

Fort Bend Independent School District
Hodges Bend Middle School
2024-2025 Campus Improvement Plan



Mission Statement

District Mission:

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

Hodges Bend Middle School Mission: In collaboration with our parents, staff & community, HBMS will provide students with a safe environment to strive for academic and social-emotional EXCELLENCE while fostering and celebrating individuality and diversity.

Vision

District Vision:

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

Hodges Bend Middle School Vision: Hodges Bend Middle School will equip all students with the skills necessary to achieve EXCELLENCE in all aspects of life.

Value Statement

Today, I will be the very best I can be. I will not only pursue excellence but will help someone on my journey.
My fate is dependent upon me. I am a WARRIOR doing great things for all people.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

HBMS is a campus where collaboration as ONE TEAM with ONE GOAL, we are striving for EXCELLENCE. Specifically, stakeholders are working to increase academic growth, close achievement gap and decrease disciplinary infractions. Students are supported in these efforts by a focus on clarity, feedback and student ownership of learning and behavior. Students, parents and staff are aware of expectations and are committed to taking on the challenges to meet the goals.

Hodges Bend Middle School is currently comprised of sixty-three teachers (70%) and nine educational aides (11.2%). The remaining staff consists of twenty administrative support persons (22.22%). Of the sixty-three teachers, fifty-nine are fully certified with three teachers in the completion phase of their alternative certification program, all having met standard to receive recommendation for certification. One teacher serves under the district of innovation component, working towards certification completion (passing certification exam).

Hodges Bend MS staff experience is on average 11.4 years. Thirty percent (30.4%) of HBMS teachers have 1-5 year's experience, twenty five (25.5 %) percent of teachers have 11-20 year's experience, seventeen percent of teachers have 21-30 year's experience, fourteen (14.8%) of teachers have 6-10 years of experience and seven (10.5%) of teachers are classified as beginning teachers with zero years of experience. The overall turnover of staff at HBMS is very minimal based upon data.

Hodges Bend Middle School needs assessment process is described below. The school support team evaluated the 2022-23 data. We reviewed the following data:

- Texas Academic Performance Report (TAPR)
- Attendance
- Discipline
- Failure Lists
- Staff Quality
- Homeless Students
- Economically Disadvantaged
- Parent Participation
- Special Student Populations – 504, Special Education, GT, EB
- Staff Development
- Surveys and Interviews of Students/Staff/Parents
- Teacher Turnover Rates
- RTI-Dream Box Usage Reports
- Testing/Bell Schedule & Master Schedule
- AVID
- Technology
- K12 Insight/Title I Survey
- Talking Points Reports

Parents and community can access the CIP & CNA at: <https://www.fortbendisd.com/Page/37636> and hard copies can be retrieved from the front office.

Demographics

Demographics Summary

Enrollment data drives the school success and over time can affect the overall outcome of student achievement. Enrollment for Hodges Bend Middle School has decreased by 10.6% over the last three years. These numbers indicate that possible zoning decisions and economic disadvantages of families have been contributing factors as well as increase in foster care/group homes.

Based on the breakdown by ethnicity, gender, or other categories, data specifies that our current population entails 429 Females and 503 Males. The demographic can be further broken down by ethnicity and race. Of those numbers, 278 African American (29.83%), 489 Hispanic (52.47%), 38 White (4.08%), 6 American Indian (0.64%), 94 Asian (10.09%) and 2 Pacific Islanders (0.21%).

Student Demographics (2023 - 2024 Summer PEIMS file loaded 05/11/2024)		
	Count	Percent
Gender		
Female	429	46.03%
Male	503	53.97%
Ethnicity		
Hispanic-Latino	489	52.47%
Race		
American Indian - Alaskan Native	6	0.64%
Asian	94	10.09%
Black - African American	278	29.83%
Native Hawaiian - Pacific Islander	2	0.21%
White	38	4.08%
Two-or-More	25	2.68%

Hispanic and African American comprise the majority of students at HBMS. Our Hispanic subgroup is the largest followed by that of the African American subgroup. The sub-groups represent our largest student programs as well; 397 Emergent bilingual (EB) students (42.60%), 181 SpEd students (19.42%), 34 Section 504 (3.65%) and 23 Gifted & Talented students (2.47%) . Since the campus' demographic is represented by a majority of Hispanic and African Americans students, the numbers generated in percentages would appear that there is an over-representation of these subgroups in special programs. The under-representation would clearly be viewed in Asian and White students. Among all categories, male students are heavily represented.

See graph for breakdown.

Student Programs (2023 - 2024 Summer PEIMS file loaded 05/11/2024)		
	Count	Percent
CTE Attendance	135	14.48%
Gifted and Talented	23	2.47%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	2	0.21%
Section 504	34	3.65%
Special Education (SPED)	181	19.42%
Bilingual/ESL		
Emergent Bilingual (EB)	397	42.60%
Standard or Alternative Bilingual/ESL	373	40.02%
Dual Language Immersion/One-Way	0	0.00%
Dual Language Immersion/Two-Way	0	0.00%
Dyslexia		
Dyslexia Indicator Code	83	8.91%
Dyslexia Risk Code	0	0.00%

Dyslexia Risk Code	0	0.00%
Dyslexia Services Code	72	7.73%
Title 1 Part A		
Schoolwide Program	932	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Special Education Services (2023 - 2024 Summer PEIMS file loaded 05/11/2024)	Count	Percent
Instructional Settings		
Speech Therapy	58	6.10%
Homebound	0	0.00%
Hospital Class	0	0.00%
Resource Room	117	12.30%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	14	1.47%
Self Contained	22	2.31%
Full-Time Early Childhood	0	0.00%
Mainstream	66	6.94%

Over time, 19-20, 20-21, 21-22, 22-23 and 23-24 school years, there have been visible increases in special programs. Data shows that ESL grew from 21.42% (19-20), to 25.51% (20-21), to 29.67% (21-22) to 38.61% (22-23) to 42.60% (23-24) . SPED has near 1% increases over the span of the same school years beginning at 12.79% in 2019-21 to 14.24% in 21-22 and over 2% increase from 21-22 to 22-23 to 23-24. Students being identified as having the condition of Dyslexia increased. During the 19-20 school year, Dyslexia numbers were at 4.63%. between the 20/21 and 21/22, the Dyslexia increased slightly by .5% (5.33% to 5.87%); there was a slight decrease for the 22-23 school year (5.21%), followed by an increase for the 23-24 school year (7.73%). GT services remain the lowest program population at HBMS with a slight increase for the 23-24 school year (2.47%). CTE trends are not accurately reflected for two consecutive years (20-21 & 21-22); however, there is noted increase from 22-23 (8.35%) to 23-24 (14.48%). Data reflected for Section 504 programs 2019-2022 does not accurately reflect program participation.

	19-20	20-21	21-22	22-23	23-24
ESL/EB	21.42%	25.51%	29.67%	38.61%	42.60%
SPED	12.79%	13.19%	14.24%	16.81%	19.42%
CTE	36.39%	0%	0%	8.35%	14.48%
GT	2%	2.13%	1.63%	2.28%	2.47%
504	0.09%	.07%	.05%	4.99%	3.65%
Dyslexia	4.63%	5.33%	5.87%	5.21%	7.73%

Data does not support a significant exit rate of students in special programs.

Hodges Bend MS functions as a Title I school with the economic disadvantage total being 78.97% (736 total students). Students in foster care, students retained due to attendance or low academic performance and those McKinney Vento status are indicators of the At-Risk population on campus. Migrant students do not account for any enrollment at HBMS.

