

# Keller Independent School District



## Fossil Hill Middle School

## 2025-2026 Campus Improvement Plan

# Mission Statement

Fossil Hill Middle School PROMOTES EXCELLENCE by:

Providing student leadership opportunities

Celebrating our diversity

Creating an engaging learning environment

Building collaborative community relationships

# Vision

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

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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 810 students for the 2025-2026 academic year, reflecting the rich diversity of our community.

Our student demographic includes the following ethnic breakdown: 44.2% Hispanic, 23.0% White, 14.7% African American, 8.6% Asian, 9.1% Multiple Races, and 0.1% Hawaiian/Pacific Islander.

Economic diversity is also a key characteristic of our campus, with 60.6% of our students identified as economically disadvantaged and 61.5% classified as at-risk. We are dedicated to supporting our emergent bilingual students, who represent 22.8% of our population, and meeting the diverse needs of our student body, including 210 Special Education students, making up 25.9% 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  |
|---|---|
| <b>1</b> There is a continuing trend of a decrease in the student population at our school.   | The rising property values and increasing cost of living in the surrounding area are making it difficult for families to afford to remain in the community, resulting in declining enrollment.  |
| <b>2</b> There is a continued need to effectively support our emergent bilingual students, who make up 22.8% of the student population, in achieving academic success and overcoming language barriers. | Limited access to specialized language support programs and resources, combined with the challenge of balancing language acquisition with rigorous academic standards, hinders the academic performance and integration of emergent bilingual students. |
| <b>3</b> Our Special Education students, comprising 25.9% of the total enrollment, require additional support and resources to ensure they receive equitable access to high-quality education.          | 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.                       |

 = Priority

# Student Learning

## 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 | A significant number of student absences during assessments have led to an incomplete picture of student progress, limiting the effectiveness of targeted interventions.                       | Inconsistent attendance during key assessment periods prevents accurate measurement of student growth and mastery of content. This impacts instructional planning and the ability to provide timely academic support.                      |
| 2 | The midyear MAP assessment was not administered due to the school's relocation, reducing the availability of crucial data needed to track student progress and adjust instruction accordingly. | The disruption caused by the campus move interfered with established assessment schedules, hindering the ability to implement timely interventions based on midyear performance data.  |
| 3 | Despite efforts to implement high-quality instruction through small group learning and AVID strategies, gaps in student achievement persist, particularly in STAAR performance levels.         | The diverse learning needs of students require more personalized and differentiated instructional approaches. Limited assessment data and high absenteeism make it challenging to tailor instruction effectively to address learning gaps. |

 = Priority

# School Processes & Programs

## Summary

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.
- **Instructional Coaching:** Two instructional coaches provide year-round support for teachers through coaching, modeling, and professional development.
- **Small Group Instruction:** We have hired four seasonal tutors to provide small-group instruction during the school day, 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.
- **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:** This year, we implemented a new failure intervention process, which has drastically reduced failure rates by addressing missing and late work earlier in the grading period.
- **Student Efficacy:** A key focus this year has been building student efficacy, emphasizing the importance of responsibility, perseverance, and a growth mindset in learning.

Through these programs and processes, Fossil Hill Middle School continues to foster academic excellence, student accountability, and a supportive learning environment.

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# Problem Statements Identifying School Processes & Programs Needs

| Problem Statement   | Root Cause   |
|---|--|
| <p><b>1</b> Student Achievement Gaps Persist Despite Academic Support Programs</p>              | <p>Despite the availability of programs like AVID, Saturday Scholars, and Homework Help, some students remain disengaged or require more consistent, individualized support, and the failure prevention process may not intervene early enough to prevent academic gaps, especially with limited access to tutoring during peak times.</p> |
| <p><b>2</b> Teacher Professional Development Needs to Align More Closely with Student Needs</p> | <p>While instructional coaching and PLCs offer valuable development, they may not always address the specific needs of teachers working with diverse students, and limited time for collaboration and hands-on support can hinder the effective implementation of new strategies.</p>  |
| <p><b>3</b> Student Behavior and Discipline Issues Impacting Learning Environment</p>           | <p>While the KISD no-phone policy and Panther Tracker system address some behavioral issues, students with chronic behavioral challenges or social-emotional struggles may still experience disruptions, requiring more targeted and consistent support for self-regulation and stress management.</p>                                     |

 = 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.

Despite facing significant challenges this year, including the need to relocate due to a roofing issue, which led to a temporary loss of instructional time, our staff has worked tirelessly to address any academic setbacks. We acknowledge that our students have faced setbacks due to these disruptions, but our teachers have responded with dedication, working hard to catch students up.

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.

Despite challenges, such as the temporary relocation due to a roofing issue, Fossil Hill Middle School has remained resilient. Teachers have worked tirelessly to address academic setbacks, and the school's proactive approach to discipline has led to a safer and more conducive learning environment. As a result, discipline concerns have been significantly reduced, further contributing to the school's positive climate.

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

Limited Parent Engagement Still a Barrier to Full Community Involvement

Parent engagement has increased, but gaps remain, particularly among families with limited time, resources, or language barriers. Communication strategies may not fully reach all parents, limiting involvement. Additionally, some parents may feel disconnected or unsure of how to support their child's academic success outside of events, leading to lower sustained engagement.

2

Academic Setbacks Due to Disruptions in Instructional Time

The temporary relocation due to a roofing issue caused a loss of instructional time, leading to academic setbacks that require additional efforts to address. This disruption impacted lesson continuity and strained support systems like small group instruction and tutoring, making it harder to provide timely interventions for students, especially those with complex learning needs.

3

Challenges in Maintaining Discipline Through the Move

While discipline has improved, isolated incidents still disrupt the learning environment, suggesting a need for refined behavioral management strategies. Some students struggle with self-regulation, requiring more individualized support. The disruption from the roofing issue may have temporarily affected consistency in enforcing behavioral expectations, leading to sporadic disruptions.

 = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

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

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information

- PSAT

## 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

## Parent/Community Data

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

## Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation



# Goals

# Goal 1 Increase Student Achievement

## Performance Objective 1

By the end of the 2025-2026 school year, Fossil Hill Middle School will improve its A-F accountability rating from a C to a B by ensuring that at least 60% of students meet the 'Meets Grade Level' standard on all STAAR/EOC assessed subjects

### Action Step 1

By the end of June 2025, campus administrators will conduct frequent instructional walkthroughs to ensure consistent delivery of instruction and alignment with Keller ISD's curriculum scope and sequence.

**Measures:** Walk through forms/Google Documents

**Staff Responsible for Monitoring:** Administration

#### Progress Reviews

Moderate Progress

 Continue/Modify

December

April

July

August

### 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 Request  
Lesson Plans

**Staff Responsible for Monitoring:** Department Chairs  
Administrators  
Librarians

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

#### Progress Reviews

Moderate Progress

December

April

July

August

### Action Step 3

By May 2026, 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:** Tier III Progress Data

**Staff Responsible for Monitoring:** Principal

#### Progress Reviews

Considerable Progress

December

April

July

August

### 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:** Teacher observations and student discussion

**Staff Responsible for Monitoring:** Teachers

Instructional Coaches

Administrators

Content Coaches

#### Progress Reviews

Some Progress

December

April

July

August

### Action Step 5

By May 2026, 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:** Read 180 Inventory

Lexile Scores

MAP Data

Math 180 Inventory

**Staff Responsible for Monitoring:** Read 180 Inventory

Lexile Scores

MAP Data

Math 180 Inventory

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

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

## Progress Reviews

Some Progress

December

April

July

August

## 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 Teacher

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

## Progress Reviews

Moderate Progress

December

April

July

August

## Action Step 7

At the end of each nine-week grading period, teachers will be provided with a full day each quarter for collaborative planning and lesson development with their instructional teams.

**Measures:** Planning Days

**Staff Responsible for Monitoring:** Administrators  
Instructional Coaches

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning

## Progress Reviews

Considerable Progress

December

April

July

August

## 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.

### Progress Reviews

Some Progress

**December**

**April**

**July**

**August**

### 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:** Frequent progress and performance of students

**Staff Responsible for Monitoring:** Teachers

Administrators

Seasonal Tutors

Instructional Coaches

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

### Progress Reviews

Considerable Progress

**December**

**April**

**July**

**August**

### 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:** Campus Reading and Math Assessment Data

**Staff Responsible for Monitoring:** Instructional Coaches and Teachers

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

### Progress Reviews

No Progress

**December**

**April**

**July**

**August**

## Performance Objective 2

By the end of May 2026, Fossil Hill Middle School will support the AVID Schoolwide Initiative, as evidenced

### 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 that achievement.

**Staff Responsible for Monitoring:** Administrators  
Instructional Coaches  
Department Chairs

**ESF Levers:** Lever 5: Effective Instruction

#### Progress Reviews

Some Progress

December

April

July

August

### 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:** AVID Site Team  
Teachers  
AVID Coordinator

**TEA Priorities:** Recruit, support, retain teachers and principals

#### Progress Reviews

Moderate Progress

December

April

July

August

### 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

## Progress Reviews

Some Progress

**December**

**April**

**July**

**August**

# Goal 2 Commitment to Excellence in Student, Family, and Community Engagement

## Performance Objective 1

By June 2026, Fossil Hill Middle School 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 SMORE newsletter, to highlight campus activities and provide meaningful opportunities for families to engage with the school and the broader Keller ISD community.

**Measures:** Weekly SMORE Analytics  
Parent Emails  
Sign-in Sheets to community engagement events

**Staff Responsible for Monitoring:** Administration  
Instructional Coach  
Teachers  
Counselors

### Progress Reviews

Moderate Progress

December

April

July

August

### 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

### Progress Reviews

Moderate Progress

December

April

July

August

# 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

**ESF Levers:** Lever 1: Strong School Leadership and Planning

### Progress Reviews

Considerable Progress

December

April

July

August

### Action Step 2

Facilitate open forums or "lunch & learn" sessions. Organize informal gatherings where employees can share success stories, lessons learned, or new approaches.

**Measures:** Teacher Input/Suggestions  
Surveys

**Staff Responsible for Monitoring:** Administrators  
AVID  
Instructional Coaches

**ESF Levers:** Lever 1: Strong School Leadership and Planning

### Progress Reviews

No Progress

December

April

July

August

### Action Step 3

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:** Administrators  
Instructional Coaches

**ESF Levers:** Lever 1: Strong School Leadership and Planning

#### Progress Reviews

Considerable Progress

December

April

July

August

### Action Step 4

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

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

#### Progress Reviews

Some Progress

December

April

July

August

### Action Step 5

Offer professional development opportunities 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

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

**Progress Reviews**

Some Progress

**December**

**April**

**July**

**August**



# Title I Summary

# Title I Personnel

| <b>Name</b>      | <b>Position</b>                  | <b>Program</b> | <b>FTE</b> |
|------------------|----------------------------------|----------------|------------|
| Samantha Landers | SS/RLA Instructional Coach       | Title 1 Part A | 1          |
| Shelley Hawkins  | Science/Math Instructional Coach | Title 1 Part A | 1          |