

Fort Stockton Independent School District

Fort Stockton Middle School

2023-2024 Campus Improvement Plan



Mission Statement

The mission of the Fort Stockton Independent School District is to remain totally committed to the development of students as life-long learners and productive, self-sustaining contributors to society.

Vision

Students, faculty, counselors, administrators, and staff will be held to high expectations which will be measured by meeting and exceeding local, state, and national standards.

School Board Goals

Academics

The Fort Stockton ISD will engage students in active learning by providing curriculum and instruction to make the classroom environment a safe, positive place where students are supported to achieve.

Career

The Fort Stockton ISD will prepare and encourage students to be ready for college or the workplace.

Communication

The Fort Stockton ISD will provide effective and efficient communication among board members, administration, teachers, parents, students and the community.

Financial Management

The Fort Stockton ISD will monitor and manage finances in order to sustain educational program priorities over the long term.

Participation

The Fort Stockton ISD will promote a positive climate for extra-curricular activities resulting in more participation.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Fort Stockton Middle School serves grades 6-8 in Fort Stockton ISD and operates a Title I Schoolwide Program.

Enrollment 2022-2023 - 490; 2021-2022 - 553; 2020-2021 - 607; 2019-20 - 592; 2018-2019 - 630

Ethnic Distribution 2022-2023 - African American %; Hispanic %; White %; American Indian %; Asian %; and Two or More Races %

Ethnic Distribution 2021-2022 - African American 1.99%; Hispanic 86.8%; White 10.13%; American Indian 0.36%; Asian 0.54%; and Two or More Races 0.18%

Ethnic Distribution 2020-2021 - African American 1.48%; Hispanic 88.30%; White 8.90%; American Indian 0.49%; Asian 0.49%; and Two or More Races 0.16%

Ethnic Distribution 2019-2020 - African American 1.18%; Hispanic 87.5%; White 10.14%; American Indian 0.34%; Asian 0.51%; and Two or More Races 0.34%

Ethnic Distribution 2018-2019 - African American 0.68%; Hispanic 88.2%; White 9.71%; American Indian 0.17%; Asian 0.17%; and Two or More Races 1.02%

Economically Disadvantaged 2021-2022 - 75.95%; 2020-2021 - 68.86%; 2019-2020 - 67.9%; 2018-2019 - 71% (state average approximately 60.2%)

English Language Learners 2021-2022 - 11.57%; 2020-2021 - 12.69%; 2019-2020 - 11.5 %; 2018-2019 - 8.69% (state average approximately 20.3%)

At-Risk 2021-2022 - 70.71%; 2020-2021 - 67.38%; 2019-20 - 64.5%; 2018-2019 - 60.5% (state average approximately 50.6%)

Students with Disciplinary Placements 2018-2019 - 0.0% (state average approximately 1.5%)

Mobility rate for 2018-2019 - 10.13% (state average approximately 15.3%)

Students enrolled in Special Education 2021-2022 - 9.04%; 2020-2021 - 9.23%; 2019-2020 - 8.8%; 2018-2019 - 7.5% (state average approximately 10.7%)

Students enrolled in Gifted and Talented 2021-2022 - 4.88%; 2020-2021 - 4.28%; 2019-2020 - 3.9%; 2018-2019- 2.4% (state average approximately 8.1%)

Attendance rate 2020-2021 - 83.0%; 2019 -2020 - 95.2%; 2018-2019 - 93.4% (state average approximately 95.4%)

Annual Dropout rate 2021-2022 - 0 %; 2020-2021 - 0 %; 2019-2020 - 0 %; 2018-2019 - 0.2% (state average approximately 0.4%)

Demographics Strengths

Campus Leadership - 29 years with FSISD

Mentors are provided to new staff members to help them in their new setting. FSMS has an excellent group of experienced teachers who work to mold the new teachers into great teachers.

Valid data measures help teachers see that students of all ethnicity's and other student groups are capable of making great strides in their STAAR performance.

Student Learning

Student Learning Summary

2022 Accountability rating - FSMS was rated as "C"

2021 accountability rating - FSMS was rated as "C."

2019 accountability rating - FSMS was rated as "D."

The STAAR test was canceled in the Spring of **2020** due to COVID-19.

Due to the impact of COVID-19, all districts and campuses will receive a label of

Not Rated: Declared State of Disaster for **2021**.

Six-year (2023, 2022,2021, 2019, 2018, 2017) STAAR **Reading** Performance by student group (all grades):

All students at Approaches - 69% 68% 47%, 62%, 68%, 64%; at Meets - 36%, 41%23%, 31%, 32%, 28%; at Masters - 14%, 20%, 9%, 12%, 14%, 9%

Hispanic students at Approaches - 69%, 67%, 45%, 60%, 66%, 62%; at Meets -35% 39% 21%, 30%, 30%, 26%; at Masters - 13%, 19%, 8%, 10%, 13%, 7%

White students at Approaches -69%, 75%, 57%, 73%, 78%, 75%; at Meets -35%, 52%, 34%, 39%, 49%, 43%; at Masters -20%, 23%, 15%, 22%, 27%, 18%

Special Education students at Approaches - 30%, 43%, 27%, 47%, 53%, 41%; at Meets - 8%, 34%, 27%, 44%, 47%, 32; at Masters -2%, 15%, 10%, 23%, 0, x (data was masked)

Eco Dis students at Approaches - 64%, 64%, 45%, 58%, 64%, 59%; at Meets - 30%, 36%, 20%, 27%, 27%, 23%; at Masters -11%, 17%, 8%, 8%, 10%, 5% (decreased at all levels)

Six-year (2023, 2022, 2021, 2019, 2018, 2017) STAAR **Math** Performance by student group (all grades):

All students at Approaches -57%, 61%, 43%, 70%, 64%, 63%; at Meets -24%, 31%, 16%, 27%, 27%, 27%; at Masters - 4%, 10%, 4%, 9%, 8%, 8%

Hispanic students at Approaches - 56%, 59%, 41%, 69%, 63%, 61%; at Meets -22%, 30%, 14%, 26%, 25%, 25%; at Masters -4%, 9%, 3%, 8%, 7%, 6%

White students at Approaches -60%, 69%, 64%, 76%, 71%, 77%; at Meets -30%, 35%, 34%, 39%, 38%, 42%; at Masters -8%, 19%, 13%, 16%, 11%, 21%

Special Education students at Approaches -25%, 38%, 29%, 56%, 43%, 35%; at Meets -4%, 34%, 27%, 40%, 34%, 29; at Masters -0% 15%, 12%, 28%, 26%, 21%

Eco Dis students at Approaches -51%, 57%, 39%, 66%, 60%, 59%; at Meets - 20%, 28%, 14%, 22%, 21%, 22%; at Masters - 3%, 9%, 3%, 7%, 5%, 6%

Four-year (2021, 2019, 2018, 2017) STAAR **Writing** Performance:

All students at Approaches - 48%, 58%, 59%, 55%; at Meets - 18%, 26%, 28%, 24%; at Masters - 4%, 7%, 7%, 7% (decrease at all levels)

Hispanic students at Approaches - 44%, 56%, 59%, 54%; at Meets - 14%, 26%, 27%, 21%; at Masters - 3%, 7%, 7%, 6% (decrease at all levels)

Eco Dis students at Approaches - 44%, 57%, 50%, 49%; at Meets - 15%, 20%, 20%, 18%; at Masters - 4%, 4%, 7%, 5% (decrease at Approaches and Meets)

Six-year (2023, 2022, 2021, 2019, 2018, 2017) STAAR **Science** Performance:

All students at Approaches - 67%, 58%, 43%, 66%, 53%, 55%; at Meets - 36%, 25%, 17%, 32%, 29%, 26%; at Masters - 13% 11%, 2%, 14%, 8%, 7%

Hispanic students at Approaches - 65%, 55%, 41%, 65%, 52%, 51%; at Meets - 35%, 22%, 16%, 30%, 27%, 22%; at Masters - 13%, 8%, 2%, 5%, 6%, 6%

White students at Approaches - 73%, 70%; at Meets - 33%, 39%; at Masters - 13%, 26%

Special Education students at Approaches - 33%, 31%; at Meets - 6%, 31%; at Masters - 0%, 15%

Eco Dis students at Approaches - 67%, 52%, 40%, 58%, 50%, 50%; at Meets - 33%, 20%, 13%, 24%, 24%, 20%; at Masters - 12%, 8%, 2%, 8%, 5%, 6%

Six year (2023, 2022, 2021, 2019, 2018, 2017) STAAR **Social Studies** Performance:

All students at Approaches - 50%, 47%, 33%, 45%, 34%, 45%; at Meets - 17%, 18%, 10%, 16%, 11%, 17%; at Masters - 4%, 8%, 3%, 7%, 2%, 9%

Hispanic students at Approaches - 49%, 45% at Meets - 18%, 11%; at Masters - 3%, 6%

White students at Approaches - 73%, 52%; at Meets - 0%, 26%; at Masters - 0%, 17%

Special Education students at Approaches - 0%, 31%; at Meets - 0% 31%; at Masters - 0%, 23%

Eco Dis students at Approaches - 46%, 42%; at Meets - 21%, 11%; at Masters - 2%, 6%

Student Learning Strengths

Fort Stockton Middle School tested students in Reading, Mathematics, Science and Social Studies. 70% of all students performed at Approaches GL or Above in the Reading STAAR, 57% of all students performed at Approaches GL or Above in the Mathematics STAAR, 67% of all students performed at Approaches GL or Above in the Science STAAR and 50% of all students performed at Approaches GL or Above in the Social Studies STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student achievement at FSMS was negatively affected in the previous school year(s) due to loss of learning opportunities in regards to Covid-19. **Root Cause:** Despite the loss of learning opportunities in regards to the Covid-19 pandemic in the previous school year(s), expectations for student progress remain high. We believe student achievement will increase for all students in the upcoming school year.

School Processes & Programs

School Processes & Programs Summary

The TEKS Resource System is used in Science and Social Studies to maintain an aligned curriculum both vertically and horizontally. High Quality Instructional Materials have been adopted for Math and Reading. Teachers use their PLC planning sessions to align their lesson plans and assessments.

The district provides excellent in-service training which is reinforced by the Middle School staff.

FSMS teachers collaborate through weekly meetings. Strict adherence to the district curriculum is an expectation in order to assist all students make gains in their knowledge and skills.

