

Fort Stockton Middle School Campus Improvement Plan

2011-2012



Committee Members:

Teaching Representatives	Non-Teaching Representative	Campus Administration	District-Wide Administration
Brad Anderson, Social Studies	Penny Dulaney, Counselor	Gil-Ray Madrid	Marlane Burns
Lindy Cordero, ELA	Betty McCallister, Assistant Principal		
Lea Daggett, PE			
Lorie Gladden, Science			
Anita Ibarra, Special Ed			
Raquel Mishnick, Math			
Gail Peace, ELA	Business Representatives	Community Representatives	Parent Representatives
Celina Portillo, Science	Delia Galindo	Rey Chapa	Zeke Hernandez
Dawn Ramirez, Electives	Adelina Salazar		Marissa Renteria
Sabrina Ruiz, Reading			
Anthony Urias, Math			
Norma Whaley, Special Ed			
Derric Workman, Social Studies			

Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

Goal 1: All students will reach high standards at a minimum attaining proficiency or better in core subjects by 2013-2014

Objective 1: Student progress is closely monitored and steps are taken to improve student performance immediately if a student falls behind. These reform strategies provide opportunities for all students to meet the states performance objectives

Statement of Need: All students must achieve commended status on state assessments.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
RS	At-Risk Counselor- Provides students in an at-risk situation services that are over and above what is required by law and local policy	Students in at risk situations	Counselor	August-May	Every 9 weeks	SCE funded 1.00 FTE Counselor	SCE \$60,756	Benchmark test (nine weeks)	Satisfactory performance on state assessments.
RS CNA	Computer Assisted Instruction- A paraprofessional oversees a computer lab and implements programs designed to meet individual student needs.	All	Principal	August-May	Every 9 weeks	SCE funded 1.00 FTE Paraprofessional T-1	SCE \$23,434	Benchmark test (nine weeks)	Satisfactory performance on state assessments.
RS	Library Aide-A paraprofessional assists students in developing library and computer skills	All	Principal	August-May	Every 9 weeks	SCE funded 1.00 FTE Paraprofessional	SCE \$13,983	Benchmark test (nine weeks)	Satisfactory performance on state assessments.
RS	Accelerated Math- This strategy uses supplemental personnel and materials to accelerate the instruction of students who have failed math state assessment test.	At risk students because of low performance on the state assessment in math	Principal	August-May	Every 9 weeks	SCE funded 1.87 FTE Teacher	SCE \$97,376	Benchmark test (nine weeks)	Satisfactory performance on state assessments.
RS	Disciplinary alternative education program is designed for students committing violations of district discipline policy or the law and cannot remain in the regular classroom. Instruction is coordinated with a regular teacher and provided by certified teachers and paraprofessional.	Students in at risk situations	Principal	August-May	Every 6 weeks	SCE funded 1.00 FTE Teachers .050 FTE Aides	SCE \$55,638	Mastery of TEKS Informal test Six Week Grades	Return to the regular classroom and satisfactory performance on the state assessment

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
T-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

RS	Grand Central Station is a 3 -tier program addressing student needs and individual student's learning style(s). Tier 1 is occasional tutorials, various strategies, and parent involvement. Tier 2 includes accelerated classes,, and computer aided instruction. Tier 3 includes before and after school tutorials and different strategies	Students in at risk situations due to failing state assessment	Principal	August-May	Daily	SCE funded 1.00 FTE Teachers 1.00 FTE Paraprofessional	SCE \$63,408	Mastery of TEKS	Satisfactory performance on the state assessment
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School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
T-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

Goal 1: All students, including all sub groups, will reach high standards based on AEIS and AYP passing guidelines.

Objective 2: The campus will develop and refine the process of vertical and horizontal curriculum alignment in all core subjects for TEKS and state assessments.

Statement of Need: All students must achieve commended status on state assessments.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
RS PD Coord CNA	Provide opportunities for staff to meet and correlate instruction with the TEKS and state assessments using alignment.	All	Department Chairs	August – May	August - May	Classroom Teachers	Local	Minutes for Meetings	Sign-in Sheets, Agenda, and meeting minutes.
RS A M	Modify curriculum and create common assessments in the core subjects.	All	Departments and Curriculum Directors	As needed throughout the year	Modified curriculum and common tests	Teachers & Curriculum Director	Local	Written Curriculum and Assessments	Sign-in Sheets, completed curriculum and improved test scores
CNA	Disaggregate state assessment data of Spring scores and assessments during the year.	All	Curriculum Director & Principal	Beginning of school in-service	May scores	Staff and DMAC	Comp time	Benchmark scores	Final state assessment scores
CAN M	Benchmark 3 times a year and provide tutorials as needed.	All	Departments and principal	October	January	Teachers	Local	Benchmark scores	Final state assessment scores
CNA RS	Develop interventions for students having difficulties	All	Dept. Chairs	August	May	Staff & Curr. Dir.	Local	Test Scores & Grades	Final Grades

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
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Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
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T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

Goal 1: All students, including all sub groups, will reach high standards based on AEIS and AYP passing guidelines.

Objective 3: The Middle School Campus will ensure access to and use of technology for 100% of students as guided by the TEKS.

Statement of Need: Students and teachers need to be able to readily use technology as a tool.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
Coord	Integration of Technology TEKS in all subject areas.	All	Classroom Teachers	August-May	N/A	Teachers and Educational Aids and computer labs	Local	technology survey	School year technology survey
PD CNA	Provide training in a variety of technology uses and ways to integrate technology into the classroom.	All	Technology department and ESC 18	On-going	Needs Assessment and training sessions during staff dev. days & after school	Teachers & tech. trainers and computer labs, ESC consultants	Local T-I T-IIA	technology survey	School year technology survey
Coord	Use of wireless lab in a variety of classroom settings.	All	All Staff	August	Usage of equipment—sign-out sheets.	Computers and lab aide	Local	technology survey	Teacher check-out sheet to track use.
Coord	Offer Technology Applications and Robotics as electives	All	Technology Teacher	August	Technology Test Score	Computer and Teacher	Local E-Rate	Technology Tests throughout the year	Technology Test scores end of year
CNA	United Streaming Training	All	Technology Representative	Fall	Sign-in sheets	Staff	Local	Benchmark data	Improved state assessment scores
RS	Web-based Remediation, skills software for core subjects	All	Core Teachers	Fall	Use of program	Software and lab aides	Dist. Tech.	State Assessment scores (fall)	State assessment scores spring
CNA M	Reading Computer Lab for acceleration in reading	All	Lab personnel and Reading Dept.	Fall	State assessment scores	Computers, software and lab personnel	Local	Last year's state assessment scores	Spring state assessment scores

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
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Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

Goal 1: All students, including all sub groups, will reach high standards based on AEIS and AYP passing guidelines.

Objective 4: Middle School Campus will use a variety of programs and instructional methods to improve reading skills for 100% of students, including special ed., dyslexic, ESL, migrant, gifted, at-risk, economically disadvantaged and homeless.

