Fredericksburg Independent School District

Fredericksburg Middle School

2024-2025 Campus Improvement Plan

Accountability Rating: B

Mission Statement

Fredericksburg Middle School FISD will guide students to be the best version of themselves and achieve unlimited potential.

Goals

High Performing Students: Fredericksburg ISD will provide innovative and diverse learning programs to ensure high performing students

Highly Engaged Staff: Fredericksburg ISD will provide a quality work environment so every employee is effective, highly engaged and can perform at the highest levels.

Strong Community Partnerships: Fredericksburg ISD community members will partner in the continuing improvement of the educational system.

Strategic Resource Management: Fredericksburg ISD will develop a sustainable financial model which provides the resources necessary to realize the district vision.

Vision

Fredericksburg Middle School is inspiring excellence.

Value Statement

At Fredericksburg Middle School we believe:

Students will be challenged and engaged as creative and collaborative problem solvers with academic confidence.

Parents and Families are engaged partners who both need and provide appropriate levels of support and good communication so that all partners can be accountable.

Teachers build individualized relationships with students and families to strengthen academic confidence, inspire an ongoing desire to learn and to be a positive, contributing member of society.

Campus Leaders are accountable to the community, staff, and students through active engagement, academic confidence, and team driven results.

The Superintendent and Central Office Staff have a supportive role in the district, to facilitate, communicate, evaluate, and monitor the district's goals.

The School Board is the voice of the community by demonstrating accountability, instituting checks and balances, providing governance oversight, and bridging the gap between the community and the district.

Core Values:

Respect

Integrity

Students First

Excellence

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Gifted and Talented	**6.3%**	
Dyslexia	7.9%	
English as a Second Language	18.7%	
504	8.3%	
Special Education Students:	19.6%	
At-Risk Students:	45.9%	
Economical Disadvantaged Students:	58.0%	
Male Students:	49.9%	
Female Students:	50.1%	
Hispanic:	52.3%	
White:	45.5%	
Disciplinary placements	4.4%	

FMS Staff:

Teachers-49.4

Paraprofessionals-13.5

Administrators-3

Counselors-2

Registrar-1

Receptionist-1

Nurse-1

Campus secretary-1

PEIMS clerk-1

Instructional coach-1

School Resource Officer-split between H.S.

Special Programs Coordinator/Assistant Testing Coordinator-1/2

Teachers by Population Served:

General education-33.9

CTE-2.2

ESL-1

GT-12

Sp.Ed.-5.6

Athletics-8

Fine Arts-6 1/2

FMS is the only public middle school in Fredericksburg.

District Information:

FISD has one primary school, two elementary schools, one middle school, one high school, one alternative learning high school, and one Discipline Alternative Educational Placement..

Community Information:

Tourism and vineyards are the main industries in Fredericksburg so there are a lot of people in and out. More and more that move to Fredericksburg are from out of state. The strong majority that move in are retired people. The demographic has shifted to majority Hispanic and continues to grow.

ESL Newcomer Students

FMS has 10 newcomers.

Demographics Strengths

In order to meet the needs of all students, FMS implements the following:

Small class sizes are provided. Less than 30 a class.

Plenty of push-in support for newcomers.

63% of teachers have more than 6 years experience..

All special education teachers and aids are up to date on trainings.

Students identified as dyslexic receive an individualized class.

Advanced teachers and administration meet with parents and students wanting to enter Advanced classes to ensure that all stakeholders understand the expectations and responsibilities for those classes. Parent permission is now required before a student can move out of an advanced course by a teacher.

Campus clubs are; Yo-Yo club, Colors of Life, Girls Club, and Friends of Rachel that promote kindness, culture, and diversity.

Extracurricular activities such as; band, choir, athletics, art, theater arts, Landscape Design, Academic UIL, and cheer.

Student organizations: Student Council, Colors of Life, the Girls Club, Pep Squad, NJHS, the Creative Writing Club, Friends of Rachel.

FMS has 9 Spanish-speaking staff members.

FMS has a full-time ESL bilingual assistant to serve the beginner English Language student population and to support other intermediate-advanced English Language Learners in the general education classrooms. There is also an aid to serve the SPED bilingual population. Also, there is a full-time teacher for the newcomers and EB students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student academic progress monitoring. **Root Cause:** All students must monitor their individual progress

Student Learning

Student Learning Summary

Students are showing growth in several areas. The areas that need support the most at FMS are 7th and 8th grade Math.

