

# Floresville Independent School District

## Floresville Middle School

### 2017-2018 Campus Improvement Plan



# Mission Statement

At Floresville ISD, we strive to develop confident leaders and productive citizens with character and knowledge in preparation for a prosperous life.

## Floresville Middle School Mission Statement

Through partnership with students, staff, parents and the community, the mission of Floresville Middle School is to foster a commitment to life long learning and good character while developing tomorrow's leaders.

## Vision

FMS Touchstone

Learners Today: Leaders Tomorrow

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Floresville enrollment for 2016-2017 school year was 874 students. The ethnic distribution at Floresville Middle School was as follows:

- Hispanic-576
- White- 267
- American Indian-4
- Asian-1
- African American-10
- Two or More races-16

### Special Population groups

- Economically Disadvantage-43%
- At-Risk-44%
- Special Education-10%
- Gifted and Talented-8%
- ELL-4%
- Migrant-1%

The attendance rate for the 2016-2017 school year was 96.44%

Based on the 2015-2016 TAPR report the breakdown of staff was as follows:

- 84.6% Professional Staff
  - 24.3% Hispanic
  - 71.7% White
  - 4% Asian
  - 32.3% Male
  - 67.7 Female
- 12% Educational Aides

- 7.4% Beginning Teachers
- 34.1% 1-5 Years of Teaching
- 16.7% 6-10 Years of Teaching
- 25.2% 11-20 Years of Teaching
- 16.6% Over 20 years of Experience

### **Demographics Strengths**

Sped Teachers have monitor students as Pride Class

Diverse Campus

Well staffed Special Pop

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Need to have consistency of Special Education support in classes that are Science and Social Studies STAAR tested

**Problem Statement 2:** Need to continue to increase student attendance

## Student Achievement

### Student Achievement Summary

Floresville Middle School **Met** Standard for the 2016-2017 school year. There were increases in **sub groups** for 8th Reading and Math as well in Special Education in most content areas.

### Floresville Middle School

	Pop/Sub Pop	Reading			Math			Algebra 1	Writing	Science	Social Studies
		6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup> *	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup> *	8 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	8 <sup>th</sup>
<b>STAAR 2017</b>	All Students	72%	79%	89%	76%	81%	88%	100%	72%	75%	57%
	Hispanic	72%	75%	86%	74%	78%	85%	100%	71%	70%	48%
	White	73%	89%	93%	83%	89%	93%	100%	75%	86%	71%
	Eco Dis	68%	70%	83%	70%	71%	81%	100%	61%	63%	43%
	Sped	9%	29%	93%	36%	33%	94%	100%	18%	21%	6%
	LEP	67%	30%	57%	83%	60%	42%	--	60%	40%	10%
								--			

### Student Achievement Strengths

- Data Boards
- Data guides instruction
- RTI-Tier 2 classes in place
- Pride interventions
- UIL academics
- Brick House Model
- Tutoring Before/After school

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Need to improve the process of identifying students in need of Tier 2 support

## School Culture and Climate

### School Culture and Climate Summary

Floresville Middle School enjoys a great diversity of students from a wide variety of cultures and backgrounds. Students are involved in school and in extra curricular activities. The band and athletic program are the biggest extra-curricular activities. This will be the fourth year that students will have an opportunity to participate in UIL academics and the number of students increase each year usually by 6th grade students. Students continue to show an interest in the AVID program.

Student Incentives are in place such as:

- 4 Students per grade level are selected weekly to be recognized as the Student of the Week for a total 408 students recognized a year.
- Students doing a Random Act of Kindness are rewarded
- Quarterly Student Positive Cards mailed to parents
- Attendance Incentives-Use of electronics during lunch, coupons for Pizza, and time outside the last 10 minutes of lunch.
- Brick House ICU Winners are rewarded at end of grading cycle and at end of the year.

The Behavior Support Committee was in place this year to review students with behavior concerns to reduce discipline. The committee met several times this year.

