

FULMORE MIDDLE SCHOOL

Campus Improvement Plan

Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools.

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FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

(TEC Title 2, Ch 4, Sec.4.001)

Campus Mission Statement

Fulmore Middle School's Mission is to provide educational opportunities that inspire global thinking and social responsibility.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP)
Program Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) data points are identified by an asterisk. The 2018-19 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies and presented within red boxes. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is attached to this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Academics - Attendance

Performance Objective

We will develop a tiered strategic and systematic campaign to encourage students to come to school regularly and stay in school through enhanced attendance, graduation/completion, and dropout prevention efforts to result in students graduating with Recommended or Distinguished level high school plans.

Data Reviewed During Needs Assessment*

- Annual ADA campus attendance data compared to years past and disaggregated by students groups including African American vs. White, Hispanic vs. White, ECD vs. non-ECD, ELL vs non-ELL, SpEd vs non-SpEd
- Campus Attendance Blueprint

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|--------------------------------|---------------------|---------------------|-----------------------|---------------------------|
| Attendance rate (all students) | All Students: 94.3% | All Students: 95.7% | | |

Academics – Attendance Strategy #1

Establish an Attendance Committee to regularly review campus and individual student data, decide interventions and assign personnel to follow-up; and create campus-wide attendance events/incentives to encourage and reward positive attendance.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---|-----------------------|--|------------------------|----------------------|---|
| Administration, Counselors, Parent Support Specialist, Office Staff, the nurse and Teachers | Attendance data | Attendance data, intervention entries and data in eCST | Start of 1st Six Weeks | End of 6th Six Weeks | <p>Full-time staff, including: Attendance Specialist and Parent Support Specialist</p> <p>Bi-monthly meetings of Attendance Committee to establish and implement appropriate systems and interventions</p> <p>PBIS and SEL initiatives to ensure student contentedness and meaningful relationships</p> <p>PL in collaboration with Multi-tiered Systems of Support Coach on appropriate interventions</p> <p>Grade level team meetings include conferences with students and parents</p> |

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|--|--|--|--|--|---|
| | | | | | PLC time built into Master Schedule to allow for engaging, responsive and differentiated classroom instruction. |
|--|--|--|--|--|---|

Academics – Attendance Strategy #2

Conduct Parent Attendance Forums for parents with students that have multiple unexcused absences. Parents will be given the opportunity to ask questions about attendance and truancy issues.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---|-----------------------|---|------------------------|----------------------|---|
| Administration, Counselors, Parent Support Specialist, Graduation Coach | Attendance data | Attendance data, Attendance data, intervention entries and data in eCST | Start of 1st Six Weeks | End of 6th Six Weeks | <p>Full-time staff, including: Attendance Specialist, Parent Support Specialist, and Graduation Coach</p> <p>Weekly meetings of Attendance Committee to establish and implement appropriate systems and interventions</p> <p>PBIS and SEL initiatives to ensure student connectedness and meaningful relationships</p> <p>PL in collaboration with Multi-tiered Systems of Support Coach on appropriate interventions</p> <p>Grade level team meetings include conferences with students and parents</p> <p>PLC time built into Master Schedule to allow for engaging, responsive and differentiated classroom instruction</p> <p>Parent meeting held each semester regarding attendance laws</p> |

| | | | | | |
|--|--|--|--|--|--------------------------------|
| | | | | | Parent Coffees held each month |
|--|--|--|--|--|--------------------------------|

Academics – Attendance Strategy #3

Establish an Attendance Committee to regularly review campus and individual student data, decide interventions and assign personnel to follow-up; and create campus-wide attendance events/incentives to encourage and reward positive attendance. Fulmore Implementation of after school activities and clubs in order to promote student connections to , such as but not limited to :

- Futsal Frenzy Soccer
 - Science Club
 - Basketball Club
 - Library Club
 - Volleyball Club
 - Music Club
 - Jazz Band
 - GT Club
- Co-Ed Coding Club
- Girls who Code Club
 - Chill Zone Club
 - Art Club

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---|-----------------|--|------------------------|----------------------|---|
| Administration, Counselors, Parent Support Specialist, Graduation Coach, After School Program Coordinator | Attendance data | Attendance data, After School Program Attendance | Start of 1st Six Weeks | End of 6th Six Weeks | <p>Full-time staff, including: Attendance Specialist and Parent Support Specialist</p> <p>Bi-monthly meetings of Attendance Committee to establish and implement appropriate systems and interventions</p> <p>PBIS and SEL initiatives to ensure student connectedness and meaningful relationships</p> <p>PL in collaboration with Multi-tiered Systems of Support Coach on appropriate interventions.</p> <p>Grade level team meetings include conferences with students and parents</p> <p>PLC time built into</p> |

| | | | | | |
|--|--|--|--|--|---|
| | | | | | Master Schedule to allow for engaging, responsive and differentiated classroom instruction. |
|--|--|--|--|--|---|

Academics – Attendance Strategy #4
 Positively communicate enrollment, withdrawal and attendance procedures to campus staff, students and families throughout the year (post on website, front doors, posters and record informative voicemails).
 Monitoring and Intervention for students with Tier III attendance needs

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---|-----------------|---|------------------------|----------------------|--|
| Administration, Counselors, Parent Support Specialist, Graduation Coach | Attendance data | Attendance data, Attendance data, intervention entries and data in eCST | Start of 1st Six Weeks | End of 6th Six Weeks | Attendance Plans created for students requiring Tier III support, including parent conferences and interventions facilitated by the parent support specialist with assistance from counselors and administration |

Vertical Plan Alignment

2019 Local Accountability System Indicator

D1_C1: Student Attendance

2019 Strategic Plan Scorecard Indicator

not applicable

2019 African American Achievement Plan Indicator

not applicable

2015-2020 Strategic Plan Key Action Step

4.1b: Ensure successful transitions between campus levels (elementary to middle school, middle to high school, high school to post-secondary).

2017 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Academics - Mathematics

Performance Objective

We will deliver strong core instruction to all students in the area of Mathematics.

Data Reviewed During Needs Assessment*

- Professional Learning Communities (PLC) data
- STAAR Progress Measure results
- District Benchmark Item Analysis
- YPGs (Yearly Planning Guides) and SPGs (Student Performance Guides)

State Domain 3: Closing the Gaps

| | All | AA | Hisp. | White | Asian | Pac Isl. | Two+ | SpEd | Former SpEd | ECD | ELL 4y Mon. | Cont. Enr. | Not Cont. Enr. |
|--------------------------|-----|----|-------|-------|-------|----------|------|------|-------------|-----|-------------|------------|----------------|
| Met Target | Y | N | N | Y | | | | Y | | N | N | Y | N |
| Met Growth Target | N | N | N | Y | | | | N | | N | N | N | N |

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|---|--|---|-----------------------|---------------------------|
| Math Performance and Growth from Domain 3: Closing the Gaps: % of Targets Met | 28 | 100 | | |
| % of All, Hispanic, African American, and ECD students who complete Algebra 1 before entering High School (MS only) | Hispanic: 22 African American: 22 Economically Disadvantaged: 15 | Hispanic: >=20% African American: >=15% Economically Disadvantaged: >=15% | | |
| % of students in grades 6-8 who successfully complete a district-created BLEND mathematics module | NA | 1819 is the Baseline year. | | |

Academics – Mathematics Strategy #1

Provide professional learning for teachers on math content training that supports conceptual understanding math skills, computational fluency, and differentiation for students.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--------------------------|-----------------------|-----------------------|-------------------|-----------------|---------------------|
| Administration, | 2017-18 STAAR | 2017-18 STAAR | Start of 1st Six | End of 6th Six | PLC time built into |

| | | | | | |
|--|-------------------------|--|-------|-------|---|
| Instructional Coaches, Math Department Chair, Teachers | data Master Schedule | data, 2017 Benchmark data, math common assessments | Weeks | Weeks | <p>master schedule</p> <p>Full-time Instructional Coach for Math, dedicated to supporting teachers</p> <p>Use of Formative Loop Program for targeted interventions and advancement</p> <p>Monthly learning-walks to identify best practices</p> <p>Campus focus on growth mindset</p> <p>Problem solving approach to problems</p> <p>Pre-AP classes for all students and additional support through math electives as needed on individual basis</p> <p>Students will be exposed to having the following in their classrooms for support: targeted math folders, Check and Soar, and UPS check.</p> |
|--|-------------------------|--|-------|-------|---|

Academics – Mathematics Strategy #2
 Use information from math benchmarks and regular formative assessments and respond to data with appropriate student interventions.
 Implementation of numerical fluency program.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--|---|---|------------------------|----------------------|---|
| Administration, Instructional Coaches, Math Department Chair, Teachers | 2017-18 STAAR data, Formative Loop data | 2017-18 STAAR data, Formative Loop data | Start of 1st Six Weeks | End of 6th Six Weeks | <p>PLC time built into master schedule</p> <p>Full-time Instructional Coach for Math, dedicated to supporting teachers and student learning</p> <p>Use of Formative Loop Program for targeted interventions and</p> |

| | | | | | |
|--|--|--|--|--|---|
| | | | | | <p>advancement</p> <p>Students will be exposed to having the following in their classrooms for support: targeted math folders, Check and Soar, and UPS check.</p> |
|--|--|--|--|--|---|

Academics – Mathematics Strategy #3

Provide professional learning for teachers on math content training that supports conceptual understanding math skills, numerical fluency, and differentiation for students.