FSMS teachers meet together regularly to plan and work to improve instruction as they closely follow the district adopted curriculum. Campus administrators regularly monitor teachers lesson plans as well as make routine walk-throughs in the classrooms to evaluate implementation of the curriculum. Teachers use data from previous state assessments and collect data throughout the year to monitor student progress and make instructional decisions.

FSMS has up-to-date technology available for staff and student use. Technology and computer-assisted-instruction are a vital part of our success at FSMS.

School Processes & Programs Strengths

Teachers work to have safe, respectful, structured classrooms that promote learning. FSMS continues implementing an intervention for changing the culture. Make sure school is about learning from the first day to the last.

FSMS has adopted the motto, "Every Student, Every Day".

Perceptions

Perceptions Summary

Membership in athletics, band, and choir remains steady, as well as student participation in UIL academic activities. We have a variety of extra-curricular events for families and community members to attend, such as sports contests, band concerts, choir concerts, open house, and parent meetings. FSMS encourages parental and community involvement on our campus.

Administration utilizes School Messenger to communicate with parents about various events. In addition, important news and information is included with report cards and progress reports. The district website and social media are also included in the variety of ways we communicate with parents.

FSMS staff work to improve the culture and climate of our school. We are committed to structuring our classes in a way that students know what to expect and in which students can feel safe and secure.

Perceptions Strengths

Teachers work to have safe, respectful, structured classrooms that promote learning. Make sure school is about learning from the first day to the last.

FSMS has adopted the motto, "Every Student, Every Day."

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Goal 1: FSMS will ensure that all students will receive a high-quality education and will improve student performance for all student groups.

Performance Objective 1: FSMS will develop and implement a well-rounded program of instruction to meet the academic needs of all students.

Evaluation Data Sources: The Student Achievement Domain rating for FSMS will improve at least 5 points by the following school year as measured by the Texas Accountability Rating System.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize curriculum aligned to the Texas Essential Knowledge and Skills (TEKS) across all subjects and grade levels. Training and support will be provided to increase teachers' knowledge base of the Texas Essential Knowledge and Skills (TEKS) and student expectations at each grade level so that instruction is appropriate to ensure students obtain grade level skills and competencies.</p> <p>Strategy's Expected Result/Impact: FSISD will coordinate with campus staff to develop and implement a plan for staff development.</p> <p>Staff Responsible for Monitoring: District & campus administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional staff will be provided time to plan High Quality Instructional Materials and develop the scope and sequence for each grade level and core subject area through horizontal and vertical teaming planning meetings.</p> <p>Strategy's Expected Result/Impact: Increase in student performance for all student groups; increase in number of students meeting grade level expectations in all grades and content areas.</p> <p>Staff Development days built into school calendar</p> <p>Staff Responsible for Monitoring: Curriculum Director & Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will receive high-quality ongoing training to provide teachers with the subject matter knowledge and teaching skills and principals with instructional leadership skills to provide students with the opportunity to meet challenging state and local student academic standards.</p> <p>Strategy's Expected Result/Impact: Implementation of mentoring program & instructional coaching for new or inexperienced teachers. Low-income and minority students will not be taught at disproportionate rates by ineffective, inexperienced, and/or out-of-field teachers.</p> <p>Staff Responsible for Monitoring: Curriculum Director & Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Staff and students will receive training on social issues such as harassment, sexual abuse and other maltreatment of children, conflict resolution, violence prevention and intervention, suicide prevention and intervention, bullying, drug use, dropout reduction, discipline management, and internet safety.</p> <p>Strategy's Expected Result/Impact: Students will be educated in learning environments that are safe, drug free, and conducive to learning.</p> <p>Staff Responsible for Monitoring: Principal & Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement a schoolwide tiered model to prevent and address problem behavior and utilize discipline management techniques to increase learning time and reduce discipline referrals.</p> <p>Strategy's Expected Result/Impact: Reduction in the use of discipline practices that remove students from the classroom; increase in student performance for all student groups</p> <p>Staff Responsible for Monitoring: Principal & Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June





Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Continue to coordinate efforts with local law enforcement to develop programs addressing drug and alcohol prevention, dropout prevention and truancy.</p> <p>Strategy's Expected Result/Impact: Students will be educated in learning environments that are safe, drug free, and conducive to learning.</p> <p>Staff Responsible for Monitoring: Principal & Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: The campus will collaborate with parents to implement wellness programs and procedures through the School Health Advisory Council (SHAC) including the mandatory number of minutes for physical activity for students.</p> <p>Strategy's Expected Result/Impact: Compliance with mandatory number of minutes for physical activity for students</p> <p>Staff Responsible for Monitoring: Principal, Nurse</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: FSMS will ensure that all students will receive a high-quality education and will improve student performance for all student groups.

Performance Objective 2: FSMS students will be encouraged and challenged to meet full educational potential. Students will either make progress or maintain proficiency in both ELA/reading and mathematics from year to year, as measured by STAAR results.

Evaluation Data Sources: The School Progress Domain rating for FSMS will improve at least one letter grade by the following year as measured by the Texas Accountability Rating System.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instruction will be provided for students in grades 7 or 8 in preparing for high school, college, and a career. Instruction will include information regarding the following: creation of a high school personal graduation plan, distinguished level of achievement, each endorsement, college readiness standards, and potential career choices and the education needed to enter those careers</p> <p>Strategy's Expected Result/Impact: Students will consider options for earning an endorsement and pursuing the Distinguished Level of Achievement and other performance acknowledgements or industry workforce credentials, as appropriate. Increase in number of students earning multiple endorsements, Distinguished Level of Achievement, & other performance acknowledgements</p> <p>Staff Responsible for Monitoring: Secondary Principals & Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Facilitate effective transitions for students from Intermediate to FSMS, for students new to FSMS, students in foster care, and/or students experiencing homelessness.</p> <p>Strategy's Expected Result/Impact: Provide two weeks for student registration before school starts..</p> <p>Staff Responsible for Monitoring: Principal & Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Offer enrichment classes and activities that enhance students' educational experiences and engagement in school and will continue to emphasize student participation in extra-curricular activities. All students in grades 2-12 will have the opportunity to participate in events to enhance student learning.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, increased attendance, decreased discipline referrals, and reduced dropout rates</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, & Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide specialized support for high achieving students including a rigorous, diverse curriculum to prepare students for a broad range of career opportunities, as well as enrichment programs to meet the unique needs of students identified as Gifted & Talented.</p> <p>Strategy's Expected Result/Impact: Increase in student performance for students identified as Gifted & Talented; increased student engagement and attendance</p> <p>Staff Responsible for Monitoring: Curriculum Director & Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize technology to enhance instruction, personalize student learning and develop problem-solving skills. Technology coordinators will provide training to staff on the use of campus based technology hardware and software and how to integrate technology into the curriculum.</p> <p>Strategy's Expected Result/Impact: Increase in student performance for all student groups; increased student engagement and attendance</p> <p>Staff Responsible for Monitoring: Technology Coordinator, Principal, & Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: FSMS will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups.

Performance Objective 1: FSMS will monitor student progress to identify students who may be at risk of academic failure and provide additional educational assistance to individual students needing help in meeting state standards.

Evaluation Data Sources: The Closing the Gaps Domain rating for FSMS will improve at least one letter grade by the end of the school year as measured by the Texas Accountability Rating System.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to implement a pyramid of intervention (RTI services) for identified students. Student progress will be monitored regularly and reviewed in RTI meetings. Interventions will be provided for students in Tier 2 and Tier 3. Supplemental support will be provided for students as needed through Panther Express programs.</p> <p>Strategy's Expected Result/Impact: Teachers will be provided training to incorporate supplemental instructional supports and differentiated student instruction. District and campus administration will monitor implementation and effectiveness of curriculum and instruction.</p> <p>Staff Responsible for Monitoring: Principal & Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff will utilize multiple formative assessments to check for understanding. Staff will disaggregate data from all manner of student assessment including but not limited to: formative assessments, universal screeners, MAPS Student Growth Data, CBAs, benchmarks and state assessments, using dmac, and lead4ward</p> <p>Strategy's Expected Result/Impact: Teachers will be able to identify students experiencing difficulty or not making progress and then plan targeted interventions; Improved student performance for all student groups</p> <p>Staff Responsible for Monitoring: Curriculum Director & Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Differentiated instruction and targeted interventions will be provided to identified students in a timely manner, increasing academic achievement for all students. Teachers and staff will use evidence-based activities, strategies, and interventions that demonstrate a statistically significant effect on improving student outcomes.</p> <p>Strategy's Expected Result/Impact: Increase in student performance for all student groups; increase in number of students meeting grade level expectations in all grades and content areas.</p> <p>Staff Responsible for Monitoring: Curriculum Director & Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Additional classroom assistance and supplemental support will be provided by paraprofessionals and teachers to improve student achievement and close instructional gaps.</p> <p>Strategy's Expected Result/Impact: Student gains in literacy and math; increase in student performance</p> <p>Staff Responsible for Monitoring: District & campus administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - Title I - \$162,393</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Design and implement appropriate compensatory, intensive, and/or accelerated instruction to ensure that students are able to perform at grade level at the conclusion of the next regular school term.</p> <p>Strategy's Expected Result/Impact: Increase in student performance for all student groups; decrease in student dropout rates.</p> <p>Staff Responsible for Monitoring: Principal & Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide students identified as at risk for developing reading difficulties and students with dyslexia an accelerated reading instruction program.</p> <p>Strategy's Expected Result/Impact: Increase in student performance for students identified as at-risk for developing reading difficulties and students with dyslexia in all grades and content areas.</p> <p>Staff Responsible for Monitoring: Curriculum Director & Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: FSMS will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups.

Performance Objective 2: FSMS will utilize varied and effective instructional strategies to improve academic achievement of all student groups, including all race/ethnicity groups, economically disadvantaged students, English Learners, special education students, continuously enrolled and non-continuously enrolled students, and at-risk students.

