Fort Stockton Independent School District



Fort Stockton Middle 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 life-long learners and productive, self-sustaining contributors to society.

Vision

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

Value Statement

Academics

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

Career

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

Communication

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

Financial Management

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

Participation

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

FSMS is an exciting and fun place for students to learn, explore new opportunities, discover their interests, and prepare for success as they transition to High School. We are struggling with student performance and growth on the STAAR test across all areas and are addressing these issues with a Turnaround Plan and a process to improve performance and student growth.

Demographics

Summary

Fort Stockton Middle School serves grades 6-8 in Fort Stockton ISD and operates a Title I Schoolwide Program.

Enrollment 2026-2027 - 499; 2023-2024 - 485; 2022-2023 - 490; 2021-2022 - 553; 2020-2021 - 607; 2019-20 - 592; 2018-2019 - 630

Ethnic Distribution 2026-2027 - African American 1.03%; Hispanic 89.48%; White 9.07%; American Indian 0.41%; Asian 0.41%; and Two or More Races 0.61%

Economically Disadvantaged 2026-2027 - 75%; 2025-2026 - 69.6%; 2023-2024 - 70.10%; 2021-2022 - 75.95%; 2020-2021 - 68.86%; 2019-2020 - 67.9%; 2018-2019 - 71% (state average approximately 60.2%)

English Language Learners 2026-2027 - 15%; 2025-2025-15.3%; 2023-2024 - 14.43%; 2021-2022 - 11.57%; 2020-2021 - 12.69%; 2019-2020 - 11.5 %; 2018-2019 - 8.69% (state average approximately 20.3%)

At-Risk 2026-2027 - 65.3%; 2025-2026 - 64.7%; 2023-2024- 57.73%; 2021-2022 - 70.71%; 2020-2021 - 67.38%; 2019-20 - 64.5%; 2018-2019 - 60.5% (state average approximately 50.6%)

Students enrolled in Special Education 2026-2027 - 24%; 2025-2026 - 20.9%; 2023-2024 - 17.5%; 2021-2022 - 9.04%; 2020-2021 - 9.23%; 2019-2020 - 8.8%; 2018-2019 - 7.5% (state average approximately 10.7%)

Students enrolled in Gifted and Talented 2026-2027 11.2% - 2025-2026 - 10.56%; 2023-2024 - 13.19%; 2021-2022 - 4.88%; 2020-2021 - 4.28%; 2019-2020 - 3.9%; 2018-2019- 2.4% (state average approximately 8.1%)

Attendance rate 2025-2026 - 94.2%; 2023-2024 - 2020-2021 - 83.0%; 2019 -2020 - 95.2%; 2018-2019 - 93.4% (state average approximately 95.4%)

Annual Dropout rate 2024-2025 - 0%; 2023-2024 - 0.41%2021-2022 - 0 %; 2020-2021 - 0 %; 2019-2020 - 0 %; 2018-2019 - 0.2% (state average approximately 0.4%)

Strengths

Campus Leadership - 25 years of Administrative Experience

Mentors are provided to new staff members to help them in their new setting. FSMS has an excellent group of experienced teachers who work to mold the new teachers into great teachers.

Valid data measures help teachers see that students of all ethnicity's and other student groups are capable of making great strides in their STAAR performance.

Student Learning

Summary

2026 Accountability Rating - FSMS was rated as "D"

2024 Accountability Rating - FSMS was rated as "D"

2023 Accountability Rating - FSMS was rated as "F"

2022 Accountability rating - FSMS was rated as "C"

2021 accountability rating - FSMS was rated as "C."

2019 accountability rating - FSMS was rated as "**D**."

The STAAR test was canceled in the Spring of **2020** due to COVID-19.

Due to the impact of COVID-19, all districts and campuses will receive a label of

Not Rated: Declared State of Disaster for **2021**.

2024 STAAR **Reading** Performance by student group (all grades):

All students at Approaches - 71%

Hispanic students at Approaches - 68%

White students at Approaches - 83%

Special Education students at Approaches - 30%

Eco Dis students at Approaches - 64%

2024 STAAR **Math** Performance by student group (all grades):

All students at Approaches - 53%

Hispanic students at Approaches - 50%

White students at Approaches - 69%

Special Education students at Approaches - 19%

Eco Dis students at Approaches -47%

2024 STAAR **Science** Performance:

All students at Approaches - 68%

Hispanic students at Approaches - 66%

White students at Approaches - 74%

Special Education students at Approaches - 31%

Eco Dis students at Approaches - 65%

2024 STAAR **Social Studies** Performance:

All students at Approaches - 30%

Hispanic students at Approaches - 28%

White students at Approaches - 42%

Special Education students at Approaches - 7%

Eco Dis students at Approaches - 30%

Strengths

Fort Stockton Middle School tested students in Reading, Mathematics, Science, and Social Studies. ELAR/Reading scores are a strength for FSMS, with 71% reaching Approaches, 43% meeting the Standard, and 20% reaching the Mastered level.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Student performance on Mathematics testing is a serious problem.	Math scores have been an issue for years, and overall growth in math has not met expectations.

★ = Priority

School Processes & Programs

Summary

SAAVAS is used in Science, and Expolors is used in Social Studies to maintain an aligned curriculum both vertically and horizontally. High-quality instructional materials have been adopted for Math and Reading. Teachers use their PLC planning sessions to align their lesson plans and assessments. All core teachers have a common planning period with their partner teacher.

The district provides excellent in-service training, which is reinforced by the Middle School staff.

FSMS teachers collaborate through weekly meetings. Strict adherence to the district curriculum is expected to help all students make gains in their knowledge and skills.

FSMS teachers meet together regularly to plan and work to improve instruction as they closely follow the district-adopted curriculum. Campus administrators regularly monitor teachers' lesson plans and conduct routine classroom walk-throughs to evaluate curriculum implementation. Teachers use data from previous state assessments and collect data throughout the year to monitor student progress and make instructional decisions.

FSMS has up-to-date technology available for staff and student use. Technology and computer-assisted instruction are vital to our success at FSMS, with all students issued Chromebooks.

Education Elements is working with our Math teachers to implement the Bluebonnet Curriculum, which is an approved HQIM.

Strengths

Teachers work to have safe, respectful, structured classrooms that promote learning. FSMS continues implementing an intervention for changing the culture through the Capturing Kids Hearts program . Make sure school is about learning from the first day to the last.

FSMS has adopted the motto, "Own It". We have implemented a program called "Caught You Being Good" in which students are rewarded for helping others in the building.

Perceptions

Summary

Membership in athletics, band, and choir remains steady, as well as student participation in UIL academic activities. We have a variety of extra-curricular events for families and community members to attend, such as sports contests, band concerts, choir concerts, open house, and parent meetings. FSMS encourages parental and community involvement on our campus.

Administration and Teachers utilize Parent Square to communicate with parents about various events. In addition, important news and information is included with report cards and progress reports. The district website and social media are also included in the variety of ways we communicate with parents.

