

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



Mission Statement

FBISD Mission:

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

FSMS Mission:

Fort Settlement Middle School is committed to meeting the unique needs of our students by fostering a community of academic excellence and social responsibility.

Vision

FBISD Vision:

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

FSMS Vision:

At Fort Settlement Middle School WE BELIEVE ALL STUDENTS CAN LEARN at high levels, and we are committed to doing whatever it takes to ensure that all students learn at high levels within a warm and caring environment.

Falcon Pride Code of Conduct

Be RESPECTFUL, RESPONSIBLE, SAFE, & READY TO LEARN!

Falcons don't just fly, we SOAR!

Serve, Overcome, Achieve, Respect

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Fort Settlement Middle School
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Comprehensive Needs Assessment

Demographics

Demographics Summary

For the 2023-24 school year, our campus focus continued to be that FSMS Falcons SOAR...Serve, Overcome, Achieve and Respect. We spent time during our advisory activities teaching and modeling these pillars and what it looks like to SOAR in all areas of our school community with additional emphasis on academics and behavior in the classroom, hallways, and common areas. During the 2019-20 school year, FSMS received two major distinctions: we were named as a Texas School to Watch by TASSP/NASSP and as State and National School of Character. We were redesignated as a Texas Schools to Watch in March of 2023 and have reapplied for The School of Character award for the 2024-25 school year.

Fort Settlement Middle School is a school of ethnic diversity with students from all around the world. Each year FSMS continues to grow. Our enrollment for 2023-2024 school year was around 1520 for most of the year. Our enrollment is projected to decline below 1500 for 24-25, so we did lose 2 FTE's. The majority of our student body is Asian/Pacific Islander (65%), White (15.5%), Hispanic (7.7%) and African Americans(6.8%). This ethnic breakdown has held steady for the past several year. The gender breakdown of our student population yields close to an equal split with 48.59% female and 51.41% male. While the majority of our students are not considered to be economically disadvantaged, we have seen an increase in that percentage of our population over the last 3-5 years when our campus was an open campus for transfers. FSMS is basically a neighborhood school and continues to grow with more and more houses each year.

About 22% of students at FSMS are considered to be at-risk which is about the same as last year; the majority of those who are in this category are identified due to not meeting standards on state assessments. We have had an annual attendance rate of over 98% for over 5 years with a drop out rate of 0.1% or less. About 22.7% of our students have qualified for the Gifted and Talented Program and all of our core area teachers have completed the required 30 hour training for GT. About 6.7% of students at FSMS receive Special Education services, 5.1% are Section 504, and just about 13.3% of our population are identified as English Language Learners and receive ESL services--a percentage that has grown in recent years. All of our ELA teachers have their ESL supplemental certification, and teachers in other content areas are also looking to acquire the ESL certification in to help support our EB students in their other classes.

The average class size at FSMS has increased over recent years to average at about 25 or more students per class. The average years of experience of the staff at FSMS is over 12 years, most who have over 10 years with the district. The demographics of our staff do not align with the demographics of our student population as the majority of our staff is White and a majority of female staff members. Additionally, we have a large portion of students who are Asian or of the Middle Eastern culture; very few of our staff members are either of these. No teachers retired after the 23-24 school year, but 6 left for opportunities outside of FBISD. Since opening 23 years ago, we still have 10 staff members on board who opened the school.

The teachers at Fort Settlement are all highly qualified. To ensure that talented and effective personnel are recruited, we use the district program to search for and screen potential candidates and then set up interviews accordingly. Typically, a team of staff interview potential hires along with the principal to make hiring suggestions/decisions. Due to the ongoing teacher shortage, additional efforts have been make to recruit and retain quality staff members. Last year our campus had 2 Instructional Apprentices and 3 resident teachers join our teaching staff.

At the end of the 2022-23 school year discipline information was reviewed and based on the kinds of referrals the campus was seeing as well as feedback from teachers, our discipline matrix was redesigned. Each grade level also implemented the Teacher Assigned Lunch Detention (TALD). This was used to as a tool to help teachers address minor behavior problems that have occurred in class with the end goal of having students learn from their mistakes so that they don't continue to repeat them.

Discipline numbers showed that our highest infractions were in the areas of disrupting the educational environment, tardies, and cell phone. With changes to the Code of Conduct, we had higher numbers of students who were assigned ISS/OSS and who served time at DAEP than in any previous year.

Total Number of Referrals: 1,246 (2022-2023 School Year: 1,761 , 2021-2022 School Year: 1,104)

Possible reasons for the change: No student ID badges (2022-2023 ID Badges were 198 referrals), increased use of teacher assigned lunch detention, and updated Code of Conduct.

Total Number of Referrals by Grade:

8th Grade 426	7th Grade 619	6th Grade 201
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Number of Students with Excessive Referrals (More Than 8):

8th Grade 14	7th Grade 28	6th Grade 5
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Types of Referrals:

Public Lewdness/Indecent Exposure	1
Terroristic Threat	3
Assault (Non-Employee)	2
Fighting	2
Minor AUP/Computer Misuse	17
Bullying /Cyberbullying	8
Bus Misconduct	15
Cheating/Copying	31
Computer/Technology Misuse	12
Disrupting the Education Environment	170
Derogatory Statement	24
Destruction of Property	2
Failure To Complete Discipline Assigned	10
Horseplay	24
Harassment of a Teacher	3
Insubordination	1
Exhibit Inappropriate Familiarity	0
Inappropriate Physical Contact	82
Non- DAEP Terroristic Threat	8
Profanity/Obscene Gestures	27
Continued and Repeated Level 1	21
Referral Dismissed	34

Public Lewdness/Indecent Exposure	1
Robbery/Theft	1
Skipping a Class	15
Sexual Harassment	6
Serious Offense	27
Safety Rule Violation	58
Tardies	468
Cell Phones	173

*No change from any grading period in the top three referral categories.

Referrals By Location:

7	Bus
836	Classroom
126	Locker Room/Gym
106	Hallway
31	Cafeteria
31	On Campus
26	Restroom

*Referrals with blank locations were not included, which was quite a few.