Evaluation Data Sources: The Closing the Gaps Domain rating for FSMS will improve at least one letter grade by the end of the school year as measured by the Texas Accountability Rating System.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement effective identification and enrollment practices to improve educational outcomes for students experiencing homelessness, students in foster care, students who are highly mobile, and migrant students.</p> <p>Strategy's Expected Result/Impact: Students will be provided with immediate enrollment, transportation, additional academic support, and counseling as appropriate.</p> <p>Staff Responsible for Monitoring: Migrant Service Coordinator, Homeless Liaison, Foster Care Liaison, PEIMS staff, Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students identified as Limited English Proficient will receive support through the EB program; FSISD will provide professional development to teachers and instructional supplies to supplement the Title III, LEP program.</p> <p>Strategy's Expected Result/Impact: Increase in English Learner student performance in all grades and content areas.</p> <p>Staff Responsible for Monitoring: Principal & LPAC committee</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students with disabilities will be educated in the Least Restrictive Environment (such as inclusion support in the general ed classroom) and will be provided with instructional accommodations and supports based upon the student's IEP.</p> <p>Strategy's Expected Result/Impact: Timely evaluations, a continuum of services, and transition plans will lead to improved outcomes for students with disabilities.</p> <p>Staff Responsible for Monitoring: FSISD Special Education Staff, Principals & Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - IDEA B - Formula - \$151,236</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students eligible under 504 will receive instructional accommodations and supports according to each student's 504 plan.</p> <p>Strategy's Expected Result/Impact: Increase in student performance for students eligible for 504 in all grades and content areas.</p> <p>Staff Responsible for Monitoring: Principal & Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Reduce drop out rate by providing academic interventions (tutorials, credit recovery, summer school, etc.), counseling services, working with community resources (law enforcement, social services, etc.), and by closely monitoring excessive absences and truancy.</p> <p>Strategy's Expected Result/Impact: 0% dropout rate; Increase in the number of credits recovered by students considered at-risk of dropping out.</p> <p>Staff Responsible for Monitoring: Principal & Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Students identified as at-risk will receive services such as counseling, school-based mental health programs, specialized instructional support services, and mentoring services, as needed.</p> <p>Strategy's Expected Result/Impact: Increase in student performance for students identified as at-risk in all grades and content areas.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
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Goal 3: FSMS will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.

Performance Objective 1: FSMS will conduct outreach to all parents and family members and implement programs, activities, and procedures to promote the involvement of parents and family members for improved student academic achievement.

Evaluation Data Sources: By the end of the current school year, FSMS will host two additional parent engagement events with the focus of building parent skills when supporting student achievement.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement current research-based strategies to promote effective parent and family engagement that supports student achievement and closes the achievement gap.</p> <p>Strategy's Expected Result/Impact: Activities that are responsive to the needs of all families, including those that are ethnically, linguistically, and socioeconomically diverse will reach more parents and families and build parent capacity in support of student achievement.</p> <p>Staff Responsible for Monitoring: Principal & Parent Liaison</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parent and family engagement opportunities will be offered on and off site; parents will receive ongoing communication regarding student progress, school programs, volunteer activities; opportunities to provide input; and information regarding resources and activities to support student learning at home. Communication will be provided in English and Spanish and in multiple formats.</p> <p>Strategy's Expected Result/Impact: Increased school-parent communication; increased parent attendance at school events; increase in number of parent volunteers; increase in attendance at parent workshops</p> <p>Staff Responsible for Monitoring: Principal & Parent Liaison</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Coordinate family engagement priorities and structures between elementary and secondary schools. Transition activities will include activities for students going from the elementary level to secondary level.</p> <p>Strategy's Expected Result/Impact: Students will successfully move from one school to another, become part of the new school, and maintain social and academic status, leading to improved student performance for all student groups.</p> <p>Staff Responsible for Monitoring: Principals, Counselors, & Parent Liaison</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Identify ways to extend educational goals through existing events frequented by families, such as athletic events, to eliminate the separation between academics and extracurricular activities.</p> <p>Strategy's Expected Result/Impact: More effective family engagement that supports student achievement and closes the achievement gap.</p> <p>Staff Responsible for Monitoring: Principal & Parent Liaison</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Offer campus-based workshops to promote effective family engagement that supports student achievement and closes the achievement gap.</p> <p>Strategy's Expected Result/Impact: Parents and families will be provided with information that will encourage engagement with children as a means to increase student achievement.</p> <p>Staff Responsible for Monitoring: Counselor & Parent Liaison</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide parents and families timely notification of school events; flexible meeting times; and relevant data on attendance, behavior, and academic progress and performance of their child. Parents and families will be informed of their child's progress in the following ways: parent-teacher conferences (formal and informal,) report cards & progress reports, and phone calls and written communication.</p> <p>Strategy's Expected Result/Impact: Parents will be given access to school information through technology such as Parent Portal Assessment, Facebook, Twitter, and School Messenger.</p> <p>School-home communication will be available in English and Spanish. Interpreters will be provided for meetings, conferences, etc.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, & Parent Liaison</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide professional development and diversity awareness training to teachers and staff; training for school personnel, such as special educators and administrators, to facilitate ongoing, meaningful communication and collaboration with families; and professional development on family engagement for secondary school personnel.</p> <p>Strategy's Expected Result/Impact: Faculty and staff will build capacity to work effectively with students' families; improved school-home communication; improved student performance, & increase in parent engagement at MS</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Principal, & Parent Liaison</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide opportunities for increased parent and family engagement at FSMS such as informational sessions to emphasize the need for students to make informed curriculum choices to be prepared for success beyond high school; information related to higher education admissions and financial aid opportunities; and opportunities or career counseling to identify student interests and skills.</p> <p>Strategy's Expected Result/Impact: Increased attendance at secondary outreach activities to help students and their families to manage transitions from middle school to high school and from high school to postsecondary education programs and employment</p> <p>Staff Responsible for Monitoring: District & campus administration, Counselors</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June
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



Goal 3: FSMS will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.

Performance Objective 2: FSMS will follow state and federal guidelines for planning and decision-making with a committee of elected, representative professional staff, including at least one special education teacher and classroom teachers, as well as parents of FSMS students, business representatives, and community members.

Evaluation Data Sources: Annual review and revision of CIP; annual public meeting; annual Board approval of campus goals and objectives

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct an annual Comprehensive Needs Assessment (with parents and other members of the community) for the entire school as part of the continuous improvement planning process.</p> <p>Strategy's Expected Result/Impact: Student Outcome-Focused SMART Goals and Performance Measures; improved student performance</p> <p>Staff Responsible for Monitoring: Principal & Committee</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop a comprehensive plan that includes a description of strategies used to address school needs, use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.</p> <p>Strategy's Expected Result/Impact: Student Outcome-Focused SMART Goals & Performance Measures; improved student performance</p> <p>Staff Responsible for Monitoring: Principal & Committee</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Conduct program evaluations to determine impact and effectiveness of programs and initiatives and process reviews to increase learning time and reduce duplication of services and resources.</p> <p>Strategy's Expected Result/Impact: Efficient allocation and use financial resources while improving the quality of education provided to students.</p> <p>Staff Responsible for Monitoring: Principal & Committee</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The campus improvement plan will be regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards.</p> <p>Strategy's Expected Result/Impact: The CIP will delineate instructional methods for addressing needs of student groups not achieving full potential as well as methods for addressing needs of students for special programs; improved student performance</p> <p>Staff Responsible for Monitoring: Principal & Committee</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, and parent and family engagement plans and program evaluations. Parents will be offered flexible meeting times, such as meetings in the morning or evening.</p> <p>Strategy's Expected Result/Impact: The School-Parent compact and the Parental Involvement Program will be reviewed annually with the input of parents. Parents will have access to the Student Handbook, Code of Conduct, Parent Involvement Policy, and School-Parent Compact in English and Spanish.</p> <p>Staff Responsible for Monitoring: Principal, Committee, & Parent Liaison</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Identify strategies to lower barriers to participation by parents in campus and district decision-making. Parents will have multiple avenues to give feedback through evaluations, communication with the principal, attendance and feedback given at meetings</p> <p>Strategy's Expected Result/Impact: Increase in parents willing to engage in the continuous improvement process; increased survey participation; additional parent feedback regarding programs and planning.</p> <p>Staff Responsible for Monitoring: Principal & Parent Liaison</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June
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2023-2024 Site Based Decision Making Team

Committee Role	Name	Position
Parent	Kayla Muniz	Parent
Business Representative	Ruben Falcon	Business Representative
Community Representative	Andres Madrid	Community Representative
Classroom Teacher	Enissa Sanchez	Social Studies
Classroom Teacher	Richard Rojas	Social Studies
Classroom Teacher	Luis Dominguez	Science
Classroom Teacher	Monalisa Gonzales	ELAR
Classroom Teacher	Zachary Jones	ELAR
Classroom Teacher	Lilia Forst	ELAR
Classroom Teacher	Belinda Soto	Spanish
Classroom Teacher	Humberto Renteria	Physical Education
Classroom Teacher	Maria Stives	Math
Classroom Teacher	Dwight Dodd	Band
Business Representative	Cynthia Soliz	Business Representative
Parent	Dianna Casillas	Parent
Classroom Teacher	Melissa Alvarado	Math
District-level Professional	Amanda Urias	Director of Bilingual/ESL & Testing Coordinator
Non-classroom Professional	Timothy Carter	FSMS Campus Curriculum Director
Administrator	Sabrina Cordova	Assistant Principal
Administrator	Sammy Soliz	Principal
Classroom Teacher	Adriel Medina	Science
Classroom Teacher	Aaron Deleon	Tech Apps

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$162,393.00
Sub-Total					\$162,393.00
IDEA B - Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$151,236.00
Sub-Total					\$151,236.00

Addendums

Fort Stockton Middle School

A Title I, Part A Schoolwide Campus

Serving Grades 06-08

State Compensatory Education Programs

School Year 2020-2021

STATE COMPENSATORY EDUCATION INFORMATION FOR STAKEHOLDERS

To satisfy Texas Education Code Sec. 11.253, Fort Stockton Middle School annually reviews and revises its campus improvement plan and conducts a comprehensive needs assessment to, “guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the [most current] achievement indicators.” This addendum to the campus improvement plan, reflects the continuous nature of the needs assessment process to enhance academic improvement, as well as, provide a programmatic review of the State Compensatory Education (SCE) program to ensure fidelity in fiscal efficiency and programmatic effectiveness.

House Bill 3 (HB3), as passed by the 86th Texas Legislature, determined that the purpose of State Compensatory Education allotment is to provide school districts and open-enrollment charter schools funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students and all other students; as well as, at-risk students and all other students. The statute requires that at least 55 percent of the SCE funds allocated must be used to fund supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR exams] administered under the TEC, Subchapter B, Chapter 39, or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the TEC, §29.081, and all other students.