FSMS staff work to improve the culture and climate of our school. We are committed to structuring our classes in a way that students know what to expect and in which students can feel safe and secure.

Strengths

Teachers work to have safe, respectful, structured classrooms that promote learning. Make sure school is about learning from the first day to the last.

FSMS has adopted the motto, "Own It."

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] **Campus goals**
- [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] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [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**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Dyslexia 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] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**

Parent/Community Data

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

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

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

Performance Objective 1 ☑ High Priority

FSMS 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 FSMS will improve by one letter grade, as measured by the Texas Accountability Rating System.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

PD will be provided research-based instructional strategies in math and reading.

Formative Reviews

December	March	June	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Implementation of Education Elements Bluebonnet Curriculum in Math 6th-8th Grades.

Strategy's Expected Result/Impact: HQIM curriculum that should guide teachers throughout the entire year and provide materials/resources that are at the level of rigor required to prepare our students to be successful of the STAAR test.

Staff Responsible for Monitoring: Campus Curriculum Director, Administrators

Formative Reviews

December	March	June	June

Performance Objective 2 ☑ High Priority

FSMS students will be encouraged and challenged to meet their full educational potential. Students will either make progress or maintain proficiency in both ELAR and Mathematics from year to year, as measured by STAAR results.

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

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

PLCs will be use to anlyze student data, with teachers tracking students on data sheets, and students will be targeted for additional tutorials on Fridays.

Formative Reviews

December	March	June	June

Performance Objective 3 ☑ High Priority

Teachers will utilize high-impact research-based teaching methods and strategies to meet students' needs for special programs and improve student performance.

Evaluation Data Source: Lesson plans, CBA Data, and lesson internalization.

Goal 2

FSMS will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups.

Performance Objective 1

☑ **High Priority**

FSMS will monitor student progress to identify students who may be at risk of academic failure and provide additional educational assistance to individual students needing help in meeting state standards.

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

Strategy 1

FSMS will be using MAPS testing data to track students three times a year.

Formative Reviews

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

Strategy 2

FSMS will use Mathia to track student progress in math.

Formative Reviews

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

Performance Objective 2

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

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

Strategy 1

PD on sheltered instruction targeted for EB students as well as on going support on RBIS provided by NIET and Region 18.

Formative Reviews

December	March	June	June

Strategy 2

Map Test given in August, December and May in order to track student progress and growth. Data will also be used to identify students who need acceleration/remediation throughout the school year.

Strategy's Expected Result/Impact: Increased Student Progress and growth

Staff Responsible for Monitoring: Math Teachers, Campus Curriculum Director and Administrators

Formative Reviews

December	March	June	June

Goal 3

FSMS will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.

Performance Objective 1

FSMS will conduct outreach to parents and family members and implement programs, activities, and procedures to promote the involvement of parents and family members for improved student academic achievement.

Evaluation Data Source: By May, FSMS will host a parent engagement events that focus on building parents' capacity to support student achievement.

Strategy 1

FSMS will host a pancake supper/open house and meet the teacher multiple times during the year.

Formative Reviews

December	March	June	June

Strategy 2

Parents will receive ongoing messages from the campus through School Messenger, Facebook, and various campus platforms.

Formative Reviews

December	March	June	June

Strategy 3

Campus PTO has been established.

Strategy's Expected Result/Impact: Increased parent involvement at school across a wide range of activities.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June	June

Performance Objective 2

FSMS will follow state and federal guidelines for planning and decision-making with a committee of elected, representative professional staff, including, classroom teachers, as well as parents of students enrolled in the district, business representatives, and community members.

Evaluation Data Source: Annual review and revision of Campus Improvement Plan.
Annual public meeting.
Annual Board approval of district and campus goals and objectives.

Strategy 1

FSMS will meet with the ILT team weekly as well as with community members/parents at various times a year to improve students success.

Formative Reviews

December	March	June	June

Committees

Committees

2026-2027 Site Based Decision Making Team

Members

First Name	Last Name	Position	Committee Role
Pat	Pena	Assistant Principal	Administrator
Ryan	Jacoby	Social Studies	Classroom Teacher
Jaime	Ivy	Science	Classroom Teacher
Stacy	Jones	Principal	Administrator
Arlene	Stratton	FSMS Campus Curriculum Director	Non-classroom Professional
Omar	Sanchez	Assistant Superintendent	District-level Professional
Melissa	Alvarado	Math	Classroom Teacher
Cynthia	Soliz	Business Representative	Business Representative
Brenda	Pilley	CTE	Classroom Teacher
Maria	Stives	Parent	Parent
Leslie	Quezada	Science	Classroom Teacher
Zachary	Jones	ELAR	Classroom Teacher
Melissa	Montoya	ELAR	Classroom Teacher
Andres	Madrid	Community Representative	Community Representative
Ruben	Falcon	Business Representative	Business Representative

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 Middle School

A Title I, Part A Schoolwide Campus

Serving Grades 06-08

State Compensatory Education Programs

School Year 2020-2021

STATE & FEDERAL
EDUCATION SERVICES

STATE COMPENSATORY EDUCATION INFORMATION FOR STAKEHOLDERS

To satisfy Texas Education Code Sec. 11.253, Fort Stockton Middle School annually reviews and revises its campus improvement plan 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 the [most current] achievement indicators." This addendum to the campus improvement plan, reflects the continuous nature of the needs assessment process to enhance academic improvement, as well as, provide a programmatic review of the State Compensatory Education (SCE) program to ensure fidelity in fiscal efficiency and programmatic effectiveness.

House Bill 3 (HB3), as passed by the 86th Texas Legislature, determined that the purpose of State Compensatory Education allotment is to provide school districts and open-enrollment charter schools funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students and all other students; as well as, at-risk students and all other students. The statute requires that at least 55 percent of the SCE funds allocated must be used to fund supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR exams] administered under the TEC, Subchapter B, Chapter 39, 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, §29.081, and all other students.

Campus Profile

An annual needs assessment is conducted by Fort Stockton Middle School that includes the principal and the site-based decision-making committee comprised of administrators, teachers, parents, community members, and business representatives. The needs assessment is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities, and to ensure that the use of resources is carefully planned, supplemental and cost effective. Data collected is disaggregated by all student groups served by the campus, including categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment determines the measurable campus performance objectives for all appropriate student achievement indicators for all student populations.

According to the latest released Texas Academic Performance Report (TAPR), 2018-2019, Fort Stockton Middle School had a student population of 587 students with the following ethnic characteristics: Hispanic students comprise 88.2 percent of the total student populations, 9.7 percent are white while 1 percent identify with two or more races. The socio-economic characteristics are: 71 percent economically disadvantaged; 29 percent non-educationally disadvantaged; 8.7 percent English language learners (ELL); 1.2 percent students with disciplinary placements; 60.5 percent at-risk; and the campus has 10.2 percent mobility.

State Criteria

Texas Education Code Sec. 29.081 defines a student as "at risk of dropping out of school" 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(*);

(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 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;

(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;

(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; or

(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.

