

Midlothian Independent School District

Frank Seale Middle School

2020-2021 Campus Improvement Plan



Mission Statement

Frank Seale Middle School is committed to meeting the needs of all students by recognizing the physical, social and emotional requirements that are unique to the middle school student while maintaining the highest possible academic standards in an environment that is safe, inviting, and conducive to learning.

Vision

Frank Seale Middle School.... inspiring excellence today to change the world tomorrow.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Priority Problem Statements	10
Goals	11
Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.	11
Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.	15
Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.	18
Goal 4: Facilitate building designs through allocated district resources that foster flexible and innovative learning spaces.	22
Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.	24
Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.	27
State Compensatory	32
Budget for Frank Seale Middle School	32
Personnel for Frank Seale Middle School	33
2020-2021 Site Based Decision Making Team	34
Addendums	35

Comprehensive Needs Assessment

Demographics

Demographics Summary

Frank Seale Middle School serves almost 700 students in grades 6-8 in an ever growing North Texas community. We are engaged with our students, parents, staff, community and school district through multiple avenues.

The demographics of Frank Seale Middle School are:

White - 48%
Hispanic - 35%
African American -9%
Two or Mors - 6%
Asian/Pacific Islander -.06%

44% of students are Economically Disadvantaged. 17% of students qualify for Special Education services. 9.5% of students are English Language Learners.

Student performance on STAAR indicates three subpopulations scoring lower in the areas of Math and Writing compared to other student subpopulations. As student population increases and subpopulation groups grow campus interventions will target SPED, Hispanic, and Economically Disadvantaged student groups. 7th Grade Math SPED scored 40%. Writing SPED was at 27%. Economically Disadvantaged scored at 60%.

Demographics Strengths

Demographics Strengths:

Reading STAAR:

White - 88%
Hispanic - 81%
AA - 88%
Econ. Dis. - 78%

Math STAAR:

White - 90%
Hispanic - 86%
AA - 79%
Econ. Dis. - 80%

21% of students are Economically Disadvantaged. 9% of students qualify for Special Education services. Our mobility rate was 7.4% from 2015-16 to 2016- 17. 3.2% of students are English Language Learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economically disadvantage continue to perform below that of their non-economically disadvantaged peers. **Root Cause:** Growing sub pop with limited change in instruction practices

Problem Statement 2: Limited sections and larger class sizes for ELL students. **Root Cause:** Fastest growing population of ELL's

Student Learning

Student Learning Summary

Student Achievement Summary:

Frank Seale Middle School is rated as Met Standard by TEA for the 2017-18 year with no distinctions.

In _____ the passing rates for all students at FSMS in the areas of Math, Reading, Writing, Science and Social Studies were 77% to 93%. Scores for the subpopulations of Special Education, Economically Disadvantaged and Hispanic continues to be a focus for the campus for the 2018-2019 school year.

The subpopulation of Economically Disadvantaged experienced a 4% increase in Math scores and a 7% increase in Science scores. The scores in math for the subpopulation Hispanic decreased by 2% to 84% and increased in the area of science by 7%. Measures will be taken to strengthen academic performance in the areas of Math and Science. A focus will be placed in the areas of Special Education in Reading and Math.

Student Learning Strengths

Student Achievement Strengths :

Frank Seale Middle School has numerous strengths:

- 84% of all students met standard in the area of Reading/ELA
- 18% of all 6th-grade students met Advanced Performance
- 32% of all 7th-grade students met Advanced Performance
- 30% of all 8th-grade students met Advanced Performance
- 48% of all students met standard in the area of Writing
- 14% of all 7th-grade students met Advanced Performance
- 93% of all students met standard in the area of Math
- 37% of all 6th-grade students met Advanced Performance
- 31% of all 7th-grade students met Advanced Performance
- 33% of all 8th-grade students met Advanced Performance
- 77% of all students met standard in the area of Social Studies
- 36% of all 8th-grade students met Advanced Performance
- 84% of all students met standard in the area of Science 2
- 36% of all 8th-grade students met Advanced Performance

7th grade Math increased from an 80% to a 91% passing rate.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Decrease in the number of campus distinctions earned. **Root Cause:** Lower percentage of students achieving Masters level compared to like minded

campuses.