From the December 2016 Staff and Student Survey the following were the Middle School Strengths:

Staff:

- School well protected from crime and vandalism and worry little about safety;
- Racial and Ethnic Heritage is respected
- Effort to praise and reward those who do well
- School rules and expectations are clear
- School has adequate resources to help students in an emergency and crisis
- School goals and priorities are clear
- Administrators provide strong leadership

Student

- School takes good care of school grounds and keep building and classrooms clean
- Teachers are nice people
- Students help make decisions
- Students have good relationships with their their teachers
- Students respect their teachers

- Students feel safe on the way to school and on the way to home
- Students can get help at school in an emergency

### **School Culture and Climate Strengths**

- New Fence around campus and locked doors in Foyer=Safety and Security
- Hope Message
- AVID
- Redirect
- K9 Searches
- High student involvement in extra curricular activities
- Cross the Line
- Positive Post Cards
- Student of the Week
- Quarterly Student Positive Cards
- Remind by teachers/Administrator
- Increased Student Monitoring

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Need student to student mentor ship (New Students, At-Risk) by STUCO or NJHS

**Problem Statement 2:** Need Staff Restorative Discipline Training

**Problem Statement 3:** Need lessons on Student Technology etiquette

**Problem Statement 4:** Need to use Behavior Support Team consistently to decrease number of students in ISS/OSS or sent to DAEP.

**Problem Statement 5:** Need consistent structure of discipline process among staff.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Our employees are the most important resource for providing a quality education program for the students of the community. All teaching staff are certified in the area of their content. New teachers to the campus are assigned a mentor and monthly new teacher meetings are held. The paraprofessional staff meets monthly with the administration to discuss how to support students in the classroom and the office staff meets monthly to discuss Customer service. Staff are recognized through Cross the Line and Staff member of the Week. The Sunshine Committee conduct various activities throughout the year to continue to keep morale high.

### **Staff Quality, Recruitment, and Retention Strengths**

- All teachers/paraprofessionals are highly qualified
- ESL certified teachers
- New teacher mentoring
- Sunshine Committee activities, Celebrations, Silent Auctions, Thought of the Week
- Cross the Line
- Staff Member of the Week
- Birthday treats
- PLC to share instructional strategies
- Instructional rounds

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Need a structured Mentor Program for beginning teachers.

**Problem Statement 2:** Need to concentrate on a few areas/initiatives (Lead4ward; Fundamental 5, etc.) to ensure teachers are fully trained and knowledgeable.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

As Floresville MS prepares students for a prosperous life, we are committed to providing a guaranteed and viable curriculum for every student, every day, in every classroom. Fisd utilizes TEKS resource system to provide a guaranteed and viable curriculum for all core classes. At FMS, core teachers have a common planning period and weekly planning meetings are schedule so that the grade level teams can plan for the next weeks lessons. Plans must included Summary of the Unit, Misconceptions, Vocabulary, SE's to be taught, performance assessments, Fundamental 5 Lesson Frame and FSGPT, and daily activities. Data meetings are also scheduled during the common planning time to review three-week assessments and plan for interventions.

The Career Portal course covers House Bill 5 and the different career pathways for students.

### **Curriculum, Instruction, and Assessment Strengths**

- HB 5 lessons for 8<sup>th</sup> grade
- ELAR Region 20 training
- Basic Classes
- Eduphoria
- Weekly common planning
- Fundamental 5 strategies
- 3 Week Assessments are aligned
- Elective Courses offered: Art, Band, AVID, STEM, Theatre Arts
- 3 Week Assessments-Variety of Formative assessments
- Brick House-ICU List
- PLC Training-Lead4ward strategies; Texas Gateway; Class Flow
- Tutoring
- RtI

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Need professional development for Social Studies, Math, and Science and Writing strategies

**Problem Statement 2:** Need professional development on incorporating technology in all content.

**Problem Statement 3:** Need continue professional development on features of Class Flow.

**Problem Statement 4:** Need a weekly focus on strategies from Lead4ward or writing-target of the week.

**Problem Statement 5:** Need to provide professional development for paraprofessionals on instructional strategies to support students.

**Problem Statement 6:** Need Professional development on the Co-Teach model to Inclusion Teacher/GenEd Teacher

**Problem Statement 7:** Need Professional development on Content Based Sheltered Instruction and Differentiated Instruction.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

At Floresville Middle School, parents are supportive of extra curricular activities especially in athletics and band. An AVID parent night is held twice a year that typically draws a large attendance number of parents and two art shows were held to involve parents and families. This past school year, a 6th grade camp was held in August that enabled 6th grade students to go through rotations to be prepared for the school year. Parents attended an orientation meeting at the end of the camp. 8th grade parents are invited to an HB 5 Ice Cream Social and High School graduation programs are presented in the evening.

