

Fort Bend Independent School District
Fort Settlement Middle School
2025-2026 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.

Value Statement

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

Falcons don't just fly, we SOAR!

Serve, Overcome, Achieve, Respect

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Comprehensive Needs Assessment

Demographics

Demographics Summary

For the 2024-2025 school year, our campus focus continued to be that FSMS "Falcons SOAR...Serve, Overcome, Achieve and Respect," with the addition of, "Lead with Courage." 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 we were redesignated as both a State and National School of Character in the spring of 2025. Only 98 schools in Texas received the state-level designation, and only 71 schools received the national-level designation.

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 2024-2025 school year was just over 1500 for most of the year. Our projected enrollment for 2025-2026 is approximately 1465. The majority of our student body is Asian (66.42%), White (14.03%), Hispanic (7.91%) and African Americans (6.38%). This ethnic breakdown has held steady for the past several years. The gender breakdown of our student population yields close to an equal split with 48.47% female and 51.53% male. While the majority of our students are not considered to be economically disadvantaged (12.10), we have seen an increase in that percentage for the last few years as our campus receives transfers for a variety of reasons. FSMS is basically a neighborhood school and continues to grow with more and more houses each year.

About 13.03% 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 96% for over five years with a dropout rate of 0.1% or less. About 26% of our students have qualified for the Gifted and Talented Program, and all our core area teachers have completed the required 30-hour training for GT. Just over 7% of students at FSMS receive Special Education services, 4.52% are Section 504, and about 13% of our population is identified as Emergent Bilingual and receive ESL services--a percentage that has grown in recent years. All 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 twelve years, most who have over ten 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. One teacher retired after the 24-25 school year, and five left for opportunities outside of FBISD. Since opening 24 years ago, we still have four 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 made to recruit and retain quality staff members. Last year our campus had one resident teacher join our teaching staff.

At the end of the 2024-2025 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.

For 2024-2025, our overall discipline numbers decreased by 33%, a significant achievement and a testimony to empowering teachers to address minor infractions in their classrooms. Discipline numbers showed that our highest infractions were in the areas of disrupting the educational environment, tardies, and cell phone. We also saw an increase in two discipline areas: Minor AUP Violation/Computer Misuse and Vaping. With changes to the Code of Conduct, we had higher numbers of students who were assigned ISS/OSS and who served

Total Number of Referrals: 1111

Total Number of Referrals by Grade:

8th Grade 697	7th Grade 267	6th Grade 147
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Types of Referrals (Top three offenses in yellow*, other significant increases in blue):

Possess/Sold Drugs	1
Threat	1
Assault (Employee)	1
Fighting/Mutual Combat	6
Violation of a Stay Away Agreement	2
Minor AUP/Computer Misuse	61
Bullying /Cyberbullying	2
Bus Misconduct	18
Cheating	44
Disruptive Behavior/Disrupt. Education Environment	191
Dress Code	15
Derogatory Statement	24
Destruction of Property	9
Failure To Complete Discipline Assigned	14
False Document	1
Horseplay	19
Harassment of a Teacher	2
Student ID Badge	12
Insubordination	18
Inappropriate Physical Contact	69
Look Alike Weapon	1
Non- DAEP Terroristic Threat	8
Profanity/Obscene Gestures	42
Porn. Materials	1
Continued and Repeated Level 1	28
Referral Dismissed	28
Rob/Theft/Stealing	1
Skiping a Class	33
Sexual Misconduct	3
Serious Offense	30
Severe Bullying	5
Safety Rule Violation	67
Tardies	256

Possess/Sold Drugs	1
Cell Phones	92
Vaping	3

*No change from the previous school year for top three referrals.

Referrals By Location:*

26	Bus
732	Classroom
82	Locker Room/Gym
108	Hallway
57	Cafeteria
41	On Campus
28	Restroom

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

Number of Students with Excessive Referrals (More Than 8):

8 th Grade - 32	7 th Grade - 7	6 th Grade - 3
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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 2024-2025 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 2024-2025 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.

