# Fort Stockton Independent School District



# 2026-2027 District Improvement Plan

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# 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.

# Value Statement

**Academics**

The Fort Stockton ISD will engage students in active learning by providing innovative and creative curriculum and instruction that is designed to prepare the students for college or entry into a career. The classroom environment should be a safe, positive place where students are encouraged to achieve their goals and are supported by their teachers and parents.

Fort Stockton ISD campuses will focus their efforts on meeting and exceeding their mastery and progress in all grades and in all subjects.

**Career and Technology**

The Fort Stockton ISD will prepare students to attend college upon their graduation. Students who have participated in dual credit courses will earn college credit hours in addition to the credit hours required for their graduation from high school. These students will be recognized for their achievements at the annual awards ceremony.

Students who choose to enter the workplace will be trained in career and business courses that are required in furtherance of their chosen vocation. These students who, at the time of their graduation from high school, have achieved sufficient credit hours to qualify for certification in their chosen field will be recognized for their achievements at the annual awards ceremony.

**Communication**

The Fort Stockton ISD will maintain open lines of communication with the Administration, parents, teachers, student body and the community via social media, correspondence and the Superintendent's Blog. Notification of upcoming events, student activities and Board Meetings will be publicized with attendance by the community encouraged.

**Financial Management**

The Fort Stockton ISD will monitor and manage finances in order to sustain educational program priorities over the long term. Monitoring will encompass yearly audits performed by outside auditing firm and the conduct of budget workshops for board members and staff.

**Participation**

The Fort Stockton ISD will promote a positive climate for student participation in extra-curricular activities, including but not limited to, sports, the arts and other competitive games resulting in increased student, parent and community support and attendance.

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# Comprehensive Needs Assessment

# Demographics

## Summary

The last Texas Education Agency Snapshot Report reflects the 2024-2025 Texas Academic Performance Report. The Fort Stockton Independent School District is a 3,028 square mile attendance area, serving 2,156 students in Pre-K through grade 12. With the Virtual Schools, a total of 13,453 students.

FSISD has three elementary campuses: Apache (PK – Grade 1); Alamo (Grades 2-3); Intermediate (Grades 4-5); one Middle School (Grades 6-8), and one High School (Grades 9-12). Butz Preparatory Campus is an innovative institution that caters to the needs of non-traditional students.

Additionally, we have two virtual campuses: Eschool Preparatory Academy (Grades K-8) and Lone Star Virtual Academy (Grades 9-12).

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**Student Demographic Trends**

Ethnic distribution 2024-2025: African American 17.3%; Hispanic 50.0%; White 25.3%; American Indian 0.6%; Asian 1.9%; Two or More Races 4.8%. (Including Virtual Schools, total students 13,453)

Ethnic distribution 2023-2024: African American 15.7%; Hispanic 55.4%; White 22.2%; American Indian 0.5%; Asian 1.6%; Two or More Races 4.5%. (Including Virtual Schools, total students 8,415)

Ethnic distribution 2022-2023: African American 0.4%; Hispanic 88.8%; White 9.1%; American Indian 0.3%; Asian 0.8%; Two or More Races 0.6%.

Ethnic distribution 2021-2022: African American 0.9%; Hispanic 88.6%; White 9.0%; American Indian 0.2%; Asian 0.7%; Two or More Races 0.5%.

Ethnic distribution 2020-2021: African American 0.8%; Hispanic 88.5%; White 9.3%; American Indian 0.2%; Asian 0.7%; Two or More Races 0.4%.

Ethnic distribution 2019-2020: African American 1.0%; Hispanic 87.7%; White 10.0%; American Indian 1.0%; Asian 0.7%; Two or More Races 0.4%.

Ethnic distribution 2018-2019: African American 0.8%; Hispanic 86.0%; White 12.0%; American Indian 0.2%; Asian 0.5%; Two or More Races 0.5%.

Ethnic distribution 2017-2018: African American 1.0%; Hispanic 85.6%; White 11.8%; American Indian 0.4%; Asian 0.4%; Two or More Races 0.5%.

Ethnic distribution 2016-2017: African American 0.7%; Hispanic 86.7%; White 11.5%; American Indian 0.1%; Asian 0.7%; Two or More Races 0.4%.

Ethnic distribution 2015-2016: African American 0.4%; Hispanic 86.9%; White 11.4%; American Indian 0.2%; Asian 0.7%; Two or More Races 0.5%.

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**Economically Disadvantaged:**

2024-2025: 69.8%, 2023-2024: 46.5%, 2022-2023: 70.6%, 2021-2022: 75.1%, 2020-2021:66.6%, 2019-2020: 68.8%; 2018-2019: 67.5%; 2017-2018: 66.4%; 2016-2017: 66.7%; 2015-2016: 65.9%

(State average 60.5%)

**Emergent Bilingual (EB) Students (EL-English Language Learners):**

2024-2025: 8.7%, 2023-2024: 7.8%, 2022-2023: 12.3%, 2021-2022: 10.9%, 2020-2021:11.9%, 2019-2020: 12.7%; 2018-2019:10.1%; 2017-2018: 9.2%; 2016-2017: 9.0%; 2015-2016: 10.2%

(State average 24.3%)

**At Risk:**

2024-2025: 65.2%, 2023-2024: 50.2%, 2022-2023: 61.4%, 2021-2022: 68.7%, 2020-2021:63.1%, 2019-2020: 65.2%; 2018-2019: 65.2%; 2017-2018: 58.3%; 2016-2017: 62.8%; 2015-2016: 61.9%

(State average 53.5%)

**Students enrolled in Special Education:**

2024-2025: 12.1%, 2023-2024: 11.0%, 2022-2023: 14.8%, 2021-2022:11.3%, 2020-2021:10.2%, 2019-2020: 8.7%; 2018-2019: 6.6%; 2017-2018:7.0%; 2016-2017: 6.0%; 2015-2016: 5.5%

(State average 15.3%)

**Students enrolled in Gifted and Talented:**

2024-2025: 3.3%, 2023-2024: 3.1%, 2022-2023: 4.5%, 2021-2022: 2.8%, 2020-2021: 2.4%, 2019-2020: 2.1%;2018-2019: 2.7%; 2017-2018: 2.9%; 2016-2017 - 2.9%; 2015-2016:3.1%

(State average 8.7%)

**Attendance Rates:**

2023-2024: 82.4%, 2022-2023: 90.7%, 2021-2022: 89.2%, 2020-2021: 83.0%, 2019-2020:92.7%, 2018-2019: 92.0%; 2017-2018: 92.3%; 2016-2017: 92.9%; 2015-2016: 93.3%; 2014-2015: 93.6%

(State average 93.6%)

**Mobility Rates:**

2023-2024: 58.1%, 2022-2023: 10.2%, 2021-2022: 9.4%, 2020-2021:12.5%, 2019-2020:13.3%, 2018-2019: 12.9%; 2017-2018: 11.8%; 2016-2017: 12.8%; 2015-2016: 12.6%; 2014-2015: 10.0%

(State average 16.1%)

**4-year Graduation Rate:**

2024: 70.7%, 2023: 87.3%, 2022: 92.1 %, 2021: 92.5%, 2020: 90.3%, 2019: 91.1%; 2018: 89.6%; 2017: 90.0%; 2016: 93.8%; 2015: 88.3%; 2014: 86.6%

(State average: 90.7%)

## Staff

**Teachers with 0-5 years of Experience:**

2024-2025: 42.0%, 2023-2024: 42.2%, 2022-2023: 44.5%, 2021-2022:52.8%, 2020-2021:51.0%, 2019-2020: 49%; 2018-2019: 50.0%; 2017-2018: 42.7%; 2016-2017: 40.4%; 2015-2016: 39.4%

(State average: 35.6%)

**Average Years of Experience of Teachers:**

2024-2025: 11.2, 2023-2024: 11.9, 2022-2023: 11.4, 2021-2022:10.1, 2020-2021:10.4, 2019-2020: 10.6; 2018-2019: 10.0; 2017-2018: 10.9; 2016-2017: 11.2; 2015-2016: 11.2

(State average: 11.2)

**Turnover Rate for Teachers:**

2024-2025: 15.4%, 2023-2024: 27.2%, 2022-2023: 32.7%, 2021-2022: 23.0%; 2019-2020: 23.3%; 2018-2019: 25.0%; 2017-2018: 26.1%; 2016-2017: 20.1%; 2015-2016: 24.9%

(State average: 18.8%)

**Number of Students per Teacher:**

2023-2024: N/A *, 2022-2023: 14.2%, 2021-2022:13.8, 2020-2021:13.0, 2019-2020**:** 14.4; 2018-2019:14.5; 2017-2018: 15.2 ; 2016-2017: 15.3; 2015-2016: 15.9

(State average: N/A)

* Denotes calculations off due to virtual schools

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Fort Stockton, a rural community, presents unique opportunities for recruiting passionate, early-career educators eager to make a positive impact. Our recruitment efforts often attract newly certified teachers or those in the early stages of their career, who bring fresh perspectives and enthusiasm to the profession. Many of these educators come through alternative certification programs, and while they may have limited clinical experience, Fort Stockton ISD is committed to providing comprehensive support, mentoring, and professional development to ensure their growth and success in the classroom. This allows us to cultivate highly effective educators dedicated to our students and the community.

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# Class Size Information

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

| Class Size Information | District | State |
|---|---|---|
| **Elementary** | | |
| Kindergarten | 18.7 | 18.9 |
| Grade 1 | 16.9 | 19.2 |
| Grade 2 | 18.5 | 19.4 |
| Grade 3 | 15.4 | 20.1 |
| Grade 4 | 18.2 | 20.0 |
| Grade 5 | 18.7 | 21.3 |
| Grade 6 | 19.9 | 19.8 |
| **Secondary** | | |
| English/Language Arts | 17.4 | 16.4 |
| Foreign Languages | 19.9 | 18.9 |
| Mathematics | 17.5 | 17.8 |
| Science | 20.0 | 18.9 |
| Social Studies | 16.5 | 18.9 |

| Staff Information | District | State |
|---|---|---|
| **Average Teacher Salary by Years of Experience (regular duties only)** | | |
| Beginning Teachers | $45,904 | |
| 1-5 Years Experience | $55,721 | |
| 6-10 Years Experience | $64,729 | |
| 11-20 Years Experience | $66,713 | |
| 21-30 Years Experience | $71,826 | |
| Over 30 Years Experience | $72,626 | |

# Strengths

FSISD Administration (district and campus levels) is comprised of administrators with many years of experience.

**Experience of Campus Leadership:**
Average Years Experience of Principals: 5.7 years
Average Years Experience of Principals with District: 3.3 years
Average Years Experience of Assistant Principals: 2.6 years
Average Years Experience of Assistant Principals with District: 2.6 years

The Fort Stockton ISD District of Innovation Plan allows the district to be exempt from state law requiring certified teachers. This policy grants the school board the authority to hire highly qualified individuals who may not hold traditional certification in specific fields. Additionally, the superintendent can request board approval for a certified teacher to teach outside their certification area or to allow a highly qualified, non-certified individual to teach, ensuring flexibility in staffing while maintaining high standards of expertise.

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### Teacher Incentive Allotment

Fort Stockton ISD continues to collect data and validate data to continue rewarding highly effective teachers. This year marks an important milestone for Fort Stockton ISD as the district enters the data

collection phase for its expansion of Teacher Incentive Allotment. The TIA program is designed to reward and retain highly effective teachers by providing additional compensation based on teacher performance and student growth. Throughout the year, the district will collect comprehensive data on instructional effectiveness, student learning, and classroom impact.

This data will guide the validation and implementation of the designation system and ensure the program is applied with accuracy, fairness, and transparency. The information gathered will support future decisions about teacher designations and compensation, allowing the district to recognize and reward top educators. Through this work, Fort Stockton ISD strengthens its commitment to instructional excellence, teacher retention, and improved student outcomes.

# Student Learning

## Summary

**Due to the performance of the two virtual schools, district results are significantly affected, which lowers the overall rating and impacts how student learning is represented across Fort Stockton ISD.**

**Information from [https://txschools.gov/](https://txschools.gov/)**

**The ratings and data currently displayed on TXschools.gov.**

Fort Stockton ISD received an overall rating of 77 (C) for 2026 accountability. The district results show areas of progress and gaps that must be addressed. Student Achievement and Closing the Gaps showed improvement from 2025. These areas and Academic Growth need continued improvement and progress toward higher performance for all campuses.

Across all STAAR subjects, 55% of tests scored at Approaches, 25% at Meets, and 7% at Masters. Reading and Language Arts showed the strongest performance with 58% at Approaches and 32% at Meets. Mathematics remains a major concern, with 40% at Approaches Level and 13% at Meets Level. Science and Social Studies results showed improvement but challenges are still present.

Academic Growth earned a score of 53. Growth in mathematics is limited, with many students earning zero growth points. Accelerated learning results also show minimal progress in both subjects.

College, Career, and Military Readiness indicates that 91% of graduates met CCMR requirements. Strengths include dual credit, TSI readiness in Reading and Language Arts, and industry-based certifications. AP/IB performance remain low and lower overall postsecondary readiness.

Graduation data shows a 4-year rate of 59.5%, rising to 70.8% by year five and 90.6% by year six. This shows improvement over time but highlights the need to increase on-time graduation.

Relative Performance earned a score of 69. This indicates that the district performed below districts with similar levels of economic disadvantage.

Across all campuses, one school earned an A rating, three earned a B, one earned a C, one earned a D, and one earned an F rating. Three campuses were identified for Targeted Support and Improvement and one campus was identified for Additional Targeted Support because specific student groups did not meet required performance targets.

The district must strengthen foundational instruction, improve mathematics performance, and close gaps for all student groups. Targeted interventions, consistent use of high-quality instructional materials, and strong professional learning will be key to improving student outcomes.