^Students identified by criterion #3 and/or #9 remain at risk of dropping out of school for the remainder of their public K-12 education.

*Excludes students who did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the parents.

Fort Stockton Middle School ensures regular monitoring of 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.

Funding Information

SCE funds are used to create a compensatory, intensive, and accelerated instruction program at Fort Stockton Middle School. SCE funds may also be used to fund a disciplinary alternative education program and to support a Title I, Part A Schoolwide program. The Texas Education Code, Sec. 28.0211(a-1), also requires districts to provide remediation to any student in grades 3-8 who fails a STAAR assessment. Students who pass a course but fail the assessment for that course may require additional instruction in that course even after they are no longer enrolled. Delivering accelerated instruction to students in these instances presents an additional funding challenge. The Texas Education Agency has ruled that funding to meet this state-mandated requirement may come from a campus's SCE allotment. The SCE allotment at Fort Stockton Middle School is supplementary to the regular education program and supports such activities as program and

student evaluation, instructional materials and equipment and other supplies required for quality accelerated instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class size, and individualized instruction (e.g., tutorials). This campus also uses its SCE allocation to fully support the intent and purpose outlined in the Texas Education Code, Sec. 29.081(a). SCE funds are always allocated to this campus for uses that are allowable under statute and guidance. Fort Stockton Middle School complies with this mandate as shown in the attached detailed budget.

Title I, Part A Schoolwide Program (TEC, Sec. 48.104(k)(2)), (FAR, 6.2.4.9)

SCE funds are used to support this federal campus-based program, which is included in the campus budget and all SCE expenditures are coded to the correct SCE fund code (fund 199), align with the purpose of the SCE program to close achievement gaps between at-risk/not at-risk students and economically disadvantaged/not economically disadvantaged), and follow all generally accepted accounting principles. SCE funds also meet the same guidelines required by the federal statute in that SCE funds are only used in compliance with applicable statutory and regulatory provisions (i.e., Title I requirements). SCE expenditures on this schoolwide campus are supplemental to the costs of the regular education program and do not replace required or allowable federal expenditures.

In this addenda, satisfactory justification is provided to document that the expenses requested are both reasonable in cost and necessary to accomplish the objectives of the project. Without these expenditures, the program would not accomplish its statutory objectives.

Students Identified for SCE Program by State Criterion for School Year 2020-2021

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

Middle School			<70 Average		Not Advanced		Failed STAAR		AEP		Parole/ Probation		LEP	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%
6	209	34%			9	4%	115	55%	0	0%	0	0%	29	14%
7	194	32%	73	38%	11	6%	119	61%	0	0%	1	1%	28	14%
8	206	34%	76	37%	10	5%	119	58%	2	1%	1	0%	25	12%
Totals	609	100%	149	24%	30	5%	353	58%	2	0.33%	2	0.33%	82	13%

STAAR Performance, Spring 2018-2019

The State of Texas Assessments of Academic Readiness (STAAR) program was implemented in spring 2012. The annual assessments for Fort Stockton Middle School include reading and mathematics in grades 6-8, writing in grade 7, and science and social studies in grade 8. The TEC §29.081 requires that districts evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 (STAAR) for at-risk students as compared with all other district students. Fort Stockton Middle School complies with this mandate in this section on STAAR performance and the evaluation section of this addendum. The STAAR reporting was modified in the Spring 2018 administration to include four performance labels. **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** identifies students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The following tables compare passing scores (i.e., "Approaches") for at-risk and not-at-risk students for the spring administrations of 2018 and 2019.

State of Disaster and 2019-2020 Accountability Ratings

In response to the COVID-19 pandemic, Governor Abbott announced on March 16, 2020, that he has waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year. As a result, all districts and campuses will be labeled "Not Rated: Declared State of Disaster" for 2020. Under Texas Administrative Code (TAC) §101.2009, the superintendent must establish the instruments and procedures to be used to determine which students are at-risk. Given that the STAAR administrations for April, May, and June 2020 were cancelled, the at-risk determination needed to be made through means that do not involve state testing results **from the current year**. According to TEA guidance, in the absence of 2020 STAAR results, any student who was identified in the PEIMS Fall 2019 submission as "at risk" based on the TEC, §29.081(d)(3), will continue to be identified as "at risk" in the Fall 2020 PEIMS submission. In addition, Student Success Initiative (SSI) promotion/retention requirements found in the Texas Education Code (TEC), §28.0211 have been waived for the 2019–2020 school year. Fort Stockton Middle School will still provide early notice to parents or guardians of students in grade

7 identified to be at risk of failure on the first administration of an assessment required for grade advancement in the next school year. Fort Stockton ISD policies prioritize certain student groups to be provided with on-site instruction when safe to do so, including for students in grades K-2, students most likely to have suffered a COVID slide (SPED, EL, at-risk, and students with significant learning gaps), and students with limited or no access to the internet.

