

Fort Stockton Independent School District
Fort Stockton Intermediate School
2024-2025 Campus Improvement Plan



Mission Statement

The mission of Intermediate School is to engage, equip, and empower each student to realize their full potential.

Vision

The vision of Intermediate School is to be an environment in which teamwork and positive relationships create excitement for students to come and learn daily.

Value Statement

Intermediate's philosophy is that every student possesses the ability to be self learners. We believe that our role is to help each student recognize, respect, develop, and share that ability. We believe that each student deserves our best and that our instructional experiences need to connect to the students' needs, interests, and an increasingly global world.

We recognize that providing a safe physical and emotional environment is essential for meaningful instruction to occur. To foster this environment, we will provide guidance and opportunity for each student to practice respect, integrity, accountability and compassion.

We recognize the incredible impact a positive relationship with parents has on student achievement. We will work hard to earn the community's trust and to respond to concerns so that each student can achieve success both in school and outside of school.

The objectives of Intermediate School are to:

- Provide an emotionally and physically safe school climate where each student can learn
- Provide learning experiences which will ensure that students master the grade level Texas Essential Knowledge and Skills
- Provide engaging instructional environments in which best practices are daily presented
- Foster campus and district pride among students, staff and community

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Fort Stockton Intermediate School serves grades 4-5 in Fort Stockton ISD and operates a Title I Schoolwide Program.

Enrollment 2021-2022 - 331, 2020-2021 - 321, 2019-2020 - 400, 2018-2019 - 432, 2017-2018 - 459, 2016-2017 - 374, 2015-2016 - 384.

Ethnic Distribution 2021-2022 - African American 0.6%; Hispanic 88.5%; White 10.0%; American Indian 0.6%; Asian 0.6%; and Two or More Races 0.0%

Ethnic Distribution 2020-2021 - African American 0.9%; Hispanic 87.9%; White 10.3%; American Indian 0.6%; Asian 0.3%; and Two or More Races 0.0%

Ethnic Distribution 2019-2020 - African American 1.8%; Hispanic 87.8%; White 9.5%; American Indian 0.3%; Asian 0.5%; and Two or More Races 0.3%

Ethnic Distribution 2018-2019 - African American 1.4%; Hispanic 84.7%; White 13.0%; American Indian 0.2%; Asian 0.7%; and Two or More Races 0.0%

Ethnic Distribution 2017-2018 - African American 1.3%; Hispanic 82.8%; White 14.6%, American Indian 0.7%; Asian 0.4%; and Two or More Races 0.2%

Ethnic Distribution 2016-2017 - African American 0.5%; Hispanic 86.1%; White 11.8%, American Indian 0.3%; Asian 0.5%; and Two or More Races 0.8%

Ethnic Distribution 2015-2016 - African American 0.0%; Hispanic 86.7%; White 12.0%, American Indian 0.3%; Asian 0.0%; and Two or More Races 1.0%

Economically Disadvantaged 2021-2022- 76.7%, 2020-2021-73.8%; 2019-2020 - 74.0%; 2018-2019 - 69.4%; 2017-2018 - 68.0%; 2016-2017 - 72.7%; 2015-2016 - 75.3% (state average approximately 60.3%)

English Language Learners 2021-2022-12.1%, 2020-2021- 11.5%; 2019-2020 - 15.0%; 2018-2019 - 12.7%; 2017-2018 - 10.9%; 2016-2017 - 11.2%; 2015-2016 - 10.2% (state average approximately 21%)

Students with Disciplinary Placements 2021-2022-0%, 2020-2021 - 0.0%; 2019-2020 - 0.0%; 2018-2019 - 0.0%; 2016-2017 - 0.0%; 2015-2016 - 0.0%; 2014-2015 - 0.9%

At-Risk 2021-2022-70.1%, 2020-2021- 51.7%; 2019-2020 62.8%; 2018-2019 - 53%; 2017-2018 - 44.9%; 2016-2017 - 46.0%; 2015-2016 - 54.7% (state average approximately 49.2%)