Accelerated Instruction has been developed to address the students who have performed low. Each grade level developed their own accelerated instruction plan and they implement the plan in advisory. Accelerated Instruction was started as early as October.

Zeros Are Not Permitted (ZAP) is being utilized which holds each student accountable for their own learning.

Student Learning Strengths

Pull-outs occur in advisory when teachers see a specific student needs extra help.

Reading intervention class every day (utilizing the iLit program) in grades 6-8. There is also daily math intervention support for students who struggle in grades 7-8. Accelerated Instruction is utilized in advisory.

Algebra I students continue to perform well.

The Accelerated Instruction interventions are aligned across departments of Math and ELAR.

FMS has dedicated Professional Learning Community times scheduled for all grade level-department teams to plan each day. The Instructional Coach and administration uses Professional Learning Community time to review data from assessments.

CTE classes: Technology and Landscape Design.

Retired teacher tutoring.

IXL on-line intervention program.

Strong mentoring program.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Lack of growth for math students.   **Root Cause:** Difficulty finding qualified math instructors.

Problem Statement 2: Increased failure rates in some courses at the end of grading periods occasionally.   **Root Cause:** Student process for classroom assignments and homework.

School Processes & Programs

School Processes & Programs Summary

The Secondary Readiness class was developed for 6th grade to help students prepare for the higher grade levels both academically and emotionally.

Teachers received information on the teacher allotment program.

Some teachers at FMS are in the middle of receiving their certificate by completing a teacher prep program.

First year teachers are assigned mentors, attend monthly meetings with district personnel, and receive support from the campus instructional coach. They also attend meetings at Central Office to support them.

Teachers meet daily to plan collaboratively, analyze data, and to study the TEKS. Curriculum is aligned with the state standards. All content area teachers utilize the TEKS Resource System to pace and plan their lessons, as well as to create their common summative assessments. Lesson plans are objective and data driven. I Will/We Will statements are posted for each days lesson objectives.

Professional development is planned prior to each new school year after campus needs and root causes of low performance are identified. Some professional development is offered during the summer, and the district provides five Professional Development days/student holidays throughout the school year professional learning. In addition to the campus professional development, teachers are able to attend off-site trainings as well.

The campus instructional coach offers ongoing professional development and support that is relevant to teachers' current needs.

A 30-minute advisory class was added this year to address possible gaps, intervene, and provide social-emotional lessons for students. This class period is also used to recruit and coach Academic UIL participants. Also, accelerated instruction occurs in the 30- minute period. FMS counselors create and deliver social-emotional lessons to students campus-wide. They provide peer-mediation and support to students needing to resolve conflicts. .

Students are supported in their transition from elementary school to middle school and from middle school to high school by the FMS counselors visiting the elementary campuses and the high school counselors visiting the FMS campus to discuss schedules and career goals. Additionally, incoming 6th graders visit and tour the campus when they participate in the 6th Grade Camp in the summer. This camp provides an opportunity to familiarize students with the campus, procedures, expectations, rules, teachers, and overall climate.

Transition ARDs and LPACs are held with key members from outgoing and incoming campuses.

FMS hosts a Back to School Night at the beginning of the fall semester.

FMS offers both regular and advanced classes. FMS has open-enrollment for advanced classes in each grade level.

The FMS Intervention Committee meets every 9-weeks to discuss students based on information provided by the grade level teams.

FMS utilized a newly developed discipline management plan. The goal is to build relationships with students and families, provide structure and support to students, and to provide consequences while keeping the relationships in tact.

During the school year, there are assemblies and lessons that focus on social media/online safety, bullying, and vaping. FMS also has a school resource officer who is on campus on a regular basis, interacting with students and providing support.

School Processes & Programs Strengths

FMS provides a data room for teachers to view and assess student academic growth.

FMS has dedicated a period for daily common planning for content area Professional Learning Committees.

Regular administrative walk-throughs, the instructional coach working with individuals and Professional Learning Committees, and the collaborative planning period all provide opportunities for staff feedback and professional growth.

Grade-level intervention meetings.

FMS provides students with opportunities to receive high school credit through CTE classes Technology and Landscape Design, as well as Spanish I, Art, and Algebra I.

FMS provides a variety of electives as well as regular and advanced core content classes.

The instructional coach works with teachers and PLCs on a regular basis and assessment data is disaggregated.