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
99.1%	96.5%	96.7%	97.2%	97.3%

Demographics Strengths

Fort Settlement Middle School
Generated by Plan4Learning.com

- 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): FSMS has a large Gifted and Talented population, with approximately 26% of our students qualifying as GT. It is important to implement inclusive and effective educational strategies to support GT students in being motivated and challenged at appropriate levels.

Root Cause: Teacher training and careful master schedule planning are required to effectively meet the needs of Gifted and Talented students. Teachers require support in using differentiation strategies that maintain student engagement, and students need access to a variety of courses that challenge them.

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 three of the five necessary EOC exams completed. In 2024-2025 100% of students performed at the “Masters” level for Algebra I EOC, and 100% of students performed at the “Meets” or “Masters” level on the Biology I EOC, with 96% “Masters.”

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		96	A	
Student Achievement		96	A	70%
STAAR Performance	83	96		
College, Career and Military Readiness				
Graduation Rate				
School Progress		93	A	0%
Academic Growth	85	93	A	✓
Relative Performance (Eco Dis: 12.3%)		92	A	
Closing the Gaps	87	96	A	30%

Fort Settlement uses the NWEA MAP to obtain data on students’ progress in math, reading, and science at the beginning, middle, and end of the year. This data informs teacher planning and 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.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		96	A	
Student Achievement		96	A	70%
STAAR Performance	83	96		
College, Career and Military Readiness				
Graduation Rate				
School Progress		93	A	0%
Academic Growth	85	93	A	✓
Relative Performance (Eco Dis: 12.3%)		92	A	
Closing the Gaps	87	96	A	30%

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 26% 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, Touch Data Systems/ and Principles of Human Services. We are the first and only middle school to offer all three CTE tracks, and we were honored as the 2024-2025 FBISD Career and Technical Education Middle School Campus of the Year.

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 shifted into an AVID course structure and all 6th graders take 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. Based on 2024-2025 TELPAS results, we had 44 students (39%) meet the reclassification criteria and exit the program. We will continue to address the needs of these students by adding additional ESL advisories (one 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 and during lunch) and utilize in-class 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. Consistently providing teachers with new tools for their teacher toolbox that promote student 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.

Problem Statement 2: Student performance on the 8th Grade Social Studies STAAR has been stagnant. The percentage of students achieving "Masters" has increased, but the

overall passing rate has not.

Root Cause: Teachers needs additional training and support in creating atypical question types, such as drag and drop and custom response questions. They also need to embed instructional strategies that support students in responding to atypical question types.

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, CFAs, and extension activities. All teachers have access to and are using Eduphoria for assessments and to analyze 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.

For the 2025-2026 academic year, all core content teachers will have core conference periods, meaning that the entire department has the same conference period. One PLC a month will be set aside for vertical discussions and planning.

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 create 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 2025-2026 school year to receive intervention in compliance with HB1416 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/SST meetings at least quarterly to discuss students for behavior and academic needs. We share students' information with the SST team. We review different data points such a MAP, anecdotal data, formative assessments, grades, behavior, and attendance. Literacy and Math Lab teachers, LSSP, and ESL Campus Lead are part of the SST team, and all relevant data is shared among administrators and counselors. We look at student growth, document, follow-up, and refer as needed. During a traditional year, students have a seven-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. For the last several years we have had "Throwback Day" Advisory to allow teachers to pull in students for instructional support or to complete missing assignments or take re-tests.

Every student has a math, ELA, science, social studies class. Students in 6th grade also take PE, a fine arts course, and 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 AVID for the 2024-2025 school year. This course offers a focus on technology, organization, communication, and research. Seventh grade students take one semester of health and one of PE and have an additional two electives. We have two CTE courses available for 7th graders during the 2024-2025 school year, one of them for high school credit. 8th grade students have PE with two electives. We offer four CTE courses for 8th graders, three of which earn high school credit. Spanish I and Spanish for Native Speakers are also offered to 8th graders and earn high school credit. 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 for 8th grade. EB students are placed in class based on their language proficiency; beginners and intermediate students are in an ESL class for two 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, Biology, Algebra I, and Geometry. Approximately 30% of our students are enrolled in a CTE course.