Mobility rates for 2021-2022- 12.8%, 2020-2021- 14.7%; 2018-2019 - 13.9%; 2017-2018 - 9.6%; 2016-2017 - 15.1%; 2015-2016 - 15.1%; 2014-2015 - 9.4% (state average approximately 13.8%)

Students enrolled in Special Education 2021-2022- 13.9%, 2020-2021-12.5%; 2019-2020 - 9.0%; 2018-2019 - 6.7%; 2017-2018 - 6.8%; 2016-2017 - 5.3%; 2015-2016 - 5.5% (state average approximately 11.3%)

Students enrolled in Gifted and Talented 2021-2022-2.7%, 2020-2021-3.1%; 2019-2020 - 3.5%; 2018-2019 3.2%; 2017-2018 - 4.4%; 2016-2017 - 2.7%; 2015-2016 - 2.6% (state average approximately 8.3%)

Attendance rates in 2020-2021- 81.2%, 2019-2020- 97.9%; 2018-2019 - 93.7%; 2017-2018 - 93.9%; 2016-2017 - 95.0%; 2015-2016 - 94.2%; 2014-2015 - 94.4% (state average

approximately 98.3%)

Teachers with 0-5 years Experience in 2021-2022-55.7%, 2020-2021- 37.7%; 2019-2020 - 58.8%; 2018-2019 - 50.4%; 2017-2018 - 35.8%; 2016-2017 - 63%; 2015-2016 - 58.9% (state average approximately 27.8%)

Average Years of Experience of Teachers in 2021-2022-9.0; 2020-2021-9.7; 2019-2020 - 8.4; 2018-2019 - 8.7; 2017-2018 - 7.9; 2016-2017 - 7.9; 2015-2016 - 7.7 (state average approximately 11.2)

Number of Students per Teacher in 2021-2022-17.3; 2020-2021-11; 2019-2020 - 13.1; 2018-2019 - 13.6; 2017-2018 - 16; 2016-2017 -15.2; 2015-2016 - 16.4 (state average approximately 14.5)

Demographics Strengths

Campus Leadership - average years experience as Principals - 4.0

Experiences and diversity of new staff members provide for specialized experiences, as well as an openness to building a collaborative culture.

Intermediate staff is focused on increasing student achievement through a growth mindset.

Student Learning

Student Learning Summary

The assessment information is up to date according to the 2020-2021 School year. Accountability Information is up to date for 2022.

Four year (2021, 2019, 2018, 2017) STAAR **ELA/Reading** Performance by student group (both grades):

All students at Approaches - 60%, 70%, 70%, 69%; at Meets - 35%, 39%, 39%, 38%; at Masters - 16%, 19%, 18%, 19%

White students at Approaches - 62%, 75%, 73%, 75%; at Meets -38%, 49%, 46%, 50%; at Masters - 24%, 29%, 25%, 28%

Special Education students at Approaches - 50%, 50%, 57%, 56%; at Meets - 34%, 36%, 52%, 44%; at Masters - 12%, 11%, 26%, x

Eco Dis students at Approaches -56%, 66%, 65%, 66%; at Meets - 29%, 34%, 34%, 32%; at Masters - 12%, 15%, 14%, 14%

English Learners at Approaches -42% 62%, 59%, 44%; at Meets - 18%, 28%, 25%,x; at Masters - 3%, 13%, 13%, x

Four year (2021, 2019, 2018, 2017) STAAR **Math** Performance by student group (both grades):

All students at Approaches - 59%, 65%, 73%, 77%; at Meets - 39%, 33%, 36%, 42%, 38%; at Masters - 10%, 15%, 15%, 21%

Hispanic students at Approaches - 58%, 64%, 73%, 78%; at Meets - 31%, 31%, 34%, 40%; at Masters - 16%, 13%, 14%, 21%

White students at Approaches -69%, 67%, 76%, 73%; at Meets - 24%, 45%, 45%, 53%; at Masters 17%, 27%, 21%, 20%

Special Education students at Approaches -44%, 43%, 71%, 50%; at Meets - 37%, 32%, 71%, 38%; at Masters - 20%, 14%, 25%, x

Eco Dis students at Approaches - 56%, 59%, 69%, 72%; at Meets - 27%, 27%, 31%, 32%; at Masters - 15%, 11%, 14%, 11%