Differentiated, targeted Math instruction and classes:

- Grade Level
- Pre-AP
- Advanced
- Resource
- Algebra
- Geometry

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--|--|--|------------------------|----------------------|--|
| Administration, Instructional Coaches, Math Department Chair, Teachers | 2016-17 STAAR data, Walkthrough Data, Master Schedule, including dedicated PLC time, Lesson Plan Alignment to TEKS | 2017-18 STAAR data, 2017 Benchmark data, math common assessments, Walkthrough data, Lesson plans | Start of 1st Six Weeks | End of 6th Six Weeks | <p>PLC time built into master schedule</p> <p>Full-time Instructional Coach for Math, dedicated to supporting teachers and student learning</p> <p>Use of Formative Loop Program for targeted interventions and advancement.</p> <p>Monthly learning-walks to identify best practices</p> <p>PL on strategies for students receiving special education services and the co-teaching model</p> <p>Students will be exposed to having the following in their classrooms for support: targeted math folders, Check and Soar, and UPS check.</p> |

Academics – Mathematics Strategy #4

Support the use of district curriculum documents, such as YPGs (Yearly Planning Guides), SPGs (Student Performance Guides), lessons, and other resources to plan for TEKS-aligned, student-centered, inquiry-based instruction in math classrooms.
TEACHER SUPPORT CYCLE: Provide ongoing, scheduled, targeted, and documented walkthroughs, followed by feedback, coaching, and support for teachers.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---------------------------------------|--------------------|---|------------------------|----------------------|---|
| Administration, Instructional Coaches | Walkthrough System | Walkthrough calendar and walkthrough data | Start of 1st Six Weeks | End of 6th Six Weeks | PLC time built into master schedule Full-time Instructional Coach for Math, dedicated to supporting teachers and student learning Use of Formative Loop Program for targeted interventions and advancement Monthly learning-walks to identify best practices Campus focus on growth mindset |

Academics – Mathematics Strategy #5

Implement professional learning communities that support use of best practices in math instruction and assessment and allow for collaborative planning, reflective learning, mentoring, and coaching.
 Provide opportunities for extended instruction (Saturday Camps and Afterschool Camps)

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--|---|---|------------------------|----------------------|---|
| Administration, Instructional Coaches, Math Department Chair, Teachers | 2016-17 STAAR data, 2017 Benchmark data | 2017-18 STAAR data, 2017 Benchmark data | Start of 1st Six Weeks | End of 6th Six Weeks | Opportunities for students to attend tutorials, Saturday and Afterschool Camps, STEAM Night, etc. |

Vertical Plan Alignment

2019 Local Accountability System Indicator

- D1_C21: Algebra 1 - Hispanic (MS)
- D1_C21a: Algebra 1 - African American (MS)
- D1_C22: Algebra 1 - ECD (MS)

2019 Strategic Plan Scorecard Indicator

GPM 2.2, GPM 2.3, GPM 2.4

2019 African American Achievement Plan Indicator

1.4-1.5: Close Mathematics Achievement Gap between African-American Students and Their Peers*

2015-2020 Strategic Plan Key Action Step

3.2c: Support explicit, direct instruction that is systematic, sequential, and cumulative.

2017 PBMAS

Bilingual/ESL Indicator 2i: ESL STAAR 3-8 Passing Rate

CTE Indicator 4i: CTE SPED STAAR EOC Passing Rate Math

ESSA Indicator 5i: Migrant STAAR 3-8 Passing Rate Math

SPED Indicator 1i: SPED STAAR 3-8 Passing Rate

SPED State Performance Plan 3C: Statewide A

TEA Strategic Priorities

B: Build a foundation of reading and math.

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Campus Climate and Discipline – Disproportionality

Performance Objective

We will reduce the rate of home suspensions for any over-represented race/ethnicity group.

Data Reviewed During Needs Assessment*

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|---|---------------------|---------------------|-----------------------|---------------------------|
| Disproportionality of home suspensions (African American vs All Students) | 71.6 | < 35.8 | | |

Campus Climate and Discipline – Disproportionality Strategy #1

Implement a campus-wide behavior system from the beginning of the year that all campus staff can utilize and which includes strong systems with clear expectations.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---------------------------------------|-----------------------|-----------------------|-------------------|-----------------|--|
| Administration, counselors, and staff | Referrals | Referrals | 1st 6th Weeks | 6th 6th Week | School creed is: Fulmore Falcons are safe, responsible, and respectful. Activities have been provided through SEL/Advisory classes that have allowed students to display and share their expectations of themselves and others across the campus. |

Campus Climate and Discipline – Disproportionality Strategy #2

Work with campus based Child Study Team (Campus CST) on building school-wide and classroom-based evidence menu of behavioral interventions and progress monitoring tools, identifying students in need of intervention, holding CST meetings, and implementing and supporting effective classroom management systems.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---------------------------------------|-----------------------|-----------------------|-------------------|-----------------|---|
| Administration, counselors, and staff | Interventions in eCST | Interventions in eCST | 1st 6th Weeks | 6th 6th Weeks | Increase in interventions and CST meetings so that students can be provided wrap around services needed. for success. |

Campus Climate and Discipline – Disproportionality Strategy #1

Implement a campus-wide behavior system from the beginning of the year that all campus staff can utilize and which includes strong systems with clear expectations.

Vertical Plan Alignment

2019 Local Accountability System Indicator

D2_C8: Disproportionate discipline - AA (MS/HS)

2019 Strategic Plan Scorecard Indicator

not applicable

2019 African American Achievement Plan Indicator

3.15-3.18: Decrease Disciplinary Placements/Removal Rates of African-American Students

2015-2020 Strategic Plan Key Action Step

1.3c: Each student will learn in a physically and emotionally safe environment.

2017 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Campus Climate and Discipline – School Safety

Performance Objective

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|--|---------------------|---------------------|-----------------------|---------------------------|
| Student survey question: "I feel safe at my school." | 86% | >=84% | | |
| Parent survey question: "My child attends school in a safe learning environment." | 86% | >=92% | | |
| Staff survey question: "All campus staff work in a school environment that is safe." | 46% | >=84% | | |

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---------------------------------------|-----------------------|-----------------------|-------------------|-----------------|---|
| Administration, counselors, and staff | Student Survey | Parent Survey | 1st 6th Weeks | 6th 6th Weeks | <p>Student feedback on progress will be provided by student council</p> <p>Parent feedback will be provided by CAC meetings</p> <p>Parent feedback will be provided by addressing Parent Coffee concerns and topics desired by the parents.</p> |

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---------------------------------------|-----------------------|-----------------------|-------------------|-----------------|---|
| Administration, counselors, and staff | Student Survey | Parent Survey | 1st 6th Weeks | 6th 6th Weeks | Additional security on campus with a rotating schedule that allows for campus coverage before and after the school operating hours. |

Vertical Plan Alignment

2019 Local Accountability System Indicator

D2_C2: School Safety

2019 Strategic Plan Scorecard Indicator

not applicable

2019 African American Achievement Plan Indicator

not applicable

2015-2020 Strategic Plan Key Action Step

1.3c: Each student will learn in a physically and emotionally safe environment.

2017 PBMAS

not applicable

TEA Strategic Priorities

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Campus Climate and Discipline – Student Conduct

Performance Objective

We will reduce the rate of home suspensions for any over-represented race/ethnicity group.

Data Reviewed During Needs Assessment*

- Student Climate Survey:
 - "My classmates show respect to each other."
 - "The consequences for breaking the school rules are the same for everyone."
 - "My classmates behave the way my teachers want them to."
- Staff Survey (TELL):
 - "Students at this school follow rules of conduct."
 - "Teachers consistently enforce rules for student conduct."
 - "Administrators consistently enforce rules for student conduct."
- In School and Home School Suspensions disaggregated by subpopulations
- Discretionary Removals disaggregated by subpopulations
- Number of campus disciplinary consequences, by disposition type and grade level
- Campus Positive Behavior Support (PBS) Plan

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|--|---------------------|---------------------|-----------------------|---------------------------|
| Number of home suspensions for all students, from the Disciplinary Electronic Educational Documentation System (DEEDS) | 420 | 413 | | |
| Staff survey question: "Students at this school follow rules of conduct." Percent "Strongly Agree" or "Agree". | 42% | 52% | | |

Campus Climate and Discipline – Student Conduct Strategy #1

Work with campus based Child Study Team (Campus CST) on building school-wide and classroom-based evidence bases menu of behavioral interventions and progress monitoring tools, identifying students in need of intervention, holding CST meetings, and implementing and supporting effective classroom management systems.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---|--|--|------------------------|----------------------|--|
| Administration, Counselors, CST Committee, Parent Support Specialist and Teachers | DEEDS Discipline Data, TELL Survey, Student Climate Survey | DEEDS Discipline Data, TELL Survey, Student Climate Survey | Start of 1st Six Weeks | End of 6th Six Weeks | PL for Grade-Level Teams regarding Tier I, II and III Interventions with three-pronged approach: prevent, teach, and reinforce; including progress |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | monitoring in eCST. PL related to Trust Based Relational Interventions (TBRI) |
|--|--|--|--|--|--|

Campus Climate and Discipline – Student Conduct Strategy #2
Implement a campus-wide behavior system from the beginning of the year that all campus staff can utilize and which includes strong systems with clear expectations.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---|--|--|------------------------|----------------------|---|
| Administration, Counselors, CST Committee, Parent Support Specialist and Teachers | DEEDS Discipline Data, TELL Survey, Student Climate Survey | DEEDS Discipline Data, TELL Survey, Student Climate Survey | Start of 1st Six Weeks | End of 6th Six Weeks | PBIS Incentives (Falcon Stickers), Behavior Management Matrix, Student Celebrations, SEL Second Step 2.0 Curriculum. PL on SAMA and the Rage Cycle |

Campus Climate and Discipline – Student Conduct Strategy #3
Engage students in the crucial development of campus-wide No Place for Hate activities that connect to current events to students lives.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--|--|--|------------------------|----------------------|--|
| Administration, Counselors, CST Committee, Parent Support Specialist, Teachers, No Place for Hate Coordinator - PALS | DEEDS Discipline Data, TELL Survey, Student Climate Survey | DEEDS Discipline Data, TELL Survey, Student Climate Survey | Start of 1st Six Weeks | End of 6th Six Weeks | No Place for Hate included in SEL/Advisory classroom meetings, Mix-It-Up Lunch, SEL Second Step 2.0 Curriculum |

Campus Climate and Discipline – Student Conduct Strategy #4
Implement Restorative Practices

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---|--|--|------------------------|----------------------|---|
| Administration, Counselors, Parent Support Specialist, and Teachers | DEEDS Discipline Data, TELL Survey, Student Climate Survey | DEEDS Discipline Data, TELL Survey, Student Climate Survey | Start of 1st Six Weeks | End of 6th Six Weeks | Partnership with Learning Support Specialist to support students in LTISS and proactive supports for students exhibiting behavioral concerns, such as community building circles. Facilitate meditations when conflict arises. |

| | | | | | |
|---|--|--|------------------------|----------------------|--|
| | | | | | Utilize revamped Falcon Reflection form around restorative questions. |
| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
| Administration, Counselors, Parent Support Specialist, and Teachers | DEEDS Discipline Data, TELL Survey, Student Climate Survey | DEEDS Discipline Data, TELL Survey, Student Climate Survey | Start of 1st Six Weeks | End of 6th Six Weeks | Students are provided the opportunity to give their opinions of what Fulmore looks like when we are Safe, Responsible, and Respectful. |

Vertical Plan Alignment

2019 Local Accountability System Indicator

D2_C5: Student Conduct
D2_C6: Home Suspensions

2019 Strategic Plan Scorecard Indicator

GPM 3.5, CPM 3.6

2019 African American Achievement Plan Indicator

3.15-3.18: Decrease Disciplinary Placements/Removal Rates of African-American Students

2015-2020 Strategic Plan Key Action Step

1.3c: Each student will learn in a physically and emotionally cond environment.