Campus Profile

An annual needs assessment is conducted by Fort Stockton Middle School that includes the principal and the site-based decision-making committee comprised of administrators, teachers, parents, community members, and business representatives. The needs assessment is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities, and to ensure that the use of resources is carefully planned, supplemental and cost effective. Data collected is disaggregated by all student groups served by the campus, including categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment determines the measurable campus performance objectives for all appropriate student achievement indicators for all student populations.

According to the latest released Texas Academic Performance Report (TAPR), 2018-2019, Fort Stockton Middle School had a student population of 587 students with the following ethnic characteristics: Hispanic students comprise 88.2 percent of the total student populations, 9.7 percent are white while 1 percent identify with two or more races. The socio-economic characteristics are: 71 percent economically disadvantaged; 29 percent non-educationally disadvantaged; 8.7 percent English language learners (ELL); 1.2 percent students with disciplinary placements; 60.5 percent at-risk; and the campus has 10.2 percent mobility.

State Criteria

Texas Education Code Sec. 29.081 defines a student as “at risk of dropping out of school” if the student is under twenty-six years of age and who:

- (1) was not advanced from one grade level to the next for one or more school years(*);
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- (7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) is a student of limited English proficiency, as defined by Section 29.052;

- (11) is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;
- (13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or
- (14) has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

^Students identified by criterion #3 and/or #9 remain at risk of dropping out of school for the remainder of their public K-12 education.

*Excludes students who did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the parents.

Fort Stockton Middle School ensures regular monitoring of individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within an "at-risk" category after the school year begins, will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program, as applicable to the identifier itself.

Funding Information

SCE funds are used to create a compensatory, intensive, and accelerated instruction program at Fort Stockton Middle School. SCE funds may also be used to fund a disciplinary alternative education program and to support a Title I, Part A Schoolwide program. The Texas Education Code, Sec. 28.0211(a-1), also requires districts to provide remediation to any student in grades 3-8 who fails a STAAR assessment. Students who pass a course but fail the assessment for that course may require additional instruction in that course even after they are no longer enrolled. Delivering accelerated instruction to students in these instances presents an additional funding challenge. The Texas Education Agency has ruled that funding to meet this state-mandated requirement may come from a campus's SCE allotment. The SCE allotment at Fort Stockton Middle School is supplementary to the regular education program and supports such activities as program and

student evaluation, instructional materials and equipment and other supplies required for quality accelerated instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class size, and individualized instruction (e.g., tutorials). This campus also uses its SCE allocation to fully support the intent and purpose outlined in the Texas Education Code, Sec. 29.081(a). SCE funds are always allocated to this campus for uses that are allowable under statute and guidance. Fort Stockton Middle School complies with this mandate as shown in the attached detailed budget.

Title I, Part A Schoolwide Program (TEC, Sec. 48.104(k)(2)), (FAR, 6.2.4.9)

SCE funds are used to support this federal campus-based program, which is included in the campus budget and all SCE expenditures are coded to the correct SCE fund code (fund 199), align with the purpose of the SCE program to close achievement gaps between at-risk/not at-risk students and economically disadvantaged/not economically disadvantaged), and follow all generally accepted accounting principles. SCE funds also meet the same guidelines required by the federal statute in that SCE funds are only used in compliance with applicable statutory and regulatory provisions (i.e., Title I requirements). SCE expenditures on this schoolwide campus are supplemental to the costs of the regular education program and do not replace required or allowable federal expenditures.

In this addenda, satisfactory justification is provided to document that the expenses requested are both reasonable in cost and necessary to accomplish the objectives of the project. Without these expenditures, the program would not accomplish its statutory objectives.

Students Identified for SCE Program by State Criterion for School Year 2020-2021

The following table represents the number and percentage of students identified in each of the fourteen "At-Risk" categories. Depending on the indicator, students can be counted in more than one category.

Middle School			<70 Average		Not Advanced		Failed STAAR		AEP		Parole/ Probation		LEP	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%
6	209	34%			9	4%	115	55%	0	0%	0	0%	29	14%
7	194	32%	73	38%	11	6%	119	61%	0	0%	1	1%	28	14%
8	206	34%	76	37%	10	5%	119	58%	2	1%	1	0%	25	12%
Totals	609	100%	149	24%	30	5%	353	58%	2	0.33%	2	0.33%	82	13%

STAAR Performance, Spring 2018-2019

The State of Texas Assessments of Academic Readiness (STAAR) program was implemented in spring 2012. The annual assessments for Fort Stockton Middle School include reading and mathematics in grades 6-8, writing in grade 7, and science and social studies in grade 8. The TEC §29.081 requires that districts evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 (STAAR) for at-risk students as compared with all other district students. Fort Stockton Middle School complies with this mandate in this section on STAAR performance and the evaluation section of this addendum. The STAAR reporting was modified in the Spring 2018 administration to include four performance labels. **Masters Grade Level** (Passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. **Meets Grade Level** (Passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. **Approaches Grade Level** (Passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. **Does Not Meet Grade Level** identifies students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The following tables compare passing scores (i.e., “Approaches”) for at-risk and not-at-risk students for the spring administrations of 2018 and 2019.

State of Disaster and 2019-2020 Accountability Ratings

In response to the COVID-19 pandemic, Governor Abbott announced on March 16, 2020, that he has waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year. As a result, all districts and campuses will be labeled “Not Rated: Declared State of Disaster” for 2020. Under Texas Administrative Code (TAC) §101.2009, the superintendent must establish the instruments and procedures to be used to determine which students are at-risk. Given that the STAAR administrations for April, May, and June 2020 were cancelled, the at-risk determination needed to be made through means that do not involve state testing results **from the current year**. According to TEA guidance, in the absence of 2020 STAAR results, any student who was identified in the PEIMS Fall 2019 submission as “at risk” based on the TEC, §29.081(d)(3), will continue to be identified as “at risk” in the Fall 2020 PEIMS submission. In addition, Student Success Initiative (SSI) promotion/retention requirements found in the Texas Education Code (TEC), §28.0211 have been waived for the 2019–2020 school year. Fort Stockton Middle School will still provide early notice to parents or guardians of students in grade

7 identified to be at risk of failure on the first administration of an assessment required for grade advancement in the next school year. Fort Stockton ISD policies prioritize certain student groups to be provided with on-site instruction when safe to do so, including for students in grades K-2, students most likely to have suffered a COVID slide (SPED, EL, at-risk, and students with significant learning gaps), and students with limited or no access to the internet.

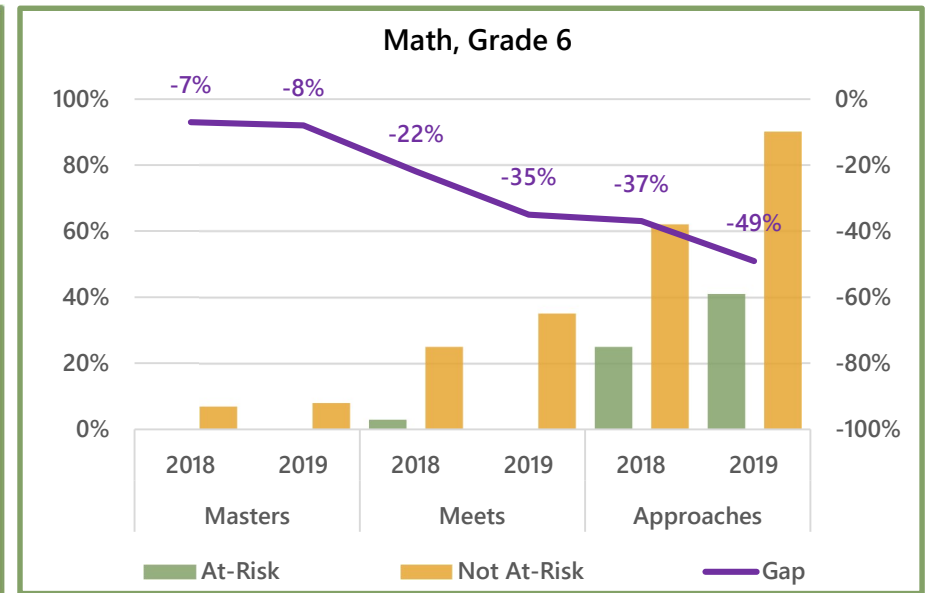
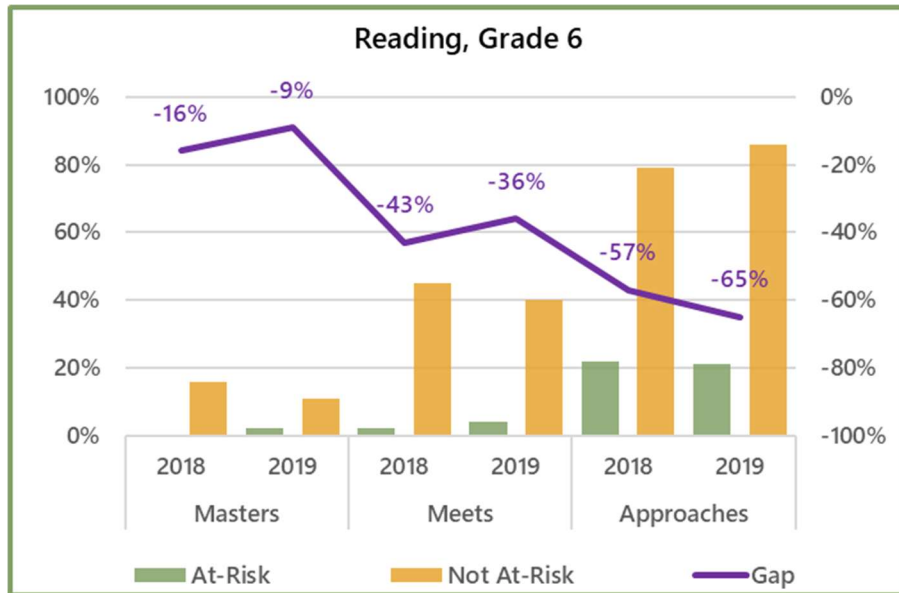
Focusing on Achievement Gaps

