

Fort Bend Independent School District

Baines Middle School

2023-2024 Campus Improvement Plan

Accountability Rating: B



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 1305 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. 40% of students qualify as economically disadvantaged and 20% 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 20% 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, up from 12% 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 56% of whom are white followed by 34% Black, 6% Hispanic, and 3% Asian. 75% of our teaching staff has greater than 6 years of experience and our staff average years of experience stands at 10.3. Average number of students per teacher is 17.5. Additionally, instruction is supported by 14 Educational Aides primarily for Special Education services. All teachers and paraprofessionals are fully certified. Chronic absenteeism decreased from 12.2% in 2021-2022 to 9.1% in 2022-2023.

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 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:** Lesson plans and activities are not constructed with ELPS as an instructional focus.

Student Learning

Student Learning Summary

-Our highest achieving students regressed the most.

-The greatest movement we had was students dropping from Masters to Meets (271). We also saw an additional 202 students who scored Meets in 2022 but only Approaches or less in 2023. These two groups accounted for 473 out 736 tests that received 0 points (ie, the student went down a performance level).

354 -Less and 1 in 3 students that DNM in 2022 achieved Approaches or higher in 2023. 501 students were DNM in 2022, 147 moved to Approaches or above leaving students that DNM for at least 2 years in a row.

-EB student achievement trails that of non-EB students in every subject across all performance levels.

See charts of STAAR and Renaissance Reports: click [here](#).

Student Learning Strengths

2021-2023 STAAR 3-8 Performance Report

The percent of students achieving Approaches or above increased for our target student groups: Hispanic, Black, and Economically Disadvantaged in all but Social Studies which saw a state-wide decline.

The percent of students achieving Meets on RLA STAAR increased across all student groups.

Approaches or Above		Meets or Above		Masters	
All Students		All Students		All Students	
Subject Area - Reading		Subject Area - Reading		Subject Area - Reading	
2023	85%	2023	64%	2023	32%
2022	84%	2022	59%	2022	40%
2021	78%	2021	53%	2021	28%
Subject Area - Math		Subject Area - Math		Subject Area - Math	
2023	79%	2023	47%	2023	16%
2022	75%	2022	48%	2022	26%
2021	70%	2021	39%	2021	14%
Subject Area - Science		Subject Area - Science		Subject Area - Science	
2023	86%	2023	40%	2023	20%
2022	83%	2022	55%	2022	28%
2021	73%	2021	51%	2021	27%
Subject Area - Social Studies		Subject Area - Social Studies		Subject Area - Social Studies	
2023	68%	2023	24%	2023	18%
2022	71%	2022	48%	2022	26%
2021	70%	2021	39%	2021	18%

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

2023	85%	81%	72%	95%	97%	70%	95%	67%	93%
2022	84%	74%	68%	91%	94%	46%	93%	69%	93%
2021	78%	62%	66%	87%	95%	59%	85%	46%	86%
Subject Area - Math									
2023	79%	72%	64%	91%	95%	65%	89%	61%	88%
2022	75%	69%	51%	90%	95%	45%	83%	53%	86%
2021	70%	57%	51%	86%	92%	46%	81%	35%	82%
Subject Area - Science									
2023	86%	76%	76%	95%	99%	73%	94%	70%	92%
2022	83%	65%	56%	92%	97%	44%	92%	68%	94%
2021	73%	62%	58%	84%	93%	40%	86%	25%	84%
Subject Area - Social Studies									
2023	68%	58%	46%	80%	93%	46%	81%	36%	81%
2022	71%	72%	56%	87%	93%	55%	80%	51%	85%
2021	70%	66%	49%	83%	86%	42%	80%	27%	79%

Meets or Above									
	All Students	African American	Hispanic	White	Asian	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk
Subject Area - Reading									
2023	64%	55%	43%	76%	85%	41%	77%	38%	75%
2022	59%	47%	42%	72%	82%	38%	72%	38%	74%
2021	53%	40%	35%	66%	75%	24%	65%	16%	63%
Subject Area - Math									
2023	47%	31%	26%	66%	72%	25%	62%	28%	56%
2022	48%	30%	26%	66%	76%	21%	55%	24%	56%
2021	39%	24%	18%	55%	65%	16%	50%	7%	49%
Subject Area - Science									
2023	57%	40%	35%	71%	83%	30%	73%	23%	71%