To offer more support for our students, we schedule both co-teach and in-class support sections of all core classes. 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 meet in their PLCs, observe other teachers, and attend campus meetings. 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. With the district's 1:1 laptop initiative, all students have a device. We offer loaner laptops for student use if they forget their laptop, or it is damaged. Students can also use a desktop computer in the library if needed. The library is open daily before school and during lunches for student use. Individual classrooms are equipped with a Lumio Board. Students also have options to enroll in classes that are technology rich. FSMS offered courses such as Robotics and Engineering and Computer Science. Broadcast Journalism is also offered as an elective. Here, students learn to create daily news broadcasts 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.

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.

All of our programs and processes have led us to being named a State and National School of Character (2012, 2015, 2020, 2025) and a Texas School to Watch (2020, 2023). We will be applying for redesignation for Schools to Watch during the 2025-2026 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: Appropriately meeting the needs of special populations (GT, STAAR failures, EB) has caused us to change how Advisory is scheduled and utilized.

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. Those distinctions were earned again in 2020 and 2025. 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, and we will seek redesignation during the 2025-2026 school year.

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 have earned the distinction of a No Place for Hate campus for over fifteen 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. During the first days of school, students engage in "Falcon Camp," where these expectations are taught. Grade-level administrators reinforce these expectations by leading "pod talks" at the start of each semester; these smaller-audience "pod talks" allow time for the administrator to engage with students and address their specific questions. 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 encourage teachers to put in positive office referrals for students and to send 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 2024-2025 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 2024-2025 school year, 91% of our students reported that they believe FSMS teachers care about our students. 90% report that they feel supported by teachers, and 81% feel supported by other adults on campus. 78% of students reported that they feel safe in school, and 79% feel comfortable about being themselves at school. 88% of parents agree that their student is excited to go to school, and 91% feel that their student's individual and academic needs are being met. While these numbers are high, our campus began a communications initiative in 2024-25 to focus on building parent partnerships through "CLICK" (connect, listen, inform, collaborate, kind). We will continue this initiative for the 2025-2026 school year.

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 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; they 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: FSMS has a large Gifted and Talented population, with approximately 26% of our students qualifying as GT. It is important to implement inclusive and effective educational strategies to support GT students in being motivated and challenged at appropriate levels.

Root Cause 1: Teacher training and careful master schedule planning are required to effectively meet the needs of Gifted and Talented students. Teachers require support in using differentiation strategies that maintain student engagement, and students need access to a variety of courses that challenge them.

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. Consistently providing teachers with new tools for their teacher toolbox that promote student 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: Appropriately meeting the needs of special populations (GT, STAAR failures, EB) has caused us to change how Advisory is scheduled and utilized.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Because our students typically perform well academically, the perception from other campuses that has been verbalized to our staff is 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; they are just different.

Root Cause 4: 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 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities.

Performance Objective 1: By May 2026, the Growth and Median Percentile of FSMS students in Math 6-8 will grow from 42% to 50% as indicated by the NWEA MAP Growth and Achievement Overview.

High Priority

Evaluation Data Sources: Indicators of Success:

Formative:

**Increase of at least 4% by MOY data reporting points.

**Track teacher use of small group instruction and manipulative through instructional conversations during PLC.

**Teacher tracking of student needs and growth according to Growth Quintile Reports and focus on "Low" and "Low Average" growth areas.

**Students receiving Tier 2 and Tier 3 interventions will demonstrate accelerated growth.

Summative:

**By May of 2026, FSMS Math teachers will implement small group instruction as a method of meeting targeted student needs.

**By May of 2026, at FSMS students in Math 6-8 will demonstrate measurable growth by achieving at least one year's expected growth or meeting/exceeding individualized growth targets as indicated by MAP assessment data, specifically RIT score gains and percentile improvements.

