

Fabens Independent School District

Fabens Middle School

2023-2024 Improvement Plan

Accountability Rating: C



Mission Statement

MISSION

Our Mission is working together, Fabens Middle School creates a positive and lasting impact for all students through expanded learning opportunities.

Vision

VISION

Relationships are fostered between students, school and community to promote a sense of family. Trust is exhibited through principles of integrity, positive behaviors and cultivating a growth mindset. .

Fabens Middle Core Values

R.O.A.R.

Respectful Towards Everyone

Own our Choices

Always Follow Directions and Safety Protocols

Responsible

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
School Processes & Programs	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: The district will provide a safe and orderly school climate, conducive to learning.	10
Goal 2: The district will increase student academic achievement while cultivating a growth mindset for all stakeholders.	14
Goal 3: The district will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.	23
Goal 4: The district will build strong partnerships with parents, community and business members to promote a shared responsibility for student learning.	29
Goal 5: The district will operate in a fiscally sound manner through financial transparency.	31
State Compensatory	33
Budget for Fabens Middle School	33
Campus Improvement Team	34

Comprehensive Needs Assessment

Demographics

Demographics Summary

Fabens Middle School is one of four schools located in Fabens ISD, a rural district, serving the Fabens Community in grades 6th-8th. Fabens ISD is an open enrollment district and a District of Innovation. Fabens Middle School offers STEM courses in 6th-8th grade to align with the STEM District aligned approach. Fabens Middle School is a pilot campus for NJROTC in the 8th grade. The NJROTC course offers high school credit. Fabens MS also competes in UIL Athletics, Academics, and Fine Arts with great success.

Demographics (2021-22)

Total Students : 474		
Grade 6	Grade 7	Grade 8
151	144	179
LEP	Special Education	Economically Disadvantaged
203	69	307

Demographics Strengths

Fabens Middle participates in the TEA Designation for STEM courses in grades 6th-8th and provides the opportunity for students to complete the first course in the high school coherent sequence in Computer Science.

Fabens Middle School is one of few middle schools that was selected, nationwide, to pilot NJROTC in the 8th grade. The NJROTC course offers high school credit. Fabens MS also competes in UIL Athletics, Academics, and Fine Arts with great success. For the 21-22 school year, Fabens Middle will participate for the first time in UIL Theater One Act Play in the Region 19 area.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 43% of students are English Learners. **Root Cause:** The Home Language surveys reveal the home language being Spanish for the forty percent of ELs.

Problem Statement 2: 68% of students are At-Risk. **Root Cause:** Students in the demographic areas of LEP, homelessness, retention, low performance on state assessment.

School Processes & Programs

School Processes & Programs Summary

Fabens Middle school will provide well-structured lessons as well as interventions. Skills Checks will be administered every 3, 6 and 9 weeks. Benchmark data, interim assessments and Renaissance data will be used to determine student needs.

Interventions were built into the daily school schedule. A campus instructional calendar and PLC schedules were created. FMS will provide Saturday camps as well as Intersession camps.

Teachers will receive staff development through PLCs weekly to focus on student needs, learning strategies, and best teaching practices. Fabens Middle will also meet with Region 19 via PLCs for PBIS training's.

School Processes & Programs Strengths

- Saturday and Intersession Camps
- Support for teachers via PLCs, professional development.
- PLC's to review data, identify at risk populations, instructional preparation and practices

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Core content-area staff need additional training and support to effectively intervene with our At-Risk population for the benefit of student achievement. **Root Cause:** Campus PD was not previously focused on research based strategies which would allow all staff to intervene more effectively with our at-risk students.

Problem Statement 2: For the 2021-2022 school year, a change was made to scheduling to comply with HB4545 accelerated instruction in grades 6th-8th grade. **Root Cause:** Student learning loss due to remote learning during the COVID-19 pandemic and state assessment performance results.

Problem Statement 3: PLCs are now intergrated for all core teachers in their daily schedule. PLCs are integral in facilitating instructional best practices, professional development and analyzing student data. Teachers in turn use this data to drive their instructional decisions. State TEKS, ELPS, and STAAR Readiness and Supporting Standards are aligned through PLCs. **Root Cause:** Teachers will also receive training on at-risk students' needs so the teachers may have a better understanding of how to intervene in the most effective way. Teachers will continue to differentiate their instruction/activities to meet the needs of all students. Teachers will continue working with the Fundamental Five framework to assist in lesson framing/planning for optimal student outcomes.