To build leadership capacity within the staff, teachers are encouraged to volunteer to lead clubs/organizations, lead their departments, serve as team leaders for their PLCs, be elected to the CPAC, volunteer to present at various campus and district in-services, or take part in the schools many committees. Our teachers are given opportunities to partner with programs outside of the district for professional learning and building leadership such as Teaching And Learning Alliance. Each 9 weeks during the 23-24 school year, we had a Falcon Focus for new teachers and staff who needed support with technology such as Skyward, Schoology, library resources, etc.

Each week the departments rotate through department meetings which serve many functions--staff development/professional development, planning time, and vertical/horizontal teaming. Staff needs are taken into account when planning these weekly meetings. For example, district curriculum personnel may come in to present on a particular topic for one department, a differentiated instruction lesson may be taught to all departments if the need is school-wide, technology staff may present a new district program, staff reflections may indicate the need for a specific topic to be addressed, etc. Our Campus Assessment Coordinator plans and provides staff professional development at all department meetings and campus professional learning days with a focus on Schoology, campus initiative of applying accountable talk strategies across the curriculum, and building student ownership.

Walk-throughs and evaluations are used to evaluate teachers for their performance. The district continued CST walk throughs during the 2023-24 school year and provided feedback regarding clarity and student ownership.

Our CPAC, PTO, and VIPS offer opportunities for community and parent involvement, and we have many parents who are involved. PTO offers grants to teachers/teams for various needs and has supplied the campus with several Chromebook and laptop carts over the last few years in addition to other instructional materials requested by teachers. This year, our district has provided each secondary student a laptop.

Our attendance rates are typically the highest in the district with 96% or above each week.

Attendance					
	19/20	20/21	21/22	22/23	23/24
	98%	99.1%	96.5%	96.7%	97.2%

Demographics Strengths

Many of our students come from households where there is a strong culture of academic achievement.

We have an active PTO and VIPS to help meet the needs of our campus.

Staff and students are willing to serve others within the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our enrollment is projected to decrease, and we lost 2 FTE's. Our classes are at capacity especially in our AAC classes so that we can schedule enough on-level classes so our targeted sub pops are not all in one section. **Root Cause:** Our community emphasizes accelerated instruction so more students choose the AAC classes rather than on level.

Student Learning

Student Learning Summary

Fort Settlement students have a history of performing well on state assessments. The majority of our students leave here having taken Algebra and with at least one End of Course (EOC) exam complete, and we even have students who leave middle school with 3 of the 5 necessary EOC exams completed. In previous years, our Falcons have scored 100% in the meets or above performance level for Algebra.

Algebra I			
SPRING 2024		SPRING 2023	
4.00%	Meets	4.00%	Meets
96.00%	Masters	96.00%	Masters

Fort Settlement uses the universal screener Ren 360 to obtain data on students progress in math and reading at the beginning, middle, and end of the year. For the 2023-2024 school year, only students who met the following criteria testing in math and/or reading - all 6th grade students, student identified as receiving Special Education services, and students who did not meet the passing standard on the Spring 2023 STAAR tests. This screener is also used to help in placements for students and for RI considerations.

Fort Settlement continues to be recognized by the state on its academic achievements by earning an "A" rating based on STAAR and ranking in the top schools in the Houston area and the state.

FSMS 2022 Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		97	A
Student Achievement		96	A
STAAR Performance	82	96	
College, Career and Military Readiness			
Graduation Rate			
School Progress		92	A
Academic Growth	84	92	A
Relative Performance (Eco Dis: 13.5%)	82	91	A
Closing the Gaps	100	100	A

FSMS 2023 Accountability Overall Summary

	Component Score
Overall	
Student Achievement	
STAAR Performance	83
College, Career and Military Readiness	
Graduation Rate	
School Progress	
Academic Growth	85
Relative Performance (Eco Dis: 12.3%)	
Closing the Gaps	87

FSMS 2024 Preliminary Accountability Rating

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted	Weighted Points	Overall Score	2024 Overall Rating
(079907051) - Fort Settlement Middle							
Student Achievement	96		96			96	A
School Progress, Part A	94	94		70%	67.2		
School Progress, Part B	91						
Closing the Gaps	96			30%	28.8		

Not only do our students perform well on state assessments, we also have strong academic teams and individual students who do well in local and state competitions such as the spelling and geography bees, Math Counts, TMSCA, Science Bowl, Science Olympiad, Match Book, Robotics, and Mars Rover competition.

Many of our students are enrolled in at least one AAC class with about 12-15 sections of AAC offered for each course. Over 22% of our school population qualifies for Gifted and Talented services. We have students enrolled in high school credit core classes as well as electives--English I, Biology, World Geography, Algebra, Geometry, Algebra II, Spanish, and Computer Science.

In 2017-18 we began implementing AVID strategies into our 6th grade Reading Lab classes with Cornell Notes as a focus. In 2018-19 we grew that initiative and began our AVID year 1 implementation with one AVID elective section at 7th grade. Our AVID campus coordinator and site team trained staff throughout the year on AVID strategies they can use in their classes with a focus on WICOR strategies. Several years ago our 6th grade Reading Lab shifted to Falcon Discovery where students learn to use their planners, prepare for tests, learn to be organized, work on using research strategies, and familiarizes students with various computer programs and applications for their other classes. For 2019-20, we added another section of AVID growing the program so that we have one section for 7th graders and one for 8th. We have about 15 staff members with AVID training, a number that is increasing each year as we move toward school-wide implementation. Due to changes implemented by the district for the 24-25 school year, Falcon Discovery is shifting into an AVID course structure with all 6th graders taking AVID.

One of our campus priorities is implementation of Accountable Talk. We have had a coaching model with a representative from TLA with us for several years and this year we are

taking full ownership of the process on our campus with a campus liaison who will help with staff PD and coaching new teachers in the strategies and implementation. We have also incorporated one Accountable Talk Lab days into each semester so that teachers have the opportunity during their conference periods to observe other teachers using Accountable Talk strategies in their classrooms.