### **Family and Community Involvement Strengths**

- Big Art Day
- Open House
- 6th grade camp with a parent meeting
- 6th grade orientation
- AVID guest speakers
- HB 5 Ice Cream Night for 8th grade parents/students.

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** Need opportunities for parents to increase academic knowledge to help their child with academic work.

**Problem Statement 2:** Need training or information for parents on: Sex Trafficking, drugs, and social media

**Problem Statement 3:** Need increase to increase visibility and support from business members in Floresville with emphasis on academic or careers.

**Problem Statement 4:** Need a Spring Open House

**Problem Statement 5:** Need parent involvement in such things as Field Day.

## **School Context and Organization**

### **School Context and Organization Summary**

Floresville Middle School has an 8 period day ( Seven classes of 48 minutes and a 35 minute Pride class.) The Staff is provided opportunities to discuss campus concerns and give input through the Site Based Decision Committee, their Instructional Facilitator and district concerns through the Superintendent Advisory Council. The campus administrative team meets with the Instructional Facilitator once a week to discuss curriculum, updates on special pop groups and up coming events.

A staff surveys is given at the end of the year to list strengths and ways to improve. Teachers are required to serve on a committee to support the school and students such as Site Based (elected), Behavior Support, Field Day, Awards Ceremony, GT, and Attendance. The staff is given information of the upcoming week through the weekly news bulletin and as well as have access to the yearly school calendar to view upcoming events to plan accordingly.

### **School Context and Organization Strengths**

- School is laid out by grade levels and have grade level lunches
- Discipline Methods
- ICU-Brick House
- FMS Weekly Bulletin
- Calendar of School Events
- Duties of supervision are assigned but staff have the ability to switch as needed.
- Common Planning for Core Teaching Staff

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Need to have lessons for students on Organizational skills

**Problem Statement 2:** Need to improve communication to parents and students on school events.

# Technology

## Technology Summary

Teachers feel availability/access to on line resources, labs, iPads, and classroom computers is above average. This year, the library pushed the use of e-books and numbers increased in students using this method.

## Technology Strengths

- Ebooks access for all teachers and students.
- IPADS usually available when needed
- At least two desktop computers in each classroom
- 1/2 of the teaching staff has iPads issued
- Access to three Computer labs
- Access to internet, Google drive, Google docs
- QR code sign in for meetings
- Fast response from FISD tech support
- Healthy network

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Need training on incorporating Technology TEKS into all contents and time to implement

**Problem Statement 2:** Need to create opportunities for parents to have access to computers.

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- Current and/or prior year(s) campus and/or district improvement plans

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- PBMAS data

## **Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

## **Student Data: Student Groups**

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

## **Employee Data**

- Staff surveys and/or other feedback

# Goals

## Goal 1: Ensure annual academic and personal growth for each student.

**Performance Objective 1:** State assessment scores in all STAAR tested areas will increase as shown in Addendum A.

**Evaluation Data Source(s) 1:** 17-18 STAAR performance reports; benchmark data, unit assessment data, performance assessment data.

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3  1) Performance Assessments and Unit Assessments in Core classes and analyze results in PLC.	8	Principal Assistant Principals Instructional Coach Teachers	Lesson Plans Assessment Data (Unit, Performance Assessment, Benchmark, STAAR)				
Funding Sources: State/Local - 0.00							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3  2) Continue the Brick House Culture where Learning Standards are graded	2	Principal Assistant Principals Instructional Coach Teachers	Lesson Plans Assessment Data (Unit, Performance Assessment, Benchmark, STAAR)				
Funding Sources: State/Local - 0.00							
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7  3) Professional Development for ELAR, Math, Science and Social Studies to support instructional planning, specific SE's and interventions (at-risk students) (i.e, Region XX support, Academic Boot Camp; Grammar Institute, ELAR Series Trainer of Trainers; RTI training; IPSI; Power Lunch PD)	4	Principal Assistant Principals Instructional Coach Teachers	Assessment Data (Unit, Performance Assessment, Benchmark, STAAR)				
Funding Sources: NCLB Title I - 4045.00, State Compensatory Education - 4025.00							
<b>Critical Success Factors</b> CSF 1  4) AVID Course for students to develop organizational skills to be successful to increase success in classrooms.	2	Principal AVID Teacher	Assessment Data (Unit, Performance Assessment, Benchmark, STAAR)				
Funding Sources: State/Local - 0.00							