2017 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Campus Climate and Discipline - Violence Prevention

Performance Objective

We will ensure effective violence prevention and intervention measures are in place on our campus.

Data Reviewed During Needs Assessment*

- Staff Survey (TELL):
 "Students at this school follow rules of conduct."
 "Teachers consistently enforce rules for student conduct."
 "Administrators consistently enforce rules for student conduct."
- Student Climate Survey:
 "Students at my school are bullied (teased, messed with, threatened by other students)."
- Number of campus disciplinary referrals, by referral type and grade level
- Support provided by School Psychologists, including mental health services available to students (LMHPs/Social Service Specialists, Counselors, etc.)

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|---|--------------|--------------|----------------|--------------------|
| Student survey questions: My classmates show respect to each other. My classmates show respect to other students who are different. My classmates treat me with respect. Percent "Strongly Agree" or "Agree" for each question is averaged. | 80% | >=81% | | |

Campus Climate and Discipline - Violence Prevention Strategy #1

Implement a campus-wide behavior system from the beginning of the year that all campus staff can utilize and which includes strong systems with clear expectations.

Includes Behavior Management Matrix and PBIS Incentives and Systems: Falcon Bucks, No-Tardy Parties, Student Celebrations, etc.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--------------------------|---|---|------------------------|----------------------|---|
| Administration, Teachers | AISD Dashboard, DEEDS Discipline reports, RITS scores, Student Climate Survey Results, Student Support Team meeting reports | AISD Dashboard, DEEDS Discipline reports, RITS scores, Student Climate Survey Results, Student Support Team meeting reports | Start of 1st Six Weeks | End of 6th Six Weeks | Use of Restorative Practices: Revamped Falcon Reflection, Community Building Circles, Conflict Mediation, and Harm-Repair Circles. PL for Grade-Level Teams regarding Tier I, II |

| | | | | | |
|--|--|--|--|--|---|
| | | | | | <p>and III Interventions with three-pronged approach: prevent, teach, and reinforce; including progress monitoring in eCST.</p> <p>Utilization of Student Connections Spreadsheet in grade-level teams to monitor student connectivity to school</p> <p>PBIS Incentives and Student Celebrations</p> <p>Proactive supports by Learning Support Specialist</p> <p>PL on Trust-Based Relational Interventions</p> |
|--|--|--|--|--|---|

Campus Climate and Discipline - Violence Prevention Strategy #2

Implement Second Step 2.0 Curriculum for SEL Classes to foster a positive campus climate

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--|---|--|------------------------|----------------------|---|
| Administration, SEL Steering Committee | AISD Dashboard, DEEDS Discipline reports, RITS scores, Student Climate Survey Results, Student Support Team meeting reports | AISD Dashboard, DEEDS Discipline reports, RITS scores, Student Climate Survey Results, Student Support Team meeting reports, SEL walkthrough data and observations | Start of 1st Six Weeks | End of 6th Six Weeks | <p>PL on Second Step 2.0 Curriculum</p> <p>Modeling of SEL strategies during PL for educators</p> <p>SEL Steering Committee to monitor, support and implement SEL practices</p> <p>Collaboration with AISD SEL Specialists</p> <p>Advisory activities that include: Hot Spot maps, student input on what it means to be Safe, Responsible, and Respectful</p> |
| Administration, Staff, and Cafe Staff | AISD Dashboard, DEEDS Discipline reports, RITS | AISD Dashboard, DEEDS Discipline reports, RITS | Start of 1st Six Weeks | End of 6th Six Weeks | BIC is implemented at Fulmore. This provides students the |

| | | | | | |
|--|--|--|--|--|--|
| | scores, Student Climate Survey Results, Student Support Team meeting reports | scores, Student Climate Survey Results, Student Support Team meeting reports | | | opportunities to have a community and breakfast with their teachers before school starts. In addition to BIC the atmosphere allows students to have SEL activities brought forth in their classroom with their peers. |
|--|--|--|--|--|--|

Campus Climate and Discipline - Violence Prevention Strategy #3
Seek partnerships with organizations that provide counseling services for students and their families.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---|--|--|------------------------|----------------------|--|
| Administration, Counselors, Parent Support Specialist, Graduation Coach | AISD Dashboard, DEEDS Discipline reports, RITS scores, Student Climate Survey Results, Staff Survey Results (TELL) | AISD Dashboard, DEEDS Discipline reports, RITS scores, Student Climate Survey Results, Staff Survey Results (TELL) | Start of 1st Six Weeks | End of 6th Six Weeks | Collaboration with ATCIC, CARY, and CIS. CIS provides prevention and intervention groups, such as Expect Respect and Operation Adventure. PeaceROX (CARY) offers anger management strategies to groups of students |

Campus Climate and Discipline - Violence Prevention Strategy #4
Access professional learning opportunities for teachers on anti-bullying, cyber safety, and mental health concerns.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|----------------------------|---|---|------------------------|----------------------|---|
| Administration, Counselors | Professional learning agendas and evaluations | Professional learning agendas and evaluations | Start of 1st Six Weeks | End of 6th Six Weeks | PL on Trauma-Informed Practices and Trust-Based Relational Interventions (TBRI) PL on Suicide Prevention PL on rage cycle and SAMA de-escalation techniques |

Campus Climate and Discipline - Violence Prevention Strategy #5
Collaborate with Response to Intervention Specialists, Child Study Team, Social Emotional Learning Specialists, and Special Education Behavior Specialists to integrate positive behavior support for campuses, classrooms, and individual students.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|-------------------|----------------|----------------|------------|----------|--------------|
|-------------------|----------------|----------------|------------|----------|--------------|

| | | | | | |
|---|--|---|------------------------|----------------------|---|
| Administration, Counselors, Parent Support Specialist, Graduation Coach | AISD Dashboard, DEEDS Discipline reports, RITS scores, Student Climate Survey Results, Staff Survey Results (TELL) | AISD Dashboard, DEEDS Discipline reports, RITS scores, Student Climate Survey Results, Staff Survey Results (TELL) Progress monitoring in eCST | Start of 1st Six Weeks | End of 6th Six Weeks | <p>Use of Restorative Practices: Revamped Falcon Reflection, Community Building Circles, Conflict Mediation, and Harm-Repair Circles.</p> <p>PL for Grade-Level Teams regarding Tier I, II and III Interventions with three-pronged approach: prevent, teach, and reinforce; including progress monitoring in eCST.</p> <p>Utilization of Student Connections Spreadsheet in grade-level teams to monitor student connectivity to school</p> <p>PBIS Incentives and Student Celebrations</p> <p>Proactive supports by Learning Support Specialist</p> <p>PL on Trust-Based Relational Interventions</p> |
|---|--|---|------------------------|----------------------|---|

Vertical Plan Alignment

2019 Local Accountability System Indicator

D2_C1: Respect toward Peers

D2_C15: No Place for Hate®

2019 Strategic Plan Scorecard Indicator

CPM 3.5

2019 African American Achievement Plan Indicator

not applicable

2015-2020 Strategic Plan Key Action Step

1.3c. Each student will learn in a physically and emotionally safe environment.

2017 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

College, Career, and Life Readiness - Technology

Performance Objective

We will improve technology integration into the classroom environment.

Data Reviewed During Needs Assessment*

- CTE course offerings in technology-related Career Clusters such as Robotics, Media Tech/Animation, Web Design, Information Technology, or STEM.
- Staff (TELL) survey:
"Teachers have sufficient training and support to fully utilize the available instructional technology."
- Staff (TELL) survey:
"Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access."
- Parent Satisfaction Survey:
"My child's school provides adequate opportunities for my child to use technology."

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|---|-------------------------------|-------------------------------|-----------------------|---------------------------|
| Number of page views per teacher in BLEND | 20.3% | 50% | | |
| % of parents who utilize BLEND | 2018-19 is the baseline year. | 2018-19 is the baseline year. | | |

College, Career, and Life Readiness - Technology Strategy #1
Increase usage of BLEND for problem-based learning.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---|--------------------------------|--------------------------------|------------------------|----------------------|---|
| Administration, Instructional Coaches, Teachers | Lesson plans, Walkthrough data | Lesson plans, Walkthrough data | Start of 1st Six Weeks | End of 6th Six Weeks | PL facilitated via BLEND platform (Learning Management System) as well as PL dedicated to blended learning and instructional techniques All dedicated PL learning days, including BoY PL, facilitated via BLEND Voluntary PL focus group for teachers wishing to learn more about BLEND (Kung Fu Canva, etc.) |

College, Career, and Life Readiness - Technology Strategy #2
Provide Career & Technical Education courses in at least three technology related career clusters

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---|-----------------|-----------------|---------------------------|-------------------------|---|
| Administration, Academic Director, CTE Teachers | Master Schedule | Master Schedule | Start of 1st Six Weeks | End of 6th Six Weeks | Course offerings: Video Production Robotics Tech Careers Visual Media |

Vertical Plan Alignment

2019 Local Accountability System Indicator

D1_C20: Educational Technology (MS)

2019 Strategic Plan Scorecard Indicator

CPM 2.4

2019 African American Achievement Plan Indicator

not applicable

2015-2020 Strategic Plan Key Action Step

2.1d: Adopt a robust technology integration model for transformational use of technology for teaching and learning.

2017 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

| | |
|---|-----|
| Did the CAC approve the professional development portion of the CIP? | Yes |
| Was the CAC given an opportunity to provide input on the campus budget? | Yes |
| Approximately how many hours did the CAC and/or CAC subcommittees spend on CIP development? | |

| Position | Name | Date |
|-----------|---------------------|------|
| Principal | Stacie Holiday | |
| Co-Chair | Peter Partheymuller | |
| Co-Chair | | |

Communication and Community Engagement - Campus Advisory Councils

Performance Objective

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|---|--------------------|----------------------------|----------------|--------------------|
| The school has an active Campus Advisory Council (CAC) that holds regular open meetings, includes members that are parents, community representatives, and staff, has elected officers, reviews the campus' TAPR and other needs assessment data, provides input on the Campus Improvement Plan, approves the campus budget, and approves the campus professional learning plan each year | campus attestation | Meet all CAC requirements. | | |

Vertical Plan Alignment

2019 Local Accountability System Indicator

D2_C4: Campus Advisory Council

2019 Strategic Plan Scorecard Indicator

not applicable

2019 African American Achievement Plan Indicator

not applicable

2015-2020 Strategic Plan Key Action Step

not applicable

2017 PBMAS

not applicable

TEA Strategic Priorities

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Communication and Community Engagement - Customer Service

Performance Objective

We will create a culture where all of our families feel welcome and valued.

