

# Fort Bend Independent School District



## Baines Middle School

## 2025-2026 Campus Improvement Plan

# Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

At Baines Middle School, we challenge and empower all students to reach their full potential and to become productive, positive members of society.

# Vision

FBISD will graduate students who exhibit the attributes of the District's profile of a graduate.

Baines Middle School will add value to every child by being a vessel of community and opportunity for all students.

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# Comprehensive Needs Assessment

# Needs Assessment Overview

## Summary

Absolutely. Here's the revised 3-paragraph needs assessment summary with demographic data removed:

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Academic performance at Billy Baines Middle School reflects both growth and challenges across content areas and student groups. Notable gains include a 13% increase in EB students achieving Approaches on 7th-grade RLA and a 10% increase at Meets in 6th-grade Math. While there was consistent improvement in Approaches and Meets levels, fewer students are reaching the Masters level compared to prior years. TELPAS data shows that 26% of EB students progressed at least one proficiency level; however, only a small number exited ESL services, even among long-term EB students who reached Advanced or Advanced High levels. This indicates a misalignment between proficiency performance and exit procedures.

Program strengths include AVID, PALS, and student council, which support leadership, academic readiness, and peer collaboration. The use of STAAR Interim, DLA, and MAP data contributes to tracking student learning, though alignment between formative and summative assessments needs refinement. Learning walks and classroom observations support instructional growth but highlight variability in implementation of best practices, especially in meeting the needs of EB students. TELPAS trends show upward growth, yet EB exit rates remain low, pointing to a need for better integration of TELPAS, STAAR, and classroom evidence in LPAC decisions.

Stakeholder feedback systems need strengthening. While student voice is present through leadership roles, current parent and teacher perception data is limited and insufficient to fully evaluate school climate, communication, and satisfaction. Expanding these feedback mechanisms will better inform campus planning and foster stronger engagement. To address identified gaps, Baines Middle School must align instructional practices, program implementation, and assessment systems to ensure all students—particularly EB and struggling learners—receive the support necessary to achieve academic growth and long-term success.

# Demographics

## Summary

Baines Middle School is located in Missouri City inside of the neighborhood of Sienna. It has approximately 1,383 students in grades 6 through 8 and is a middle school feeder for elementary schools: Sienna Crossing, Burton, Goodman, Schiff, and Heritage Rose. Once students complete their 8th grade year, the zoned students proceed with their educational career at Ridge Point, Hightower, or Crawford High Schools. Baines is known for having competitive programs, an active PTO, a variety of extra-curricular opportunities, and a diverse population.

The current ethnic breakdown is: 29% of students are Black, 22% are Asian, 18% are White, and 26% are Hispanic. 36% of students qualify as economically disadvantaged and 16% are considered Emergent Bilingual (EB) students. 18% of our students receive Special Education services, which is a 3 percent increase from the year before. We have one self-contained SAILS classroom, resource, in-class support, and the CLASS program. 37% of the population is economically disadvantaged.

On average, 95.23% of the students attended school daily and a student mobility rate of 7.63%

Staff includes 4 administrators, 3 counselors, one campus assessment coordinator, 78 teachers, and 8 support staff members. Average number of students per teacher is 17.7. Additionally, instruction is supported by 13 Educational Aides primarily for Special Education services. There was a 75.90% staff retention rate recorded for the past year.

## Strengths

At Baines Middle School, we are proud to have an extremely diverse community that encompasses a wide range of races and socioeconomic backgrounds. This diversity is a cornerstone of our educational environment, offering our students and staff invaluable opportunities to engage with and learn from a multitude of traditions, cultures, and lifestyles. Such exposure not only broadens their perspectives but also enriches their educational experience, fostering a deeper understanding and appreciation of the world around them.

Moreover, our commitment to maintaining a strong level of inclusion and acceptance ensures that every member of our school community feels valued and respected. We strive to create an environment where differences are celebrated and where everyone has the opportunity to contribute and thrive. This inclusive atmosphere not only enhances the social and emotional well-being of our students but also prepares them to become compassionate and culturally competent individuals in an increasingly interconnected world.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1



Many teachers lack sufficient preparation to effectively support EB students in mastering academic content while developing their English language skills.

Learning experiences are not differentiated for EB students.

 = Priority

# Student Learning

## Summary

### Accountability Rating for 2024-2025

Baines Middle School has been recognized with an overall B rating by the Texas Education Agency (TEA) for the year 2025. This commendable rating reflects the hard work and dedication of our students, teachers, and staff in striving for academic excellence. It is a testament to the effective teaching strategies and the supportive learning environment we have cultivated at our school. We are proud of this achievement and remain committed to continuous improvement to ensure that all our students receive a high-quality education.

### STAAR Results 2024-2025

The percentage of students achieving Approaches, Meets, or Masters decreased from the prior school year. Though we see a rise in the number of students attaining approaches on some assessments, we also note a corresponding decrease in meets and masters--the number of students who Did Not Meet standard is relatively flat.

