Keller Independent School District

Fossil Hill Middle School

Accountability Rating: C

Distinction Designation:
Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps

2026-2027 Campus Improvement Plan

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Mission Statement

We create a culture where every student is valued, every teacher is supported, and every classroom inspires engaging learning.

Vision

At Fossil Hill Middle School, every learner belongs, grows, and thrives.

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Comprehensive Needs Assessment

Demographics

Summary

Fossil Hill Middle School, located within the Keller Independent School District in Fort Worth, Texas, is one of two Title I campuses among the district's seven middle schools. Serving students in grades 6 through 8, our school enrolls 830 students for the 2026-2027 academic year, reflecting the rich diversity of our community.

Our student demographic includes the following ethnic breakdown: 42% Hispanic, 23% White, 15% African American, 9% Asian, 9.5% Multiple Races, .1% Native American Alaskan, and 0.2% Hawaiian/Pacific Islander.

Economic diversity is also a key characteristic of our campus, with 61.1% of our students identified as economically disadvantaged and 59.4% classified as at-risk. We are dedicated to supporting our LEP students, who represent 25.8% of our population, and meeting the diverse needs of our student body, including 230 Special Education students, making up 28.4% of our total enrollment.

Strengths

At our school, we take great pride in fostering a culturally diverse campus that reflects the real world and embraces all individuals. Our diverse community enriches the learning experience for everyone, helping to prepare our students for a global society.

In addition, we are committed to continuously improving student achievement. Our teachers have been equipped with AVID training, allowing them to implement the most effective strategies to support student success. This training empowers them to provide the tools and resources necessary to help each student reach their full potential.

By combining a culturally inclusive environment with research-backed teaching methods, we aim to provide an educational experience that is both enriching and effective for all our students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our Special Education students, comprising 28.4% of our total enrollment, require additional support and resources to ensure they receive equitable access to high-quality instruction.	Insufficient staffing, funding, and tailored resources for Special Education programs impact the ability to meet the unique academic and behavioral needs of these students, preventing them from achieving their full potential.
2	25.8% of our students are LEP, and we need to effectively support their academic success and their language acquisition.	Limited sheltered class options, combined with the challenge of language acquisition and high academic standards, hinder performance.
3	There is a continuing trend of a decrease in the student population at our school.	Rising property values and increasing cost of living, along with the draw to homeschool and charter schools with vouchers.

★ = Priority

Student Learning

Summary

Fossil Hill students continue to see growth on campus. Here are a few of our highlights from the 2025-2026 school year:

8th Grade SS

Skills Standard 8.29A (differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States;) BOY 62.74% EOY 73.45%

8th Grade RLA

8.9A (explain the author's purpose and meaning within a text) BOY 49.23% EOY 70.56%

Algebra I

A.5C (solve systems of two linear equations with two variables for mathematical and real world problems.[Readiness]) 24-25 66.04% 25-26 70.26%

8th Science

8.6A (explain by modeling how matter is classified as elements, compounds, homogeneous mixtures, or heterogeneous mixtures.) 24-25 41.27% 25-26 61.36%

8.6B (use the periodic table to identify the atoms involved in chemical reactions) 24-25 68.63 25-26 79.95%

Biology

B.5D (compare the structures of viruses to cells and explain how viruses spread and cause disease) 24-25 62.99% 25-26 76.06%

B.11A (explain how matter is conserved and energy is transferred during photosynthesis and cellular respiration using models, including the chemical equations for these processes) 24-25 72.54% 25-26 80.26%

B.6A (explain the importance of the cell cycle to the growth of organisms, including an overview of the stages of the cell cycle and deoxyribonucleic acid (DNA) replication models) 24-25 71.19% 25-26 87.75%

Strengths

Student-Centered Approach: Fossil Hill Middle School is dedicated to fostering a student-centered learning environment where individual needs and academic progress are prioritized. Through data-driven decision-making, personalized instruction, and targeted interventions, we strive to meet the diverse needs of our students.

Commitment to Continuous Improvement: Despite challenges such as significant absences during assessments and the impact of campus relocation on midyear testing, we remain committed to continuous improvement. By identifying areas for growth, we implement strategic interventions to support student achievement.