2022	55%	42%	32%	74%	80%	32%	68%	30%	72%
2021	51%	35%	33%	66%	71%	18%	63%	4%	61%
Subject Area - Social Studies									
2023	37%	24%	21%	41%	63%	20%	47%	9%	48%
2022	48%	31%	23%	53%	68%	20%	55%	20%	58%
2021	39%	26%	20%	56%	59%	14%	49%	8%	46%

Masters									
	All Students	African American	Hispanic	White	Asian	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk
Subject Area - Reading									
2023	32%	22%	15%	43%	50%	11%	44%	10%	42%
2022	40%	29%	23%	51%	61%	22%	51%	21%	54%
2021	28%	21%	14%	34%	44%	11%	34%	3%	34%
Subject Area - Math									
2023	16%	8%	4%	23%	32%	5%	23%	5%	21%
2022	26%	12%	9%	34%	53%	4%	25%	7%	25%
2021	14%	8%	6%	16%	32%	3%	20%	1%	19%
Subject Area - Science									
2023	20%	11%	12%	29%	29%	9%	26%	2%	27%
2022	29%	16%	8%	48%	54%	10%	39%	8%	43%
2021	27%	16%	13%	34%	45%	6%	34%	N/A	32%
Subject Area - Social Studies									
2023	18%	10%	8%	21%	31%	5%	25%	2%	24%
2022	26%	19%	9%	32%	48%	8%	36%	12%	35%
2021	18%	10%	8%	26%	30%	4%	23%	N/A	21%

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:** Lesson plans and activities are not constructed with ELPS as an instructional focus.

Problem Statement 2: Teams are not using common formative assessment data to conduct Data PLCs. **Root Cause:** Teachers require more training on the data-driven instructional cycle. Follow-up has been inconsistent; additionally, teachers did not have a program to track their own assessment data.

Problem Statement 3: Tier 2 students aren't receiving adequate intervention. **Root Cause:** Significant increase in the numbers of students needing Tier 2 intervention; lack instructional resources and unclear professional expectations.

Problem Statement 4: Over 400 students attaining Meets or Masters in the prior year are lost a performance level. **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 2023-2024 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. 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. We will continue to focus on student ownership of the lesson's learning intentions and their ability to define success criteria. We will have all of our ELA and 8th grade Science Teachers participating in Accountable Talks this year which will be a focus of our district learning walks. We will PD days throughout the year to check-in and for ongoing professional development.

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.

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.

Professional development and resources are needed in the areas of facilitating small-group instruction, implementing positive behavior intervention classroom management systems, and meeting the needs of EB students in all content areas.

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, teacher leaders, the professional learning lead, and the technology integration champion. 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.

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. Additionally, Renaissance is given to all 6th grade students and 7th/8th grade Tier 2 or 3 students at the beginning, middle, and end of the year. Student progress on Ren360 is reported to teachers and parents. The results from the math and reading universal screener testing is also used by teacher teams to plan for interventions and enrichment.

School Processes & Programs Strengths

Campus professional learning communities (PLCs) are organized by grade level content area. The PLCs use the Ren360 data and results from formative and summative assessments to drive instruction.

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, soccer club and

student council. Baines have outstanding arts and athletics programs. Our master schedule maximizes the amount of time spent in instruction and instructional time is protected from unnecessary interruptions. The building is divided between core and elective opportunities. Within the core areas the rooms are in pods and aligned by content. This provides the teachers the opportunity to communicate with each other regularly. Additionally we have systems in place that help in student movement to their classes.

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:** Lesson plans and activities are not constructed with ELPS as an instructional focus.

Problem Statement 2: Teams are not using common formative assessment data to conduct Data PLCs. **Root Cause:** Teachers require more training on the data-driven instructional cycle. Follow-up has been inconsistent; additionally, teachers did not have a program to track their own assessment data.

Perceptions

Perceptions Summary

For the 2023-2024 school year, opportunities exist to reset many elements of the climate, culture, and perceptions of Baines Middle School. Those elements include, but are not limited to:

- accountability for staff, students, and parents
- maintaining a safe learning and working environment for students and staff.
- provide teachers the training, resources, and support needed to provide high quality teaching and learning experiences for students
- implement strategies and activities that focus on the Profile of a Graduate; specifically effective communicator and collaborative team member
- faculty morale and employee appreciation
- clarity and effective communication of professional expectations
- streamlined school policies and procedures process
- reworking Data PLCs
- PLC cohesion
- PBIS positive student referral recognition program

Perceptions Strengths

Baines has an ongoing community partnership with Harvest Baptist Church and HEB 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.