The number of students achieving Meets is increasing which corresponds to a decrease in Masters level performance across all grade levels and subjects (students are dropping performance levels) while the number of students who fail to achieve Approaches stays the same (students are not growing performance levels).

Approaches or Above		Meets or Above		Masters	
	All Students		All Students		All Students
Subject Area - Reading		Subject Area - Reading		Subject Area - Reading	
2025	83%	2025	61%	2025	32%
2024	84%	2024	65%	2024	35%
2023	85%	2023	64%	2023	32%
2022	84%	2022	59%	2022	40%
2021	78%	2021	53%	2021	28%
Subject Area - Math		Subject Area - Math		Subject Area - Math	
2025	72%	2025	45%	2025	20%
2024	72%	2024	45%	2024	19%
2023	79%	2023	47%	2023	16%
2022	75%	2022	48%	2022	26%
2021	70%	2021	39%	2021	14%
Subject Area - Science		Subject Area - Science		Subject Area - Science	
2025	77%	2025	50%	2025	15%
2024	78%	2024	55%	2024	19%
2023	86%	2023	57%	2023	20%
2022	83%	2022	55%	2022	29%

<b>2021</b>	73%	<b>2021</b>	51%	<b>2021</b>	27%
Subject Area - Social Studies		Subject Area - Social Studies		Subject Area - Social Studies	
<b>2025</b>	69%	<b>2025</b>	32%	<b>2025</b>	15%
<b>2024</b>	69%	<b>2024</b>	38%	<b>2024</b>	18%
<b>2023</b>	68%	<b>2023</b>	37%	<b>2023</b>	18%
<b>2022</b>	71%	<b>2022</b>	48%	<b>2022</b>	26%
<b>2021</b>	70%	<b>2021</b>	39%	<b>2021</b>	18%

### STAAR Performance by Student Groups

District Assessments Growth Comparison for 2024 - 2025														
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
<b>All</b>														
Percent of Tests														
% at Approaches GL Standard or Above	77%	70%	61%	88%	75%	91%	100%	82%	64%	67%	62%	47%	91%	78%
% at Meets GL Standard or Above	51%	41%	32%	67%	67%	74%	100%	51%	37%	40%	32%	25%	71%	55%
% at Masters GL Standard	24%	15%	12%	32%	46%	40%	50%	24%	14%	15%	12%	7%	24%	26%
Number of Tests														
# at Approaches GL Standard or Above	2716	723	557	570	18	720	4	124	1229	510	835	292	41	2110
# at Meets GL Standard or Above	1822	423	288	430	16	584	4	77	701	302	436	154	32	1475
# at Masters GL Standard	835	156	109	204	11	317	2	36	271	115	165	43	11	698
Total Tests	3549	1026	912	645	24	787	4	151	1914	762	1352	619	45	2691
<b>Reading</b>														
Percent of Tests														
% at Approaches GL Standard or Above	83%	82%	68%	90%	89%	93%	100%	85%	72%	71%	70%	55%	94%	85%
% at Meets GL Standard or Above	61%	55%	41%	73%	78%	81%	100%	64%	45%	46%	41%	28%	76%	65%
% at Masters GL Standard	32%	24%	19%	40%	44%	51%	100%	38%	20%	21%	20%	7%	35%	35%
Number of Tests														
# at Approaches GL Standard or Above	1105	315	231	219	8	278	2	52	521	202	363	129	16	856
# at Meets GL Standard or Above	819	213	141	177	7	240	2	39	324	131	212	66	13	655
# at Masters GL Standard	433	91	65	96	4	152	2	23	148	59	102	17	6	353
Total Tests	1338	386	340	242	9	298	2	61	726	285	517	236	17	1006
<b>Mathematics</b>														
Percent of Tests														
% at Approaches GL Standard or Above	72%	64%	54%	86%	67%	91%	100%	80%	58%	62%	55%	42%	82%	75%
% at Meets GL Standard or Above	47%	32%	26%	65%	56%	76%	100%	44%	32%	38%	27%	23%	65%	51%
% at Masters GL Standard	20%	11%	8%	29%	44%	41%	0%	16%	11%	15%	8%	6%	24%	23%
Number of Tests														
# at Approaches GL Standard or Above	966	246	184	207	6	272	2	49	419	176	283	100	14	755
# at Meets GL Standard or Above	629	125	89	156	5	225	2	27	235	108	137	55	11	511
# at Masters GL Standard	273	41	27	70	4	121	0	10	83	43	42	14	4	232
Total Tests	1337	386	340	241	9	298	2	61	725	285	515	236	17	1006
<b>Science</b>														
Percent of Tests														
% at Approaches GL Standard or Above	78%	67%	68%	94%	67%	91%		85%	69%	75%	66%	47%	100%	79%
% at Meets GL Standard or Above	51%	39%	35%	73%	67%	70%		46%	38%	43%	34%	26%	80%	52%
% at Masters GL Standard	15%	9%	8%	27%	33%	21%		8%	9%	8%	5%	8%	20%	17%
Number of Tests														
# at Approaches GL Standard or Above	328	82	77	72	2	84	0	11	156	70	104	34	5	256
# at Meets GL Standard or Above	216	48	40	56	2	64	0	6	86	40	53	19	4	171
# at Masters GL Standard	62	11	9	21	1	19	0	1	20	7	8	6	1	57
Total Tests	422	123	114	77	3	92	0	13	227	93	157	73	5	326
<b>Social Studies</b>														
Percent of Tests														
% at Approaches GL Standard or Above	70%	61%	55%	85%	67%	87%		75%	56%	63%	52%	39%	100%	69%
% at Meets GL Standard or Above	35%	28%	15%	48%	67%	56%		31%	24%	23%	21%	19%	67%	39%
% at Masters GL Standard	15%	10%	7%	20%	67%	25%		13%	8%	6%	8%	8%	0%	16%
Number of Tests														
# at Approaches GL Standard or Above	317	80	65	72	2	86	0	12	133	62	85	29	6	243
# at Meets GL Standard or Above	158	37	18	41	2	55	0	5	56	23	34	14	4	138
# at Masters GL Standard	67	13	8	17	2	25	0	2	20	6	13	6	0	56
Total Tests	452	131	118	85	3	99	0	16	236	99	163	74	6	353

