Fort Stockton Independent School District



Fort Stockton High School

2026-2027 Campus 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 lifelong learners and productive, self sustaining contributors to society.

Vision

Students, faculty, counselors, administrators, and staff will be held to high expectations which will be measured by meeting and exceeding local, state, and national standards.

Value Statement

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:: Academics ::

The Fort Stockton ISD will engage students in active learning by providing curriculum and instruction to make the classroom environment a safe, positive place where students are supported to achieve.

:: Career ::

The Fort Stockton ISD will prepare and encourage students to be ready for college or the workplace.

:: Communication ::

The Fort Stockton ISD will provide effective and efficient communication among board members, administration, teachers, parents, students and the community.

:: Financial Management::

The Fort Stockton ISD will monitor and manage finances in order to sustain educational program priorities over the long term.

:: Participation ::

The Fort Stockton ISD will promote a positive climate for extra-curricular activities resulting in more participation.

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Goals

Goal 1

Fort Stockton High School will improve EOC test scores in English and Math by 5% in the areas of Meets and Masters over the course of the year-long testing cycle.

Performance Objective 1

☑ **High Priority**

FSHS will improve English I and II EOC test scores over the course of the testing cycle by 5% in the areas of Meets, and Masters.

Evaluation Data Source: TAPR, TFAR data, NWEA MAP, common formative assessments, and other academic sources throughout the year.

Strategy 1

☑ **Targeted Support Strategy**

English I and II classes were given special attention in the master schedule, and the classes were combined with Practical and Technical Writing and College Prep in order to elongate the classes over the "block scheduling" year, as well as to increase instructional time.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June	June

Strategy 2

☑ **Targeted Support Strategy**

NWEA Map testing platform and campus common formative assessments data will be reviewed in the PLCs and the FSHS Instructional Leadership Team

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June	June

Strategy 3 ☑ Targeted Support Strategy

Consistent walkthroughs with feedback, based on FSHS Look-fors, will be given to English teachers throughout the school year.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June	June

Strategy 4 ☑ Targeted Support Strategy

Students are encouraged and rewarded for English classroom and English EOC performance in PBIS system through Open Campus (free period and Off-Campus Lunch).

Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective

Staff Responsible for Monitoring: English teachers, their PLC, the ILT, the CCD, the counseling department, and administration.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June	June

Strategy 5 ☑ Targeted Support Strategy

ELAR classes will be implementing IXL into the daily classroom routine to serve as an intervention and push students to grow to the next level.

Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective.

Staff Responsible for Monitoring: English teachers, their PLC, the ILT, the CCD, and administration.

Funding Sources: License costs Local,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	March	June	June

Performance Objective 2 ☑ High Priority

FSHS will improve Algebra 1 EOC test scores over the course of the testing cycle by 5% in the areas of Meets and Masters.

Evaluation Data Source: TAPR, TFAR data, NWEA MAP, common formative assessments, and other academic sources throughout the year.

Strategy 1 ☑ Targeted Support Strategy

Algebra I classes were given special attention in the master schedule, in order to elongate the classes over the "block scheduling" year, as well as increase instructional time.

Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective

Staff Responsible for Monitoring: Math teachers, their PLC, the ILT, the CCD, Counseling Dept., and administration.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June	June

Strategy 2 ☑ Targeted Support Strategy

NWEA Map testing platform and campus common formative assessments data will be reviewed in the PLCs and the FSHS Instructional Leadership Team

Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective

Staff Responsible for Monitoring: Math teachers, their PLC, the ILT, the CCD, and administration.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June	June

Strategy 3 ☑ Targeted Support Strategy

Weekly Math PLCs will meet every Friday, and data and information from the PLC will be shared with the ILT weekly.

Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective

Staff Responsible for Monitoring: Math teachers, their PLC, the ILT, the CCD, and administration.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June	June

Strategy 4

Bluebonnet Support (HQIM) training will take place for this school year

Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective

Staff Responsible for Monitoring: Math teachers, their PLC, the ILT, the CCD, and administration.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June	June

Strategy 5 ☑ Targeted Support Strategy

Consistent walkthroughs with feedback, based on FSHS look-fors, will be given to Math teachers throughout the school year.

Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective

Staff Responsible for Monitoring: Math PLC, the ILT, the CCD, and administration.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June	June

Strategy 6 ☑ Targeted Support Strategy

Students are encouraged and rewarded for Algebra 1 classroom and Math EOC performance in PBIS system through Open Campus (free period and Off-Campus Lunch).

Strategy's Expected Result/Impact: Improve student classroom and test taking performance in conjunction with our goals and performance objective

Staff Responsible for Monitoring: Math teachers, their PLC, the ILT, the CCD, and administration.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June	June

Goal 2 Fort Stockton High School will at least maintain 97% of students meeting TEA criteria for College, Career, and Military Readiness.

Performance Objective 1

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

Strategy 1

Review Credit Obtainment for transcripts at Quarterly CCMR-Student Progress Meeting.

Formative Reviews

December	**March**	**June**	**June**

Strategy 2

Review CCMR Progress with OnDataSuite or Education Advance at Quarterly CCMR-Student Progress Meeting

Formative Reviews

December	**March**	**June**	**June**

Strategy 3

Review Open Campus (Add/Remove Privileges Based on Student Progress- (Ms. Vidal will update actual student ID/Schedule status at Quarter CCMR-Student Progress Meeting).

Formative Reviews

December	March	June	June

Performance Objective 2

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

Strategy 1

FSHS will host a CCMR Fair in the Special Events Center in September with follow-up as the year progresses.

Formative Reviews

December	March	June	June

Strategy 2

FSHS will utilize McMurry Dual Credit (asynchronous) online Math classes

Formative Reviews

December	March	June	June

Strategy 3

FSHS will continue its Dual Credit relationship and CTE pathway program with Midland community college as to increase industry based certifications and dual credit numbers.

Formative Reviews

December	March	June	June

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

Performance Objective 1

Fort Stockton will increase overall student attendance (ADA) by 2% in comparison to the previous school year.

Strategy 1

Truancy letters and referrals to court and juvenile probation will be prepared and mailed for habitually truant students.

Formative Reviews

December	March	June	June

Strategy 2

Open Campus IDs (off-campus lunch) will be removed for any student who has less than 90% attendance due to unexcused absences or truancy.

Formative Reviews

December	March	June	June

Strategy 3

Review Campus/Student Attendance at Quarterly CCMR-Student Progress Meeting and report this information to campus administrators.

Formative Reviews

December	March	June	June

Strategy 4

No Attend, No Play policy enforced for school year

Strategy's Expected Result/Impact: Increase overall student attendance

Staff Responsible for Monitoring: Administration, coaches, directors, and sponsors.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June	June

Goal 4

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

Performance Objective 1

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

Strategy 1

FSHS will make at least 3 general social media posts that celebrate success, advertise a school event/function/game, and/or provide a service to the community every week school is in session.

Formative Reviews

December	**March**	**June**	**June**

Strategy 2

FSHS will keep an up to date high school webpage (one attached to the FSISD page).

Formative Reviews

December	**March**	**June**	**June**

Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Sammy	Soliz	Principal	Administrator
Tara	Sanchez	Parent	Parent
Collette	Barragan	CTE	Community Representative
Yasmin	Montoya	Parent	Parent
Cathy	Havins	Counselor	Counselor
Penny	Dulaney	Counselor	Counselor
Sera	Ramirez	ELAR	Classroom Teacher
Shella	Rittenberry	Social Studies	Classroom Teacher
Alejandra	Cordero	Math	Classroom Teacher
Jeanna	Martinez	Science	Classroom Teacher
Kenn	McSperitt	Band Director	Classroom Teacher
Timothy	Carter	Curriculum Director	Administrator
Tatiana	Vidal	Assistant Principal	Administrator
Gabe	Espino	Associate Principal	Administrator
Jami	Dale	Parent	Parent

Funding Summary

Funding Summary

Local

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	License costs	--	$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