Baines is a powerhouse when it comes to athletics. In the 2022-2023 school year our principal, volleyball coach, and an 8th grade male athlete all took the top spot in FBISD's district awards last year. In addition, our boys and girls B basketball team won the district championship last year, as well as our 7th and 8th grade girls track won for the second year in a row. Faculty were encouraged to join the Longhorn Fan Club by attending 2 evening sporting or fine arts event. Those who demonstrated that extra bit of school spirit were given a fan club shirt as recognition of their support of Baines extracurricular activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some PLCs aren't utilizing planning time effectively. **Root Cause:** Teachers may lack training in collaborative planning methods or strategies.

Problem Statement 2: PBIS language is not being used in the classrooms. **Root Cause:** Lack of structured feedback to teachers regarding their PBIS routines.

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 2024, the number of students achieving Approaches Grade Level or above on math STAAR will increase by 5%.

By June 2024, the percent of students achieving Masters Grade Level on any STAAR test will increase by 5%.

By June 2024, BMS will increase the number of students exiting the LEP program by 20%.






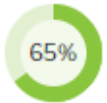
By January 2024, all GT students will complete one makerspace project in the library.








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 June 2024, a MOY and EOY campus created student survey will be given to students, and students' sense of ownership of their learning will increase by 5%.

By June 2024 all GT students will complete one makerspace project in the library.

Strategy 1 Details	Reviews			
Strategy 1: Increase Tier 2 small group instruction in Math and ELA classes 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
				
Strategy 2 Details	Reviews			
Strategy 2: Increase opportunities for structured feedback protocols. Strategy's Expected Result/Impact: Teachers plan to use Accountable Talk stems and routines weekly as reflected in their lesson plans and through observation. Staff Responsible for Monitoring: Department chairs, content administrators, administrative 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 2023 Math or Reading and develop lesson activities and instructional routines that support differentiation for those students to ensure rigorous engagement. 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><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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 2024, BMS will expand the PBIS framework to establish campus and classroom expectations and guidelines for success 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.

By August 2024, all teachers will create and apply 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 2023 and again before June 2024 counselors will deliver guidance lessons addressing the issue of bullying.

By January 2024 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 2024, the number of discipline referrals for insubordination and disruption of the environment will decrease by 15%.


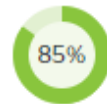


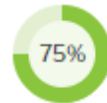


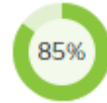








By June 2024, the "Feelings of Safety" score on the Student Engagement Survey will increase 5%.

By June 2024, at least 200 Longhorn Referral Awards will have been distributed.

By June 2024 students reporting feeling safe at school on the SAS will increase 5%.

By June 2024 the number of students with a history of chronic absenteeism that are monitored by the Attendance Committee will decrease by a total of 10% from the BOY.

Strategy 1 Details	Reviews			
Strategy 1: School-wide PBIS training in August pre-service and ongoing reflection through faculty meetings, PD, and PLCs. Strategy's Expected Result/Impact: Increase student ownership of behavior by ensuring alignment with campus PBIS expectations. 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: Recognizing students for contributing to a positive school culture through quarterly Longhorn Referral Awards based on demonstrating the "Lasso" way. Strategy's Expected Result/Impact: Increase student and teacher ownership of PBIS. Staff Responsible for Monitoring: Administrative team, teacher-leaders, Counselors. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
Strategy 3: Administrators facilitate Pod talks to directly teach and reinforce campus behavior 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: Bullying awareness, prevention, and character education lessons and school activities including No Place for Hate events and counselor guidance lessons. 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: Administrative team, PALS administrator, counselors	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 5 Details	Reviews			
Strategy 5: Monthly Attendance Committee meetings Strategy's Expected Result/Impact: The committee will identify, monitor, and intervene on behalf of chronically absent students 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 and wellness through announcements and advisory lessons. Strategy's Expected Result/Impact: Increase student and staff participation and awareness of 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 2023-2024 school year BMS will retain all effective teacher 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 2023-2024 BMS will represent at 100% of district hiring events.

Summative Indicators of Success:

By August 2023 100% of campus teaching positions filled with certified teachers

Strategy 1 Details	Reviews			
Strategy 1: Meet with teachers new to Baines once per month. 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: Implement a new monthly teacher recognition program called the "Horn Award" for teachers and staff. Strategy's Expected Result/Impact: A more positive school culture where teachers/staff feel appreciated and lower turnover. Staff Responsible for Monitoring: Administrative team, teacher leaders	Formative			Summative
	Oct	Dec	Feb	June
				
<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 2024, BMS will increase community engagement by providing new opportunities for student and parent involvement by hosting feedback meetings to support the school-home partnership as evidenced by the indicators of success.