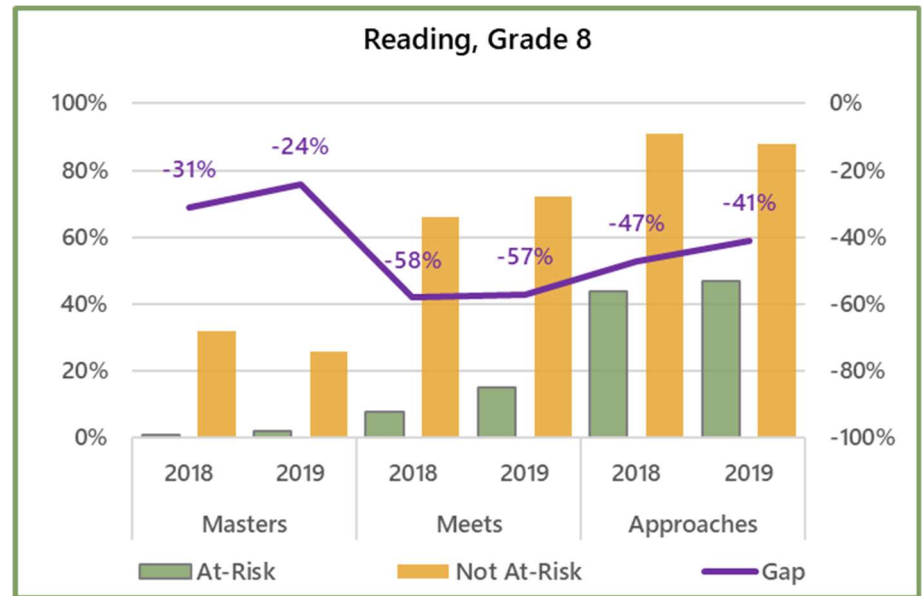
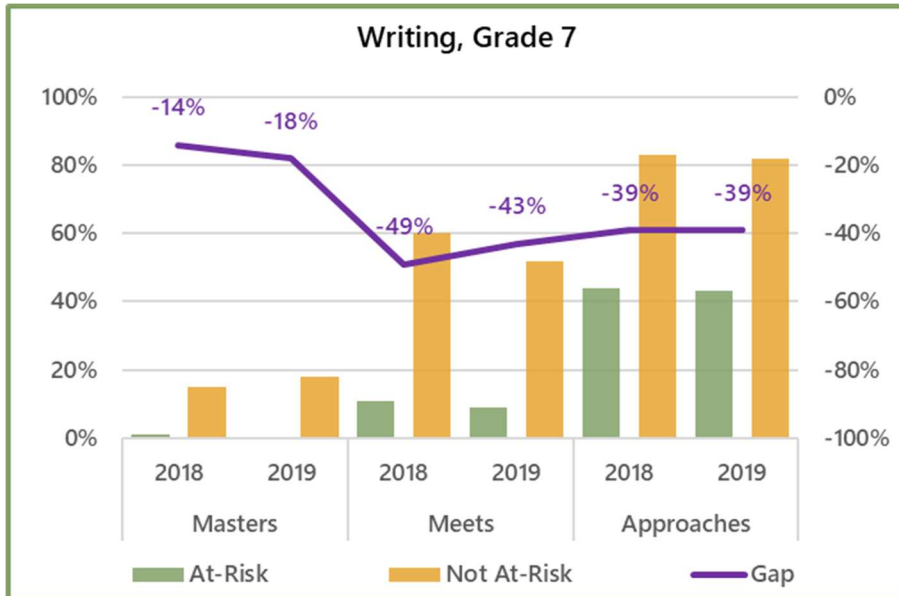
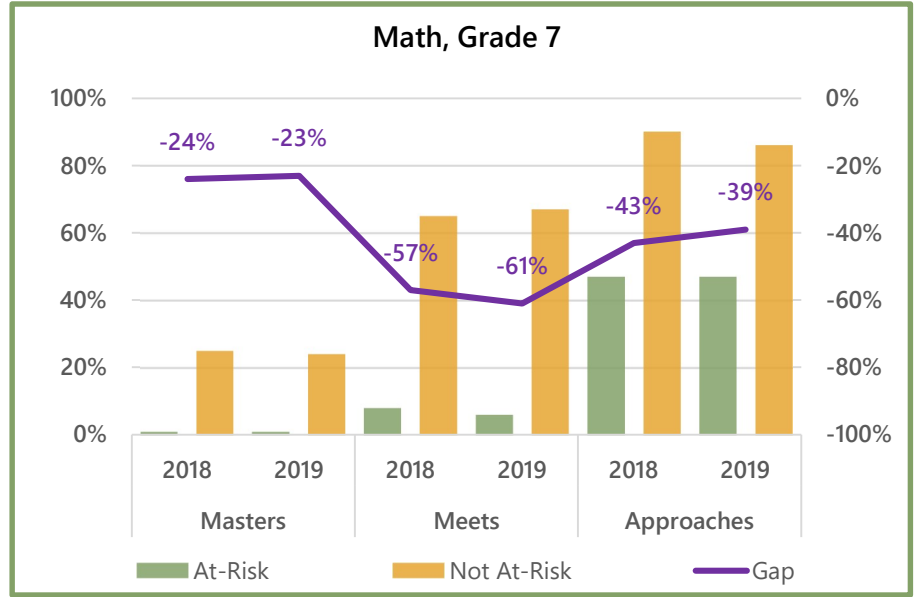
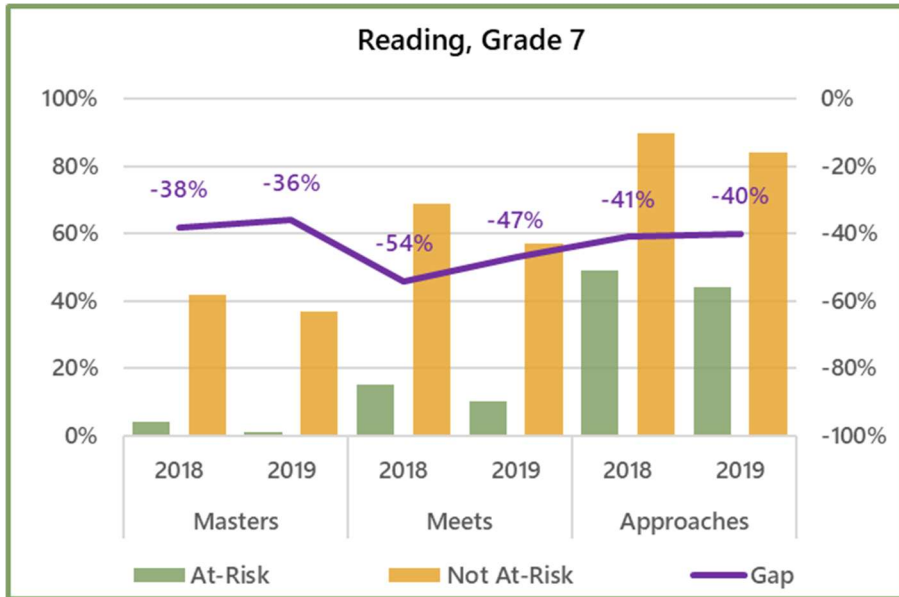
The following bar charts show two-year results for students taking the STAAR assessments. They are intended to focus on achievement gaps (if any) between at-risk and not-at-risk students as well as economically and not economically disadvantaged students rather than overall achievement. Closing achievement gaps for at-risk students should be a main goal of a district's SCE program and a successful SCE program shows a closing of achievement gaps across all STAAR categories. Gap lines that do not show a closing of the gap indicates a need for review and possible modification of the SCE program in the specific grade level and STAAR component. Finally, the STAAR category "Did Not Meet" (Failing) is not shown as this would only repeat the same achievement gap as shown in the "Approaches" (Passing) category.

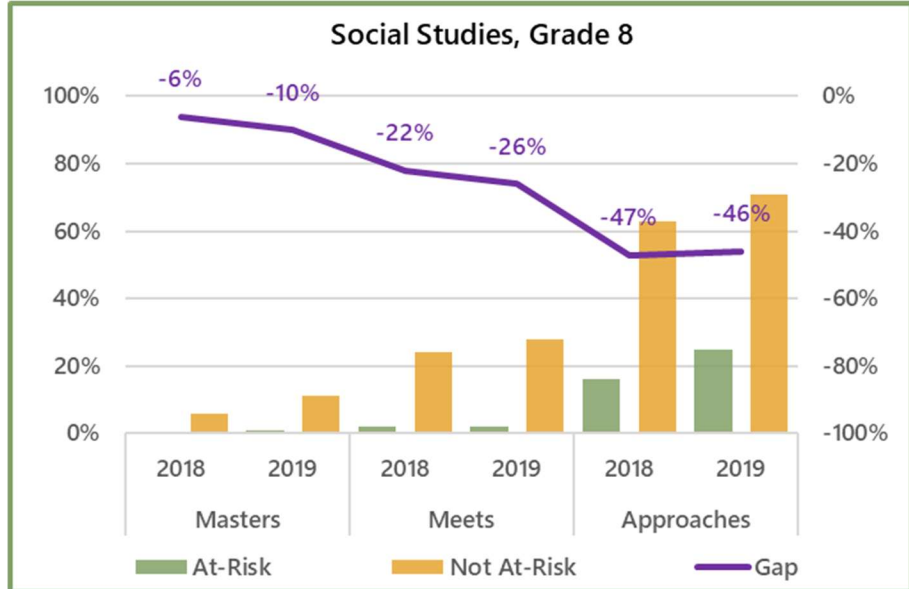
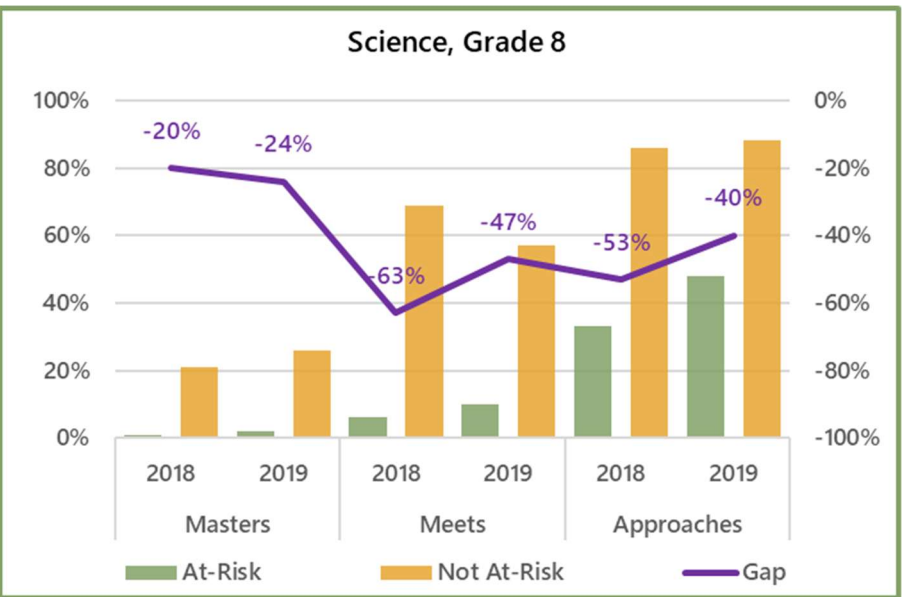
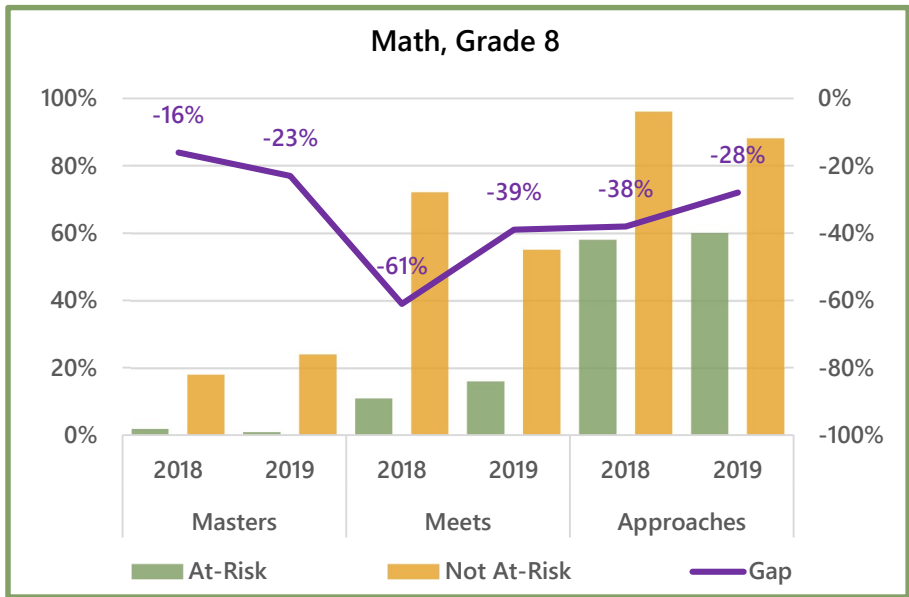
Campus STAAR Results, Two-Year Comparison of Academic Year End 2018 and 2019 [*]