Priority Problem Statements

Problem Statement 1: 43% of students are English Learners.

Root Cause 1: The Home Language surveys reveal the home language being Spanish for the forty percent of ELs.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS 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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: The district will provide a safe and orderly school climate, conducive to learning.

Performance Objective 1: For the 2023 -2024 school year, Fabens Middle School created a monthly safety drill calendar to ensure monthly practice. Fabens Middle School will provide activities to improve the safety and wellness of all students and staff to provide a safe environment conducive to learning.

Evaluation Data Sources: Monthly safety drill calendar for completion
 PBIS Framework
 Leader In Me
 Safety Team reviews and reflections
 Safety surveys (teachers/students)
 Implementation of Progressive Discipline Plan
 Discipline referrals data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Fabens Middle will conduct monthly safety drills and will meet monthly with the safety team to review safety drill feedback.</p> <p>Strategy's Expected Result/Impact: To provide monthly practice for drills and provide teachers and students with feedback on the drills.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Literacy Coach, Security, School Secretary, Safety Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Fabens Middle School will continue to implement the district crisis management plan for social & emotional learning (SEL) and supports for students.</p> <p>Teachers will continue to serve as SEL coaches/mentors during advisory periods to all students. The school counselor will continue to conduct classroom presentations to promote Character Education traits and anti-bullying presentations (Character Strong curriculum).</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Fabens Middle School will provide drug free curriculum during character classes and Red Ribbon Week. Fabens Middle security, administration and teachers will be visible at all transitions throughout the school day.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Fabens Middle School will continue to implement the PBIS Framework and will continue to manage committees and procedures designed to ensure day to day safety procedures such as:</p> <ul style="list-style-type: none"> o Parent communications o Conflict resolution skills for staff and students o Bullying Prevention presentations via Character Strong curriculum o Individual Education Plans o Special Education needs o Behavior Intervention Plans o Response to Intervention o Peer mediation via Eduguide/SEL modules o Teacher coaching/mentoring o Student Code of Conduct reviews as needed o Rewards for positive student behavior via PBIS rewards o Parent Newsletters o Recognition- Students of the Month o WildCat Warriors- Student Leaders <p>Staff Responsible for Monitoring: Administration, PBIS campus team, teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Maintain PBIS/SEL team and meet regularly to discuss positive changes to school approach discipline.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline leading to increased classroom time for all</p> <p>Staff Responsible for Monitoring: PBIS administrator, counselor</p>	Formative		
	Nov	Feb	Apr

Title I:

2.5


- TEA Priorities:


Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 1: The district will provide a safe and orderly school climate, conducive to learning.

Performance Objective 2: For the 2023-2024 school year, Fabens Middle School's Medical Emergency Response Team/Crisis Planning Team will meet monthly to ensure day to day safety procedures.FMS will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Evaluation Data Sources: Staff Surveys
 Discipline referrals data
 Safety Meeting Agenda and sign in sheet

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Fabens Middle School's Medical Emergency Response Team/Crisis Planning Team will provide timely feedback to staff and students after drills to ensure that drill practices are maximized to the fullest potential.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: The district will increase student academic achievement while cultivating a growth mindset for all stakeholders.

Performance Objective 1: Curriculum and Instructions- FMS will maximize achievement for all students in 100% of all classrooms by providing student high quality instruction, we will have 70% of student reach approaches level increase Meets level by 10 % and masters by 5% on STAAR test to include all sup pops.

Evaluation Data Sources: Benchmark Data

Student Learning Objectives (SLO) & Growth Trackers





End of Unit Assessments

Fundamental Five/Best Practices to facilitate deeper planning and delivery of instruction with targeted measurements for student growth

