

Fort Stockton Independent School District

Fort Stockton High School

2024-2025 Campus Improvement Plan



Fort Stockton High School

Mission Statement

The mission of the Fort Stockton Independent School District is to remain totally committed to the development of students as lifelong 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

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:: 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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Priority Problem Statements

Goals

Goal 1: Fort Stockton High School will improve EOC test scores in our two major areas of Effective Schools Framework focus, English and Math, by 5% in the areas of Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters over the course of the year long testing cycle.

Performance Objective 1: FSHS will improve English I and II EOC test scores over the course of the testing cycle by 5% in the areas of Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters.





High Priority

Evaluation Data Sources: TAPR, bench mark data, NWEA MAP, common formative assessments, and other academic sources throughout the year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: English I and II classes were created/built with smaller seat counts to help with EOC instruction, and Zone pay teachers were assigned the majority of sections.</p> <p>Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective</p> <p>Staff Responsible for Monitoring: English teachers, their PLC, the ILT, the CCD, and administration.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: English I and II classes were given special attention in the master schedule, and the classes were combined with Practical and Technical Writing and College Prep in order to elongate the classes over the "block scheduling" year, as well as to increase instructional time. Students were placed into different tracks of these classes, or even sequences of English courses, based on their performance data.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: NWEA Map, Interim Testing through the TEA testing platform and campus common formative assessments data will be reviewed in the PLCs and the FSHS Instructional Leadership Team (Panther Leadership Team- PLT).</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Weekly English PLCs will meet every Friday, and data and information from the PLC will be shared with the PLT (ILT) on Mondays for review an discussion.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: NIET grant training and implementation is taking place on campus for a second year.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Effective Schools Framework grant training and implementation is taking place for the second year.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative		
	Dec	Mar	June

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Consistent walkthroughs with feedback, based on FSHS Look-fors, will be given to English teachers throughout the school year.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Students are encouraged and rewarded for English classroom and English EOC performance in PBIS system through Open Campus (free period and Off-Campus Lunch).</p> <p>Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective</p> <p>Staff Responsible for Monitoring: English teachers, their PLC, the ILT, the CCD, the counseling department, and administration.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: The English PLC is in discussion to add a new reading software program- in addition to Summit K-12- as a way to supplement the English classroom curriculum.</p> <p>Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective.</p> <p>Staff Responsible for Monitoring: English teachers, their PLC, the ILT, the CCD, and administration.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: License costs - Local</p>	Formative		
	Dec	Mar	June

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Classroom Walkthrough and PLC Look-Fors posters were created by instructional leaders and hung on campus (halls and classes) to remind teachers what should occur during instruction (Walkthroughs) and in PLC meetings. Administration will use the posted look-fors in observations and assessments.</p> <p>Strategy's Expected Result/Impact: Improve PLC and Instructional practices.</p> <p>Staff Responsible for Monitoring: Administration and CCD.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</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: Fort Stockton High School will improve EOC test scores in our two major areas of Effective Schools Framework focus, English and Math, by 5% in the areas of Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters over the course of the year long testing cycle.

Performance Objective 2: FSHS will improve Algebra 1 EOC test scores over the course of the testing cycle by 5% in the areas of Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters.





High Priority

Evaluation Data Sources: TAPR, bench mark data, NWEA MAP, common formative assessments, and other academic sources throughout the year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Algebra I classes were created with smaller seat counts, than non-EOC courses, and Zone pay scale, high expectation teachers were assigned to these tested subjects.</p> <p>Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective</p> <p>Staff Responsible for Monitoring: Math teachers, their PLC, the ILT, the CCD, and administration.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Algebra I classes were given special attention in the master schedule, and the classes were combined with Money Matters (and Algebraic Reasoning for those who Do Not Meet) in order to elongate the classes over the "block scheduling" year, as well as increase instructional time. Students were placed into different tracks of these classes based on their performance data.</p> <p>Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective</p> <p>Staff Responsible for Monitoring: Math teachers, their PLC, the ILT, the CCD, Counseling Dept., and administration.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: NWEA Map, Interim Testing through the TEA testing platform and campus common formative assessments data will be reviewed in the PLCs and the FSHS Instructional Leadership Team (Panther Leadership Team- PLT).</p> <p>Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective</p> <p>Staff Responsible for Monitoring: Math teachers, their PLC, the ILT, the CCD, and administration.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative		
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Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Weekly Math PLCs will meet every Friday, and data and information from the PLC will be shared with the PLT (ILT) on Mondays for review an discussion.</p> <p>Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective</p> <p>Staff Responsible for Monitoring: Math teachers, their PLC, the ILT, the CCD, and administration.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: NIET grant training and implementation is taking place on campus for the second year.</p> <p>Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective</p> <p>Staff Responsible for Monitoring: Math teachers, their PLC, the ILT, the CCD, and administration.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Effective Schools Framework grant training and implementation is taking place for the second year.</p> <p>Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective</p> <p>Staff Responsible for Monitoring: Math teachers, their PLC, the ILT, the CCD, and administration.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: RBIS grant training will taking place for the second year.</p> <p>Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective</p> <p>Staff Responsible for Monitoring: Math teachers, their PLC, the ILT, the CCD, and administration.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Consistent walkthroughs with feedback, based on FSHS look-fors, will be given to Math teachers throughout the school year.</p> <p>Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective</p> <p>Staff Responsible for Monitoring: Math PLC, the ILT, the CCD, and administration.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	June

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Students are encouraged and rewarded for Algebra 1 classroom and Math EOC performance in PBIS system through Open Campus (free period and Off-Campus Lunch).</p> <p>Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective</p> <p>Staff Responsible for Monitoring: Math teachers, their PLC, the ILT, the CCD, and administration.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Classroom Walkthrough and PLC Look-Fors posters were created (by instructional leaders) and hung on campus (halls and classes) to remind teachers what should occur to during instruction (Walkthroughs) and in PLC meetings. Administration will use the posted look-fors in observations and assessments.</p> <p>Strategy's Expected Result/Impact: Improve classroom and instructional practices.</p> <p>Staff Responsible for Monitoring: Administration and CCD.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: Fort Stockton High School will see a 3% increase in the percentage of students meeting TEA criteria for College, Career, and Military Readiness from the last reporting year, as to build to 100% CCMR compliance (from last year's 97%).