High-Quality Instruction: Our educators analyze student data to design intentional lesson plans, develop intervention strategies, implement small group instruction, and incorporate AVID strategies to enhance student engagement, organization, and academic

success.

Diverse Learning Community: We take pride in our diverse student body, recognizing and valuing the unique abilities, backgrounds, and learning styles of each learner. This inclusive approach strengthens our instructional practices and fosters a supportive learning environment.

Collaborative Professional Learning: Our teachers actively participate in professional learning communities, working collaboratively to refine instructional strategies and tailor lessons to effectively meet student needs.

Data-Driven Decision Making: We utilize a range of assessments, including STAAR, Formative, MAP, and Benchmark Assessments, to guide instruction and monitor student progress. Although the middle-of-the-year MAP assessment was not administered due to campus relocation, we remain committed to using data to drive instructional decisions and improve student outcomes.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students requiring Tier II and Tier III interventions are not demonstrating adequate academic growth toward grade-level proficiency.	Tier II and Tier III interventions are not consistent across grade levels or classes. Students are not receiving adequate intervention time to address deficits. Need for professional development in intervention practices. Lack of staffing to implement more intervention time.
2 ★	Persistent achievement gaps exist between student subgroups and the overall campus population in reading and math.	Learning gaps and skill gaps from previous years. Inconsistent Tier I instruction and lack of differentiation for subgroups. Economic challenges and limited access to academic resources outside of school.
3	The average class size in our core content classrooms is over 28 students per class. With our diverse set of learners, including LEP and SpEd students in the majority of these classrooms, gaps in student achievement persist.	Losing teaching staff and Special Education staff while adding students to the campus. We also shifted from the co-teach model to the inclusion model, so classrooms will not have the same amount of support that they had in previous years, going from two teachers in a class to one teacher and a teacher pushing in for a smaller amount of time.

★ = Priority

School Processes & Programs

Summary

Campus Needs Assessment Summary: School Processes and Programs

At Fossil Hill Middle School, campus systems and programs are designed to support student achievement, strengthen instructional practices, and promote a positive and structured school culture. The campus prioritizes academic support, teacher collaboration, and proactive processes that help students succeed both academically and socially.

Academic Support Programs
Fossil Hill offers multiple programs that provide targeted academic support and enrichment for students. The campus is proud to be an Advancement Via Individual Determination (AVID) National Demonstration School, providing students with structured academic support, college readiness strategies, and opportunities to explore future career and postsecondary pathways through visits to the Keller Center for Advanced Learning.

Additional academic supports include **Saturday Scholars**, a Saturday school program designed to provide extra academic assistance, and **Homework Help**, offered four days per week after school, where students can receive direct support from teachers to complete assignments and address misconceptions. During the school day, a seasonal tutor provides **small-group instruction in 7th and 8th grade math**, allowing for targeted intervention and individualized support.

Teacher Collaboration and Professional Learning
Professional collaboration and ongoing development are key components of the campus improvement process. Teachers participate in **full-day Professional Learning Communities (PLCs)** focused on analyzing student data, planning instruction, and designing targeted interventions. PLC time also includes **mini professional development sessions** based on trends identified during instructional walk-throughs, as well as dedicated time for teachers to communicate with parents.

The campus employs **two instructional coaches** who support teachers through coaching cycles, modeling effective strategies, and facilitating professional development throughout the year. Additionally, the **High Impact Teaching Lab** provides biweekly full-day professional learning opportunities for advanced teachers, creating space for deeper instructional growth and collaboration.

Processes Supporting Student Success and School Culture
Fossil Hill implements clear systems and expectations to support a safe and productive learning environment. The district's **no-phone policy** has helped reduce distractions and minimize conflicts related to social media. The campus also utilizes the **Panther Tracker discipline system**, which allows teachers to submit digital referrals for lower-level behaviors so administrators can monitor patterns and respond proactively.

The campus was selected to pilot the **EDR program for Keller ISD**, further strengthening its approach to student behavior and accountability. Regular **parent meetings** ensure open communication between families and the school, allowing for collaborative support plans when students need additional assistance.