**By May of 2026, FSMS will decrease the number of students who achieve "Low" or "Low Average" quintile growth to equal to or less than 38%.

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will make reviewing student work and planning hands-on learning strategies part of their weekly PLC work. Strategy's Expected Result/Impact: The expected result is that providing small-group instruction based on the review of student work and the use of manipulatives that allow students to show their thinking will positively improve student MAP growth in Math 6-8. Staff Responsible for Monitoring: Math teachers, CAC, Administrative team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 199 General Fund SCE	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 2 Details		Reviews			
Strategy 2: All math teachers have the same conference period, and one PLC a month will be devoted to vertical alignment. Strategy's Expected Result/Impact: Vertical alignment discussions will allow teachers to sharpen their understanding of their grade-level TEKS and share effective instructional strategies. Staff Responsible for Monitoring: Math Department Head, CAC, Administrative staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 199 General Fund SCE		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
 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. Consistently providing teachers with new tools for their teacher toolbox that promote student 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.

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities.

Performance Objective 2: By May 2026, FSMS will increase the passing rate for 8th Grade Social Studies STAAR from 92% to 95% as indicated by TEA released STAAR scores.

Evaluation Data Sources: Indicators of Success:

Formative:

- **Teachers will implement STAAR-style test item formatting on classroom assessments at least once per grading period.
- **Teachers will participate in data digs to review prior year's most missed questions on the Social Studies 8 STAAR.
- **Teachers will use PLC to review student work samples and identify target areas for growth.

Summative:

- ** By May 2026, FSMS Social Studies 8 teachers will demonstrate proficiency in creating assessments that embed a variety of question types, including short-answer responses.
- **By May 2026, FSMS 8th grade students will demonstrate proficiency in responding to question sets, questions utilizing primary sources, and atypical question types.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Social Studies teachers will receive additional training and support in creating and using atypical question types on their classroom tests. Strategy's Expected Result/Impact: Familiarizing students with atypical questions will support them in responding correctly when they encounter those question types on STAAR. Staff Responsible for Monitoring: Social Studies teachers, CAC, Administrative staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 199 General Fund SCE	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: All social studies teachers have the same conference period, and one PLC a month will be devoted to vertical alignment. Strategy's Expected Result/Impact: Vertical alignment discussions will allow teachers to sharpen their understanding of their grade-level TEKS and share effective instructional strategies. Staff Responsible for Monitoring: Social Studies Department Head, CAC, Administrative staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 199 General Fund SCE	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: 8th Grade Social Studies teachers will analyze historical STAAR data to determine consistent areas of weakness and revise instructional pacing to ensure that those areas are explicitly taught and reinforced. Strategy's Expected Result/Impact: Identifying patterns of weakness and addressing them should improve student understanding of the content and subsequent STAAR scores. Staff Responsible for Monitoring: Social Studies teachers, CAC, Administrative staff ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 199 General Fund SCE	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 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. Consistently providing teachers with new tools for their teacher toolbox that promote student 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.

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities.

Performance Objective 3: By May 2026, FSMS will increase academic support for identified subpopulations, including GT, EB and students requiring Accelerated Instruction due to STAAR performance, by implementing targeted Advisories that utilize small group and targeted intervention at least 50% of the time as evidenced through teacher planning documents and quarterly progress monitoring.

Evaluation Data Sources: Indicators of Success:

Formative:

- **Teacher lesson plans
- **GT goal monitoring
- **GT TPSP project planning and check-ins
- **Accommodated Advisory lessons for EBs
- **NWEA MAP BOY, MOY data
- **Quarterly meetings and progress checks

Summative:

- **By May 2026, all FSMS GT students will complete TPSP projects that align with district and campus expectations.
- **By May 2026, FSMS students who failed STAAR in the spring of 2025 will demonstrate one year's growth as demonstrated by MAP scores and quarterly progress monitoring.
- **By May 2026, FSMS EB students will demonstrate growth in speaking and writing as evidenced by classroom monitoring and TELPAS data.