5) Continue weekly Core content PLC meetings to review: student assessment data, lesson plans, prevention/interventions, review accommodation/modification; deliver best practices/professional development and to set core content goals.	2, 4, 8, 10	Principal Assistant Principals Instructional Coach Teachers	Lesson Plans Assessment Data (Unit, Performance Assessment, Benchmark, STAAR)				
Funding Sources: State/Local - 0.00							
<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> 6) Professional Development for Sped and Inclusion Teachers Oct. 9th- Differentiation for Struggling Learners (Reading) Jan 4th Differentiation for Struggling Learners (Math) Jan 15th Differentiation for Struggling Learners (Writing) Feb. 19th- Differentiation for Struggling Learners (Science/SS) -		Principal Assistant Principals Instructional Coach Teachers	Lesson Plans Assessment Data (Unit, Performance Assessment, Benchmark, STAAR)				
<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> 7) Teachers will utilize the Special Education Instructional Support Manual website to access information regarding specific disabilities, teaching models, testing accommodations, and classroom instructional techniques based on individual student disabilities.		Principal Assistant Principals Instructional Coach Teachers	Lesson Plans Assessment Data (Unit, Benchmark, STAAR)				
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> 8) Implement monitoring systems for attendance and discipline porportionality for students in Special Education .		Principal Assistant Principal Special Ed Instructional Facilitator	Increase in student performance for students of Special population based on assessments.  Increase in Student Attendance at 96% or higher.  Decrease in discipline incidents				
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 2</p> 9) Ensure the full intergration of the tools in the TEKS Resource System, including the YAG, IFD, VAD, and TEKS Clarification Document to focus on instructional effectiveness in all core content.		Principal Assistant Principal Instructional Coach Core Instructional Facilitators	TEKS Resource Usage Reports Lesson Plans Assessment Data (Unit, Benchmark, STAAR)				
							







**Goal 1:** Ensure annual academic and personal growth for each student.

**Performance Objective 2:** FMS students will meet or exceed the progress measure in all reported STAAR content areas as shown in Addendum B.

**Evaluation Data Source(s) 2:** STAAR progress performance as reported in the 2018 Accountability Data Tables, benchmark data, unit assessment data, performance assessment data.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Pride Academic Interventions for students identified based on three week assessments, system safeguards, and/or accountability information. Supplies purchased as needed.</p>	2, 9	Principal Assistant Principals Instructional Coach Teachers	Assessment Data (Unit, Performance Assessment, Benchmark, STAAR)				
Funding Sources: State Compensatory Education - 250.00, NCLB Title I - 250.00							
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Tier 2 students in small ELAR and Math classes for more direct support and monitoring with the use of a variety of instructional strategies, reading materials, supplies and technology by teachers trained in supporting RTI students.</p>	9	Principal Assistant Principals Instructional Coach Teachers	Assessment Data (Unit, Performance Assessment, Benchmark, STAAR)				
Funding Sources: State Compensatory Education - 250.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Math Mania on Saturdays for all students but contact parents of students that need intervention.</p>	9	Principal Assistant Principals Instructional Coach Teachers	Assessment Data STAAR				
Funding Sources: State Compensatory Education - 500.00, NCLB Title I - 500.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>4) Provide instruction through an Inclusion model by providing facilitative support and/or Co-Teach</p>	10	Principal Assistant Principals Teachers	Assessment Data (Unit, Performance Assessment, Benchmark, STAAR)				
Funding Sources: Special Education Block grant - 0.00							


<b>Critical Success Factors</b> CSF 1 CSF 4  5) Tutoring provided before and after school for any student including At-Risk and students needing interventions.	9	Principal Assistant Principals Teachers	Assessment Data (Unit, Performance Assessment, Benchmark, STAAR)				
	Funding Sources: State Compensatory Education - 500.00, State/Local - 1000.00, NCLB Title I - 500.00						
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7  6) Mini-lesson pull out by Special Education Inclusion Teacher for students struggling on concept.	9, 10	Principal Assistant Principals Sped Inclusion Teachers	Assessment Data (Unit, Performance Assessment, Benchmark, STAAR)				
	Funding Sources: State/Local - 0.00						
<b>Critical Success Factors</b> CSF 1  7) AVID Course and AVID Strategies: School wide use of Cornell Notes; 6th grade carrying AVID Binders to incorporate organizational skills.	2	Principal Assistant Principals Teachers AVID Coordinator	Lesson Plans Observations Assessment Data (Unit, Performance Assessment, Benchmark, STAAR)				
	Funding Sources: State/Local - 0.00						
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3  8) Monthly Sped Teacher Meetings on best practices; monthly Support Facilitation/Para training on how to support students.	4, 8	Principal Assistant principal Special Ed Instructional Facilitator	Assessment Data (Unit, Performance Assessment, Benchmark, STAAR)				
	Funding Sources: State/Local - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 7  9) Participation in Institute of Public Schools Initiative Unlocking Meaning Series for literacy instruction for secondary struggling readers.		Principal	Integration of strategies				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** Ensure annual academic and personal growth for each student.