The percentage of all students achieving Meets grade level or above decreased for all groups across all grade levels and subjects; the same is true for the percent attaining Masters except for the Asian student group.

On Social Studies, the percentage of students at Meets or above decreased across all student groups except for African American (+1%).

Math is the only subject where the percentage of students at Approaches or above did not decrease (it was 0). The same is true for the percentage of students at Meets or above with Math again being an exception, showing a gain of 1% for All Students.

### TELPAS Composite Growth 2024 to 2025

Students are not exiting the ESL program at expected rates, despite movement in proficiency levels.

Advanced or Advanced High (exit-eligible levels) included: 119 students (88 Advanced + 31 Advanced High). However, no students

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exited the ESL program, indicating a gap between TELPAS proficiency and successful program exit.

2024-2025						
	Composite Score	1- Beginning	2- Intermediate	3- Advanced	4- Advanced High	Totals
	1- Beginning	0	<u>6</u>	0	0	<u>6</u>
2023-2024	2- Intermediate	<u>4</u>	<u>49</u>	<u>20</u>	<u>1</u>	<u>74</u>
	3- Advanced	0	<u>23</u>	<u>65</u>	<u>27</u>	<u>115</u>
	4- Advanced High	0	<u>1</u>	<u>3</u>	<u>3</u>	<u>7</u>
	Totals	<u>4</u>	<u>79</u>	<u>88</u>	<u>31</u>	<u>202</u>

# Levels Progressed	#	%
Progressed 1 Level	<u>53</u>	26.24
Progressed 2 or More Levels	<u>1</u>	0.5

### TELPA Scores by Years in US Schools

A total of 218 Emergent Bilingual (EB) students were assessed at Billy Baines Middle School in 2024–2025. Of these, 170 students (78%) have been in U.S. schools for five or more years—long enough to reasonably expect significant English language acquisition and potential exit from ESL services. However, the data reveals that despite most students being long-term ELs, ESL exit rates remain disproportionately low.

TELPA Overall Composite Scores by Years in U.S. Schools for Billy Baines Middle for 2024 - 2025										
Years in U.S. Schools	Total Students	Beginning		Intermediate		Advanced		Advanced High		
		#	% Total	#	% Total	#	% Total	#	% Total	
First Year		2	0	0.00%	2	100.00%	0	0.00%	0	0.00%
Second Year		5	0	0.00%	1	20.00%	4	80.00%	0	0.00%
Third Year		7	0	0.00%	6	85.71%	0	0.00%	0	0.00%
Fourth Year		34	0	0.00%	15	44.12%	18	52.94%	0	0.00%
Five or More Years		170	4	2.35%	63	37.06%	72	42.35%	30	17.65%

### Student Retention Rate for 2024-2025

The student retention rate was 0.36%.

## Strengths

### STAAR Performance Strengths

Students achieving both Approaches and Meets on 7<sup>th</sup> Math increased across all groups except for SpEd with same holding true for students achieving Masters except for SpEd and EB students. The percentage of Economically Disadvantaged students scoring Approaches or above increased on all tests except for 8<sup>th</sup> Math (Algebra scores are not included).