English Learners at Approaches - 42%, 67%, 75%, 68%; at Meets - 24%, 33%, 34%, 42%; at Masters - 3%, 20%, 15%, x

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

All students at Approaches -41%, 51%, 41%, 53%; at Meets - 14%, 24%, 23%, 17%; at Masters - 4%, 6%, 2%, x

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

All students at Approaches - 55%, 56%, 65%, 58%; at Meets - 27%, 28%, 21%, 24%; at Masters - 7%, 10%, 4%, 9%

Hispanic students at Approaches - 54%, 53%, 64%, 55%; at Meets - 25%, 24%, 20%, 21%; at Masters - 7%, 7%, 5%, 7%

2022- Accountability Rating -Intermediate was rated as a"B".

STAAR component score was scaled at 82; School Progress score was scaled at 85 ; Closing the Gaps score was scaled at 75.

Closing the Gaps - four student groups met minimum size criteria for Academic Achievement in ELA/Reading. The Hispanic students and the Eco Dis students groups met the target. One student groups met the minimum size criteria for Academic Achievement in Math. Four of the groups met the target.

Growth - eight student groups met minimum size criteria for Growth in ELA/Reading. All of the groups met the target s. Seven student groups met the minimum size criteria for Growth in Math. All of the groups met the target except White students.

Student Success - The Economic Disadvantage & Special Education students groups met the target.

A Mathematics distinction designations were earned.

2021- Accountability Rating -Intermediate was rated as a"D". (Due to COVID-19 the 2021 Accountability Rating is carried over.)

2019 Accountability Rating - Intermediate was rated as a"D". (Due to COVID-19 the 2019 Accountability Rating is carried over.)

STAAR component score was scaled at 64; School Progress score was scaled at 62 (Improvement Required); Closing the Gaps score was scaled at 67.

Closing the Gaps - seven student groups met minimum size criteria for Academic Achievement in ELA/Reading. The Hispanic students and the Eco Dis students groups met the target. Seven student groups met the minimum size criteria for Academic Achievement in Math. None of the groups met the target.

Growth - seven student groups met minimum size criteria for Growth in ELA/Reading. All of the groups met the target except White students and Non-Continuously Enrolled students. Seven student groups met the minimum size criteria for Growth in Math. None of the groups met the target.

Student Success - eight student groups met the minimum size criteria; none of the groups met the target for STAAR performance except for the Special Education students group.

One student group is considered to be consistently under-performing: the White students group. Because this group did not any of the evaluated targets, Intermediate received the "Additional Targeted Assistance" label in order to work on closing the gaps among student groups.

No distinction designations were earned.

Student Learning Strengths

Special education student performance maintained or improved across all subjects and all three performance levels (Approaches, Meets, Masters.)

School Processes & Programs

School Processes & Programs Summary

Team Intermediate will focus on increasing the rigor and the relevance of instructional experiences and activities for the students by implementing highly qualified instructional materials (HQIM). 90 minute blocks of instruction in ELAR, Math & 5th Grade Science are benefits to the students, allowing for teacher support during collaborative and independent learning. The ongoing practice of The Fundamental Five will provide common practices and student engagement opportunities. Weekly PLC structures ensure that staff closely examines practices and impact on student achievement. IFD and TEKS Resource PLC provide for aligned planning and increased horizontal and vertical curriculum alignment.

Team Intermediate has widely embraced the challenge of providing meaningful and rigorous learning environments across all content areas. Through opportunities to discuss, reflect, and plan collaboratively, there is a greater understanding of what is going on campus-wide and an eagerness to support cross-curricular skills. The professional community supports each other as the process to staff capacity to increase student achievement continues.

The Intermediate Campus has two labs and has increased chromebook inventory to provide 500 chromebooks for daily use, providing a 1 to 1 cart to classroom benefit. The campus is increasing its use of technology in the classroom to deliver and enrich instruction as well as to provide students with increased methods of demonstrating curricular mastery. Intermediate will use Google Classroom, Edulastic and other technology resources to support instructional technology emphasis. Additionally, students will participate in varied activities in our S.T.E.A.M. MakerSpace to support coding, 3D design and printing as well as digital literacy. Our goal is to have staff and students increase their comfort and familiarity with technology resources and use. MyON is an electronic reading library that allows for access to more reading practice.

