

Fredericksburg Independent School District

Fredericksburg Middle School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science



Mission Statement

Fredericksburg Middle School partners with families, students, and community to provide a safe and supportive learning environment. We excite the imagination of every student. We engage them in relevant, compelling learning experiences in order to prepare them for life in a diverse, global society.

Goals

Fredericksburg Middle School will educate and excite EVERY student to achieve his or her full potential and become a lifelong learner.

Fredericksburg Middle School will exercise fiscal and operational responsibility.

Fredericksburg Middle School will recruit and support a quality, caring and ethical staff of lifelong learners.

Fredericksburg Middle School encourages our parents and community to be full partners in the educational process.

Vision

The vision of Fredericksburg Middle School is to know, value, and empower every scholar.

Value Statement

Fredericksburg Middle School believes:

- All students can learn.
- All students should be prepared for life after graduation.
- All staff should receive support that enables student success.
- Relationships, respect, and communication with all stakeholders are key to our success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

Fredericksburg Middle School is a 6th-8th campus of approximately 687 students.

Our sub-populations include:

48% White

48% Hispanic

4% Other

50% Economically Disadvantaged

10% English Language Learners

10% Special Education

9% Dyslexia

9% Gifted and Talented

52% At-Risk

ESL students were served entirely through content area classes with a bilingual aide going in to supplement.

Average Attendance at FMS is 96%.

Staff

The staff includes 48 teachers, 6 paraprofessionals, 1 media specialist, 1 nurse, 2 campus secretaries, 1 registrar, 1 PEIMS clerk, 2 counselors, 1 assistant principal, 1 instructional coach, and 1 school resource officer.

School

FMS is the only public middle school in Fredericksburg.

District

FISD is composed of 1 primary school, 2 elementary schools, 1 middle school, and 1 high school.

Demographics Strengths

In order to meet the needs of all of our students, FMS restructured, added, or enhanced several programs:

We have a self-contained Autism Unit to better serve our growing autistic population.

All teachers receive training in Sheltered Instruction and Capturing Kids Hearts.

Our FOCUS program supports students with behavioral issues by supporting them in the general education setting so they can be with their non-disabled peers.

The student ambassador program involving the Life Skills class benefits both the ambassadors, general education students, and special needs students.

Students who struggle in reading are in the Read 180 or System 44 class to support them and work toward closing their gaps.

An overwhelming majority of our students are involved in extracurricular activities such as band, choir, athletics, art, rockets and robotics, theater arts, UIL academic competition, as well as a variety of student organizations.

FMS has hired three additional Spanish speaking teachers/staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is not sufficient support for ELL and dyslexic students. **Root Cause:** The population of dyslexic and ELL students at FMS has increased while our staffing has not.

Student Academic Achievement

Student Academic Achievement Summary

First Administration STAAR Data:

6th Grade Reading:

- 64% Approaches
- 39% Meets
- 19% Masters

6th Grade Math:

- 87% Approaches
- 63% Meets
- 25% Masters

7th Grade Reading:

- 68% Approaches
- 47% Meets
- 31% Masters

7th Grade Math:

- 75% Approaches
- 42% Meets
- 23% Masters

7th Grade Writing:

- 67% Approaches (at state level exactly)
- 47% Meets
- 16% Masters

8th Grade Math:

- 76% Approaches
- 34% Meets
- 2% Masters grade level

8th Grade Science:

- 79% Approaches
- 57% Meets
- 35% Masters

8th Grade Social Studies:

- 60% Approaches
- 32% Meets
- 21% Masters

Algebra I EOC:

- 100% Approaches grade level
- 83% Meets grade level
- 65% Masters grade level

8th Grade Reading:

- 80% Approaches grade level
- 51% Meets grade level
- 31% Masters grade level

Read 180 Data:

- 42% 6th graders showed prescribed growth
- 61% 7th graders showed prescribed growth
- 64% 8th graders showed prescribed growth

Imagine Math (Think Through Math):

- 78% 7th Grade Math Intervention students showed growth
- 68% 8th Grade Math Intervention students showed growth

Student Academic Achievement Strengths

FMS STAAR scores above the state average:

6th Grade Reading:

- 39% Meets
- 19% Masters

6th Grade Math:

- 87% Approaches
- 63% Meets
- 25% Masters

7th Grade Reading:

- 47% Meets
- 31% Masters

7th Grade Math:

- 75% Approaches
- 42% Meets
- 23% Masters

7th Grade Writing

- 67% Approaches (at state level exactly)
- 47% Meets
- 17% Masters

8th Grade Math:

- 76% Approaches

8th Grade Science:

- 79% Approaches
- 57% Meets
- 35% Masters

8th Grade Social Studies:

- 21% Masters

8th Grade Reading:

- 80% Approaches
- 51% Meets
- 31% Masters

75% of 8th grade ELLs showed progress on STAAR Reading, and 70% of 8th grade ELLs showed progress on STAAR Math.