* The following tables compare STAAR assessment scores for at-risk and not-at-risk students, as well as, economically disadvantaged students and not economically disadvantaged students for the spring administrations of 2018-2019 - the most recent available STAAR assessment results.

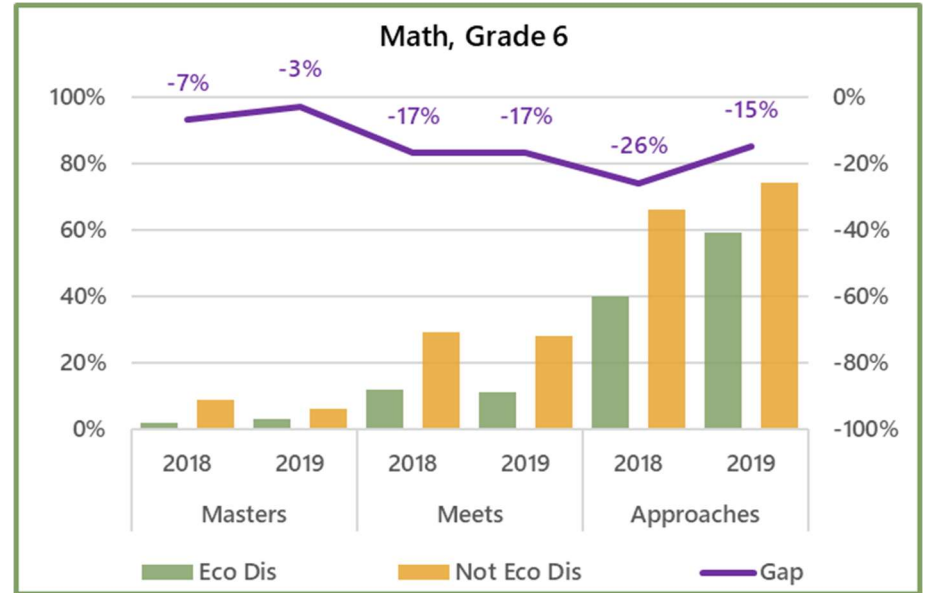
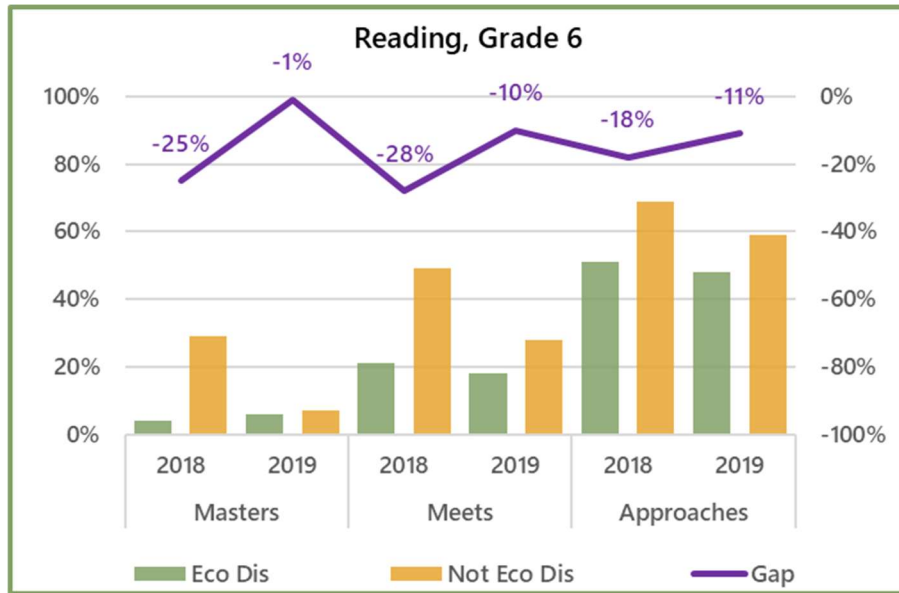
At-risk to not at-risk

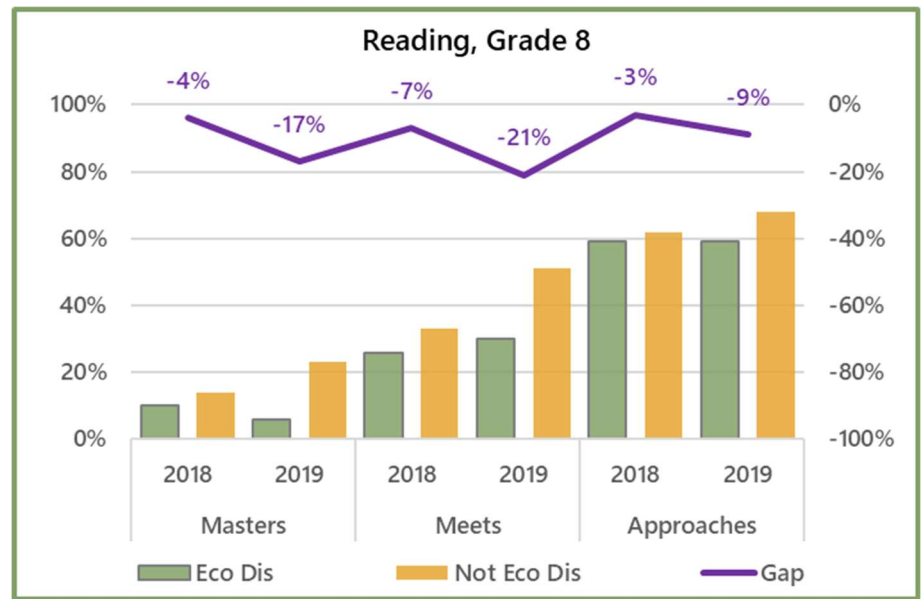
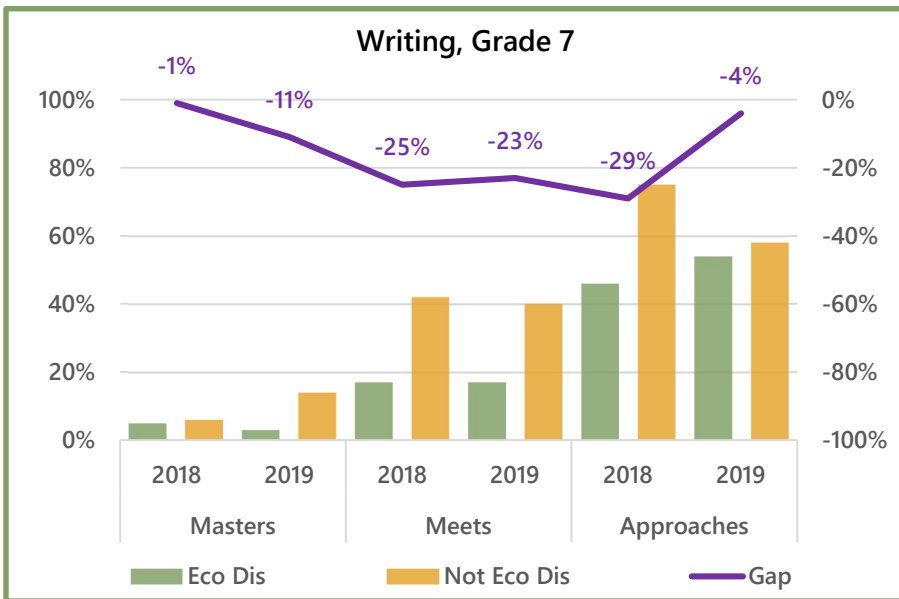
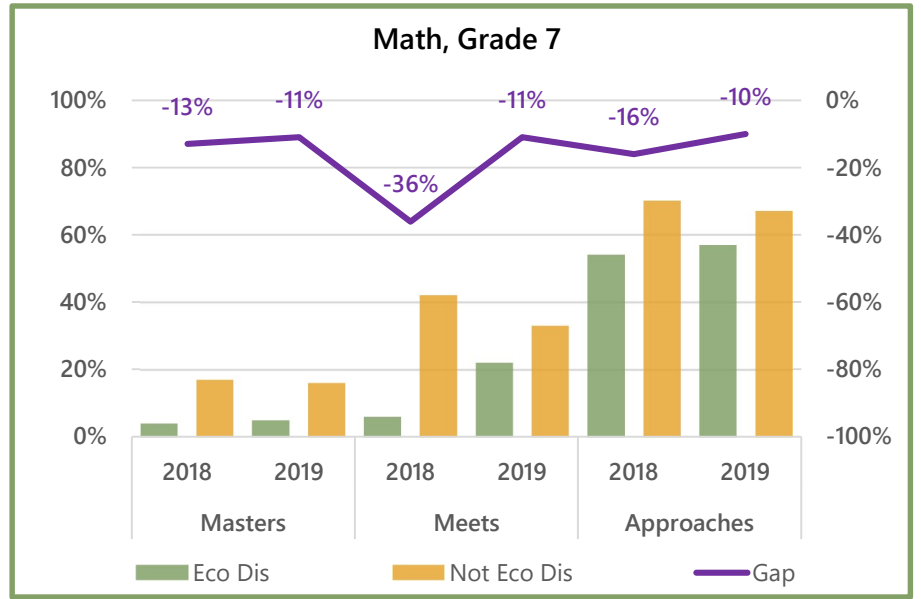
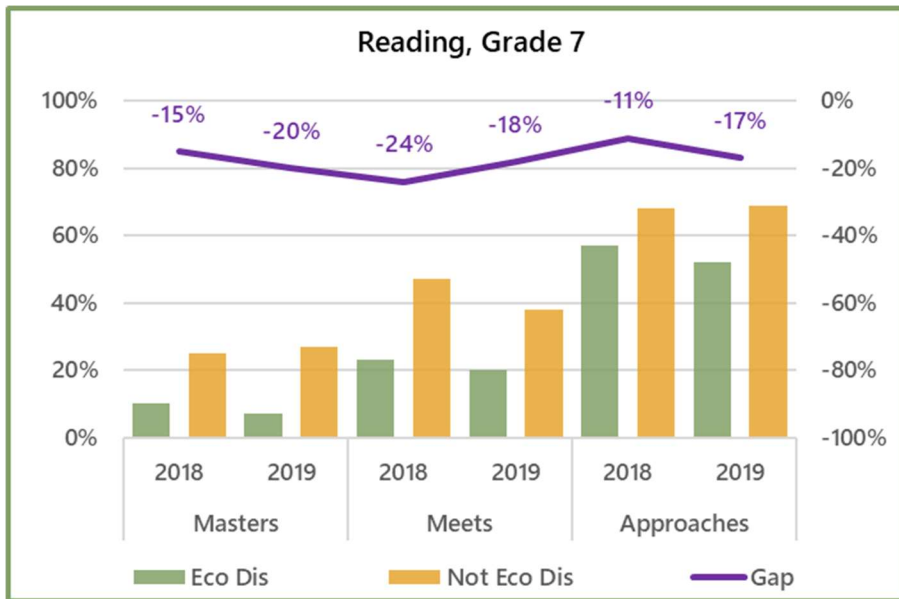