Data Reviewed During Needs Assessment*

- Parent Satisfaction Survey: % of parents/guardians who feel they are treated with courtesy and respect by the Principal
- Parent Satisfaction Survey: % of parents/guardians who feel they are treated with courtesy and respect by the Assistant Principal
- Parent Satisfaction Survey: % of parents/guardians who feel they are treated with courtesy and respect by the counselors
- Parent Satisfaction Survey: % of parents/guardians who feel they are treated with courtesy and respect by school staff
- Parent Satisfaction Survey: % of parents/guardians who feel their child is treated with respect by others
- Parent Satisfaction Survey: % of parents/guardians who feel their involvement is welcomed by teachers

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|--|-------------------------------|-------------------------------|-----------------------|---------------------------|
| The % of parents/guardians that felt their involvement was welcomed by teachers as reported on the AISD Parent Satisfaction Survey | 99 | 98 | | |
| Campus score on the AISD CARES Customer Service Evaluation | 2018-19 is the baseline year. | 2018-19 is the baseline year. | | |
| % of staff members who have completed customer service orientation training | 2018-19 is the baseline year. | 2018-19 is the baseline year. | | |

Communication and Community Engagement - Customer Service Strategy #1

Review TELL and Parent Survey data to assess levels of customer service and make necessary changes for improvement.

| Responsible Party | Formative Data | Resources Needed | Funding Source | Timeline for Completion | Status Indicator |
|--------------------------|-----------------------------|--|-----------------------|--------------------------------|-------------------------|
| Administration | TELL and Parent Survey data | TELL and Parent Survey data Agendas for Professional learning and Teaming | | End of 6th Six Weeks | |

| | | | | | |
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|--|--|--|--|--|--|

Communication and Community Engagement - Customer Service Strategy #2
Establish campus norms for communication with all stakeholders.

| Responsible Party | Formative Data | Resources Needed | Funding Source | Timeline for Completion | Status Indicator |
|---|-----------------------------|-----------------------------|----------------|-------------------------|------------------|
| Administration, Counselors, Teachers, Office Staff, Parent Support Specialist, Graduation Coach | TELL and Parent Survey data | TELL and Parent Survey data | | End of 6th Six Weeks | |

Communication and Community Engagement - Customer Service Strategy #3
Inclusion of Parent Support Specialist and Graduation Coach in Grade-level Teaming in order to collaborate on refinement of customer service practices

| Responsible Party | Formative Data | Resources Needed | Funding Source | Timeline for Completion | Status Indicator |
|---|-----------------------------|-----------------------------|----------------|-------------------------|------------------|
| Administration, Parent Support Specialist, Graduation Coach, Teachers | TELL and Parent Survey data | TELL and Parent Survey data | | End of 6th Six Weeks | |

Communication and Community Engagement - Customer Service Strategy #6
Establish campus norms for communication with all stakeholders.

Communication and Community Engagement - Customer Service Strategy #7
All staff will return phone calls within 24 hours of receipt and emails within 48 hours of receipt as per Customer Service Standards.

Communication and Community Engagement - Customer Service Strategy #8
Send front office and support staff to customer service training.

Vertical Plan Alignment

- 2019 Local Accountability System Indicator**
- D1_C8: Customer Service
- D2_C17: Customer Service Orientation
- D2_C18: Customer Service Evaluation

2019 Strategic Plan Scorecard Indicator

CPM 2.1, CPM 2.2, CPM 2.3

2019 African American Achievement Plan Indicator

not applicable

2015-2020 Strategic Plan Key Action Step

6.1a: Provide excellent customer service in interactions with campus and district staff.

2017 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Communication and Community Engagement - Family and Community Engagement

Performance Objective

We will increase family and community engagement.

Data Reviewed During Needs Assessment*

- Staff Survey (TELL) results:
 - "This school does a good job of encouraging parent/guardian involvement."
 - "This school works directly with parents/guardians to improve the educational climate in students' homes."
 - "This school maintains clear, two-way communication with the community."
 - "Parent/guardians are influential decision makers in the school."
- Parent Satisfaction Survey:
 - "I feel comfortable contacting staff at my child's school."
 - "I feel our local community supports our school."
 - "I feel our school works hard to engage our local community."
- AISD Local Board Policy GK, which that addresses parent and community engagement
- Parent Teacher Association (PTA) membership and activities
- Continued or new funding for Parent Support Specialists (PSS)
- Campus Advisory Council (CAC) membership and meeting minutes

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|--|---------------------|---|-----------------------|---------------------------|
| Whether the campus has an active PTA, according to ACPTA | Yes | The campus will continue to have an active PTA. | | |

Communication and Community Engagement - Family and Community Engagement Strategy #1
Provide multiple opportunities to engage parents in the educational process.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--|--|---|------------------------|----------------------|---|
| Administration, Counselors and Parent Support Specialist | TELL Survey and Parent Satisfaction Survey | TELL Survey and Parent Satisfaction Survey Agendas and attendance from varied school-community events and activities | Start of 1st Six Weeks | End of 6th Six Weeks | Opportunities for parent involvement, such as Operation School Bell, field trips, performances, mentoring, volunteering, tutoring, lunch visits, classroom visits, designated parent room, etc. 1. Operation School Bell - Teen Outfitters Project 2. Kids Matter "Around the Block" 3. Seedling Mentoring Program 4. Youth Advocacy Monthly Parent Coffees, |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | <p>Campus Advisory Council, and Parent Teacher Association Meetings</p> <p>The school provides at least three (3) opportunities for adult learning, such as parenting skills, General Educational Development (GED), ESL, computer skills, nutrition, fitness, student attendance/truancy, etc.</p> <ol style="list-style-type: none"> 1. Any Baby Can is offered once a month 2. Parent Coffees focused on: student attendance/truancy <p>The school provides at least three (3) family fun events, such as festivals, celebrations, recognitions, movie nights, community building, etc.</p> <ol style="list-style-type: none"> 1. Family Potluck Dinner during transition week before school started 2. Literacy Night 3. STEAM Night 4. Awards Ceremonies- Semester and End of the Year 5. Law Night 6. Evening of Wonder 7. Magnet Banquet <p>Parent-Teacher Conferences on District of Innovation PL Days</p> |
|--|--|--|--|--|--|

Communication and Community Engagement - Family and Community Engagement Strategy #2
 Plan school wide activities and programs to encourage parent participation (i.e. family nights, field trips, various events during the school day, campus volunteer opportunities, etc.)

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---------------------------------|-------------------------------------|-------------------------------------|------------------------|----------------------|---|
| Administration, Counselors, and | TELL Survey and Parent Satisfaction | TELL Survey and Parent Satisfaction | Start of 1st Six Weeks | End of 6th Six Weeks | The school provides at least three (3) family fun |

| | | | | | |
|---------------------------|--------|---|--|--|---|
| Parent Support Specialist | Survey | Survey Agendas and attendance from varied school-community events and activities | | | events, such as festivals, celebrations, recognitions, movie nights, community building, etc. 1. Family Potluck Dinner during transition week before school started 2. Literacy Night 3. STEAM Night 4. Awards Ceremonies-Semester and End of the Year 5. Law Night 6. Evening of Wonder 7. Magnet Banquet |
|---------------------------|--------|---|--|--|---|

Communication and Community Engagement - Family and Community Engagement Strategy #3
Provide all communications to parents, written and oral, in English, Spanish, and other languages.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---|--|---|------------------------|----------------------|---|
| Administration, Counselors, and Parent Support Specialist | TELL Survey and Parent Satisfaction Survey | TELL Survey and Parent Satisfaction Survey Evidence of school communications in multiple languages | Start of 1st Six Weeks | End of 6th Six Weeks | The school regularly uses at least three (3) forms of communication such as ParentConnect, Naviance, emails, newsletters, letters, and surveys. The communication is in the languages spoken by the campus community. 1. Weekly Newsletters - electronic 2. Website 3. Student performance/student information goes home at least once a month through SEL advisory classes; |

Communication and Community Engagement - Family and Community Engagement Strategy #4
Love and Logic classes and health and fitness awareness classes will be made available to parents and families

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--|--|---|------------------------|----------------------|---|
| Administration, Counselors and Parent Support Specialist | TELL Survey and Parent Satisfaction Survey | TELL Survey and Parent Satisfaction Survey Agendas and | Start of 1st Six Weeks | End of 6th Six Weeks | Parenting with Love and Logic, Cyber-safety, SEL, and Groth Mindset classes included in Parent Coffees with |

| | | | | | |
|--|--|--|--|--|---|
| | | attendance from parent coffees and class offerings | | | opportunities for in-depth workshops in coordination with the Parent Support Specialist |
|--|--|--|--|--|---|

Vertical Plan Alignment

2019 Local Accountability System Indicator

D2_C12: Parent Teacher Association

2019 Strategic Plan Scorecard Indicator

CPM 2.5

2019 African American Achievement Plan Indicator

not applicable

2015-2020 Strategic Plan Key Action Step

Factor 3: Community and Parental Involvement

2017 PBMAS

Indicator 35: # parents participating in Parent Survey

Indicator 39: % schools with active PTAs

TEA Strategic Priorities

D: Improve low-performing schools.

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Health and Wellness - Coordinated School Health

Performance Objective

We will continue to implement a Coordinated School Health plan on our campus.

Data Reviewed During Needs Assessment*

- Coordinated School Health Report
- Fitnessgram Report
- HB 5 Campus Evaluation of Community and Student Engagement (CaSE) ratings: Wellness and Physical Education
- Parent Satisfaction Survey: "My child's school provides adequate opportunities for my child to learn about how to make healthy lifestyle choices."