Instructional teams also conduct ongoing **data talks** to monitor student progress and identify timely interventions. In addition, the campus continues to implement a **failure prevention process** that addresses missing or late assignments earlier in the grading period, helping reduce overall failure rates.

To reinforce student ownership of learning and behavior, the campus emphasizes the core mindset of **Responsible, Reflective, and Resilient**. These expectations are embedded in conversations with students, staff, and families to promote student efficacy and personal growth.

Through these programs and structured processes, Fossil Hill Middle School continues to foster academic excellence, student accountability, and a supportive environment that encourages continuous improvement for both students and staff.

Strengths

At Fossil Hill Middle School, we are committed to providing a well-rounded educational experience that supports both academic success and personal growth. Our programs and processes are designed to foster student achievement, teacher collaboration, and a positive school culture.

Academic Programs

- Advancement Via Individual Determination (AVID): As a National Demonstration School, our AVID program provides students with academic support while also facilitating university visits and career exploration opportunities at the Keller Center for Advanced Learning.
- Extracurricular Activities: Many of our students participate in athletics, fine arts, leadership programs, and clubs, which help build accountability, teamwork, and discipline.
- Saturday Scholars (Saturday School): We offer Saturday Scholars to provide additional academic support for students.
- Homework Help: Four days a week, we host after-school Homework Help, where students can work with teachers to complete assignments and clarify any misconceptions.

Teacher Support and Professional Development

- Full-Day PLCs: We dedicate full-day Professional Learning Communities (PLCs) to allow teachers time to analyze student data, plan instruction, and develop targeted intervention strategies. We have also added Mini PDs based on needs seen in current walk-throughs and time to contact parents during the PLCs as well.
- Instructional Coaching: Two instructional coaches provide year-round support for teachers through coaching, modeling, and professional development.
- The High Impact Teaching Lab: Our instructional coaches provide full-day PDs every other week for our more advanced teachers to give them a space to grow and learn.
- Small Group Instruction: We hired a seasonal tutor to provide small-group instruction during the school day in 7th and 8th grade math, ensuring students receive additional academic support tailored to their needs.

Processes for Student Success and School Culture

- KISD No-Phone Policy: We uphold the district’s no-phone policy, which has significantly reduced fights, bullying, and social media-related conflicts.
- Panther Tracker for Discipline: Our Panther Tracker system allows teachers to submit online referrals for lower-level disciplinary offenses, enabling administrators to track and address behavior effectively.
- Fossil Hill was chosen as a campus to pilot the EDR program for Keller ISD.
- Parent Meetings: We prioritize open communication with families, holding parent meetings to discuss student needs and collaborate on support strategies.
- Data Talks: We conduct regular data talks to monitor student progress and implement timely interventions.
- Failure Prevention Process: We continued our failure intervention process, which has reduced failure rates by addressing missing and late work earlier in the grading period.
- Student Efficacy: Our new motto is Responsible, Reflective, Resilient and we work that into our converstions with students, teachers, and parents. Fossil Hill Middle School continues to foster academic excellence, student accountability, and a supportive learning environment.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Student achievement gaps persist despite academic support programs	Even with the different programs offered during and outside of regular school hours, some students remain disengaged and/or require more consistent individualized support.
2 ★	Lack of planning and professional development time is built in for teachers. Professional Development needs to be more targeted toward teachers' and students' needs.	PLC periods were taken away a few years ago and because of the master schedule, we cannot give common conferences to teachers teaching similar content. Professional development time was given more at the district level than the campus level in the past.
3 ★	Parent and teacher communication is not streamlined or clear in expectations.	We have a new form of communication, ParentSquare, but a lack of training on best practices in relation to parent communication. There is a communication gap in academics, specifically, and parents not knowing how their students are doing and what they are doing academically.
4	Too many students in the hallway, and missing class time from going to other classrooms or wandering the hallways	We do not have a system in place to reduce the number of students who are out of class.
5 ★	Students requiring Tier II and Tier III interventions are not demonstrating adequate academic growth toward grade-level proficiency.	Tier II and Tier III interventions are not consistent across grade levels or classes. Students are not receiving adequate intervention time to address deficits. Need for professional development in intervention practices. Lack of staffing to implement more intervention time.