EL strategies and supports via TTESS

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Desegregation of data during PLC from each nine weeks to include benchmark tests and skills checks in order to identify student strengths and weaknesses, provide intervention or reteach in order to achieve our goal.</p> <p>Strategy's Expected Result/Impact: Reading STAAR assessments will increase from 41% to 60%.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide follow-up staff development, resources, instructional materials for teachers including time to collaborate/PLCs. Continue with instructional rounds and teacher-to-teacher learning walks learning walks across all disciplines for opportunities to reflect on best practices and to share teaching strategies.</p> <p>Strategy's Expected Result/Impact: Reading STAAR assessments will increase from 41% to 60%.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase fidelity of teacher evaluations to better support planning and delivery of instruction to include the use of Fundamental 5 and EL strategies across all disciplines.</p> <p>Strategy's Expected Result/Impact: Reading STAAR assessments will increase from 41% to 60%.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure that Fundamental Five, Student Learning Objectives and EL protocols and strategies are in place through the review of instructional planning via PLCs and delivery of instruction inclusive of IEP's, ELPS via walkthroughs and observations. Data reviews for 3, 6 and 9 weeks assessments.</p> <p>Strategy's Expected Result/Impact: Reading STAAR assessments will increase from 41% to 60%.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Increase fidelity of existing instructional protocols that incorporate interdisciplinary connections that enhance opportunity to increase use of writing across the curriculum (Critical Writing).</p> <p>Strategy's Expected Result/Impact: Reading STAAR assessments will increase from 41% to 60%.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr





Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Facilitate ongoing reviews along with RTI/MTSS meetings for students to address IEP's, accommodations, progress monitoring in consideration of instructional settings, differentiation in instruction, and campus PLC use. Enhance RTI /MTSS review with increased data assessment inclusive of Benchmarks, TALA data, MyOn Lexiles, AR, Barton Reading Program, 504 accommodations, SPED accommodations, etc.</p> <p>Strategy's Expected Result/Impact: Reading STAAR assessments will increase from 41% to 60%.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr
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Goal 2: The district will increase student academic achievement while cultivating a growth mindset for all stakeholders.

Performance Objective 2: We will provide extended day tutoring RTI through MTSS and /or pull out intervention for struggling students based on common assessment data.

Evaluation Data Sources: Benchmark Data
 Student Learning Objectives (SLO) & Growth Trackers
 End of Unit Assessments
 Fundamental Five/Best Practices to facilitate deeper planning and delivery of instruction with targeted measurements for student growth
 EL strategies and supports via TTESS

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Desegregation of data from each nine weeks to include math benchmark tests and skills checks in order to identify student strengths and weaknesses, provide intervention or reteach in order to achieve our goal.</p> <p>Strategy's Expected Result/Impact: Math STAAR assessments from 37% to 50%.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide follow-up staff development training(s)/PLCs for curriculum adoptions, TRS, and target areas of need. Continue with instructional rounds and teacher-to-teacher learning walks learning walks across all disciplines for opportunities to reflect on best practices and to share teaching strategies.</p> <p>Strategy's Expected Result/Impact: Math STAAR assessments from 37% to 50%.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase fidelity of teacher evaluations to better support planning and delivery of instruction to include the use of Fundamental 5 and EL strategies across all disciplines.</p> <p>Strategy's Expected Result/Impact: Math STAAR assessments from 37% to 50%.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure that Fundamental Five, Student Learning Objectives and EL protocols and strategies are in place through the review of instructional planning via PLCs and delivery of instruction inclusive of IEP's, ELPS via walkthroughs and observations. Data reviews for 3, 6 and 9 weeks assessments.</p> <p>Strategy's Expected Result/Impact: Math STAAR assessments from 37% to 50%.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Facilitate ongoing reviews along with RTI meetings for students to address IEP's, accommodations, progress monitoring in consideration of instructional settings, differentiation in instruction, and campus PLC use. Enhance RTI review with increased data assessment inclusive of Benchmarks, TALA data, MyOn Lexiles, AR, Barton Reading Program, 504 accommodations, SPED accommodations, etc.</p> <p>Strategy's Expected Result/Impact: Math STAAR assessments from 37% to 50%.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: The district will increase student academic achievement while cultivating a growth mindset for all stakeholders.

Performance Objective 3: Gifted Talented - TGifted and Talented/ Pre- AP - Goal- Teachers will use data to identify and group students based on need to address, academic gaps and growth. Teachers will evaluate student progress, review student assessment data to address areas of weakness and strengths to differentiate interventions and enrichment. Effectively utilize best practices to increase rigor.