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, FSMS will increase the percentage of parents who believe that teachers provide their students with timely and appropriate feedback on their work from 71% to 80%.

- Evaluation Data Sources:** Indicators of Success:
- Formative:
- ** All teachers will receive training on methods of providing feedback, including but not limited to exit tickets, rubrics, checkpoints, parent homework, and assessment conferences to support them in giving timely and appropriate feedback to students.
 - ** All teachers will use one or more of the targeted/trained strategies at least two times during each nine weeks as evidenced in lesson planning and PLC discussions.
 - ** All teachers will adhere to the requirement of assessing student work and reporting grades within five school days for regular classroom assignments.
- Summative:
- **By May of 2026, all teachers will demonstrate proficiency with two or methods of providing regular feedback on student work.
 - **By May 2026, using multiple resources (newsletters, emails, phone calls), all teachers will engage in regular parent communication in alignment with the FSMS "CLICK" initiative.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Teachers will receive additional training on using student conferences and check-points as tools for providing actionable feedback for students. Strategy's Expected Result/Impact: Timely and appropriate feedback on student work will promote student growth and understanding, likely leading to improved academic success. Staff Responsible for Monitoring: Teachers, Administrative staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Perceptions 1 Funding Sources: - 199 General Fund SCE	 Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive additional training related to informal assessment. Strategy's Expected Result/Impact: Using a variety of informal assessments, including self and peer assessment, provide additional entry points for students to receive feedback and revise understanding. Staff Responsible for Monitoring: Teachers, Administrative Staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Perceptions 1 Funding Sources: - 199 General Fund SCE	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Because our students typically perform well academically, the perception from other campuses that has been verbalized to our staff is 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; they 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: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 2: By May 2026, Fort Settlement Middle School will strengthen campus culture and climate by embedding character education, violence prevention, SEL integration, and health and wellness strategies into weekly advisory lessons, increasing student engagement and fostering a safe, respectful, and inclusive learning environment. Success will be measured through student engagement survey data, discipline reports, attendance rates, and parent/community participation metrics.

Evaluation Data Sources: Indicators of Success

Formative Indicators

- **All teachers will facilitate weekly Advisory lessons aligned to the FSMS National School of Character framework as evidenced in lesson plans and PLC discussions.
- **All students will participate in peer-led discussions and conflict resolution activities during Advisory lessons at least twice per month.
- **Discipline data related to peer conflict will be reviewed quarterly by the administrative team and shared with staff to guide instructional focus.
- **Advisory participation logs
- **Parent workshop attendance
- **Student wellness event sign-in sheets

Summative Indicators

- **By May 2026, FSMS will demonstrate a 5% reduction in conflict-related discipline referrals compared to the 2024-2025 school year.
- **By May 2026, student engagement survey results will indicate a 2% increase in students' reported sense of safety and belonging on campus.% reduction in discipline referrals (Skyward data)
- **By May 2026, FSMS will 1% increase in student engagement (survey)
- **By May 2026, FSMS will 2% increase in wellness program participation
- **By May 2026, FSMS will increase 5% parent participation growth year-over-year