## Strengths

### Notes on Strengths

- RLA is a clear strength compared to math and other subjects.
- Dual credit participation is strong and gives momentum for CCMR improvement.
- Graduation improves significantly over time, showing strong recovery systems.

- Gifted/Talented students show high levels of mastery across subjects.
- Fort Stockton High School and Alamo are strong campuses, earning a B with balanced performance.
- Continuously enrolled students consistently outperform, which suggests stability helps learning.

# District Processes & Programs

## Summary

Fort Stockton Independent School District implements the Texas Curriculum Management Program Cooperative (TCMPC) as its curriculum framework for grades K–12. This framework aligns instruction with the Texas Essential Knowledge and Skills and the expectations of the STAAR assessment. Teachers use DMAC Solutions, Lead4ward resources, and online instructional platforms to analyze data, create assessments, monitor student progress, and plan instruction.

The district uses High-Quality Instructional Materials across core subjects. Mathematics instruction is supported by Bluebonnet Learning and Carnegie Learning, and English Language Arts instruction is supported by Bluebonnet Learning and Amplify. Additional online programs provide standards-aligned content, formative assessments, and instructional supports in reading and mathematics. Families have access to these learning tools through the district website.

As a rural district, Fort Stockton faces challenges in attracting and retaining experienced teachers. Many new hires are early-career educators who require additional support. To address this need, FSISD provides targeted professional development, job-embedded coaching, and structured support systems for beginning teachers, teachers new to specific assignments, mentor teachers, and campus leaders. Professional development is offered before the school year begins and continues throughout the year. Additionally, Mentoring Framework is being implemented to support 1st and 2nd year teachers.

Multi-Tiered System of Supports (MTSS) is implemented at every campus to identify and support students with academic or behavioral needs. Visiting consultants provide added assistance through intervention strategies, behavior support, and teacher coaching.

Bilingual and ESL instruction remains an area of focus based on the district's Results Driven Accountability data. The district continues to strengthen instructional practices to improve outcomes for Emergent Bilingual students.

FSISD uses supplemental federal funds to enhance instruction, reduce class sizes, and support intervention programs.

The district also conducts Attendance Tribunals to address chronic absenteeism. These tribunals bring together parents, students, and campus staff to problem-solve early, create support plans, and prevent unnecessary punitive actions. This process reduces referrals to truancy court by resolving attendance concerns through communication, support, and collaboration.

## Strengths

District Processes & Programs Strengths

- TCMPC provides a consistent, aligned curriculum across all grade levels.
- Teachers use DMAC, Lead4ward, and online platforms for data analysis and instructional planning.
- High-Quality Instructional Materials strengthen rigor in mathematics and English Language Arts.
- Professional development is ongoing, job-embedded, and based on research-supported instructional practices.
- Beginning teachers and teachers new to assignments receive targeted support and coaching.
- MTSS is implemented on all campuses to address academic and behavioral needs.

- Consultants provide added support for interventions, behavior strategies, and instructional coaching.
- Bilingual and ESL programs receive annual training and focused improvement efforts.
- Supplemental federal funds enhance instruction and help reduce class sizes.
- Leadership teams participate in annual training from educational experts.
- Teachers receive structured professional development before the school year and throughout the year.
- District of Innovation flexibility supports scheduling adjustments and early release days for collaboration and professional learning.
- Attendance Tribunals improve attendance by supporting families and reducing referrals to truancy court.
- Lesson planning expectations and content-specific training have been consistently implemented across many years.

# Perceptions

## Summary

Fort Stockton ISD gathers input from parents, students, staff, and community members on a regular basis. Administrators meet with families and students throughout the year to understand their needs and identify areas for improvement. Parent feedback is valued, and families are viewed as essential partners in the educational process. Their insights help guide decisions that support the academic, social, and emotional needs of students across all campuses. This collaborative approach ensures that district decisions consider the whole child and strengthen the relationship between home and school.

The district places a strong emphasis on student health and wellness. Full-time nurses, including Licensed Vocational Nurses and a Registered Nurses, support students daily by monitoring health conditions, responding to medical needs, and communicating with families. These efforts help reduce absences, improve academic readiness, and ensure that students learn in a safe and supportive environment. The district also reviews and updates its Wellness Plan each year through its Wellness Committee, keeping student health needs at the forefront.

Fort Stockton ISD provides a wide range of extracurricular programs that support student development beyond the classroom. Athletics emphasizes character, integrity, discipline, teamwork, and strong work habits. Fine arts programs such as band, choir, and visual arts allow students to explore creativity, build confidence, and work collaboratively. Career and Technical Education programs offer hands-on experiences, technical skills, and leadership opportunities that prepare students for higher education and future careers. These programs help students develop essential life skills and strengthen their sense of belonging within the school community.

The district benefits from strong community support, reflected through successful bond elections, partnerships with local agencies, and high levels of family involvement. Recent voter approval of Propositions A and B, along with the VATRE, provides the district with significant investments in facilities, instructional spaces, and operational funding. These resources support better learning environments, improved pay for employees, and continued growth across all schools.

Together, these efforts demonstrate the district’s commitment to listening to stakeholders, supporting student well-being, expanding opportunities, and maintaining strong community relationships that guide continuous improvement.

## Strengths

- Parents, students, and staff provide consistent feedback through meetings, discussions, and district outreach.
- Families are viewed as key partners in decision-making and are actively involved in identifying needs and solutions.
- Strong communication between nurses, families, and campus staff supports student health and reduces absenteeism.
- Full-time LVNs and RNs ensure ongoing medical support, chronic condition monitoring, and emergency response.
- The district maintains a proactive approach to wellness through annual reviews and updates to the Wellness Plan.
- Athletics promotes character, discipline, teamwork, and positive work habits that support personal growth.

- Fine arts programs such as band, choir, and visual arts foster creativity, confidence, and collaboration.
- CTE programs offer hands-on experiences, technical training, and leadership opportunities that are directly linked to real-world careers.
- Students gain essential life skills through athletics, fine arts, CTE, and a wide variety of extracurricular programs.
- Community support is strong, demonstrated by engagement in events, partnerships, and district initiatives.
- Voters approved Propositions A and B, supporting major improvements to facilities, learning spaces, and student programs.
- The VATRE passed, increasing operational funding and improving employee pay and district staffing stability.
- Partnerships with local agencies and law enforcement strengthen school safety, communication, and community trust.
- Safety programs include law enforcement walk-throughs, the guardian program, ballistic film, and routine door checks.
- The district uses the Standard Response Protocol and the CENTEGIX system for emergency preparedness and coordination.
- Staff retention is supported through better pay, district housing, and ongoing communication and recognition.
- ParentSquare and other communication tools offer clear, consistent updates to families in a user-friendly format.
- Community pride in local schools contributes to a positive district reputation and long-standing support.

# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- [x] **District goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **State and federal planning requirements**

## Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Results Driven Accountability (RDA)**
- [x] **Alternative Education Accountability (AEA) data**

## Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**

- [x] **Local benchmark or common assessments data**
- [x] **State-developed online interim assessments**

## Student Data: Student Groups

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Dual-credit and/or college prep course completion data**

## Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

## Employee Data

- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

## Parent/Community Data

- [x] **Parent surveys and/or other feedback**

## Support Systems and Other Data

☑ **Communications data**

# Goals

# Goal 1

FSISD will ensure that all students will receive a high-quality education and will improve student performance for all student groups.

## Performance Objective 1

☑ High Priority ☑ HB3 Goal

FSISD will develop and implement a well-rounded program of instruction to meet the academic needs of all students.

**Evaluation Data Source:** The Student Achievement Domain rating for FSISD will improve at least a letter grade, as measured by the Texas Accountability Rating System.

### Strategy 1

FSISD will provide a 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 TEKS and student expectations at each grade level so that instruction is appropriate to ensure students obtain grade level skills and competencies.

**Strategy's Expected Result/Impact:** FSISD will coordinate with campus staff to develop and implement a plan for staff development.

**Staff Responsible for Monitoring:** Principals, Assistant Superintendent, and Curriculum Directors

#### Formative Reviews

| December | March | June | June |
|---|---|---|---|

### Strategy 2

Instructional staff will be provided time to plan TEKS based units and develop the scope and sequence for each grade level and core subject area through horizontal and vertical teaming planning meetings.

**Strategy's Expected Result/Impact:** Increase in student performance for all student groups; increase in students meeting grade level expectations in all grades and content areas.

Staff Development days built into school calendar

**Staff Responsible for Monitoring:** Principals and Curriculum Directors

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 3

FSISD will ensure that teachers receive high-quality ongoing training to provide teachers with the subject matter knowledge and instructional strategies and principals with instructional leadership skills to provide students with the opportunity to meet challenging state and local student academic standards.

**Strategy's Expected Result/Impact:** Implementation of mentoring program and 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.

**Staff Responsible for Monitoring:** Assistant Superintendents, Principals and Curriculum Directors

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 4

FSISD will coordinate with the Educational Service Center, universities, and alternative certification programs to attend job fairs to recruit high-quality, highly effective staff. Staff will be encouraged to acquire additional endorsements, certifications, and/or graduate degrees. Paraprofessionals will be encouraged to pursue teaching degrees.

**Strategy's Expected Result/Impact:** Improved instruction and staff effectiveness.

**Staff Responsible for Monitoring:** District and Campus Administration

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 5

FSISD will implement a schoolwide tiered model to prevent and address problem behavior and utilize discipline management techniques to increase learning time and reduce discipline

referrals. Capturing Kids Hearts training will be utilized to prevent and address problem behaviors.

**Strategy's Expected Result/Impact:** Reduction in the use of discipline practices that remove students from the classroom to increase student performance for all student groups.

**Staff Responsible for Monitoring:** District and Campus Administration

**Funding Sources:** Title I,

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 6

FSISD campuses will implement district attendance policies, processes, and procedures with fidelity to consistently execute notification and follow up processes on attendance discrepancies. Campuses will implement dropout and truancy prevention, including Tribunal hearings as a truancy prevention measure. Truancy prevention measures to prevent drug abuse may be utilized, as ordered by Tribunal.

**Strategy's Expected Result/Impact:** Increase district average by 1% from previous year.

**Staff Responsible for Monitoring:** Campus and District  Administration

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 7

FSISD will promote a positive climate for student participation in extra-curricular activities, including but not limited to sports, the arts, academic UIL and other competitive games, to increase awareness of enrichment programs and opportunities to address the needs of students beyond core academics.

**Strategy's Expected Result/Impact:** Increased student, parent, and community support and attendance.

**Staff Responsible for Monitoring:** Campus and District Administration

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 8

FSISD will continue to coordinate efforts during safety meetings with local law enforcement, emergency services and community agencies to develop programs addressing safety, dropout prevention and drug testing. Tribunal orders may be issued for drug testing.

**Strategy's Expected Result/Impact:** Students will be educated in learning environments that are safe, drug free, and conducive to learning.

**Staff Responsible for Monitoring:** Campus and District Administration

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 9

FSISD will collaborate with community stakeholders to implement wellness programs and procedures through the School Health Advisory Council (SHAC). FSISD campuses will implement a coordinated health program to ensure students participate in moderate to vigorous physical activity for the mandatory number of minutes for physical activity for students.

**Strategy's Expected Result/Impact:** Successful implementation of FSISD wellness plan and compliance with requirements for students to participate in moderate to vigorous physical activity

**Staff Responsible for Monitoring:** Campus Principals, physical education teachers, and athletics teachers.

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 10

FSISD staff 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. Stakeholders will receive approaches and strategies to positively support learners through district communication.

**Strategy's Expected Result/Impact:** Students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**Staff Responsible for Monitoring:** District and Campus Administration

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Performance Objective 2 ☑ High Priority

FSISD 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.

**Evaluation Data Source:** The School Progress Domain rating for FSISD and each campus will improve at least one letter grade as measured by the Texas Accountability Rating System.

### Strategy 1

FSISD will offer a high-quality prekindergarten that is developmentally appropriate, multi-sensory and experiential.

**Strategy's Expected Result/Impact:** Students will obtain strong foundation knowledge and skills across primary domains of development and will demonstrate Kinder-readiness.

**Staff Responsible for Monitoring:** Assistant Superintendent, Curriculum Director, and Principal

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

### Strategy 2

FSISD will facilitate effective transitions for students from early childhood programs or home to Pre-Kindergarten or Kindergarten from campus to campus (elementary through high school) for students new to FSISD, students in foster care, and/or students experiencing homelessness.

**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 towards improved student performance.

**Staff Responsible for Monitoring:** District and Campus Administration

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 3

FSISD instructional staff will utilize technology to enhance instruction, personalize student learning, and develop problem-solving skills.
Technology will provide training to staff on the use of campus-based technology hardware and software and how to integrate technology into the curriculum.

**Strategy's Expected Result/Impact:** Increase in student performance for all student groups, and increased student engagement and attendance.

**Staff Responsible for Monitoring:** Assistant Superintendent, Curriculum Directors. Technology, and Principals

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 4

FSISD will provide ongoing professional development throughout the school year in all core content areas, with an emphasis on critical thinking and differentiated instruction.

**Strategy's Expected Result/Impact:** Increase in student performance for all student groups

**Staff Responsible for Monitoring:** Assistant Superintendent, Curriculum Directors and Principals

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 5

FSISD will 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.

**Strategy's Expected Result/Impact:** Increased student achievement, increased attendance, decreased discipline referrals, and reduced dropout rates

**Staff Responsible for Monitoring:** Assistant Superintendents, Curriculum Directors and Principals

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 6

FSISD will provide specialized support for high achieving students, including a rigorous, diverse curriculum to prepare students for various career opportunities, as well as enrichment programs to meet the unique needs of students identified as Gifted and Talented.