**Performance Objective 3:** State assessment scores in all STAAR tested areas will increase in Approaches and Masters Performance levels as shown in Addendum C

**Evaluation Data Source(s) 3:** 17-18 STAAR performance data; benchmark data, unit assessments, performance assessment data

**Summative Evaluation 3:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 1 1) Provide professional development Region XX GT Training.	4	Principal Assistant Principals Teachers	Assessment Data (Unit, Performance Assessment, Benchmark, STAAR)				
Funding Sources: State/Local - 0.00							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7 2) ELAR and Math Boot Camp Interventions for students identified based on three week assessments, system safeguards, and/or accountability information	9	Principal 8th ELAR and Math Teachers	Assessment Data STAAR				
							

## Goal 2: Provide an innovative learning environment that is safe and secure.

**Performance Objective 1:** Decrease the number of incidents resulting in out of classroom disciplinary placements for students.

**Evaluation Data Source(s) 1:** PEIMS Discipline Data

### Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Campus Behavior Support Team to provide teachers with classroom or behavior strategies when dealing with difficult students.</p>	10	Principal Assistant Principal Behavior Support Team	Decrease in referrals Decrease in number of In/Out of School Suspensions; DAEP placements (PEIMS reports)				
Funding Sources: State/Local - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Pride Lessons on Character, Pro-Kindness-Rachel's Challenge; Anti-Bullying; technology etiquette</p>	2	Principal Assistant Principal Pride committee	Decrease in incident reports and referrals Decrease in number of In/Out of School Suspensions; DAEP placements (PEIMS reports)				
Funding Sources: State/Local - 0.00							
<p>3) Student Mentoring program with new students, or At-Risk, and students in need.</p>	7, 9	Principal Counselors	Increase in Attendance Decrease in referrals Decrease in number of In/Out of School Suspensions; DAEP placements (PEIMS reports)				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) School Wide Hope Lessons</p>		Principal Counselors	Increase in Attendance Decrease in referrals Decrease in number of In/Out of School Suspensions; DAEP placements (PEIMS reports)				
							

**Goal 2:** Provide an innovative learning environment that is safe and secure.

**Performance Objective 2:** Increase Staff awareness regarding matters of safety and security on campus

**Evaluation Data Source(s) 2:** Training participation, incident reports, worker's comp claims

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Utilize Safe Schools Online system for: Child Abuse Prevention Bullying Violence Prevention Conflict Resolution Sexual Harassment Dating Violence Blood Born Pathogens Suicide Prevention/Intervention</p>	4	Principal Assistant Principals	Fewer incidents				
Funding Sources: State/Local - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) Red Ribbon Activities October 23rd-27th-Guest Speaker, Daily Activities for Awareness</p>		Principal Student Council Sponsors Counselors	Decrease in number of incidents				
Funding Sources: State/Local - 0.00							
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Ensure crisis team is established and all staff is trained and protocols as outlined in the Emergency Operations Plan</p>		Principals Assistant Principals	Enhance safety and security across the campus Ensure emergency preparedness				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Ensure implementation of strategies identified in the district safety audit-all employee parking passes; doors numbered at the bottom;</p>		Principals Assistant Principals	Enhance safety and security across the campus Ensure emergency preparedness				
							

**Goal 2:** Provide an innovative learning environment that is safe and secure.

**Performance Objective 3:** Increase parental involvement and student transition from elementary to MS and MS to HS

**Evaluation Data Source(s) 3:** Attendance at 6th grade camp and HB 5 Parent night

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) 6th grade camp and 6th grade Parent Orientation/Meeting	6, 7	Principals Assistant Principal Counselors	Number of students and parents in attendance.				
Funding Sources: State/Local - 0.00							
2) 8th grade transition to HS through Pathways Days, Investigating Career class, and HS CTE guest speakers; Graduation Plan Night	6, 10	Principal Counselors HS Counselors CTE Coordinator	Number of completed 4 year plans				
3) Fall and Spring Open House	6	Principal Assistant Principal C	Number of parents in attendance.				
4) Information/Training for parents on such things as: Sex trafficking; drugs, social media.	6	Principal Counselor	Number of parents in attendance				
5) Academic Night for Parents-TI Calculator training; Science camp, ELAR night etc.	6	Principal Assistant Principal Teachers	Number of parents participating				
6) Improve communication of school events through social media, school website, weekly parent newsletter; marquee.	6	Principal	Decrease in the number of parental phone callings not having information.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