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|--|---------------------|-------------------------|-----------------------|---------------------------|
| Overall Coordinated School Health Rating | Exemplary | Exemplary or Recognized | | |

Health and Wellness - Coordinated School Health Strategy #1

Improve the structure and processes of the Coordinated School Health Team to guide more on-going planning, implementation, monitoring, and adjusting for optimal effectiveness.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---|----------------------------------|---|------------------------|----------------------|---|
| Administration, PE Department Chair, CATCH Coordinator, PE Teachers | Coordinated School Health Report | Coordinated School Health Report Inclusion of CATCH and health information in campus newsletters, parent correspondence, and in campus visuals in the cafeteria, gyms, and at campus events. | Start of 1st Six Weeks | End of 6th Six Weeks | Campus newsletters and correspondence containing CATCH and health related information Quarterly meetings of Coordinated School Health Team to ensure implementation and monitoring |

Health and Wellness - Coordinated School Health Strategy #2

Continue and improve implementation of AISD Brain Breaks during the instructional day, using identified AISD resources, HOPSports, etc.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--|----------------------------------|---|------------------------|----------------------|--|
| Administration, Instructional Coaches, CATCH Coordinator | Coordinated School Health Report | Coordinated School Health Report Observational and | Start of 1st Six Weeks | End of 6th Six Weeks | PL on brain breaks and regular inclusion of brain breaks as best practices during PL and |

| | | | | | |
|--|--|--|--|--|---------------------------|
| | | walkthrough data Inclusion of brain break activities during professional learning | | | throughout the school day |
|--|--|--|--|--|---------------------------|

Health and Wellness - Coordinated School Health Strategy #3

Annually, CATCH Administrator will provide campus staff, teachers, and parents with the campus' Fitnessgram report/results.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--------------------------------|----------------------------------|---|------------------------|----------------------|---|
| Principal, PE Department Chair | Coordinated School Health Report | Coordinated School Health Report Campus newsletters and communications | Start of 1st Six Weeks | End of 6th Six Weeks | Fitnessgram results shared with staff via staff meetings, parent coffees, CAC, and campus newsletters |

Health and Wellness - Coordinated School Health Strategy #4

Fitnessgram assessment administered to at least 95% of all students, unless excluded based on physical needs or documentation provided by a licensed physician. Parents are notified prior to administration.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|-------------------|--|--|------------------------|----------------------|---|
| PE teachers | Coordinated School Health Report Fitnessgram data | Coordinated School Health Report Fitnessgram data | Start of 1st Six Weeks | End of 6th Six Weeks | Fitnessgram administered through PE classes with plan for students not currently enrolled in PE |

Health and Wellness - Coordinated School Health Strategy #5

Provide at least two opportunities for physical activity during the school day, including opportunities beyond a student's schedule, such as before school, after school, and/or during lunch.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|-------------------------------------|--|--|------------------------|----------------------|---|
| Administration, PE Department Chair | Coordinated School Health Report Fitnessgram data | Coordinated School Health Report Fitnessgram data | Start of 1st Six Weeks | End of 6th Six Weeks | Frequent access to track/field, tennis courts and gyms before school and/after school, during lunch, and events such as No Tardy Parties Intramural activities for all grade-levels, with particular focus on 6th grade students who are not allowed to compete via UIL PL on brain breaks that |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | involve physical activity After school programming includes several clubs that promote physical activity, such as soccer and basketball |
|--|--|--|--|--|--|

Vertical Plan Alignment

2019 Local Accountability System Indicator

D2_C9: Coordinated School Health

2019 Strategic Plan Scorecard Indicator

CPM 3.7

2019 African American Achievement Plan Indicator

not applicable

2015-2020 Strategic Plan Key Action Step

1.3e: Each student will learn about and practice a healthy lifestyle.

2017 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Health and Wellness - Employee Wellbeing

Performance Objective

We will support the wellbeing of all employees by promoting a healthy work-life balance through initiatives targeting staff's physical, mental/emotional, & nutritional wellbeing.

Data Reviewed During Needs Assessment*

Information from the Campus Wellness Champion on staff wellness related trainings/activities

Number of campus staff participating in LiveHealthyAISD Challenges - Report from LHA

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|--|---------------------|---------------------|-----------------------|---------------------------|
| The % of staff that participate in at least one LiveHealthyAISD Wellness Challenge | 20 | 30 | | |

Health and Wellness - Employee Wellbeing Strategy #1

Train all staff on Employee Assistance Program, Wellness Program, and Telemedicine Program once annually.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--------------------------|---------------------------------|---------------------------------|------------------------|----------------------|---|
| Adminstration | LiveHealthyAISD Challenges data | LiveHealthyAISD Challenges data | Start of 1st Six Weeks | End of 6th Six Weeks | Staff member for each PLC dedicated to promoting wellness PL includes wellness information via Team Meetings |
| | | PL and teaming agendas | | | |

Health and Wellness - Employee Wellbeing Strategy #2

Campus provides at least three opportunities for staff to engage in or learn about fitness and wellness activities.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|-------------------------------|---------------------------------|---------------------------------|------------------------|----------------------|---|
| Administarton, PLC team leads | LiveHealthyAISD Challenges data | LiveHealthyAISD Challenges data | Start of 1st Six Weeks | End of 6th Six Weeks | Fulmore has a weekly staff pick-up basketball game Encouragement to participate in various running events, such as the Cap 10K, etc. Availability of Camp Gladiator on a weekly basis |

| | | | | | |
|--------------------------|-----------------------|------------------------|-------------------|-----------------|--|
| | | | | | |
| | | PL and teaming agendas | | | |
| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
| Staff | Healthy Schools | Healthy Schools | 1st Six Weeks | 1st Six Weeks | Staff was able to participate in getting the flu shot free of charge with insurance information. |

Vertical Plan Alignment

2019 Local Accountability System Indicator

not applicable

2019 Strategic Plan Scorecard Indicator

not applicable

2019 African American Achievement Plan Indicator

not applicable

2015-2020 Strategic Plan Key Action Step

not applicable

2017 PBMAS

not applicable

TEA Strategic Priorities

n/a

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Health and Wellness - Student Fitness

Performance Objective

We will achieve health and fitness for students through increased student participation in physical activities.

Data Reviewed During Needs Assessment*

Coordinated School Health Report: Implementation of PE Section

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|--------------------------------------|--|--|-----------------------|---------------------------|
| Fitnessgram results for All Students | Body Mass Index: 56%, Cardio: 65%, Curl-Ups: 83%, Push-Ups: 72%, Sit and Reach: 73%, Trunk Lift: 83% | Body Mass Index: 58%, Cardio: 67%, Curl-Ups: 85%, Push-Ups: 74%, Sit and Reach: 75%, Trunk Lift: 85% | | |

Health and Wellness - Student Fitness Strategy #1

Continue and improve implementation of AISD Brain Breaks during the instructional day, using identified AISD resources such as HOPSports

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--------------------------|-------------------------------|-------------------------------|------------------------|----------------------|--|
| CATCH Coordinator | Classroom observation reports | Classroom observation reports | Start of 1st Six Weeks | End of 6th Six Weeks | PL on Brain Breaks and ongoing inclusion during campus-based PL PL on Mindfulness |

Health and Wellness - Student Fitness Strategy #2

Provide before- and/or after-school physical activity opportunities, such as running clubs, intramurals, and open gyms for students not enrolled in PE/athletics.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--------------------------|---|---|------------------------|----------------------|--|
| CATCH Coordinator | Fitnessgram data, Classroom observation reports | Fitnessgram data, Classroom observation reports | Start of 1st Six Weeks | End of 6th Six Weeks | The campus has an active Coordinated School Health team that meets at least four (4) times each year. Team members include representatives from each grade level, the Physical Education teacher, an administrator, the school nurse, and the cafeteria manager. Coordinated School Health Team (CSHT) |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | <p>members include: PE Department Chair, Administrator, Teachers of Grades 6, 7, and 8, School Nurse, Cafeteria Manager, PTA Volunteer, CSHT meets twice a semester as scheduled by PE Department Chair</p> <p>The school provides at least three (3) community education programs related to wellness and physical education:</p> <p>The school provides at least three (3) opportunities for the staff to engage in or learn about fitness and wellness activities, such as yoga, Pilates, Zumba, health risk assessment, etc.: Fulmore has a regular staff pick-up basket ball game, Fulmore staff are encouraged to participate in local 5k and 10 k races, Camp Gladiator is available to staff weekly on campus or at other campuses where they hold community work outs</p> <p>The school provides at least two (2) extra opportunities for physical activity during the school day, such as Brain Breaks, WOW, extra recess, open gyms, intramurals, etc.: Brain Breaks during classes, Mindfulness activities during classes, Intramurals are a regular part of Fulmore’s SEL program</p> |
|--|--|--|--|--|--|

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| | | | | | |
|--|--|--|--|--|--|

Health and Wellness - Student Fitness Strategy #3

Continue to share and study Fitnessgram data with campus staff, parents, and students.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|-------------------|------------------|------------------|------------------------|----------------------|--|
| CATCH Coordinator | Fitnessgram data | Fitnessgram data | Start of 1st Six Weeks | End of 6th Six Weeks | Fitnessgram results shared with staff via staff meetings, parent coffees, CAC, and campus newsletters. |

Vertical Plan Alignment

2019 Local Accountability System Indicator

D2_C13: Student Health Risk

2019 Strategic Plan Scorecard Indicator

not applicable

2019 African American Achievement Plan Indicator

not applicable

2015-2020 Strategic Plan Key Action Step

1.3d: Establish goals at each school related to FitnessGram Cardiovascular and Body Mass Index indicators.

2017 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Health and Wellness - Student Health and Nutrition

Performance Objective

We will continue to promote healthy eating habits and strengthen the overall physical and mental health of our students and staff.