Math intervention students made progress on their STAAR test. 81% passed their STAAR test and made progress.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Thirty-four percent of students met state standard on 8th grade STAAR mathematics. The state average on the 8th grade STAAR mathematics test was 49%. **Root Cause:** Math intervention is in its beginning phase. The accelerated instruction needs to be implemented in the regular math classes.

Problem Statement 2: Twenty-four percent of English Language Learners met state standard on STAAR reading, grades 6-8 in the 2018 school year. The targeted percentage for English Language Learners in English was 29%. **Root Cause:** There has not been a clear expectation that instruction is differentiated in all classes; therefore, there was no follow-up or support in how to differentiate instruction appropriately for all learners.

Problem Statement 3: Thirty-eight percent of English Language Learners met state standard on STAAR mathematics, grades 6-8 in the 2018 school year.

The targeted percentage for English Language Learners in mathematics was 40%. **Root Cause:** There has not been a clear expectation that instruction is differentiated in all classes; therefore, there was no follow-up or support in how to differentiate instruction appropriately for all learners.

Problem Statement 4: Sixty percent of students approached state standard on 8th grade STAAR social studies. The state average on the 8th grade STAAR social studies test was 64%. **Root Cause:** There has not been a clear expectation that instruction is differentiated in all classes; therefore, there was no follow-up or support in how to differentiate instruction appropriately for all learners. There has also not been any vertical alignment between 6-8 grade levels.

School Processes & Programs

School Processes & Programs Summary

All teachers and paraprofessionals at FMS are highly qualified. 44% of our staff are certified in English as a Second Language, and 48% are certified in G/T.

First year teachers are assigned mentors, and they meet monthly with district personnel.

Curriculum is aligned with the state standards. All content area teachers utilize the TEKS Resource system to pace and plan their lessons, as well as to create common summative assessments. Teachers meet daily to plan collaboratively, analyze data, and to study the TEKS.

The campus instructional coach provides on-going professional development and support for all content area teachers.

Committees comprised of campus teachers and leaders address campus needs and concerns.

School Processes & Programs Strengths

Core classes have a common planning time. During this time, teachers analyze data, create common assessments, study TEKS, and plan lessons.

Regular administrative walk-throughs, instructional coach, and collaborative planning provide opportunities for staff feedback and professional growth.

FMS is beginning the third year implementation phase of balance literacy in grades 6 and 7.

Four teams have participated in the Texas Lesson Study through Region XIII.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Grade level collaboration needs to occur on a regular basis to improve relational capacity, teacher communication, student discipline, and achievement. **Root Cause:** A concerted effort was not made to ensure grade level team collaboration.

Perceptions

Perceptions Summary

Discipline

There were 559 total offenses by 180 students.

The offenses broken down into sub-populations:

83% General education students

17% Special education students

19% English Language Learners

73% Economically Disadvantaged

79% At-Risk

57% Hispanic

40% White

79% Male

21% Female

Of the 180 students, 48 were 6th grade, 63 were 7th grade, and 69 were 8th grade. Further, 41 students had 5 or more offenses, 9 had 10 or more offenses, and 1 student had more than 15 offenses.

The highest number of referrals in all three grade levels were for classroom disruption, disrespect, and uncooperative behavior.

There were 277 placements in ISS.

Perceptions Strengths

100% of staff members have been trained in Capturing Kids Hearts.

Incoming 6th grade day camp.

Art show.

ESL parent fall and spring meetings.

Parent poetry reading.

Thanksgiving luncheon.

Drama productions.

Band and choir concerts.

FAB and Zonta mentoring.

Big brothers/Big sisters.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increased behavior issues in the classroom and during transition periods. **Root Cause:** Campus discipline has not been consistent, resulting in increased behavior issues.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Goal 1: By 2023, 100% of Fredericksburg Middle School students will be on or above grade level in all content areas.

