance, goals, and strategies to improve their score. Strategy's Expected Result/Impact: PLC teams implement activities and routines as observed in lesson plans and walkthroughs. Staff Responsible for Monitoring: Department chairs, content administrators, administrative team TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 General Fund SCE	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By June 2025, teachers will develop classroom guidelines (Lasso expectations) for success for aspect of the lesson structure that also align with the campus PBIS framework in order to and address student behaviors that will result in a safe and productive learning environment as evidenced by the indicators of success.

- Indicators of Success:** Formative Indicators of Success:
- 100% teacher participation in PBIS professional development during August PD and ongoing through subsequent PD days.
 - During August PD, the staff and PBIS committee will develop a list and flowchart with definitions of behaviors to be addressed in the classroom and those that require administrative intervention.
 - By August 2025, all teachers will create and post guidelines for success within the classroom as evidences by CST/walkthrough observations.
 - By September 2024, 25% of teachers nominate students for exemplifying good character for the Longhorn Referral award.
 - By December 2024 and again before June 2025 counselors will deliver guidance lessons addressing the issue of bullying.
 - By January 2025 the number of students with a history of chronic absenteeism that are monitored by the Attendance Committee will decrease by 5%.
- Summative Indicator of Success:
- By June 2025, the number of discipline referrals for insubordination and disruption of the environment will decrease by 15%.
 - By June 2025, the "Feelings of Safety" score on the Student Engagement Survey will increase 5%.
 - By June 2025, at least 200 Longhorn Referral Awards will have been distributed.
 - By June 2025 the number of teachers responding "In Place" on the EOY SAS survey on PBIS implementation in their classroom will increase by 5%.

Strategy 1 Details	Reviews			
Strategy 1: Students receiving consequences during lunch will complete a PBIS self-reflection and create a plan to demonstrate more positive choices.. Strategy's Expected Result/Impact: Increase student ownership of PBIS cafeteria expectations resulting in smoother transitions and a cleaner, more orderly cafeteria. Establish common vocabulary and framework for understanding and communicating about student behaviors. Staff Responsible for Monitoring: Administrative team, teacher-leaders, Associate Principal. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
Strategy 2: Expanding recognition for contributing to a positive school culture through monthly Longhorn Referral Awards based on demonstrating the "Lasso" way to include a picture in the school newsletter, publicity, and a semester celebration. Strategy's Expected Result/Impact: Increase student and teacher ownership of PBIS. Staff Responsible for Monitoring: Administrative team, PBIS committee, PALS/Broadcasting teacher, teacher-leaders, Counselors. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Administrators meet quarterly to analyze discipline data and trends in order to establish agenda items for Pod Talks that directly teach and reinforce expectations. Strategy's Expected Result/Impact: Reinforce campus expectations, address trends in student behaviors, and revisit guidelines for success. Staff Responsible for Monitoring: Administrative team.	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: Facilitate bullying awareness and prevention through counselor guidance lessons and a schoolwide Bullying Awareness Week. Strategy's Expected Result/Impact: Increase student understanding of what bullying is, how to prevent it, and how to intervene appropriately. Staff Responsible for Monitoring: Counselors, administrative team, advisory teachers	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 5 Details	Reviews			
Strategy 5: Monthly staff attendance committee meetings followed by bi-weekly meetings with students struggling with attendance. Strategy's Expected Result/Impact: The committee will identify, monitor, and intervene on behalf of chronically absent students in order to maintain an average attendance rate of 95% or more. Staff Responsible for Monitoring: Administrative team, Attendance Clerk, Counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 6 Details	Reviews			
Strategy 6: BMS will increase awareness of health, wellness, and self-care through Thoughtful Thursdays facilitated by the counseling staff. Strategy's Expected Result/Impact: Increase student and staff participation and awareness of self-care practices that can positively impact their health and wellness. Staff Responsible for Monitoring: Wellness Committee TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

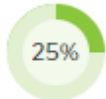










Performance Objective 1: Throughout the 2024-2025 school year BMS will retain all effective teachers and recruit new talent in a variety of ways that will result in a complete, talented staff as measured by the indicators of success.

Indicators of Success: Formative Indicators of Success:

Ongoing throughout 2024-2025 BMS will represent at 100% of district hiring events.