The advisory period which occurs daily provides a time for grade checks, make-up work, homework, and accelerated instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Supporting of special education students who need multiple accommodations.   **Root Cause:** Increased number of special education referrals.

Problem Statement 2: Behavioral needs.   **Root Cause:** Increased level of student misbehaviors.

Perceptions

Perceptions Summary

Attendance:

23-24 - 95.42%

FMS incentivizes grades, attendance, and behavior.

Staff engagement:

Highest staff attendance the first grading period of the year.

Team players and a growth mind set with staff. Staff believes WE Are One!

Family/Community Engagement:

PTO is a huge supporter of FMS staff and students and meets at least once a month.

Family participation rates are measured by sign-in documents at events as well as contact logs maintained by teachers and the beginning of the year turn out events is high.

FMS includes parents and community members in the membership of the Campus Education Improvement Committee (CEIC), which meets three times a year.

All correspondence through Blackboard is sent in the family's native language via the mode of choice (call, text, email). FMS prefers an administrator voice calls.

Teachers communicate with families individually via phone calls, emails, texts, and parent conferences.

Information that goes home is sent in English and Spanish.

For parent/family nights, translators are available to assist in communication with Spanish-speaking parents.

Possible barriers that prevent participation by parents/families: language, work schedules, parent perceptions that middle school children don't want or need them involved at this age.

Teachers communicate their course requirements and expectations at the beginning of the year by sharing their syllabi with students and parents. They also give a brief description of these at the Back to School Night at the beginning of the fall semester.

Parents are contacted by teachers when students are failing. The reading intervention teachers conference with parents regarding student progress on a regular basis.

There is newspaper coverage of school news and events as well as social media postings on Facebook, Instagram. and Twitter. The school website also contains relevant information and FMS happenings by dates.

The Hill Country Needs Council partners with FMS to provide food (Food for Kids) and school supplies for students.

The Rotary Club provides school supplies for students.

School Culture and Climate

FMS stands on the motto "We Are One" to guide the belief that the school, community, and parents work together for the success of every student.

Perceptions Strengths

Communication to families and the community include voice calls home, newsletters, the use of the local newspaper and social media. Community involvement and partnerships include the Needs Council, the Rotary Club, Fredericksburg Academic Boosters mentoring program, incoming 6th Grade Camp committee, ESL Parent Meetings, Thanksgiving Luncheon, Drama productions, band concerts, choir concerts, athletic events, academic UIL, college fieldtrips, and a Veteran's Day ceremony.

Student Organizations that promote community: Student Council, Girls Club, Colors of Life, Creative Writing Club, Friends of Racheal

Awareness Assemblies:

Fentanyl

Vaping

Social Media/Bullying

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of survey results from families. **Root Cause:** Minimal participation in the surveys.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: High Performing Students: Fredericksburg Middle School will provide innovative and diverse learning programs to ensure high performing students.

Performance Objective 1: Continue to increase the number of students who score MEETS and MASTER on STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: MAP and Interim Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish MAP and Interim assessments along with growth charts	**Formative**		
Strategy's Expected Result/Impact: Instruction centered on the data which will increase student testing outcomes to MEETS and MASTER	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers			

Strategy 2 Details	Formative Reviews		
Strategy 2: Use data from MAP and Interim Assessments to provide targeted interventions.	**Formative**		
Strategy's Expected Result/Impact: Curriculum alignment to ensure all students are receiving the same data based instruction and receiving interventions.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teaching and Learning Department, Campus Administrators, Instructional Coaches			

Strategy 3 Details	Formative Reviews		
Strategy 3: Focus on instruction that supports interventions with a concentration on Math and Reading	**Formative**		
Strategy's Expected Result/Impact: Higher % on MEETS	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teaching and Learning Department, Campus Administrators, Instructional Coaches			

Strategy 4 Details	Formative Reviews		
Strategy 4: Concentrate on strong PLC's to ensure curriculum alignment	**Formative**		
Strategy's Expected Result/Impact: Student-centered instruction	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teaching and Learning Department, Campus Administrators, Instructional Coaches			

Strategy 5 Details	Formative Reviews
Strategy 5: Continue academic coaching by attending PLC's, disaggregating useful data for the teachers, and assisting with testing	Formative

Strategy 5: Continue academic coaching by attending PLC's, disaggregating useful data for the teachers, and assisting with testing			
Strategy's Expected Result/Impact: Analyze data that will drive instruction to a higher level	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teaching and Learning Department, Campus Administrators, Instructional Coaches			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: High Performing Students: Fredericksburg Middle School will provide innovative and diverse learning programs to ensure high performing students.