Grade Level and Subject with a 5% or more increase year over year:

Grade Level	Subject	Student Group	Gain %	Performance Level
7	Math	African American	16%	Approaches or higher
8	Science	SpEd	15%	Approaches or higher
7	RLA	EB	13%	Approaches or higher
8	Science	Hispanic	12%	Approaches or higher

7	Math	African American	12%	Meets or higher
8	Social Studies	Hispanic	11%	Approaches or higher
8	Social Studies	SpEd	11%	Approaches or higher
8	RLA	Hispanic	10%	Meets or higher
6	Math	EB	10%	Meets or higher
7	Math	African American	9%	Meets or higher
8	Science	SpEd	9%	Meets or higher
7	RLA	African American	7%	Approaches or higher
8	RLA	African American	7%	Approaches or higher
6	RLA	Asian	7%	Masters
8	Science	EB	6%	Approaches or higher
7	Math	Asian	6%	Meets or higher
8	Math	Asian	6%	Meets or higher
6	Math	Hispanic	5%	Approaches or higher
6	RLA	Hispanic	5%	Approaches or higher
7	Math	EB	5%	Approaches or higher
7	Math	All Students	5%	Meets or higher
8	RLA	SpEd	5%	Meets or higher
7	Math	Asian	5%	Masters

### **EB STAAR Performance Observations**

There was an increase in the percentage of students achieving Approaches or higher in all subjects except Social Studies.

13% increase in EB students achieving Approaches or higher on 7<sup>th</sup> RLA; an increase of 8% on 6<sup>th</sup> Math; an increase 6% on Science.

10% increase in EB students achieving Meets or higher on 6<sup>th</sup> math increased by 10%.

Percentage of EB students achieving Masters down 1% across all tests and down in all grade levels and subjects except 7<sup>th</sup> RLA (+4%) and 8<sup>th</sup> grade Math (+1%).

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	A significant number of students show a decline in academic performance from one year to the next, particularly in STAAR-tested subjects.	There is no consistent, campus-wide system for monitoring academic regression or providing timely, individualized intervention for students who demonstrate early signs of decline.
2	There is room for improvement in the number of Emergent Bilingual students who can increase their proficiency levels in language acquisition or academic achievement, as evidenced by TELPAS and STAAR data.	Academic instruction across content areas is not consistently scaffolded for language development, and teachers have limited training in evidence-based strategies for supporting Emergent Bilinguals.

★ = Priority

# School Processes & Programs

## Summary

The 2025-2026 school year is a big year for change at Baines Middle School. A new building principal is joining the campus from the feeder high school, we have an assistant principal who was recently promoted to be the new associate principal, and a new assistant principal joining us from out of district. Though the leadership team has a lot of new faces, most processes will remain the same. For the 2025-2026 school year, BMS will continue to increase positive student outcomes and campus culture by emphasizing targeted, small-group instruction as a way to meet the needs of all students - especially those that are falling behind their peers academically. Differentiation for diverse learner experiences will be a focus of our pre-service professional development, as well as ongoing learning opportunities throughout the year. To achieve this, we will leverage our campus teacher leaders to model best practices and share them with the staff.

The administrative team will attend PLCs regularly and complete quick walk throughs to provide teachers with specific, timely, actionable, and focused on student improvement.

First year teachers are paired up with mentor teachers as part of the TAPP mentor program. All teachers new to Baines Middle School have classrooms adjacent to other members of their grade level PLC teams and receive a new teacher orientation at the beginning of the year as well as monthly meeting with administration throughout the year.

Decisions about school processes and programs are made collaboratively with school administrators including the principal, associate principal, assistant principals, counselors, and campus assessment coordinator. Principals meet weekly and are joined by the counselors and CAC for monthly "BATCO" meetings. In order to build capacity in teachers, Baines Middle School has department heads and grade level team leaders. These teacher leaders are expected to lead professional development sessions with their colleagues, facilitate PLC meetings, and hold their teammates responsible for fulfilling their duties. Department head meetings include the head counselor and CAC occur monthly and as needed. Professional development and resources are needed in the areas of facilitating small-group instruction, differentiating learner experiences, and growing EB students in all content areas. The LPAC Administrator and ESL teacher met with EB students about their TELPAS scores in order to emphasize the importance of the test and discuss strategies for attaining the scores necessary to exit the ESL program.

Professional development is offered at the district level through prescribed learning paths during the summer and at the campus level during the course of the school year by campus administrators and teacher leaders. In order to ensure that teachers implement what they learn, campus administrators will attend PLCs and do frequent classroom visits. Strengths of the most effective teachers are shared with their colleagues during campus PD and PLC time during the school year.

Baines' Student Support Team is nicknamed "Longhorn Watch" and meets with grade level teams on the district designated teacher planning days. During these meetings, teachers have the opportunity to discuss students they have in common, share strategies, generate interventions, and monitor progress for effectiveness. The SST will generate behavioral or instructional interventions, monitor student progress, determine the level of support the student requires going forward, and help determine whether the student would benefit from 504 or Special Education services after the SST interventions are proven ineffective.

For teachers whose performance falls below expectations, assistance is provided in the form of coaching from the T-TESS appraiser and assistance from the campus professional learning lead who provides teacher feedback in a non-evaluative form and lesson modeling. For teachers who need support beyond an administrator, we will contact our MTSS teacher facilitators.