Over the last few years we have had a growing population of EB(ESL) students. Due to changes in the exit criteria for TELPAS, we had over 100 students meet the reclassification criteria and exit for the 2024-25 school year. We will continue to address the needs of these students by adding additional ESL advisories (1 per grade level). We will continue to schedule EB students with teachers who use accountable talk strategies in their classroom.

We continue to teach students to set goals and reflect on performance throughout the school year and work with students on having a growth mindset rather than a fixed one. We want our students to strive for excellence, but also to learn from their mistakes. Our Advisory lessons will continue to teach students about growth mindset as well as focusing on the district's Profile of a Graduate, our school theme, and character. Our AVID classes will continue to make it a priority to incorporate these as well.

Student Learning Strengths

Our students take AAC classes, high school credit courses, and work above grade level, especially in math.

Our students and staff work hard to overcome obstacles to continue to improve scores on standardized state testing.

Our campus has a culture of excellence and hard work while teaching students about growth mindset.

Teachers provide many tutorial opportunities for our students (before and after school, during lunch, Falcon Cafe (Campus Control), small group instruction).

Teachers have implemented accountable talk strategies from Teaching and Learning Alliance, and incorporated and embraced blended learning to enhance student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Most students consistently meet local, district, and state expectations for academic achievement; therefore, teachers sometimes struggle to continue to grow all students--from the high performer to those who need intervention. Having a variety of new tools in our teacher toolbox to provide students growth is essential.

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

School Processes & Programs

School Processes & Programs Summary

The district's curriculum is tightly aligned with state standards and the TEKS for each grade level and each subject. Teachers have had access to all district curriculum through Schoology. Teachers can not only find curriculum, they can create and share lesson ideas, use attached/embedded resources, see the at a glance plans, and access the district set pacing calendars. Learning intentions, success criteria, and student outcomes are all embedded in the curriculum as well. Resources available include sample assessment questions, CFA's, and extension activities. All teacher have access to and are using Performance matters which not only houses student assessment data. All core area teachers have Schoology, Eduphoria, and Skyward to use for assessments. These provide easy access to student data quickly is a plus for analyzing data in PLCs.

Teachers have weekly PLC meetings with their grade level/content area counterparts. In their PLC meetings, teams plan their lessons based on the district curriculum. A member of the campus leadership team (typically the grade level administrator) joins each PLC meeting and the team works through various PLC protocols depending on their need (planning, data, instructional, etc). In the PLC meeting following their assessments, data is discussed regrading student achievement--how did the students perform? were their trends in the data? what needs to be re-taught? During these PLC meetings, student concerns are also discussed with the admin and team.

Teachers are required to complete weekly lesson plans following the district guidelines and submit them in their profile page in Schoology. Administrators and department leaders check that these plans are done and are on target for the pacing guidelines. Teachers are asked to created a social contract with their students at the beginning of the school year and use these as working documents that are revisited and revised throughout the school year. We create SOAR expectations as a campus for common areas and grade level classrooms.

Teachers communicate with counselors, administrators, and the CAC when they see that students are struggling with Tier 1 interventions in the classroom. If these students are not already in any intervention classes, teachers move to providing Tier II support within their classroom. Students who did not meet standard on STAAR or on the BOY assessments will be placed in intervention classes or Advisories for 2024-25 school year to receive intervention in compliance with HB4545 for Math, Science, or ELAR, or they will be in Math Lab or Literacy. The RI committee will meet with teachers and parents to get some strategies in place so that success can be achieved. The strategies and interventions are tracked and documented and if the student is still showing signs of struggle, the team will meet again for further action. Often, these students are already receiving instructional interventions at Tier II and Tier III for Math or ELA in their elective classes based on teacher recommendations, previous test scores, and classroom performance. Our RI liaison provides all teachers with Renaissance 360 data by organizing the data and posting it to our campus Schoology course. We hold grade level Falcon Watch meetings at least quarterly to discuss students for behavior and academic needs. We have monthly SST meetings to ensure that our students' needs are being met. We share students information with the SST team. We will look at different data points such a Ren360, anecdotal data, formative assessments, grades, behavior, and attendance. Our Literacy and Math Lab specialist will share information along with out LSSP as needed. Our ESL Campus Lead also belongs to our SST team. We ensure that all of the data is shared among administrators and counselors. We will look at student growth, document, follow-up, and refer as needed

During a traditional year, students have a 7 period full class/day schedule and an Advisory time twice a week which is used for character lessons that focus on the district's Profile of a Graduate, Restorative Circles, the monthly character trait, and internet safety and typically meets once a week. For the last several years we have had "Throwback Day" Advisory to allow teachers to pull in students for instructional support, make up work, and missing assignments.

Every student has a math, ELA, science, social studies class. Students in 6th grade also take PE, a fine arts course, as well as an academic elective. For some of these students, the academic elective is an intervention period or an enrichment period for Math. The majority of our 6th grade students were in Falcon Discovery for the 2023-24 school year. This course offers a focus on technology, organization, communication, and research. For 2024-25 this class is transitioning to AVID. Seventh grade students take one semester of health and one of PE and have an additional 2 electives. We will have 2 high school credit CTE classes available for our 7th graders for the 24-25 school year. 8th grade students have PE with 2 electives. In both 7th and 8th grade, some students are scheduled into an academic elective to receive intervention and extra instruction in either math or ELA. We also offer Robotics for 7th and 8th graders and Robotics II and Computer Science for 8th grade. EB students are placed in class based on their language proficiency level--beginners and intermediate students are in an ESL class for 2 periods while advanced and advanced high students are in regular ELA classes with ESL certified teachers. Typically these students are also in a Literacy class as a supplement for ELA. Students are able to take high school credit classes while at FSMS including Spanish, CTE, Computer Science, Biology, Algebra I, and Geometry. In previous years, about 10% of our students are enrolled in the CTE program.