Student Indicators (2023 - 2024 Summer PEIMS file loaded 05/11/2024)	Count	Percent
Foster Care	21	2.25%
IGC Reviewed	0	0.00%
Intervention Indicator	316	33.91%
Migrant	0	0.00%

Military Connected	21	2.25%
Unschooler Asylee/Refugee	0	0.00%
Economic Disadvantage		
Economic Disadvantage Total	736	78.97%
Free Meals	613	65.77%
Reduced-Price Meals	34	3.65%
Other Economic Disadvantage	89	9.55%
Homeless Statuses		
Homeless Status Total	11	1.18%
Shelter	0	0.00%
Doubled Up	6	0.64%
Unsheltered	1	0.11%
Hotel/Motel	3	0.32%
Shelter	1	0.11%
Not Unaccompanied Youth	9	0.97%
Unaccompanied Youth	2	0.21%

The student mobility rate for HBMS increased from the 21-22 to the 22-23 school year (see graph below) and decreased slightly from 22-23 to 23-24. Our transient community border Alief ISD and a few low-economic families make up the neighboring communities.

Student Mobility Rate Report for All User Accessible Campuses for All Students

	2021 - 2022 (Covid-19 Remote)			2022 - 2023			2023 - 2024		
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
Campus Summary	172	1,021	16.85%	174	951	18.30%	165	950	17.37%
Hodges Bend Middle	172	1,021	16.85%	174	951	18.30%	165	950	17.37%

Hodges Bend MS has a total of 82.9 staff members, with 60.2 (72.7%) of staff members being teachers, 7.6 (9.2%) being professional support staff, 8.0 (9.7%) being Campus Administration and 7.0 (8.5%) being educational aides. Seventy staff members are minority. Staff ethnicity & gender is broken down as follows:

Teachers by Ethnicity:				
African American	24.6	40.9%	33.3%	11.8%
Hispanic	7.9	13.1%	16.8%	29.6%
White	17.2	28.5%	39.0%	54.9%
American Indian	1.0	1.7%	0.2%	0.3%
Asian	6.6	10.9%	8.1%	2.0%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	3.0	5.0%	2.3%	1.2%
Teachers by Sex:				
Males	14.3	23.7%	24.2%	24.4%
Females	45.9	76.3%	75.8%	75.6%

The teacher to student ratio is 14.1 (number of students per teacher), lower than both the district and state levels.

Demographics Strengths

Hodges Bend Middle school has various strengths as identified in the demographic component of the CNA.

- PLC Structures
- PLC Protocols

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Some students lacked access to basic necessities due to socio-economic status and hardships created by the pandemic and other external factors.

Root Cause: Hardships created by the pandemic and other external factors.

Problem Statement 2 (Prioritized): Students are not attending school on a consistent basis and parents are unaware of opportunities to support the campus in various capacities.

Root Cause: Apathy, language barriers and lack of access on part of the parent.

Student Learning

Student Learning Summary

Hodges Bend Middle School embraces a diverse student body with varying academic levels and abilities. Our overarching objective remains steadfast: to cultivate a dynamic learning environment that fosters student growth and proficiency across all essential skill sets. Through our dedicated efforts, we aim to equip every student with the necessary knowledge and competencies to confidently progress to the next grade level, ensuring their academic readiness and success.

Based on the 2022-2023 TAPR report, there are several notable trends and concerns regarding student performance:

Reading Proficiency Decline in 7th and 8th Grades: There has been a concerning decline in the number of students reaching grade level or above in reading, particularly in 7th and 8th grade. This trend is consistent across all student demographics.

Math Proficiency Improvement in Grades 6-8: Conversely, there has been significant progress in math proficiency across the campus, especially notable in grades 6th through 8th. This indicates a positive trend in math education.

Decrease in African American Students Approaching Grade Level: Despite overall improvements, there has been a notable 8% decrease in the proportion of African American students approaching grade level. This decline warrants attention and targeted interventions to address potential disparities.

Overall Positive Trajectory: Despite specific challenges, there is an overall positive trajectory in the percentage of students meeting or surpassing grade level standards across all subjects. The percentage has increased from 66% in 2022 to 71% in 2023.

Modest Improvement in ELA: In English Language Arts (ELA), there has been a modest 2% improvement, with 79% of students approaching grade level in 2023 compared to 77% in 2022.

Gains in Other Subjects: Similarly, there were gains in Math proficiency (from 58% to 68%), Science (from 71% to 77%), and Social Studies (from 50% to 55%) during the same timeframe. These improvements indicate positive strides in various academic areas.

Need for Targeted Interventions: While there are overall improvements, specific subgroups, such as African American students, may require targeted interventions to address the decline in performance and ensure equitable educational outcomes for all students.

In conclusion, while there are positive trends in math proficiency and overall academic performance, the decline in reading proficiency, particularly among certain student demographics, necessitates focused efforts to address disparities and ensure comprehensive academic success for all students.

REN 360 Testing

It seems there's a concerning trend in the performance of students between the beginning of the year (BOY) and the middle of the year (MOY), particularly in reading and math.

Here's a breakdown-based REN data:

1. Student Demographics:

- Special Education: 15.5%
- 504 Supports: 4.2%
- Emergent Bilingual (EB): 38.5%

2. Reading Performance:

- BOY: 25.4% did not meet growth, 74.6% met growth.
- MOY: 57.91% did not meet growth, 42.09% met growth.
- This shows a significant decline in the percentage of students meeting growth from BOY to MOY.

3. Math Performance:

- BOY: 40.77% did not meet growth, 59.23% met growth.
- MOY: 53.52% did not meet growth, 46.48% met growth.

- Similar to reading, there's a decline in the percentage of students meeting growth in math from BOY to MOY.

4. Comparison:

- In reading, there's an increase of 32.51% of students not meeting growth from BOY to MOY.
- In math, there's an increase of 12.75% of students not meeting growth from BOY to MOY.

5. STAAR Data

• Reading

	Spring 2024 STAAR Grade 6 Reading Language Arts					
	Total Students	Scale Score	STAAR Overall Performance Level			
			Did Not Meet	Approaches	Meets	Masters
HODGES BEND MIDDLE SCHOOL	276	1594	33.33%	26.81%	29.71%	10.14%
Economic Disadvantage	224	1587	35.27%	28.57%	26.79%	9.38%
Asian	24	1651	25%	16.67%	29.17%	29.17%
Black/African American	85	1593	34.12%	23.53%	30.59%	11.76%
Hispanic	145	1583	35.17%	30.34%	28.28%	6.21%
Native Hawaiian/Pacific Islander	1	1572	0%	100%	0%	0%
Two or More Races	8	1613	37.50%	12.50%	37.50%	12.50%
White	13	1615	23.08%	30.77%	38.46%	7.69%
Currently Emergent Bilingual	123	1579	35.77%	29.27%	28.46%	6.50%
First Year of Monitoring	2	1731	0%	50%	0%	50%
Second Year of Monitoring	3	1707	0%	33.33%	33.33%	33.33%
Third Year of Monitoring	1	1738	0%	0%	100%	0%
Special Ed Indicator	58	1481	79.31%	12.07%	6.90%	1.72%

	Spring 2024 STAAR Grade 7 Reading Language Arts					
	Total Students	Scale Score	STAAR Overall Performance Level			
			Did Not Meet	Approaches	Meets	Masters
HODGES BEND MIDDLE SCHOOL	269	1637	35.07%	17.91%	25.37%	21.64%
Economic Disadvantage	214	1625	36.15%	20.66%	25.82%	17.37%
American Indian/Alaskan Native	1	1702	0%	0%	100%	0%
Asian	38	1749	21.05%	2.63%	28.95%	47.37%
Black/African American	79	1611	37.18%	23.08%	19.23%	20.51%
Hispanic	136	1624	38.24%	18.38%	27.94%	15.44%
Two or More Races	6	1539	66.67%	0%	16.67%	16.67%
White	9	1651	11.11%	44.44%	22.22%	22.22%
Currently Emergent Bilingual	119	1621	41.18%	15.97%	23.53%	19.33%
First Year of Monitoring	1	1763	0%	0%	100%	0%
Fourth Year of Monitoring	2	1913	0%	0%	50%	50%
Second Year of Monitoring	2	1859	0%	0%	50%	50%
Third Year of Monitoring	2	1780	0%	0%	50%	50%
Special Ed Indicator	55	1502	72.73%	16.36%	10.91%	0%