### Goal 3: Attract, develop and retain highly qualified employees.

**Performance Objective 1:** Increase the retention rate of highly qualified staff

**Evaluation Data Source(s) 1:** 17-18 teacher turnover

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7  1) New teachers assigned mentors and attend monthly teacher meetings.	1, 5	Principal Assistant Principals Instructional Coach Mentor Teachers	Retention of Highly Qualified Staff				
	Funding Sources: State/Local - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7  2) Instructional Coach and Instructional Facilitator providing support through observation, modeling and feedback.	4, 5	Principal Assistant Principals Instructional Coach Instructional Facilitator	Retention of Highly Qualified Staff				
	Funding Sources: State/Local - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7  3) All teachers participating in Instructional Rounds for reflection and best practices.	4	Principal Assistant Principals Instructional Coach Teachers	Retention of Highly Qualified Staff				
	Funding Sources: State/Local - 0.00						




**Goal 3:** Attract, develop and retain highly qualified employees.

**Performance Objective 2:** Ensure opportunities are available for ongoing professional development

**Evaluation Data Source(s) 2:** Number of professional development attended

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7  1) All teachers participating in Instructional Rounds for reflection and best practices.	4	Principal Assistant Principals Instructional Coach Teachers	Walkthroughs/Observations Assessment Data (Three Week, Benchmark, STAAR)				
				Funding Sources: State/Local - 0.00			
<b>Critical Success Factors</b> CSF 1 CSF 7  2) Attend workshops or professional development: Incorporating Technology TEKS Reading Strategies; Lead4ward; GT, Special Education, etc.	4	Principal Assistant Principals	Assessment Data (Three Week, Benchmark, STAAR)				
				Funding Sources: State/Local - 0.00			
							

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Performance Assessments and Unit Assessments in Core classes and analyze results in PLC.
1	1	3	Professional Development for ELAR, Math, Science and Social Studies to support instructional planning, specific SE's and interventions (at-risk students) (i.e, Region XX support, Academic Boot Camp; Grammar Institute, ELAR Series Trainer of Trainers; RtI training; IPSI; Power Lunch PD)
1	1	6	Professional Development for Sped and Inclusion Teachers Oct. 9th- Differentiation for Struggling Learners (Reading) Jan 4th Differentiation for Struggling Learners (Math) Jan 15th Differentiation for Struggling Learners (Writing) Feb. 19th- Differentiation for Struggling Learners (Science/SS) -
1	1	7	Teachers will utilize the Special Education Instructional Support Manual website to access information regarding specific disabilities, teaching models, testing accommodations, and classroom instructional techniques based on individual student disabilities.
1	2	1	Pride Academic Interventions for students identified based on three week assessments, system safeguards, and/or accountability information. Supplies purchased as needed.
1	2	2	Tier 2 students in small ELAR and Math classes for more direct support and monitoring with the use of a variety of instructional strategies, reading materials, supplies and technology by teachers trained in supporting RtI students.
1	2	6	Mini-lesson pull out by Special Education Inclusion Teacher for students struggling on concept.
1	2	8	Monthly Sped Teacher Meetings on best practices; monthly Support Facilitation/Para training on how to support students.

# State Compensatory

## Budget for Floresville Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
411991161194130	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$116,283.00
	<b>6100 Subtotal:</b>	<b>\$116,283.00</b>

**Personnel for Floresville Middle School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kim Ximenez	ELAR Teacher	2003	11935.
Renee Caro	ELAR Teacher	2003	51242
SanJuanita Pena	Instructional Coach	2066	25965.
Sara Sova	ELAR Teacher	2003	24521.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
SanJuanita Pena	Insturctional Coach	2066	25965.
Shanna Greer	Literacy Specialist	1048	10417.