To offer more support for our students, we have co-taught specific classes as well as in-class support is available in all classes and assigned as needed. When it works in the master schedule, we have assigned teachers to a Campus Control period which they use to pull small groups, tutorial time during lunch, and push-in support for EL students. Our Campus Control teachers provide staff professional development and both student and teacher support.

Teacher schedules are deliberately planned to optimize time during the school day for teachers to use to meet in their PLCs where they plan and discuss students progress and performance. Teachers of the same content/grade are scheduled with the same conference period. Additionally, all teachers in a grade level have before school and after school duty on the same day, one day a week. This allows for time to meet before school, during their conference period, or even after school with their teams. Elective teachers and paraprofessionals cover the Advisory classes or duty of one grade level so that the Falcon Watch and department meetings can take place.

Fort Settlement Middle School has many options for technology use available to both students and teachers. We have three computer labs open for teachers to schedule their classes in throughout the school year as well as many computers in the library. The library is open daily before school and during lunches for student use and the computer lab is available every morning. Individual classrooms are equipped with a Smart Panel and a document camera. All classrooms were equipped with at least 15 laptops/iPads and carts.

Students also have options to enroll in classes that are technology-rich. FSMS offered courses such as Robotics and Engineering as well as Computer Science. Broadcast Journalism is also offered as an elective. Here, students learn to create daily news broadcast and to develop, script, storyboard, and edit videos, using real world equipment and resources. We also have clubs that are technology based such as the coding club and Mars Rover.

Many extra-curricular opportunities are available to our students ranging from being involved in fine arts programs (band, choir, orchestra, art/art club, and drama/thespians) to being in academic-based organizations (contest math, TMSCA, Mars Solar Rover Contest, Science Bowl, Science Olympiad, Robotics, Coding Club, National Junior Honor Society, Match Book) and things in between (new kids club, card club, chess club, sports teams (both recreational and competitive), cheer leading, Kick Start Demo team, student council.). FSMS has something to offer for everyone's interests. The library is open for students to use before school and during lunch. Students can attend tutorial sessions with teachers before school, after school, and even during lunch if the teacher offers it.

CLUB	SPONSORS	DAY/TIME	ROOM
Kickstart Falcon "Try-Hards"	Millican	Mon-Thurs (8:10-8:40)	235
Kickstart Demo Team	Millican	Tues. & Thurs. (5:30-6:30)	235
Computer Club	Miller	Fri. (4:15-5:00)	317
DARTS CLUB	D. Edwards	Friday (8:15 - 8:40)	236
ESL CLUB	Arastu	Mon. - Fri. (8:20-8:40)	301
Fellow Of Christian Athletes	Fig Tribitt	Every other Fri. starting Sept. 13th (8:15-8:40)	300
FSMS Speech and Debate Club	Coake	Every other Mon. starting Aug. 26th (4:15-5:15)	Library
Japanese/Culture Club	Hsin-Li	Every other Thurs. (4:15-4:45) Wednesdays starting Sept. 4 (4:15-5:15) See posted flyers for details.	443
Medical Club	S. Morgan	6th grade - Wed. (4:20 - 5:30) 7th & 8th - Thurs. & Fri. (4:20 - 5:30)	306
Robotics Team	F. Peugnet	Mon. & Tues. (4:15 - 5:20) After Tournament Season. Check posted flyers.	220
Science Bowl Club	Staley	Mon. & Tues. (4:15 - 5:20) After Tournament Season. Check posted flyers.	428
Science Fair / Mars Rover / Future Cities	Staley	Every Thursday (4:15 - 5:00)	428
Spanish Club	Sanchez Perez-Morazan	Monthly on Thurs. (4:15-5:00) See posted flyers for details.	333

During the 2018-19 school year our 7th grade ELA team started working a coach/mentor from TLA (Teaching and Learning Alliance) as part of our Social Emotional Learning focus. Over the years, we have expanding to include teachers from all core classes as well as electives. The focus for the year will continue to be accountable talk embedded in social emotional learning. These teachers will also train other staff in strategies they use in class and open their doors as lab classrooms for other teachers to observe. We have in-house teacher leaders for coaching and training for this initiative and our district level campus walks focus on accountable talk.

Because of the organizational structures we have in place at FSMS, our discipline numbers remain relatively low with the majority of our infractions for inappropriate use of cell phones, tardies, and disrupting the classroom environment.

Total Number of Referrals: 1,246 (2022-2023 School Year: 1,761 , 2021-2022 School Year: 1,104)

Possible reasons for the change: No student ID badges (2022-2023 ID Badges were 198 referrals), increased use of teacher assigned lunch detention, and updated Code of Conduct.

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Bus Misconduct	15
Cheating/Copying	31
Computer/Technology Misuse	12
Disrupting the Education Environment	170
Derogatory Statement	24
Destruction of Property	2
Failure To Complete Discipline Assigned	10
Horseplay	24
Harassment of a Teacher	3
Insubordination	1
Exhibit Inappropriate Familiarity	0
Inappropriate Physical Contact	82
Non- DAEP Terroristic Threat	8
Profanity/Obscene Gestures	27
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Robbery/Theft	1
Skiping a Class	15
Sexual Harassment	6
Serious Offense	27
Safety Rule Violation	58
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Referrals By Location:

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836	Classroom
126	Locker Room/Gym
106	Hallway
31	Cafeteria
31	On Campus
26	Restroom

*Referrals with blank locations were not included, which was quite a few.

All of our programs and processes have led us to being named a State and National School of Character (2012, 2015, 2020) and a Texas School to Watch (2020, 2023). We will be applying for redesignation for School of Character for the 2024-25 school year.

School Processes & Programs Strengths

Our teachers work together as teams to plan student-centered lessons taking advantage of time during the school day set aside for meeting, planning, and collaborating.

When our master schedule allows, we have used Campus Control period effectively to provide students opportunities for tutorials, reteaching opportunities, and time for make up tests/quizzes.

We use Advisory not only for structured character/SEL lessons but also for students to work on academic needs.