	Spring 2024 STAAR Grade 8 Reading Language Arts					
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	Total Students	Scale Score	STAAR Overall Performance Level			
			Did Not Meet	Approaches	Meets	Masters
HODGES BEND MIDDLE SCHOOL	294	1688	23.47%	32.65%	22.45%	21.43%
Economic Disadvantage	228	1678	24.56%	35.53%	21.05%	18.86%
American Indian/Alaskan Native	3	1611	66.67%	0%	33.33%	0%
Asian	28	1766	10.71%	14.29%	32.14%	42.86%
Black/African American	83	1714	20.48%	31.33%	19.28%	28.92%
Hispanic	160	1658	27.50%	37.50%	20.62%	14.38%
Native Hawaiian/Pacific Islander	1	1966	0%	0%	0%	100%
Two or More Races	9	1702	11.11%	33.33%	55.56%	0%
White	10	1704	20%	30%	20%	30%
Currently Emergent Bilingual	126	1654	28.57%	42.86%	15.08%	13.49%
Fourth Year of Monitoring	1	1816	0%	0%	0%	100%
Second Year of Monitoring	1	1803	0%	0%	0%	100%
Third Year of Monitoring	2	1735	0%	0%	100%	0%
Special Ed Indicator	48	1583	47.92%	41.67%	6.25%	4.17%

- Math

	Spring 2024 STAAR Grade 6 Mathematics					
	Total Students	Scale Score	STAAR Overall Performance Level			
			Did Not Meet	Approaches	Meets	Masters
HODGES BEND MIDDLE SCHOOL	276	1655	46.74%	34.78%	14.49%	3.99%
Economic Disadvantage	224	1652	48.21%	35.71%	11.61%	4.46%
Asian	24	1744	25%	37.50%	16.67%	20.83%
Black/African American	85	1670	40%	37.65%	16.47%	5.88%
Hispanic	145	1630	55.17%	32.41%	11.72%	0.69%
Native Hawaiian/Pacific Islander	1	1615	100%	0%	0%	0%
Two or More Races	8	1667	37.50%	37.50%	25%	0%
White	13	1665	38.46%	38.46%	23.08%	0%
Currently Emergent Bilingual	123	1649	47.15%	37.40%	13.01%	2.44%
First Year of Monitoring	2	1793	50%	0%	0%	50%
Second Year of Monitoring	3	1781	0%	66.67%	0%	33.33%
Third Year of Monitoring	1	1736	0%	100%	0%	0%
Special Ed Indicator	58	1580	87.93%	5.17%	6.90%	0%

	Spring 2024 STAAR Grade 7 Mathematics					
	Total Students	Scale Score	STAAR Overall Performance Level			
			Did Not Meet	Approaches	Meets	Masters
HODGES BEND MIDDLE SCHOOL	268	1724	52.43%	20.60%	19.10%	7.87%
Economic Disadvantage	213	1721	57.75%	19.25%	16.90%	6.10%
American Indian/Alaskan Native	1	1860	0%	0%	100%	0%
Asian	38	1859	23.68%	13.16%	34.21%	28.95%

Black/African American	79	1714	56.96%	24.05%	15.19%	3.80%
Hispanic	135	1693	58.21%	21.64%	14.93%	5.22%
Two or More Races	6	1660	66.67%	16.67%	16.67%	0%
White	9	1751	44.44%	11.11%	44.44%	0%
Currently Emergent Bilingual	118	1711	55.56%	17.09%	20.51%	6.84%
First Year of Monitoring	1	1738	0%	100%	0%	0%
Fourth Year of Monitoring	2	1901	0%	50%	0%	50%
Second Year of Monitoring	2	1772	0%	50%	50%	0%
Third Year of Monitoring	2	1940	0%	50%	0%	50%
Special Ed Indicator	55	1630	80%	14.55%	5.45%	0%

	Spring 2024 STAAR Grade 8 Mathematics					
	Total Students	Scale Score	STAAR Overall Performance Level			
			Did Not Meet	Approaches	Meets	Masters
HODGES BEND MIDDLE SCHOOL	240	1777	44.35%	34.73%	16.32%	4.60%
Economic Disadvantage	189	1773	45.74%	33.51%	15.96%	4.79%
American Indian/Alaskan Native	3	1825	33.33%	33.33%	33.33%	0%
Asian	14	1908	14.29%	28.57%	28.57%	28.57%
Black/African American	65	1766	52.31%	33.85%	10.77%	3.08%
Hispanic	145	1768	43.75%	36.81%	15.97%	3.47%
Native Hawaiian/Pacific Islander	1	1884	0%	0%	100%	0%
Two or More Races	7	1793	42.86%	14.29%	42.86%	0%
White	5	1732	60%	40%	0%	0%
Currently Emergent Bilingual	111	1776	41.82%	37.27%	15.45%	5.45%
Fourth Year of Monitoring	1	1754	0%	100%	0%	0%
Third Year of Monitoring	1	1872	0%	0%	100%	0%
Special Ed Indicator	44	1685	67.44%	25.58%	4.65%	2.33%

	Spring 2024 STAAR Algebra I					
	Total Students	Scale Score	STAAR Overall Performance Level			
			Did Not Meet	Approaches	Meets	Masters
HODGES BEND MIDDLE SCHOOL	56	4339	1.79%	17.86%	30.36%	50%
Economic Disadvantage	40	4300	2.50%	20%	30%	47.50%
Asian	14	4265	0%	28.57%	28.57%	42.86%
Black/African American	19	4396	0%	10.53%	47.37%	42.11%
Hispanic	16	4368	6.25%	6.25%	25%	62.50%
Two or More Races	2	4171	0%	50%	0%	50%
White	5	4299	0%	40%	0%	60%
Currently Emergent Bilingual	16	4390	6.25%	6.25%	25%	62.50%
Second Year of Monitoring	1	4306	0%	0%	100%	0%
Third Year of Monitoring	1	4388	0%	0%	0%	100%
Special Ed Indicator	4	3923	25%	25%	0%	50%

- Social Studies

	Spring 2024 STAAR Grade 8 Social Studies					
	Total Students	Scale Score	STAAR Overall Performance Level			
			Did Not Meet	Approaches	Meets	Masters
HODGES BEND MIDDLE SCHOOL	295	3490	59.86%	24.49%	8.84%	6.80%
Economic Disadvantage	228	3460	63%	22.47%	9.69%	4.85%
American Indian/Alaskan Native	3	3331	100%	0%	0%	0%
Asian	28	3794	28.57%	39.29%	17.86%	14.29%
Black/African American	84	3576	58.33%	19.05%	13.10%	9.52%
Hispanic	160	3382	65.41%	25.79%	5.03%	3.77%
Native Hawaiian/Pacific Islander	1	4502	0%	0%	0%	100%
Two or More Races	9	3580	55.56%	22.22%	22.22%	0%
White	10	3502	70%	20%	0%	10%
Currently Emergent Bilingual	126	3405	69.84%	19.84%	6.35%	3.97%
Fourth Year of Monitoring	1	3100	100%	0%	0%	0%
Second Year of Monitoring	1	3465	100%	0%	0%	0%
Third Year of Monitoring	2	3755	0%	100%	0%	0%
Special Ed Indicator	48	3212	87.50%	6.25%	2.08%	4.17%

• **Science**

	Spring 2024 STAAR Grade 8 Science					
	Total Students	Scale Score	STAAR Overall Performance Level			
			Did Not Meet	Approaches	Meets	Masters
HODGES BEND MIDDLE SCHOOL	295	3727	41.16%	30.27%	22.79%	5.78%
Economic Disadvantage	228	3680	43.61%	29.52%	22.47%	4.41%
American Indian/Alaskan Native	3	3490	66.67%	0%	33.33%	0%
Asian	28	4098	17.86%	25%	39.29%	17.86%
Black/African American	84	3793	40.48%	29.76%	20.24%	9.52%
Hispanic	160	3599	46.54%	33.33%	18.87%	1.26%
Native Hawaiian/Pacific Islander	1	4170	0%	0%	100%	0%
Two or More Races	9	4008	22.22%	22.22%	55.56%	0%
White	10	3961	40%	20%	20%	20%
Currently Emergent Bilingual	126	3590	47.20%	35.20%	16%	1.60%
Fourth Year of Monitoring	1	3508	100%	0%	0%	0%
Second Year of Monitoring	1	4109	0%	0%	100%	0%
Third Year of Monitoring	2	4266	0%	0%	100%	0%
Special Ed Indicator	48	3334	75%	10.42%	14.58%	0%

Concerns:

There is an urgent need to address the declining performance and the increasing number of students not meeting growth targets, especially in reading. The significant increase in the percentage of students not meeting growth from BOY to MOY suggests a need for intervention strategies and targeted support.