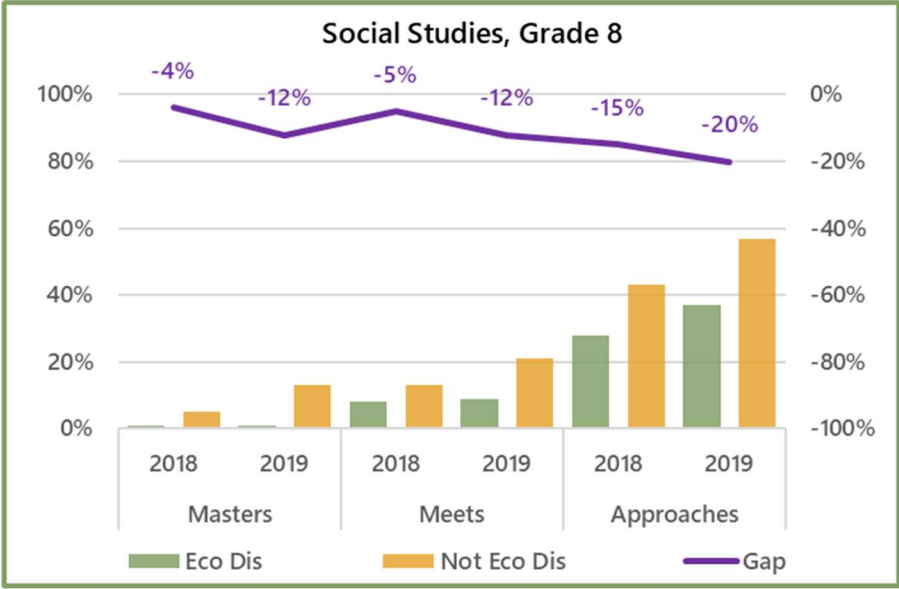
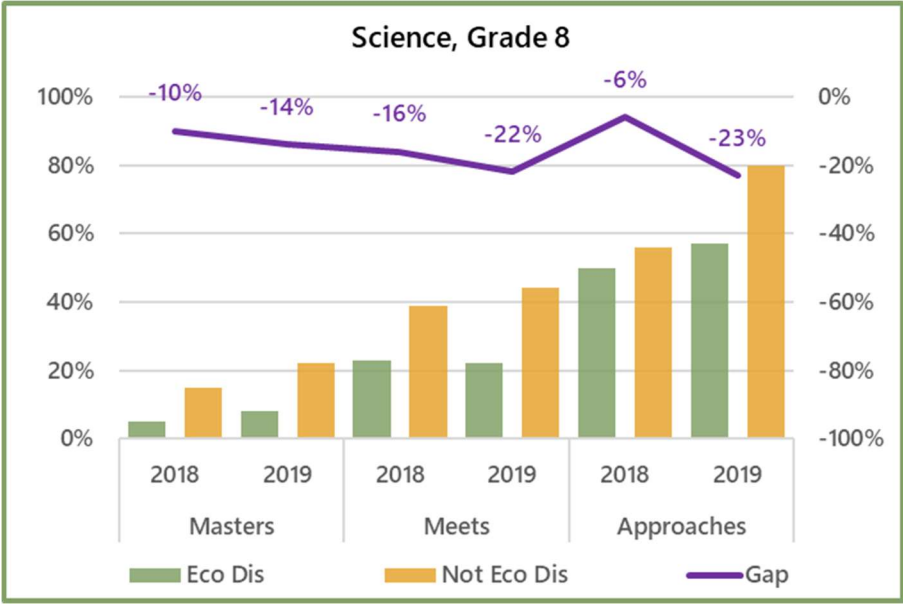
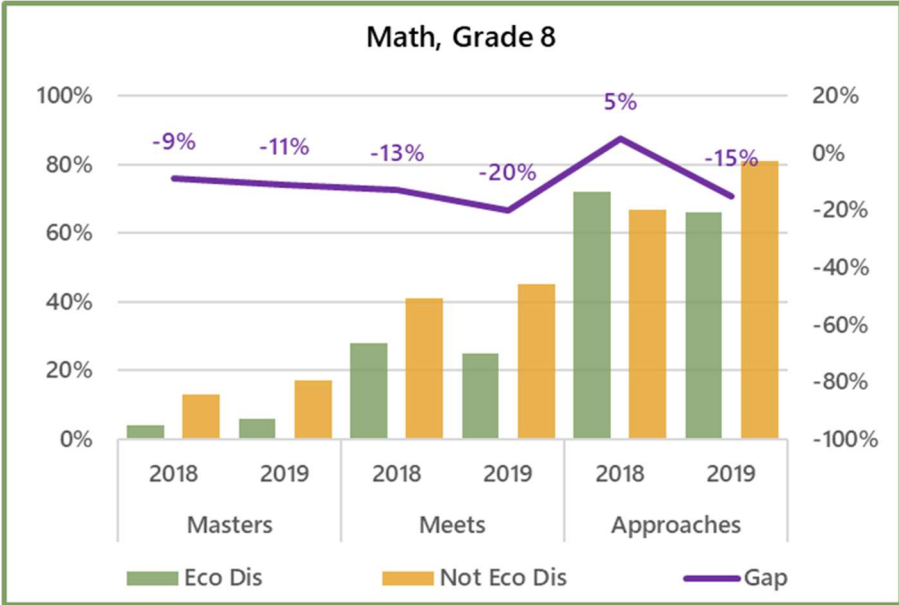




Economically Disadvantaged to Not Economically Disadvantaged







SCE Funded Programs and Services at Fort Stockton Middle School

Summative Assessment – Spring 2021 STAAR

Identified Strategies	Supplemental Financial Resources	Supplemental Fulltime Equivalency	Measurable Performance Objectives	Timelines For Monitoring Strategies	Formative Evaluation
Counselor –Supplemental counselor provides services to meet the unique educational and social/emotional needs of at-risk students	SCE funded salary \$77,032	1 Certified Counselor [1 FTE]	Above 70 average	Each six weeks	Report card grades
Instructional Support – Instructional aides provide accelerated instruction for students in small groups or one-on-one in the regular classroom and/or computer lab and library	SCE funded salary \$104,029	Instructional aides [5 FTEs]	Above 70 average	Each six weeks	Report card grades
ESL Coordinator - Ensures students receive appropriate academic and language acquisition development	SCE funded salary \$57,924	1 Certified teacher [1 FTE]	Above 70 average	Each six weeks	Report card grades
DAEP – This program is designed for students who have serious violations of the district discipline policy or the law and who cannot remain in the regular classroom. Instruction is coordinated with teacher of record and provided in specialized environment by teacher and counselor at Butz Education Center	SCE funded salary \$65,651	2 Certified teachers [1 FTE]	Above 70 average	Each six weeks	Return to regular classroom
Panther Express/Rtl – Intervention delivered through Rtl targeting skill mastery based on individual performance measures	SCE funded salary \$71,104	1 Certified teacher [1FTE]	Above 70 average	Each six weeks	Report card grades

Other Programs That Support SCE-Funded Activities

Federal and state government agencies provide an abundance of program funding and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at-risk situations.

Federally-Funded Programs

Title I, Part A—provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards. The high school campus operates a schoolwide program and these funds may be used to upgrade the entire instructional program and serve all students.

Title I, Part C— provides supplemental instructional and support services for migrant students and out of school migrant youth.

Title II, Part A— is to increase student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools. The district utilizes the flexibility under funding transferability and redirects Title II funds to be used to support the Title I, Part A schoolwide program.