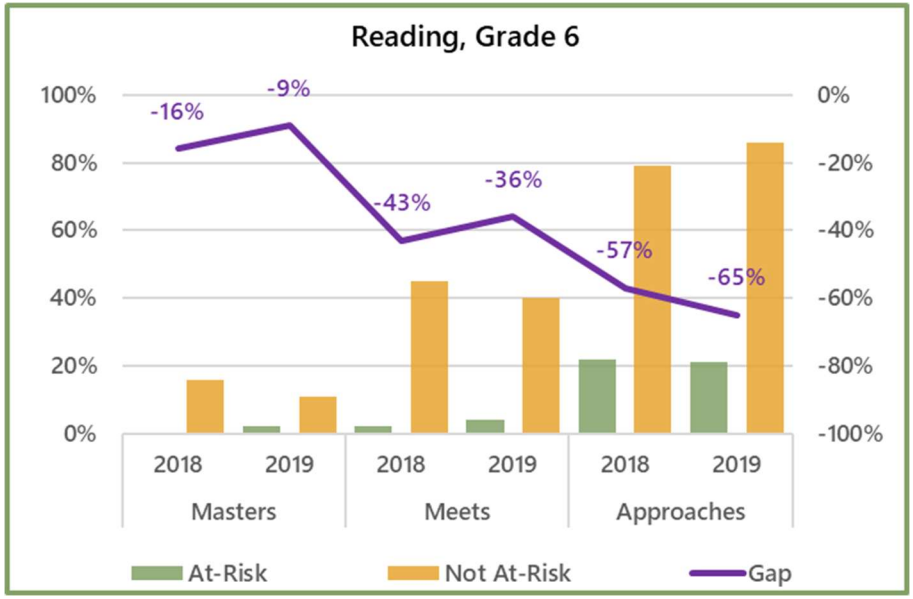
Focusing on Achievement Gaps

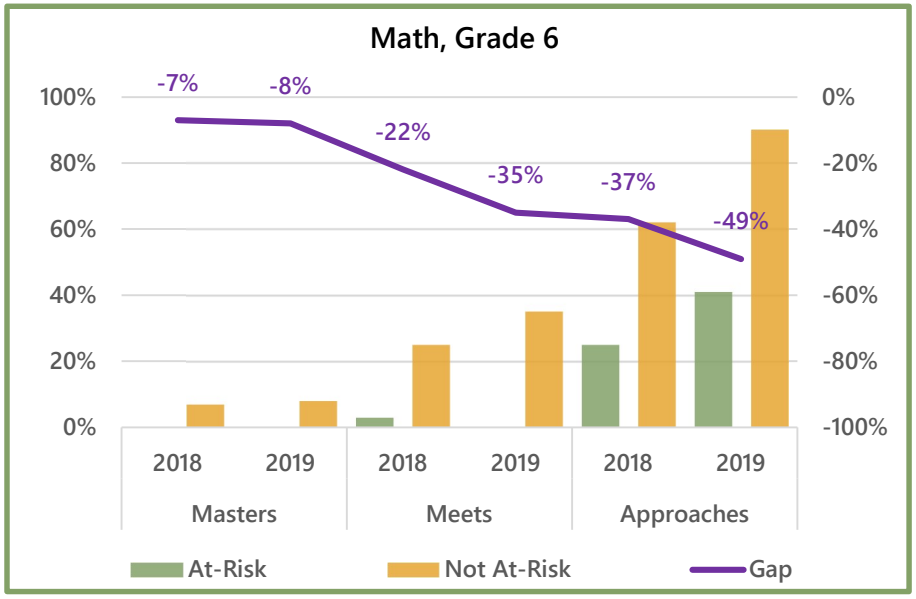
The following bar charts show two-year results for students taking the STAAR assessments. They are intended to focus on achievement gaps (if any) between at-risk and not-at-risk students as well as economically and not economically disadvantaged students rather than overall achievement. Closing achievement gaps for at-risk students should be a main goal of a district's SCE program and a successful SCE program shows a closing of achievement gaps across all STAAR categories. Gap lines that do not show a closing of the gap indicates a need for review and possible modification of the SCE program in the specific grade level and STAAR component. Finally, the STAAR category "Did Not Meet" (Failing) is not shown as this would only repeat the same achievement gap as shown in the "Approaches" (Passing) category.

Campus STAAR Results, Two-Year Comparison of Academic Year End 2018 and 2019 [*]

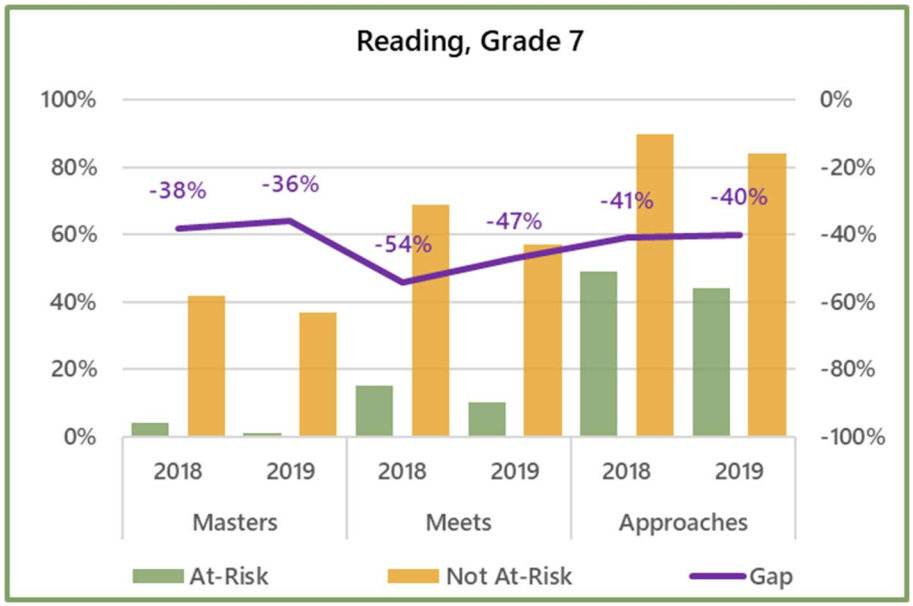
*** The following tables compare STAAR assessment scores for at-risk and not-at-risk students, as well as, economically disadvantaged students and not economically disadvantaged students for the spring administrations of 2018-2019 - the most recent available STAAR assessment results.**

