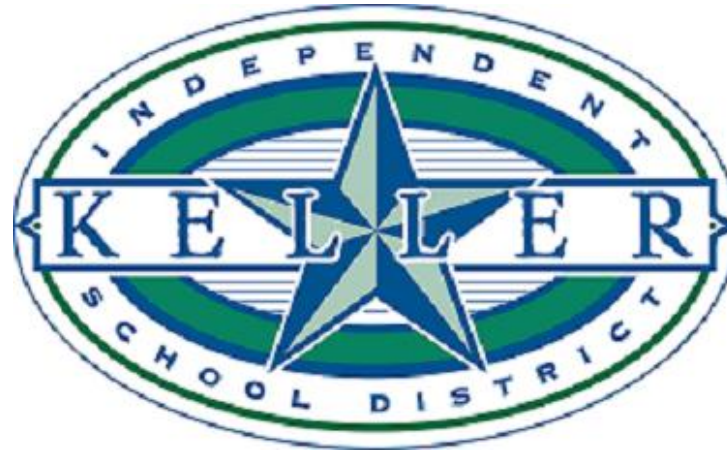


Keller Independent School District
Fossil Hill Middle School
2024-2025 Campus Improvement Plan



Mission Statement

Fossil Hill Middle School PROMOTES EXCELLENCE by:

Providing student leadership opportunities

Celebrating our diversity

Creating an engaging learning environment

Building collaborative community relationships

Vision

Fossil Hill Middle School will foster an environment that nurtures students academically, socially, and emotionally to exceed academic goals and become productive citizens and future leaders.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Goals	10
Goal 1: Increase Student Achievement	10
Goal 2: Increase Student Achievement	14
Goal 3: Overall Excellence in Student, Parent, and Community Relations	16
Title I Personnel	17
Campus Funding Summary	18

Comprehensive Needs Assessment

Demographics

Demographics Summary

Fossil Hill Middle School, located within Keller Independent School District in Fort Worth, Texas, is one of two Title I campuses among the district's seven middle schools. Our student body, spanning grades 6 through 8, reflects the rich diversity of its community, with 838 students enrolled for the 2023-2024 academic year. Our demographic breakdown showcases a variety of ethnicities: 45.6% Hispanic, 23.5% White, 14.5% African American, 6.9% Asian, 9.3% Multiple Races, and 0.1% Hawaiian/Pacific Islander.

Economic diversity is an important part of our campus, with 65.1% of our students identified as economically disadvantaged and 60.4% classified as at-risk. We are committed to supporting our emergent bilingual students, who comprise 24.7% of our population, and catering to the diverse needs of our student body, which includes 169 Special Education students, representing 20.1% of our total enrollment.

Demographics Strengths

Demographics Strengths

- A culturally diverse campus that mimics the real world and embodies everyone.
- The bilingual program that services emergent bilingual students utilizing the Gomez and Gomez model
- Communities in Schools provide support and resources for students and families.
- Our teachers have been equipped with AVID training to help them use the most effective strategies to improve student achievement.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a continuing trend of a decrease in the student population. **Root Cause:** Property values and the cost of living are increasing in the surrounding area, making it difficult for families to afford to stay.

Problem Statement 2: We are concerned about continuing support for our families and students who are non-native English speakers and those deemed at risk due to the loss of

programs for the next school year. **Root Cause:** District budgeting concerns will impact staff numbers and programs offered to our students and families.

Problem Statement 3: Students have various academic, physical, emotional, and behavioral needs that must be met before optimal learning can occur. **Root Cause:** Students come to school with various backgrounds and experiences that impact their school day.

Student Learning

Student Learning Summary

Students are celebrated in many categories, including academic growth, academic achievement, attendance, acts of kindness, and more. At Fossil Hill, we believe in developing the whole child and helping prepare them for high school and beyond. Students at all grade levels and in all programs are held accountable for high levels of academic achievement and social/emotional development. AVID and Advisory classes set students up for success in their day-to-day lives with a focus on organization and planning. We expect students to take initiative in their learning with support from their parents, teachers, counselors, administrators, and other staff members.

