



# 2023-2024 CAMPUS IMPROVEMENT PLAN Fowler Middle School

Frisco ISD is committed to ongoing reflection and review of our practices to better serve our students, staff, and community. In the spirit of continuous improvement, we have developed a framework for ongoing strategic change that aligns all our systems and resources with our Future-Ready Framework. Each campus, with the support of its Campus Improvement Team, annually conducts a comprehensive needs assessment, identifies opportunities for improvement, and documents its goals in the Campus Improvement Plan.

Campus Improvement Plans are aligned with the District Improvement Plan and included as part of the District's annual Strategic Blueprint. You can read more about the District's Strategic Blueprint online at [friscoisd.org/about/strategic-planning/blueprint](https://friscoisd.org/about/strategic-planning/blueprint).

## Local Accountability System

Frisco ISD's local accountability system is based upon the premise that schools exist to serve students, their parents, and their communities and that accountability should first align with that purpose. FISD's local accountability system recognizes and reports on educational outcomes above and beyond standardized testing by providing information to schools and communities about overall effectiveness through the lens of the Future-Ready Framework. The District Accountability Report and Campus Accountability Reports include information on how we support students through the Future-Ready Framework as well as the outcomes of the goals adopted in our District and Campus Improvement Plans.

## Signaling & Goals

Signaling is our primary communication tool in a forward-facing local accountability system. We use signals to visually represent the time, energy, and resources dedicated to improvement in each Future-Ready Focus Area throughout the year. The signal is designed to help internal and external stakeholders better understand our goals and the progress toward the achievement of those goals.

Our Campus Improvement Plan contains one of four initial signals for each key question in each Future-Ready Focus Area. These initial signals are designed to represent a simple, straightforward expression of the work that will take place on the campus throughout the school year.

Strategic goals are developed for each major or minor change signaled in the Campus Improvement Plan. These goals will be supported by campus action plans, and the outcomes of each goal will be reported in the 2024 Campus Accountability Report.

**Initial Signals**

- **Maintain** - We will continue the work already underway and do not plan to make changes at this time.
- **Maintain but Consider Change** - Change may be warranted in the future, and data will continue to be evaluated.
- **Minor Change** - A change is underway that can generally be completed within a year and does not require a significant investment of resources (time, energy, or money).
- **Major Change** - A change is under way that may take longer than a year to accomplish or requires a significant investment of resources (time, energy, or money).

## Learning Organization

**Definition:** An organization where people continually expand their capacity to create desired results by strategically adapting and modifying behaviors to reflect new knowledge and insights.

**Impact:** The educational system continually evolves to address the needs of the school community.

**Board Priority:** Communication between Frisco ISD and its stakeholders will reflect a strategic, coordinated effort to engage and inform the school community.

| Key Question:   | Campus Goal: |
|---|--------------|
| <span style="color: #008080;">■</span> 1.1 To what degree do we solicit feedback and partner with all stakeholders in an effort to meet school improvement needs? |              |
| <span style="color: #00A09A;">■</span> 1.2 To what degree do our foundational commitments drive our decision-making?  |              |
| <span style="color: #00A09A;">■</span> 1.3 To what degree do we modify organizational behavior to reflect new knowledge and insights?                             |              |
| <span style="color: #00A09A;">■</span> 1.4 To what degree do our decisions reflect the coordination of the interrelated systems within our organization?          |              |

## Basic Conditions for Learning

**Definition:** The physiological and environmental needs of students that must be met for learning to occur.

**Impact:** Students will demonstrate an eagerness to learn and will be capable of reaching their full potential.

| Key Question:   | Campus Goal: |
|---|--------------|
| <span style="color: #00A09A;">■</span> 2.1 To what degree do we provide safe and effective learning spaces for all students in all circumstances? |              |
| <span style="color: #00A09A;">■</span> 2.2 To what degree do we ensure students' physiological needs are met?                                     |              |
| <span style="color: #00A09A;">■</span> 2.3 To what degree do we provide all students access to education?   |              |




# Guaranteed & Viable Curriculum

**Definition:** A comprehensive framework of learning standards that provides all students access to high-quality content at the appropriate time for mastery.

**Impact:** All students will receive an education that will prepare them for their futures.

**Key Question:**

**Campus Goal:**

|   |  |  |
|---|--|--|
|  | 3.1 To what degree do all learners have access to a standards-based curriculum that supports learning for all? |  |
|  | 3.2 To what degree are all learners provided with rigorous and meaningful future-ready learning experiences?   |  |
|  | 3.3 To what degree are all learners demonstrating grade-level achievement?                                     |  |

# Differentiated Instruction & Assessment




**Definition:** An instructional design that meets student needs and interests by providing a variety of learning experiences and meaningful assessments.

**Impact:** Students will demonstrate academic growth.

**Board Priority:** Frisco ISD students will be agents of their own learning with access to differentiated, meaningful, and relevant opportunities for growth.

**Key Question:**

**Campus Goal:**

|   |   |   |
|---|---|---|
|  | 4.1 To what degree is timely and meaningful feedback provided in order to design and adapt instructional practices? | Teachers will work collaboratively with instructional planning teams to align all grading and assessment practices to our updated FISD Grading and Assessment Policy, in order to provide more helpful and timely feedback to parents about their child's academic performance. This includes adjustments to a one category grading structure and the creation and design of content unit assessment plans. (Decrease 21% of parents disagreeing that Fowler Teachers give helpful feedback about their child's work - Parent Survey) |
|  | 4.2 To what degree are all learners given appropriate time to demonstrate mastery of the standards?                 |   |
|  | 4.3 To what degree are we growing and cultivating our students' knowledge, talents, and abilities?                  |   |

# Positive Culture

**Definition:** A school community designed to build relationships that support academic, social, behavioral, and emotional growth.





**Impact:** Students will feel a sense of support, belonging, and connectedness at school.

**Board Priorities:**

- FISD staff will be equipped to ensure student behavior does not interfere with the learning environment.
- Frisco ISD staff will experience a positive working environment that encourages professional growth, fulfillment and retention.

**Key Question:**

**Campus Goal:**

|   |   |  |
|---|---|--|
|  | 5.1 To what degree do we systematically address social/emotional and academic needs?            |  |
|  | 5.2 To what degree are our learners involved and connected within the school community?         |  |
|  | 5.3 To what degree do we promote a growth mindset and action in our staff and student learners? |  |
|  | 5.4 To what degree do we hire, develop, and retain future-ready focused staff?                  |  |




# Learner-Centered Experience

**Definition:** An atmosphere that facilitates collaboration, creative thinking, and problem-solving.

**Impact:** Students will demonstrate ownership of their learning and develop future-ready skills.

**Key Question:**

**Campus Goal:**

|   |   |   |
|---|---|---|
|  | 6.1 To what degree are we creating engaging learning experiences that are inclusive and collaborative?                      |   |
|  | 6.2 To what degree do we facilitate, promote, and value students' ownership in their learning?                              | Teachers and Administrators will enhance the academic, emotional and social support for all students by enhancing student engagement, empowerment, and opportunities for decision-making with the educational setting at Fowler Middle School. (Decrease 42% of FMS students reporting that they do not look forward to school each day - Student Survey) |
|  | 6.3 To what degree are resources and learning spaces being utilized and adapted to support learner engagement and outcomes? |   |