Statement of Need: State assessment scores in reading need to be maintained at 90% or above.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
RS CNA	Assess students periodically and tutor students who fail	All	Teachers	September	May	Staff & Curriculum Director	Local T-I SCE	Last year's state assessment scores	This year's state assessment scores
CNA	Administer Reading test for every student periodically.	All Reading Students	Reading teachers	September	May	Computer lab Lab aide and reading teachers	Local	Reading test scores in Sept.	Reading test scores in May
CNA M	Use Reading remediation programs with struggling readers in Reading Study Hall.	At-Risk and Sp. Ed and LEP students	Reading teachers	August	May	lab aide, reading teachers, computer aided instruction	Technology Local	Last year's state assessment scores	Last year's state assessment scores
RS	TALA Strategies (TX Adolescent Literacy Academies)	reading students	Reading teachers	October	May	TALA materials & guidelines	Region 18 ESC	Last year's state assessment scores	This year's state assessment scores
CNA	TMSFA (TX Middle School Fluency Assessment)	7 th graders failed state assessment	Reading teachers	September January	May	TALA/TMFSFA materials	Region 18 ESC	Last year's state assessment scores	This year's state assessment scores
CNA RS	Help for students through the use of tutorials and other interventions.	All	staff	August	# of students passing each 6 wks	Staff & community members	Local T-I SCE	Six Weeks Grades	State Assessment scores
CNA M	Reading Summer School	Students who failed state assessment in reading	Principal	June	# of students passing state assessment in reading	Summer school teachers	Local	Summer school evaluation	State Assessment scores
Coord.	ESL Students will attend both regular ELA/Reading classes and ESL Lab classes	ESL students	ESL teacher and ELA teachers	August	# of students passing each 6 weeks	Staff	T-I SCE	Six Weeks Grades	# of ESL students passing the state assessment

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
T-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

Goal 1: All students, including all sub groups, will reach high standards based on AEIS and AYP passing guidelines.

Objective 5: Middle School Campus will use a variety of programs and instructional methods to improve writing skills for 100% of students, including special ed., dyslexic, ESL, migrant, gifted, at-risk, economically disadvantaged and homeless.

Statement of Need: State Assessment scores in writing need to be maintained at 90% or above.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources Human/ Materials	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Formative	Summative
CNA RS	Instructional help for students through tutoring and interventions	All	staff	August	# of students passing each 6 wks	Staff	T-I Local SCE	Six Weeks Grades	State assessment scores

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
T-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

Goal 1: All students, including all sub groups, will reach high standards based on AEIS and AYP passing guidelines.									
Objective 6: Middle School Campus will use a variety of programs and instructional methods to improve math skills for 100% of students, including special ed., dyslexic, ESL, migrant, gifted, at-risk, economically disadvantaged and homeless.									
Statement of Need: State Assessment scores need to improve to meet state requirements.									
School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
CNA	Administer STAR math testing 3 times/ year in math and assess periodically in math.	All Students	Math	September January May	test results after each test	Teachers Computer Labs and math aide	Local T-I SCE	Test scores in Sept. & Jan.	Test scores in May
CNA R M	Following each test, students who fail (at-risk) to master specified objectives will receive accelerated instruction (tutorials) set up by the classroom teacher and/or department.	All	Class-room teacher	August-May	Exam scores and records of students in tutorials	TMSDS and teacher made tests Blue Folder (DMAC)	Local	State Assessment scores ending previous year	State Assessment scores ending current school year
CNA RS	Student Interventions	All	Math	August-May	Daily Work	Computer Programs CScope activities	Local SCE	State Assessment Scores, 6 Weeks Averages Benchmarks	State Assessment Scores ending current school year
RS CNA	Incorporate various types of manipulative tools to help enhance learning and learning styles.	All	Staff	August -May	Test scores and daily work	Teachers and curriculum aides CScope	Local	Previous year's state assessment scores	Current year's state assessment scores
RS M	Implement more hands-on activities to enhance problem solving skills	All	Math	August-May	State assessment scores & daily work	Staff, curriculum, and Dana Center Tool Kit & CScope	Local	Previous year's state assessment scores	Current year's state assessment scores
RS CNA	Offer computer aided instruction	Sp. Ed. Students	Panther Express Staff and resource	August	Testing results	Staff and LP system	Sp. Ed. SCE	Grade level of achievement in August	Scores in April
RS	Benchmark determine students needing extra help through tutorials	All	Staff	October January	State assessment results	Staff	Local	Previous year's state assessment scores	Current year's state assessment scores
Coord CNA	Access to Computer Labs and software programs	All Students	Staff	August-May	Improved math scores	Panther Express, teachers, labs, and lab aides.	Local \$10,000	Previous year's state assessment scores	Current year's state assessment scores
RS CNA	Motivate students to reach their goals by using various rewards and recognition ceremonies, etc.	All Students	Teachers	August-May	Improved math scores	Teachers and Objective Wall Charts	Local Pinon \$8,000	Previous year's state assessment scores	Current year's state assessment scores

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
T-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

Coord	Offer Algebra I Class to gain high school Credit if student meets all predetermined criteria.	Students meet qualifications	Urias	August-May	Alg. 1 end-of-course scores	Mr. Urias	Local	Alg. 1 pretest	Alg. 1 EOC Test
CNA M	Have summer school, math blitz, rotations, and math workshops to improve students' knowledge of math concepts for all students	Students who failed state assessment in math	Principal	June	Previous years state assessment scores	Math teachers	T- I SCE	Previous year's state assessment scores	Current year's state assessment scores
RS CNA	Double-block math for accelerated instruction.	Students scoring below pre established scale score	Staff	August	May state assessment scores	Math teachers	T-I	Previous year's state assessment scores	Current year's state assessment scores

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
T-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

Goal 1: All students, including all sub groups, will reach high standards based on AEIS and AYP passing guidelines.

Objective 7: Middle School Campus will use a variety of programs and instructional methods to improve social studies skills for 100% of students, including special ed., dyslexic, ESL, migrant, gifted, at-risk, economically disadvantaged and homeless.

Statement of Need: State assessment scores in social studies need to maintain 90% mastery.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
RS CNA	Motivate students to reach their goals in social studies by using various rewards and means of recognition.	All	Teachers	August	May	Funds for rewards	Pinon \$8,000	Scores in August	Scores in May
CNA RS	Assess students & tutor & do interventions for those at risk. Study Island	All	Teachers	October	May	Staff & Curriculum Director CScope	Local	6 weeks and 9 week benchmark tests	State assessment scores and end of course exams
M	Use <u>History Alive!</u> Curriculum in all social studies classes. United Streaming	All	Teachers	August	May	Curriculum Materials CScope	Local	Six Week Exams	State assessment scores and end of course exams
RS	Aligned, Common Curriculum with common CScope assessments	All	Teachers	September	May	Curriculum Materials CScope	Local	Weekly Alignment Checks	Final Curriculum

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
T-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

Goal 1: All students, including all sub groups, will reach high standards based on AEIS and AYP passing guidelines.

Objective 8: Middle School Campus will use a variety of programs and instructional methods to improve science skills for 100% of students, including special ed., dyslexic, ESL, migrant, gifted, at-risk, economically disadvantaged and homeless.

Statement of Need: State assessment scores in science need to improve from 69% mastery to 80%.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
RS CNA M	All students will use safe and appropriate scientific investigations and understand key vocabulary and concepts as required in TEKS.	All	Teachers	August-May	May	Common 5-E Lesson Plans; Texts and lab materials	Local	Benchmarks Oct. & Jan. 6 weeks tests	End of year state assessments & End of Course Exams
CNA RS	Motivate students to master science concepts and process skills by using various rewards and means of recognition.	All	Teachers	August-May	End-of -course exams	Funds for rewards	Pinon	Assessments and labs	State assessment scores
RS	Pre-assess and identify weaknesses through TEKS checks.	All	Teachers	September	May	Staff & Curriculum Director	Local	Pre-Assessment; Benchmarks	State assessment scores this year
CNA	Students failing six weeks test & benchmarks will be targeted for tutoring. Track success on each SE to target in tutorials. Tutoring before and after school.	8 th graders	Teachers NJHS tutors	October	May	Staff, Foldables, hands-on re-teaching, Vocabulary games, TMSDS Tests, Study Island, Brain Pop	Local	Quizzes; Six week exams	End of year state assessments

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
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Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