Possible Actions:

Implement targeted interventions for students who are not meeting growth targets. Provide professional development opportunities for educators to address the diverse needs of students, particularly those receiving Special Education services, 504 supports, and emergent bilingual students.

Collaborate with stakeholders, including teachers, administrators, parents, and community partners, to develop comprehensive strategies to support student learning and address learning gaps.

Teachers stand to gain immensely from professional learning sessions tailored to refine their instructional models, complemented by comprehensive training sessions focused on honing their skills in collecting, analyzing, and utilizing data-driven instruction to enhance student progress and guide instructional strategies effectively. Furthermore, providing additional training sessions dedicated to optimizing small group instruction and supporting our emergent bilingual students would be invaluable.

These are proactive approaches, HBMS, is taking to address the diverse needs of our students and prioritize growth and progress. Here's a breakdown of the impactful interventions and strategies we are currently providing.

Weekly HB1416 Lessons:

Focusing on Math and English Language Arts aligns with the core areas where students often require additional support. These focused lessons can help reinforce key concepts and skills.

Digital Programs:

Leveraging platforms like Dreambox and IXL provides personalized learning experiences for students, allowing them to work at their own pace and receive targeted instruction tailored to their individual needs.

Math and Literacy Interventionists:

Providing targeted support from intervention specialists is crucial for addressing specific learning needs identified through data analysis. Push-in support ensures that interventions are seamlessly integrated into the classroom environment, maximizing their effectiveness.

Moreover, students can significantly benefit from targeted small group interventions within the classroom, strategically designed to address any existing academic gaps they may encounter. Embracing a data-driven instructional approach holds immense potential to foster student growth and enhance academic achievement across all subject areas.

ESL Collaboration:

Close collaboration between ESL teachers and classroom instructors is essential for supporting emergent bilingual students in language acquisition while also ensuring they have access to grade-level content. This collaborative approach promotes a supportive learning environment for language learners.

Data-Driven Approach:

Emphasis on data to drive instructional decisions is key to identifying areas of need and measuring the effectiveness of interventions. Continuously monitoring student progress allows for timely adjustments and ensures that interventions are responsive to student needs.

By implementing these comprehensive strategies and interventions, we are taking a proactive approach to address the diverse needs of our student population and promote growth and progress for all learners. Continued collaboration, data analysis, and ongoing professional development will further strengthen efforts to support student success.

Student Readiness:

HBMS specifically is comprised of grades 6-8 with a minimum of 2 teachers per content area at each grade level, 7 physical education teachers, 1 health teacher, 2 SAILS teachers, 6 SpEd teachers, 8 fine arts teacher, 1 AVID teacher, 1 STEM elective teachers and 1 CTE teacher. Additionally, Title I funds are utilized to support instructional coaches in the following area: Math, ELA and Science as well as Literacy & Math Interventionist; it is significant to note that the Math Instructional coach position remained vacant for 75% of the 23-24 school year as a result of candidates not successfully screening into the applicant pool. Teachers support instruction, teaching 6 of seven periods following a hybrid schedule model: M/Th/F-periods 1-7 and Tues/Wed-abbreviated periods 1-7 with a 30 minute advisory/intervention period. In addition to instructional staff, HBMS is supported with administrative staff as follows: Principal, Associate Principal, 2-Assistant Principals, Dean of Instruction, Campus Assessment Coordinator, 3-Counselors and Librarian. Moreover, para-professional staff also support the campus.

FBISD Curriculum & Instruction specialists support the development of a robust curriculum that is written by teams that include content area teachers to develop, review, revise, and publish

curriculum documents. This department also seeks feedback from all teachers to survey the effectiveness of the curriculum. Curriculum for all content areas and grade levels include the following sections: Unpacking the TEKS, Learning Progressions, Instructional Delivery and Unit Assessments. These elements provide teachers and school leaders with clarity about the learning standards, how to deliver differentiated instruction to students at varying proficiency levels, and options for how to assess student learning based on the rigor of the TEK. FBISD curriculum maintains alignment between curriculum that is written, taught, and tested based on state standards. The curriculum is used to guide Professional Learning Communities (PLC) at HBMS as we consistently engage in collaborative discussions purposed for building capacity in core content concepts, designing assessments that measure students' authentic thinking; creating exemplars that reflect mastery; designing learning experiences that lead students to concept mastery; and analyzing data to inform our next steps in instruction. One of our greatest strengths this year is teachers' acquisition of content clarity. With the support of instructional coaches & interventionists, teachers analyze the TEKS to develop learning intentions and success criteria. An area of continued focus is ensuring alignment between assessments and standards as well as developing questions that meet the rigor of the standards.

The scope of assessments administered encourages ownership of learning and reflecting on next steps. Teachers and leaders of learning are informed through the following data points: pre-assessments, formative, and summative assessments, Renaissance 360, STAAR, and district and campus curriculum-based assessments (used as data points to identify learning gaps and growth for all sub populations: on level, EB, Sped, 504, GT, and AAC). Learners have access to paper-based and web-based assessments. Paper – based assessments ensure equity through using graphic organizers, visuals, and models. Web-based assessments allow teachers to support students through the utilization of digital features such as: text -to - speech, voice recording, and immersive reader. Each department was given 100 pairs of headphones for students to use for accessing necessary supports during learning experiences and assessments.

Moreover, PLC teams engage in ongoing learning to improve their practices in designing and delivering engaging, learning experiences that follow each content area's instructional model and support 21st century learning skills. In 2017, HBMS was one of three middle school campuses that received a Verizon Innovative Learning School (VILS) grant; and although the grant expired in 2021, FBISD has chosen to continue support our learners by providing laptops to each student who meets the basic requirements. Teachers design lessons that integrate technology and collaboration in daily learning experiences including, but not limited to: research using district supported databases; Microsoft Office 365 applications; Lumio to assess understanding; Schoology learning management tools such as media albums, discussion posts, assessment types aligned to STAAR Redesign 2.0; virtual manipulatives and TI-Inspire Navigator calculators are used build students' conceptual understanding of math; Sora digital library offers students choice in selecting independent reading books and tracks their growth; and a variety of accountable talk strategies that foster collaborative learning and discussion. In addition to intense focus on Tier I instruction, another critical focus for this school year is using feedback and revision during the learning process to drive students' ownership. Feedback and revision promote the idea that learning is not linear but a process; students consistently receive actionable feedback from teachers and peers which has decreased failure rates each 9-week cycle.

HBMS teachers strive to close learning gaps in identified students. Our student body includes 19.7% of students receiving Special Education services, 9% who receive 504 support and 42.39 % have been identified as emergent bilingual (EB). Since our students have high needs, we prioritize growth and progress. Instructional leaders and teachers have implemented high impact-high yield interventions such as: weekly HB1416 lessons to support Math and English Language Arts, digital programs (DreamBox and iReady), math and literacy interventionists push in to support classes that data has reflected need small group or 3:1 support, ESL teachers push into Science and Social Studies classes, tutorials service students who are in urgent need of intervention, weekly after-school tutorials for learning acceleration, and GT clustering in core classes. Current data indicates a greater focus on data analysis and Tier I instruction in order to close gaps, in addition to interventions.