We deliberately schedule time within the work day for teachers to meet as departments and grade level teams.

We offer a variety of classes and activities to meet the needs/interests of all students.

We do not have meetings for the sake of having meetings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): With an increased need for specialized Advisories (GT/Intervention/EB), we have had to increase the number of Advisory sections leaving fewer teachers available to cover during that time for meetings. **Root Cause:** State requirements for serving special populations (GT, STAAR failures), has caused us the need to change how Advisory is scheduled and utilized.

Problem Statement 2 (Prioritized): While the total number of referrals for the year (23-24) decreased from the previous year, the severity of the behaviors has increased. **Root Cause:** Our current students are still dealing with the effects of missing the foundational years of elementary education due to COVID. Those formative years of early elementary are instrumental in teaching social skills and school expectations.

Perceptions

Perceptions Summary

Fort Settlement Middle School began as a neighborhood school in 2001. At that time and for many years, the vast majority of our students lived in the neighborhoods directly surrounding the school. Even as our zoning area is changing and we are getting students from areas farther away, we continue to maintain a neighborhood school culture and value system. Thus, we have an active and very involved parent group. Our PTO and our VIPS are ever-present on campus. People move to this area just to be zoned our campus and our feeder pattern.

The school communicates with parents in a variety of ways to reach the maximum number of parents. Our school website, parent newsletter sent via email weekly, and teacher links are our primary form of communication for our parents. Teachers began using Schoology during the 2017-18 school year and this platform has served as an excellent tool for our parents and students. We send emails through Skyward and the district's automated system and send phone messages through the district's automated system. Our principal sends a weekly newsletter via email to all parents. The district website offers information to parents as well. Items are also communicated via social media.

Our CPAC team has several parent members as well as community representatives. This committee meets 3-4 times a year and all stakeholders have a say in what is happening around the school. Another opportunity for both parents and community members to be involved with our campus community is through our annual 8th grade Career Day and our Spring Student Showcase/Wellness Event.

Fort Settlement was named a State School of Character in 2012. In 2015 we were named not only a State School of Character, but we also earned the distinction of National School of Character as well. For 2019-20, we reapplied to be a School of Character, a distinction that we earned once again. We will apply again in this school year for redesignation. We also applied to be a Texas School to Watch and earned that designation in 2020 as well. We were redesignated as a Schools to Watch in March of 2023. Our school's mission is to meet the unique needs of our students by fostering a community of academic excellence and social responsibility. With that mission in mind, we teach, model, and value our expectations of our students from day one with our Falcon Camp by starting with the school's code of honor: be respectful, responsible, safe, and ready to learn. Each morning our students are reminded of this code of honor as they start their day as it is part of our morning announcements. The monthly district character traits are addressed and are the basis of many lessons for Advisory and monthly Restorative Circles. Falcon Time is used for character education, the Profile of a Graduate, Restorative Circles, and lessons tied to our annual school theme "SOAR (serve, overcome, achieve, respect)". Various student groups such as NJHS, PALs, Student Council, and the Character Club will work with the leadership team and counselors to creating team building lessons and other lessons over topics such as bullying and internet safety. We once again earned the distinction of a No Place for Hate campus for over 15 years.

Fort Settlement teaches building-wide behavior expectations. During our back to school week we train teachers to then train students on behavior expectations throughout the building. The first week with students are "Falcon Camp" where these expectations are taught. Throughout the year, we revisit the expectations during lunch, assemblies, and in Advisory. We encourage teachers at FSMS to use CHAMPS strategies in their classroom as well as PBIS. This management technique is used for classroom behaviors as well as behaviors outside of the classroom in common areas and during drills. Since these expectations are taught early on and repeated throughout the course of the year, our students and teachers know the expected behaviors. We conduct table top discussions in regard to safety throughout the school year to be better prepared with handling emergency situations. These exercises give staff members a chance to think through specific scenarios and discuss the "what if's" before we are faced with the situation. We offer positive office referral and postcards home to reward students who are doing what they are expected to do or who go above and beyond. Teachers can nominate students as Ambassadors of Kindness as well and we have a recognition wall to honor them.

Because our expectations are front-loaded and taught from day one with our Falcon Camp, students know what is expected. These expectations help keep our discipline numbers down.

Many extra-curricular opportunities are available to our students ranging from being involved in fine arts programs (band, choir, orchestra, art/art club, and drama/thespians) to being in academic-based organizations (contest math, TMSCA, Mars Solar Rover Contest, Science Bowl, Science Olympiad, Robotics, Coding Club, National Junior Honor Society, Match Book) and things in between (new kids club, card club, chess club, sports teams (both recreational and competitive), cheer leading, Kick Start Demo team, student council, and Harry Potter club). FSMS has something to offer for everyone's interests. The library is open for students to use before school and during lunch. Students can attend tutorial sessions with

teachers before school, after school, and even during lunch if the teacher offers it.

Our Wellness Committee met throughout the course of the 2023-24 school year and together with the Character/Culture Committee, organized a Student Showcase/Health Fair for our Spring Open House. We planned different Spirit Days throughout the year to increase involvement, boost morale, and build relationships. Our counselors provided SEL lessons at least once a month and did guidance lessons several times throughout the year.

Based on the student engagement survey done at the end of the 23-24 school year, 77% of our students reported that there is at least one adult on campus who knows them well. 88% report that they feel supported by teachers and 87% feel supported by other adults on campus. 88% of students reported that they feel safe and 81% feel comfortable about being themselves at school. 91% of parents agree that they are informed about grades and academic performance while only 78% feel informed about what their child is learning. 84% of parents report that there is an adult on campus that students can go to for school problems. 98% of staff agree that there is a variety of activities and courses offered to keep students engaged and 90% of families agree that they feel informed about campus activities. While these numbers are high, our campus WIG for 2024-25 is focusing on building parent partnerships through "CLICK" (connect, listen, inform, collaborate, kind).

Perceptions Strengths

FSMS has a tradition and school culture of excellence and values meeting the needs of all students.