★ = Priority

Perceptions

Summary

At Fossil Hill Middle School, we continuously assess and refine our processes to ensure that we provide the best possible educational experience for our students. We gather feedback through a variety of methods, including surveys and through the CEIC, which allow us to gain valuable insights from parents, staff, students, and the broader community. This input plays a crucial role in shaping our campus culture, climate, and the way we conduct business.

Our parent engagement has increased, but we still have a long way to go, with high participation levels in school events, ranging from athletics and fine arts to Curriculum Nights and after-school activities. This involvement reflects the positive perception parents have of our campus. We are also seeing growth in family attendance at events, a testament to the deepening connections between the school and its community. The school's culture is rooted in inclusivity, and we have worked diligently to create a learning environment that supports all students, particularly our large special education and LEP populations.

While discipline is not as much of a concern, we are still making substantial progress in reducing these instances, contributing to a safer and more conducive learning environment. The positive strides we've made in this area are reflective of the broader improvements in our campus climate. Our school's commitment to innovative instructional practices is recognized within the district, and our status as a model campus serves as proof of the ongoing efforts to meet diverse student needs.

Communication with the community remains a strong suit, as evidenced by our consistent use of the campus newsletter and active engagement on social media platforms. Our school's recognition for academic rigor and inclusivity continues to challenge perceptions and stereotypes, reaffirming our dedication to providing a comprehensive and supportive educational experience.

Fossil Hill Middle School remains committed to academic excellence, strong community engagement, and continuous improvement in all areas of our school operations. Although we face challenges, the dedication of our staff, the involvement of our families, and our ongoing efforts to refine and strengthen our processes position us well for future success.

Strengths

Perception Strengths at Fossil Hill Middle School

Fossil Hill Middle School is recognized for its strong commitment to continuous improvement and providing a high-quality educational experience. The school is positively perceived by parents, staff, and the broader community, as evidenced by the growing engagement and involvement in school events, from athletics and fine arts to Curriculum Nights and after-school activities. This increased participation reflects the trust and confidence parents have in the school, with deeper connections forming between the school and the community.

The school's culture is rooted in inclusivity, with a dedicated focus on creating a supportive learning environment for all students, especially those in special education and LEP populations. This inclusive approach is a key strength, fostering a positive and welcoming atmosphere for every student. The school's innovative instructional practices have earned recognition within the district, reinforcing its reputation as a model campus.

Communication with the community is another strength, with consistent updates through the campus newsletter and active engagement on social media. This transparent and open communication helps build trust and keeps parents and community members informed and connected.

Fossil Hill Middle School's strengths lie in its strong community engagement, inclusive culture, commitment to innovative instruction, and ongoing efforts to improve all aspects of school operations. These factors continue to shape positive perceptions of the school and position it for continued success.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Communication with school staff, teachers and counselors specifically, about academic progress and/or concerns, is inconsistent and needs to be improved.	Lack of clarity in what academic communication looks like and the frequency with which it should be made.
2 ★	Attendance at Curriculum Nights, Title meetings, CEIC meetings, and PTA involvement is low.	Parents will attend the fun events, but smaller numbers for instruction/academic/informational events.
3 ★	Only half of our surveyed parents feel that the school provides materials to help support their child's education at home.	Most of the work we do, students do at school. We do not have resources to provide paper/handouts for students to take home to their parents. Teachers lack the time to make parent resources in addition to student resources.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students requiring Tier II and Tier III interventions are not demonstrating adequate academic growth toward grade-level proficiency.	Tier II and Tier III interventions are not consistent across grade levels or classes. Students are not receiving adequate intervention time to address deficits. Need for professional development in intervention practices. Lack of staffing to implement more intervention time.
2 ★	Our Special Education students, comprising 28.4% of our total enrollment, require additional support and resources to ensure they receive equitable access to high-quality instruction.	Insufficient staffing, funding, and tailored resources for Special Education programs impact the ability to meet the unique academic and behavioral needs of these students, preventing them from achieving their full potential.
3 ★	Persistent achievement gaps exist between student subgroups and the overall campus population in reading and math.	Learning gaps and skill gaps from previous years. Inconsistent Tier I instruction and lack of differentiation for subgroups. Economic challenges and limited access to academic resources outside of school.
4 ★	Student achievement gaps persist despite academic support programs	Even with the different programs offered during and outside of regular school hours, some students remain disengaged and/or require more consistent individualized support.
5 ★	Lack of planning and professional development time is built in for teachers. Professional Development needs to be more targeted toward teachers' and students' needs.	PLC periods were taken away a few years ago and because of the master schedule, we cannot give common conferences to teachers teaching similar content. Professional development time was given more at the district level than the campus level in the past.
6 ★	Parent and teacher communication is not streamlined or clear in expectations.	We have a new form of communication, ParentSquare, but a lack of training on best practices in relation to parent communication. There is a communication gap in academics, specifically, and parents not knowing how their students are doing and what they are doing academically.