Teacher teams create formative and summative assessments at the school level. The assessments are tightly aligned with the curriculum and the results are used to inform future instruction, structure intervention and re-teaching opportunities, and provide feedback to students. Assessment items challenge students to use multiple representations to show what they know and include opportunities for students to practice open-ended STAAR 2.0 item types. Additionally, a universal screener and instructional planning tool, NWEA MAP, will be given to all students at the beginning, middle, and end of the year. The results from the MAP test is used by teacher teams to plan for interventions and enrichment.

At our high-achieving school, we take pride in student success across athletics, arts, and academics. Our sports programs build

physical skills and instill values like leadership and resilience. In the arts, our award-winning choir and vibrant theater program showcase creativity and teamwork. School spirit brings our community together through inclusive events and strong student engagement. Programs like Student Council and PALS empower students to lead and support one another, while AVID prepares them for college with a focus on critical thinking and academic readiness. Our AVID programs contains 349 6th grade students, 51 from 7th grade, and 41 in 8th grade, preparing them for success at our primary feeder pattern AVID National Demonstration School. Together, these strengths create a well-rounded, supportive environment for student growth and achievement.

## Strengths

Formal and informal leadership is exhibited through administrative staff, department heads, and team leaders. Teachers have a voice in decision making through contact with the administrative team, and during their PLC time.

An administrator who sets the duty schedule and regularly monitors the presence of the duty teachers develops duty rosters. Other administrators monitor the presence of staff. Baines has a variety of clubs available for students that include book clubs that meet before school and the majority of clubs meet after school such as robotics, cooking club, sewing club, Harry Potter club and student council.

Baines has simplified many school processes and compliance pieces by creating electronic forms organized by topic in our Schoology folder for the following processes: requesting field trips, reserving buses, requesting A/C, leave early requests, staff surveys, Opening/closing school tasks, 504 and Special Education documentation, staff contact information, after-school and lunch detentions, and so on.

Our master schedule maximizes the amount of time spent in instruction and instructional time is protected from unnecessary interruptions such as the 10/10 rule where students are not to leave class in the first or last 10 minutes of each period ensuring they are present for the introduction and closing of each lesson. Teachers also have daily, common planning time with their PLC.

The building space is divided between core and elective opportunities. Within the core areas the rooms are in pods and aligned by content. Music and theatre fine arts classes are housed in their own wing. Art, health, and CTE courses share a hallway with our two gymnasiums.

The intentional placement of teachers in teaching pods provides the teachers the opportunity to communicate with their PLC team members regularly.

# Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p><b>1</b> ★</p> <p>Teams are not analyzing common formative assessment in PLCs to make data informed decisions to promote student achievement.</p>	<p>Teachers require more professional development on the data-driven instructional cycle and need to balance the operational tasks that sometimes overtake PLC meetings.</p>
<p><b>2</b></p> <p>EB students are not qualifying to exit LEP due to a score less than Advanced High on the TELPAS Composite.</p>	<p>Students are not familiar with taking tests that require them to record themselves or practice listening comprehension; students lack opportunities to practice with the format and skills throughout the year.</p>

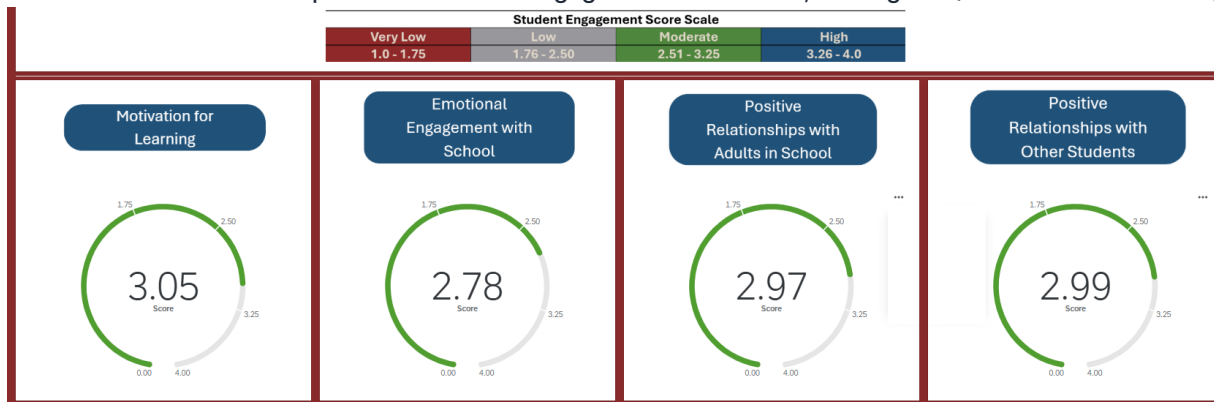
★ = Priority

# Perceptions

## Summary

BMS continues to gather and analyze information about how well we are performing according to our various stakeholders. Looking at perceptions survey data from parents, students, and faculty paints Baines in a positive light as well as highlighting some opportunities to continue towards excellence. BMS communicates weekly with parents via a school newsletter from the principal. We use X (formerly Twitter), our website, and Instagram to highlight the achievements of our students and staff as well as provide practical information. Parents demonstrate engagement through our active PTO and on the SAS Parent Survey.