Title III, Part A ELA— is to develop programs for limited English proficient students to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards. Fort Stockton ISD utilizes these funds to implement the LIEPs and purchase curricular materials and supplies to supplement the language education program.

Title IV, Part A (Student Support and Academic Enrichment) – SSAEP is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology. The district utilizes the flexibility under funding transferability and redirects Title IV funds to be used to support the Title I, Part A schoolwide program.

IDEA-B Formula— provides supplemental resources to help LEAs ensure that eligible students (ages 3-21) with disabilities are provided with a free appropriate public education as required by federal statute.

Perkins V: Strengthening Career and Technical Education for the 21st Century— The purpose of the CTE program is to develop more fully the academic knowledge, technical, and employability skills of secondary education students who enroll in CTE programs and programs of study.

State-Funded Programs

Career & Technical Education—School districts are eligible to receive weighted state funding for eligible full-time equivalent (FTE) students in approved Career and Technology Education (CTE) programs. In addition to this weighted funding, school districts are also eligible to receive \$50 for each FTE student enrolled in either two or more advanced CTE courses for three or more credits, or in an advanced CTE course as part of a tech-prep program. These two state funding elements determine a district's total CTE allotment.

Gifted & Talented (G/T)—A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual—Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs through the use of these supplemental state funds that help defray the extra costs of the programs.

Special Education—This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.

2019-2020 State Compensatory Education Program Evaluation

As required by TEC, Sec. 29.081(b)(1), Fort Stockton Middle evaluates the effectiveness of its state compensatory education program, the results of which are included in this district improvement plan. The evaluation allows the district to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school.

The analysis of the SCE program is aimed at revealing any disparity between the performance on assessment instruments between students at risk of dropping out of school and all other district students. It also uncovers differences in the rates of high school completion between students at risk of dropping out of school and all other district students.

State Compensatory Education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. Fort Stockton Middle gauges the effectiveness of its designated SCE program and includes the results of such evaluation in this district improvement plan.

The TEC does not specify the minimum standard or design for an evaluative process; however, Fort Stockton Middle chooses to use a combination of two types of evaluations: Continuous Improvement and Performance Data. The continuous improvement is evaluated through the formative processes described in the Programs and Strategies section above. Evaluation of performance data is accomplished through data analysis as part of the summative evaluation process. By taking a learning approach to evaluation, continuous improvement's primary purpose becomes to support learning that can ultimately lead to effective decision making and improvement in district-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency's ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly trained in the field of statistical analysis. As part of the SCE evaluation, the district staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to students' needs. While collecting and organizing the data is important the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the district staff to seek patterns and to provide opportunities for student and school growth, as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs that target strategies for assisting students identified as being at risk of failing or dropping out of school.

2019-2020 State Compensatory Education Program Evaluation (Cont.)

SCE-Funded Program Name	Evaluation Criteria	Number of participating students	Number of successful students	Percent successful
At-Risk Counselor	Satisfactory performance on STAAR	486	70	14%
Instructional Support	Satisfactory performance on STAAR	350	51	15%
Instructional Coach	Satisfactory performance on STAAR	637	246	39%
ESL Coordinator	Satisfactory performance on STAAR	64	5	8%
DAEP	Satisfactory performance on STAAR	3	1	33%
<p>In order to accurately determine which funded strategies are successful at raising academic standards, districts and charter schools are required to evaluate the effectiveness of their designated SCE program and include the results of this evaluation in the district improvement/instructional plan.</p>				
<p>SCE resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.</p>				

SCE Budget 2020-2021

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office coordinates the budget request process and provides approved allocations to the campuses. Fort Stockton Middle School is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements as outlined in the FASRG. The accounting practices of the district that are implemented by the campuses are consistent with cost principles, and provide for adequate documentation to support costs charged to the SCE budget.

TEC, Section 48.104(k)(1)(A) allows districts to use SCE funding to provide supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion, between students who are educationally disadvantaged and students who are not educationally disadvantaged.

Fort Stockton Middle School does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. All expenditures are reasonable and necessary to achieve the state goal of the SCE program: to supplement the district's regular education programs with compensatory, intensive, and/or accelerated instruction.

Fort Stockton ISD 186902

Fund 199 State Compensatory Education

Campus Detail



Fiscal Year 2021

Fort Stockton Middle	Acct Title	Activity	Cost
199-11-6119-00-041-1-30-0-00	Teacher/Professional Salary	DAEP	\$26,750.00
199-11-6119-00-041-1-30-0-00	Teacher/Professional Salary	ESL	\$51,310.00
199-11-6119-00-041-1-30-0-00	Teacher/Professional Salary	Panther Express	\$64,000.00
199-11-6119-00-041-1-28-0-00	Teacher/Professional Salary	DAEP	\$32,000.00
199-31-6119-00-041-1-30-0-00	Teacher/Professional Salary	Counseling	\$69,707.00
199-11-6129-00-041-1-30-0-00	Support Personnel Salary	Instructional Support	\$86,781.00
199-11-6129-00-041-1-30-0-00	Support Personnel Salary	Library	\$20,819.00
199-11-6141-00-041-1-28-0-00	Social Security/Medicare	DAEP	\$464.00
199-11-6141-00-041-1-30-0-00	Social Security/Medicare	Panther Express	\$928.00
199-11-6141-00-041-1-30-0-00	Social Security/Medicare	Library	\$301.88
199-11-6141-00-041-1-30-0-00	Social Security/Medicare	Instructional Support	\$1,258.32
199-11-6141-00-041-1-30-0-00	Social Security/Medicare	DAEP	\$387.88
199-11-6141-00-041-1-30-0-00	Social Security/Medicare	ESL	\$744.00
199-31-6141-00-041-1-30-0-00	Social Security/Medicare	Counseling	\$1,010.75
199-11-6142-00-041-1-30-0-00	Health/Life Insurance	Panther Express	\$4,632.00
199-11-6142-00-041-1-28-0-00	Health/Life Insurance	DAEP	\$2,316.00
199-11-6142-00-041-1-30-0-00	Health/Life Insurance	DAEP	\$2,316.00
199-11-6142-00-041-1-30-0-00	Health/Life Insurance	ESL	\$4,632.00
199-11-6142-00-041-1-30-0-00	Health/Life Insurance	Instructional Support	\$13,896.00
199-31-6142-00-041-1-30-0-00	Health/Life Insurance	Counseling	\$4,632.00
199-11-6145-00-041-1-30-0-00	Unemployment Comp.	DAEP	\$16.80
199-11-6145-00-041-1-30-0-00	Unemployment Comp.	ESL	\$32.22

Fort Stockton ISD 186902

Fund 199 State Compensatory Education

Campus Detail



Fiscal Year 2021

199-11-6145-00-041-1-30-0-00	Unemployment Comp.	Instructional Support	\$54.50
199-11-6145-00-041-1-30-0-00	Unemployment Comp.	Library	\$13.07
199-11-6145-00-041-1-30-0-00	Unemployment Comp.	Panther Express	\$40.19
199-11-6145-00-041-1-28-0-00	Unemployment Comp.	DAEP	\$20.10
199-31-6145-00-041-1-30-0-00	Unemployment Comp.	Counseling	\$43.78
199-11-6146-00-041-1-28-0-00	TRS Care	DAEP	\$752.00
199-11-6146-00-041-1-30-0-00	TRS Care	Panther Express	\$1,504.00
199-11-6146-00-041-1-30-0-00	TRS Care	Library	\$489.25
199-11-6146-00-041-1-30-0-00	TRS Care	Instructional Support	\$2,039.35
199-11-6146-00-041-1-30-0-00	TRS Care	DAEP	\$628.63
199-11-6146-00-041-1-30-0-00	TRS Care	ESL	\$1,205.79
199-31-6146-00-041-1-30-0-00	TRS Care	Counseling	\$1,638.11
			<hr/>
			\$397,363.60
			<hr/>
		Campus 041 Total:	\$397,363.60

Fort Stockton ISD 186902

Fund 199 State Compensatory Education

Fiscal Year 2021

Campus Detail



Total by Class Object:

61XX	\$397,363.60
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Total by Function:

11	\$320,331.96
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31	\$77,031.64
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Total by Activity:

Counseling	\$77,031.64
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DAEP	\$65,651.40
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ESL	\$57,924.00
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Instructional Support	\$104,029.18
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Library	\$21,623.20
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Panther Express	\$71,104.19
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Fort Stockton ISD 186902

Fund 199 State Compensatory Education

Fiscal Year 2021

Personnel Detail



Fort Stockton Middle

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Anthony Urias	Counselor	Counseling	\$69,707.00	1.000	\$4,632.00	\$1,010.75	\$0.00	\$43.78	\$1,638.11	\$77,031.64
Celia Magee	Instructional aide	Instructional Support	\$23,519.00	1.000	\$4,632.00	\$341.03	\$0.00	\$14.77	\$552.70	\$29,059.49
Celina Portillo	Teacher	DAEP	\$26,750.00	0.500	\$2,316.00	\$387.88	\$0.00	\$16.80	\$628.63	\$30,099.30
Denna Sadler	Teacher	Panther Express	\$64,000.00	1.000	\$4,632.00	\$928.00	\$0.00	\$40.19	\$1,504.00	\$71,104.19
Keyra Gonzalez	Instructional Aide	Instructional Support	\$20,941.00	1.000	\$4,632.00	\$303.64	\$0.00	\$13.15	\$492.11	\$26,381.91
Mahala Franco	Instructional Aide	Instructional Support	\$20,954.00	1.000	\$4,632.00	\$303.83	\$0.00	\$13.16	\$492.42	\$26,395.41
Noemi Navarrete	Coordinator	ESL	\$51,310.00	1.000	\$4,632.00	\$744.00	\$0.00	\$32.22	\$1,205.79	\$57,924.00
Ray Griffith	Teacher	DAEP	\$32,000.00	0.500	\$2,316.00	\$464.00	\$0.00	\$20.10	\$752.00	\$35,552.10
Sonia Vargas	Instructional Aide	Instructional Support	\$21,367.00	1.000	\$0.00	\$309.82	\$0.00	\$13.42	\$502.12	\$22,192.36
Terisa Amaro	Instructional Aide	Library	\$20,819.00	1.000	\$0.00	\$301.88	\$0.00	\$13.07	\$489.25	\$21,623.20
Campus 041 Subtotal:		FTE - 9	\$351,367.00		\$32,424.00	\$5,094.82	\$0.00	\$220.66	\$8,257.12	\$397,363.60