Performance Objective 1: FMS will involve all students in a guaranteed and viable curriculum.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Offer course selections that support current graduation plans and that motivate students to pursue higher learning on an identified area of study beginning in middle school.	Secondary administrators, counselors, department chairs	Expanded course selection guides and/or course offerings on Career Cruising.				
Funding Sources: 244 Carl Perkins Grant - 0.00						
2) Provide transition activities for students entering middle school from elementary school.	FMS counselors and administrators	Calendar of transition activities and events. Sign-in sheets to track participation numbers. Publications and efforts to communicate with parents.				
Funding Sources: 199 Local Funds - 0.00						
3) Provide career advisement annually for students and parents on the selection of a wide variety of courses for graduation paths and endorsements beginning with 8th grade and every year thereafter in support of graduation plans. Expand career advisement to include post graduation plans/post-secondary plans, course guides, Career Cruising, and ACT/SAT p[reparation.	Secondary administrators and counselors	Graduation plans, post-graduation plans, post-secondary plans, advisement calendar.				
Funding Sources: 199 Local Funds - 0.00						
4) Ensure that 100% of students participate in at least one co-curricular or extra-curricular activity beginning in the 6th grade.	Academic and athletic coaches, club sponsors, and counselors.	Team and participation rosters, record of recruitment, activities/efforts.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: By 2023, 100% of Fredericksburg Middle School students will be on or above grade level in all content areas.

Performance Objective 2: FMS will develop a district-wide system of data analysis to differentiate instruction for all students.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Administer unit assessments based on the Year-at-a-Glance (YAG) in grades 3-12 to ensure proper pacing and mastery of the TEKS in each subject area. Analyze the data on unit assessments (AIM process) to address performance gaps overall and gaps between student groups and adjust instruction accordingly.	Asst. Supt. for C&I, Assessment & Strategies Coordinator, campus administrators, instructional coaches, and teachers.	Student reports from Eduphoria, reduction in performance gaps between student groups, improved performance for all student groups.				
Funding Sources: 199 Local Funds - 0.00						
2) Update data folders with students and involve them in goals setting and self-advocacy.	Asst. Supt. for C & I, Assessment & Strategies Coordinator, campus administrators, instructional coaches, and teachers.	Student growth on common assessments, iStation, Imagine Math, iLit, Lexile.				
Funding Sources: 199 Local Funds - 0.00						
3) Provide ongoing training in differentiation.	Campus administrators and instructional coach.	Student academic growth in all populations.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: By 2023, 100% of Fredericksburg Middle School students will be on or above grade level in all content areas.

Performance Objective 3: 100% of FMS staff will integrate technology to increase the effectiveness of student learning, instructional management, professional growth and development, and job performance.

Evaluation Data Source(s) 3:

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Create lessons that encourage students to embed K-12 technology applications on a weekly basis.	Asst. Supt for C&I, Director of Technology, campus administrators, instructional coaches, classroom teachers.	Technology enhanced work products as evidenced in classroom walk-through data and teacher lesson plans.				
2) Increase the number of devices available for student use on campus and update/replace old technology. Utilize class sets or COWS (computers on wheels) for optimum use and care.	Director of Technology, campus administrators.	Technology enhanced student products, improvement rates on the software programs that require time on task.				
Funding Sources: 199 Local Funds - 0.00, 244 Carl Perkins Grant - 0.00						
3) Embed technology TEKS through daily coursework. Especially, in English and SOAR classes.	Campus administrators and teachers.	Technology enhanced work products as evidenced in classroom walk-through data and teacher lesson plans.				
Funding Sources: 211 Title I, Part A - 0.00						
4) Provide teachers and students with access to technology devices to integrate and enhance instructional delivery which includes, but is not limited to computers, iPads, laptops, document cameras, tablets, and interactive boards.	Asst. Supt for C&I, Director of Technology, campus administrators.	Student and staff use of technology as evidenced by walk-through data.				
Funding Sources: 211 Title I, Part A - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: By 2023, 100% of Fredericksburg Middle School students will be on or above grade level in all content areas.

Performance Objective 4: The percent of all students including Hispanic, White, African-American, American Indian, Asian, two or more races, economically disadvantages, at-risk, and Title 1 students meeting advanced performance on all state assessments will exceed the state average.

Evaluation Data Source(s) 4:

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Use instructional strategies that engage all students on a daily basis in every classroom.	Asst. Supt. for C & I, Director of Special Programs, campus administrators, instructional coaches, and teachers.	Student success on state assessments, graduation rate, and grade level completion.				
Funding Sources: 199 Local Funds - 0.00, 263 Title III, Part A - 0.00						
2) Adopt Response to Intervention (RtI) procedures and train teachers as part of the process to monitor student progress and determine scope of intervention services as determined by the student review team.	Asst. Supt. for C & I, Director of Special Programs, campus administrators, counselors, instructional coaches, and teachers.	Student review team meeting schedules, agendas, and deliberation notes.				
Funding Sources: 199 Local Funds - 0.00						
3) Administer performance assessments every few weeks to ensure proper pacing and mastery of the TEKS in each subject area. Analyze the data on performance assessments (through the Aim process to address performance gaps overall and gaps between student groups and adjust instruction accordingly.	Campus Administrators and teachers	Student reports from Eduphoria, reduction in performance gaps between student groups, improved performance for all student groups.				
4) Incorporate reading/math intervention classes into the daily schedule for students who have a history of low academic achievement.	Reading and math intervention teachers.	Progress monitoring reports provided by teachers and computer generated. Student data evaluated weekly.				
Funding Sources: 199 Local Funds - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: By 2023, 100% of Fredericksburg Middle School students will be on or above grade level in all content areas.

Performance Objective 5: 100% of English Language Learner students will demonstrate growth on all local assessments and state assessments in math, language arts, science, and social studies every year.

Evaluation Data Source(s) 5:

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Identify, serve, and monitor English Learner (EL) students. Monitor the progress of exited EL students for 4 years and provide support for their continued academic success. Discuss the performance of EL students in the AIM process and follow through with appropriate action.	Director of Special Programs, campus administrators, counselors, ESL teachers.	EL list maintained by teachers, lesson plans, documentation of student progress, program exit data, iStation, TTM, iLit.				
Funding Sources: 199 Local Funds - 0.00						
2) All teachers will strive to master 4 of the 7 Sheltered Instruction strategies.	FMS Principal, Team leaders, department leaders, instructional coaches	Evidence in classroom walk-through data, lesson plans, agenda and resources and support for vocabulary development.				
3) Provide additional academic support to LEP students through the ESL program instruction, classing scheduling, and in-class support.	ESL Coordinator, counselors, FMS Administrators	Everyday practices of ESL instruction and ELL strategies in the general classrooms documented during walk-throughs.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: By 2023, 100% of Fredericksburg Middle School students will be on or above grade level in all content areas.

Performance Objective 6: The percent of gifted and talented students meeting advanced performance on state assessments will exceed the state average.

Evaluation Data Source(s) 6:

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Provide GT students the opportunity to work with other GT students and independently create projects/products/performance appropriate for GT students.	Campus administrators, GT and general education teachers.	Class schedules and lesson plans.				
Funding Sources: 199 Local Funds - 0.00						
2) Inform GT parents of students' activities, procedures, and guidelines through parent conferences, meetings, letters, and campus websites. Conduct the beginning of the year meeting with parents within the first nine weeks of school.	Director of Special Programs, campus administrators, and teachers.	Meeting agenda, sign-in sheet, end of the year parent survey results.				
Funding Sources: 199 Local Funds - 0.00						
3) Incorporate differentiated instructional strategies in lessons for GT students. Provide enrichment experiences outside of school and build academic UIL programs and invite GT students to participate.	Asst. Supt. for C & I, Director of Special Programs, campus administrators, GT and general education teachers.	Evidence of differentiated strategies in lesson plans and enrichment activities.				
Funding Sources: 199 Local Funds - 0.00						
4) Explore course options specifically designed to meet the critical thinking and creative needs of middle school students beyond the current Pre-AP and AP course offerings.	Asst. Supt. for C & I, Director of Special Programs, secondary counselors.	Course offerings				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: By 2023, 100% of Fredericksburg Middle School students will be on or above grade level in all content areas.

Performance Objective 7: 100% of special education students will demonstrate growth on all local assessments and state assessments in math, language arts, science, and social studies every year.

Evaluation Data Source(s) 7:

Summative Evaluation 7: Some progress made toward meeting Performance Objective






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Provide social skills/behavior training programs to special education students in DAEP setting to provide instruction of replacement behavior strategies.	Director of Special Education, DAEP administrator, special education staff.	Decrease in the number of special education students repeating DAEP placement.				
Funding Sources: Special Education - 0.00						
2) Use iStation with students and monitor reading progress consistently. Use the cycle reports to target individual instruction.	Campus administration, special education staff.	iStation progress reports indicating students are progressing in accordance with IEP goals.				
3) Provide instructional strategies and accommodations as specified in Individualized Education Plan (IEP).	Special education teachers.	Differentiated student work and assessments.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: By 2023, 100% of Fredericksburg Middle School students will be on or above grade level in all content areas.

Performance Objective 8: The percent of migrant students meeting advanced performance on the state assessments in all areas will exceed the state average.

Evaluation Data Source(s) 8:

Summative Evaluation 8: Some progress made toward meeting Performance Objective




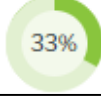




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Work with the district Migrant Coordinator to identify migrant students, provide appropriate support services, and update parents on the academic progress of their students.	Campus registrar, district migrant coordinator, FMS administration, and staff.	Migrant referral list, documentation of services, and the impact on student achievement.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: By 2023, 100% of Fredericksburg Middle School students will be on or above grade level in all content areas.

Performance Objective 9: Students will be informed, encouraged, and challenged to achieve and maintain physical health.

Evaluation Data Source(s) 9:

Summative Evaluation 9: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) FMS students will participate in the state fitness assessment (Fitness Gram).	Physical education teachers	Fitness gram reports.				
2) FMS students will participate in the Scott and White Wellness and Sexual Health program.	Health/physical education teachers and FMS administration.	Teacher lesson plans and walk-through data.				
3) All 8th grade FMS students will be trained in how to administer CPR.	Health teachers and FMS administration.	Documentation of training.				
4) Utilize the athletic department at FMS and FHS to promote and encourage healthy life styles.	Athletic Director, coaches	Participation rates in athletics and sponsored events.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: By 2023, 100% of Fredericksburg Middle School students will be on or above grade level in all content areas.

Performance Objective 10: Using dropout prevention strategies, all students will earn a high school diploma.

Evaluation Data Source(s) 10:

Summative Evaluation 10: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Various mentoring programs will provide encouragement to at-risk students on an individual basis.	Mentoring staff, teachers, and counselors.	Documentation of participation in the mentoring program.				
2) Develop a Personal Graduation Plan (PGP) for at-risk students.	FMS Counselors.	PGP folder.				
3) Conduct home visits to follow-up with attendance and academic concerns.	FMS administration, FMS counselors, and school resource officer, Outreach Coordinator.	Home visit documentation.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: By 2023, 100% of Fredericksburg Middle School teachers and staff will be effective at improving student performance.

Performance Objective 1: FMS will develop systems that recruit and retain effective teachers and staff.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Support quality teaching by daily classroom visits conducted by administrators, directors, and district administrators. Provide positive reinforcement to exceptional teaching and additional support to teachers who struggle.	District and campus administrators.	Reflective data collected from walk-throughs.				
Funding Sources: 199 Local Funds - 0.00						
2) Recognize and affirm efforts of staff across the district at monthly board meetings. Nominations will be submitted through campus staff to principals and directors, who will in turn submit nominations to district-level directors, assistant superintendents, and the superintendent. Categories honored will include secondary teacher of the month and employee of the month.	Superintendent, district and campus administrators.	Improved retention rates for staff and staff survey results.				
= Accomplished = Continue/Modify = No Progress = Discontinue						



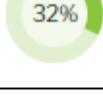
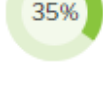
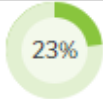
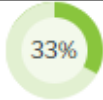




Goal 2: By 2023, 100% of Fredericksburg Middle School teachers and staff will be effective at improving student performance.