Students continue to have positive emotional engagement with school, scoring 2.78/4.0 on the Student Engagement Survey.



Faculty morale and employee appreciation are important to Baines leadership as well as a priority for our PTO. Our staff receives multiple lunches, breakfasts, and other treats throughout the year, usually centered around holidays. All teachers can apply for PTO grants to support their classroom which are reviewed monthly by the PTO and principal. In October of 2024, the building principal was promoted, and Baines was without a permanent principal until one was announced mid-April. Staff expressed there was low morale this school year and 25% sought employment outside of Baines. Regardless of the situation, the campus continued to implement positivity by awarding students with a Longhorn Pride award for demonstrating LASSO attributes (LASSO: Listening, attitude, success, safety, opportunity). Additionally, a HORN award was awarded monthly to staff members who demonstrated

- H- Honorable, Humble, Helpful, Humility
- O- embrace Opportunity
- R- Resilience, Respectful
- N- Noble, Neighborly
- S- Supportive, Scholarly

In order to maintain our positive reputation we prioritize safety first and foremost followed by providing excellent instruction and a robust offering of athletic, artistic, and extracurricular offerings. We strive to hold our staff, students, and parents to high expectations in order to achieve our shared goals. The administration works to provide teachers the training, resources, and support needed to provide high quality learning experiences for students.

## Strengths

Baines has an ongoing community partnership with Harvest Baptist Church to supply our Longhorn Locker program which provides food, clothing, and school supplies to students in need. We have an active PTO that hosts multiple faculty luncheons and appreciation activities each year. They also provide snacks for teachers during the exhausting 10 days of STAAR testing. Extracurricular groups also sponsor faculty appreciation gifts at various points during the year. Teachers with perfect attendance are recognized in our monthly newsletter and given a small prize.


Baines has an active National Junior Honor Society, Student Council, and Pep Squad in addition to competing in UIL Fine Arts such as Choir, Band, Orchestra, and Theatre competitions. Baines continues to build on its history as a powerhouse when it comes to

athletics.

# Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	There is a perception that the number of negative student behaviors has increased.	In the absence of a principal, the administration was stretched thin and the rotating interim principals had differing expectations.
2	Teachers are writing referrals for behaviors that should be managed in the classroom.	Teachers lack training on PBIS behavior interventions ; lack of a schoolwide behavior flowchart.

 = Priority



# Priority Problem Statements

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1



Many teachers lack sufficient preparation to effectively support EB students in mastering academic content while developing their English language skills.

Learning experiences are not differentiated for EB students.

 = Priority

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

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A significant number of students show a decline in academic performance from one year to the next, particularly in STAAR-tested subjects.

There is no consistent, campus-wide system for monitoring academic regression or providing timely, individualized intervention for students who demonstrate early signs of decline.

 = Priority

# Problem Statements Identifying School Processes & Programs Needs

## Problem Statement

## Root Cause

1  
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Teams are not analyzing common formative assessment in PLCs to make data informed decisions to promote student achievement.

Teachers require more professional development on the data-driven instructional cycle and need to balance the operational tasks that sometimes overtake PLC meetings.

★ = Priority



# Data Documentation for CNA

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

## Improvement Planning Data

- District goals
- Campus goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Budgets/entitlements and expenditures data



# Goals

# Goal 1

Priority 1: Increase successful student outcomes through enhanced learning opportunities

## Performance Objective 1

By May 2026, the percent of students meeting their expected growth projection will increase by 10% in Reading as indicated by NWEA Map Student Growth Summary Report.

**Evaluation Data Sources:** Percentage of students who met growth projection indicator on the MAP Student Growth Summary Report

### Strategy 1

Campus leaders and teachers will develop scripts and videos for teachers to share with students and families ahead of and after each test administration window.

**Strategy's Expected Result/Impact:** More communication in our campus newsletter about MAP testing will increase the likelihood that students take it seriously and that our families understand the data as well.

**Staff Responsible for Monitoring:** Department heads, administrators

#### Formative Reviews

Moderate Progress

October

Moderate Progress

December

February

June

### Strategy 2

Build in time for teachers to review NWEA MAP data during professional learning days to review the data and develop next steps in their lesson planning.

**Strategy's Expected Result/Impact:** Teachers will use the protocol provided from the district to analyze their data and make adjustments in their lesson plans to help promote student growth.

**Staff Responsible for Monitoring:** Admin, CAC, Dept Heads

#### Formative Reviews

Some Progress

October

Moderate Progress

December

February

June

### Strategy 3

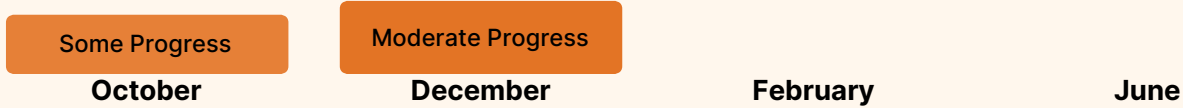
Teachers will use IXL to add enrichment lessons for gifted and talented students in reading in the general education setting.