Strategy 1 Details	Reviews			
Strategy 1: Embed character education, conflict resolution, and peer mediation into weekly Advisory lessons to promote respectful behavior and reduce discipline incidents. Strategy's Expected Result/Impact: Increased positive student interactions and a 5% reduction in conflict-related discipline referrals by May 2026. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Advisory Teachers ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: - 199 General Fund SCE	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Integrate Social-Emotional Learning (SEL) into weekly Advisory lessons to build students' self-awareness, responsible decision-making, and relationship skills. Strategy's Expected Result/Impact: Improved SEL skills and a 2% increase in student-reported sense of belonging on engagement surveys by May 2026. Staff Responsible for Monitoring: Counselors, Advisory Teachers, Assistant Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: - 199 General Fund SCE	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: increase parent and community involvement by offering workshops, sharing Advisory lesson resources, and promoting family engagement events. Strategy's Expected Result/Impact: Parent engagement will increase by 5% as measured by workshop attendance logs, PTO participation, and FSMS 'CLICK' initiative data. Staff Responsible for Monitoring: Principal, PTO Liaison, Counselors ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: - 199 General Fund SCE	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: Enhance student engagement by expanding leadership opportunities, student voice initiatives, and student-led goal-setting in Advisory lessons. Strategy's Expected Result/Impact: Student engagement will increase by 2% as measured by Advisory participation logs, leadership involvement records, and student engagement survey data. Staff Responsible for Monitoring: Advisory Teachers, Counselors, Assistant Principals ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: - 199 General Fund SCE	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 5 Details	Reviews			
Strategy 5: Implement early-warning systems to monitor attendance, academic performance, and student engagement, and provide targeted mentoring and interventions for at-risk students. Strategy's Expected Result/Impact: Maintain a 0% dropout rate and increase attendance among identified students by 1% by May 2026. Staff Responsible for Monitoring: Principal, Counselors, Assistant Principals, Attendance Clerk ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: - 199 General Fund SCE	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 6 Details	Reviews			
Strategy 6: Promote physical and emotional wellness through PE programs, extracurricular opportunities, and campus-wide health initiatives. Strategy's Expected Result/Impact: Student participation in wellness programs will increase by 5% as measured by PE attendance, fitness event rosters, and student health surveys. Staff Responsible for Monitoring: PE Teachers, School Nurse, Wellness Committee, Assistant Principals ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: - 199 General Fund SCE	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: FSMS has a large Gifted and Talented population, with approximately 26% of our students qualifying as GT. It is important to implement inclusive and effective educational strategies to support GT students in being motivated and challenged at appropriate levels. Root Cause: Teacher training and careful master schedule planning are required to effectively meet the needs of Gifted and Talented students. Teachers require support in using differentiation strategies that maintain student engagement, and students need access to a variety of courses that challenge them.
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: Appropriately meeting the needs of special populations (GT, STAAR failures, EB) has caused us 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 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; they 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 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By May 2026, FSMS will complete a full review of department budget expenditures to evaluate adequacy and ensure that at least 80% of expenditures are focused on instructional resources, with the remaining amount allocated to essential classroom materials.

Evaluation Data Sources: Indicators of Success:

Formative:

- ** Each semester, Department Heads will review budget expenditures and provide the Principal with feedback related to how budget expenditures have led to improved student performance.
- ** During quarterly department meetings, teachers will provide feedback on the usefulness and effectiveness of purchased instructional resources.
- ** Teachers will be provided support in writing grants for items that the department budget cannot provide.

Summative:

- ** By May 2026, the Principal and Department Heads will meet to review budget expenditures and the impact of instructional resources on student learning.
- ** By May 2026, the Principal will evaluate the adequacy of department budgets and make adjustments as necessary.

Strategy 1 Details	Reviews			
Strategy 1: Track department expenditures over the course of each semester to ensure that funds are being spent in a timely manner and on instructional resources. Strategy's Expected Result/Impact: By tracking expenses and keeping the emphasis on instructional strategies, the campus EA and Principal can determine if each department's budget is sufficient. Staff Responsible for Monitoring: Principal, Executive Assistant, Department Heads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1 Funding Sources: - 199 General Fund SCE	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 2 Details		Reviews			
Strategy 2: The Principal and Department Head will review historical spending and department allotments to determine adequacy of funding and prioritize spending. Strategy's Expected Result/Impact: Open communications will result in improved efficiency and understanding of how funding is allocated and spent. Staff Responsible for Monitoring: Principal, Department Heads ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1 Funding Sources: - 199 General Fund SCE		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
 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. Consistently providing teachers with new tools for their teacher toolbox that promote student 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.

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 is 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. HB1416 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 (called a "Flip" class). Our ESL teacher also provides support via push-in class time 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>
Christie Burrows	Literacy	1
Lindsey Skinner	Math Lab	1
Michelle Grant-Arastu	ESL	1

Campus Funding Summary

199 General Fund SCE					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	2	5			\$0.00
2	2	6			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00