We have a high level of community involvement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Because our students typically perform well academically, the perception from other campuses that has been verbalized to our staff is often that our teachers do not have to work as hard as teachers with more at-risk populations. However, the needs of our students are no less than students at other campuses; the needs are just different. **Root Cause:** FSMS accountability and expectations are high. High levels of feedback and communication among all stakeholders (peer to peer, student to staff, staff to parent, and staff to staff) and quality instruction are expected.

Priority Problem Statements

Problem Statement 1: Our enrollment is projected to decrease, and we lost 2 FTE's. Our classes are at capacity especially in our AAC classes so that we can schedule enough on-level classes so our targeted sub pops are not all in one section.

Root Cause 1: Our community emphasizes accelerated instruction so more students choose the AAC classes rather than on level.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Most students consistently meet local, district, and state expectations for academic achievement; therefore, teachers sometimes struggle to continue to grow all students--from the high performer to those who need intervention. Having a variety of new tools in our teacher toolbox to provide students growth is essential.

Root Cause 2: Based on parent engagement survey data, the majority of our students come from homes where the expectation is high academic achievement. Teachers see these high performers and become complacent with what they have always done and students do not grow as they should or could.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: With an increased need for specialized Advisories (GT/Intervention/EB), we have had to increase the number of Advisory sections leaving fewer teachers available to cover during that time for meetings.

Root Cause 3: State requirements for serving special populations (GT, STAAR failures), has caused us the need to change how Advisory is scheduled and utilized.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: While the total number of referrals for the year (23-24) decreased from the previous year, the severity of the behaviors has increased.

Root Cause 4: Our current students are still dealing with the effects of missing the foundational years of elementary education due to COVID. Those formative years of early elementary are instrumental in teaching social skills and school expectations.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Because our students typically perform well academically, the perception from other campuses that has been verbalized to our staff is often that our teachers do not have to work as hard as teachers with more at-risk populations. However, the needs of our students are no less than students at other campuses; the needs are just different.

Root Cause 5: FSMS accountability and expectations are high. High levels of feedback and communication among all stakeholders (peer to peer, student to staff, staff to parent, and staff to staff) and quality instruction are expected.

Problem Statement 5 Areas: Perceptions

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 of 2025, Fort Settlement MS will implement intervention/extension through targeted intervention, differentiated instruction, and prescriptive professional development to increase student growth for students in special populations (sped, EB, GT) and students who were not successful on STAAR as evidenced by indicators of success.







Indicators of Success: Evaluation Data Sources:











Formative Indicators of Success

1. By the end of January 2025, we will see an increase in average Lexile levels from BOY to MOY for students in our special populations as measured by MAP testing.
2. At the beginning of the 2nd 9 weeks and again prior to the EOY assessment, students will be provided the opportunity to reflect on their progress and set a goal for themselves for MAP testing in Math, Science, and Reading.
3. By the end of Sept. all identified GT students will have started to work on creating their goals for learning plans and begin choosing TPSP project topics.

Summative Indicators of Success

1. By the end of the 2025 school year we will see an increase from 86% to 90% in the number of our special population and intervention students maintaining or exceeding expected growth as measured on STAAR testing
2. By the end of the 2025 school year 10% of our current EB students will meet exit criteria based on TELPAS and STAAR from 105 students to 95 students.
3. By the end of the 2025 school year we will decrease the number of total tests who dropped from masters to meets on STAAR from 201 tests to less than 150 tests.
4. By the end of March 2025, 100% of GT students will have completed a TPSP project and participated in a showcase event with their project (campus showcase, Science Fair, or NHD).
5. By the end of the 2025 school year, FSMS will have offered at least 4 campus PD and/or Lab Classroom opportunities focused on feedback and accountable talk to increase student ownership of learning through academic conversations in all content areas to help with EB speaking for TELPAS testing.

Strategy 1 Details	Reviews			
<p>Strategy 1: Our ESL teacher will provide specialized supports for teachers during PLCs, in professional development sessions, and through coaching and in-class supports as needed.</p> <p>Strategy's Expected Result/Impact: By the end of the 2025 school year we will increase the number of EB students who met exit criteria based on TELPAS and STAAR.</p> <p>Staff Responsible for Monitoring: ESL teacher, LPAC administrator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> <p>Funding Sources: - 199 General Fund SCE</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: We will continue to intentionally schedule students into specialized Advisory classes to target specific groups of students for intervention (6th Science, Math, Reading, ESL) and enrichment (GT).</p> <p>Strategy's Expected Result/Impact: By the end of March 2025, all GT students will have completed a TPSP project and participated a showcase event with their project.</p> <p>By the end of the 2025 school year we will see an increase in the number of our special population and intervention students reaching expected growth as measured on STAAR/MAP Reading, and Science.</p> <p>By the end of the 2025 school year we will increase the number of EB students who met exit criteria based on TELPAS and STAAR</p> <p>Staff Responsible for Monitoring: Leadership team, counselors, teachers of specialized advisories, COGs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - 199 General Fund SCE</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus leaders will provide professional development on clarity and feedback with a focus on student ownership tools (rubrics, self/peer assessments, feedback protocols, checklists for success criteria) and accountable talk strategies during PLC meetings, department meetings, and campus PD days.</p> <p>Strategy's Expected Result/Impact: By the end of the 2025 school year, FSMS will have offered at least 4 campus PD and/or Lab Classroom opportunities focused on feedback and accountable talk to increase student ownership of learning through academic conversations in all content areas to help with EB speaking for TELPAS testing.</p> <p>Staff Responsible for Monitoring: Leadership team, TLA Liaison, ESL teacher, teacher leader team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: By the end of the school year, 100% of identified GT students will have an academic and an affective co-constructed SMART goal in their learning plan and have had an opportunity to research a topic of interest for their TPSP project.</p> <p>Strategy's Expected Result/Impact: By the end of March 2025, all GT students will have completed a TPSP project and participated in a showcase event with their project in addition to building a relationship with their advisory teacher through their conversations centered around goal setting.</p> <p>Staff Responsible for Monitoring: COGs and GT advisory teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our enrollment is projected to decrease, and we lost 2 FTE's. Our classes are at capacity especially in our AAC classes so that we can schedule enough on-level classes so our targeted sub pops are not all in one section. Root Cause: Our community emphasizes accelerated instruction so more students choose the AAC classes rather than on level.</p>

School Processes & Programs

Problem Statement 1: With an increased need for specialized Advisories (GT/Intervention/EB), we have had to increase the number of Advisory sections leaving fewer teachers available to cover during that time for meetings. **Root Cause:** State requirements for serving special populations (GT, STAAR failures), has caused us the need to change how Advisory is scheduled and utilized.