Performance Objective 2: Maintain a safe school environment for all students and staff

    High Priority

    Evaluation Data Sources: Student Survey, Emergency Operations Plan, Crisis Plan, T.E.A. Door Documentation, Raptor reporting

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop student leadership committees for updates on safety concerns around campus	**Formative**		
Strategy's Expected Result/Impact: Understand student concerns and areas of need regarding safety	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Safety Coordinator, SROs, Campus Administrators
 	
    ESF Levers:
    Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Act on the feedback students and staff give to make appropriate changes	**Formative**		
Strategy's Expected Result/Impact: Students and staff leading change	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Safety Coordinator, SROs, Campus Administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct safety drills and door checks often	**Formative**		
Strategy's Expected Result/Impact: Safety committee to test safety monthly	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Safety Coordinator, SROs, Campus Administrators, Director of Operations and Technology			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide families with resources for off campus counselors to identify and work with students who face abuse, harassment, suicide ideations, etc.	**Formative**		
Strategy's Expected Result/Impact: Increase the amount of awareness for physical and emotional needs	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, School Counselors			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: High Performing Students: Fredericksburg Middle School will provide innovative and diverse learning programs to ensure high performing students.

Performance Objective 3: Continue to motivate all students to develop goals that will positively influence their future

High Priority

Evaluation Data Sources: Plan a career day. Community leaders, business owners, and colleges coming to visit FMS.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students tracking their own data to take ownership of their learning.	**Formative**		
Strategy's Expected Result/Impact: Trusting valuing staff as they work at a high level	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: High Performing Students: Fredericksburg Middle School will provide innovative and diverse learning programs to ensure high performing students.

Performance Objective 4: Promote engaged, well-rounded students.

High Priority

Evaluation Data Sources: Student involvement in extra curricular activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Form a committee of students to identify educational concerns, safety concerns, and all concerns that directly effect students.	**Formative**		
Strategy's Expected Result/Impact: A student committee will provide input and new safety protocols will be developed. **Staff Responsible for Monitoring:** Superintendent, Safety Coordinator, SROs, Campus Administrators	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 2: Highly Engaged Staff: Fredericksburg Middle School will provide a quality work environment so every employee is effective, highly engaged, and can perform at the highest levels.

Performance Objective 1: Create and distribute surveys to guide what Professional Development is needed

    High Priority

    Evaluation Data Sources: Staff feedback and buy-in

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher's and administrator's attend Professional Development sessions provided by Region 13 and Region 20.	**Formative**		
Strategy's Expected Result/Impact: Ensure continual growth in the every classroom	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: FMS administration			

Strategy 2 Details	Formative Reviews		
Strategy 2: Have meaningful Professional Development days throughout the year that provides teachers the tools to have high performing classrooms	**Formative**		
Strategy's Expected Result/Impact: Hight test scores and retention of knowledge	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: FMS administration			

Strategy 3 Details	Formative Reviews		
Strategy 3: Take time to hire effective staff and create a culture where they want to stay	**Formative**		
Strategy's Expected Result/Impact: Teacher satisfaction	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: HR and FMS administration			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Highly Engaged Staff: Fredericksburg Middle School will provide a quality work environment so every employee is effective, highly engaged, and can perform at the highest levels.

Performance Objective 2: Ensure safety measures to keep FMS staff and students safe.

High Priority

Evaluation Data Sources: Safety Coordinator, Campus Administrators, Counselors

Strategy 1 Details	Formative Reviews		
Strategy 1: Follow state guidance to ensure safe schools	**Formative**		
Strategy's Expected Result/Impact: Written plans and following of the E.O.P.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Safety director and FMS administration			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Promote community resources that can help with financial and physical needs of students.	**Formative**		
Strategy's Expected Result/Impact: Social, emotional, and physical support	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Social Worker and FMS administration			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Highly Engaged Staff: Fredericksburg Middle School will provide a quality work environment so every employee is effective, highly engaged, and can perform at the highest levels.

Performance Objective 3: Continue to increase staff satisfaction and engagement.