Although teachers provide varied types of support for struggling learners and collect data, our identified weaknesses are Tier I instruction, ongoing data tracking and progress monitoring. Core content area PLC teams inconsistently use the Evidence- Analysis- Action (EAA) protocol to analyze students' authentic work samples to inform their next steps in reteach opportunities, instructional planning, and grouping students for intervention or enrichment. In June 2024, campus instructional leaders attended "Data Driven Instruction" training presented by Region IV ESC to learn an efficient process for data collection, monitoring, and reteaching. The instructional leadership team delivered professional learning sessions to core content area teams to support all PLC teams in the use of data to drive instruction. Another area of focus is enhancing tier 1 instructional practices. Classroom observations have revealed that although effective lesson design happens in PLC meetings, some teachers display a reluctance to implement what was planned or struggle to deliver quality learning experiences aligned to the rigor of the TEK. To remedy this, teachers will need job embedded professional learning on strategies that foster student centered learning; followed by engaging in instructional coaching cycles and consistent monitoring and feedback by administrators.

Student Learning Strengths

Hodges Bend middle school has areas of strength aligned to student learning as evidenced by various data sources. Areas of strength include, but are not limited to:

- Access to curriculum resources
- Lesson Design

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement indicates a need for data analysis aligned to the curriculum in order for teachers to make informed instructional decisions.

Root Cause: Teachers need continued training/support aligned to data analysis to support effective Tier I instruction and interventions.

Problem Statement 2 (Prioritized): Students were underperforming in content areas as measured on formal and informal assessments. **Root Cause:** Teachers need continued training/support in delivering effective and engaging lessons at the rigor of the standard using Tier I high yield strategies to support all students academically.

Problem Statement 3 (Prioritized): Data indicates a disparity between students in sub pops who are receiving specialized services (GT, SpEd, EB, 504 and at-risk) . **Root Cause:** Teachers need continued training/support in delivering differentiated (small group instruction) learning to meet the academic needs of all learners.

Problem Statement 4 (Prioritized): Student achievement indicates a need for data analysis aligned to the curriculum in order for teachers to make informed instructional decisions.

Root Cause: Teachers need continued training/support aligned to data analysis to support effective Tier I instruction and interventions.

Problem Statement 5 (Prioritized): Students were underperforming in content areas as measured on formal and informal assessments. **Root Cause:** Teachers need continued training/support in delivering effective and engaging lessons at the rigor of the standard using Tier I high yield strategies to support all students academically.

School Processes & Programs

School Processes & Programs Summary

Engaged & Well Rounded Students

HBMS provides opportunities for all students to engage in extra-curricular activities including but not limited to an athletic team and UIL performing class such as band orchestra, choir, drama and Kickstart we have clubs such as AVID, Wings, Girls Who Code, NJHS, GT Mentoring PALS, Robotics, FCA, Cheerleaders, Young Boys Making a Difference, Art Club and the Principal Advisory Committee.

Data from the K12 Insight/Title I survey indicates that seventy six percent of the participants indicate that their student takes an interest in extracurricular clubs/activities/programs. Additionally, eighty five percent of participants indicated that they are encouraged to participate in school sponsored activities.

Activities designed to promote engaged and well-rounded students at HBMS include: AVID parent night, Title I parent night, Open House, Fine Arts performances/extravaganzas (Choir, Band, Theater, Art, STEM), athletic events, GT parent night, International Festival and Warrior Academy. Moreover, the athletic department organized a field trip to support students in obtaining their physical in order to participate in athletics/team sports for the 2024-2025 school year. HBMS continues to have a need for adult sponsorship to ensure that students have optimal opportunities for engagement.

Additional opportunities for engagement are outlined in the chart below:

Club	Sponsor	Prerequisite	Dues/Fees	Meeting Days and Times
Robotics	TBD	TBD	None	
Student Council	TBD	C average or above in all classes no D's or F's. Good citizenship no N's or U's.	\$30	TBD
Wings	Mrs.Farrow Mrs. McDowell	TBD	TBD	TBD
Art Club	Ms. Denison	Must be passing all classes and no discipline referrals.	\$10	TBD
National Junior Honor Society (NJHS)	Mr. Burris	Members selected 2 nd semester of 7 th Grade, based on grades and teacher recommendation	\$20	TBD
Band	Mr. Goldfarb Ms. Cantu	None	None	During Class time

Club	Sponsor	Prerequisite	Dues/Fees	Meeting Days and Times
Fellowship of Christian Athletes (FCA)	Mrs. Farrow	Christians or curious about the Faith.	None	Thursdays afterschool until 5:15 p.m. Library
PALS	Mrs. Randle	8 th Grade. Application during second semester of 7 th Grade	None	Meets during 3 rd Period Class Time
Athletics	Coach Sausser Coach Adams	7 th and 8 th grade students. Must be passing all classes	All equipment supplied except football shoes.	Football practice Monday-Friday until 5:30 p.m. Volleyball practice Monday-Friday 6:30 a.m.
AVID	Trina Gray	6-8 grades application and selection process.	TBD	N/A
Makerspace	Cody Burris	None	none	8:20-8:50 Library (pass required)
Cheerleading	Ms. Thomas	Tryouts held in the spring for the upcoming year.	TBD	Weekdays afterschool
SAILS Coffee Entrepreneurs	TBD-SAILS Teacher	Classroom compliance/ readiness skills	None	Every Friday 1 st through 3 rd Period
Drama/Theatre	Mrs. Kerr	TBD	TBD	TBD
Orchestra	Mr. Coldiron	none	none	During class time
Science Club	TBD	none	none	Thursdays in Mrs. Willis classroom
Choir	Ms. Brandt	TBD	TBD	TBD
Girls Who Code	Ms. Holliday	TBD	TBD	TBD
Yearbook	Ms. Holley	TBD	TBD	During Class/Before/ Afterschool
Board Game Club	Ms. Marko	None	None	Every Wednesday after school
Young Boys Making a Difference (YBMAD)	Mr. Cousin	None	None	Second & Fourth Tuesday of each month

Club	Sponsor	Prerequisite	Dues/Fees	Meeting Days and Times
Principal Advisory Committee	Mrs. Brooks	None	None	During Lunch, once per month
No Place for Hate	Ms. Shelton Ms. Blackmon Ms. Stewart	Passing all classes Good attendance No Discipline Referrals	None	TBD

In order to support increased student engagement, a PTO is being established for the 2024-2025 school year to increase opportunities for parent involvement thus contributing to a positive campus culture.

The HBMS counseling department, provides social emotional supports to students through implementation of character lessons each month. Students engage in learning and discussion aligned to age appropriate character traits/social lessons during advisory.

Professional Learning & Quality Staff

Fort Bend ISD and Hodges Bend Middle School seek teacher applicants with a minimum of a four-year degree from an accredited university program. Teacher candidates must possess the required educator certification for the content/level in which they are seeking employment or be in enrolled in an approved alternative educator certification program. Para-educators must possess an associates degree or the completion of 48 college credit hours from a regionally accredited college or university. An individual who does not possess any of those requirements must take and pass the ParaPro Assessment as a viable alternative.

Hodges Bend Middle School is currently comprised of sixty teachers (73%) and seven educational aides (8%). The remaining staff consists of sixteen administrative support persons (19%).

Of the sixty teachers, fifty-six are fully certified with four teachers in the initial phase of their alternative certification program, serving as instructional apprentices. One teacher serves under the district of innovation component, working towards certification completion (passing certification exam).

Teachers at Hodges Bend Middle School are evaluated using the Texas Teacher Evaluation and Support System (T-TESS) with a focus on providing continuous, timely and formative feedback to educators as a means of supporting improved practice. Teachers are provided an annual update training regarding T-TESS to review the evaluated components. Throughout the school year, teachers receive a minimum of two, 15-minute formal walkthroughs and one, 45 minute evaluation. Evidence based feedback is provided to the teacher and through collaboration, professional learning opportunities are identified to support pedagogical growth.

Teacher recruitment occurs in various ways. Social media platforms (Twitter, Facebook, Campus Webpage) are utilized to publicize and market campus specific positions. Additionally, the district posts general positions using the Taleo platform. During peak hiring season, district wide employment fairs in which HBMS is provided an identified space to market the campus and solicit applicants.