**Strategy's Expected Result/Impact:** Increase in student performance for students identified as Gifted and Talented, and increased student engagement and attendance

**Staff Responsible for Monitoring:** Assistant Superintendent, Curriculum Directors and Principals

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 7

FSISD will coordinate with institutions of higher education, employers, and other local partners to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education by providing increased dual enrollment opportunities, career counseling, and work-based learning opportunities.

**Strategy's Expected Result/Impact:** Increase in school-based and work-based learning opportunities to increase students earning industry certifications, and increase the number of students earning college credits through continued partnerships with Midland College and other institutions for dual credit.

**Staff Responsible for Monitoring:** Assistant Superintendent, Curriculum Director, Secondary Principals

## Formative Reviews

| December | March | June | June |
| --- | --- | --- | --- |

# Goal 2

FSISD 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

☑ **High Priority**

FSISD 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 Source:** The Closing the Gaps Domain rating for FSISD and each campus will improve at least one letter grade as measured by the Texas Accountability Rating System.

### Strategy 1

Campuses will continue to implement a Multi-Tiered System of Supports (MTSS) for identified students. 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.

**Strategy's Expected Result/Impact:** Student gains in literacy and math increasing student performance.

**Staff Responsible for Monitoring:** District and Campus Administration

#### Formative Reviews

| December | March | June | June |
|---|---|---|---|

### Strategy 2

FSISD 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, curriculum based assessments (CBAs), benchmarks, and state assessments, using DMAC, online programs, Teach Town and lead4ward.

**Strategy's Expected Result/Impact:** Teachers can identify students experiencing difficulty or not making progress, and then plan targeted interventions to improve student performance for all student groups.

**Staff Responsible for Monitoring:** Assistant Superintendent, Curriculum Directors, and Principals

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## 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.

**Strategy's Expected Result/Impact:** Increase in student performance for all student groups to increase in students meeting grade level expectations in all grades and content areas.

**Staff Responsible for Monitoring:** Assistant Superintendent, Curriculum Directors, and Principals

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 4

Paraprofessionals and teachers will provide additional classroom assistance and supplemental support to improve student achievement and close instructional gaps. Title II, Part A funds and Title IV, Part A funds are transferred for use in the Title I, Part A program.

**Strategy's Expected Result/Impact:** Student gains in literacy and math; increase in student performance.

**Staff Responsible for Monitoring:** District and campus administration

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 5

FSISD will design and implement appropriate compensatory, intensive, and accelerated instruction to ensure that students are able to perform at grade level at the conclusion of the next regular school term.

**Strategy's Expected Result/Impact:** Increase in student performance for all student groups; decrease in student dropout rates.

**Staff Responsible for Monitoring:** District and campus administration

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 6

FSISD staff will administer the universal screener and will provide students identified as at risk for developing reading difficulties and students with dyslexia an accelerated reading instruction program.

**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.

**Staff Responsible for Monitoring:** Special Services and Principals

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Performance Objective 2

FSISD will utilize varied and effective instructional strategies to improve academic achievement of all student groups, including all race/ethnicity groups, economically disadvantaged students, Emergent Bilinguals, special education students, continuously enrolled and non-continuously enrolled students, and at-risk students.

**Evaluation Data Source:** The Closing the Gaps Domain rating for FSISD and each campus will improve at least one letter grade as measured by the Texas Accountability Rating System.

## Strategy 1

FSISD will 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.

**Strategy's Expected Result/Impact:** Students will be provided with immediate enrollment, transportation, additional academic support, and counseling as appropriate.

**Staff Responsible for Monitoring:** Migrant Service Coordinator, Homeless Liaison, Foster Care Liaison, PEIMS Staff, Counselors and Campus Principals

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 2

FSISD Migrant Education Program staff will identify migrant children and youth, provide priority placement and access to instructional services, and monitor progress to ensure student success.

**Strategy's Expected Result/Impact:** 100% of migrant students will have the same opportunity to meet the challenging state standards; increase in performance of migrant students

**Staff Responsible for Monitoring:** Migrant Service Coordinator and Shared Services Agreement with Educational Service Center 18

**Funding Sources:** Title I,

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## 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 Individualized Educational Plan (IEP).

**Strategy's Expected Result/Impact:** Timely evaluations, a continuum of services, and transition plans will lead to improved outcomes for students with disabilities.

**Staff Responsible for Monitoring:** FSISD Special Education Staff, Principals and Teachers

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 4

FSISD Special Education teachers will be provided with training on IEP development, implementation, data collection, instructional strategies, behavior management and de-

escalation techniques to build teachers capacity and promote student success.

**Strategy's Expected Result/Impact:** Improved instruction and staff effectiveness towards improved student outcomes for students with disabilities.

**Staff Responsible for Monitoring:** Assistant Superintendent, Curriculum Directors, Principals, and Special Education Staff

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 5

Students identified as Emergent Bilingual will receive support through the bilingual program or ESL program. Summit K12 Connect to Literacy will be utilized to support Emergent Bilingual students. Title III funds will be used to provide professional development to teachers, Flashlight 360 program and instructional supplies to supplement the curriculum.

**Strategy's Expected Result/Impact:** Increase in Emergent Bilingual student performance in all grades and content areas.

**Staff Responsible for Monitoring:** District and campus administration

**Funding Sources:** Supplies Local, , Supplies Title III,

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 6

FSISD will continue to partner with professional consultants to help teachers and administrators develop a comprehensive understanding of the bilingual/ESL program and the English Language Proficiency Standards (ELPS) to meet the linguistic, cognitive, and affective needs of our Emergent Bilingual students.

**Strategy's Expected Result/Impact:** 100% of core academic teachers will be trained in English Language Proficiency Standards to increase Bilingual/ESL student performance.

**Staff Responsible for Monitoring:** Assistant Superintendent, Curriculum Directors, and Principals

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 7

Students eligible under 504 will receive instructional accommodations and supports according to each student's 504 plan.

**Strategy's Expected Result/Impact:** Increase in student performance for students eligible for 504 in all grades and content areas.

**Staff Responsible for Monitoring:** Principal and Teachers

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 8

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.

**Strategy's Expected Result/Impact:** Increase in student performance for students identified as at-risk in all grades and content areas.

**Staff Responsible for Monitoring:** Principals and counselors

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 9

FSISD will support campuses in reducing 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.

**Strategy's Expected Result/Impact:** 0% dropout rate and increase in the number of credits recovered by students considered at-risk of dropping out.

**Staff Responsible for Monitoring:** Campus Principals, District Administration, and Counselors

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

# Goal 3

FSISD 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

FSISD 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 Source:** By May, each campus will host a parent engagement event that focuses on building parents' capacity to support student achievement.

### Strategy 1

FSISD will implement current research-based strategies to promote effective parent and family engagement that supports student achievement and closes the achievement gap.

**Strategy's Expected Result/Impact:** Activities that respond to the needs of all families, including those ethnically, linguistically and socio-economically diverse, to reach more parents and families in building parents capacity and supporting student performance.

**Staff Responsible for Monitoring:** District and Campus Administration
Parent Liaison

#### Formative Reviews

| December | March | June | June |
|---|---|---|---|

### Strategy 2

FSISD parent and family engagement opportunities will be offered. 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 as needed.

**Strategy's Expected Result/Impact:** Increased school-parent communication
Increased parent attendance at school events
Increase in number of parent volunteers

**Staff Responsible for Monitoring:** District and Campus Administration
Parent Liaison

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 3

FSISD will coordinate family engagement priorities and structures between elementary and secondary schools. Transition activities, including school visits for preschool students enrolling at elementary campuses will be held as well as transition activities for students going from the elementary level to secondary level.

**Strategy's Expected Result/Impact:** Students will successfully move from one school to another to become part of the new school, and maintain social and academic status, leading to improved student performance for all student groups.

**Staff Responsible for Monitoring:** District and Campus Administration
Parent Liaison

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 4

FSISD will 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.

**Strategy's Expected Result/Impact:** More effective family engagement that supports student achievement and closes the achievement gap.

**Staff Responsible for Monitoring:** District and Campus Administration
Parent Liaison

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 5

FSISD will support campus-based events to promote effective family engagement that supports student achievement and closes the achievement gap.

**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.

**Staff Responsible for Monitoring:** District and Campus Administration
Parent Liaison

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 6

FSISD will provide parents and families with timely notification of school events, and flexible meeting times. In addition to relevant data on attendance, behavior, 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
written communication, including electronic communication

**Strategy's Expected Result/Impact:** Parents will be given access to school information through technology including Parent Portal, Facebook, X, Instagram and Parent Square.

School-home communication will be available in English and Spanish.  Interpreters will be provided for meetings, conferences, and other activities.

**Staff Responsible for Monitoring:** District and Campus Administration
Parent Liaison

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 7

FSISD will provide teachers and staff with professional development and diversity awareness training. Training for school personnel, such as special educators and administrators, to facilitate meaningful communication and collaboration with families towards increased parent engagement.

**Strategy's Expected Result/Impact:** FSISD faculty and staff will build capacity to work effectively with students' families through improved school-home communication and improved student performance.

**Staff Responsible for Monitoring:** Assistant Superintendents, Principals, and Parent Liaison

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 8

FSISD will provide opportunities for increased parent and family engagement at FSMS and FSHS, such as informational sessions to emphasize the need for students to make informed curriculum choices to be prepared for success beyond high school. Information related to higher education admissions and financial aid opportunities; and opportunities or career counseling to identify student interests and skills.

**Strategy's Expected Result/Impact:** Increased attendance at secondary outreach activities to help students and their families manage transitions from middle school to high school, and from high school to postsecondary education programs and employment.

**Staff Responsible for Monitoring:** District and Campus Administration
Counselors

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 9

FSISD will continue to partner with community resource agencies, local businesses, higher education institutions, and other government entities to support student learning and overall family growth.

**Strategy's Expected Result/Impact:** Partnerships with external mental health organizations to support students' social-emotional health, increased participation of businesses and communities in education, coordination of businesses, civic clubs and community funding for scholarships and incentives.

**Staff Responsible for Monitoring:** District and Campus Administration

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Performance Objective 2

FSISD 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 Source:** Annual review and revision of District Improvement Plan.
Annual public meeting.
Annual Board approval of district and campus goals and objectives.

## Strategy 1

FSISD will coordinate and integrate federal, state, and local services and programs, including violence prevention programs, nutrition programs, housing programs, Head Start, career and technical education, and job training.

**Strategy's Expected Result/Impact:** Federal funds, including Title I funds, will work in conjunction with other school initiatives that seek to build the parent school connection and move student achievement to higher levels.

**Staff Responsible for Monitoring:** Assistant Superintendent and Campus Principals

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 2

FSISD will conduct an annual Comprehensive Needs Assessment (with parents and other members of the community) for the district and each campus as part of the continuous improvement planning process.

**Strategy's Expected Result/Impact:** Student Outcome-Focused SMART Goals and Performance Measures toward improved student performance.

**Staff Responsible for Monitoring:** Assistant Superintendent and District Improvement Committee

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 3

FSISD will conduct program evaluations to determine the impact and effectiveness of programs, initiatives, and process reviews to increase learning time to reduce duplication of services and resources.

**Strategy's Expected Result/Impact:** Efficient allocation and use financial resources while improving the quality of education provided to students.

**Staff Responsible for Monitoring:** District and Campus Administration

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 4

Each campus shall 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.

**Strategy's Expected Result/Impact:** Student Outcome-Focused SMART Goals & Performance Measures; improved student performance

**Staff Responsible for Monitoring:** Principals and Campus Improvement Committees

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 5

FSISD improvement plans 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.

**Strategy's Expected Result/Impact:** Campus plans will define teaching methods to meet the needs of student groups that do not reach full potential, as well as methods to meet students' needs for special programs and improved student performance.

**Staff Responsible for Monitoring:** District and Campus Administration

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 6

FSISD will 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.

**Strategy's Expected Result/Impact:** Parent compacts and the Parental Involvement Program will be reviewed annually with the input of parents. The campuses will provide parents with copies of the Student Handbook, Code of Conduct, Parent Involvement Policy, and Title I Parent Compact.

**Staff Responsible for Monitoring:** District and Campus Administration

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 7

FSISD will identify strategies to lower barriers to parents' participation 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.

**Strategy's Expected Result/Impact:** Increase in parents willing to engage in the continuous improvement process, increased survey participation, and additional parent feedback regarding programs and planning.

**Staff Responsible for Monitoring:** District and Campus Administration, Parent Liaison

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

## Strategy 8

FSISD will maintain open lines of communication with the Administration, parents, teachers, student body and the community via social media, and correspondence.

**Strategy's Expected Result/Impact:** Notification of upcoming events, student activities and board meetings will be publicized, with community encouraged attendance.

**Staff Responsible for Monitoring:** District and Campus Administration

### Formative Reviews

| December | March | June | June |
|---|---|---|---|

# Assurances

**Statutorily Required Assurances**

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan** Signature of Assurance

# Funding Summary

# Funding Summary

## Title I

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 5 | | -- | $0.00 |
| 2 | 2 | 2 | | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## Title III

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 2 | 2 | 5 | Supplies | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## Local

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 2 | 2 | 5 | Supplies | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |

# Policies, Procedures, and Requirements

# Policies, Procedures, and Requirements

| Title | Person Responsible | Review Date | Addressed By | Addressed On |
|---|---|---|---|---|
| Title I, Part C Migrant | Amanda Urias | 10/26/2026 | Amanda Urias | 10/22/2026 |

# FORT STOCKTON ISD

# State Compensatory Education Program Addendum

## Fiscal, School Year 2024-2025

Special section of the district improvement plan developed to document the activities, budget, and evaluation of the state compensatory education program designed to meet the specific needs of at-risk and educationally-disadvantaged students

# STATE COMPENSATORY EDUCATION PROGRAM OF FORT STOCKTON ISD

To comply with Texas Education Code (TEC) Sec. 11.252, Fort Stockton ISD annually reviews and revises its district and campus improvement plans, and conducts a comprehensive needs assessment to, "guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to achievement indicators." This addendum to the improvement plan reflects the continuous nature of the needs assessment process to enhance academic improvement as well as provide a review of the State Compensatory Education (SCE) program to ensure fidelity in fiscal efficiency and programmatic effectiveness.