Data Reviewed During Needs Assessment*

- Campus Immunization Rate
- Results of campus vision and hearing screening, by campus

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|-------------------|--------------|---|----------------|--------------------|
| Immunization rate | 99.7% | 100% of students will have current immunizations. | | |

Health and Wellness - Student Health and Nutrition Strategy #1

Increase signage to convey importance of healthy nutritional choices, including what is developed in Success Class health activities

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|-------------------|--|--|------------------------|----------------------|---|
| CATCH Coordinator | Campus walkthrough observation reports | Campus walkthrough observation reports | Start of 3rd Six Weeks | End of 6th Six Weeks | <p>The campus has an active Coordinated School Health team that meets at least four (4) times each year. Team members include representatives from each grade level, the Physical Education teacher, an administrator, the school nurse, and the cafeteria manager. Coordinated School Health Team (CSHT) members include: PE Department Chair, Administrator, Teachers of Grades 6, 7, and 8, School Nurse, Cafeteria Manager, PTA Volunteer, CSHT meets twice a semester as scheduled by PE Department Chair</p> <p>Campus has worked with cafeteria to limit the availability of sugar snack</p> |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | <p>No junk food is allowed on campus</p> <p>The school provides at least three (3) community education programs related to wellness and physical education: Sustainable Food Center participated in Fulmore's STEAM night</p> <p>The school provides at least three (3) opportunities for the staff to engage in or learn about fitness and wellness activities, such as yoga, Pilates, Zumba, health risk assessment, etc.: Fulmore has a regular staff pick-up basket ball game, Fulmore staff are encouraged to participate in local 5k and 10 k races, Camp Gladiator is available to staff weekly on campus or at other campuses where they hold community work outs</p> <p>The school provides at least two (2) extra opportunities for physical activity during the school day, such as Brain Breaks, WOW, extra recess, open gyms, intramurals, etc.: Brain Breaks during classes, Mindfulness activities during classes, Intramurals are a regular part of Fulmore's SEL program</p> <p>BIC is offered for all students which provides a healthy breakfast.</p> |
|--|--|--|--|--|--|

Health and Wellness - Student Health and Nutrition Strategy #2

Provide healthy food alternatives for students, parents, and teachers when food and beverages are served and partner with community organizations to provide healthy alternative samples and information to students, staff, and families

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|-------------------|--|--|------------------------|----------------------|--|
| CATCH Coordinator | Observation of food at events and related needs assessments meetings (CATCH Team and Student Support Team) | Observation of food at events and related needs assessments meetings (CATCH Team and Student Support Team) | Start of 2nd Six Weeks | End of 6th Six Weeks | <p>The campus has an active Coordinated School Health team that meets at least four (4) times each year. Team members include representatives from each grade level, the Physical Education teacher, an administrator, the school nurse, and the cafeteria manager. Coordinated School Health Team (CSHT) members include: PE Department Chair, Administrator, Teachers of Grades 6, 7, and 8, School Nurse, Cafeteria Manager, PTA Volunteer, CSHT meets twice a semester as scheduled by PE Department Chair</p> <p>Sustainable Food Center participates in Fulmore's STEAM night</p> <p>Self-serve salad bar added to cafeteria options in November</p> |

Health and Wellness - Student Health and Nutrition Strategy #3

Ensure that 100% of your staff has the opportunity to take the Health Risk Assessment provided by the district.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|-------------------|------------------------------------|------------------------------------|------------------------|----------------------|--|
| CATCH Coordinator | AISD report on HRA Completion data | AISD report on HRA Completion data | Start of 1st Six Weeks | End of 6th Six Weeks | The campus has an active Coordinated School Health team that meets at least four (4) |

| | | | | | |
|--|--|--|--|--|---|
| | | | | | <p>times each year. Team members include representatives from each grade level, the Physical Education teacher, an administrator, the school nurse, and the cafeteria manager. Coordinated School Health Team (CSHT) members include: PE Department Chair, Administrator, Teachers of Grades 6, 7, and 8, School Nurse, Cafeteria Manager, PTA Volunteer, CSHT meets twice a semester as scheduled by PE Department Chair</p> |
|--|--|--|--|--|---|

Health and Wellness - Student Health and Nutrition Strategy #4

Offer at least 3 staff wellness opportunities per year, such as Yoga, Run/Walk Club, Camp Gladiator, 5K races, Pick-Up Basketball Game, etc.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--------------------------|---|---|------------------------|----------------------|---|
| CATCH Coordinator | Data on wellness offerings from observation and teacher reports | Data on wellness offerings from observation and teacher reports | Start of 1st Six Weeks | End of 6th Six Weeks | The campus has an active Coordinated School Health team that meets at least four (4) times each year. Team members include representatives from each grade level, the Physical Education teacher, an administrator, the school nurse, and the cafeteria manager. Coordinated School Health Team (CSHT) members include: PE Department Chair, Administrator, Teachers of Grades 6, 7, and 8, School Nurse, Cafeteria Manager, PTA Volunteer, CSHT meets twice a semester as scheduled by PE Department Chair |

| | | | | | |
|--|--|--|--|--|---|
| | | | | | <p>The school provides at least three (3) community education programs related to wellness and physical education: BoneShaker Running club meets weekly, Basketball Club meets weekly, Weightlifting Club meets weekly, Sustainable Food Center participated in Fulmore's STEAM night</p> <p>The school provides at least three (3) opportunities for the staff to engage in or learn about fitness and wellness activities, such as yoga, Pilates, Zumba, health risk assessment, etc.: Fulmore has a regular staff pick-up basket ball game, Fulmore staff are encouraged to participate in local 5k and 10 k races, Camp Gladiator is available to staff weekly on campus or at other campuses where they hold community work outs</p> <p>The school provides at least two (2) extra opportunities for physical activity during the school day, such as Brain Breaks, WOW, extra recess, open gyms, intramurals, etc.: Brain Breaks during classes, Mindfulness activities during classes, Intramurals are a regular part of Fulmore's SEL program</p> |
|--|--|--|--|--|---|

Vertical Plan Alignment

2019 Local Accountability System Indicator

not applicable

2019 Strategic Plan Scorecard Indicator

not applicable

2019 African American Achievement Plan Indicator

not applicable

2015-2020 Strategic Plan Key Action Step

1.3e: Each student will learn about and practice a healthy lifestyle.

2017 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Literacy - Reading/Language Arts

Performance Objective

We will ensure all students decode and comprehend grade level texts. Students reading below grade level will grow more than one grade level in reading each school year.

Data Reviewed During Needs Assessment*

- STAAR/EOC Reading results
- STAAR Progress Measure results
- eCST goals and progress monitoring data
- District Benchmark Item Analysis

State Domain 3: Closing the Gaps

| | All | AA | Hisp. | White | Asian | Pac Isl. | Two+ | SpEd | Former SpEd | ECD | ELL 4y Mon. | Cont. Enr. | Not Cont. Enr. |
|--------------------------|-----|----|-------|-------|-------|----------|------|------|-------------|-----|-------------|------------|----------------|
| Met Target | Y | N | Y | Y | | | | Y | | N | Y | Y | Y |
| Met Growth Target | N | N | N | Y | | | | N | | N | N | N | N |

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|--|--------------|--------------|----------------|--------------------|
| Reading Performance and Growth from Domain 3: Closing the Gaps: % of Targets Met | 44 | 100 | | |

Literacy - Reading/Language Arts Strategy #1

Support the use of district curriculum documents, such as yearly itineraries, Yearly Planning Guides and Student Performance Plans, and Lesson Plans, for planning TEKS-aligned, student-centered, inquiry based instruction in ELA classrooms

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---|----------------|----------------------------|------------------------|----------------------|--|
| Administration, Instructional Coaches, ELA Department Chair, Teachers | STAAR data | STAAR data, Benchmark data | Start of 1st Six Weeks | End of 6th Six Weeks | PLC time built into master schedule. One full-time and one part-time Instructional Coaches for ELA dedicated to supporting teachers and student learning Ongoing PL on sheltered instruction and literacy Use of Read 180 to support reading. |

| | | | | | |
|--|--|--|--|--|---|
| | | | | | <p>Monthly learning-walks to identify best practices</p> <p>Continued book studies and curriculum planning references – 38 Great Academic Language Builders, 7 Steps to a Language-Rich Interactive Classroom</p> <p>PL focus on Growth Mindset</p> <p>PL on strategies for students receiving special education services and the co-teaching model</p> |
|--|--|--|--|--|---|

Literacy - Reading/Language Arts Strategy #2

Implementation of Balanced Literacy Program through differentiated instruction and classes: Grade-level, Pre-AP, Magnet, dual-language and ESOL

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---|-----------------------------|-----------------------|------------------------|----------------------|---|
| Administration, Instructional Coaches, ELA Department Chair, Teachers | STAAR data, Master Schedule | STAAR data | Start of 1st Six Weeks | End of 6th Six Weeks | <p>PLC time built into master schedule.</p> <p>Two full-time Instructional Coaches for ELA dedicated to supporting teachers and student learning.</p> <p>Ongoing PL on sheltered instruction and literacy</p> <p>Monthly learning-walks to identify best practices, including ties to PPfT rubric and the AISD 6 C's: Creativity, Collaboration, Critical Thinking, Cultural Proficiency, Connection, Communication</p> |

Literacy - Reading/Language Arts Strategy #3

Implementation of MyOn and iStation Programs to increase literacy

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---|--------------------------------------|--|------------------------|----------------------|--|
| Administration, Instructional Coaches, ELA Department Chair, Teachers | STAAR data, iStation data, MyOn data | STAAR data, Benchmark data, iStation data, MyOn data, Student progress monitoring through PLCs | Start of 1st Six Weeks | End of 6th Six Weeks | <p>PLC time built into master schedule.</p> <p>Two full-time Instructional Coaches for ELA dedicated to supporting teachers and student learning.</p> <p>Ongoing PL on sheltered instruction and literacy</p> <p>Monthly learning-walks to identify best practices</p> <p>Progress monitoring of Lexile levels</p> |

Literacy - Reading/Language Arts Strategy #4

Offer students at least one TEA approved language program

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|------------------------------|------------------------------|--|------------------------|----------------------|--|
| Principal, Academic Director | Home language survey results | Master Schedule, Enrollment in ESOL, Enrollment in Dual Language Courses | Start of 1st Six Weeks | End of 6th Six Weeks | <p>Fulmore offers ESOL classes (three levels) for all students who meet entrance requirements. In addition, Fulmore offers Math and English Language Arts classes that are specialized for English Language Learners. In addition, we are a Dual Language campus</p> <p>The school provides expanded opportunities for students to learn Languages Other Than English (LOTE), by offering 1 or more languages (ES), 2 or more languages (MS/HS), AP LOTE exams, etc.</p> <p>Spanish (includes AP</p> |

| | | | | | |
|--|--|--|--|--|---|
| | | | | | Spanish and content classes in Spanish), French and Japanese. |
|--|--|--|--|--|---|

Literacy - Reading/Language Arts Strategy #5

Implementation in Fluency Programs: Falcon Fluent Readers, Falcon Word Challenge, Rewards, Fountas and Pinnell, and iStation to increase literacy

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---|-----------------------------------|--|------------------------|----------------------|---|
| Administration, Instructional Coaches, ELA Department Chair, Teachers | STAAR data Master Schedule | STAAR data, Benchmark data Progress monitoring for Falcon Fluent Readers, Falcon Word Challenge, Rewards, Fountas and Pinnell, and iStation | Start of 1st Six Weeks | End of 6th Six Weeks | PLC time built into master schedule. Two full-time Instructional Coaches for ELA dedicated to supporting teachers and student learning. Ongoing PL on sheltered instruction and literacy Monthly learning-walks to identify best practices |

Vertical Plan Alignment

2019 Local Accountability System Indicator

STAAR performance data is included in the state accountability system, so cannot be included in the local accountability system.