**Strategy's Expected Result/Impact:** By the EOY, NWEA MAP scores will show growth in reading and not just maintenance of high achievement.

**Staff Responsible for Monitoring:** Classroom teacher

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews



## Strategy 4

Teachers will use IXL to add customized supportive lessons for our emergent bilingual students.

**Strategy's Expected Result/Impact:** NWEA MAP growth measures will show a 10% growth in reading

**Staff Responsible for Monitoring:** Classroom teachers

### Formative Reviews



## Performance Objective 2

By May 2026, the percent of students meeting their expected growth projection will increase by 10% in Math as indicated by NWEA Map Student Growth Summary Report.

**Evaluation Data Sources:** Percentage of students who met growth projection indicator on the MAP Student Growth Summary Report

## Strategy 1

Build in time for teachers to review NWEA MAP data during professional learning days to review the data and develop next steps in their lesson planning.

**Strategy's Expected Result/Impact:** Teachers will use the protocol provided from the district to analyze their data and make adjustments in their lesson plans to help promote student growth.

**Staff Responsible for Monitoring:** Admin, CAC, Dept Heads

## Formative Reviews

Some Progress

October

Moderate Progress

December

February

June

## Strategy 2

Build in targeted intervention time during advisory days. Some EB and all special education students are in targeted advisory classes.

**Strategy's Expected Result/Impact:** Fill the gaps in student learning through targeted intervention.

**Staff Responsible for Monitoring:** Advisory teacher, math teacher

## Formative Reviews

Some Progress

October

Moderate Progress

December

February

June

## Strategy 3

Teachers will use IXL to add enrichment lessons for gifted and talented students in math in the general education setting.

**Strategy's Expected Result/Impact:** By the EOY, NWEA MAP scores will show 10% growth in math and not just maintenance of high achievement.

**Staff Responsible for Monitoring:** Classroom teacher

## Formative Reviews

Some Progress

October

Moderate Progress

December

February

June

## Strategy 4

Teachers will use IXL to add customized supportive lessons for our emergent bilingual students.

**Strategy's Expected Result/Impact:** NWEA MAP growth measures will show a 10% growth in math

**Staff Responsible for Monitoring:** Classroom teachers

## Formative Reviews

Some Progress

**October**

Moderate Progress

**December**

**February**

**June**

# Goal 2

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

## Performance Objective 1

By June 2026, BMS staff will increase overall staff satisfaction with the campus/district by 10% through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Engagement Survey.

**Evaluation Data Sources:** Student Engagement Survey, STAFF Overall Engagement and Culture (Overall Satisfaction)

### Strategy 1

Share the parent newsletter with staff members

**Strategy's Expected Result/Impact:** Ensure communication is consistent between all stakeholders.

**Staff Responsible for Monitoring:** Administration

#### Formative Reviews

Moderate Progress

October

Considerable Progress

December

February

June

### Strategy 2

Implement and maintain a campus staff calendar.

**Strategy's Expected Result/Impact:** Staff members will be aware of testing and grading period dates to lesson plan around.

**Staff Responsible for Monitoring:** Teachers, Administration

#### Formative Reviews

Considerable Progress

October

Considerable Progress

December

February

June

### Strategy 3

Integrate district communication with campus communication.

**Strategy's Expected Result/Impact:** Align and support district messaging

**Staff Responsible for Monitoring:** Administration

### Formative Reviews

Moderate Progress

October

Moderate Progress

December

February

June

## Performance Objective 2

By June 2026, FBISD will increase overall secondary student engagement in schools from 78% to 85%, as evidenced by students indicating they feel good about being in school on the District Student Engagement Survey.

**Evaluation Data Sources:** Student Engagement Survey

### Strategy 1

Improve Campus Climate Through Inclusive Events and Celebrations

**Strategy's Expected Result/Impact:** Enhanced sense of community and pride in school. Increased participation in school activities and positive survey responses related to school culture.

**Staff Responsible for Monitoring:** Administration, coaches, fine arts teachers, librarian

### Formative Reviews

Some Progress

October

Moderate Progress

December

February

June

### Strategy 2

Use Character Strong on most Wednesday advisories to implement lessons through advisory that promote good character development and conflict resolution.

**Strategy's Expected Result/Impact:** Increase in student engagement survey

**Staff Responsible for Monitoring:** Administration; advisory teachers to deliver lessons.

### Formative Reviews

Some Progress

October

Some Progress

December

February

June

### Performance Objective 3

By June 2026, FBISD will increase parent satisfaction with FBISD schools from 72% to 80% evidenced by parents indicating the quality of their child's school as excellent or good through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey.

**Evaluation Data Sources:** District Culture and Climate Survey: PARENTS & STAFF: Culture and climate engagement overall (School Quality)

#### Strategy 1

Include bilingual translations of school-to-home correspondence.