The addendum outlines the following information:

- The comprehensive needs assessment process
- State criteria to identify at-risk students
- District demographics
- Students identified for the SCE program by State criterion
- District graduation rates
- State assessment data – STAAR and STAAR End of Course (EOC), 2023-2024
- Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students
- SCE programs and services
- SCE Program evaluation, 2023-2024
- Funding information
- District SCE budget
- District SCE funded direct instructional services distribution

Texas House Bill 3 (HB3), as passed by the 86th Texas Legislature, determined that the purpose of the State Compensatory Education allotment is to provide school districts and open-enrollment charter schools with funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR and STAAR EOC exams] administered under the TEC, Subchapter B, Chapter 39.023(c), or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the TEC Sec. 29.081, and all other students.

The primary source of state funding for Texas school districts is the Foundation School Program (FSP). State Compensatory Education Funds are reported on the Summary of Finance of the School District State Aid Reports under program intent code (PIC) 24. The statute requires that at least 55 percent of SCE funds be allocated for the direct instruction of at-risk students.

## Comprehensive Needs Assessment Process

An annual needs assessment is conducted at both the district and campus levels. As defined in TEC Sec. 11.251, 11.252 and 11.252, Fort Stockton ISD utilizes a site-based decision-making committee comprised of administrators, teachers, at least one professional staff with the primary responsibility for serving students with disabilities, parents, community members, and business representatives. The comprehensive needs assessment process is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensure that the use of resources is strategically planned, aligned, supplemental and cost effective. Data utilized during the comprehensive needs assessment process is disaggregated by all student groups served by the district/campus within the categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment process determines the measurable district and campus performance objectives for all appropriate student achievement indicators for all student populations.

## State Criteria to Identify At-Risk Students

The TEC Sec. 29.081 utilizes the following criteria to define a student as "at risk of dropping out of school" in PEIMS if the student is under twenty-six years of age and who:

1. Was not advanced from one grade level to the next for one or more school years [even if by parent choice]
2. If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC, Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument [once identified by this criterion, the student remains "at risk" their entire K-12 education]
4. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
5. Is pregnant or is a parent

6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year
7. Has been expelled in accordance with Section 37.007 during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school [once identified by this criterion, the student remains "at risk" their entire K-12 education]
10. Is a student of limited English proficiency, as defined by Section 29.052
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
12. Is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code
15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548.

Fort Stockton ISD continually identifies and documents students who are at risk of dropping out of school. Procedures are in place to ensure accurate coding of student demographic information into the Public Information Management System (PEIMS) during initial registration, upon receipt of state assessment scores, during PEIMS reviews in preparation for snapshot date and as necessary to ensure accurate data. Fort Stockton ISD ensures that each campus regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within an "at risk" category after the school year begins will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program as applicable to the identifier itself.

## District Demographics

According to the 2022-2023 TEA Texas Performance Reporting System, Fort Stockton ISD had a total student population of 2,167 students. Of the total population of students, ethnic distributions were as follows: 0.4% African American, 88.7% Hispanic, 9% White, 0.3% American Indian, 0.8% Asian, 0.1% Pacific Islander and 0.6% Two or More Races. Additional identifiers of the total population include: 70.8% Economically Disadvantaged, 29.2% Non-Educationally Disadvantages, 12.4% Emergent Bilingual and English Learners, and 0.9% with discipline placements. Specific to the intent and purpose of SCE program support, 61.9% of students are considered at risk.

## Students Identified for SCE Program by State Criterion

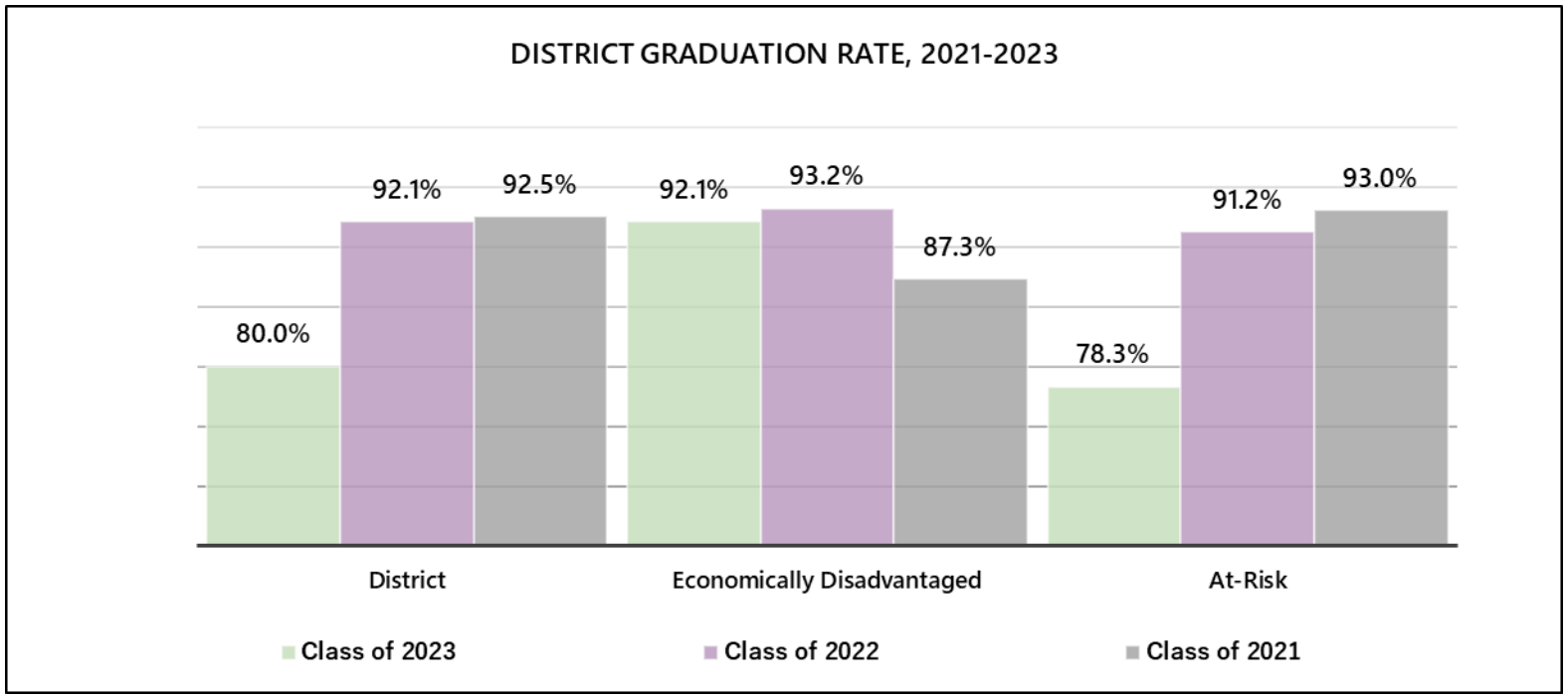
The following table represents the number and percentage of students identified in each of the fifteen "at-risk" categories. Depending on the indicator, students can be counted in more than one category.

| District | | | Readiness Test | | <70 Average | | Not Advanced | | Failed STAAR | | AEP | | Parole/ Probation | | LEP | | DPRS | | Homeless | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Gr. Level | Total Enroll | Perc. Enroll | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| EE | 0 | 0% | 0 | #DIV/0! | | | 0 | #DIV/0! | | | 0 | #DIV/0! | 0 | ### | 0 | ### | 0 | ### | 0 | ### |
| PK | 25 | 1% | 0 | 0% | | | 0 | 0% | | | 0 | 0% | 0 | 0% | 10 | 40% | 0 | 0% | 0 | 0% |
| K | 143 | 7% | 48 | 34% | | | 0 | 0% | | | 0 | 0% | 0 | 0% | 28 | 20% | 0 | 0% | 0 | 0% |
| 1 | 130 | 6% | 47 | 36% | | | 0 | 0% | | | 0 | 0% | 0 | 0% | 20 | 15% | 0 | 0% | 0 | 0% |
| 2 | 140 | 7% | 59 | 42% | | | 0 | 0% | | | 0 | 0% | 0 | 0% | 28 | 20% | 0 | 0% | 0 | 0% |
| 3 | 150 | 7% | 51 | 34% | | | 1 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 19 | 13% | 0 | 0% | 0 | 0% |
| 4 | 174 | 8% | | | | | 4 | 2% | 85 | 49% | 0 | 0% | 0 | 0% | 25 | 14% | 0 | 0% | 0 | 0% |
| 5 | 167 | 8% | | | | | 5 | 3% | 88 | 53% | 0 | 0% | 0 | 0% | 15 | 9% | 0 | 0% | 0 | 0% |
| 6 | 163 | 8% | | | | | 1 | 1% | 80 | 49% | 3 | 2% | 1 | 1% | 21 | 13% | 0 | 0% | 0 | 0% |
| 7 | 173 | 8% | | | 15 | 9% | 3 | 2% | 105 | 61% | 4 | 2% | 1 | 1% | 27 | 16% | 0 | 0% | 0 | 0% |
| 8 | 166 | 8% | | | 33 | 20% | 3 | 2% | 104 | 63% | 4 | 2% | 0 | 0% | 21 | 13% | 0 | 0% | 1 | 1% |
| 9 | 167 | 8% | | | 38 | 23% | 17 | 10% | 99 | 59% | 8 | 5% | 1 | 1% | 25 | 15% | 1 | 1% | 0 | 0% |
| 10 | 200 | 9% | | | 48 | 24% | 13 | 7% | 109 | 55% | 13 | 7% | 2 | 1% | 34 | 17% | 1 | 1% | 0 | 0% |
| 11 | 163 | 8% | | | 34 | 21% | 10 | 6% | 84 | 52% | 11 | 7% | 1 | 1% | 23 | 14% | 0 | 0% | 0 | 0% |
| 12 | 169 | 8% | | | 9 | 5% | 4 | 2% | 72 | 43% | 11 | 7% | 0 | 0% | 16 | 9% | 0 | 0% | 1 | 1% |
| Total | 2,130 | 100% | 205 | 10% | 177 | 8% | 61 | 3% | 826 | 39% | 54 | 3% | 6 | 0% | 312 | 15% | 2 | 0% | 2 | 0% |

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## District Graduation Rates

The TEC, Subchapter B, Chapter 39.023(c), requires districts to compare the disparity in the rates of high school completion between students who are economically disadvantaged and students who are not economically disadvantaged, and between students at risk of dropping out of school, as defined by the TEC Sec. 29.081, and all other students. The table below provides this comparison and is based on the latest data provided by the Texas Education Agency.



## State Assessment Data – STAAR and STAAR EOC, 2023-2024

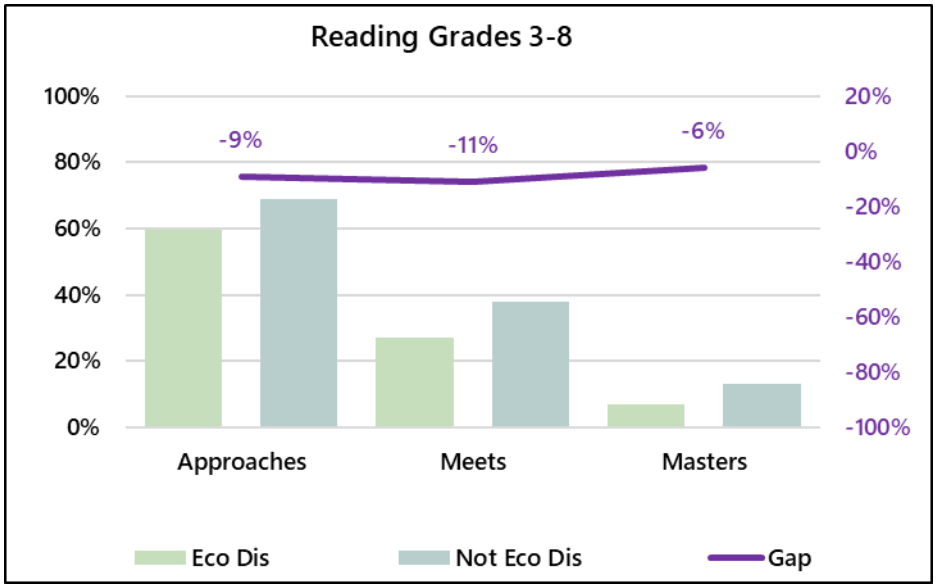
Texas Education Agency (TEA) released the 2024 Grades 3-8 State of Texas Assessments of Academic Readiness (STAAR) results. The results included exams in mathematics and reading for grades 3–8, 5th and 8th grade science, and 8th grade social studies. TEA released the 2024 STAAR End-of-Course Assessment Results. The results included exams in Algebra I, English I, English II, Biology, and US History. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level. Masters Grade Level (passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. Meets Grade Level (passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. Approaches Grade Level (passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. Does Not Meet Grade Level (not passing) identify students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The STAAR assessment data used for the tables presented was made available from the Texas Research Portal.