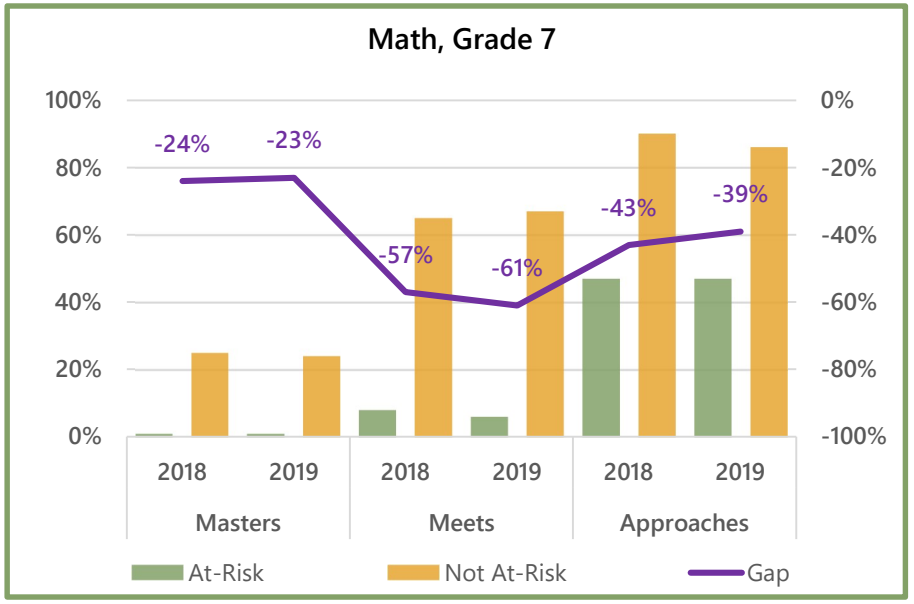
At-risk to not at-risk

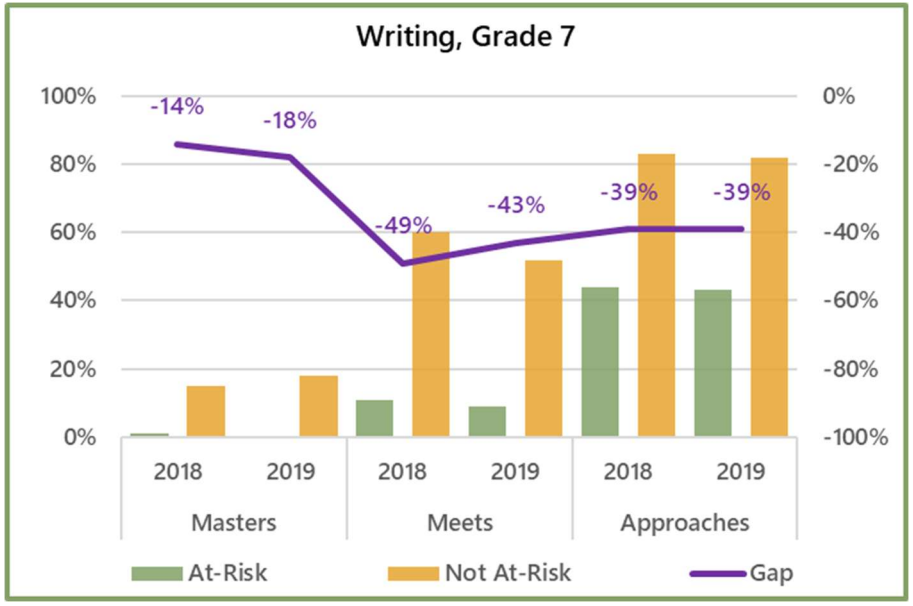


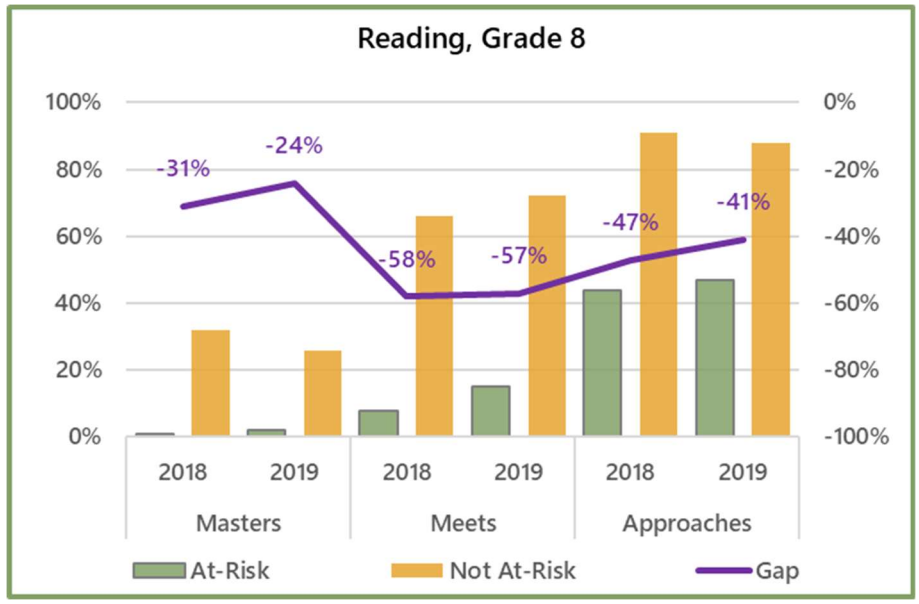


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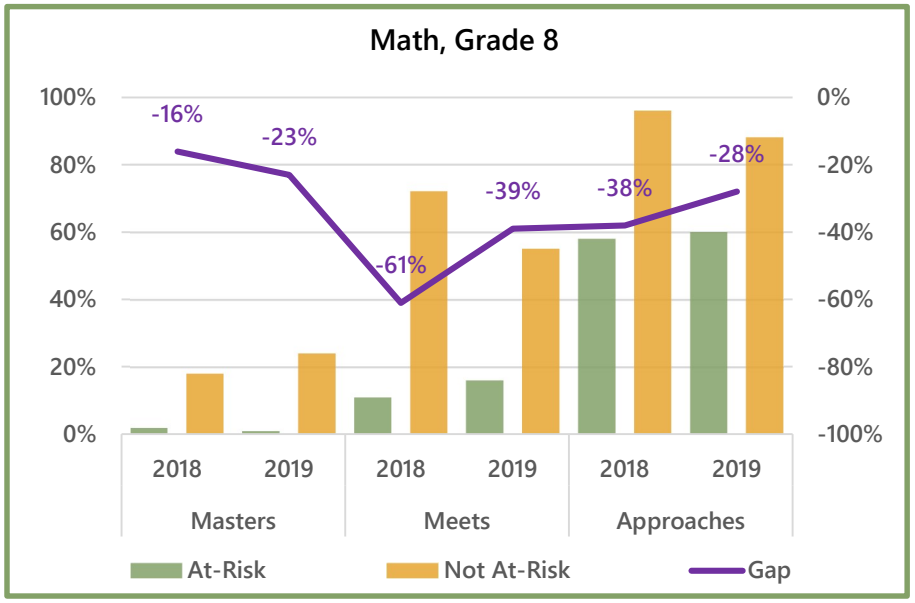