2019 Strategic Plan Scorecard Indicator

GPM 1.5

2019 African American Achievement Plan Indicator

1.1-1.3: Close Literacy Achievement Gap between African-American Students and Their Peers*

2015-2020 Strategic Plan Key Action Step

3.1a: Develop and implement a literacy plan that includes the Reading of Reading instruction and includes practical applications of concepts.

2017 PBMAS

- Bilingual/ESL Indicator 2ii: ESL STAAR 3-8 Passing Rate
- Bilingual/ESL Indicator 3ii: LEP (Not served in BE/ESL) STAAR 3-8 Passing Rate
- Bilingual/ESL Indicator 5iv: LEP STAAR EOC Passing Rate
- Career and Technical Education Indicator 2iv: CTE LEP STAAR EOC
- Career and Technical Education Indicator 4iv: CTE SPED STAAR EOC Passing Rate
- ESSA indicator 2iv: Title I, Part A STAAR EOC Passing Rate
- SPED Indicator 1ii: SPED STAAR 3-8 Passing Rate

TEA Strategic Priorities

B: Build a foundation of reading and math.

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Supporting Special Populations - Dyslexia

Performance Objective

Data Reviewed During Needs Assessment*

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|---|-------------------------------|-------------------------------|-----------------------|---------------------------|
| % of students meeting their individualized Dyslexia/ reading progress measures as defined in their intervention plans | 2018-19 is the baseline year. | 2018-19 is the baseline year. | | |
| % of students with Dyslexia that are evaluated within 45 school days. | 2018-19 is the baseline year. | 2018-19 is the baseline year. | | |

Vertical Plan Alignment

2019 Local Accountability System Indicator

2019 Strategic Plan Scorecard Indicator

2019 African American Achievement Plan Indicator

2015-2020 Strategic Plan Key Action Step

2017 PBMAS

TEA Strategic Priorities

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Supporting Special Populations - LRE

Performance Objective

We will increase the rate at which our special education students are served in the general education population setting 80% of the day or more.

Data Reviewed During Needs Assessment*

- X STAAR Progress Measure data for SpEd students
- X SpEd enrollment data disaggregated by grade level, ethnicity, ECD, and ELL
- X Roster of students receiving special education services, including support and accommodation needs
- X Roster of students receiving Special education services, sorted by instructional setting

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|--|---------------------|---------------------|-----------------------|---------------------------|
| % of students aged 12-21 served in settings 00, 40, 41, 81, 82, 91, and 92 in the regular class 80% or more of the day | 53 | >= 70 | | |
| % of students aged 12-21 served in settings 04, 44, 85, 88, and 95 in the regular class less than 40% of the day | 16 | <= 10 | | |

Supporting Special Populations - LRE Strategy #1

Ensure collaboration on lesson planning between general and special education teachers is evident.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--|---|---|------------------------|----------------------|--|
| Admin, Special Education Department Chair, Case Managers, Instructional Coaches, Teachers, | Campus data on special education representation | Campus data on special education representation, master schedule includes opportunities for collaborative lesson planning | Start of 1st Six Weeks | End of 6th Six Weeks | Collaborative time built into master schedule. PL during teaming and content-specific PLC time related to special education. PL on "team teaching" for faculty . |

Supporting Special Populations - LRE Strategy #2

Look for multiple learning and teaching strategies that appeal to students' diversity and individual needs, such as flexible grouping and questioning strategies that promote rigor.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--|---|--|------------------------|----------------------|---|
| Admin, Special Education Department Chair, Case Managers, Instructional Coaches, Teachers, | STAAR, discipline and attendance data for students receiving special education services compared to campus, walk through data, teacher lesson plans | STAAR, discipline and attendance data for students receiving special education services compared to campus | Start of 1st Six Weeks | End of 6th Six Weeks | Utilization of SEL to promote No Place for Hate activities PL on sheltered instruction. PL on flexible grouping and questioning strategies, including learning walks to observe these strategies in use Collaborative time built into master schedule. |

Supporting Special Populations - LRE Strategy #3
Expect teacher familiarity with their students' IEPs and evidence of ongoing progress monitoring to be used gauge student's knowledge, meaningful access to the enrolled grade level curriculum, and to drive intervention efforts.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--|---|--|------------------------|----------------------|--|
| Admin, Special Education Department Chair, Case Managers, Teachers | Campus data on special education representation | Evidence of teacher use of IEP accommodations, BIPs, and student progress based on IEP goals | Start of 1st Six Weeks | End of 6th Six Weeks | PL on strategic, Tier I and Tier II interventions Utilization of the Learning Lab, SBS, and SCORES for student supports Master schedule and inclusion schedule |

Supporting Special Populations - LRE Strategy #4
Review staffing and student needs as a means to optimize use of staff to support IEPs.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--|---|---|------------------------|----------------------|--|
| Admin, Special Education Department Chair, Case Managers, Teachers, Teacher Assistants | Campus data on special education representation, STAAR data | Campus data on special education representation, STAAR data | Start of 1st Six Weeks | End of 6th Six Weeks | Master Schedule with Inclusion schedule and staff assignments Weekly Special Education Department Meetings to review and revamp effectiveness |

| | | | | | |
|--|--|--|--|--|---|
| | | | | | <p>and staffing and student needs.</p> <p>Utilization of Learning Lab, SBS rooms and staff, and SCORES rooms and staff as appropriate</p> |
|--|--|--|--|--|---|

Vertical Plan Alignment

2019 Local Accountability System Indicator

not applicable

2019 Strategic Plan Scorecard Indicator

not applicable

2019 African American Achievement Plan Indicator

not applicable

2015-2020 Strategic Plan Key Action Step

4.1c: Identify students with special needs and life circumstances and ensure that they receive consistent access to curriculum, appropriate services, and supports.

2017 PBMAS

SPED State Performance Plan 5A: Educational Environment, Ages 6-21 - inside the regular class 80% or more of the day

TEA Strategic Priorities

D: Improve low-performing schools.

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Supporting Special Populations - Special Education Discipline

Performance Objective

Data Reviewed During Needs Assessment*

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|--|---|---------------------|-----------------------|---------------------------|
| SPED OSS and Expulsion <= 10 Days Rate | Hispanic: 1.05, African American: MSR, White: MSR | <=2.5 | | |
| SPED ISS <=10 Days Rate | Hispanic: 5.58, African American: MSR, White: MSR | <=2.5 | | |
| SPED Total Disciplinary Removals Rate | Hispanic: 1.07, African American: MSR, White: MSR | <=2.5 | | |

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--|-----------------------|-----------------------|-------------------|------------------|---|
| Administration, Staff, and Parent Support Specialist | DEEDS, and referrals | DEEDS, and referrals | 1st 6th Weeks | End of 6th Weeks | eCST interventions will be created for students to assist in the areas of behavior, academics, and attendance CARY and CIS services will be available for students along with mentor opportunities |

Vertical Plan Alignment

2019 Local Accountability System Indicator

not applicable

2019 Strategic Plan Scorecard Indicator

not applicable

2019 African American Achievement Plan Indicator

not applicable

2015-2020 Strategic Plan Key Action Step

1.3c: Each student will learn in a physically and emotionally safe environment.

2017 PBMAS

SPED Indicator 14: SPED Discretionary DAEP Placements - Disproportionality Rate

SPED Indicator 15: SPED Discretionary Placement to ISS - Disproportionality Rate

SPED Indicator 16: SPED Discretionary Placement to OSS

and Disproportionality Rate

TEA Strategic Priorities

D: Improve low-performing schools.

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Talent Acquisition and Development - Professional Learning

Performance Objective

We will provide high-quality and ongoing campus-level professional learning to administrators, teachers, and staff members.

Data Reviewed During Needs Assessment*

- Staff Survey (TELL) results:
"professional learning is evaluated and results are communicated to teachers."
- Staff Survey (TELL) results:
"professional learning is differentiated to meet the needs of individual teachers."
- Staff Survey (TELL) results: "my school is a good place to work and learn."
- Self-evaluation of the implementation and impact of campus professional development initiatives

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|--|--------------|--------------|----------------|--------------------|
| Staff survey question: Overall, my school is a good place to work and learn. Percent "Strongly Agree" or "Agree". | 73% | 93% | | |
| % of Highly Effective and Distinguished teachers who are retained at the campus | 86 | 60 | | |

Talent Acquisition and Development - Professional Learning Strategy #1

Implement Professional Learning Communities to reflect collaborative planning, data-driven decision making, consistency across classrooms and grade levels, professional learning for teachers in developing growth mindsets.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---------------------------------|---|--|----------------------------|--------------------------|---|
| Principal, Academic Director | Teacher Climate Survey, STAAR data, Professional Learning feedback, Master Schedule | Meeting attendance and agendas, Classroom Observations, PPFT, STAAR data | Start of the 1st Six Weeks | End of the 6th Six Weeks | District of Innovation Campus Recipient of additional days dedicated to professional learning PLC time built into master schedule Two full-time and one part-time, instructional coaches Campus priorities for 2018-19 School Year: literacy, relationships, |

| | | | | | |
|------------------------------|---|--|----------------------------|--------------------------|---|
| | | | | | progress monitoring, attendance |
| Principal, Academic Director | Teacher Climate Survey, STAAR data, Professional Learning feedback, Master Schedule | Meeting attendance and agendas, Classroom Observations, PPfT, STAAR data | Start of the 1st Six Weeks | End of the 6th Six Weeks | Campus professional learning will take place in the areas for Istation and Odysseyware Dreambox and Read 180. |

Talent Acquisition and Development - Professional Learning Strategy #2
Provide Staff Development in (RtI2) interventions and diagnostics. (ES)

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---------------------------------------|--|------------------------------|----------------------------|--------------------------|---|
| Administration, Instructional Coaches | Teacher Climate Survey, STAAR data, Professional Learning feedback | STAAR data, Walkthrough data | Start of the 1st Six Weeks | End of the 6th Six Weeks | District of Innovation Campus Recipient of additional days dedicated to professional learning PLC time built into master schedule Two full-time and one part-time, instructional coaches PL in conjunction with Multi-tiered Systems of Support (MTSS) |