High Priority

Evaluation Data Sources: Continue One-on-one face to face discussions

Strategy 1 Details	Formative Reviews		
Strategy 1: Celebrate everyone including custodians, cafeteria workers, and paraprofessionals	**Formative**		
Strategy's Expected Result/Impact: Higher retention rates	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 2 Details	Formative Reviews		
Strategy 2: Hold one-on-one meetings with all staff at the beginning, middle, and end of each year	**Formative**		
Strategy's Expected Result/Impact: Staff feedback	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to create an environment of faculty satisfaction through teamwork and trust.	**Formative**		
Strategy's Expected Result/Impact: Increase teacher retention	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration and HR			

Strategy 4 Details	Formative Reviews		
Strategy 4: Update websites and continue newsletters to highlight success at FMS	**Formative**		
Strategy's Expected Result/Impact: Increased and maintained employee satisfaction	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Human Resources Department, campus secretary, campus administration			

0% No Progress   100% Accomplished   Continue/Modify   ✗ Discontinue

Goal 3: Strong Community Partnerships: Fredericksburg Middle School will partner in the continuing improvement of the educational system.

Performance Objective 1: Annually increase community and parental engagement and satisfaction

High Priority

Evaluation Data Sources: End of year survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Hold productive Parent and Teacher Organization (PTO) meetings so the community can give feedback and offer support.	**Formative**		
Strategy's Expected Result/Impact: More campus partners with the We Are One vision.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators, counselors, teachers			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue using Blackboard to push out voice messages keeping parents informed	**Formative**		
Strategy's Expected Result/Impact: Parent and community participation and volunteering	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: FMS administration and secretary			

Strategy 3 Details	Formative Reviews		
Strategy 3: Encourage parents and community to sit down with the FMS Principal to share good things and areas of needed change	**Formative**		
Strategy's Expected Result/Impact: Increase in ownership of FMS where their voice matters	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators			
Funding Sources: 199 Local Funds - 199 Local Funds			

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to show gratitude through written thanks you cards, personal calls, and a luncheon for the many donations given by the community	**Formative**		
Strategy's Expected Result/Impact: Campus partnerships and career exploration from business owners	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Leadership, Campus Administrators			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Strategic Resource Management: Fredericksburg Middle School will develop a sustainable financial model which provides the resources necessary to realize the district vision.

Performance Objective 1: Seek Professional Development for campus financial management

    High Priority

    Evaluation Data Sources: Balanced budget, quarterly financial reviews, internal audits, external audits

Strategy 1 Details	Formative Reviews		
Strategy 1: All FMS staff members will work diligently to build and maintain their budgets.	**Formative**		
Strategy's Expected Result/Impact: Budget calendar and actual budgets updated and continually reviewed	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: FMS administrators, department chairs, and teachers			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Continue to meet with the FMS staff who handles finances and with Campus Education Improvement Committee members to ensure there is a checks and balance	**Formative**		
Strategy's Expected Result/Impact: Properly Maintain an approved budget	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: FMS administrators, Campus Secretary			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: Strategic Resource Management: Fredericksburg Middle School will develop a sustainable financial model which provides the resources necessary to realize the district vision.

Performance Objective 2: Survey teachers to see needs which will help develop an effective and efficient budget

High Priority

Evaluation Data Sources: Documentation of plans in each area

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor and increase transparency for the FMS long range plan	**Formative**		
Strategy's Expected Result/Impact: Community support for needs	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: FMS administration and campus technology personnel			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 4: Strategic Resource Management: Fredericksburg Middle School will develop a sustainable financial model which provides the resources necessary to realize the district vision.

Performance Objective 3: Ensure building of the new Middle School is efficient by working with the district operations department

    High Priority

Strategy 1 Details			Formative Reviews		
Strategy 1: At least monthly meetings with Operations			**Formative**		
Strategy's Expected Result/Impact: Timely completion of the new Middle School			**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: FMS administration and Operations Director					
Strategy 2 Details			Formative Reviews		
Strategy 2: Work closely with the district finance department and seek constant feedback if changes need to be made			**Formative**		
Strategy's Expected Result/Impact: Financial responsibility at the campus level			**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: FMS administration, secretary, district operations director					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Title I

2.2: Regular monitoring and revision

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Title I Personnel

Name	Position	Program	FTE
Elizabeth Ludwig	Classroom Teacher	ESL	1
Elliot Dooley	Librarian	Library	1
Kaitlin Hoermann	Instructional Coach	Instruction	1

Campus Funding Summary

			199 Local Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	199 Local Funds		$0.00
				Sub-Total	$0.00