School Processes & Programs Strengths

The master schedule maximizes the amount of time spent on instruction and ensures that all special program times are addressed. The campus improvement team serves to support instructional improvement for all students. Teachers have planning time to understand grade level TEKS and design student work.

The calendar has been developed to provide weekly data analysis PLC opportunities during which teachers examine student results, determine causes and responses (What? So What? Now What?). Additionally, IFD PLC times have been built into the calendar to provide additional time for teachers to collaboratively plan aligned instructional activities and assessments. The use of TEKS Resources, Seidlitz and lead4ward professional development provide meaningful resources and practices for teachers.

The PLC process is understood more widely and the campus has introduced new structures to enhance collaborative actions and provide support for quality instruction. An RTI data sheet is incorporated into PLC study. The data sheet allows teachers to know the demographics of their students.

Perceptions

Perceptions Summary

The context and organization of the Intermediate Campus is guided by our focus on providing high yield teaching practices and our commitment to a student-centered learning environment when making decisions. As a result, the school's schedule is designed to ensure that instructional time is maximized.

The Campus Improvement Team meets as an advisory group to the campus principal in the development of the campus improvement plan.

The Response to Intervention committee meets every six to nine weeks to discuss student academic and or behavioral needs and interventions. This committee consists of classroom teachers, counselor, campus administrator and resource teacher and district personnel when needed.

Perceptions Strengths

Team Intermediate provides access to campus experiences and opportunities to partner with teachers for increased student achievement. Providing increased experiences for parents to attain a greater understanding of the curriculum's rigor and of our instructional practices through after-school tutorials, project-based learning, parent conferences, and student showcases, the campus and families jointly serve the student experiences.

The FSISD community cares about the success of the students and are willing participants in student events and showcases. Parent volunteer group contributes time and resources to support student enrichment experiences and to celebrate staff effort and success.

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading assessment data

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

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

Parent/Community Data

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

Support Systems and Other 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: Fort Stockton Intermediate will ensure that all students will receive a high-quality education and will improve student performance for all student groups.

Performance Objective 1: Fort Stockton Intermediate will implement a well-rounded program of instruction to meet the academic needs of all students.

Evaluation Data Sources: The Student Achievement Domain rating for Fort Stockton Intermediate will improve at least one letter grade by August, 2024 as measured by the 2024 Texas Accountability Rating System.

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| <p>Strategy 1: Utilize HQIM 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 |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Instructional staff will be provided time to plan utilizing HQIM & TEKS Resource System units 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, Campus Curriculum Director & Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | |
| | Dec | Mar | June |
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| 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, Campus Curriculum Director & Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | |
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| 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, Assistant Principal & Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | |
| | Dec | Mar | June |
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| 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 & Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 6 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 6: 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 the mandatory number of minutes of physical activity for students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal & Nurse</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: Teachers will write objective-driven lesson plans with formative assessments. The district lesson plan format will be followed.</p> <p>Strategy's Expected Result/Impact: Teachers will develop and utilize objective-driven lesson plans to support effective instruction in the classroom.</p> <p>Staff Responsible for Monitoring: Curriculum Director, Campus Curriculum Director and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | |
| | Dec | Mar | June |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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