# Campus Funding Summary

<b>State/Local</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	2	5			\$1,000.00
1	2	6			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	3	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
<b>Sub-Total</b>					\$1,000.00
<b>Special Education Block grant</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
<b>Sub-Total</b>					\$0.00

<b>NCLB Title I</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3			\$4,045.00
1	2	1			\$250.00
1	2	3			\$500.00
1	2	5			\$500.00
<b>Sub-Total</b>					\$5,295.00
<b>State Compensatory Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3			\$4,025.00
1	2	1			\$250.00
1	2	2			\$250.00
1	2	3			\$500.00
1	2	5			\$500.00
<b>Sub-Total</b>					\$5,525.00
<b>Grand Total</b>					\$11,820.00

# Addendums



# FMS Campus Improvement Plan

# Addendum A

Campus assessments scores in all STAAR tested areas will increase as shown in Addendum A.

STAAR Assessment	2014-2017 Mean State Averages Approaches	2017 State Average Approaches	2017 Campus Average Approaches	2017 Campus Co-Hort Average Approaches	2018 Campus Average Approaches Target	2020^ Campus Average Approaches Goal
6 <sup>th</sup> Grade Reading	73%	67%	72%	81%	74%	76%
7 <sup>th</sup> Grade Reading	74%	72%	79%	72%	80%	82%
8 <sup>th</sup> Grade Reading	83%	86% *	89% *	79%	90%	92%
7 <sup>th</sup> Grade Writing	70%	68%	72%		73%	75%
6 <sup>th</sup> Grade Math	76%	75%	76%	92%	77%	79%
7 <sup>th</sup> Grade Math	70%	68%	81%	76%	82%	84%
8 <sup>th</sup> Grade Math	78%	87% *	88% *	81%	89%	91%
Algebra I	100%	100%	100%	100%	100%	100%
8 <sup>th</sup> Grade Science	73%	74%	75%		76%	78%
8 <sup>th</sup> Grade U.S. History	63%	62%	57%		60%	66%
2017 Target Groups	2017 Campus Average Approaches	2018 Campus Average Approaches Target	2020 Campus Average Approaches Goal			
Special Ed Reading	47%	49%	53%			
Special Ed Math	48%	50%	52%			
Special Ed Writing	24%	27%	30%			
Special Ed Science	27%	30%	33%			
Special Ed Social Studies	16%	20%	23%			
African American Reading	78%	80%	82%			
Econ. Dis. Writing	57%	59%	61%			
ELL All Subjects	66%	68%	70%			
ELL Reading	65%	67%	69%			
ELL Math	79%	80%	82%			

\*8<sup>th</sup> Reading/Math averages are cumulative numbers based on April and May administrations.

STAAR Performance		Campus Average All Students			2018 Campus Target All Students	2020 Campus Goal All Students
		2015	2016	2017		
All Subjects	Met or Exceeded Progress	61%	59%	62%	64%	66%
	Exceeded Progress	14%	12%	19%	22%	24%
<b>Reading</b>						
Reading	Met or Exceeded Progress	58%	62%	58%	61%	65%
	Exceeded Progress	14%	17%	21%	22%	24%
<b>Math</b>						
Math	Met or Exceeded Progress	97% (8 <sup>th</sup> Alg.)	56%	66%	70%	72%
	Exceeded Progress	61%	7%	17%	20%	24%

# FMS Campus Improvement Plan

# Addendum C

Campus Assessment scores in all STAAR tested areas will increase in Approaches and Masters Performance Levels as shown

STAAR Performance		2017 campus % Approaches Standard	2018 Campus % Approaches Standard Target	2020 Campus % Approaches Standard Target		2017 Campus % Masters Standard	2018 Campus % Masters Standard Target	2020 Campus % Masters Standard Target
Reading	Economically Disadvantaged	74%	76%	78%		13%	15%	17%
	Hispanic	79%	80%	82%		18%	20%	22%
	African American	78%	80%	82%		11%	12%	15%
Math	Economically Disadvantaged	74%	75%	77%		9%	11%	13%
	Hispanic	80%	82%	84%		16%	18%	21%
Writing	Economically Disadvantaged	57%	59%	61%		4%	6%	10%
	Hispanic	71%	72%	74%		5%	7%	11%
Science	Economically Disadvantaged	64%	65%	67%		10%	12%	14%
	Hispanic	68%	70%	72%		12%	14%	16%
Social Studies	Economically Disadvantaged	45%	47%	50%		8%	10%	12%
	Hispanic	50%	52%	55%		10%	12%	15%