Goal 1: All students, including all sub groups, will reach high standards based on AEIS and AYP passing guidelines.									
Objective 9: Middle School Campus will ensure that 100% of students' academic ability will be challenged to the extent they are able to perform.									
Statement of Need: All students including at risk, gifted and talented, and special ed. must be encouraged to achieve to their ability level.									
School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
PD HQ CNA	Pre-AP classes in language arts, social studies, science and math will serve gifted and advanced students	Identified GT students as those recommended by subject area teachers	AAP teachers	August-May	# of students in GT and enriched classes	Teachers	Local	# of advanced classes	# of advanced classes and # of students served
PD RS	Work through district alignment process to align the G/T curriculum vertically.	Identified GT students as those recommended by subject area teachers	Curriculum director and coordinators	August-May	Aligned curriculum	staff	Local	Curriculum documents from last year	Updated Curriculum document
RS	The percentage of students enrolled by ethnic and socio-economic categories will be in proportion to students enrolled by ethnic & socio-economic categories in the over-all school population.	G/T and honors in all groups	Counselors and Instructors	August	# of students in various ethnic, socio-economic and at risk pops.	Teachers and counselors	Local	% of students in each category	% of students in each subgroup in each program
PD	Teachers will update G/T training yearly to serve advanced students	Advanced Students	AAP staff	August-May	In-service records	Teachers and trainers	Local	Training records	Training records for all G/T teachers
CNA	Implementation of Honors Program	Advanced Students	Teachers as assigned	August-May	May scores	Staff	Local	6 weeks grades	6 weeks grades
RS M CNA	Continue implementation of Panther Express	At-risk students	Panther Express staff & teachers	August-May	May scores	Panther Express Staff Training at CLDC	Local T-I Sp. Ed.	6 weeks grades	May state assessment scores & passing rate
RS CNA	Comprehensive Analysis Program for Sp. Ed. Students	Sp. Ed.	Special Ed director	August-May	Sp. Ed. Records	Sp. Ed. Teachers, counselors	Sp. Ed.	Survey records for previous year	Survey records for this year
M RS	Dyslexia Treatment Program will be offered.	Sp. Ed./At Risk	Dyslexia specialist	August-May	Improvement in Student Grades	Teachers	Local	Student Grades	Improvement in Student Grades
RS M	RTI to ensure that students receive intervention in all subjects	All	All staff	August-May	May scores	Staff	Local	6 weeks grades	May state assessment scores & passing rate
RS	Resource Students are mainstream and in Resource Labs	Special Ed. Resource Students	Counselors, ARD committee	August	Grades for students	Resource Lab teacher	Sp. Ed. Local	Special Ed. students' state assessment scores	Improved state assessment scores and grades

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
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Program Budget Codes				
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Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

Goal 1: All students, including all sub groups, will reach high standards based on AEIS and AYP passing guidelines.

Objective 10: All Teachers will receive both general and subject- specific staff development to keep them up to date on recent research and new ways to increase student understanding and success.

Statement of Need: Teachers need training to meet the needs of all students—at risk to gifted.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
PD CNA Coord	Texas Academic Literacy Academy (TALA) for core teachers	All	ESC 18	Fall	Usage in classrooms	Teachers and CScope curriculum	Local	Training sign-in sheets	Improved state assessment scores
CNA PD	Continued CScope Curriculum Alignment Continued and updated	All	Curriculum Director	Fall	CScope Curriculum Documents	Consultant	TI-ARRA Local	Last year's state assessment scores	This year's state assessment scores
PD	Beginning of School Inservice Training: RTI, Inclusion, Nonviolent Crisis Intervention, data disaggregation to target at-risk students, Bloodborne Pathogens, Sexual Harrassment, Differentiated Instruction, and Classroom Management	All	Curriculum Director & Central Office Administration	Fall	Sign-in Sheets for Sessions	ESC Consultants, guest speakers, and local Administrators	TI-ARRA Local	Last year's state assessment scores	This year's state assessment scores

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
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T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

Goal 2: Fort Stockton Middle School will increase parental and community involvement.									
Objective 1: FSMS will continue to develop partnerships with community, business and higher education entities, and other governmental entities.									
Statement of Need: Parental involvement is needed as indicated by teacher and community surveys.									
School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
PI	Solicit business and community participation in education to encourage student achievement	All	Dist.& Staff	August-May	Calendar of events	SEED Board, Pinon FSMS	Local Pinon SEED	Contributions to SEED from the public	# of events throughout school year and amount of contributions
PI	Sponsor parental involvement events	All	Staff	August-May	Sign in sheets	parents, staff	Local \$500	Meet the Teacher Night, G/T Parents Night, UIL Parents, Awards Ceremonies, sponsors for school trips, parent chaperones at school events	# of attending Sign-In Sheets when applicable
PI	Partnership with Midland Comm. Theater and Abel Hanger Foundation	All	Staff	September-August	Parent Permission Forms	Teacher, Parents	Local	Interest in Program	# of students attending

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
T-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

Goal 2: Fort Stockton Middle School will increase parental and community involvement.									
Objective 2: FSMS will provide support to maintain and/or increase communication between home and school in English and Spanish.									
Statement of Need: Parental involvement through communication and school activities which include parents.									
School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
PI	Produce a newsletter each six weeks in both English and Spanish and put it on the FSISD Website	All	Prin.	September November January February April	Copies of newsletters	FSMS Admin.	Local \$500	Copies of newsletters	Parental satisfaction and feedback
PI	FSMS Student Handbook & Student Code of Conduct and Parent Involvement Policy & Title 1 Parent Compact	All	Prin.	August-July	Copies of documents	FSMS Admin.	Local \$500	Copies of handbook	Parental satisfaction and feedback
PI CNA	Announcement of events by news media, radio, marquee, website, and TV	All	Staff & Prin.	August-July	Copies of faxes to media	Admin & Staff	Public Service	Parent response	End of year survey
PI CNA	Allow parents to view student grades via tx Gradebook	All	Staff	August- May	Parent satisfaction	Technology available thru computer lab	Local	Parent usage	# of parents signed on to GradeSpeed
PI	Parental involvement in intervention and retention meetings	All	Staff & Admin.	August-July	Parental attendance at meeting	Counselors/teachers/ Admin	Local	Parental response	# of retainees, Student response/success
PI CNA	Utilizing a call home system informing parents when their child misses school	All	Admin	August-July	Call Records/reports	FSMS Admin	Local	Parental response	End of year Attendance rate.
PI	Have student registration for 2 weeks before school begins	All	Admin	August	# of schedules picked up	FSMS Admin., aides, teachers & counselors	Local	Number of students preregistered	Parental satisfaction and feedback
PI	Have a 6 th grade night to pre-register 6 th graders & Cub Camp for 6 th graders to aid in transition	All 6 th graders	Counselors & Admin.	March of 5 th grade year	# of parents attending & # at Cub Camp	Staff and pre-registration materials	Local	Copies of pre-registration materials and sign- in sheets	Parental satisfaction and feedback
CNA PI	Use Aide to communicate with parents in English and Spanish	All	Secretaries, and aides	August	Parent and Teacher satisfaction	Aide	Local	Previous Year's parent Survey	Parent Survey
PI	Math & Science state assessment Review Blitz	All	Math & Sci. departments	April or May	Parents & Students attending	Teachers & Instructional Aides	Local \$1,200	Students & Parent Response	Student success on state assessment Tests
PI	Band & Choir Fall, Winter & Spring Concerts	Band & Choir Students	Band & Choir Directors	October, December & April	# attending and student participation	Band & Choir Directors	Local	Past attendance	# of attendees and parent response

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
T-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