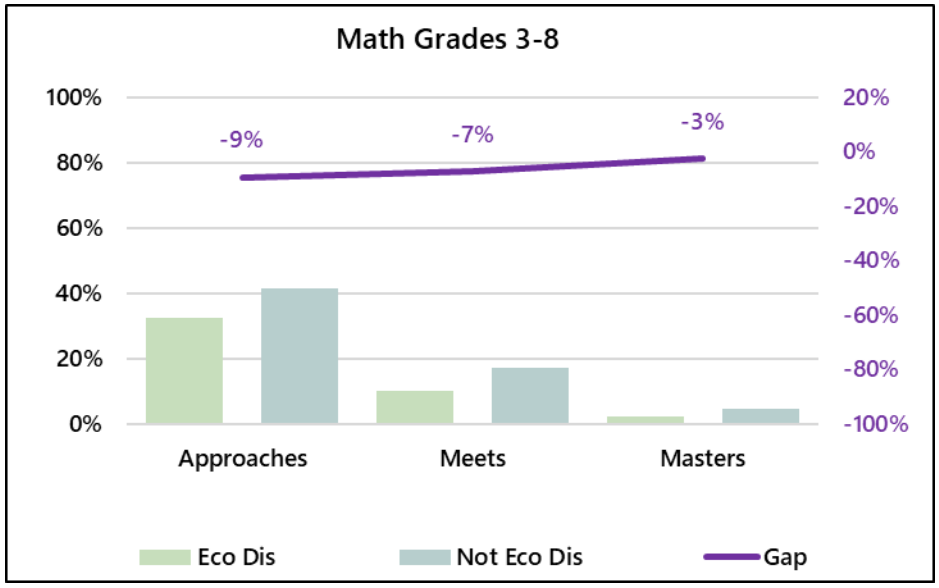
The Texas Education Code, Section 28.0211, requires that all students who do not achieve Approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided with accelerated instruction. The accelerated instruction courses provided with SCE funds at Fort Stockton ISD's campuses:

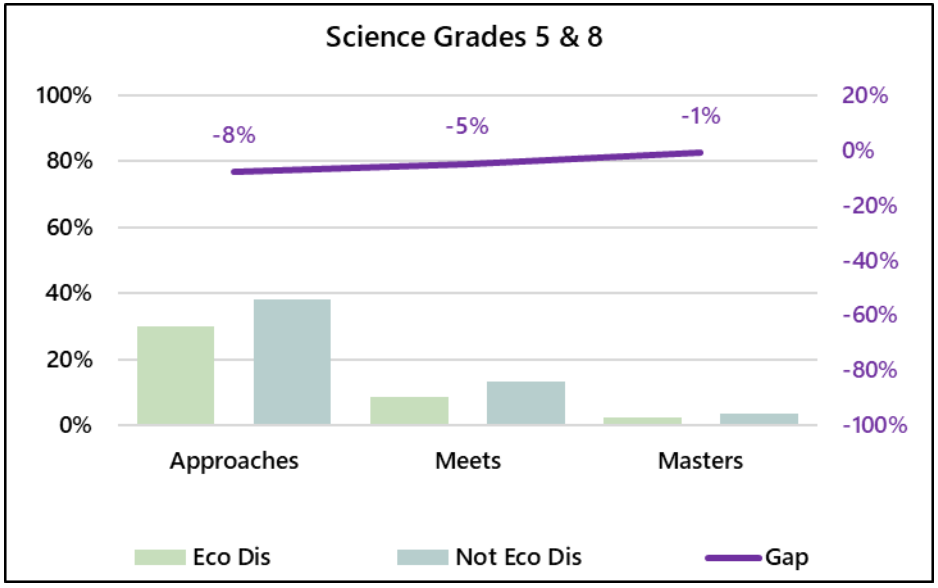
- Are assigned a TIA-designated teacher for the subsequent school year in the applicable subject area;
  OR
- Are provided for a total of not less than 15 or 30 hours (depending on student performance) either during the summer or at least once per week during the regular school year;
- Are limited to two subjects per year, prioritizing Math and Reading/Language Arts;
- Are designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and include effective instructional materials designed for supplemental instruction;
- Are taught by a person with training in the applicable instructional materials.
- Are provided, to the extent possible, by one person for the entirety of their accelerated instruction.
- Are delivered in a 1-on-1 or small group environment, with no more than 4 students in a small group.

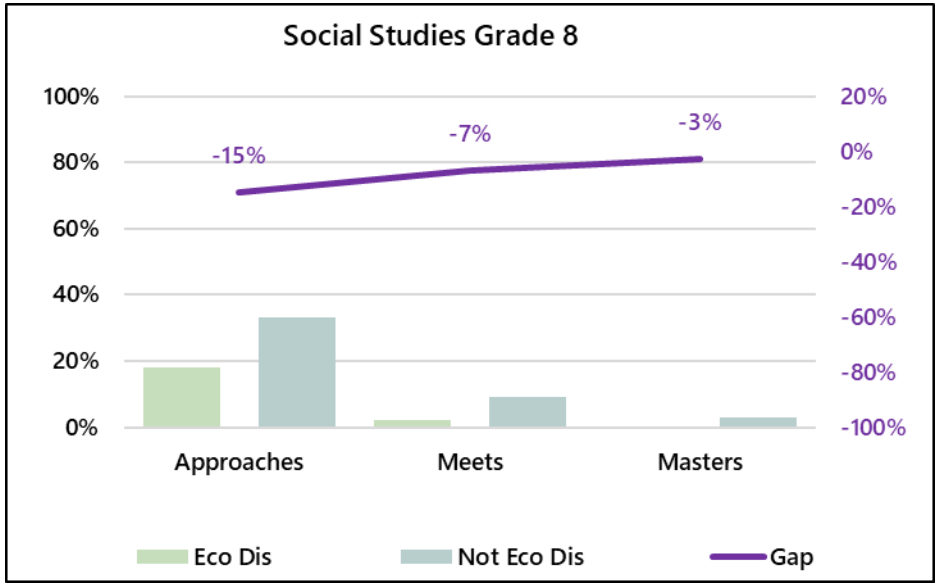
Fort Stockton ISD has further established TASB Board policies (EHBC and EIE) along with local procedures to address accelerated learning.