Hodges Bend MS staff experience is on average 11.4 years. Thirty percent (30.4%) of HBMS teachers have 1-5 year's experience, twenty five (25.5 %) percent of teachers have 11-20 year's experience, seventeen percent of teachers have 21-30 year's experience, fourteen (14.8%) of teachers have 6-10 years of experience and seven (10.5%) of teachers are classified as beginning teachers with zero years of experience. The overall turnover of staff at HBMS is very minimal based upon data.

Staff is assigned to work with students based upon certification and historical data such as STAAR success rate, classroom management/discipline data and professional development (GT hours, co-teach training, SIOP training, etc.).

Experienced teachers who are interested in mentoring and have data that supports qualification can be assigned and/or volunteer to serve as a mentor to novice teachers. Experienced teachers attend training at the district level (TAPP) to provide outlined supports for mentoring new teachers. New teachers are strategically assigned to the mentor and observation and feedback meetings are scheduled throughout the school year. Moreover, at HBMS, new (and veteran) teachers have the opportunity to engage in coaching sessions with campus instructional coaches. Teachers are allowed to share feedback, concerns and inquiries during these meetings to support their growth. The impact of the district and campus programs has resulted in HBMS novice teachers remaining beyond year one.

Hodges Bend Middle School is committed to continuous improvement. Systems that are currently in place to build capacity include dedicated time for teachers to engage in the PLC process resulting in teacher clarity of curriculum and development of lessons that are aligned to the district curriculum. Instructional coaches support teachers during PLCs as well as engage in coaching cycles within the classrooms to ensure that teacher pedagogy is increased. Moreover, students are placed in Advisory classes academic intervention and/or enrichment.

Targeted interventions are developed to support the academic needs of the students. Regular review of data is conducted via PLC meetings based upon the intervention data, benchmark assessments and classroom CFAs. Additionally, data is collected for tracking and analyzed during CPAC, PBIS, Attendance and Discipline meetings. Based upon the collected data, professional learning opportunities are designed. Campus personnel (Interventionists, ICs, Administrators) conduct job embedded trainings throughout the school year. In addition, the faculty and staff engaged in book studies designed to support the campus morale. As additional data is collected (CST walks, discipline referrals, formal/informal observations), staff members are designated to attend professional conferences and trainings via Region IV and other organizations. Staff members may also identify areas of desired and/or needed learning and select professional development aligned to the need.

Professional learning opportunities for the staff include:

- Book Study aligned to Instructional Priorities
- Job Embedded Learning opportunities aligned to clarity, feedback, TIER I instruction & Intervention.
- Learning intention and success criteria creation/co-creation
- PLC implementation
- PBIS
- Data analysis to support instruction
- Restorative Practices
- T-TESS Refresher
- Building formative assessments
- AVID

Implementation of professional learning is monitored through campus identified non-negotiables that are observed during formal and informal campus walks. Additionally, implementation is documented via Lesson Plans. Upon review of data over the course of the school year, regression was noted around Clarity and Feedback did not grow significantly. Deficits in Tier I instruction were noted campus wide. Staff members are provided with feedback regarding implementation and plans for next steps are identified to promote continuous improvement.

School Processes & Programs Strengths

Hodges Bend middle school has areas of strength aligned to student learning as evidenced by various data sources. Areas of strength include, but are not limited to:

- Facilities
- Opportunities for extracurricular engagement
- Teacher Retention

Perceptions

Perceptions Summary

Professional Learning & Quality Staff

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Safety and Well-Being

In reviewing data related to safety and well-being, most students and parents feel safe at the school. Seventy one percent of parents stated that safety and security procedures are in place and staff and students are aware of procedures. Seventy six percent of parents indicate that their child is safe and secure at school. Of this parent group, eighty two percent are aware of the safety procedures. A system, including the use of QR codes, was developed to document frequent checks of exterior doors to ensure that they were appropriately secured.

HBMS has seen a decrease in overall discipline referrals as compared to last school year (2043 last year/same time to 1022 to date this year). The most significant areas of increase include drug related offenses, specifically related to vaping and vaping paraphernalia, disruptive behavior, skipping & tardies. Our areas for growth opportunities/improvements are vaping awareness, consistent classroom structures and arriving to class on time and remaining there.

Areas of continued support include: vaping, attendance and student behavior. Emphasis on PBIS and refining the system will be an area of focus for the 24-25 school year to support trends of decreasing student misconduct.

Community Engagement

Hodges Bend Middle School offers various ways for the community and families to be engaged in meaningful activities that support student's learning. Parents and community receive communication in various languages through a texting app called "Talking Points" and the campus newsletter. Some of the languages spoken by the families are Spanish, Vietnamese, Hausa and Hindi. Some of the activities that families and community members are involved in include campus decision-making committees such as CPAC, TPAC, LPAC, and PTA all of which provide valuable feedback. Attending and participating in classes offered by the Family Center is another way that families and community members support student's learning. Some of the classes include how to navigate Skyward & Schoology, English Conversation Class, Literacy, Crafts and Conversations, College and Career Readiness, Transitioning, Health and Wellness and "Practical Parenting", a class that provides lessons on having a healthy family relationship along with other important topics to help parents with adolescent children. It is observed that more families are able to attend school meetings such as Warrior Camp when scheduled on Saturday mornings.

Other school events such as Open House, Title I Night (Fall & Spring), Warrior Camp, Fine Arts programs, Family Library Night and Sports events provide additional opportunities to support and engage with the students and community.

In addition, Hodges Bend MS offers services available to families and students in special programs. These services are specialized advisory, Basic ELA, Basic Reading, Basic Math, Co-Teaching, inclusive supports, ESL Beginners or ESL Intermediate classes based on their academic needs and ARD and LPAC decisions. Also provided is ESL push in support in Science and Social Studies classes. Some students show growth while others do not. Students identified as GT are provided opportunities to participate in specialized advisories as well as attend classes in cluster groups. GT parent night events are scheduled face to face and virtually. For families, the family center offers practical parenting education to support and help the needs of the families with a special child.

Evidence of family and community involvement exists through sign in sheets and photos of events.

The Warrior Emporium provides food and personal hygiene items to our students. It is sponsored by our community partner, Sugar Land Methodist Church and One Church at Bethel's Family. Supports provided include services such as DJ services for PBIS events, providing snacks for campus student events as well as providing appreciation incentives for staff throughout the year.

Culture

In reviewing data regarding school culture and climate there is overall positive feedback with some areas for improvement. Some of the stronger points are that the facilities are kept in excellent shape and the addition of new furniture has added to a positive climate; moreover, the addition of Lumio Smart Boards has increased morale.

Staff surveys (mid-year principal climate survey, campus surveys & SAS survey) indicate that the principal treats staff with respect, is approachable and clearly communicates expectations while supporting them in the work that is done with students. Teachers and staff indicated that campus celebrations are meaningful and enjoyable.

Teachers and staff members are provided an opportunity to participate in the CPAC committee in which decisions related to campus goals and strategies are discussed and evaluated. Other committees designed to solicit feedback from campus stakeholders include: PBIS, discipline, faculty climate, attendance, data, etc. Surveys are conducted at various points throughout the year, as well, to allow staff voice to be heard. Based upon the data collected, campus-based policies are developed and/or changed to better meet the needs of all students and staff.

Community perception of HBMS varies depending upon the level of involvement. Many parent groups are comfortable engaging on committees and providing feedback regarding the campus. Survey completion was significantly lower for the 2023-2024 school year as a result of the Title I survey being combined with the K12 Insight survey. During the 2022-2023 school year, 46 parents participated compared to 36 parents participating for the 2023-2024 school year. Based upon data collected via the K12 Insight/Title I parent survey, highest indicators are outlined in the chart below:

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
I am kept informed about my child's behavior.	94%	Academic Support
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	88%	Student Support
I feel welcome in my child's school.	88%	Family Involvement
I am kept informed about my child's grades and academic progress.	85%	Academic Support
School leaders clearly communicate the school's mission, vision, and goals.	85%	School Leadership

Lowest ranking indicators are identified as follows:

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
I am kept informed about my child's behavior.	94%	Academic Support
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	88%	Student Support
I feel welcome in my child's school.	88%	Family Involvement
I am kept informed about my child's grades and academic progress.	85%	Academic Support
School leaders clearly communicate the school's mission, vision, and goals.	85%	School Leadership

HBMS is a campus where collaboration as ONE TEAM with ONE GOAL, we are striving for EXCELLENCE. Specifically, stakeholders are working to increase academic growth, close achievement gap and decrease disciplinary infractions. All students are supported in these efforts by a focus on clarity and student ownership of learning and behavior. All students, parents and staff are aware of expectations and are committed to taking on the challenges to meet the goals.