PI	Parent Meetings at night: Meet the Teacher, ESL, G/T.	ALL	Teachers	September	# of parents attending	Staff Members	Local, funds	Public response	# of attendees and sign-in sheets
PI	Inform parents of awards and incentive programs in newsletter, Pioneer, and on website.	All	Admin.	September	May	Staff members	Local	Public response	Attendance at awards ceremonies
PI	Athletic Events	FSMS Athletes	Coaches & Admin	August-May	# of parents attending	Coaches	Local	Public response	Attendance of athletic events

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
T-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

Goal 3: FSMS will ensure all teachers and para-educators are highly qualified.									
Objective 1: FSMS will determine compliance with highly-qualified standards.									
Statement of Need: NCLB legislation requires that 100% of teachers be highly qualified.									
School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
E/R	Campus will only hire highly qualified teachers when possible	All	Principals & Interview Committee	August	# of highly qualified teachers	Teachers and Principal	Local	Personnel records when staff is hired	Certifications held by the end of the year
HQ	Uncertified personnel will be mandated to obtain certification in order to remain employed.	All	Superintendent School Board	August	May	Central Office	Local	# of certified personnel in fall	# of certified personnel in spring
HQ	Teachers will complete Teacher Computer Competency Certification	All	Staff and Technology Coordinator	August	March	Technology Dept.	Local	# of teachers completing certification	# of teachers completing certification

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
T-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

Goal 3: FSMS will ensure all teachers and paraprofessionals are highly qualified.									
Objective 2: 100% of educators will participate in continuing professional development in their teaching field as well as high priority needs.									
Statement of Need: Teachers need training to meet the need of students so that testing results will improve.									
School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
PD	Curriculum Alignment Training	All	Admin	Summer	Curriculum Documents	Staff & curriculum director	Local \$1000	Framework, sign-in sheets, agenda	Completed curriculum documents
PD	Gifted and Talented update training	All	GT	August	May	G/T Coordinator & ESC	GT \$1000	Sign-in Sheets, Agenda	State Guidelines met
PD	Technology Integration Training	All	Debra Ezell	August	May	Technology	Local	Needs Assessment	Technology survey
PD	Special Education Training, Crisis Prevention, response to intervention (RTI), modification training, etc.	Special Ed	Special Ed. Director	August	May	Sp. Ed. Personnel	Sp. Ed.	Required training	Sign-in Sheets
PD	Safety Training	All	Admin	August	# of accidents	Safety Trainer	Local	Sign-in Sheets	# of injuries during the year

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
T-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.									
Objective 1: The campus and district will provide safe school training for 100% of personnel.									
Statement of Need: All staff needs to be well trained to handle any discipline or safety issue.									
School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
PD	Provide staff development pertinent to students needs involving student safety (HAZCOM) & Diabetes Training	All	Admin.	August	May	Nurse, Coaches, ESC 18	Local	Attendance and evaluation of PD.	Sign in sheets.
PD CNA	Provide staff development on basic school law pertaining to student and teacher safety.	All	Admin.	August	May	Region 18, FSISD staff, Law enforcement, Lawyers.	Local	Attendance and evaluation of PD.	Sign in sheets.
PD	Provide staff development on an updated Multi Hazard Emergency Operations Plan (Have drills on emergency situations.)	All	Admin.	August	May	Region 18, FSISD staff, Law enforcement, school nurse	Local	Attendance and evaluation of PD.	Sign in sheets.
PD	Staff development on an accident prevention plan	All	Admin.	August	May	Region 18, FSISD staff, School nurse.	Local	Attendance and evaluation of PD.	Sign in sheets
PD CNA	Staff development on discipline strategies, reports, & policies for the campus.	All	Admin.	August	May	Region 18, FSISD, Board Policy	Local	Attendance and evaluation of PD.	Sign in sheets
PD	Provide staff development on student code of conduct & emphasize changes.	All	Principal	August	May	FSISD	Local	Attendance and evaluation of PD.	# of student referrals
RS	Security Audit conducted once/3 years by ESC or FSISD	All	Principal	August	May	ESC 18 & SDFS District Personnel	Local	Audit results of previous audit	Audit results at next audit.
RS	Perform emergency drills throughout the year.	All	Admin	August	May	Law enforcement and Fire department	Local	Drills and assess the results of each drill	Summary of drills. State Fire Marshall
RS	AED and EpiPens displayed for use on campus	All	Trained staff	August	May	Local school nurses & secretary	Local	Attendance and evaluation of PD.	Sign in sheets

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
T-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 2: The campus will adopt programs to address citizenship and accountability for 100% of students.

Statement of Need: Students need to know the rules and abide by them.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources Human/ Materials	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Formative	Summative
HQ E/R	Principal, School Resource officer, and staff will monitor school security.	All	Principal	August	May	FSISD, law enforcement	Local	Evaluation, written policies.	Feedback through surveys and staff development.
RS	Have new ID Badges for Staff and Substitutes	All	Principal	August	May	Badges	Local	Feedback from staff	Survey in May for staff satisfaction
CNA	All appropriate staff will be utilized for supervision at recess, before/after school and passing periods.	All	Principal	August	May	FSISD	Local	# of referrals last year	Feedback through surveys and staff development.
HQ	Use of drug dog on campus. Weekly, Daily at different times	All	Principal	August	May	Law enforcement	Local	# of referrals last year	# of referrals for drugs.
RS	Utilize anti-drug strategies to discourage use of illegal substances.	All	Principal, Counselors	August	May	FSISD, Region 18, Officer. Guest Speaker-border patrol agent	SDFS	# of referrals last year	Feedback through surveys and staff development.
CNA	Maintain clean and orderly school facilities	All	Principal	August	May	Staff, Maintenance	Local	Facilities check list Electronic work orders	Feedback through surveys and staff development. Work order reports.
CNA	Student Code of Conduct & Handbook will be provided to all students/and parents	All	Principal	August	May	Staff, FSISD	Local	# of referrals last year	# of referral as compared to last school year
RS	Maintain efficient documentation method of student discipline. TxEIS	All	Assistant Principal	August	May	Staff, FSISD	Local	# of referrals in during school year	Feedback through surveys and staff development.
RS	Maintain school-wide system of consequences for certain infractions. Code of Conduct	All	Assistant Principal	August	May	Staff, FSISD	Local	Feedback through surveys	Feedback through surveys and staff development.
RS CNA	Provide students with training, Cub Camp, etc.	All	Principal	August	May	Staff, FSISD, MHMR/Choices	Local Grant	Feedback through surveys	Feedback through surveys and staff development.
RS CNA	Security camera Increase	All	Admin	October	May	FSMS, Officer	Local	Pre-camera incidents	Post-camera incidents
RS	Campus Crime stoppers	All	Admin	October	May	FSMS, Officer	Local	Incidents prior to CS	Participation of Crime Stoppers, Crimes solved.
RS	Utilize consequences as deemed in code of conduct for unwanted behavior.	All	Principal, Assistant Principal	August	May	Staff, ISS	Local	# of referrals last year	# of referrals this year
RS	Provide motivational programs dealing with behavior, attitude, etc. to influence students to positive behaviors	All	Counselors	August	May	Motivational speakers & videos	Local	# of referrals last year	# of referrals this year

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
T-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Middle School Campus Improvement Plan for school year 2011-2012

RS	Implement Safe, Responsible, Respect program to address student behavior	All	All staff	August	May	Counselors, Assistant Principal	Local	# of referrals last year	# of referrals this year
RS CNA	Implement rewards for attendance, attitude, and achievement according to Pinon Grant guidelines	All	Staff	August	December May	FSISD Staff	Grant funds	Increase of awards throughout program	# of students earning perfect attendance rewards and referral free awards