Problem Statement 2: Economically disadvantage continue to perform below that of their non-economically disadvantaged peers. **Root Cause:** Growing sub pop with limited change in instruction practices

School Processes & Programs

School Processes & Programs Summary

Frank Seale Middle School staff is rated highly qualified and is devoted to training and professional development opportunities that enhance student learning and engagement.

School Processes & Programs Summary:

FSMS recruits teachers on a year-round basis. This is accomplished by encouraging student observers, by mentoring student teachers, by utilizing our own staff to recruit from other districts, and by networking. Detailed lists of prospective teachers are kept for future reference, with regular contact being made with prospects. We also use the Humanex screener to screen candidates for interviews, which are conducted by the committee. Before teachers are selected, they also teach a mini-lesson for staff and students.

FSMS uses PLC's in the fall to build teachers and their confidence/capacity to become leaders in the classroom and on campus. We send staff to professional developments, such as Kasey Bell Dynamic Learning for the Digital Age, and have those leaders share, as they did with staff on professional development. Every teacher is a life long learner. Every teacher is a leader. We believe in supporting and encouraging our teachers by encouraging and modeling a "Growth Mindset" for all and want teachers to model this for students. The central theme in campus decision making is guided as to what is best for students.

School Processes & Programs Strengths

Frank Seale Middle School is excited to once again wholeheartedly participated in the MISD 2018-19 M*Powered one-to-one device rollout and is utilizing the one-to-one model to its fullest advantage with all students in all classrooms.

FSMS will use the Grand Central Station (GCS) model to assist struggling learners. We use 3 levels: Level 1, Level 2, and Level 3. These levels help align with Response To Intervention (RTI) requirements. Additionally, struggling students receive help with Math and Reading through Accelerated Math and Reading Instruction (AMI and ARI).

FSMS uses the TEKS Resource System (TRS) for our curriculum pacing guide. Several tools are available to teachers within this system, such as the Year at a Glance, the Instructional Focus Document, and the TEKS Verification Document. Teachers have also been supported through Iplan days and Isupport days to encourage planning and collaboration in this process. This has allowed teachers to "stay ahead" in their planning and provided time during the year for them to think, be creative, and communicate during the day.

Administrators and teachers have begun to use restorative discipline practices with students. This approach emphasizes to students that their behavior affects others. It focuses students to think about what they have done, what they would do differently if placed in the same situation again, and how they can make things right for all involved.

Technology Strengths:

- M-Powered One-to-One device roll-out and implementation
- Canvas Online Learning Management System
- Ongoing student Digital Citizenship training
- Technology-enriched lessons are integrated into all academic areas in all grade levels

Ongoing communication occurs between students, parents, community members, and stakeholders.

Communication Strengths:

Frank Seale Middle School
Generated by Plan4Learning.com

- FSMS campus website
- FSMS Facebook page
- FSMS Twitter updates
- PTO (Parent Teacher Organization) website linked to the campus home page
- PowerSchool is available to all parents and students to access up-to-date student information and grades
- Email is used as a form of communication between parents and staff
- Canvas Online Learning Management system is available to all parents and students to increase communication and interactive learning with students
- Teacher Website through Canvas Online Learning Management system

Staff Quality, Recruitment, and Retention Strengths:

Professional staff annually complete required continuing education in the following areas:

- Gifted/Talented - 6 hours per year
- Pre-Advanced Placement - 9 hours every three years
- Technology - 6 hours per year
- Bloodborne Pathogens, Diabetes, and other state-mandated updates annually
- Thinking Maps
- Continued implementation of focus on Protocols for student engagement,
- TELPAS training,
- Kasey Bell Dynamic Digital Learning,
- Texas Band Masters Association,
- MTA,
- T-TESS Training for teachers,
- 1st and 2nd-year mentor teacher academies,
- TALA - Texas Adolescent Literacy Academy,
- CAMT - Conference for the Advancement of Mathematics Teaching
- Child Abuse and Neglect Sexual Harassment
- Anti- Bullying training.
- Digital Citizenship training is ongoing.
- We are doing the "Empowered" Book study this year