Evaluation Data Sources: STEM data
End of Unit Assessments
Benchmark Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide advanced courses with challenging curriculums in Spanish, Advanced English, Advanced classes, Algebra and STEM. Strategy's Expected Result/Impact: Increase the academic achievement of all Special Education and EL students in all content areas Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Enhance the STEM program curriculum to support rigor in the 6th -8th grades. Provide teachers time to plan during PCL and Planning days to focus on individual student needs and lesson plans. Strategy's Expected Result/Impact: Completion of 6th-8th STEM course that lead to a Computer Science high school endorsement. Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads, STEM Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide continued support for college and career readiness inclusive of academic field trips and UIL competitions that foster increased academic involvement and testing opportunities in Texas Success Initiatives (TSI) and student presentation on HB5 at the 8th grade level.</p> <p>Strategy's Expected Result/Impact: college and career readiness</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads, STEM Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Create targeted intervention plans and conduct a Core subjects symposium to pin point the needs of students in the classroom and before STAAR.</p> <p>Strategy's Expected Result/Impact: Increased student success increase in the number of students meeting expectation on STAAR</p> <p>Staff Responsible for Monitoring: All, Literacy coach , department leads and Admin.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: The district will increase student academic achievement while cultivating a growth mindset for all stakeholders.

Performance Objective 4: Utilize incentives to encourage and improve attendance among students. We will conduct weekly and or monthly incentives/checks to reach our attendance goal. Provide positive incentives for perfect attendance.

High Priority

Evaluation Data Sources: Increased attendance , leading to improved academic success of students

Goal 2: The district will increase student academic achievement while cultivating a growth mindset for all stakeholders.

Performance Objective 5: Special Education / ESOL / Dual Language Goal: Fabens Middle School will implement a Co- Teach model by creating course sections within schedule to support Dual Language students in core subject areas(Math and ELAR) that will include a spanish teacher and a Core teacher to increase the EOC passing rate and closing the gap. Fabens Middle School will create core sections in the master schedule sections to support EL students in core areas with additional ESOL and SIOP strategies and promote Dual Language through-out the school year.

Evaluation Data Sources: Increased student learning and success in the classroom .





Goal 3: The district will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.

Performance Objective 1: For the 2023-2024 Hire and retain personnel that will increase and maintain relationships with community stakeholders. To include CIS.

High Priority

Evaluation Data Sources: Increased community engagement.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide quality staff development via PLCs and curriculum review which enables opportunities for campus staff to improve and to experience building personal and professional capacity and to facilitate deeper planning and delivery of instruction with targeted measurements for student growth.</p> <p>Strategy's Expected Result/Impact: Increase the academic achievement of all Special Education and EL students in all content areas</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads, STEM Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide quality mentors for new teachers or others as needed.</p> <p>Strategy's Expected Result/Impact: Mentorship/coaching of new teachers for first to second year growth</p> <p>Staff Responsible for Monitoring: Administration, Literacy Coach, Mentors, New Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Fabens Middle School will provide resources to promote incentives for Faculty and Staff to increase motivation, retention, and improve campus moral</p> <p>Strategy's Expected Result/Impact: Improvement of campus climate to ensure faculty and staff positive morale</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr
<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 3: The district will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.

Performance Objective 2: For the 2022-2023 school year, 100% of teachers will conduct a learning walk by visiting to another teacher's classroom during instruction for shared best practices.

Evaluation Data Sources: Learning Walk Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the campus Learning Walk tool to ensure that all teachers have the opportunity for a teacher to teacher learning walk across all disciplines for opportunities to reflect on best practices and to share teaching strategies</p> <p>Strategy's Expected Result/Impact: Increase the academic achievement of all Special Education and EL students in all content areas</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads, STEM Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Fabens Middle School will create school wide positive support through PBIS, SEL to improve academic and behavior targets that are endorsed and emphasize by Faculty and Staff, students, and families. Creating a safe a positive climate. Teacher staff development will be provided</p> <p>Strategy's Expected Result/Impact: Parental involvement, positive student behavior, improvement of classroom discipline, Improvement classroom management, positive teacher staff moral</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: The district will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.

Performance Objective 3: For the 2023-2024 school year, 90% of teachers will increase their practice in the Texas Teacher Evaluation and Support System (T-TESS) four domains of Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities.