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
T-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Goal 5: 100% students will graduate from high school.									
Objective 1: FSMS will maintain and increase communication between home and school in English and Spanish.									
Statement of Need: Parents must be involved in order for students to do well in school.									
School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
PI	Continue intervention meetings	All	Campus teachers	Beginning of current year	End of current year	Campus personnel	local	Sign-in sheets at conferences	Survey of parent satisfaction
RS CNA	Continue to actuate lines of communication with campus counselors for collaborative efforts such as Grand Central Station to meet needs of at-risk students.	All	All	Beginning of current year	End of current year	Campus Personnel/ resource officer	Local T-I SCE grant	# of retainees and attendance in previous year	# retained and attendance rate for current year
CNA M	Programs for students having academic difficulties: tutorials, Saturday School, and Grand Central Station.	All	Teachers,	Beginning of Current Year	# of students attending	Teachers	Local T-1 SCE	# with progress reports & failing grades at 6 wks	#actually failing
RS	Maintain phone and communication logs for parent contact	All	Teachers and administrators	Beginning of Current Year	# of students passing	Staff	Local	Failure rate of previous year	Failure rate for current year
PI	Use of txConnect for parents to access student grades	All	Counselors	August	# of parents using txConnect	Staff	Local	# of parents on txGradebook previous year	Parent use of txGradebook
PI	School messenger to contact parents when students are absent	All	Attendance Clerk	August	May	Staff	Local	Report of call logs	End of year attendance rate

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
T-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Goal 5: 100% students will graduate from high school.

Objective 2: FSMS will identify and assist with student difficulties.

Statement of Need: Students sometimes fall “through the cracks” and don’t get the help they need

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
PI RS	Solicit business and community participation in education. (SEED, Pinon Grant, etc.)	All	Campus administrator	Beginning of Current Year	End of Current Year	Campus administrator and staff	Grants	Records of business and community involvement last year	Records of business and community involvement this year
RS CNA	Pregnancy Related Services (PRS) Program	Pregnant Students	Nurse, Counselor	Beginning of Current Year	End of Current Year	Nurse Counselor	Local SCE	# of students served	# of those students who stay in school
CNA	Continue program of dropout prevention through attendance tracking, home visits, Grand Central Station.	All	Admin. Parent Liaison	Beginning of Current Year	End of Current Year	Attendance records and grade reports	Local SCE T-IC	# of dropouts and failure rates previous year	# of dropouts and failure rates of current year
CNA	Continue counseling programs for suicide prevention, anger management, and conflict resolution, etc. as needed.	All	Counselors	Beginning of Current Year	End of Current Year	Counselors, Ministerial Alliance, MHMR, and training materials	Local SCE	Counselors' logs for previous year	Logs of Current Year
RS PI	Develop Personal Graduation Plan for 7 th and 8 th graders failing state assessments	All at-risk students	Counselors	Beginning of Current Year	End of Current Year	Counselors, teachers, parents	Local T-I SCE	Guidance folders	Guidance folders May of current year

School wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual/ESL	SCE	State Compensatory Educ.	Other sources
T-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Independent School District
Fort Stockton Middle School

State Compensatory Education: An Addendum to the
Campus Improvement Plan
School Year 2011-2012



Fort Stockton Independent School District Fort Stockton Middle School State Compensatory Education

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Fort Stockton Independent School District

Fort Stockton Middle School

A Comprehensive Needs Assessment for School Year 2011-2012

The Fort Stockton Middle School serves approximately 538 students in grades six through eight. Based on the data submitted to the Texas Education Agency in the NCLB Consolidated Federal Grant Application for school year 2011-2012, 62.8 percent of the students enrolled in the school are eligible for free or reduced price lunches. This compares to a State average of 59.0 percent.

Turning to students in at-risk situations, based on the State criteria, the greatest numbers of students in at-risk situations are in the category "performing unsatisfactorily on the TAKS." Two hundred seventy students or 50.2 percent were identified in this category. One hundred twenty students or 22.3 percent were in the category of "not advanced from one grade to the next for one or more years," and 45 students or 8.4 percent were classified as "limited English proficient" (LEP) by the Language Proficiency Assessment Committee (LPAC). Thus, approximately 300 students or 55.8 percent of the 538 students enrolled at the school fall into one or more of the at-risk categories. This compares with the State average of 47.2 percent. (See Appendix A: Identification of Students in At-Risk Situations)

The school was rated as "Academically Acceptable" by the Texas Education Agency based on performance on the Academic Excellence Indicator System (AEIS) for school year 2010-2011 after being rated as a "Recognized" school for school year 2009-2010. Passing rates on the TAKS tests were mixed with gains being realized on some, but with losses on others. The most significant losses were realized in reading and science where the passing rates for all students dropped by 3 and 7 percentage points respectively. Students in at-risk situations saw gains in social studies but sustained losses in reading, writing, and science while holding their own in mathematics. All students and all student groups did least well in science and mathematics where the passing rates for all students were 71 and 73 percent respectively. (See Appendix B: Three-Year TAKS Results) Thus, one may conclude that additional emphasis should be placed on science and mathematics for all students and especially students in at-risk situations during school year 2011-2012.

Based on the evaluation of the programs and services funded with State Compensatory Education funds, the Grand Central Station program was the most successful with a success rate of 80.0%. The remaining programs were considered marginally successful with passing rates ranging from a high of 66.7 percent to a low of 63.2 percent. (See Appendix C—Evaluation of School Year 2010-2011 Programs and Services) The school will eliminate the TAKS Accelerated Social Studies and TAKS Accelerated Math programs beginning with school year 2011-2012.

Based on the opinion of the principal, the greatest challenge for school year 2011-2012 is to improve student performance in Math and Reading based on benchmarks tests and previous TAKS tests. Other concerns are student performance in science and addressing the needs of English language learners. In view of these challenges, more computer assisted instructional programs will be implemented, i.e., Study Island and Brain Child as well as Brain Child for English language learners during school year 2011-2012.

**Description of SCE Programs and Services, 2011-2012
Ft. Stockton Middle School**

Campus Improvement Plan

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading, mathematics, and science by 2013-2014.

Objective 1: Student progress is closely monitored and steps are taken to improve student performance immediately if a student falls behind. These reform strategies provide opportunities for all students to meet the state's performance objectives.

Statement of Need:

School wide Comp.	Action/Strategy	Student Population	Staff Resp.	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
RS	At-Risk Counselor — Provides students in at-risk situations services that are over and above what is required by law and local policy.	Students is at-risk situations	Counselor	August 2011-May 2012	Every nine weeks	SCE Funded 1.00 FTE Counselor	SCE Funded \$ 62,889	Benchmark Test (nine weeks)	Satisfactory performance on the STAAR tests
RS	Computer Assisted Instruction —A paraprofessional oversees a computer lab and implements programs designed to meet individual student needs.	All students	Principal	August 2011-May 2012	Every nine weeks	SCE Funded 1.00 Paraprofessional	SCE Funded \$ 24,939	Benchmark Test (nine weeks)	Satisfactory performance on the STAAR tests

School wide Comp.	Action/Strategy	Student Population	Staff Resp.	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
RS	Library Aide —A paraprofessional assists students in developing library and computer skills.	All students	Principal	August 2011-May 2012	Every nine weeks	SCE Funded 1.00 FTE Paraprofessional	SCE Funded \$ 14,911	Benchmark Test (nine weeks)	Satisfactory performance on the STAAR tests
RS	Accelerated Math — This strategy uses supplemental personnel and materials to accelerate the instruction of students who have failed the last Math TAKS test.	Students in at-risk situations because of unsatisfactory performance on the last TAKS Math test	Principal	August 2011-May 2012	Every nine weeks	SCE Funded 2.00 FTE Teachers	SCE Funded \$ 90,083	Benchmark Test (nine weeks)	Satisfactory performance on the STAAR Math test
RS	Instructional Assistance — Paraprofessionals compliment the regular classroom teacher's instruction by working in small groups or on a one-on-one basis with struggling students.	Students in at-risk situations because of unsatisfactory performance on the last TAKS tests	Principal	August 2011-May 2012	Every nine weeks	SCE Funded 2.00 FTE Paraprofessional	SCE Funded \$ 36,301	Benchmark Test (nine weeks)	Satisfactory performance on the STAAR Social Studies test