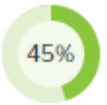
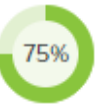





Indicators of Success: Formative Indicators of Success:

By June 2024, the number of parents and students participating in the EOY engagement surveys will increase 5% from the prior year.

By June 2024, BMS will analyze monthly Coffee with the Principal meeting attendance in order to increase participation by 5% each month.

Summative Indicators of Success:

By June 2024, 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 PALS class to facilitate coalitions as part of 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
				
Strategy 2 Details	Reviews			
Strategy 2: Establish Bi-annual Student and Parent Survey Strategy's Expected Result/Impact: BMS will disseminate parent and student surveys in October and April in order to gather information about student and parent perceptions, questions, and suggestions Staff Responsible for Monitoring: Administrative team, social worker, counselors, specialists. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Create a virtual Coffee with the Principal option to increase participation. Strategy's Expected Result/Impact: The number of opportunities to participate in Coffee with the Principal will increase as well as they way parents can join. Staff Responsible for Monitoring: Administrative team	Formative			Summative
	Oct	Dec	Feb	June
				



No Progress



Accomplished



Continue/Modify


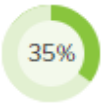
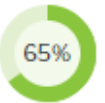






Discontinue

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 2024, BMS will utilize SAS feedback to assist teachers in providing timely and specific feedback to parents as evidenced by the indicators of success.

Indicators of Success: Summative Indicators of Success
The percent of parent responses on the SAS survey question "Teachers give timely and appropriate feedback about student work" will increase from 59% responding agree or strongly agree to 65%

Strategy 1 Details	Reviews			
Strategy 1: PD for teachers, ongoing coaches, targeted walkthroughs focusing on feedback throughout the lesson cycle. Strategy's Expected Result/Impact: Increased teacher ownership of the process and a decrease in the number of grading or student feedback concerns from parents. Staff Responsible for Monitoring: Administrators, Department Heads ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
<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

	Strengths	Concerns
Student Engagement Survey	<p>Baines Middle School students are motivated to learn.</p> <ul style="list-style-type: none">• 93% desire to get good grades• 91% desire to succeed in the world outside of school• 86% enjoy being creative in school• 83% take pride in their work• 84% of our students feel supported an adult at the school• 86% feel good about their school• 81% care about their school <p>Each of these categories tie into each other.</p>	<p>Students are not talking to adults in school about ideas, career goals, or applying for college. Only 65% are engaging in academic conversations with their teachers and only 69% feel safe at school.</p> <ul style="list-style-type: none">• 65% engage in academic conversation with teachers• 61% enjoy working on task that require a lot of thinking• 67% school work makes me curious to learn new things• 53% discuss grades with a teacher• 50% talk to an adult in school about career goals• 36% talk to an adult in school about applying to college

Action Planning Tool



What did you find?	What needs to be done?	Who and By When?	Resources	Potential Barriers	Communication and Implementation
Staff are not speaking with students about career plans.	Career Day 8 th grade is already established, extending it to the entire school. Have a college focus 1 a month during advisory classes	AVID site team – May 2024	Campus created college/careers resources (powerpoints, posters)	We all want all of our students to attend college but all may not. Making sure to include careers where college is not needed. Making sure what we share is culturally relevant to all students.	Include AVID students in announcements about upcoming college/career lessons in advisory
Students don't feel comfortable speaking with teachers as it pertains academics.	Adults need to find a way to build a safe environment where students feel comfortable speaking to them about grades.	All adults on campus; throughout school year.	Advisory lessons, restorative circles, staff-teacher interactions; club meetings	Culturally some students do not feel comfortable speaking to an adult on campus.	Work in conjunction with counselors about presenting Advisory lessons about which adults they can go to on campus and how than can also help with non-academic needs. Students complete survey. Monitored by counselors and administrators.
Less than 70% of students feel safe.	PBIS is reviewing our anti-bullying campaign to address students understanding of what is bullying vs peer conflict. Advisory lesson should focus on peer conflicts (once a month)	PBIS Committee and counselors will have an action plan in place by the end of the 1 st nine weeks.	District PBIS support Advisory lessons, Character Traits Lessons	Students not following protocols that are established. Same concerns with lessons not done in advisory. Ensuring that all staff are doing the advisory lesson with fidelity. Possible ways to overcome is to model them in faculty meetings for the staff prior to scheduling them	PBIS administrator and counselors will monitor.

				with the students.	

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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