Performance Objective 2: FMS will develop a district-wide system that provides meaningful and on-going professional development support to allow teachers and staff to grow and meet district goals.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) FMS CKH Process Champions will provide the annual overview of CKH to new staff and a refresher to all campus personnel.	Asst Supt. for C & I, campus administrators, and Process Champions.	Documentation of staff training and student participation.				
Funding Sources: 199 Local Funds - 0.00						
2) Provide ongoing technology training for staff led by campus experts or the technology department on the use of electronic devices, tech tips, Microsoft Office applications, multiple teaching methods, including integrated, project-based learning options to fully engage, energize, and motivate students. Ensure that there is follow-up support after a training session.	Asst. Supt for C & I, Director of Technology, campus administrators, campus department chairs, and lead teachers.	Documentation of participation at training sessions, increased use of technology devices by staff and students as evidenced in walk-through data and student work products.				
Funding Sources: 199 Local Funds - 0.00						
3) Provide teachers and/or vertical teams the opportunity to review and study TEKS through the TEKS Resource System (TRS), vertically and horizontally align the TEKS, and create pacing guides annually.	Asst. Supt. for C & I, campus administrators, instructional coaches, campus department chairs, and lead teachers.	Create pacing guidelines, lesson plans, and PD schedules.				
Funding Sources: 211 Title I, Part A - 0.00						
4) Provide teachers opportunities to work in Professional Learning Communities (PLCs). PLCs will be characterized by collegiality, collaborative structures, work focused on student outcomes, TEKS-based instruction, and conversations about best teaching practices. Instructional coaches will support the PLCs in their work.	Asst. Supt. for C & I, campus administrators, instructional coaches, campus department chairs, and lead teachers.	Meeting agendas, minutes, and outcomes.				
Funding Sources: 199 Local Funds - 0.00						

5) Provide training to all teachers on the proper use of intervention programs in order to use them with fidelity and maximize the intended progress outcomes.	Asst. Supt. for C & I, campus principals, department chairs, grade-level lead teachers	Training schedules and agendas, Istation, Imagine Math, iLit, and other comprehensive, technology-based programs with integrated assessments				
Funding Sources: 199 Local Funds - 0.00						
6) Support core teachers by providing instructional coaches to assist with student growth strategies and measures.	Asst. Supt. for C & I, Director of Special Programs, campus administrators	Student growth over time on student assessment measures				
Funding Sources: 211 Title I, Part A - 0.00						
7) Provide all teachers with Sheltered Instruction Training when they enter the school district and provide supplemental training to all staff after initial training.	Asst. Supt. for C & I, district and campus administrators, teachers	Certificates of participation, implementation levels as evidenced in walkthrough data.				
Funding Sources: 199 Local Funds - 0.00						
8) Support teachers in mastering Sheltered Instruction strategies, including posting and communicating content and language objectives, teaching academic vocabulary, randomization, total group responses, and teaching students what to say when they cannot respond to a teacher's question.	Asst. Supt. for C & I, campus administrators, instructional coaches, department chairs, lead teachers	Walkthrough data				
9) Providing ongoing training to teachers on the interpretation and purpose of TELPAS data. Use TELPAS data to inform and target instruction.	Asst. Supt. for C & I, Director of Special Programs, Assessment and Strategies Coordinator, campus administrators and counselors	Improvement scores in each TELPAS; awareness of student's instructional needs and the implementation of sheltered instruction strategies for EL students				
10) Train all 6-8 ELA teachers on Balanced Literacy followed by the implementation of the instructional components after each training cycle.	Asst. Supt. for C & I, campus administrators, instructional coaches, department chairs, lead teachers	Improved meeting and mastering performance levels in STAAR reading, training schedules, coaching logs, classroom walkthrough data				
Funding Sources: 211 Title I, Part A - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 3: By 2023, 100% of Fredericksburg Middle School families will be active participants in their children's education.

Performance Objective 1: FMS will develop a two-way district-wide communication system that engages all families as active participants in their children's education.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Provide communication and conduct meetings in English and Spanish as needed.	Campus administrators, translators	Documentation of communication and parent workshops				
Funding Sources: 199 Local Funds - 0.00, 211 Title I, Part A - 0.00						
2) Explore new avenues of utilizing the mass communication system to keep all stakeholders informed of school activities.	Superintendent, district and campus administrators	Parent and community response, community engagement surveys				
Funding Sources: 199 Local Funds - 0.00						
3) Utilize social media avenues such as the FMS website, Facebook and/or Twitter, and the parent portal to provide updates in a timely manner to students, parents, and staff members.	Superintendent, district and campus administrators, teachers	Percentage of parents who have portal access, community response to website				
Funding Sources: 199 Local Funds - 0.00						
4) Host several events for parents to visit the campus and be involved in their student's education.	FMS Staff	Survey Results Parent Feedback				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: By 2023, 100% of Fredericksburg Middle School families will be active participants in their children's education.