School wide Comp.	Action/Strategy	Student Population	Staff Resp.	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
RS	Grand Central Station —This is a three tier program designed to address students' needs by teaching to the individual student's learning style(s). Tier 1 includes occasional tutorials, various strategies and parent involvement. Tier 2 includes accelerated classes, tutorials during the activity period, and study island. Tier 3 includes before and after school tutorials and different strategies.	Students in at-risk situations due to failing the STAAR	Principal	August 2011-May 2012	Daily	SCE Funded 1.00 FTE Teacher	SCE Funded \$48,156	Mastery of TEKS	Satisfactory performance on the STAAR

Other Resources for Compensatory Activities

Federal Programs

1. **ESEA, Title I, Part A—Basic Programs Operated by LEAs:** These funds are used to implement a schoolwide program designed to upgrade the entire instructional program at this school. Three teachers and one paraprofessional are employed with these funds to decrease the class sizes at this school and thereby provide more teacher time with all students. In addition to personnel, the program encourages parental participation in the education of their children. A parent coordinator facilitates parent involvement. The purpose of the Title I program is to provide opportunities for all students to acquire the knowledge and skills necessary to pass the state's challenging performance standards, i.e., the State of Texas Assessments of Academic Readiness (STAAR).
2. **ESEA, Title I, Part C—Migrant Education Program:** A variety of services are provided for the benefit of children from migratory families from these funds. Services include identification and recruitment, accelerated instructional strategies, professional development activities, a summer program, and parental involvement activities.
3. **ESEA, Title II, Part A—Teacher and Principal Training and Recruitment:** These funds are used for payroll costs at the elementary schools to reduce class size. Professional development activities will also be funded with these monies for district-wide services should additional funds become available.
4. **ESEA, Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient and Immigrant Students:** These funds are primarily used to provide professional development activities to enhance the skills of teachers of English language learners. English language learners are considered to be in an at-risk situation by State definition. Part of these funds is also used for a parent outreach program.
5. **Special Education:** This program is designed to meet the special education needs of students who have been identified by the Admissions, Review, and Dismissal (ARD) Committee as having a disability. The ARD designs an individual education plan for each student so identified. Special education services are then provided in accordance with the individual education plan and funded with Federal and/or State funds. Services include, but are not limited to, resource room, self-contained, physical and speech therapy, occupational therapy, and inclusion. In every case, the least restrictive environment is selected to provide these services in an atmosphere as close to the regular classroom as possible.

State Programs

1. **English as a Second Language:** Funds received from the state for this program are used to supplement the district's resources to develop special language programs for students classified as English language learners by the Language Proficiency Assessment Committee (LPAC). The goal of these programs is to transition the students from their home language to English while maintaining the student's skills in his/her home language and creating an appreciation of the student's culture. English language learners are considered as being in an at-risk situation by State definition.

Appendices:

Appendix A—Identification of Students in At-Risk Situations

Appendix B—Three- Year STAAR Results

Appendix C—Evaluation of School Year 2010-2011 Programs and Services

Appendix D—State Compensatory Education Budget

Appendix E—Assurance and Good Practices

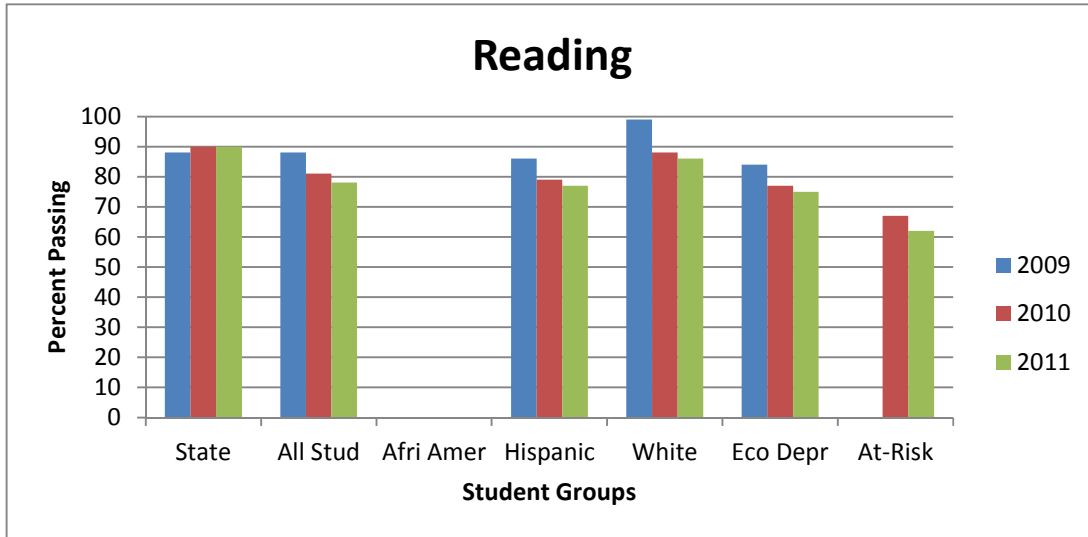
Appendix A—Identification of Students in At-Risk Situations

Number of students enrolled by grade level		6	7	8	Total	Percent
		168	201	169	538	100.00%
Number of students . . .						
A	not advanced from one grade to next for one or more years	40	45	35	120	22.30%
B	with below 70 average in 2 or more foundation courses during a semester of SY2010-2011 or SY2011-2012		12	5	17	3.16%
C	who have previously performed unsatisfactorily on TAKS and who have not, on subsequent administrations, achieved 110% of TAKS performance standards	90	105	75	270	50.19%
D	performing unsatisfactorily on readiness test or assessment instrument during 2011-2012					
E	pregnant or parenting during 2011-2012	0	0	1	1	0.19%
F	placed in alternative education program during 2010-2011 and/or 2011-2012	1	3	7	11	2.04%
G	expelled during 2010-2011 and/or 2011-2012	0	0	0	0	0.00%
H	currently on parole, probation, deferred prosecution, or other conditional release	5	5	5	15	2.79%
I	previously reported through PEIMS as having dropped out of school	0	0	1	1	0.19%
J	identified as Limited English Proficient (LEP) during 2011-2012	12	20	13	45	8.36%
K	in custody or care of the Department of Protective and Regulatory Services or referred to that Department during 2011-2012	0	0	0	0	0.00%
L	who are homeless during 2011-2012	0	0	0	0	0.00%
M	residing in a residential placement facility in the district during 2010-2011 and/or 2011-2012	0	0	0	0	0.00%