Perceptions Strengths

Hodges Bend middle school has areas of strength aligned to student learning as evidenced by various data sources. Areas of strength include, but are not limited to:

- Staff perception of administration
- Intentional efforts to strengthen climate/culture
- Warrior Emporium

- HBMS Parent Center
- Students are able to identify staff members with whom they are comfortable confiding in.
- School leadership
- Perceptions of school safety have increased.
- Teacher Retention

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Systems that were in place to reward positive behaviors were implemented inconsistently as a means of rewarding positive behaviors. **Root Cause:** Apathy contributed to a lack of intrinsic motivation and engagement in positive campus interactions.

Problem Statement 2 (Prioritized): Parents are unaware of opportunities to support the campus in various capacities. **Root Cause:** Language barriers and lack of varied opportunities to support involvement.

Problem Statement 3 (Prioritized): Staff feedback indicates that teachers do not feel adequately supported by campus administration. **Root Cause:** Staff feel overwhelmed with professional tasks.

Problem Statement 4 (Prioritized): Some at-risk students lacked access to basic necessities due to socio-economic status, and hardships created external factors. **Root Cause:** Hardships created by external factors.

Problem Statement 5 (Prioritized): Students are struggling to attend school on a consistent basis and to maintain timeliness when they are in attendance. **Root Cause:** Apathy created by social promotion and external factors.

Priority Problem Statements

Problem Statement 1: Students are not attending school on a consistent basis and parents are unaware of opportunities to support the campus in various capacities.

Root Cause 1: Apathy, language barriers and lack of access on part of the parent.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student achievement indicates a need for data analysis aligned to the curriculum in order for teachers to make informed instructional decisions.

Root Cause 2: Teachers need continued training/support aligned to data analysis to support effective Tier I instruction and interventions.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students were underperforming in content areas as measured on formal and informal assessments.

Root Cause 3: Teachers need continued training/support in delivering effective and engaging lessons at the rigor of the standard using Tier I high yield strategies to support all students academically.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Data indicates a disparity between students in sub pops who are receiving specialized services (GT, SpEd, EB, 504 and at-risk) .

Root Cause 4: Teachers need continued training/support in delivering differentiated (small group instruction) learning to meet the academic needs of all learners.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Systems that were in place to reward positive behaviors were implemented inconsistently as a means of rewarding positive behaviors.

Root Cause 5: Apathy contributed to a lack of intrinsic motivation and engagement in positive campus interactions.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Parents are unaware of opportunities to support the campus in various capacities.

Root Cause 6: Language barriers and lack of varied opportunities to support involvement.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Staff feedback indicates that teachers do not feel adequately supported by campus administration.

Root Cause 7: Staff feel overwhelmed with professional tasks.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Some students lacked access to basic necessities due to socio-economic status and hardships created by the pandemic and other external factors.

Root Cause 8: Hardships created by the pandemic and other external factors.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Student achievement indicates a need for data analysis aligned to the curriculum in order for teachers to make informed instructional decisions.

Root Cause 9: Teachers need continued training/support aligned to data analysis to support effective Tier I instruction and interventions.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Students were underperforming in content areas as measured on formal and informal assessments.

Root Cause 10: Teachers need continued training/support in delivering effective and engaging lessons at the rigor of the standard using Tier I high yield strategies to support all students academically.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Some at-risk students lacked access to basic necessities due to socio-economic status. and hardships created external factors.

Root Cause 11: Hardships created by external factors.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Students are struggling to attend school on a consistent basis and to maintain timeliness when they are in attendance.

Root Cause 12: Apathy created by social promotion and external factors.

Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Violence and/or violence prevention records

- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

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 May 2025, HBMS will improve instruction & intervention through student ownership of learning in all content areas, as demonstrated by change in instructional practices, resulting in student academic growth & achievement as measured by formative indicators.

Indicators of Success: By May 2025, 75% of HBMS students will make expected progress or above on STAAR tested areas as evidenced by MAP (math and reading) STAAR Growth Report (BOY, MOY & EOY).

Formative Evidence:

Increase implementation of research based/identified Tier I instructional strategies, by 10%, as measured by campus walkthroughs (formal and informal) from August to December.

Increase in student growth from BOY to EOY MAP to the next performance level by all students and student groups (At-Risk, failing, ED, EB, 504, SPED, GT).

Summative Evidence:





Increasing performance on STAAR Meets and Masters Grade Level performance.

Increasing performance of students meeting STAAR Progress Measures.

Improving student growth from MOY to EOY MAP to the next performance level by all students and student groups (At-risk, failing, EB, 504, SPED, GT).

Strategy 1 Details		Reviews			
Strategy 1: By May 2025, HBMS will improve instruction through job embedded professional development around strengthening Tier I instructional strategies as evidenced by student achievement. Strategy's Expected Result/Impact: Clarity for teachers to determine how to provide instruction at the appropriate level of rigor to support students in making adequate instructional progress. Staff Responsible for Monitoring: Administrators, Instructional coaches, Department Heads, Team Leaders, Dean of Instruction, CAC & Interventionists Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Professional Development - 211 Title I-A - \$14,000, Professional Development - 199 General Fund - \$7,900, Book Study - 211 Title I-A - \$3,292.84, Book Study - 199 General Fund - \$200		Formative			Summative
		Oct	Dec	Feb	June
Strategy 2 Details		Reviews			
Strategy 2: By May 2025, students identified as failing, at-risk, gifted, EB, SpEd and/or 504 will be provided with differentiated instruction in small groups in all core content areas to close achievement gaps and promote the cycle of feedback through the use targeted intervention and acceleration. Strategy's Expected Result/Impact: Increased assessment scores and student academic growth. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Department Heads, Team Leads, Dean of Instruction, Interventionists, Classroom Teachers & Students. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3 Funding Sources: Print Shop for Interventions - 211 Title I-A - \$2,000, IXL - 211 Title I-A - \$17,000, Supplies - 211 Title I-A - \$33,000, Supplies - 199 General Fund SCE - \$29,480, Supplies (SPED) - 199 Special Education - \$2,300, Supplies - 199 General Fund - \$9,676, Instructional Support (Instructional Coach and Interventionists) - 211 Title I-A - \$463,606		Formative			Summative
		Oct	Dec	Feb	June

Strategy 3 Details	Reviews			
Strategy 3: By May 2025, HBMS will improve the instruction and intervention through the analysis of data in professional learning communities as evidenced in a change in formative indicators and instructional practices. Strategy's Expected Result/Impact: Data analysis will provide detailed information regarding student academics in order to support informed instructional decision making. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Department Heads, Team Leads, Dean of Instruction, Classroom Teachers, Interventionists & Students. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Tutorials - 211 Title I-A - \$5,000, Tutorials - 199 General Fund - \$1,500	Formative			Summative
	Oct	Dec	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student achievement indicates a need for data analysis aligned to the curriculum in order for teachers to make informed instructional decisions. Root Cause : Teachers need continued training/support aligned to data analysis to support effective Tier I instruction and interventions.
Problem Statement 2: Students were underperforming in content areas as measured on formal and informal assessments. Root Cause: Teachers need continued training/support in delivering effective and engaging lessons at the rigor of the standard using Tier I high yield strategies to support all students academically.
Problem Statement 3: Data indicates a disparity between students in sub pops who are receiving specialized services (GT, SpEd, EB, 504 and at-risk) . Root Cause: Teachers need continued training/support in delivering differentiated (small group instruction) learning to meet the academic needs of all learners.

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 May 2025, HBMS will improve climate and culture by implementing PBIS strategies specifically promoting 4B's (Be Respectful, Be Responsible, Be Prepared, Be Safe), restorative practices/circles and CHAMPs increasing student ownership of behavior as evidenced through various data sources.

HB3 Goal

Indicators of Success: By May 2025, the percentage of "In Place" systems on the SAS survey will increase by 5% from October, discipline infractions will decrease by 10% as evidenced by discipline data reports retracted from various sources (Skyward, On Data Suite, Performance Matters).

Formative Evidence:

- Increase the percentage of "In Place" on the SAS systems by 5%.
- Decrease in discipline referrals as compared to 24-25 December totals.

Summative Evidence:

- Increased Student and Staff attendance rate by 10%.
- Decreased total office referrals by 5%.
- Decreased in ISS/OSS and DAEP referrals by 5%.

Strategy 1 Details	Reviews			
Strategy 1: By May 2025, student behavior will improve through PBIS implementation as evidenced by discipline indicators. Strategy's Expected Result/Impact: Student discipline will decrease as students are motivated to earn PBIS rewards. Staff Responsible for Monitoring: Administrators, Dean of Instruction, Counselors, Instructional Coaches, Teachers & Students. Title I: 2.5, 2.6 Problem Statements: Perceptions 1 Funding Sources: Navigate360 - 211 Title I-A - \$3,249.50, Student Incentives - 211 Title I-A - \$5,000, Student Incentives - 199 General Fund - \$4,500	Formative			Summative
	Oct	Dec	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Systems that were in place to reward positive behaviors were implemented inconsistently as a means of rewarding positive behaviors. **Root Cause:** Apathy contributed to a lack of intrinsic motivation and engagement in positive campus interactions.

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

Performance Objective 1: By May 2025, HBMS will improve teacher quality by providing support and training throughout the school year as evidenced by increase in teacher perception of school leadership support.

Indicators of Success: By May 2025, teacher absences will decrease by 5% as evidenced by ReadySub reports and staff perception of administrative support will increase by 10% as evidenced by feedback retracted from various surveys.

Formative Evidence:

Increase in positive staff feedback as evidenced by monthly surveys.

Decrease in teacher absences by 5%.

Summative Evidence:

Increased Staff attendance rate by 10%.

Decrease staff turnover by 5%.

Strategy 1 Details	Reviews			
Strategy 1: By May 2025, HBMS will improve teacher mentorship and support through professional development as evidenced by stakeholder feedback & teacher retention. Strategy's Expected Result/Impact: Staff attendance & retention will improve as perceptions of support have increased. Staff Responsible for Monitoring: Administrators, Dean of Instruction, Counselors, Interventionist & Instructional Coaches. Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Perceptions 3 Funding Sources: Program Evaluation - 211 Title I-A - \$3,000	Formative			Summative
	Oct	Dec	Feb	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Staff feedback indicates that teachers do not feel adequately supported by campus administration. Root Cause: Staff feel overwhelmed with professional tasks.

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 May 2025, HBMS will improve community engagement, communication & innovation as a means of increasing participation and engagement in campus activities by offering multiple opportunities for support and information for parents and all students as evident through our indicators of success.

Indicators of Success: By May 2025, HBMS will have a 5% increase in parent/community participation as evidenced by attendance at various campus events (Open House, Title I Parent Night, etc.) and obtainment of the CREST Award.
Formative Evidence:

Increased parent/guardian attendance at campus events as compared to 2023-2024.





Increase in community partnerships

Summative Evidence:

Increased opportunities for parent training.

Increased opportunities for community events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: By May 2025, teachers and staff will increase communication utilizing Talking Points as a means of parent engagement resulting in increased attendance & participation. Strategy's Expected Result/Impact: Increase in parent engagement, supporting student growth towards obtaining the attributes of the profile of a graduate and improved attendance. Staff Responsible for Monitoring: Administrators, Parent Educator, Teachers, Counselors, Parents & Students. Title I: 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2 Funding Sources: Talking Points - 211 Title I-A - \$5,441.66				

Strategy 2 Details	Reviews			
Strategy 2: By May 2025, counselor impact through collaboration with area partnerships, will increase community engagement, resulting in student growth & achievement as all students at HBMS will have access to various essentials in order to support their health, physical and social-emotional needs. Strategy's Expected Result/Impact: Increase in community engagement providing support to students that will result in decreased distraction due to unmet needs. Staff Responsible for Monitoring: Administrators, Parent Educator, Teachers, Counselors, Librarian, Social Worker . Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Parental Involvement - 211 Title I-A - \$2,000	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: By May 2025, HBMS will improve innovation as evidenced by counselor impact measured through participation in obtaining the CREST award. Strategy's Expected Result/Impact: Increase in campus events and opportunities for students and parents that will result in documented, increased community engagement. Staff Responsible for Monitoring: Counselors, Parent Educator, Teachers, Counselors, Parents & Students. Title I: 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: Field Trip and Field Trip Transportation - 211 Title I-A - \$2,000	Formative			Summative
	Oct	Dec	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Some students lacked access to basic necessities due to socio-economic status and hardships created by the pandemic and other external factors. Root Cause: Hardships created by the pandemic and other external factors.
Problem Statement 2: Students are not attending school on a consistent basis and parents are unaware of opportunities to support the campus in various capacities. Root Cause: Apathy, language barriers and lack of access on part of the parent.
Perceptions
Problem Statement 2: Parents are unaware of opportunities to support the campus in various capacities. Root Cause: Language barriers and lack of varied opportunities to support involvement.

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

State Compensatory

Budget for Hodges Bend Middle School

Total SCE Funds: \$17,480.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Our campus State Compensatory Education (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 coordinating academic interventions (Campus Assessment Coordinators) designed to support student achievement on the STAAR assessment. We offer intensive accelerated instruction and intervention in math and/or literacy to identified students in intervention classes designed to intervene directly with identified students in math and literacy. Additional supportive staffing units are also funded with SCE and used to supplement needs for additional district/campus staff for addressing social-environment issues (Social Workers, Behavioral Health Facilitators, PBIS Interventionists, etc.). We also fund tutorial supplemental pay and transportation as needed for tutorials for identified students as part of our accelerated instruction to support students most at-risk. Identification and the responsibility of delivery of services for At-Risk students are initiated by our campus staff while district level oversight concerning related Student Information Services (SIS) coding, program implementation and general SCE fiscal and compliance (including training and updates) are the direct responsibility of the State and Federal Programs department. The budget amount listed within this CIP does not include the staffing costs associated with this campus; however, those fund amounts are included in the District Improvement Plan SCE Funds section.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
India Bell	Literacy Instructional Coach	ELA	1
Jacqueline Fields	Math Specialist	Math	1
Jsakeita Amadi	Literacy Specialist	ELA	1
Kristen Williams	Dean of Instruction	Administration	1
Krystal Byrd	Parent Educator	Parents	1

Campus Funding Summary

199 General Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$7,900.00
1	1	1	Book Study		\$200.00
1	1	2	Supplies		\$9,676.00
1	1	3	Tutorials		\$1,500.00
2	1	1	Student Incentives		\$4,500.00
Sub-Total					\$23,776.00
199 General Fund SCE					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies		\$29,480.00
Sub-Total					\$29,480.00
211 Title I-A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$14,000.00
1	1	1	Book Study		\$3,292.84
1	1	2	IXL		\$17,000.00
1	1	2	Supplies		\$33,000.00
1	1	2	Instructional Support (Instructional Coach and Interventionists)		\$463,606.00
1	1	2	Print Shop for Interventions		\$2,000.00
1	1	3	Tutorials		\$5,000.00
2	1	1	Student Incentives		\$5,000.00
2	1	1	Navigate360		\$3,249.50
3	1	1	Program Evaluation		\$3,000.00
4	1	1	Talking Points		\$5,441.66
4	1	2	Parental Involvement		\$2,000.00
4	1	3	Field Trip and Field Trip Transportation		\$2,000.00
Sub-Total					\$558,590.00

199 Special Education					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies (SPED)		\$2,300.00
Sub-Total					\$2,300.00