**Strategy's Expected Result/Impact:** Non-English speaking parents will feel more connected and involved in school activities and decision-making, leading to increased trust and a stronger perception of school quality.

#### Formative Reviews

Some Progress

October

Some Progress

December

February

June

### Performance Objective 4

By May 2026, BMS will establish a Campus Wellness Committee to monitor implementation of the District Wellness Policy FFA(LOCAL), with quarterly reviews and documented actions that support students' physical, emotional, and social wellbeing to enhance academic success.

**Evaluation Data Sources:** Administration monitoring, Campus Wellness assessments, Teacher Climate and Culture feedback surveys, Parent Climate and Culture feedback surveys, student engagement feedback surveys, wellness program flyers, parent communication regarding campus events and initiatives such as a campus event calendar or campus newsletter.

#### Strategy 1

Staff members will be asked to be part of the campus wellness committee & agendas will be reviewed to promote staff and student wellbeing.

**Strategy's Expected Result/Impact:** Wellness

**Staff Responsible for Monitoring:** Administration

#### Formative Reviews

Some Progress

October

Moderate Progress

December

February

June

# Performance Objective 5

By May 2026, BMS will use their attendance committee to target students with excessive absences and implement strategies for dropout prevention.

**Evaluation Data Sources:** Student attendance

## Strategy 1

Review attendance records and make student/parent contact for those with 5+ absences.

**Strategy's Expected Result/Impact:** Less student absences & dropout prevention

**Staff Responsible for Monitoring:** Attendance clerk, Administration

### Formative Reviews



# Goal 3

Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

## Performance Objective 1

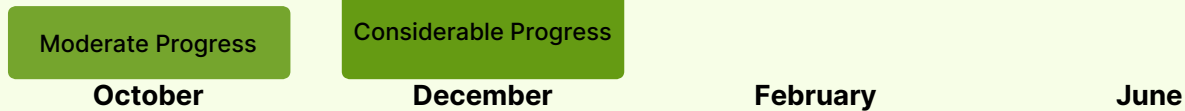
By May 2026, Baines Middle School will demonstrate fiscal responsibility by implementing transparent budgeting practices and ensuring all campus expenditures align with the district's strategic plan and campus priorities. This will be accomplished through regular budget reviews and collaborative planning to optimize resource allocation in support of campus needs.

**Evaluation Data Sources:** Budget sheets, transaction sheets

### Strategy 1

The building principal and EA will review budget requests to ensure the majority of the budget is used to support student learning and student achievement.

#### Formative Reviews



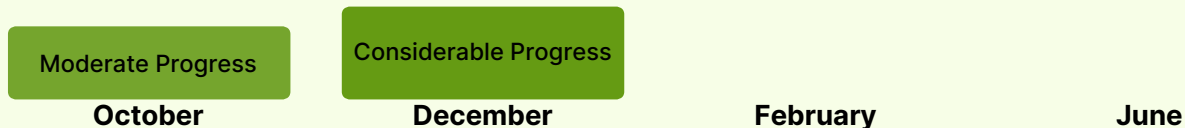
### Strategy 2

The campus will eliminate purchasing office supplies for each department and will have a common supply room.

**Strategy's Expected Result/Impact:** There will be less unused supplies at the end of the year and the funds can be allocated to academic improvement line items.

**Staff Responsible for Monitoring:** Executive assistant, Principal, Department Leaders

#### Formative Reviews





# State Compensatory Education

# State Compensatory

## Budget for Baines Middle School

**Total SCE Funds:** \$10,746.00

**Total FTEs Funded by SCE:** 0

### **Brief Description of SCE Services and/or Programs**

We will use the funds for teachers to host targeted tutorials after school and possibly Saturdays. Funds will also be used for transportation and feeding the students. Additionally, we are investing in the program IXL to help provide customized lessons to help the learning gaps for students.

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CD	EMPL_STA	REPORTS_TO_DESCR
052 BILLY BAINES	BILLY BAINES	BILLY BAINES	COOR CAMPUS ASSESSMENT	0.5	BANCROFT	BRYAN	1 24	052	A	PRINCIPAL MS	
052 BILLY BAINES	BILLY BAINES	BILLY BAINES	TEACHER MS MATH	0.14	MOORE	QUANITA	1 24	052	A	PRINCIPAL MS	
052 BILLY BAINES	BILLY BAINES	BILLY BAINES	TEACHER MS MATH	0.14	THREAT	CYDNEE	1 24	052	A	PRINCIPAL MS	
052 BILLY BAINES	BILLY BAINES	BILLY BAINES	TEACHER MS MATH	0.15	DOUGLAS	EMILY	1 24	052	A	PRINCIPAL MS	
052 BILLY BAINES	BILLY BAINES	BILLY BAINES	TEACHER MS MATH	0.14	ADAMS	KRISHAWNA	1 24	052	A	PRINCIPAL MS	
052 BILLY BAINES	BILLY BAINES	BILLY BAINES	TEACHER MS MATH	0.14	WASHINGTON	CHRISTA	1 24	052	A	PRINCIPAL MS	