Appendix B—Three Year TAKS Results

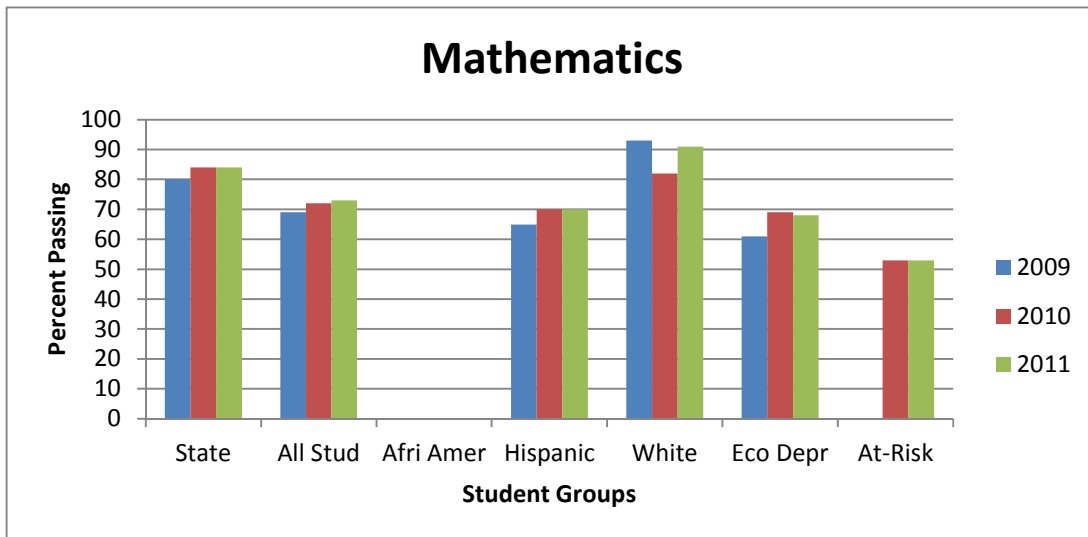
Reading/English Language Arts

Year	State	All Stud	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	88	88	*	86	99	84	NA
2010	90	81	*	79	88	77	67
2011	90	78	*	77	86	75	62



Mathematics

Year	State	All Stud	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	80	69		65	93	61	
2010	84	72		70	82	69	53
2011	84	73		70	91	68	53



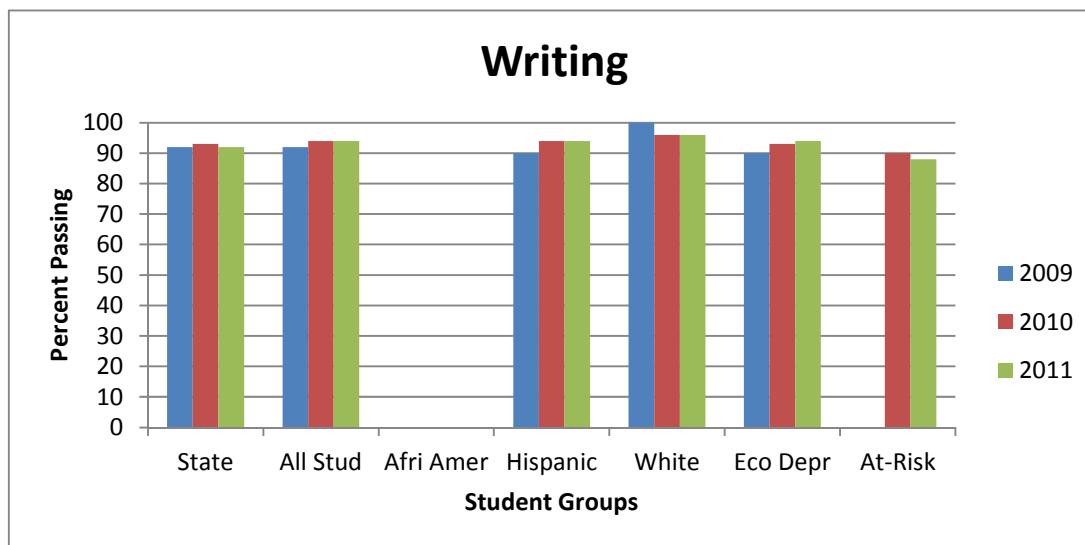
* Indicates that there were too few students to generate a passing rate.

N/A = Data not available

Appendix B—Three Year TAKS Results, Cont'd.

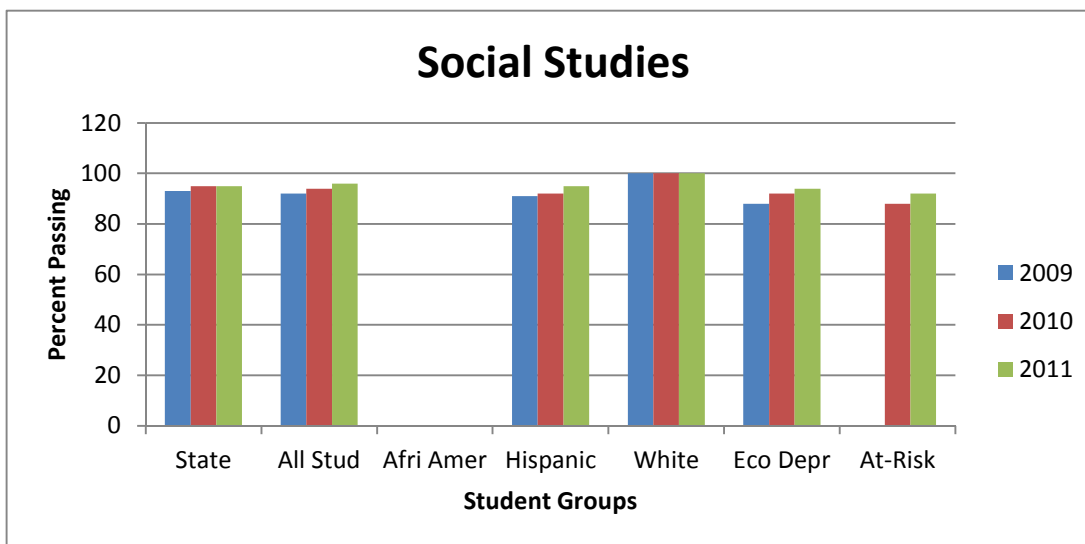
Writing

Year	State	All Stud	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	92	92	*	90	100	90	NA
2010	93	94	*	94	96	93	90
2011	92	94	*	94	96	94	88



Social Studies

Year	State	All Stud	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	93	92	*	91	100	88	NA
2010	95	94	*	92	100	92	88
2011	95	96	*	95	100	94	92



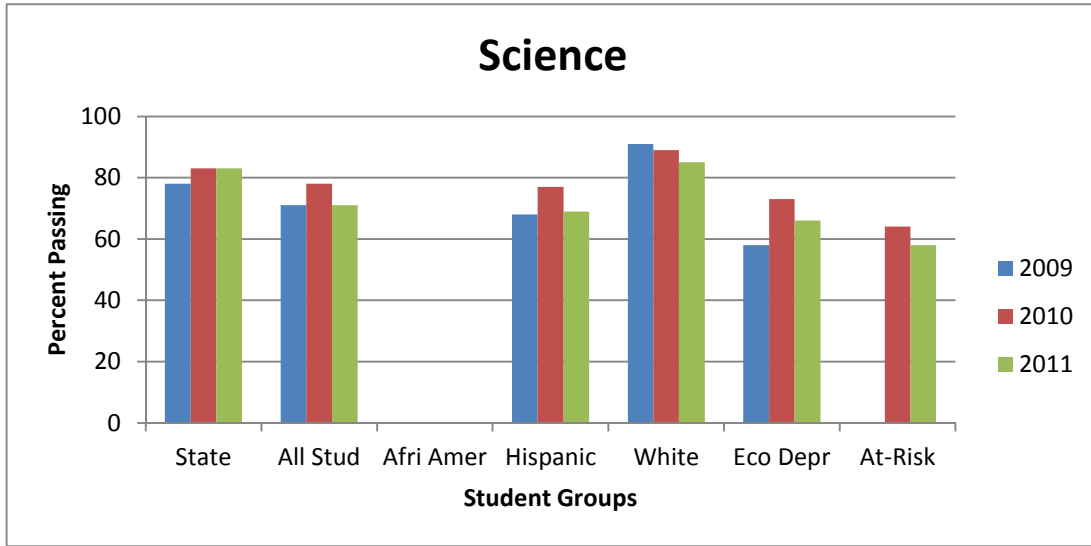
* Indicates that there were too few students to generate a passing rate.