## Economically disadvantaged compared to not economically disadvantaged

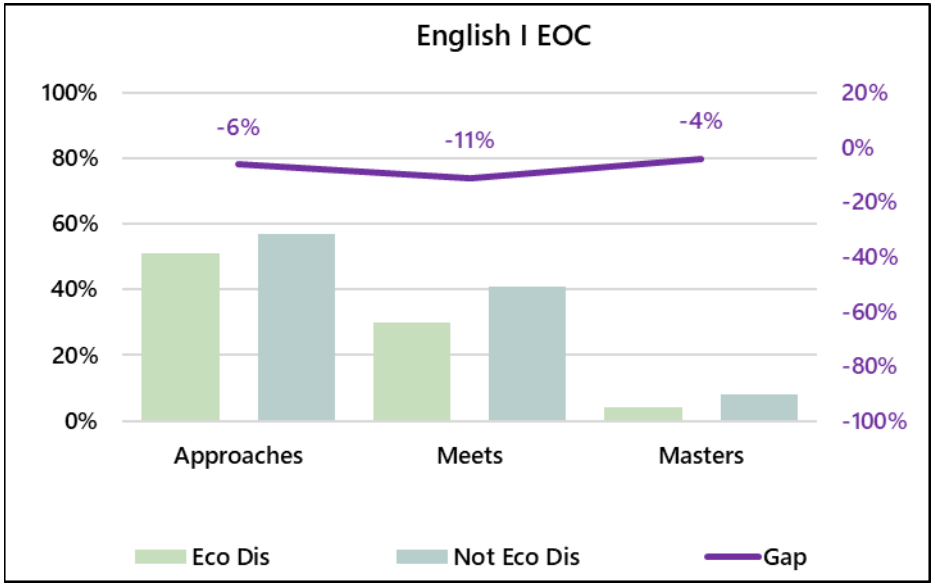


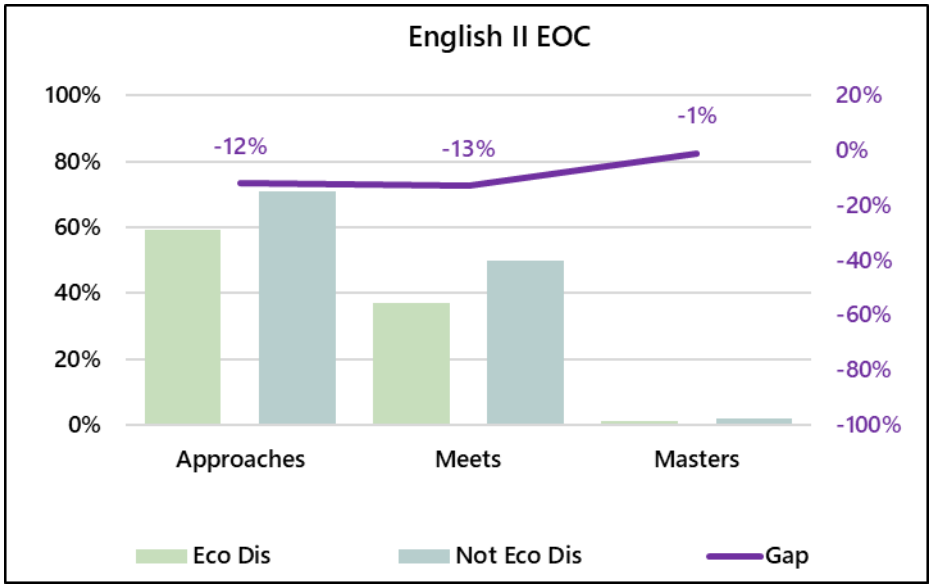



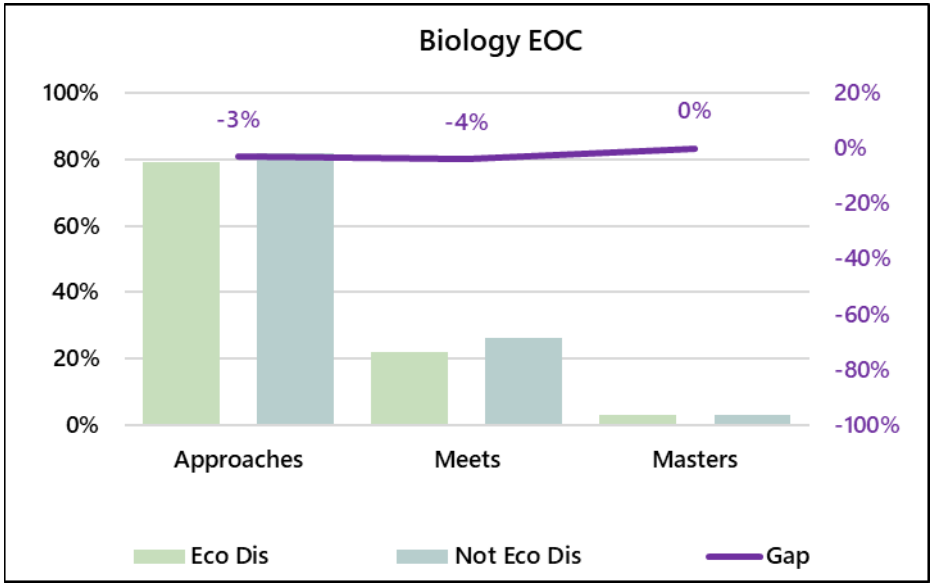



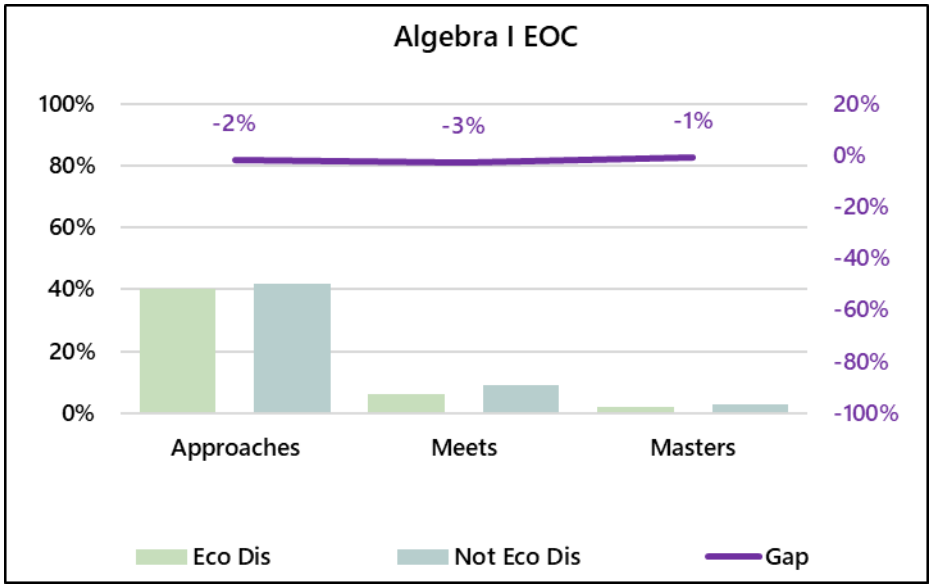



## Economically disadvantaged compared to not economically disadvantaged (continued)

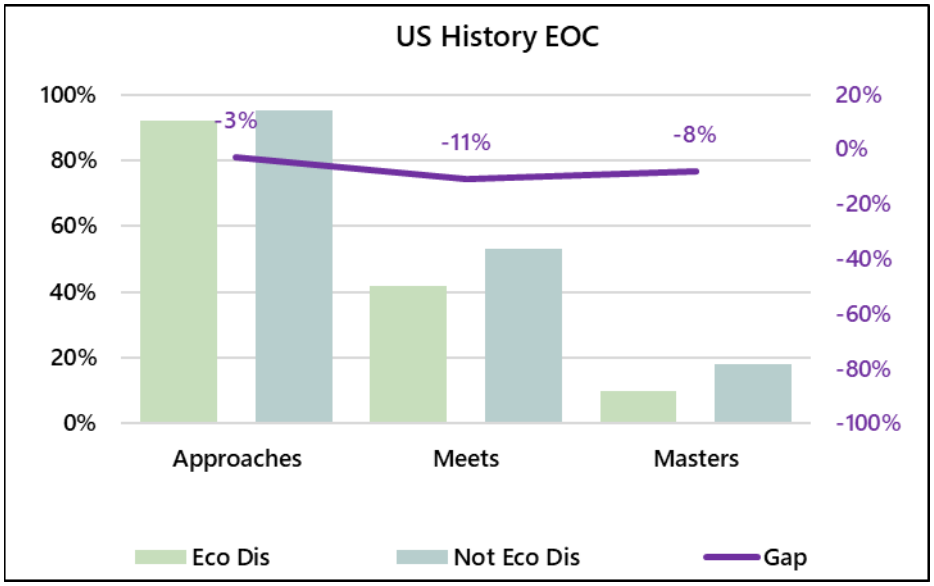


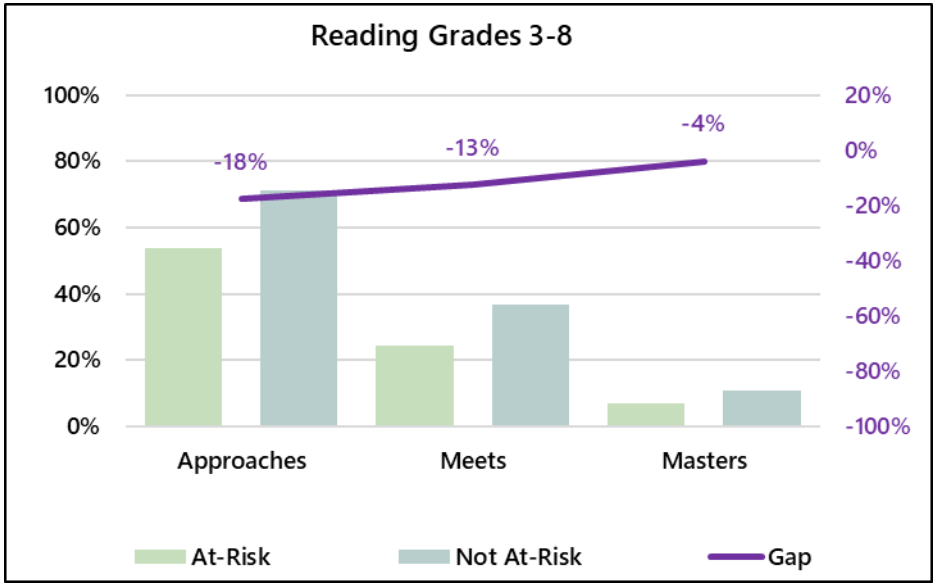



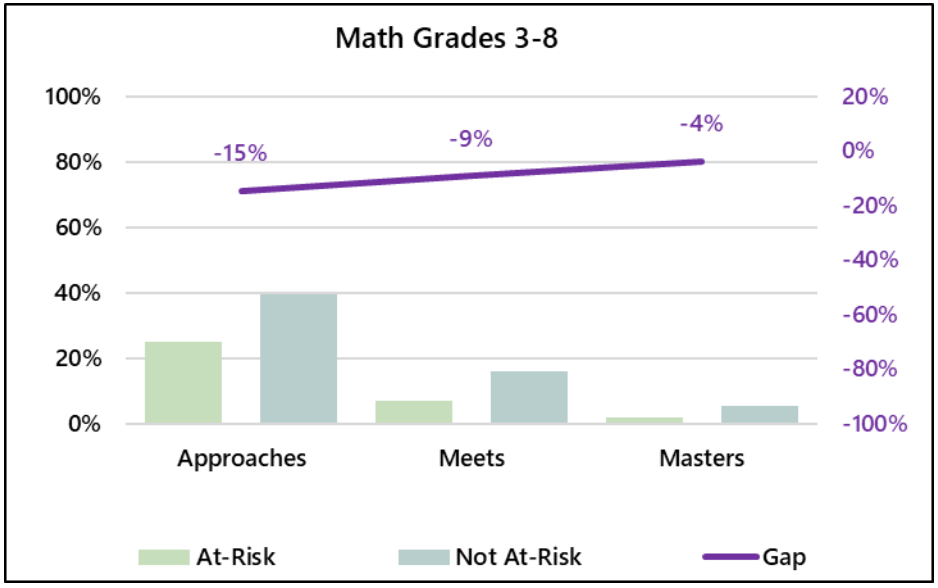



## Economically disadvantaged compared to not economically disadvantaged (continued)



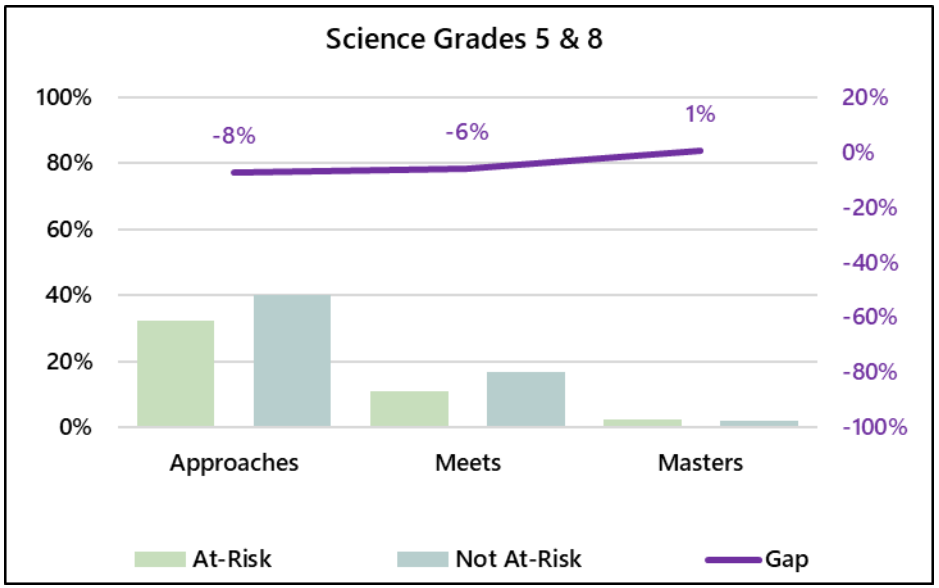

## At risk compared to not at risk

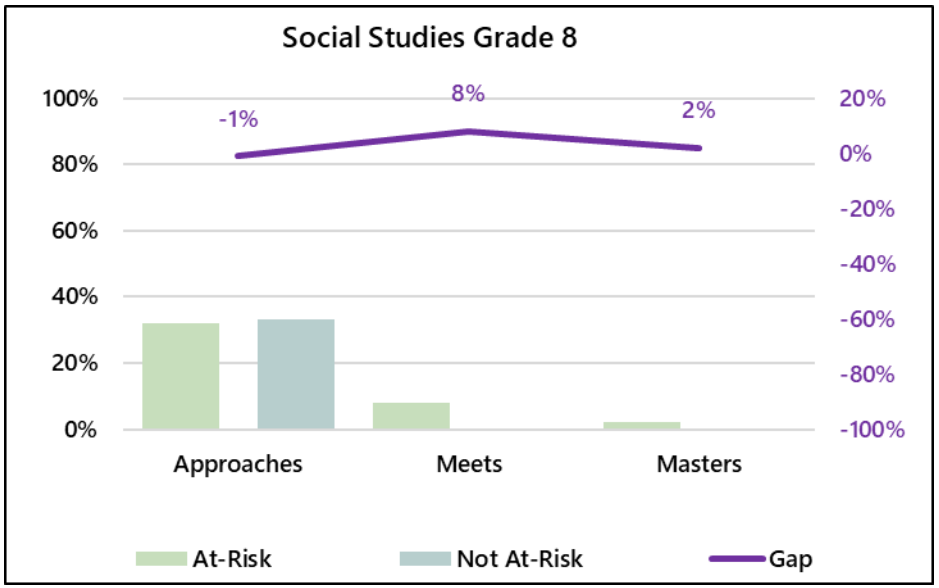


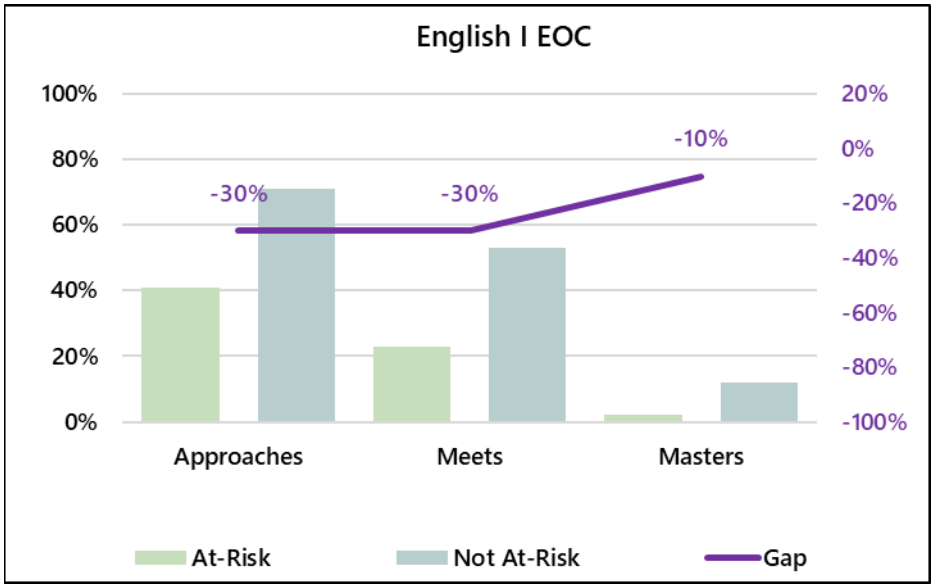



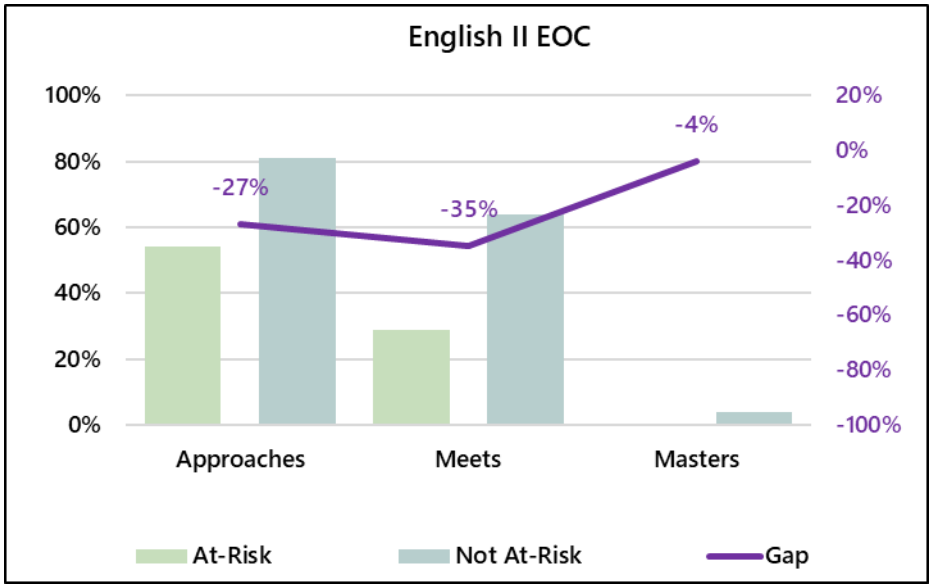

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## At risk compared to not at risk (continued)