Performance Objective 2: FMS will develop a district-wide culture that welcomes and values all families.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Some progress made toward meeting Performance Objective






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Invite parents and community members to be a part of the FMS Campus Education Improvement Committee and Parent Involvement/Family Advisory Committee to review and edit campus goals and strategies and evaluate activities.	FMS Administration	Sign-In Sheets Minutes Community Engagement Evaluation				
2) Provide several community mentoring programs for our students such as: Fredericksburg Academic Boosters (FAB)Mentoring Zonta Lunch Bunch Big Brothers/Big Sisters workplace mentoring	FMS administration and counselors	Mentoring list, activities				
3) Parent partnerships in support of campus academic programs will be encouraged through parent participation in special programs, campus events, campus committees, and information meetings held at the campus and various locations.	FMS staff	Sign-In Sheets Agendas Minutes				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: By 2023, 100% of stakeholders will feel physically and social-emotionally safe and secure on the Fredericksburg Middle School campus.

Performance Objective 1: Fredericksburg Middle School will develop a campus-wide system that involves administration and staff in the creation, ongoing review, and modification of a physical safety and security plan.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Review, on an annual basis, the FMS comprehensive emergency response plan for fire, inclement weather, chemical hazard, hostile intrusion situations and crisis situations, such as death of a student or faculty member	FMS Administration	Emergency response documents Documentation of drills Updated Crisis Management Guidelines.				
Funding Sources: 199 Local Funds - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 4: By 2023, 100% of stakeholders will feel physically and social-emotionally safe and secure on the Fredericksburg Middle School campus.

Performance Objective 2: Fredericksburg Middle School will develop a proactive campus-wide system to develop and foster the social-emotional safety and security of all students and staff.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Implement programs and activities to promote character development and sustain the implementation of Capturing Kids Hearts (CKH).	Asst. Supt. for C & I, District Safety Coordinator, campus administrators, teachers	Documentation of activities, documentation of CKH implementation rates on classroom walkthrough data				
Funding Sources: 199 Local Funds - 0.00						
2) Implement programs that provides for the prevention of and education regarding unwanted physical or verbal aggression, sexual harassment, cyber bullying, and other forms of bullying.	Asst. Supt. for C & I, District Safety Coordinator, School Resource Officer, district and campus administrators, counselors, teachers	PEIMS 425 record				
Funding Sources: 199 Local Funds - 0.00						
3) Conduct activities at FMS that follow and address the district dating violence policy.	School Safety Coordinator, School Resource Officer, secondary administrators, counselors.	Documentation of activities and participation.				
Funding Sources: 199 Local Funds - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: By 2023, FMS will exercise fiscal and operational responsibility in order to provide resources necessary to realize the district vision.

Performance Objective 1: FMS will develop and maintain a budget based on student needs.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) All FMS staff members will work diligently to build and maintain their budgets.	FMS administrators, directors, department chairs, lead teachers, teachers	Good, Working Budget				
Funding Sources: 199 Local Funds - 0.00						
2) Involve all staff members in the zero-based budgeting process	District and FMS Administrators Department Directions Department Chairs Team Leaders	Approved annual fiscal budget as noted in campus and district plans.				
Funding Sources: 199 Local Funds - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 5: By 2023, FMS will exercise fiscal and operational responsibility in order to provide resources necessary to realize the district vision.

Performance Objective 2: FMS will improve attendance rates by at least .5%

Evaluation Data Source(s) 2:

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Run and analyze attendance reports for each campus every three weeks.	Campus PEIMS Coordinators, School Safety Coordinator, campus administrators	Documentation of attendance patterns and course of action.				
2) Identify and align truancy prevention measures across the district to create consistent messaging to students and families.	School Safety Coordinator, district and campus PEIMS Coordinators, Parent Liaison, campus administrators	Weekly attendance reports, attendance improvement for at-risk students				
3) Organize a student attendance committee comprised of admin and teachers that will meet weekly to discuss attendance issues and track students.	Assistant Principal Staff	Attendance improvement for at-risk students.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

2018-2019 Needs Assessment Team

Committee Role	Name	Position
Administrator	Jeff Wanek	Assistant Principal
Principal	Sheryl Wallace	Principal
Parent	Rachael Stotz	Parent
Classroom Teacher	Claire Klepac	Teacher
Classroom Teacher	Gayle Toohey	Teacher
Parent	Jennifer Romo	Parent
Parent	Robin Martin	Parent
Classroom Teacher	Shannon Windham	Teacher
Parent	Tiffany Nielsen	Parent
Classroom Teacher	Leigh Whitten	Teacher
District-level Professional	Delesa Styles	Assistant Superintendent
Business Representative	Ann Pluenneke	Business Representative