Summative Indicators of Success:








By August 2024 100% of campus teaching positions filled with certified teachers

Strategy 1 Details	Reviews			
Strategy 1: Meet with teachers new to Baines once per quarter in order to address upcoming school events, deadlines, policies, and address questions. Strategy's Expected Result/Impact: Create a support network of new and veteran teachers. Staff Responsible for Monitoring: Teacher leaders, administrative team	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Leveraging social media to recognize new and/or notable staff hires or achievements. Strategy's Expected Result/Impact: Increased positive communication with the community as well as promoting a positive school culture.	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Continue monthly teacher peer recognition program called the "Horns Award" for teachers and staff who exemplify the "Horns Spirit" which stands for: H- Honorable, Humble, Helpful, Humility, O- embrace opportunity, R- Resilience, Respectful, N- Noble, Neighborly, S- Supportive, Scholarly. Strategy's Expected Result/Impact: A more positive school culture where teachers/staff feel appreciated leading to better teacher attendance and lower turnover. Staff Responsible for Monitoring: Administrative team, teacher leaders	Formative			Summative
	Oct	Dec	Feb	June
	N/A	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: By June 2025, BMS will increase teacher, student, and parent engagement as measured by self-assessment surveys in order to support the school-home partnership as evidenced by the indicators of success.

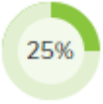





Indicators of Success: Formative Indicators of Success:
By June 2025, the number of parents and students participating in the EOY engagement surveys will increase 5% from the prior year.
By December 2025 BMS will host a Saturday event for families focused on supporting students for success.
Summative Indicators of Success:
By June 2025, parent and student survey results will show a year-over-year increase on the following indicators from the end-of-year Student Engagement Survey: positive relationships with adults in school and attitude toward learning.

Strategy 1 Details	Reviews			
Strategy 1: Leverage student leaders from the PALS class to plan and execute the No Place for Hate program. Strategy's Expected Result/Impact: Shift ownership of No Place for Hate to a student-led group will increase engagement and positive outcomes. Staff Responsible for Monitoring: PALS teacher, No Place for Hate administrator, counselors. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 2: By August 2025, BMS counselors will utilize SAS data to establish counseling priorities and reflect on past programming in order to prioritize and plan professional development for teachers and activities for students.

Indicators of Success: Summative Indicators of Success
The counselor team will meet with the CAC to disaggregate the Student SAS survey data in order to establish one school goal and one grade level goal

Strategy 1 Details	Reviews			
Strategy 1: Each counselor will choose 1-2 areas based on SAS data to plan advisory lessons and school-wide activities. Strategy's Expected Result/Impact: Development of counseling goals based on data and creating targeted guidance lessons and advisory activities Staff Responsible for Monitoring: Counselors, advisory teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

State Compensatory

Budget for Baines Middle School

Total SCE Funds: \$10,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Funds will be used to help support our students who are struggling in the area of math and reading and are serviced through our Math and Literacy Labs and specific advisory classes. In addition these funds will help support our tutorial program as well as incentives through planning, resources and instructional materials and supplies as the year progresses and new data becomes available. We will also use funds for professional development of our teachers.

Campus Funding Summary

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

Addendums

LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
BILLY BAINES052	BILLY BAINES	MIC 00003865	COOR CAMPUS ASSESSMENT	0.5	0	BANCROFT	BRYAN	T00900	1	199.31.1000.00.052.2024.24	24	A	210AUG
BILLY BAINES052	BILLY BAINES	MIC 00005719	TEACHER MS MATH	0.15	0	DOUGLAS	EMILY	T00262	1	199.11.1000.00.052.2024.24	24	A	187SEP
BILLY BAINES052	BILLY BAINES	MIC 00006342	TEACHER MS MATH	0.14	0	WASHINGTON	CHRISTA	T00262	1	199.11.1000.00.052.2024.24	24	A	187SEP
BILLY BAINES052	BILLY BAINES	MIC 00006345	TEACHER MS MATH	0.14	0	THREAT	CYDNEE	T00262	1	199.11.1000.00.052.2024.24	24	A	187SEP
BILLY BAINES052	BILLY BAINES	MIC 00006747	TEACHER MS MATH	0.14	0	HOLMAN	DEANNEA	T00262	1	199.11.1000.00.052.2024.24	24	A	187SEP

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