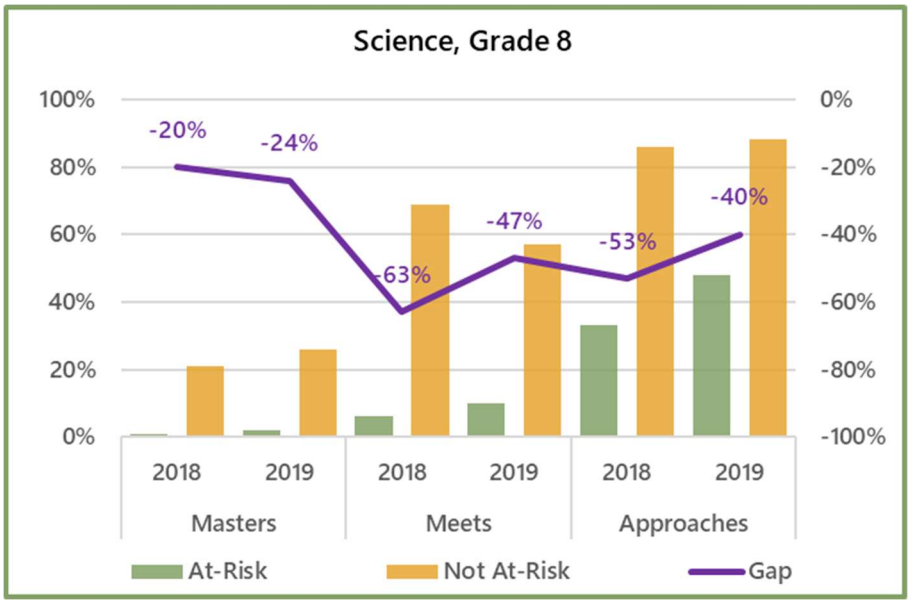


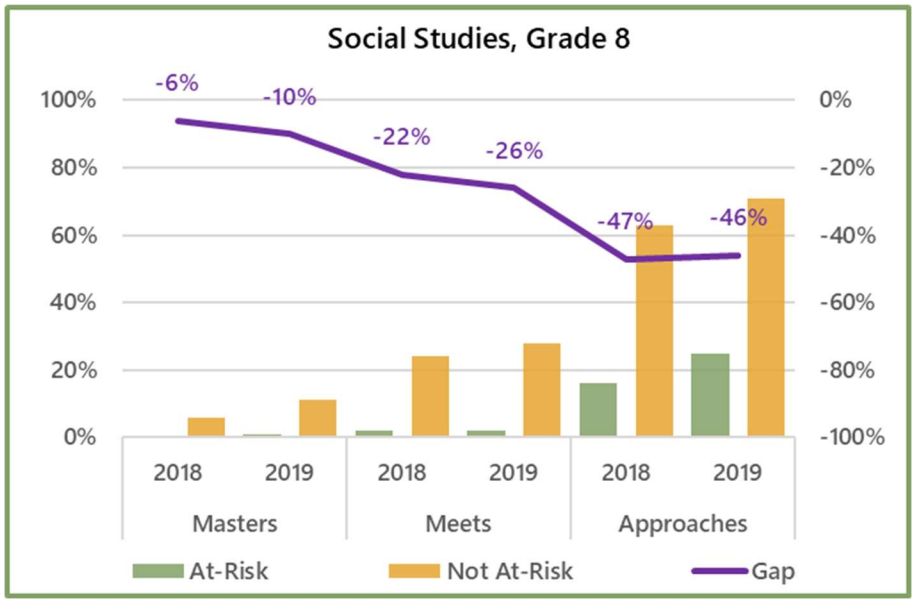




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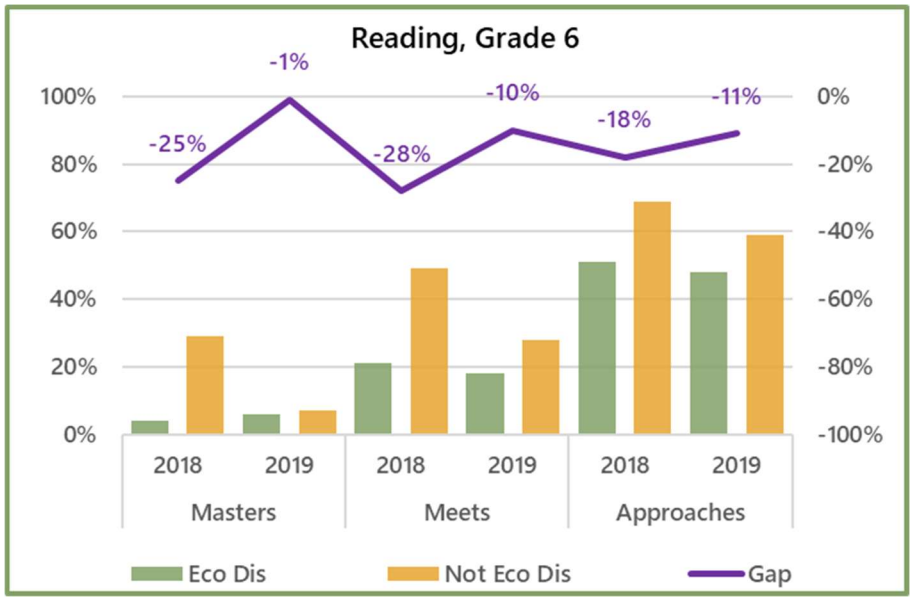


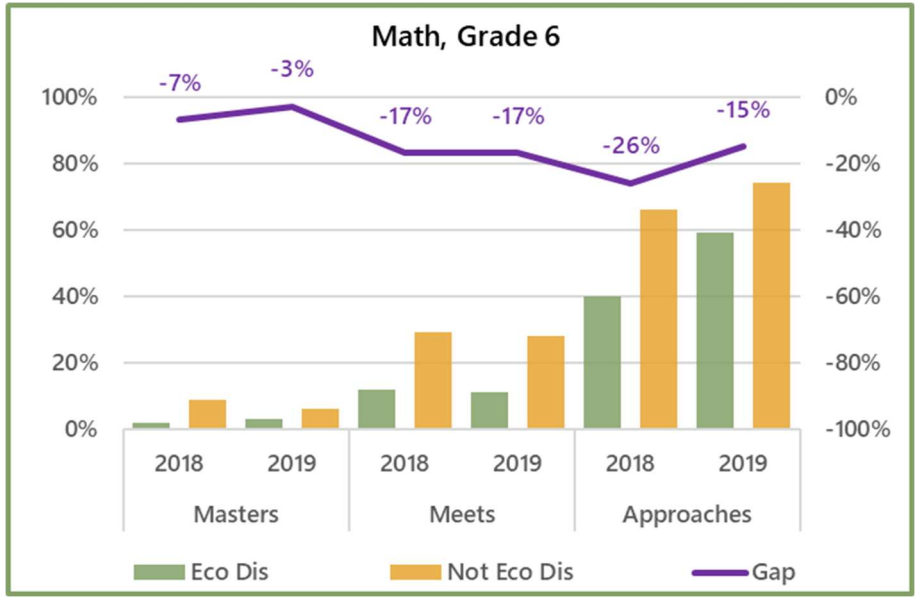




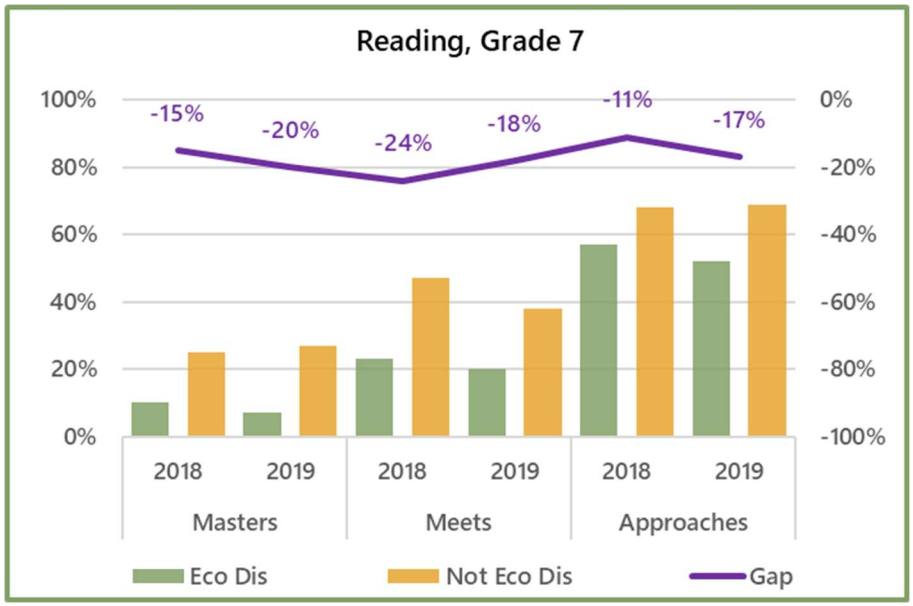
State & Federal Education Services, © 2020