Perceptions

Problem Statement 1: Because our students typically perform well academically, the perception from other campuses that has been verbalized to our staff is often that our teachers do not have to work as hard as teachers with more at-risk populations. However, the needs of our students are no less than students at other campuses; the needs are just different. **Root Cause:** FSMS accountability and expectations are high. High levels of feedback and communication among all stakeholders (peer to peer, student to staff, staff to parent, and staff to staff) and quality instruction are expected.

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 FSMS will implement a school-wide behavioral expectation system/matrix along with the Student Code of Conduct and the district student ownership of behavior framework leading to increased student engagement, students' feeling of belonging, and fewer discipline referrals as evidenced by indicators of success.










Indicators of Success: Formative Indicators of Success

1. By the end of the first progress reporting period, all teachers will have established/reviewed grade level expectations with all of their classes.
2. At the end of every grading period, we will see at least a 10% drop in the number of level 1 referrals compared to the numbers from the 2023-24 school year (1st 9 weeks 246 to 221, 2nd 9 weeks 247 to 222, 3rd 9 weeks 354 to 319, and 4th 9 week 373 to 336).

Summative Indicators of Success

1. By the end of the 2025 school year, FSMS will decrease the number of discipline referrals by 20% from 1246 to 1000.
2. By the end of the 2025 school year, FSMS will increase student social emotional engagement by meeting with various groups of stakeholders at least quarterly in effort to promote attendance, social responsibility and student ownership of behavior.
3. By the end of the 2025 school year, FSMS will see an increase from 77% to at least 85% of students who report they have an adult on campus who knows them well based on results from our student engagement survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in professional development about our campus discipline matrix at the beginning of the school year and throughout the year with the goal of being able to categorize and prioritize student discipline issues (i.e. handle in the classroom or send administrators a discipline referral for the behavior). They will have training on the matrix, writing an office referral, and co-creating classroom expectations with their students.</p> <p>Strategy's Expected Result/Impact: By the end of the 2025 school year, FSMS will decrease the number of discipline referrals by 20%.</p> <p>Staff Responsible for Monitoring: leadership team, discipline committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: FSMS will provide educational opportunities for parents on relevant adolescent topics including mental health, social media, and planning for the future through parent nights, newsletters, and the Spring Wellness Fair.</p> <p>Strategy's Expected Result/Impact: By the end of the 2025 school year, FSMS will increase student social emotional engagement by meeting with various groups of stakeholders at least quarterly in effort to promote social responsibility and student ownership of behavior.</p> <p>Staff Responsible for Monitoring: Leadership team, counselors, wellness committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: To promote the overall health of the whole child, teachers and students will participate in PBIS practices and Restorative Discipline such as circles throughout the year (one time per month minimum) and will facilitate and model campus character and SEL priorities through their delivery of weekly advisory lessons in efforts to prevent and reduce school violence and give the students a sense of belonging in the school community.</p> <p>Strategy's Expected Result/Impact: By the end of the 2025 school year, at least 85% of students at FSMS will report they have an adult on campus who knows them well based on results from our student engagement survey.</p> <p>Staff Responsible for Monitoring: Counselors, Character Committee, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: By the end of the 2024-2025 school year, in efforts to prevent possible future dropouts, FSMS will have had at minimum quarterly discussions about students with attendance issues during our grade level Falcon Watch meetings and attendance committee meetings. These students will be referred to school counselors, social worker, and/or district level truancy team to meet with students and take corrective actions.</p> <p>Strategy's Expected Result/Impact: By the end of the 2025 school year, FSMS will increase student social emotional engagement by meeting with various groups of stakeholders at least quarterly in effort to promote attendance, social responsibility and student ownership of behavior.</p> <p>Staff Responsible for Monitoring: Attendance clerk, leadership team</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Most students consistently meet local, district, and state expectations for academic achievement; therefore, teachers sometimes struggle to continue to grow all students--from the high performer to those who need intervention. Having a variety of new tools in our teacher toolbox to provide students growth is essential. **Root Cause:** Based on parent engagement survey data, the majority of our students come from homes where the expectation is high academic achievement. Teachers see these high performers and become complacent with what they have always done and students do not grow as they should or could.

School Processes & Programs

Problem Statement 2: While the total number of referrals for the year (23-24) decreased from the previous year, the severity of the behaviors has increased. **Root Cause:** Our current students are still dealing with the effects of missing the foundational years of elementary education due to COVID. Those formative years of early elementary are instrumental in teaching social skills and school expectations.

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




Performance Objective 1: By the end of 2024-25 school year, FSMS will develop a staff that is instructionally sound and relationship focused by providing support through professional development, the PLC process, and community building in order to increase retention.











Indicators of Success: Formative Indicators of Success

1. During each quarter (Oct, Jan, March, May), FSMS will survey staff and use results and feedback during our Falcon Forums as a measure in staff morale.
2. At least one time every month from August-May, FSMS leadership and climate committee will work with campus stakeholders to ensure we have a morale building activity (snack cart, luncheon, gift cards, etc).
3. During each quarter, FSMS leadership will host a Falcon Focus teacher-led PD session (based on campus feedback and needs) for any staff member to attend.
4. Every 9 weeks, the FSMS leadership team will create time for teams to participate in team retreats for prescriptive PD, peer observations, and extra PLC/planning time.