Performance Objective 2: Fort Stockton Intermediate 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 Fort Stockton Intermediate will improve at least one letter grade by August, 2024, as measured by the Texas Accountability Rating System.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 1: Facilitate effective transitions for students from Elementary to Intermediate; for students new to Fort Stockton, students in foster care, and/or students experiencing homelessness</p> <p>Strategy's Expected Result/Impact: Students will successfully move from campus to campus; improved student performance</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals & Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: 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, Campus Curriculum Director, Principal, Assistant Principal & Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: 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, Campus Curriculum Director & Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | |
| | Dec | Mar | June |
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| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 4: 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, Campus Curriculum Director & Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | |
| | Dec | Mar | June |
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 2: Fort Stockton Intermediate 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: Fort Stockton Intermediate 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 Fort Stockton Intermediate will improve at least one letter grade by August, 2024 as measured by the 2024 Texas Accountability Rating System.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 1: Continue to implement a pyramid of intervention (RTI services) for identified students.</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 |
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| 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, CBAs, benchmarks and state assessments, using DMAC, eduphoria, lead4ward and TFAR</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 & Campus Curriculum Director</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | |
| | Dec | Mar | June |
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| 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 & Campus Curriculum Director</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | |
| | Dec | Mar | June |
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| 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</p> | Formative | | |
| | Dec | Mar | June |
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| 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. Including but not limited to HB4545 accelerated instruction during TEAM time tutorials.</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, Campus Curriculum Director & Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - SCE</p> | Formative | | |
| | Dec | Mar | June |
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| 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 & Campus Curriculum Director</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 2: Fort Stockton Intermediate 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: Fort Stockton Intermediate 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 Fort Stockton Intermediate will improve at least one letter grade by August, 2024 as measured by the 2024 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 |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Students identified as Limited English Proficient will receive support through the bilingual program or ESL program including Summit K-12; 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 |
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| 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 and a continuum of services 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</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 , Assistant Principal & Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - SCE</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 |
| | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 3: Fort Stockton Intermediate 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: Fort Stockton Intermediate 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 May, 2024, Fort Stockton Intermediate will host parent engagement events that focus on building parents' capacity to support 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 campuses; transition activities, including transition activities for students going from Elementary to Intermediate.</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 & 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, phone calls and written communication.</p> <p>Strategy's Expected Result/Impact: Parents will be given access to school information through technology such as Ascender Parent Portal Assessment, Facebook, Twitter, Remind, Channel 16 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</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</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 |
| | | | |
| <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: Fort Stockton Intermediate 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: Fort Stockton Intermediate 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 students enrolled at the campus, 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 |
| | | | |
| <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> | | | |

2024-2025 Site Based Decision Making Team

| Committee Role | Name | Position |
|-----------------------------|---------------------|---|
| Parent | Rosario Renteria | 4th Grade Parent Representative |
| Classroom Teacher | Paola Guitierrez | 5th ELAR Teacher |
| Classroom Teacher | Kimberly Hernandez | 4th Math Teacher |
| Classroom Teacher | Kaylee Cope | 5th Science Teacher |
| Classroom Teacher | Jenil George | 5th Science Teacher/Department Chair/ ILT |
| Classroom Teacher | Dennise Prange | 4th ELAR Teacher |
| Parent | Shawn Fuentez | 5th Grade Parent Representative |
| Classroom Teacher | Michael Welch | 5th Math Teacher |
| Classroom Teacher | Martha Franks | 4th ELAR Teacher |
| Classroom Teacher | Victoria Maldonado | 4th/5th Art Teacher |
| Classroom Teacher | Bethany Rivers | 5th Science Teacher |
| Business Representative | Adelina Wofford | Business Representative |
| Classroom Teacher | Sandra Garcia | PE Teacher |
| Classroom Teacher | Brenda Gallegos | 5th ELAR Teacher/ Department Chair/ ILT |
| Classroom Teacher | Catherine Estrada | 5th Grade ELAR Teacher |
| Administrator | Julian Castillo | Principal |
| Classroom Teacher | Myra Matta | 5th Math Teacher/Department Chair/ILT |
| Classroom Teacher | Amber Kollmar | 5th Math Teacher / DIP |
| Community Representative | Judy Espino | Community Representative |
| Classroom Teacher | Karen Caswell | 4th Science/DIP |
| Classroom Teacher | Stephanie Dominguez | 4th ELAR |
| Paraprofessional | Miranda Celaya | Paraprofessional |
| Non-classroom Professional | Melinda Rangel | Counselor |
| District-level Professional | Amanda Urias | Assistant Superintendent |

Campus Funding Summary

| Title I | | | | | |
|------------------|-----------|----------|------------------|--------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 4 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| SCE | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 5 | | | \$0.00 |
| 2 | 2 | 5 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| IDEA B - Formula | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 2 | 3 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |