

Fillmore Middle 2026 – 2027
Teacher and Student Success Plan



Prepared by:
FMS Community Council

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Land Trust Proposal
2026-27

Lisa DeGraffenried “Art Teacher”	\$40,000.00
Sub Incentive (\$60 per 5 Times Subbed)	\$2500.00
Faculty Meetings (50x10x21)	\$10500.00
Staff Meetings (25x5x12)	\$1500.00
Professional Development (20x200)	\$4000.00
Digital Citizenship	\$3000.00
Software (See Below)	\$17378.09
Hardware	\$15,900.13
Total	\$94778.22

Software

Iready	\$3400.00
Kids Discovery	\$300.00
Studies Weekly	\$1050.00
Lexia	\$1000.00
Delta Math	\$300.00
Keyboarding.com	\$682.00
Vocab Class	\$700.00
Iready MultiYear Agreement	\$10,946.09

Follow Up from our 25-26 Land Trust Plan

Our 25-26 Land Trust Plan consisted of three goals to increase student achievement:

1. Provide Enrichment Opportunities
2. Provide Intervention Opportunities
3. Provide Professional Development for Teachers

The plan is coming along very well as we have increased our test scores as planned. We have also increased the professional development within our school for our staff. The Art program has been a blessing for the students at Fillmore Middle School; we have hundreds of students getting the art experience that they would not be getting without the Trust Land program.

School Land Trust Plan (2026–2027 Goals)

Our Teacher and Student Success Plan consists of three goals. It is our belief that these goals will lead to an increase in student achievement.

1. Enrichment

We believe that by providing programs that recognize and make provisions for the needs of gifted and talented learners, we will help them along their way in reaching their full potential and improve upon their achievement. Our goal is to have students participate more in the arts.

- **Action Plan:** We plan to fund an Art Instructional Specialist for 5.75 hours each day. This specialist will provide weekly instruction to all of our 5th and 6th graders, as well as 6 sections of art for our 7th and 8th graders.

2. Intervention

We believe that by providing programs that recognize and make provisions for the needs of learners who are below the level of their peers, we will help them along their way in reaching their full potential and improve upon their achievement. Schoolwide, we would like to increase both our Math and ELA RISE proficiency scores by 2%.

- **Action Plan:**
 - **Lexia:** Purchase licenses for our ELL students to address oral language, reading, spelling, and writing skills.
 - **ALEKS:** Purchase licenses for 7th and 8th graders (web-based AI assessment and learning system for math).
 - **i-Ready:** Purchase licenses for 5th and 6th graders for math and reading intervention.
 - **Accelerated Reader:** Purchase to assess and improve reading comprehension.
 - **Gizmos:** Purchase licenses for virtual science labs that power inquiry and understanding.
 - **IXL:** Purchase Math and ELA licenses for all grades to provide individual guidance and real-time feedback.
 - **Substitute Incentive:** To address staff absences (27 unfilled among staff, 18 among teachers to date), we will pay substitutes a \$60 bonus after every 5th time subbing in our building.

3. Professional Development

We believe that teacher professional development has a direct influence on instruction and a positive correlation with student achievement. It is also our belief that every teacher should engage yearly in some type of professional development. Schoolwide, we would like to increase both our Math and ELA RISE growth scores by 2%.

- **Action Plan:** We will pay teachers for 1 hour of work at \$50.00. This time will fall outside of contract time and

will be used for monthly professional development opportunities.

- **Addendum:** Carry-over funds, and funds allocated but not used, will be put towards our professional development goal. There are often PD opportunities that fall on a Saturday; we would like to pay teachers at their daily rate when this happens. We are interested in seeking out gifted and talented PD opportunities.¹²

Digital Citizenship Plan

We have decided to focus on Digital Citizenship as the topic of our school safety plan. To ensure our students are prepared to be productive digital citizens, we will utilize the **Common Sense Education K–12 Digital Citizenship Curriculum** in alignment with the **Millard School District Policy Handbook (Article 5: Instructional Program & Article 6: Students)** regarding responsible technology use and student conduct.

Curriculum & Core Topics

Students will engage in lessons covering six core principles of digital life:

1. **Media Balance & Well-being:** Developing healthy screen time habits.
2. **Privacy & Security:** Managing passwords, data privacy, and avoiding scams.
3. **Digital Footprint & Identity:** Understanding the permanence of online activity.
4. **Relationships & Communication:** Communicating effectively and respectfully online.
5. **Cyberbullying, Digital Drama & Hate Speech:** Standing up to bullying and fostering kindness.
6. **News & Media Literacy:** Identifying credible sources and misinformation.