7 ★	Attendance at Curriculum Nights, Title meetings, CEIC meetings, and PTA involvement is low.	Parents will attend the fun events, but smaller numbers for instruction/academic/informational events.
8 ★	Communication with school staff, teachers and counselors specifically, about academic progress and/or concerns, is inconsistent and needs to be improved.	Lack of clarity in what academic communication looks like and the frequency with which it should be made.
9 ★	Only half of our surveyed parents feel that the school provides materials to help support their child's education at home.	Most of the work we do, students do at school. We do not have resources to provide paper/handouts for students to take home to their parents. Teachers lack the time to make parent resources in addition to student resources.

★ = Priority

Goals

Goal 1 Increase Student Achievement

Performance Objective 1

By the end of the 2026-2027 school year, Fossil Hill Middle School will receive an A rating by ensuring that 65% of students meet the "meets grade level" standard on all STAAR/EOC assessed subjects.

Action Step 1

By the end of June 2027, campus administrators and instructional coaches will conduct frequent instructional walkthroughs to ensure consistent delivery of instruction and alignment with Keller ISD's curriculum scope and sequence.

Measures: Walkthrough Forms

Staff Responsible for Monitoring: Adminsistration

Problem Statements: Student Learning 1 - School Processes & Programs 5

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

December	February	June

Action Step 2

Fossil Hill Middle School will ensure students have access to essential instructional materials and technology--including calculators, tablets, document cameras, Surface Laptop Go devices and chargers, as well as charging stations and power strips--to support the integration of technology-based resources during classroom instruction.

Measures: Technology Requests

Staff Responsible for Monitoring: Department Chairs
Administrators
Librarian
Campus Technician

Problem Statements: Student Learning 2

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Progress Reviews

December	February	June

Action Step 3

By May 2027, Fossil Hill Middle School will leverage Title I Campus Instructional Coaches to provide targeted professional development, instructional resources, coaching, and in-class support to enhance teacher effectiveness and student learning outcomes.

Measures: Student academic growth on unit assessments, MAP, and STAAR
Teacher T-TESS ratings

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2, 5

Funding Sources: Instructional Coaches 211 - Title I Pt A Impr BSC Prg, 611900, $135,344

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

December	February	June

Action Step 4

Fossil Hill Middle School will promote higher-level thinking and inquiry by increasing the use of Costa's Levels of Thinking at Levels 2 and 3 across all content areas.

Measures: Classroom Observations and Student Discussion

Staff Responsible for Monitoring: Teachers
Instructional Coaches
Administrators

Problem Statements: Student Learning 1 - School Processes & Programs 1, 2, 5

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

December	February	June

Action Step 5

By May 2027, Fossil Hill Middle School will provide targeted interventions for Tier 3 students through programs such as Reading Styles and Quest, with the goal of achieving at least one year of academic growth toward mastery of grade-level reading and math standards.

Measures: MAP data

Staff Responsible for Monitoring: ISTs
Instructional Coaches
Administrators

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2, 5

Funding Sources: Math IST and RLA IST 211 - Title I Pt A Impr BSC Prg, 611900, $125,500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

December	February	June

Action Step 6

Students will utilize Typing.com program to develop their typing skills and Formative as they prepare for testing such as MAP and STAAR.

Measures: Assessment Data
Typing Data

Staff Responsible for Monitoring: 6th-grade advisory teachers

Problem Statements: School Processes & Programs 1

Funding Sources: Typing.com 211 - Title I Pt A Impr BSC Prg, 639600, $1,000

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Progress Reviews

December	February	June

Action Step 7

During each nine-week grading period, teachers will be provided with one or two full days for collaborative planning, lesson development, parent communication time, and professional development with their instructional teams.

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2, 5

Funding Sources: Subs for Teachers 211 - Title I Pt A Impr BSC Prg, 611200, $12,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

December	February	June

Action Step 8

Administrators, counselors, and teachers will participate in targeted professional development aimed at addressing instructional gaps and meeting the diverse needs of all student populations, including at-risk, English Language Learners (ELL), Special Education (SE), Gifted and Talented (GT), Section 504, and general education students. Evidence-based strategies will be shared campus-wide and implemented effectively with the support of appropriate instructional resources and materials.

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2, 5

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

December	February	June

Action Step 9

Fossil Hill Middle School will offer multiple opportunities for academic support and collaboration, including in-school Seasonal Tutoring, as well as extended learning opportunities through before- and after-school tutoring (Homework Help) and Saturday Scholars.

Measures: Attendance/progress of students attending

Staff Responsible for Monitoring: Teachers
Instructional Coaches
Administrators

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2, 5

Funding Sources: Tutor/extra duty pay 211 - Title I Pt A Impr BSC Prg, 611800, $10,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Progress Reviews

December	February	June

Action Step 10

Provide additional small-group academic support to struggling students during after-school sessions and Saturday School, along with snacks to support student engagement and well-being

Measures: Progress and attendance of students

Staff Responsible for Monitoring: Teachers
Instructional Coaches
Administrators

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2, 5

Funding Sources: Extra duty pay 211 - Title I Pt A Impr BSC Prg, 611800, $10,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

December	February	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our Special Education students, comprising 28.4% of our total enrollment, require additional support and resources to ensure they receive equitable access to high-quality instruction.	Insufficient staffing, funding, and tailored resources for Special Education programs impact the ability to meet the unique academic and behavioral needs of these students, preventing them from achieving their full potential.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students requiring Tier II and Tier III interventions are not demonstrating adequate academic growth toward grade-level proficiency.	Tier II and Tier III interventions are not consistent across grade levels or classes. Students are not receiving adequate intervention time to address deficits. Need for professional development in intervention practices. Lack of staffing to implement more intervention time.
2	Persistent achievement gaps exist between student subgroups and the overall campus population in reading and math.	Learning gaps and skill gaps from previous years. Inconsistent Tier I instruction and lack of differentiation for subgroups. Economic challenges and limited access to academic resources outside of school.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student achievement gaps persist despite academic support programs	Even with the different programs offered during and outside of regular school hours, some students remain disengaged and/or require more consistent individualized support.
2	Lack of planning and professional development time is built in for teachers. Professional Development needs to be more targeted toward teachers' and students' needs.	PLC periods were taken away a few years ago and because of the master schedule, we cannot give common conferences to teachers teaching similar content. Professional development time was given more at the district level than the campus level in the past.

5	Students requiring Tier II and Tier III interventions are not demonstrating adequate academic growth toward grade-level proficiency.	Tier II and Tier III interventions are not consistent across grade levels or classes. Students are not receiving adequate intervention time to address deficits. Need for professional development in intervention practices. Lack of staffing to implement more intervention time.

Performance Objective 2

By the end of May 2027, Fossil Hill will support the AVID schoolwide initiative, as evidenced by a 20% increase in the implementation of AVID strategies observed during walkthroughs.

Action Step 1

Fossil Hill Middle School will purchase instructional tools and materials aligned with the curriculum and the AVID program to support student achievement and college readiness.

Measures: Alignment to small group facilitation and the impact on reading and achievement.

Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: School Processes & Programs 3 - Perceptions 1, 2, 3

Funding Sources: 211 - Title I Pt A Impr BSC Prg, 639500, $3,526

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

December	February	June

Action Step 2

Teachers at Fossil Hill Middle School will post daily agendas to guide student learning, utilizing the AVID organizational framework to promote clarity and structure in the classroom

Measures: Binder Checks
Agenda Checks

Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: Perceptions 1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Progress Reviews

December	February	June

Action Step 3

The AVID Site Team will introduce a new instructional strategy each month to be implemented schoolwide, supporting consistent, research-based teaching practices across the campus.

Measures: AVID Site Team Calendar
Lesson Plans

Staff Responsible for Monitoring: Department Chairs
AVID Site Team
AVID Coordinator

Problem Statements: School Processes & Programs 2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

December	February	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Lack of planning and professional development time is built in for teachers. Professional Development needs to be more targeted toward teachers' and students' needs.	PLC periods were taken away a few years ago and because of the master schedule, we cannot give common conferences to teachers teaching similar content. Professional development time was given more at the district level than the campus level in the past.
3	Parent and teacher communication is not streamlined or clear in expectations.	We have a new form of communication, ParentSquare, but a lack of training on best practices in relation to parent communication. There is a communication gap in academics, specifically, and parents not knowing how their students are doing and what they are doing academically.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Communication with school staff, teachers and counselors specifically, about academic progress and/or concerns, is inconsistent and needs to be improved.	Lack of clarity in what academic communication looks like and the frequency with which it should be made.
2	Attendance at Curriculum Nights, Title meetings, CEIC meetings, and PTA involvement is low.	Parents will attend the fun events, but smaller numbers for instruction/ academic/informational events.
3	Only half of our surveyed parents feel that the school provides materials to help support their child's education at home.	Most of the work we do, students do at school. We do not have resources to provide paper/handouts for students to take home to their parents. Teachers lack the time to make parent resources in addition to student resources.

Goal 2 Excellence in Student, Parent, and Community Relationships

Performance Objective 1

By June 2027, Fossil Hill will increase community involvement by 20% to strengthen relationships and foster a sense of belonging among all stakeholders.

Action Step 1

Fossil Hill Middle School will utilize parent engagement resources, including Woodburn Press materials and a weekly newsletter through ParentSquare, to highlight campus activities and provide meaningful opportunities for families to engage with the school and the broader Keller ISD community.

Measures: Weekly Newsletter analytics
Parent Emails
Sign-in sheets for community engagement events

Staff Responsible for Monitoring: Administration
Instructional Coach
Teachers
Counselors

Problem Statements: Perceptions 1, 2, 3

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

December	February	June

Action Step 2

Fossil Hill Middle School will host at least three parent and community engagement events focused on reinforcing academic achievement. These events will include, but are not limited to, Social Studies, Math, ELA, Science, and AVID Family Nights designed to promote meaningful family involvement in student learning.

Measures: Surveys
Attendance Sheets

Staff Responsible for Monitoring: Administrators
Teachers

Problem Statements: Perceptions 1, 2, 3

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

December	February	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Communication with school staff, teachers and counselors specifically, about academic progress and/or concerns, is inconsistent and needs to be improved.	Lack of clarity in what academic communication looks like and the frequency with which it should be made.
2	Attendance at Curriculum Nights, Title meetings, CEIC meetings, and PTA involvement is low.	Parents will attend the fun events, but smaller numbers for instruction/ academic/informational events.
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Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

Promote a collaborative and innovative work environment that empowers employees to contribute ideas, improve processes, and support the organization's continuous growth and success.

Action Step 1

Schedule monthly or bi-monthly meetings where teams from different departments share updates, challenges, and ideas to encourage collaboration and knowledge sharing.

Measures: Department Chair Meeting Sign in sheets
Department Sign in sheet
Departmental data

Staff Responsible for Monitoring: Department Chairs
Administrators
Instructional Coaches

Problem Statements: School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

December	February	June

Action Step 2

Solicit Feedback After Implementations-After introducing new processes or changes, gather input from employees to fine-tune and ensure continued engagement.

Measures: Surveys

Staff Responsible for Monitoring: Instructional Coaches
Administrators

Problem Statements: School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

December	February	June

Action Step 3

Provide Regular Feedback and Coaching-Establish ongoing one-on-one check-ins to give constructive feedback, recognize achievements, and discuss growth opportunities.

Measures: Walk through forms
T-TESS
Observations
Conferences

Staff Responsible for Monitoring: Instructional Coaches
Administrators

Problem Statements: School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

December	February	June

Action Step 4

Offer professional development opportunities and encourage participation in training, workshops, certifications, and mentoring programs to build skills and career growth.

Measures: Teacher feedback
Professional development

Staff Responsible for Monitoring: Administrators
Instructional Coaches
AVID Site Team

Problem Statements: School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

December	February	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Lack of planning and professional development time is built in for teachers. Professional Development needs to be more targeted toward teachers' and students' needs.	PLC periods were taken away a few years ago and because of the master schedule, we cannot give common conferences to teachers teaching similar content. Professional development time was given more at the district level than the campus level in the past.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

We start with the leadership team. We meet beginning around Spring Break to discuss the year and our current CIP. We talk about pros and cons and format it in a way to present to teachers to get them involves.

We invite teachers to after-school meetings to discuss the four key areas of the Campus Needs Assessment. We get input from what we as a leadership team brought forward and we make adjustments based on what the teachers are seeing and feeling.

I invite our parents to discuss Campus Needs at the Spring CIP meeting.

1.2 Location for Evidence of Multiple Meetings Held

The leadership team meets weekly about the CIP and CNA. We discuss data and processes.

The teachers had two opportunities to participate in the Campus Needs Assessment after school.

Parents had one opportunity to provide input for the Campus Needs Assessment.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Multiple meetings with campus leadership team that take place all year. Teachers are consistently involved, but specifically on two after school days in April. Parents have the information shared with them at the Spring CEIC meeting and have the opportunity to give input. The CIP is completed by May each year.

2.2 Stakeholders 1114(b)(2)

Admin, Counselors, Instructional Coaches - Consistent Weekly Feedback.

Teachers, Office Staff, Campus Staff - Consistent Feedback quarterly through reflection and refinement feedback forms.

Parents - Title I meeting in August - CEIC in Fall and CEIC in Spring.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Anyone can view our plans on our campus website. Available in English and Spanish.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

N/A

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Check.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

We use microsoft forms to gather feedback. Sign-in sheets at everything that we do.

Title I Personnel

Name	Position	Program	FTE
Noah Estes	RLA and Intervention Teacher	Title I	1
Samantha Landers	Instructional Coach	Title I	1
Ty Ha	Math Teacher and IST	Title I	1
Valeria Delgado	Instructional Coach	Title I	1

Funding Summary

Funding Summary

211 - Title I Pt A Impr BSC Prg

Goal	Performance Objective	Action Step	Resources Needed	Account Code	Amount
1	1	3	Instructional Coaches	611900	$135,344.00
1	1	5	Math IST and RLA IST	611900	$125,500.00
1	1	6	Typing.com	639600	$1,000.00
1	1	7	Subs for Teachers	611200	$12,000.00
1	1	9	Tutor/extra duty pay	611800	$10,000.00
1	1	10	Extra duty pay	611800	$10,000.00
1	2	1		639500	$3,526.00
				Sub-Total	$297,370.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Counselng	--	Jennifer Price	8/31/2026
Coordinated Health Program	Director of Nursing	--	Jennifer Price	8/31/2026
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	--	Jennifer Price	8/31/2026
Dropout Prevention	Director of Counseling	--	Jennifer Price	8/31/2026
Dyslexia Treatment Program	Executive Director of Special Education	--	Jennifer Price	8/31/2026
Title I, Part C Migrant	Director of Language Programs	--	Jennifer Price	8/31/2026
Pregnancy Related Services	Director of Counseling	--	Jennifer Price	8/31/2026
Post-Secondary Preparedness	Director of Counseling	--	Jennifer Price	8/31/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	--	Jennifer Price	8/31/2026
Student Welfare: Crisis Intervention Programs and Training	Director of Counseling	--	Jennifer Price	8/31/2026
Technology Integration	--	--	Jennifer Price	8/31/2026