

**Fort Stockton Independent School District**  
**Fort Stockton Middle School**  
**2024-2025 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 2023-2024 - 485; 2022-2023 - 490; 2021-2022 - 553; 2020-2021 - 607; 2019-20 - 592; 2018-2019 - 630

Ethnic Distribution 2023-2024 - African American 1.03%; Hispanic 89.48%; White 9.07%; American Indian 0.41%; Asian 0.41%; and Two or More Races 0.61%

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 2023-2024 - 70.10%; 2021-2022 - 75.95%; 2020-2021 - 68.86%; 2019-2020 - 67.9%; 2018-2019 - 71% (state average approximately 60.2%)

English Language Learners 2023-2024 - 14.43%; 2021-2022 - 11.57%; 2020-2021 - 12.69%; 2019-2020 - 11.5%; 2018-2019 - 8.69% (state average approximately 20.3%)

At-Risk 2023-2024- 57.73%; 2021-2022 - 70.71%; 2020-2021 - 67.38%; 2019-20 - 64.5%; 2018-2019 - 60.5% (state average approximately 50.6%)

Students enrolled in Special Education 2023-2024 - 17.5%; 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 2023-2024 - 13.19%; 2021-2022 - 4.88%; 2020-2021 - 4.28%; 2019-2020 - 3.9%; 2018-2019- 2.4% (state average approximately 8.1%)

Attendance rate 2023-2024 - 2020-2021 - 83.0%; 2019 -2020 - 95.2%; 2018-2019 - 93.4% (state average approximately 95.4%)

Annual Dropout rate 2023-2024 - 0.41%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.

**High Priority**

**Evaluation Data Sources:** The Student Achievement Domain rating for FSMS will improve by one letter grade, as measured by the Texas Accountability Rating System.

**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 their full educational potential. Students will either make progress or maintain proficiency in both ELAR and mathematics from year to year, as measured by STAAR results.

**High Priority**

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

**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.

**High Priority**

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

**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 as measured by the Texas Accountability Rating System.

**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 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 May, FSMS will host a parent engagement events that focus on building parents' capacity to support student achievement.

**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, classroom teachers, as well as parents of students enrolled in the district, business representatives, and community members.

**Evaluation Data Sources:** Annual review and revision of Campus Improvement Plan.

Annual public meeting.

Annual Board approval of district and campus goals and objectives.

# 2024-2025 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Michael Schrader	Math
Classroom Teacher	Summer Bishop	ELAR
Administrator	Sammy Soliz	Principal
Administrator	Sergio Guardiola	Assistant Principal
Non-classroom Professional	Timothy Carter	FSMS Campus Curriculum Director
District-level Professional	Gil-Rey Madrid	Assistant Superintendent
Classroom Teacher	Melissa Alvarado	Math
Business Representative	Cynthia Soliz	Business Representative
Classroom Teacher	Brenda Pilley	CTE
Parent	Maria Stives	Parent
Classroom Teacher	Leslie Valenzuela	Science
Classroom Teacher	Zachary Jones	ELAR
Classroom Teacher	Melissa Montoya	ELAR
Classroom Teacher	Jeanna Martinez	Science
Classroom Teacher	Pat Pena	Social Studies
Community Representative	Andres Madrid	Community Representative
Business Representative	Ruben Falcon	Business Representative