Student Learning Strengths

- Involvement in major programs benefits student achievement and social/emotional development
- Restorative Practices improve behavior and reduce recurring, negative behaviors while teaching students how to focus on reflecting and changing to positive behaviors
- AVID provides instructional strategies that yield high student engagement and learning
- Student collaboration is a priority on campus

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students who struggle to turn classwork and/or homework in on time can show apathy towards their academic success and growth. **Root Cause:** Students do not have a consistent framework for missing and/or late assignments from teacher to teacher. Students may also struggle to see the value in assignments and the bigger picture and value of their academic success.

Problem Statement 2: Small group support based on academic levels and/or student need is not implemented as effectively as possible in core content classrooms. **Root Cause:** More focused and intentional training on how to effectively use small groups and differentiation based on academic levels and/or student need is needed for teaching staff.

Problem Statement 3: Guardian involvement in student's academic growth and success is not as consistent as with student behavior. **Root Cause:** Teachers do not consistently communicate with guardians concerning their student's academic progress throughout the grading period and school year. Communications tend to occur right before and/or after the grading period.

School Processes & Programs

School Processes & Programs Summary

Fossil Hill has many processes to help students, staff, and parents stay organized, informed, and safe. We have several clubs that students benefit from that take place before or after school. We have student mental health support through Communities in Schools with a full-time program manager on campus and a mental health therapist 4 days a week. The campus used a 4-step process for discipline but has evolved to a behavior-tracking system with input from staff. The staff is always involved in the decision-making process when possible and each member participates in at least one committee on campus. PLCs were revamped for the 23-24 school year and have been operating at a high level overall. Fossil Hill was re-awarded our national demonstration school status from AVID in 23-24 and we will continue to promote AVID ideals and instructional strategies as a main focus on our campus.

School Processes & Programs Strengths

- PLC structure and schedule
- Fine Arts, Athletics, and AVID programs are strong and successful
- AVID strategies and AVID model school for the district
- Communities in Schools Program Manager and Mental Health Therapist benefit the students on our campus
- Discipline processes and procedures, including restorative practices

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers will no longer have a dedicated PLC time during the school day to collaborate with teammates for the 2024-2025 school year. **Root Cause:** District budgeting concerns will greatly impact the master schedule of the campus.

Problem Statement 2: Fossil Hill staff need to be more consistent with contacting guardians concerning their student's academic progress and positive and/or negative behaviors. **Root Cause:** Campus staff struggle to find time within the contracted school day to reach out to multiple guardians with concerns or praises for students. Some teachers also struggle with potentially crucial conversations with guardians.

Problem Statement 3: A consistent process for missing and/or late student assignments is needed for the campus. **Root Cause:** Philosophy differs by teacher on what the grade is for and the importance of deadlines versus mastery of content. Students do not have a consistent framework for missing and/or late assignments from teacher to teacher.

Perceptions

Perceptions Summary

Fossil Hill Middle School, a neighborhood campus, challenges prior perceptions and stereotypes through rigorous academics, collaboration, and inclusivity. Our campus thrives on strong relationships among staff and students. Family involvement has grown, demonstrated by increased attendance at games, fine art events, curriculum nights, and after-school activities. The school's recognition as a district model campus continues to prove its commitment to innovative instructional practices. While interior upgrades have been well-received, there's an opportunity to improve the campus's exterior. Effective communication with the community remains a strength, evidenced by regular usage of the campus newsletter and positive engagement on social media platforms.

Perceptions Strengths

- Strong connections with parents and the community, evident in the growing participation and engagement in various school events such as Curriculum Nights, Hispanic Heritage Night, and Black History Month Celebration.
- The campus has gained recognition as a model campus within the district, attracting educators from other schools to observe its instructional practices and classroom management strategies.
- AVID Program is prominent and has regained its National Demonstration status.
- Communities in schools, counselors, and mental health therapists have helped meet student needs and build family support.
- Positive staff and student relationships.
- Indoor campus renovations and new furniture have created a positive
- Through the DOT Project, students are identifying teachers that they have built a connection with and can turn to in times of need

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The exterior of the building continues to contribute to a negative perception of the campus. **Root Cause:** Root cause: The campus partners with "The Tree of Life" by housing a donation container on the campus. While the community gives to the foundation, the container occasionally becomes a dumping ground for unwanted items, giving the exterior of the campus a negative look. This also calls for updated landscaping and additional outdoor learning spaces.