Summative Indicators of Success

1. By the end of the 2025 school year, our teacher leaders will provide a variety of teacher-led professional development.
2. By June of 2025, all core teachers will participate in campus team retreats that are prescriptive to the needs of the team to include PD, peer observations, and PLC/planning time.
3. By the end of the 2025 school year, teachers at FSMS will have had multiple opportunities to participate in peer observations and PD for accountable talk and student ownership of learning.
4. By the end of the 2025 school year, FSMS will have 10 or less staff members who leave FSMS for other opportunities (down from 12 in 2024).

Strategy 1 Details	Reviews			
<p>Strategy 1: Every core content PLC team will in participate in a Team Retreat that will allow time for campus prioritized PD, classroom observations with debriefing, and PLC time.</p> <p>Strategy's Expected Result/Impact: By June of 2025, all core teachers will participate in campus team retreats that are prescriptive to the needs of the team to include PD, peer observations, and PLC/planning time. Teams will have time to observe peers and intentionally plan ways to implement campus priorities.</p> <p>Staff Responsible for Monitoring: leadership team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Each grading period, the campus leadership team will conduct staff surveys, meet with new staff members, and hold a Falcon Forum setting aside a day for staff to share ideas, ask questions, and provide feedback.</p> <p>Strategy's Expected Result/Impact: During each quarter (Oct, Jan, March, May), FSMS will survey staff and use results and feedback during our Falcon Forums as a measure in staff moral providing staff with a variety of ways to voice opinions and be heard.</p> <p>Staff Responsible for Monitoring: leadership team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus teacher leaders will provide professional development throughout the school year tied to campus and district priorities of student ownership and accountable talk and other areas of need based on teacher feedback and observation data.</p> <p>Strategy's Expected Result/Impact: During each quarter, FSMS leadership will host a Falcon Focus teacher-led PD session (based on campus feedback and needs) for any staff member to attend. By the end of the 2025 school year, teachers at FSMS will have had multiple opportunities to participate in peer observations and PD for accountable talk and student ownership of learning.</p> <p>Staff Responsible for Monitoring: leadership team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Oct	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Most students consistently meet local, district, and state expectations for academic achievement; therefore, teachers sometimes struggle to continue to grow all students--from the high performer to those who need intervention. Having a variety of new tools in our teacher toolbox to provide students growth is essential. **Root Cause:** Based on parent engagement survey data, the majority of our students come from homes where the expectation is high academic achievement. Teachers see these high performers and become complacent with what they have always done and students do not grow as they should or could.

Perceptions

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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

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

State Compensatory

Budget for Fort Settlement Middle School

Total SCE Funds: \$10,562.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Funds are used to provide support and resources for our intervention classes (Literacy and Math Lab) as well as our LEP students. Any student who underperformed on STAAR are placed in an intervention course. Students are divided by grade level. The class helps fill the gaps and is not merely an extension of the core class. HB4545 students are placed in specific Advisory classes if they need further support. Students who need support in both intervention classes attend one course in the first semester and one course in the second semester. Our ESL teachers also provides support via push in as well as through PD provided for staff. This budget will be used if any tutorial supplemental pay and transportation is needed for tutorials for identified students as part of our accelerated instruction to support students most at-risk.

Personnel for Fort Settlement Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jon Bracksieck	Literacy	1
Lindsey Skinner	Math Lab	1
Michelle Grant-Arastu	ESL	1

Campus Funding Summary

199 General Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
Sub-Total					\$0.00
199 General Fund SCE					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
Sub-Total					\$0.00

Addendums

	Strengths	Concerns
<p>Student Engagement Survey</p>	<p>Students at FSMS are motivated to learn.</p> <ul style="list-style-type: none"> --desire to learn. (70% agree/strongly agree) --desire to get good grades (92%) --by teachers (67%) --desire to succeed outside of school (90%) <p>Students overall feel good about being in school. (86% agreed)</p> <p>91% of students report that they can be creative in classroom assignments and projects.</p> <p>94% report their experience here has contributed to them developing skills for writing effectively, 73% for speaking effectively, 83% for thinking critically, 82% for developing creative ideas and solutions, 84% for reading and understanding challenging materials.</p> <p>93% of students report that at least some of their classes challenge them to their full academic potential.</p> <p>88% of students report that they put forth a great deal of effort when doing school work.</p> <p>Students are having academic conversations with teachers (68%) and peers (90%).</p> <p>Students engage in feedback with teachers (78%) and peers (88%).</p> <p>81% of students feel that FSMS emphasizes setting learning goals throughout the year.</p>	<p>Students are not generally excited about their classes. (only 63% agreed)</p> <p>Students don't see how the work now will help them in the future. (only 69% agreed)</p> <p>Only 71% of students see themselves as an important part of the school.</p> <p>Only 73% agree that there is at least one adult in the school who knows them well.</p> <p>85% of students report feeling safe in this school.</p> <p>Only 63% of students agree that they go to school because of what they learn in class.</p> <p>Students are not talking to adults in school about ideas, career goals, or applying for college (49%, 39%, 52%).</p>

Action Planning Tool



What did you find?	What needs to be done?	Who and By When?	Resources	Potential Barriers	Communication and Implementation
Students need adult connections at school.	Adults need to work on building relationships with students.	All adults on campus; throughout school year.	Advisory lessons, restorative circles, staff-teacher interactions; club meetings		
Students need to feel a part of the school (for both safety and value).	Students need to be involved in school events and activities.	Advisory teachers; club sponsors, classroom teachers, all adults on campus/by the end of May 2024	Advisory lessons, restorative circles, club meetings		
Students are grade motivated rather than learning motivated.					

LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
FORT SETTLE 051	FORT SETTLEMEN	00003869	COOR CAMPUS ASSESSMENT	0.5	0	SULLIVAN	VICKIE	T00900	1	199.31.1000.00.051.2024.24	24	A	210AUG

L_ADMIN_PLCY_NB

P7 ####