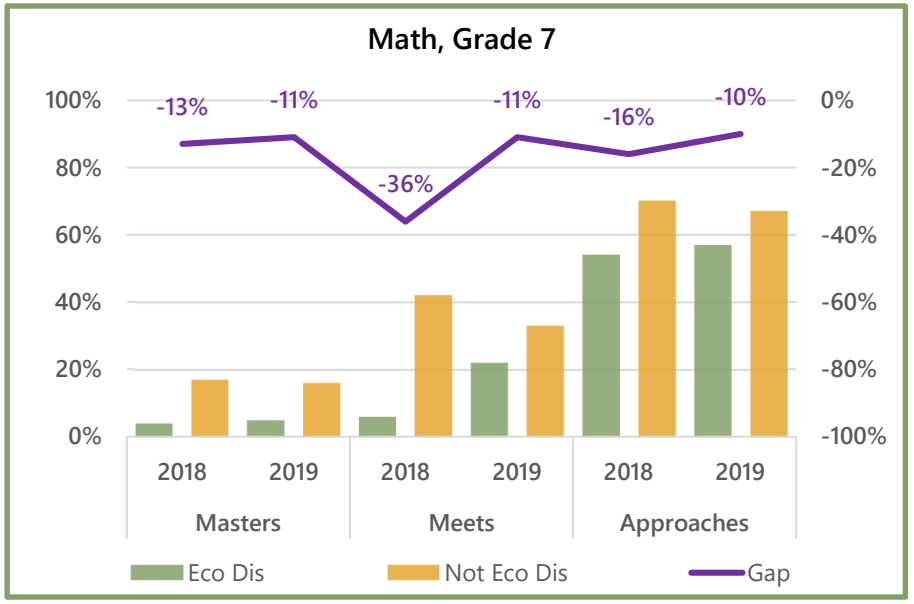
Economically Disadvantaged to Not Economically Disadvantaged