Problem Statement 2: Limited parental engagement in behavior and academic support. **Root Cause:** A low level of parental involvement in behavior and academics can be attributed to families' competing responsibilities. Many parents juggle multiple jobs, care for multiple children, work long hours, work night shifts, or hold positions requiring frequent travel, all of which take precedence over school-related events and activities.

Priority Problem Statements

Goals

Goal 1: Increase Student Achievement





Performance Objective 1: By the end of the 2024 - 2025 school year Fossil Hill Middle School will increase its A-F rating from a C to B by ensuring 60% of students achieve the Meets standard on all STAAR/EOC tested areas.

High Priority

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: By the end of June 2024, administrators will conduct frequent walkthroughs on teachers to ensure continuity of instruction and alignment with Keller ISD's curriculum scope and sequence.</p> <p>Measures: Meeting agendas Walkthrough documentation</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Fossil Hill Middle School students will have access to instructional technology such as calculators, tablets, document cameras, Surface Laptop Go, Surface Laptop Go chargers, charging stations/powerstrips, in order to gain access to technology-based instructional materials during classroom instruction.</p> <p>Measures: Lesson Plans Technology Request</p> <p>Staff Responsible for Monitoring: Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Technology Hardware - 211 - Title I Pt A Impr BSC Prg - 639600 - \$8,000</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: By May 2025, Fossil Hill Middle school will utilize the Title I Campus Instructional Coaches for professional development, resources, coaching, and classroom support.</p> <p>Measures: Tier III Progress Data</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Campus Instructional Coaches - 282 - ESSER III - 611900 - \$131,740</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Fossil Hill Middle School will increase Costa's levels of thinking to level two or three in all contents to promote higher-level thinking and inquiry.</p> <p>Measures: Teacher observations and student discussion</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators Content Coaches</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: By May 2025, Fossil Hill Middle School will provide targeted interventions to Tier 3 students through Reading Styles and Quest to grow at least on year towards mastering grade-level reading and math standards.</p> <p>Measures: Read 180 Inventory Lexile Scores MAP Data Math 180 Inventory</p> <p>Staff Responsible for Monitoring: Instructional Support Teachers Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Salaries for Instructional Support Teachers - 282 - ESSER III - 611900 - \$136,132</p>	Progress		
	Dec	Apr	July

Action Step 6 Details	Progress Reviews		
<p>Action Step 6: By June 2025, all teachers will use proven best practice strategies to maximize instructional time with Tier I instruction.</p> <p>Measures: Instructional minutes per the master schedule Alignment to the KISD curriculum</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 7 Details	Progress Reviews		
<p>Action Step 7: Students will utilize Typing.com program to develop their typing skills and Formative as they prepare for testing such as MAP and STAAR.</p> <p>Measures: Assessment Data Typing Data</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Technology Software - 211 - Title I Pt A Impr BSC Prg - 639600 - \$2,000</p>	Progress		
	Dec	Apr	July
Action Step 8 Details	Progress Reviews		
<p>Action Step 8: Every nine weeks. teachers will be provided at least a half day to lesson plan and collaborate with their team members.</p> <p>Measures: Planning Days</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Substitutes - 211 - Title I Pt A Impr BSC Prg - 61120 - \$10,000</p>	Progress		
	Dec	Apr	July


Action Step 9 Details	Progress Reviews		
<p>Action Step 9: Administrators, counselors, and teachers will attend professional development sessions to address instructional gaps to meet the needs of our at-risk, ELL, SE, GT, 504 sub-populations, and general education students. Effective strategies will be taught during professional development to the entire campus and implemented utilizing the necessary supplies.</p> <p>Measures: Conference Materials</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p> <p>Funding Sources: Professional Development - 211 - Title I Pt A Impr BSC Prg - 649900 - \$4,000, Professional Development - 211 - Title I Pt A Impr BSC Prg - 641100 - \$2,000</p>	Progress		
	Dec	Apr	July
Action Step 10 Details	Progress Reviews		
<p>Action Step 10: Fossil Hill Middle School will provide opportunities for learning and collaboration inside the school day with Seasonal tutoring and outside of the day through tutorials and Saturday school.</p> <p>Measures: Frequent progress and performance of students</p> <p>Staff Responsible for Monitoring: Teachers Administrators Seasonal Tutors Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Extra Duty Pay - 211 - Title I Pt A Impr BSC Prg - 611800 - \$18,000, Seasonal Tutors Extra Pay - 211 - Title I Pt A Impr BSC Prg - 611200 - \$5,000</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			