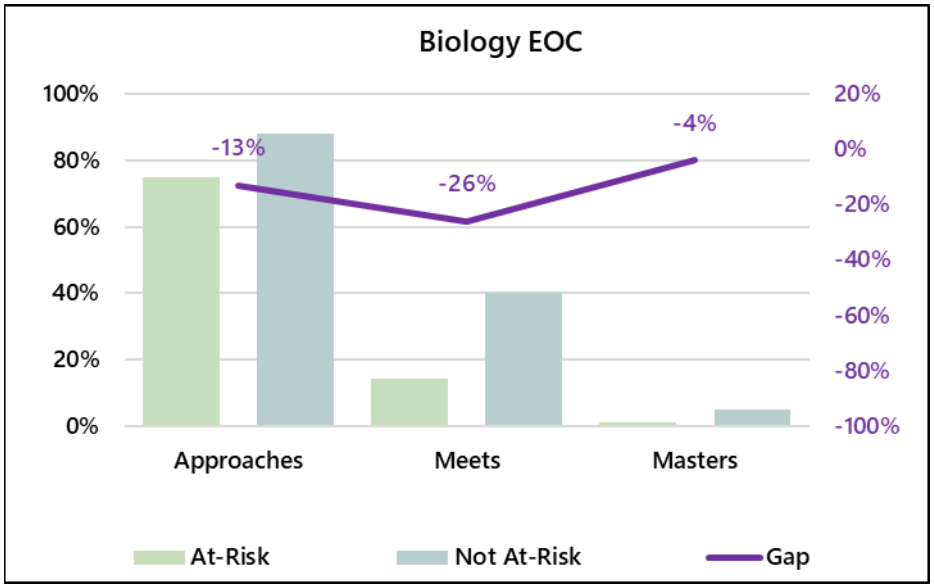


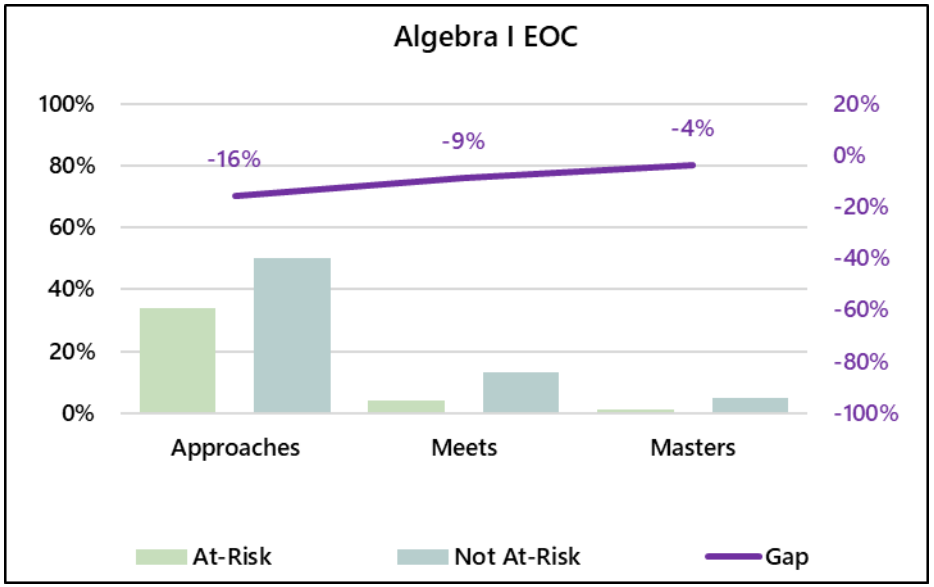



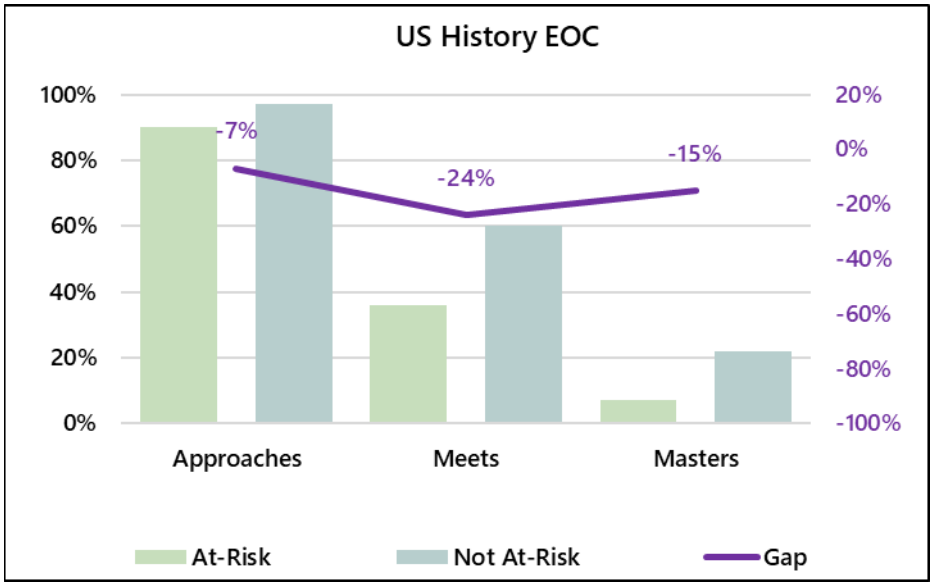



## At risk compared to not at risk (continued)




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## Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

The 2024 Academic Accountability system utilizes three domains: Student Achievement, School Progress, and Closing the Gaps. Whereas the Closing the Gaps domain compares all students and disaggregated student groups (the metric used to develop this report) the Fort Stockton ISD SCE Addendum, can be used to evaluate gaps between at-risk and not at-risk students, as well as economically-disadvantaged students and not economically-disadvantaged. The following disparities were identified while reviewing academic achievement on state standardized assessments:

| Student Achievement Gaps Summary "Meets Expectation" (Grades 3-8) Economically Disadvantaged Compared to Not Economically Disadvantaged | | | | |
|---|---|---|---|---|
| **Grade Level** | **Reading** | **Math** | **Science** | **Social Studies** |
| Grade 3 | -5% | -8% | | |
| Grade 4 | -21% | -13% | | |
| Grade 5 | -8% | -4% | -2% | |
| Grade 6 | -10% | -5% | | |
| Grade 7 | -10% | -7% | | |
| Grade 8 | -12% | -7% | -8% | -7% |

| Student Achievement Gaps Summary "Meets Expectation" (EOC) Economically Disadvantaged Compared to Not Economically Disadvantaged | | | | |
|---|---|---|---|---|
| **English 1** | **English II** | **Algebra I** | **Biology** | **US History** |
| -11% | -13% | -3% | -4% | -11% |

| Student Achievement Gaps Summary "Meets Expectation" (Grades 3-8) At-Risk Compared to Not At-Risk | | | | |
|---|---|---|---|---|
| **Grade Level** | **Reading** | **Math** | **Science** | **Social Studies** |
| Grade 3 | -13% | -12% | | |
| Grade 4 | -16% | -14% | | |
| Grade 5 | -15% | -10% | -8% | |
| Grade 6 | -13% | -7% | | |
| Grade 7 | -16% | -11% | | |
| Grade 8 | -2% | -1% | -4% | 8% |

| Student Achievement Gaps Summary "Meets Expectation" (EOC) At-Risk Compared to Not At-Risk | | | | |
|---|---|---|---|---|
| **English 1** | **English II** | **Algebra I** | **Biology** | **US History** |
| -30% | -35% | -9% | -26% | -24% |

## SCE Programs and Services of FORT STOCKTON ISD

Fort Stockton ISD provides fiscal and academic supports to ensure the successful implementation of the SCE program and to assist the campuses and the district in achieving the goals and performance objectives. Campuses within Fort Stockton ISD conduct their own SCE-funded instructional activities and these may be viewed in their individual campus improvement plan.

## State Compensatory Education Program Evaluation, 2023-2024

As required by TEC, Sec. 29.081(b)(1), Fort Stockton ISD evaluates the effectiveness of its state compensatory education program, the results of which are included in this addendum. The evaluation allows the district to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school. In accordance with TEC, §29.081(b-3), the district holds an annual public hearing to discuss the results of the SCE program evaluation. State Compensatory Education resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The Texas Education Code does not specify the minimum standard or design for an evaluative process; however, Fort Stockton ISD chooses to use a combination of two types of evaluation metric: continuous improvement and performance data. Continuous improvement is evaluated through the formative processes described in the "Programs and Services" section of the addendum. Performance data is evaluated through data analysis of state assessments as part of the summative evaluation process. By taking a student-needs approach to evaluation, the primary purpose of continuous improvement becomes the method to support learning that leads to effective student-centered decision-making and efficient district-wide practices.

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

## Funding Information

Texas House Bill 3 (HB3) reworked the formula for calculating districts' annual SCE allotment to a tiered multiplier system. School districts receive an SCE allotment equal to the basic allotment multiplied by one of five weights for students determined to be educationally disadvantaged. These weights are based on the tier assigned to the census block group in which a student who is educationally disadvantaged resides and are prescribed under the TEC, Section 48.104 (a–e). To generate SCE funds, the students must first be classified as educationally/economically disadvantaged. For the purpose of this system, the terms "educationally disadvantaged" and "economically disadvantaged" are interchangeable. Students who meet the criteria as educationally disadvantaged are reported in the PEIMS Fall submission. These students create an increase in SCE funding based on their census block group and are weighted on a scale of 0.225 up to 0.275 in additional SCE funds. Districts and other stakeholders can determine block groups using TEA's Census Block Group Tools and information for the following table can be found in the summary of finance.

| Educationally Disadvantaged Student Counts (including students without a disability living in a residential placement facility whose parents do not reside in the district) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Campus Name** | **Campus ID** | **TIER 1** | **TIER 2** | **TIER 3** | **TIER 4** | **TIER 5** | **TOTAL** |
| 1 | FORT STOCKTON HIGH | 186902001 | 71 | 123 | 82 | 214 | 30 | 520 |
| 2 | BUTZ PREPARATORY ACADEMY | 186902007 | 2 | 5 | 3 | 6 | 0 | 16 |
| 3 | LONE STAR VIRTUAL ACADEMY | 186902040 | 181 | 185 | 185 | 155 | 182 | 888 |
| 4 | FORT STOCKTON MIDDLE | 186902041 | 39 | 77 | 58 | 153 | 26 | 353 |
| 5 | FORT STOCKTON INT | 186902101 | 23 | 64 | 42 | 96 | 17 | 242 |
| 6 | FORT STOCKTON ALAMO EL | 186902102 | 26 | 59 | 41 | 115 | 15 | 256 |
| 7 | FORT STOCKTON APACHE EL | 186902104 | 21 | 61 | 39 | 125 | 11 | 257 |
| 8 | ESCHOOL PREP ACADEMY | 186902698 | 262 | 290 | 247 | 296 | 287 | 1,382 |
| | **District Total** | | 625 | 864 | 697 | 1,160 | 568 | 3,914 |

## District SCE Budget

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

TEC Section 48.104(k)(1)(A) allows districts to use SCE funding to provide supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students who are educationally disadvantaged and students who are not educationally disadvantaged. Fort Stockton ISD does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The district uses SCE funds only to provide programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. The district meets the required 55% direct services to serving identified at-risk students. All SCE expenditures are (1) reasonable and necessary, (2) aligned to the intent of SCE, (3) supplemental to the district's regular education programs with compensatory, intensive, and/or accelerated instruction, (4) supplemental to other federal* and state programs and the regular education program offered to all students, (5) disclosed in the DIP/CIP before SCE funds were expended, (6) will enhance the academic performance of at-risk students, (7) and their usage of funds evaluated. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

**ESSERII/III and SCE Funding - The purpose of ESSER funding in general, is to award subgrants to local educational agencies (LEAs) to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools. ESSER funds are not required to be supplemental to the LEA's state and local funds. For state compliance with spending requirements, TEA will combine funds 199, and 281 (ESSER II), and 282 (ESSER III) to verify that the state spending requirements were met for all state allotments.*

In accordance with TEC Sec. 29.081(b)(b-1) (b-2), Fort Stockton ISD provides accelerated instruction for students failing an end-of-course (EOC) assessment required for graduation and for all students identified as being at risk of dropping out of school (TEC Sec. 28.0211 (a-1)). This instruction is in the applicable subject area and occurs before or after school, or outside normal school operations, as deemed appropriate. The district sufficiently budgets specific funds for accelerated instruction. Allocations for accelerated instruction for students failing an End of Course

(EOC) assessment required for graduation are made prior to budgeting SCE funds for any other purpose. Direct program expenditures of state compensatory education funds at Fort Stockton ISD: 1) support the intent and purpose of the program, 2) are allowable under statute and guidance, and 3) and are related to specific interventions identified in the appropriate district and campus improvement plans. Additionally, the SCE allotment is used to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 and its subsequent amendments at the Title I campuses in Fort Stockton ISD. Indirect costs may be attributed to the following expenditure function codes: 34-Student Transportation; 41-General Administration; 81-Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency publication, Financial Accountability System Resource Guide (see also Module 6).

# Title 1 Part C

# Migrant Education Program (MEP)

## Migrant Specific Section

## 2026 - 2027

**in collaboration with**

REGION 18 education service center

**Rev. June 2026**

Region 18 Education Service Center (ESC 18) will serve as the fiscal agent, and Region 18 ESC Migrant Staff will collaborate with member school systems participating in the Shared Services Arrangement (SSA) to fulfill the requirements outlined under Title I, Part C – Migrant Education Program (MEP).

Per program guidelines, Region 18 ESC Migrant Staff are required to provide technical assistance to all school systems (SS) within the region.

**Region 18 ESC Responsibilities:**

- Ensuring all school systems comply with the most current "TEA Letter to the Administrator," including federal requirements for the identification and recruitment (ID&R) of every eligible migratory student residing in Texas. A survey included in the student registration process is the recommended tool for initial screening.
- Supporting school systems in designating a "Migrant Contact" to oversee implementation, review completed surveys, and coordinate submission to ESC MEP staff for follow-up.
- Providing professional development, as requested by TEA, to specified school staff.
- Ensuring migrant student records are requested, received, and securely transferred in a timely manner among ESC MEP staff, school systems, and the TX-NGS/MSIX databases. *Records to include, but not limited to: student registration, designations, grades, graduation plans, assessment data, and withdrawals within a 5-day period.*
- Conducting identification and recruitment (ID&R) of eligible migratory children and entering student demographic and academic data into the TX-New Generation System and Migrant Student Information Exchange (TX-NGS/MSIX).
- Providing supplemental educational and non-instructional support services in collaboration with school systems. These services may include early childhood programs, professional development, parent and family engagement activities, advocacy and outreach, and other supports aligned to identified student needs that are allowable uses of MEP funds.

The overall goal is to reduce barriers, ensure continuity of education, support student transitions, and connect eligible migratory students and families with appropriate educational and community resources.

**School Systems Responsibilities (SSA and Non-Project):**

- Maintaining ongoing communication and collaboration with ESC MEP staff and participating in professional development, as needed, to support program implementation.
- Accurately coding all identified migratory students in the school system's PEIMS system and including eligible students in the free breakfast and lunch program during their eligibility period, in accordance with USDA guidance.
- Prioritizing services for students identified as Priority for Service (PFS) before addressing the needs of other migratory students.
- Collaborating in the development of a PFS Action Plan and ID&R Plan for inclusion in the migrant-specific section of the District Improvement Plan (DIP) to meet the program requirement of serving eligible migratory students.

**NOTE:** It is considered best practice for all school systems to include this section in their DIP, as migratory students may enroll at different times throughout the year.