High Priority

HB3 Goal

Evaluation Data Sources: TTESS evaluation data
Student Assessment Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All core subjects are provided with a professional learning community (PLC) period to support planning and delivery of instruction, provide staff development, and review data.</p> <p>Strategy's Expected Result/Impact: 90% of teachers will increase their practice in the Texas Teacher Evaluation and Support System (T-TESS)</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Literacy Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: The district will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.





Performance Objective 4 : Employee retention and recruitment : Fabens Middle School will hire only highly qualified faculty and staff and will implement strategies to reduce the turn over rate as reported on the TAPR.

High Priority

HB3 Goal

Evaluation Data Sources: Pri





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use teacher interview committees to ensure hiring highly qualified teachers and staff. Provide quality staff development which enables opportunities for campus staff to improve and to experience building personal and professional capacity and provide quality mentors for new teachers or others as needed.</p> <p>Strategy's Expected Result/Impact: Maintain 100% Highly Qualified teachers in all core subjects.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase faculty and staff recognition (Teacher of the Month/Employee of the Month, staff recognition) that promote increased positive self esteem and involvement.</p> <p>Strategy's Expected Result/Impact: Maintain 100% Highly Qualified teachers in all core subjects.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, CIS program coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will attend professional development at ESC 19 or virtually and share new learned practices in PLC's in order to ensure success in the classroom.</p> <p>Strategy's Expected Result/Impact: principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: The district will build strong partnerships with parents, community and business members to promote a shared responsibility for student learning.





Performance Objective 1: During the 2023-2024 school year, Fabens Middle School will increase involvement for parents, students and staff in our PBIS framework.

Evaluation Data Sources: Parent/student Surveys
PBIS data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase continuous communication and involvement between staff, parents, and community including academic and extracurricular activities throughout the school year via monthly parent newsletters and calendars of events.</p> <p>Strategy's Expected Result/Impact: Increase involvement for parents, students and staff in our PBIS framework.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, CIS program coordinator</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Make available to the parents of all FMS students, academic grades every three (3) weeks, campus newsletters, invitations to events and calendars and post events on campus marquee, community tv's, district and campus web pages to all FMS parents as appropriate.</p> <p>Strategy's Expected Result/Impact: Increase involvement for parents, students and staff in our PBIS framework.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, CIS program coordinator</p>	Formative		
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: The district will build strong partnerships with parents, community and business members to promote a shared responsibility for student learning.





Performance Objective 2: During the 2023-2024 school year, Fabens Middle School will increase the parental involvement on campus by utilizing the Communities in School Programs Coordinator resources and outreach.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide and maintain an on-campus "Parent Center" out-of- which parent volunteers work. Maintain open house events as required by Fisd (one per semester) and provide monthly parent meetings.</p> <p>Strategy's Expected Result/Impact: Increase the parental involvement on campus</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, CIS program coordinator</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: The district will operate in a fiscally sound manner through financial transparency.

Performance Objective 1: During the 2023-2024 school year, Fabens Middle school budget personnel will be trained on and follow all district purchasing guidelines utilizing the district's financial manual.

Evaluation Data Sources: Budget data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Fabens Middle will review campus and district goals, review budget items and address campus needs to ensure funds are allocated, tracked and encumbered appropriately.</p> <p>Strategy's Expected Result/Impact: Ensure proper use of funds</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Literacy Coach, Counselor, CIT Committee</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: The district will operate in a fiscally sound manner through financial transparency.

Performance Objective 2: Recognize student accomplishments and provide incentives to include: field trips, celebrations and awards. In addition Student Culture and Retention funds will be used to provide incentives for students to attend and participate in collaborative learning.

Evaluation Data Sources: attendance report
academic data
discipline data

State Compensatory

Budget for Fabens Middle School

Total SCE Funds: \$22,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Proviing instructional materieals to all students includeing sup pops.

Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Fabiola Villa	Teacher
Classroom Teacher	Diane Montes	Teacher
Classroom Teacher	Ricahard Pacheco	Teacher
Administrator	Justin Kleist	Assistant Principal
Administrator	Veronica Flores	Literacy Coach
Parent	Gracie Salazar	Parent
Classroom Teacher	Luis Luna	Teacher
Administrator	Monica Lyons	Principal
Classroom Teacher	Sandra Bonilla	Classroom Teacher