FSMS believes that students should find their work to be engaging. We believe teachers should work on the work- creating lessons that students WANT to do and they devote their energy, time, and attention to these tasks. Teachers frequently survey students in the class and ask for feedback to help to adjust lessons. Our philosophy is that we build relationships with students to be able to foster collaboration for all involved. Simply put: We exists for our students and their excellence.

Problem Statements Identifying School Processes & Programs Needs






Problem Statement 1: Limited sections and larger class sizes for ELL students. **Root Cause:** Fastest growing population of ELL's

Priority Problem Statements

Goals






Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction and 70% of students will show growth on post-progress indicators.

Strategy 1: Continued focus on the Four C's - Communication, Collaboration, Creativity and Critical thinking as teachers lesson design. Utilization of PLC time to increase rigor for students. Strategy's Expected Result/Impact: Increase in student collaboration. Staff Responsible for Monitoring: FSMS Administration, Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points at the end of 2020-2021 school year.









Strategy 1: Teachers will utilize monthly PLC's and district iPlan days to develop lessons focusing on the 4 C's Strategy's Expected Result/Impact: Utilizing PLCs and iPlan days will result in planning high rigor lessons that would ensure building a stronger foundation in math and reading for all students. Staff Responsible for Monitoring: Teachers and Administrators Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.








Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an average increase of 3 percentage points in the percentage of students successful in Tier 1 instruction only in K-2, along with meeting or exceeding all House Bill 3 PK-3 Goals/Progress Monitoring for 2020-2021 school year. Third - tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and meet 70% on post-progress indicators.

Strategy 1: Increase the number of students enrolled in Pre-AP or AP courses. Strategy's Expected Result/Impact: Increase total participation by 5% Staff Responsible for Monitoring: Teachers Counselors FSMS Administrators	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: 5th grade parent night to promote the increase enrollment in Pre-AP courses. Strategy's Expected Result/Impact: Increased Pre-AP enrollment Staff Responsible for Monitoring: Counselors, Teachers, FSMS Administration	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: Identifying students for our new AVID class Strategy's Expected Result/Impact: More students taking advanced classes Staff Responsible for Monitoring: Pam Holmes, Jessica Trezza Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov 	Feb 	June 	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

Strategy 1: Establish and implement PLC content teams so that lesson planning creates deep level of learning for our students. Strategy's Expected Result/Impact: Meeting student needs at all levels. Stretching our instructional practices to challenge our students in deeper learning activities. Staff Responsible for Monitoring: PLC lead teachers, Appraisers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Creation of AVID Strategy's Expected Result/Impact: Increased students population in advanced classes Staff Responsible for Monitoring: AVID Teacher, Counselors, Administrators Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan with a 95% or above overall market value of employee salaries as measured by TASB.

Strategy 1: utilize hiring rubric to identify and hire highly qualified staff Strategy's Expected Result/Impact: Retain 93% of staff annually. Staff Responsible for Monitoring: FSMS Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Utilize Humanex interview process to screen candidates for interviews. Strategy's Expected Result/Impact: Interview of highly qualified candidates. Staff Responsible for Monitoring: FSMS Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: Create a partnership with local universities to promote internships Strategy's Expected Result/Impact: large pool of potential candidates Staff Responsible for Monitoring: FSMS Administration	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				









Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

Strategy 1: Foster a community of positive relationships and professional growth amongst new staff. Strategy's Expected Result/Impact: decrease in staff turnover Staff Responsible for Monitoring: FSMS Administration, teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: Buddy teachers for all first year staff Strategy's Expected Result/Impact: Increased support for new staff, better understanding of FSMS Staff Responsible for Monitoring: Mentor Teachers, FSMS administration	Reviews			
	Formative			Summative
	Nov 	Feb 	June 	June
Strategy 3: Annual Staff survey to gather input on how to better serve and support the staff of FSMS Strategy's Expected Result/Impact: Staff centered ideas for school improvement and service Staff Responsible for Monitoring: FSMS Administration	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.








Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

Strategy 1: Identify and encourage FSMS teachers to participate in the MISD Leadership Academy (MALA) in partnership with DBU in year three. Strategy's Expected Result/Impact: Increased leadership capacity Staff Responsible for Monitoring: FSMS Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
Strategy 2: Increased the number of FSMS staff serving on campus and district committees Strategy's Expected Result/Impact: Increased in leadership capacity Staff Responsible for Monitoring: FSMS Administration	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.














Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in the number of substantiated bullying investigations, as well as, 100% participation in cultural proficiency trainings

Strategy 1: Continuous staff training (PLC) to aide staff in being able to identify student crisis to be reported. Strategy's Expected Result/Impact: Increase in the number of counseling referrals Decrease in Gaggle Reports Staff Responsible for Monitoring: Counselors FSMS Administrators ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: Counselor led students guidance lessons via Cub Academy 2 times each semester Ongoing Guidance Courses: Suicide Prevention/Response Conflict Resolution - peer to peer Coping Skills Digital Citizenship Strategy's Expected Result/Impact: Increase in student reporting Decrease in Gaggle Reports Decrease in discipline issues Staff Responsible for Monitoring: FSMS Counselors	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 3: FSMS Administration and teachers will utilize Restorative training tools to foster positive relationships between students and staff Strategy's Expected Result/Impact: Repair damaged relationships, proactive approach in prevent negative behaviors Staff Responsible for Monitoring: Teachers, Counselors, FSMS Administration ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb 	June 	June

Strategy 4: Weekly Social and Emotional Learning lesson implemented every Friday via Cub Academy Strategy's Expected Result/Impact: Increase in positive student well-being Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Feb 	June 	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

Strategy 1: Continually staff training on MISD safety protocol Strategy's Expected Result/Impact: Safe and secure campus Staff Responsible for Monitoring: FSMS Administration	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
Strategy 2: Utilize the Yellow emergency folders in the event of drill or emergency Strategy's Expected Result/Impact: Safe school, organized drill, informed students Staff Responsible for Monitoring: FSMS Administration	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
Strategy 3: Monthly drills (Fire, Lockdown, Lockout, Shelter in place) will be executed and documented. Strategy's Expected Result/Impact: Safe and secure campus Staff Responsible for Monitoring: FSMS Administration	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 3: Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

Goal 4: Facilitate building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

Strategy 1: Restructure budget allocation practices general supply fund (011) Strategy's Expected Result/Impact: Increase in department spending on instructional materials Decrease in budget line transfers Staff Responsible for Monitoring: Building Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

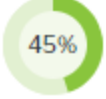




Goal 4: Facilitate building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30%.

Strategy 1: FSMS staff will participate in future district construction meetings Strategy's Expected Result/Impact: Foster input from all stakeholders Staff Responsible for Monitoring: FSMS Administration	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Teachers will assist with the design of future construction for FSMS Strategy's Expected Result/Impact: Effective use of new learning spaces and furniture Staff Responsible for Monitoring: FSMS Administration	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				








Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 1: Deliver a structured professional development plan to support curriculum and technology integration where with an increase of 2% of teachers that believe the professional development increased the effectiveness of their teaching and learning.

Strategy 1: Increase in professional development focused on technology integration. Utilizing Triple E Framework Strategy's Expected Result/Impact: Implementing TRS curriculum with more rigor Increase in lesson development centered around the districts 1-1 initiative. Utilize iCoach's during department planning. Staff Responsible for Monitoring: FSMS Administration ESF Levers: Lever 4: High-Quality Curriculum	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: EOY staff survey to aide in planning of summer staff development needs. Strategy's Expected Result/Impact: Structured staff development Staff Responsible for Monitoring: Teachers, FSMS Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

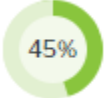




Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a reduction in the number of help desk tickets.

Strategy 1: iCoach will offer a la cart model of instructional technology staff development throughout the year. Strategy's Expected Result/Impact: Increase technology use in exemplar lessons. Staff Responsible for Monitoring: MIT, FSMS Administration ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 3: Develop a plan to ensure appropriate network infrastructure for anticipated future needs that aligns with the 2016 Bond.

Strategy 1: FSMS Technology support staff will monitor and asses campus infrastructure in order to meet students and staff needs. Strategy's Expected Result/Impact: Efficient campus network Staff Responsible for Monitoring: Technology Specialist, FSMS Administration ESF Levers: Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 1: Increase staff communication and engagement by 3% as measured by analytics.

Strategy 1: Clear and consistent staff communication Strategy's Expected Result/Impact: Staff and community thoroughly in tune to the current ongoings of the campus. Increased community engagement Increased input from campus staff in decision making process for the building Staff Responsible for Monitoring: Building Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
Strategy 2: Creation of P.A.C. (Principal's Advisory Committee) Mix-it-up-Lunch PAC meeting with campus admin. Utilizing Circle model to share concerns and suggest ideas. Friends of Rachel student meetings Kindness club morning door greeters Start with Hello Strategy's Expected Result/Impact: Student based advisory committee creation Student set goals for the future of FSMS Students involved in campus decision making process Staff Responsible for Monitoring: FSMS Counselors FSMS Administrators ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Strategy 1: Canvas Parent Training Night Strategy's Expected Result/Impact: Increased understand of Canvas by our Parents Staff Responsible for Monitoring: iCoachs, FSMS Administration	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Utilize the FSMS Facebook and Twitter pages on a frequent basis to deliver needed information and news in a timely fashion. Strategy's Expected Result/Impact: Our parents and community will be informed in real time. Staff Responsible for Monitoring: Campus communication specialist, FSMS Administration	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

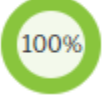






Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 3: Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

Strategy 1: FSMS will continue to partner with United Methodist Church to provide meals for families in need. Strategy's Expected Result/Impact: Food needs provided for families to assist them through the weekends. Staff Responsible for Monitoring: Counselors, FSMS Administration	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
Strategy 2: Working with Cumminities in School's to meet the ever growing needs of our students and staff. Strategy's Expected Result/Impact: School Supplies Home Needs meet Social and Emotional well being improved. Staff Responsible for Monitoring: Administration, CIS Campus Rep ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 4: Build leadership capacity with parents and community with an increase in committee involvement.

Strategy 1: Promote and advertise Parent U opportunities Strategy's Expected Result/Impact: Increase positive relationship between schools and parents Staff Responsible for Monitoring: Campus Communication Specialist, FSMS Administration	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Continue Veterans Day Assembly to honor members of our community. Strategy's Expected Result/Impact: Educate students on the sacrifices of members of our community. Staff Responsible for Monitoring: FSMS Administration	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Frank Seale Middle School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6119 00 042 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$24,803.00
199 E 11 6129 00 042 000	6129 Salaries or Wages for Support Personnel	\$9,519.00
6100 Subtotal:		\$34,322.00

Personnel for Frank Seale Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Holmes, Pamela	Teacher	Intervention	.34
Robertson, Lindsay	Teacher	GCS At-Risk	.20

2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Jessica Trezza	AP
Administrator	Tyesha Glover	AP
Administrator	Kristopher Vernon	Principal
Classroom Teacher	Chiao Franks	Teacher
Classroom Teacher	Todd Eskins	Teacher
Classroom Teacher	Jordan Doss	Teacher
Counselor	Sabra Golden	Counselor
Counselor	Lindsey Hodge	Counselor
Parent	Jason Golden	Parent
Classroom Teacher	Courtney Johnson	Teacher
Parent	Allison Sunderland	Parent
Community Representative	Lindsey Smith	Community
Business Representative	Brad Golden	Business
Business Representative	Melissa Shook	Business
District-level Professional	Courtney Carpenter	District Rep
Parent	Diana Gasaway	Parent

Addendums