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program (MEP). In providing services with funds received under this program, recipients must give priority to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet challenging State academic standards, or who have dropped out of school. [ESSA §1304(d) [20 U.S.C. 6394(d)]]

The Priority for Service Report in the Texas New Generation System (TX-NGS) must be used to determine which students should receive MEP-funded services first and foremost. Students are identified as PFS if they meet the following criteria:

| **Priority for Service Criteria**<br><br>Students who have made a qualifying move during the current or previous reporting year (within the previous one-year period) may be identified as Priority for Service (PFS) if they meet the following criteria: | |
|---|---|
| Grades 3-12:<br><br>Ungraded (UG) or<br><br>Out of School (OS) | AND Have:<br><br>● Received a performance level of Approaches Grade Level or Did Not Meet Grade Level on the STAAR assessment;<br>● Been absent or not tested during the STAAR assessment administration; or<br>● Not been enrolled in a Texas school during the state assessment testing period for their grade level. |
| Grades K-3 | AND Students who:<br><br>● Have been designated as EB/EL (Emergent Bilingual/English Learner) in the Student Designation section of the TX-NGS Supplemental Program Component; or<br>● Are in grades K–2, or grade 3 students who have not taken the STAAR assessment, and have been retained or are overage for their current grade level. |

| | |
|---|---|
| Pre-K ages 3-5<br><br>(Not in Kindergarten) | AND<br><br>● Students whose data in TX-NGS indicates no other preschool support services. |

Region 18 ESC MEP staff will collaborate with school system and campus personnel to ensure both PFS and non-PFS migrant students are served through implementation of the strategies outlined in the current PFS Action Plan below.

| **School System Name:** | **Migrant Education Program (MEP) Priority for Service (PFS) Action Plan** | **Completed In Collaboration By:** |
|---|---|---|
| Fort Stockton Independent School District | | Angie Balderrama<br>Anna Minjarez, and<br>School System Staff |
| **Region:** 18 | **School Year: 2026- 2027** | **Date: August 1, 2026** |

**Note:** The Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate, clearly labeled section (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan components into other DIP sections that focus on different student population groups (e.g., Bilingual/ESL, Economically Disadvantaged).

| **Goal(s):** | **Objective(s):** | | |
|---|---|---|---|
| To coordinate services with Region 18 ESC, the Migrant Fiscal Agent, to ensure all migrant students who meet the Priority for Service (PFS) eligibility criteria have access to quality academic support programs that positively impact student achievement. . | 100% of Priority for Service (PFS) students will have access to supplemental instructional and support services. | | |
| **Required Strategies** | **Timeline** | **Person(s) Responsible** | **Documentation** |
| **Monitor** the academic progress of MEP students identified as Priority for Service (PFS). | | | |
| • Run monthly TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. | Monthly<br>Beginning in July | Migrant Specialist | -TX-NGS Reports<br>-PFS Timeline<br>Report Checklist |
| • Develop a PFS Action Plan prior to the first day of school for serving students identified as PFS. The plan must clearly define criteria for student success, including timelines for meeting established goals and objectives. | August | Migrant Consultant | -PFS Action Plan |

| Required Strategies | Timeline | Person(s) Responsible | Documentation |
|---|---|---|---|
| **Communicate** academic progress and identify the needs of migratory students identified as Priority for Service (PFS). | | | |
| • During the academic year, the ESC Title I, Part C Migrant Education Program (MEP) staff will provide campus principals and appropriate campus staff with information regarding PFS criteria and updated TX-NGS Priority for Service (PFS) reports. | By September 30th | Migrant Consultant<br>Migrant Specialist<br>(MEP Staff) delivers information to the School System Contact<br><br>***Note**: **The School System Contact disseminates the information to appropriate campus staff.*** | -escWorks<br>-SSA Fulfilling Grant Requirements / MEP Overview Sessions |
| • During the academic year, the Title I, Part C Migrant Contact or ESC MEP staff will provide parents of PFS students with information regarding the PFS criteria. | By September 30th | MEP Staff | -PAC Agendas<br>-PAC Minutes |
| • During the academic year, the school system's Title I, Part C Migrant Contact or ESC MEP staff will conduct individualized virtual, phone, or home visits to update parents on their child's academic progress. | Ongoing throughout the year<br>(as needed) | MEP Staff | -Family Contact Log<br>-Preliminary Needs Assessment |
| **Provide** services to migratory students identified as Priority for Service (PFS). | | | |
| • The school system's Title I, Part C Migrant Contact or ESC MEP staff will use PFS reports to provide priority placement for students in needed instructional support areas and migrant education program activities. | Ongoing throughout the year | MEP Staff will collaborate with School System Staff | -MEP Activities Sign In Sheets |
| • The school system's Title I, Part C Migrant Contact or ESC MEP staff will ensure that PFS students receive priority access to instructional services, social workers, and community support services/agencies. | Ongoing throughout the year | MEP Staff will collaborate with School System Staff | -PFS Student Progress Review Form |
| • The school system's Title I, Part C Migrant Contact or ESC MEP staff will determine which federal, state, and local programs are serving PFS students. | Ongoing throughout the year | MEP Staff will collaborate with School System Staff | -Correspondence |

**Migrant Education Program (MEP)**
**Identification & Recruitment (ID&R) Plan for 2026-2027**

| REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT | INDIVIDUALS RESPONSIBLE | TIMELINE |
|---|---|---|
| **I. Training for Recruiters and Designated SEA Reviewers** | | |
| The Title I, Part C Migrant Education Program is responsible for conducting year-round Identification and Recruitment (ID&R) of all eligible migratory students, including out-of-school youth (OSY), within school system boundaries. Education Service Centers (ESCs) are responsible for recruitment activities within their designated region.<br><br>Region 18 ESC services 19 counties and approximately 40 school systems.<br><br>**A.** Region 18 ESC MEP Staff will participate in the Training of Trainers (TOT) offered by TEA.<br>● Certified ESC MEP Staff will provide annual training on ID&R and TX-NGS/MSIX to school staff, as needed.<br>● A Certificate of Eligibility (COE/eCOE) for the new school year cannot be completed until the recruiter has been properly certified.<br><br>**B**. MEP Staff will ensure all school systems receive the most current "TEA Letter to the Administrator," outlining federal requirements for the identification and recruitment of eligible migratory students enrolled within the school system.<br>● Information included in the "TEA Letter to the Administrator" should be shared with appropriate school staff during beginning-of-year professional development activities. | ESC MEP Staff<br><br>**School System Superintendent/ Federal Programs Director** | Determined by TEA |

| II. **Identification and Recruitment (ID&R)** | | |
|---|---|---|
| **A. Plan:** ESC MEP Staff will meet to review, brainstorm, and plan recruitment strategies to be included in the annual ID&R Plan.<br><br>Activities include:<br><br>● Updating and distributing a bulletin to all school systems regarding ID&R process requirements;<br>○ Including the current TEA Letter to the Administrator and updated Family Survey as recommended ID&R tools;<br>○ Updating the spreadsheet containing designated School System Migrant Contact information;<br>● Updating checklists outlining required data submissions for SSA contacts and non-project school systems with identified migratory students; and<br>● Networking with local agencies and community organizations to promote the Migrant Education Program (MEP). | ESC MEP Staff | Before the beginning of the new school year |
| **B. Documentation:** Finalize all forms, documents, and logs to be used for the current year.<br>1. Prepare recruiter screening forms and packets as needed<br>2. Update email to Employers with Survey<br>3. Update email to serve as Community Outreach See Addendum<br>---<br>***As addressed in the "TEA Letter to the Administrator," the School systems should develop and maintain a local process for reviewing surveys to identify potentially eligible migratory families. The local review process may be attached as a separate document or appendix to this plan.*** | ESC MEP Staff<br><br>**School System Migrant Staff** | |
| **C. Conduct ID&R as articulated in the most current ID&R Manual**<br><br>Currently Eligible Migratory Children:<br>● Contact families that have been previously identified and enrolled in the Region to determine if a new move has been made or if updates to the original COE are needed.<br><br>Potentially Eligible Migratory Children:<br>● Contact the families that are possibly migratory using the family surveys received from the schools<br>○ Schedule a remote / or home visit | Certified Recruiter/SEA Reviewer | Before the beginning of the new school year |

| | | |
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| **D. Complete Electronic Certificate of Eligibility (ECOE recommended), submitted to the SEA Reviewer**<br>Certified Recruiters must complete an Electronic Certificate of Eligibility (eCOE) for all families with a new Qualifying Arrival Date (QAD).<br><br>Procedures include:<br><br>● Submit the completed eCOE to the certified SEA Reviewer within five (5) days;<br>● The SEA Reviewer has 7 days to complete the review process and make any necessary corrections; once approved, the eCOE is<br>● Returned to the TX-NGS Clerk for review of student enrollment line(s). | Certified Recruiter/SEA Reviewer | Ongoing throughout the year |
| **E. Conduct Eligibility and Residency Verifications**<br>● Verify eligibility and residency for all currently eligible migratory students, either by school records, remote or home visits<br>● For 2-year-olds turning 3, a verification must be made after their 3rd birthday | Certified Recruiter/SEA Reviewer | Between September 1st - November 1st -ongoing |
| **F. Other: Organize a Migrant Advisory Committee (MAC) and a Local Needs Assessment Committee (LNAC)**<br>● Members to include the SSA School System Migrant Contacts to assist in the development of the following:<br>○ Local Needs Assessment (LNA)<br>○ Review Statewide Service Delivery Plan (SDP)<br>○ Review of PFS and ID& Plans | ESC MEP Staff<br><br>**School System Migrant Contact** | Ongoing throughout the year |
| **III. Maps and Intraregional Networking** | | |
| **A.** Contact growers within the regional boundaries<br>**B.** MEP staff can use IDRC and ISOSY resources for locating employers | ESC MEP Staff | Ongoing throughout the year |

| | | |
|---|---|---|
| **IV. Inter-Agency Coordination** | | |
| **A. Network with agencies that serve migratory families**: coordinate/network with local/regional organizations that provide services for these families. | ESC MEP Staff | Ongoing throughout the year |
| **V. Program Quality Control** | | |
| **A.** The Title 1 Part C Handbook provides an overview of program guidelines for school system staff<br>**B.** The AIIMS Portal is a highly recommended interactive resource that provides standardized operating procedures for all school systems and ESC staff in Texas to guide in the implementation of the Title 1 Part C Program.<br>**C.** Monitor and address ongoing training needs.<br>**D.** Maintain up-to-date records on file:<br>a. Maintain active COES by alpha order by mother's last name, for the 3 years of eligibility<br>b. Maintain inactive COES by chronological order for an additional 7 years to meet the 10 year record archive.<br>c. Coordinate with TEA for annual eligibility validation reviews through a re-interview process as directed by TEA | ESC MEP Staff<br><br>**School System Migrant Contact** | |
| **VI. Program Evaluation** | | |
| **A. Subsequent Planning:** Evaluate ID&R efforts, gather and analyze data, and input from stakeholders (SS, parents) to incorporate appropriate changes into plans for the following year for continuous improvement of the Title 1 Part C Program. | ESC MEP Staff<br><br>**School System Migrant Staff**<br><br>MEP Parents | Ongoing throughout the year |

**Note:** As the fiscal agent, Region 18 ESC Migrant Staff will collaborate with member school systems participating in the Shared Services Arrangement (SSA) to fulfill the requirements outlined under Title I, Part C – Migrant Education Program (MEP).

***Per program guidelines, all plans detailing required program processes must be reviewed and revised annually.***

# Acknowledgement & Signature Page

This Migrant-Specific Section is intended to be embedded within the school system's District Improvement Plan (DIP). School systems may choose to include this section as a separately attached addendum to the DIP, provided all required migrant program components and processes are maintained.

**School System (SS) Name:** Fort Stockton ISD

The undersigned school system hereby acknowledges receipt of the 2026-2027 Migrant Specific Section document, which includes the Priority for Service (PFS) Action Plan and the Identification & Recruitment (ID&R) Plan.

By signing below, the school system acknowledges that:

1. They understand and agree that the migrant-specific section is a required component of the DIP under Title I, Part C.
2. The provided migrant-specific section will be included in their DIP (either within the plan, at the end, or as an addendum).
3. The school system assumes responsibility for maintaining this requirement as part of ongoing compliance with federal program guidelines and will proceed with implementation in their DIP on Board Meeting Date:

| | | |
|---|---|---|
| Amanda Urias | Amanda Urias | 2026-08-18 |
| SS Contact Name | SS Contact Signature | Date Signed |
| Anna Minjarez | Anna Minjarez | 2026-08-19 |
| ESC Staff Name | ESC Staff Signature | Date Signed |

REGION 18 education service center

# Audit trail

## Details

## Activity

# Fort Stockton Independent School District

# Migrant Education Program

# Family Survey Process

# 2026-2027



**Helping students achieve global readiness**


Gil-Rey Madrid -Superintendent

Amanda Urias-Assistant Superintendent

Estela Casas-Migrant Clerk

ESC-Region 18

# FSISD Migrant Family Survey Review Process

A Shared Service Agreement for the Migrant Education Program is in place between Fort Stockton ISD and ESC Region 18 for the 2026-2027 school year.

The Migrant Education Program Survey is downloaded as part of Fort Stockton ISDs registration packet. The FSISD Registration is done online by all students enrolling in our school district. All the data on the registration forms is saved in the Student Information System-ASCENDER.

The PEIMS Director can run a District Report by each campus by using the special program code: MIG. A copy of this report is provided to each campus administration and any other staff personnel. A Google Form is also completed by the registration staff at each campus as they are made aware of a student indicating they are a Migrant student in the registration process.

After the initial information is collected, the process continues toward the next steps of screening the list of students for program eligibility with interviews and documentation, to verify the data with different entities, in order to complete a Certificate of Eligibility.