Implementation Plan

- **District Alignment:** This curriculum supports district goals for safe technology use (Policy 5080) and responsible student behavior (Policy 6100), ensuring students understand both the benefits and risks of digital environments.
- **Instruction:** We have an instructional aide who will facilitate lessons for all 5th and 6th-grade students using the Common Sense platform.⁴⁵
- **Expansion:** Lessons for 7th and 8th graders are being developed to ensure a comprehensive middle school trajectory.⁶⁷
- **Scope:** By the time students graduate, they will have received approximately 32 distinct lessons (8 per year) covering these essential topics.⁹
- **Family Engagement:** We will also distribute 'Family Tips' resources from Common Sense Media to support parents in reinforcing these concepts at home.

- Resources:

1. **Updated Dates:** The "Follow Up" section now correctly refers to the **25-26** school year.
2. **District Policy:** References to the **Millard School District Policy Handbook** (Policies 5080 & 6100).
3. **Detailed Curriculum:** The specific **Common Sense Education** implementation plan.

School Safety

The "I Love U Guys" Foundation covers its tragic origins, its core mission, and its two "Gold Standard" safety protocols used by over 70,000 organizations worldwide.

Page 1: Mission and Origin

1. The Origin Story: Turning Tragedy into Purpose The Foundation was established in 2006 by Ellen and John-Michael Keyes following a hostage crisis at Platte Canyon High School in Bailey, Colorado. Their 16-year-old daughter, Emily, was among the students taken. During the crisis, Emily sent two final text messages: one to her mother, "I love you u. K," and one to her father, "I love you guys."

These messages became the namesake and the soul of the organization. Instead of succumbing to despair, the Keyes family chose to "restore and protect the joy of youth" by creating a common language for emergency response.

2. Core Mission and Values

- **Mission Statement:** To restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, and government entities.
- **The Problem:** Before the Foundation, different schools and agencies used conflicting codes (e.g., "Code Red" vs. "Lockdown Level 4"), causing confusion for first responders during high-stress events.
- **The Solution:** Creating a "Common Lexicon"—a shared vocabulary that allows students, staff, and police to act in unison.

3. Program Philosophy The Foundation's programs are built on three pillars:

- **Kindness:** Counteracting the alienation and despair that often lead to violence.
 - **Community:** Engaging all stakeholders (parents, teachers, and law enforcement) as partners.
 - **Responsibility:** Shifting from "fear-based" drills to "muscle memory" training that empowers participants without traumatizing them.
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Page 2: The Practical Protocols

1. The Standard Response Protocol (SRP) The SRP is an action-based, all-hazards framework. Rather than planning for every possible scenario (fire, earthquake, intruder), it focuses on five specific actions:

- **Hold:** "In your room or area. Clear the halls." Used for internal situations like a medical emergency in a hallway.
- **Secure:** "Get inside. Lock outside doors." Used when there is a threat *outside* the building (e.g., police activity in the neighborhood).

- **Lockdown:** "Locks, lights, out of sight." The protocol for an immediate threat *inside* the building. Focuses on individual room security and silence.
- **Evacuate:** "To a location." Moving students and staff from the building to a predetermined safe zone.
- **Shelter:** "State hazard and safety strategy." Used for environmental threats like tornadoes or hazmat spills.

2. The Standard Reunification Method (SRM) The SRM addresses the "chaotic aftermath" of a crisis. Crisis recovery starts the moment the event begins, and the SRM provides a structured process for returning students to their guardians.

- **Accountability:** Ensures the school maintains a chain of custody for every student.
- **The Process:** Includes a "Check-in" area for parents, a "Staging" area for students, and a "Reunification" area where the handoff occurs after ID verification.
- **Reduced Trauma:** By providing a predictable, orderly process, the SRM helps de-escalate the high emotions and anxiety of parents and students alike.

3. Global Impact and Resources The "I Love U Guys" Foundation is unique because it provides its digital materials—manuals, posters, and training guides—at **no cost** to schools and districts. By removing the financial barrier to safety, they have ensured that school safety is a right, not a privilege.