Talent Acquisition and Development - Professional Learning Strategy #3
Train teachers to use sheltered instructional strategies to make core content comprehensible and to develop academic language. Monitor implementation of selected sheltered instructional strategies in both lesson planning and classroom instruction.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---------------------------------------|--|--|----------------------------|--------------------------|---|
| Administration, Instructional Coaches | Teacher Climate Survey, STAAR data, Professional Learning feedback | STAAR data, Professional learning agendas and feedback, Walkthrough data | Start of the 1st Six Weeks | End of the 6th Six Weeks | District of Innovation Campus Recipient of additional days dedicated to professional learning PLC time built into master schedule Two full-time and one part-time, instructional coaches Continued book studies and curriculum planning- |

| | | | | | |
|--|--|--|--|--|---|
| | | | | | Creative Learning Initiative strategies |
|--|--|--|--|--|---|

Talent Acquisition and Development - Professional Learning Strategy #4
Faculty book study.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---------------------------------------|---|--|----------------------------|--------------------------|--|
| Administration, Instructional Coaches | TELL Survey Results, Teacher Climate Survey, STAAR data, Professional Learning feedback | STAAR data, Professional learning agendas and feedback, PPFT | Start of the 1st Six Weeks | End of the 6th Six Weeks | District of Innovation Campus Recipient of additional days dedicated to professional learning PLC time built into master schedule Two full-time and one part-time, instructional coaches |

Talent Acquisition and Development - Professional Learning Strategy #5
New Teacher Mentoring Program

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|-------------------------------------|---|--|----------------------------|--------------------------|--|
| Administration, Lead Mentor Teacher | TELL Survey Results, Teacher Climate Survey, STAAR data, Professional Learning feedback | STAAR data, Professional learning agendas and feedback, PPFT | Start of the 1st Six Weeks | End of the 6th Six Weeks | Lead Mentor Teacher to facilitate ongoing PL for new teachers, as well as to provide a mentor to support new teachers during their first two-years in AISD. Two full-time and one part-time, instructional coaches District of Innovation Professional Learning days |

Vertical Plan Alignment

2019 Local Accountability System Indicator

D1_C4: Effective Teacher Retention

2019 Strategic Plan Scorecard Indicator

not applicable

2019 African American Achievement Plan Indicator

not applicable

2015-2020 Strategic Plan Key Action Step

3.1c: Provide ongoing, campus-based professional learning that supports core instruction, Response to Intervention (RtI), and curriculum implementation.

2017 PBMAS

not applicable

TEA Strategic Priorities

A: Recruit, support, retain teachers and principals.

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Whole Child - Creative Learning Initiative

Performance Objective

We will increase access to and support for high quality fine arts instruction and/or creative learning strategies.

Data Reviewed During Needs Assessment*

- Parent Satisfaction Survey:
"My child's school provides adequate opportunities for my child to study the arts /experience creative learning."
- Number of Fine Arts courses offered
- Percent of students enrolled in fine arts classes
- Recommendations from the Creative Learning Initiative Annual Report
- 2016-2017 Elementary/Secondary School Arts Inventory

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|---|---------------------|---------------------|-----------------------|---------------------------|
| # of community arts partnerships | 13 | >= 15 | | |
| # of campus created arts experiences to engage families, faculty and community | 74 | >= 74 | | |
| % of teachers who participate in creative teaching or arts intergartion professional learning | 10 | At least 50% | | |

Whole Child - Creative Learning Initiative Strategy #1

Implementation of Creative Learning Initiative techniques in classrooms.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---|-----------------------|-----------------------|------------------------|----------------------|---|
| Administration, Instructional Coaches, Teachers | Walkthrough data | Walkthrough data | Start of 1st Six Weeks | End of 6th Six Weeks | Master Schedule includes dedicated time for PLCs Ongoing PL related to CLI techniques and drama-based instructional practices Two full-time and one part-time instructional coaches dedicated to supporting teacher practices and student |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | learning Continuation of CLI and Literacy initiatives |
|--|--|--|--|--|--|

Whole Child - Creative Learning Initiative Strategy #2

Provide students who are enrolled in fine arts classes at least two opportunities to perform in, actively participate in, or display their work in a fine arts related production or exhibition.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--|--------------------------|--|------------------------|----------------------|---|
| Principal, Magnet Director, Fine Arts Department Chair, Fine Arts Teachers | Calendar of Performances | Campus Calendar, UIL competition results | Start of 1st Six Weeks | End of 6th Six Weeks | <p>Fall Concerts/Performances for Band, Choir, Orchestra & Theater</p> <p>Winter Concerts/Performances for Band, Choir, Orchestra/Guitar & Theater</p> <p>Spring Concerts/Performances for Band, Choir, Orchestra/Guitar & Theater</p> <p>UIL Adjudicated Performances for Band, Choir, Orchestra/Guitar, & Theater</p> <p>Additional Band, Choir, Orchestra/Guitar, & Theater performances for Open Houses, School Showcases including the AISD School Choice Fair and Fulmore's Evening of Wonder</p> <p>Art Exhibits at AISD Youth Art Month, Junior VASE & Campus Events such as Dia De Los Muertos, STEAM Night and The Evening of Wonder</p> <p>Art students participate in the West Austin Studio Tour @ Ann</p> |

| | | | | | |
|--|--|--|--|--|---|
| | | | | | Richards School for Young Women Leaders Dance Performances at Open Houses, AISD Middle School Choice Fair, Evening of Wonder Magnet Showcase & School Events |
|--|--|--|--|--|---|

Whole Child - Creative Learning Initiative Strategy #3
Provide at least three opportunities for students to experience the fine arts in cooperation with the community.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--|-----------------------|-----------------------|------------------------|----------------------|--|
| Principal, Magnet Director, Fine Arts Department Chair, Fine Arts Teachers | Campus Calendar | Campus Calendar | Start of 1st Six Weeks | End of 6th Six Weeks | <p>Austin Shakespeare Company Performance</p> <p>Austin Shakespeare & Austin Theater Alliance workshops</p> <p>Tapestry Dance Performance for theater students</p> <p>All-City Groups for Band, Choir, & Orchestra/Guitar</p> <p>TMEA District/Regions Groups for Band, Choir, & Orchestra</p> <p>Austin Chamber Music Center coached ensembles on a weekly basis. Students performed in 2 community performances</p> <p>Art exhibits at the AISD PAC</p> <p>Visiting Writer: Cynthia Vinson</p> <p>Junior VASE</p> <p>Theater Once Act Play Festival</p> <p>Orchestra String Festival</p> |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | in Zilker Park Visiting artists from Verge Dance Company, Body Lab, and Diversity & Unity worked with dance students in class |
|--|--|--|--|--|--|

Whole Child - Creative Learning Initiative Strategy #4
Provide students opportunities to participate in at least two literary publications.

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|--|--|------------------------------|------------------------|----------------------|--|
| Principal, Magnet Director, Academic Director, Journalism Teacher, Literary Magazine Coordinator | Master Schedule, Parent Climate Survey, Student Climate Survey | Student publication evidence | Start of 1st Six Weeks | End of 6th Six Weeks | The Falcon Yearbook: Created and Published by Journalism students The Falcon School Newspaper-Created and Published by Journalism students Apostrophe-Literary Magazine ACC Vision & Voice Poetry student entries |

Vertical Plan Alignment

2019 Local Accountability System Indicator

D1_C17: Art and Music (ES)

D2_C11: Fine Arts and Creative Learning

2019 Strategic Plan Scorecard Indicator

not applicable

2019 African American Achievement Plan Indicator

not applicable

2015-2020 Strategic Plan Key Action Step

not applicable

2017 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Whole Child - Problem-Based Learning

Performance Objective

Provide opportunities for all 8th grade students to engage in PBL experiences that develop the Power Skills and allow for deep levels of content learning

Data Reviewed During Needs Assessment*

[Designing for Highly Effective PBL](#)

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|--|---------------------|---------------------|-----------------------|---------------------------|
| % of 5th and 8th grade students who demonstrate proficiency on a project-based learning (PBL) activity | 79 | > 90% | | |

| Responsible Party | Formative Data | Summative Data | Start Date | End Date | Status/Notes |
|---------------------------------------|-----------------------|-----------------------|-------------------|-----------------|---|
| Administration, counselors, and staff | Results of project | Results of project | 1st 6th Weeks | 6th 6th Weeks | The first 6th weeks all students participated in a university project selection and presentation. |

Vertical Plan Alignment

2019 Local Accountability System Indicator

D1_C2: Project Based Learning (ES/MS)

2019 Strategic Plan Scorecard Indicator

GPM 2.1

2019 African American Achievement Plan Indicator

not applicable

2015-2020 Strategic Plan Key Action Step

not applicable

2017 PBMAS

not applicable

TEA Strategic Priorities

n/a

FULMORE MIDDLE SCHOOL Campus Improvement Plan 2018-2019

Campus Choice

Performance Objective

| Data Source | 2017-18 Data | 2018-19 Goal | 2018-19 Actual | Annual Goal Status |
|--------------------|---------------------|---------------------|-----------------------|---------------------------|
| | | | | |

2018-19 Campus Improvement Plan

Development and Review Timeline



| Date | Details |
|---|--|
| 7/25 | Annual Evaluation of 1718 CIPs and Data Profile Notebooks distributed at Principals' Meetings |
| 7/30 9am-10:30 - Section #88110 8/28 9am-10:30 - Section #88370 9/11 9am-10:30 - Section #88371 | HCP #ADM.45128: Campus Improvement Plan Training: <ul style="list-style-type: none"> • Accessing and navigating the online software that houses AISD's CIPs (Document Tracking Services) • Reviewing 2017-18 data and the required components of the 2018-19 CIP • Selecting strategies and appropriate formative data points • Involving the CAC in CIP development and approval • Receiving and responding to targeted feedback • Making updates after the CIP is published • Progress monitoring and the annual evaluation |
| 8/13 | 1819 Template available. 1819 CIP Checklists sent to Principals via email. |
| 8/13-9/28 | Campus develops plan and gathers CAC input/approval |
| 9/28 | First drafts complete |
| 10/1-10/12 | Central office first review |
| 10/25 | First round Targeted Feedback sent to principals via email |
| 10/29-11/9 | Campus revisions |
| 11/9 | Revisions complete |
| 11/12-11/16 | Central office final review |
| 11/26 | Final Targeted Feedback sent to principals via email |
| 11/27-11/29 | Campus puts finishing touches on CIPs |
| 11/29 | CIP finalized |
| 11/30 | CIPs published online on www.austinisd.org/schools pages |
| January 2019 | CIP mid-year progress monitoring (details TBD) |
| July 2019 | Annual Evaluation of 1819 CIPs |