Performance Objective 1: CCMR Team will perform a comprehensive review of student progress at the CCMR- Student Progress Meeting, which occurs at quarterly points (4) during the calendar year, as to ensure students are progressing along identified CCMR pathways. This meeting team is made up of the three administrators, two counselors, and the CCD.

Strategy 1 Details	Formative Reviews		
Strategy 1: Review Credit Obtainment for transcripts at Quarterly CCMR-Student Progress Meeting.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Review CCMR Progress with OnDataSuite or Education Advance at Quarterly CCMR-Student Progress Meeting	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Review Open Campus (Add/Remove Privileges Based on Student Progress- (Mr. Cruff and Ms. Vidal will update actual student ID/Schedule status at Quarterly CCMR-Student Progress Meeting).	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Assign one counselor (Ms. Havins) and one admin (Luane Porter) to work with Ms. Vidal- CCD as our specialized, small group CCMR data review team.	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Fort Stockton High School will see a 3% increase in the percentage of students meeting TEA criteria for College, Career, and Military Readiness from the last reporting year, as to build to 100% CCMR compliance (from last year's 97%).

Performance Objective 2: CCMR promotional events and opportunities will take place during the school year to promote CCMR awareness.


Strategy 1 Details	Formative Reviews		
Strategy 1: FSHS will host a massive, 13 school and 1000 guest CCMR Fair in the Special Events Center in September with follow-up as the year progresses.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: FSHS will begin the second year of McMurry Dual Credit (asynchronous) online English and Math classes (Butz Academy and on a limited Basis at FSHS.)	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: FSHS will continue its Dual Credit relationship and CTE pathway program with Midland community college as to increase industry based certifications and dual credit numbers.	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			


Goal 3: Fort Stockton High School will reach a 95% attendance rate (ADA) by the end of the 2024-25 school year.

Performance Objective 1: Fort Stockton will increase overall student attendance (ADA) by 3% by December of 2024 (as compared to last school year's ADA).

Strategy 1 Details	Formative Reviews		
Strategy 1: Truancy letters and referrals to court and juvenile probation will be prepared and mailed for habitually truant students.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Tardy behavior will be targeted by mandating that teachers send an office referral for any student with more than three unexcused tardies any 9 weeks grading period.	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Open Campus IDs (off-campus lunch) will be removed for any student that has less than 95% attendance due to unexcused absences or truancy.	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Review Campus/Student Attendance at Quarterly CCMR-Student Progress Meeting and report this information to the PLT for OLC dissemination.	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: No Attend, No Play policy adopted for 2024-25 school year. Strategy's Expected Result/Impact: Increase overall student attendance Staff Responsible for Monitoring: Administration, coaches, directors, and sponsors. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Dec	Mar	June

 No Progress


 Accomplished

 Continue/Modify

 Discontinue





Goal 3: Fort Stockton High School will reach a 95% attendance rate (ADA) by the end of the 2024-25 school year.

Performance Objective 2: Fort Stockton will increase overall student attendance (ADA) from the rate reported in December 2024 to 95% by May of 2025.

Strategy 1 Details	Formative Reviews		
Strategy 1: Truancy letters and referrals to court and juvenile probation will be prepared and mailed for habitually truant students.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Tardy behavior will be targeted by mandating that teachers send an office referral for any student with more than three unexcused tardies any 9 weeks grading period.	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Open Campus IDs (off-campus lunch) will be removed for any student that has less than 95% attendance due to unexcused absences or truancy.	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Review Campus/Student Attendance at Quarterly CCMR-Student Progress Meeting and report this information to the PLT for OLC dissemination.	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: A campus Attendance Committee was put together, led by Mr. Cruff. It will have its first meeting this December. Strategies and ideas for improving FSHS attendance will be discussed.	Formative		
	Dec	Mar	June
			

Goal 4: Fort Stockton High School will improve school culture and climate by celebrating our successes and telling our own story in the community as evidenced by a 3% increase in community contacts/engagement reports each traditional semester of the school year (fall/spring).

Performance Objective 1: Fort Stockton High School will use social media & electronic communications to engage parents and community members (with celebratory and informational posts) throughout the school year, showing a 3% increase in the level of engagement each traditional semester of the school year (Fall/Spring), as measured by Facebook engagement percentages, visits to campus website, and reported engagement from Smores newsletters.

Strategy 1 Details	Formative Reviews		
Strategy 1: Each week (on Monday), FSHS will post (as nominated by the PLT) a Panther of the Week for the following categories: Male Student, Female Student, Teacher/Staff Member, and Parent/Community Member.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: FSHS will make at least 5 general social media posts that celebrate success, advertise a school event/function/game, and/or are a service to the community every week school is in session. .	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: FSHS will keep an up to date high school webpage (one attached to the FSISD page).	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Principal will write a Parent Newsletter each month of the school year using the ParentSquare format, as well as keep track of the number read newsletters as reported by ParentSquare.	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>			

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	License costs		\$0.00
Sub-Total					\$0.00