Goal 2: Increase Student Achievement

Performance Objective 1: By the end of May 2025, Fossil Hill Middle School will support the Achievement Via Individual Determination (AVID) School-Wide Initiative as evidenced by a 10% increase in AVID strategies observed through classroom walkthroughs.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Fossil Hill Middle School will purchase tools and materials aligned curriculum and to the AVID program to support student achievement.</p> <p>Measures: Alignment to small group facilitation and the impact on reading and that achievement</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Department Chairs</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Supplies - 211 - Title I Pt A Impr BSC Prg - 639500 - \$4,786.70</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: The AVID Site Team will present a new teaching/learning strategy each month for implementation across the campus.</p> <p>Measures: AVID Site Team Calendar Lesson Plans</p> <p>Staff Responsible for Monitoring: Department Chairs AVID Site Team AVID Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Teachers at Fossil Hill Middle School will post agendas each day to guide student learning by utilizing the AVID organizational structure.</p> <p>Measures: Binder Checks Agenda Checks</p> <p>Staff Responsible for Monitoring: AVID Site Team Teachers AVID Coordinator</p>	Progress		
	Dec	Apr	July

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 3: Overall Excellence in Student, Parent, and Community Relations

Performance Objective 1: By June 2025, Fossil Hill Middle School will increase community involvement by 10% to foster a sense of community with all stakeholders.

Met/Did Not Meet Goals: Fossil Hill Middle School will utilize resources for parent involvement and engagement such as the weekly newsletter through SMORE to highlight campus activities and provide opportunities for parents to be involved with the campus and the Keller ISD community.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Fossil Hill Middle School will utilize resources for parent involvement and engagement such Woodburn Press and weekly newsletter through SMORE and to highlight campus activities and provide opportunities for parents to be involved with the campus and the Keller ISD community.</p> <p>Measures: Weekly SMORE Analytics Parent Emails Sign-in Sheets to community engagement events</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Teachers Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Technology Software - 211 - Title I Pt A Impr BSC Prg - 639600 - \$4,000</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Fossil Hill Middle School will host three parent/community engagement events to reinforce academics. Events will include but are not limited to SS, Math, ELA, Science, and AVID nights for family involvement.</p> <p>Measures: Surveys Attendance Sheets</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Funding Sources: Parent Involvement Extra Duty - 211 - Title I Pt A Impr BSC Prg - 61180 - \$2,700, Parent Involvement Instructional Supplies - 211 - Title I Pt A Impr BSC Prg - 639500 - \$1,034.85</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Leah Maines	Math/Science Instructional Coach	Title 1 Part A	1
Samantha Landers	RLA/SS Instructional Coach	Title 1 Part A	1
Sarah Kelly	RLA IST	Title 1 Part A	1
Shayla Bui	Math IST	Title 1 Part A	1

Campus Funding Summary

211 - Title I Pt A Impr BSC Prg					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	2	Technology Hardware	639600	\$8,000.00
1	1	7	Technology Software	639600	\$2,000.00
1	1	8	Substitutes	61120	\$10,000.00
1	1	9	Professional Development	641100	\$2,000.00
1	1	9	Professional Development	649900	\$4,000.00
1	1	10	Seasonal Tutors Extra Pay	611200	\$5,000.00
1	1	10	Extra Duty Pay	611800	\$18,000.00
2	1	1	Instructional Supplies	639500	\$4,786.70
3	1	1	Technology Software	639600	\$4,000.00
3	1	2	Parent Involvement Extra Duty	61180	\$2,700.00
3	1	2	Parent Involvement Instructional Supplies	639500	\$1,034.85
Sub-Total					\$61,521.55
282 - ESSER III					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	3	Campus Instructional Coaches	611900	\$131,740.00
1	1	5	Professional Salaries for Instructional Support Teachers	611900	\$136,132.00
Sub-Total					\$267,872.00