N/A = Data not available

Appendix B—Three Year TAKS Results, Cont'd.

Science

Year	State	All Stud	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	78	71	*	68	91	58	NA
2010	83	78	*	77	89	73	64
2011	83	71	*	69	85	66	58



* Indicates that there were too few students to generate a passing rate.

N/A = Data not available

Appendix C—Evaluation of School Year 2010-2011 Programs and Services

Campus Name: Middle School

SCE-FUNDED PROGRAM/STRATEGY	CRITERIA TO MEASURE SUCCESS	NUMBER SERVED	NUMBER MEETING CRITERIA	PERCENT MEETING CRITERIA
At-risk Counselor	Benchmark Tests (Nine Weeks)	540	360	66.7%
Computer Assisted Instruction	Benchmark Tests (Nine Weeks)	190	120	63.2%
Library Aide	Benchmark Tests (Nine Weeks)	540	360	66.7%
TAKS Accelerated Math	Benchmark Tests (Nine Weeks)	380	250	65.8%
Accelerated Social Studies	Benchmark Tests (Nine Weeks)	0	0	0.0%
Grand Central Station	Mastery of TEKS	25	20	80.0%
Disciplinary Alternative Education Program`	Mastery of TEKS Informal Tests Six Week Grade	540	360	66.7%

The most successful program implemented with State Compensatory Education funds during school year 2010-2011 was the Grand Central Station program with 80.0 percent of the participants achieving the success criterion of mastery of the Texas Essential Knowledge and Skills (TEKS). The remaining programs were considered marginally successful with success rates between 63.2 percent and 66.7 percent. The Accelerated Social Studies program was not implemented during school year 2010-2011.

Appendix D—State Compensatory Education Budget

The authority for funding the State Compensatory Education program is found in the Texas Education Code (TEC) Section 42.152. For each student who is educationally disadvantaged or who is a student who does not have a disability and who resides in a residential placement facility in a district in which the student's parent or legal guardian does not reside, a district is entitled to an annual allotment equal to the adjusted basic allotment multiplied by 0.2. The adjusted basic allotment is multiplied by 2.41 for each full-time equivalent student who is in a remedial and support program under 29.081 because the student is pregnant.

The number of educationally disadvantaged students is determined by averaging the best six months' enrollment in the national school lunch program of free or reduced-price lunches for the preceding school year. Determination of the number of such students is based on the number of students actually receiving free or reduced-price lunches as submitted to the Texas Education Agency (TEA) on monthly reimbursement claims. A district may use up to forty-five percent (45 %) if its allotment for indirect costs or administration; however, each district must use at least fifty-five percent (55%) of its allotment for instructional purposes. Although not effective at the time this plan was developed, the 82nd Texas Legislature authorized the State Board of Education (SBOE) to increase the indirect cost rate to forty-eight percent (48%) beginning with the 2011-2012 school year. It is anticipated that the increased rate will be approved by the SBOE and made effective with the 2011-2012 school year.

Following is a budget and list of full-time equivalents funded with State Compensatory Education funds for school year 2011-2012.

TECS Budget Worksheet

FY2012 State Compensatory Education

Ft Stockton ISD

186-902

Total Amount Budgeted for
FY2012

Account Code

Account Title

041 FORT STOCKTON MIDDLE

199-11-6119-00-041-2-30-0-00	Instrl / Salaries--Prof Prsnl	\$131,620.00
199-11-6129-00-041-2-30-0-00	Instrl / Salaries--Sup Prsnl	\$66,849.00
199-11-6141-00-041-2-30-0-00	Instrl / Soc Sec/Medicare	\$2,877.80
199-11-6142-00-041-2-30-0-00	Instrl / Grp Health/Life Insur	\$12,770.00
199-11-6145-00-041-2-30-0-00	Instrl / Unemployment	\$271.91
199-31-6119-00-041-2-30-0-00	Counseling / Salaries--Prof Prsnl	\$59,098.00
199-31-6142-00-041-2-30-0-00	Counseling / Grp Health/Life Insur	\$3,710.00
199-31-6145-00-041-2-30-0-00	Counseling / Unemployment	\$80.96

041 FORT STOCKTON MIDDLE Total \$277,277.67



**TECS Personnel Summary Detail
FY2012 State Compensatory Education**

186-902

Ft Stockton ISD

041 FORT STOCKTON MIDDLE

Name	Position	Grade Span	Subject Area	Func Code	Obj Code	Annual Salary	Days Paid/Cont	% Paid	Salary Funded	Deduc. Code	SS/ Med (6141)	Health/ Life (6142)	Work Comp (6143)	Unemp Comp (6145)	TRS (6146)	Salary/ Benefits Funded
Acosta, Cary	Aide	06 - 08	Library Aide	11	6129	\$14,274	187/187	100.00	\$14,274.00	DED	206.97	410.00	0.00	19.56	0.00	\$14,910.53
Alvarado, Melissa	Teacher	06 - 08	Math	11	6119	\$42,060	187/187	100.00	\$42,060.00	DED	609.87	3,710.00	0.00	57.62	0.00	\$46,437.49
Everett, Doris L.	Counselor	06 - 08	At-risk Counseling	31	6119	\$59,098	187/187	100.00	\$59,098.00	DED	0.00	3,710.00	0.00	80.96	0.00	\$62,888.96
Magee, Celia	Aide	06 - 08	Instructional Assistance	11	6129	\$16,724	187/187	100.00	\$16,724.00	DED	242.50	3,710.00	0.00	22.91	0.00	\$20,699.41
Scolara, Jannel	Teacher	06 - 08	Math	11	6119	\$42,560	187/187	100.00	\$42,560.00	DED	617.12	410.00	0.00	58.31	0.00	\$43,645.43
Tinkler, Beverly	Teacher	06 - 08	GCS	11	6119	\$47,000	187/187	100.00	\$47,000.00	DED	681.50	410.00	0.00	64.39	0.00	\$48,155.89
Vargas, Sonia	Aide	06 - 08	Instructional Assistance	11	6129	\$14,954	187/187	100.00	\$14,954.00	DED	216.83	410.00	0.00	20.49	0.00	\$15,601.32
White, Mary Ann	Aide	06 - 08	Class Room/Lab	11	6129	\$20,897	187/187	100.00	\$20,897.00	DED	303.01	3,710.00	0.00	28.63	0.00	\$24,938.64
Campus 041 FORT STOCKTON MIDDLE Total															\$277,277.67	

State Compensatory Education

Ft Stockton ISD



Appendix E—Assurances and Good Practices

State and Local Effort

State and local funds are used to provide the regular program of instruction for all students to include general operating costs of instruction, which includes expenses related to buildings, maintenance, and utilities, as well as salaries and related expenses for instructional and support staff and instructional materials.

Improvement and Enhancement

State Compensatory Education funds are used to improve and enhance the regular program of instruction for students who are at risk of academic failure or dropping out of school as defined in the state rules and Fort Stockton ISD's at-risk criteria where applicable.

Coordination of Funding

All federal, state, and local funds received by the Fort Stockton ISD will be coordinated to ensure that all of the programs are operated in an effective and efficient manner. All students are guaranteed equal access to all foundation programs and services provided by the district. The integrity of the supplemental programs is maintained.

Coordination of Instruction

Instruction will be coordinated between and among regular classroom teachers and special program staff who are serving students in the same content area. Instructional coordination will be skill and concept specific for activities that include assessment, instructional activities, and on-going monitoring of student progress. Special emphasis is given to collaborative planning between regular classroom teachers and the staff of special programs.