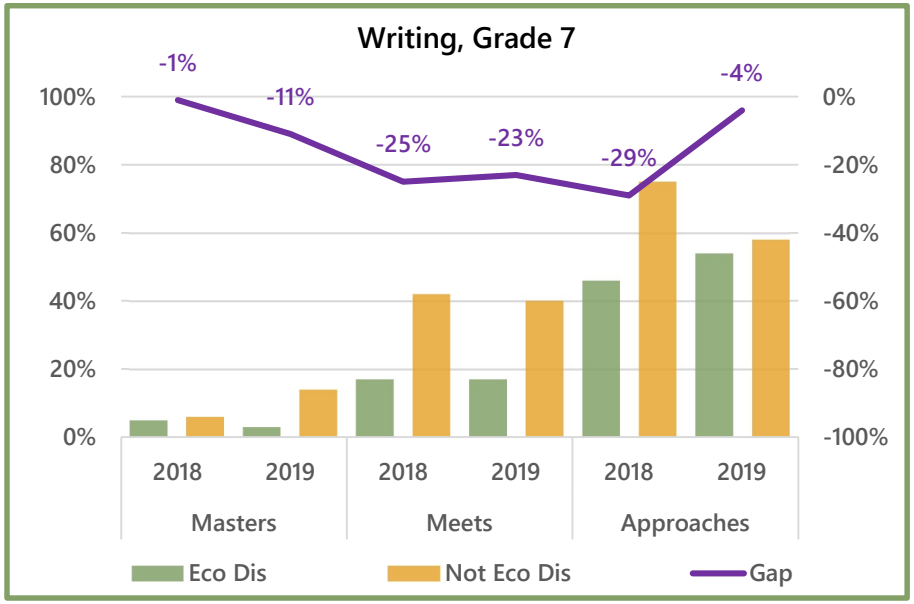


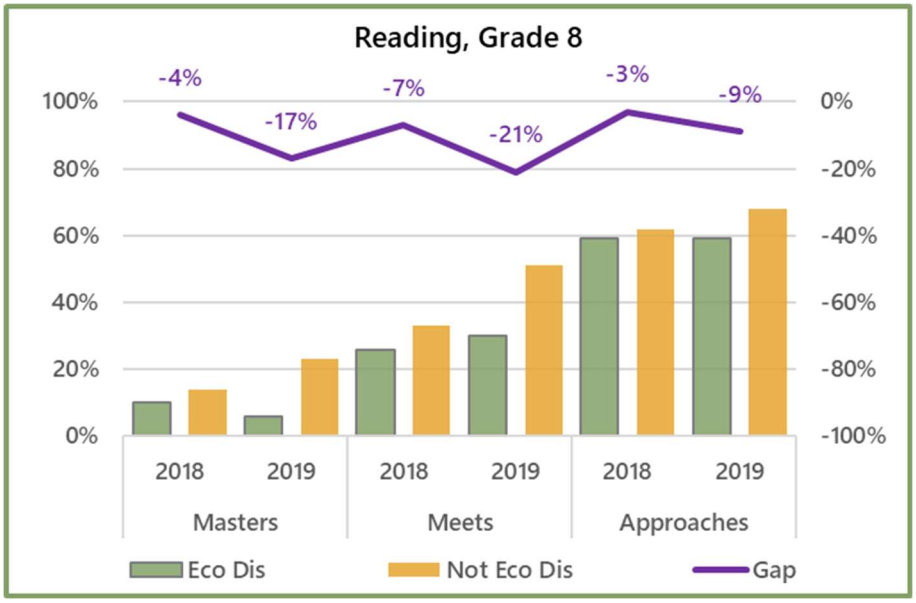


State & Federal Education Services, © 2020

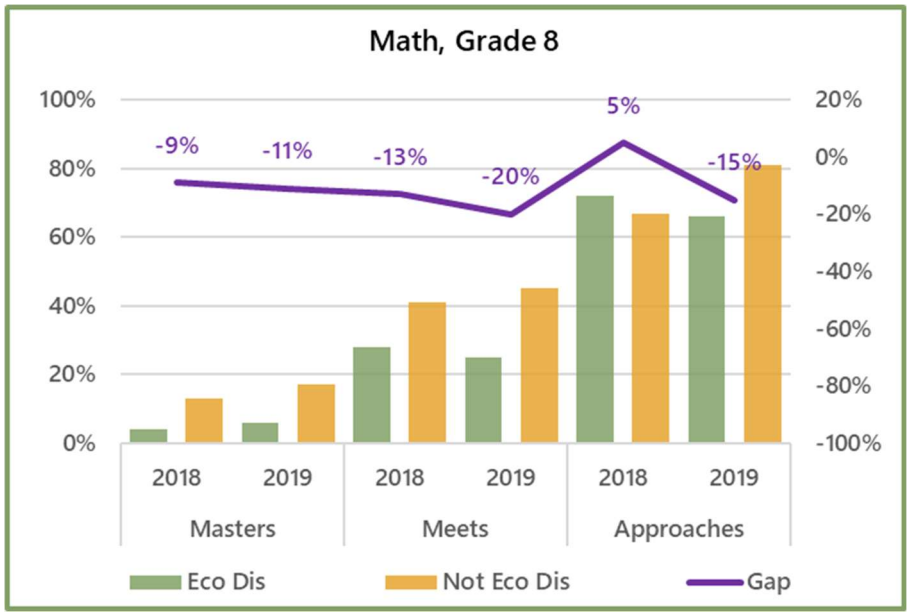


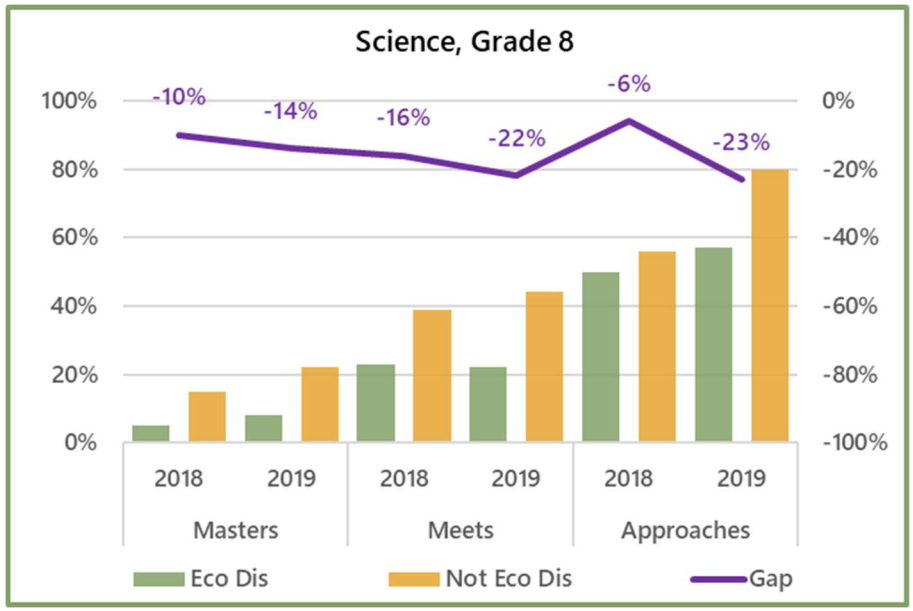


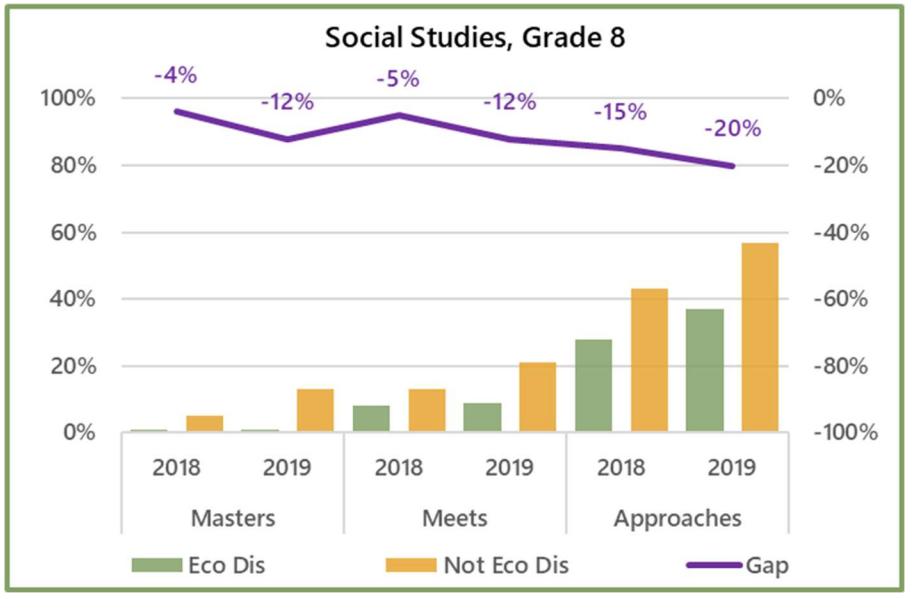




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SCE Funded Programs and Services at Fort Stockton Middle School

Summative Assessment – Spring 2021 STAAR

Identified Strategies	Supplemental Financial Resources	Supplemental Fulltime Equivalency	Measurable Performance Objectives	Timelines For Monitoring Strategies	Formative Evaluation
Counselor –Supplemental counselor provides services to meet the unique educational and social/emotional needs of at-risk students	SCE funded salary $77,032	1 Certified Counselor [1 FTE]	Above 70 average	Each six weeks	Report card grades
Instructional Support – Instructional aides provide accelerated instruction for students in small groups or one-on-one in the regular classroom and/or computer lab and library	SCE funded salary $104,029	Instructional aides [5 FTEs]	Above 70 average	Each six weeks	Report card grades
ESL Coordinator - Ensures students receive appropriate academic and language acquisition development	SCE funded salary $57,924	1 Certified teacher [1 FTE]	Above 70 average	Each six weeks	Report card grades
DAEP – This program is designed for students who have serious violations of the district discipline policy or the law and who cannot remain in the regular classroom. Instruction is coordinated with teacher of record and provided in specialized environment by teacher and counselor at Butz Education Center	SCE funded salary $65,651	2 Certified teachers [1 FTE]	Above 70 average	Each six weeks	Return to regular classroom
Panther Express/RtI – Intervention delivered through RtI targeting skill mastery based on individual performance measures	SCE funded salary $71,104	1 Certified teacher [1FTE]	Above 70 average	Each six weeks	Report card grades

Other Programs That Support SCE-Funded Activities

Federal and state government agencies provide an abundance of program funding and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at-risk situations.

Federally-Funded Programs

Title I, Part A—provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards. The high school campus operates a schoolwide program and these funds may be used to upgrade the entire instructional program and serve all students.

Title I, Part C— provides supplemental instructional and support services for migrant students and out of school migrant youth.

Title II, Part A— is to increase student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools. The district utilizes the flexibility under funding transferability and redirects Title II funds to be used to support the Title I, Part A schoolwide program.

Title III, Part A ELA— is to develop programs for limited English proficient students to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards. Fort Stockton ISD utilizes these funds to implement the LIEPs and purchase curricular materials and supplies to supplement the language education program.

Title IV, Part A (Student Support and Academic Enrichment) – SSAEP is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology. The district utilizes the flexibility under funding transferability and redirects Title IV funds to be used to support the Title I, Part A schoolwide program.

IDEA-B Formula— provides supplemental resources to help LEAs ensure that eligible students (ages 3-21) with disabilities are provided with a free appropriate public education as required by federal statute.

Perkins V: Strengthening Career and Technical Education for the 21st Century— The purpose of the CTE program is to develop more fully the academic knowledge, technical, and employability skills of secondary education students who enroll in CTE programs and programs of study.

State-Funded Programs

Career & Technical Education—School districts are eligible to receive weighted state funding for eligible full-time equivalent (FTE) students in approved Career and Technology Education (CTE) programs. In addition to this weighted funding, school districts are also eligible to receive $50 for each FTE student enrolled in either two or more advanced CTE courses for three or more credits, or in an advanced CTE course as part of a tech-prep program. These two state funding elements determine a district's total CTE allotment.

Gifted & Talented (G/T)—A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual—Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs through the use of these supplemental state funds that help defray the extra costs of the programs.

Special Education—This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.

2019-2020 State Compensatory Education Program Evaluation

As required by TEC, Sec. 29.081(b)(1), Fort Stockton Middle evaluates the effectiveness of its state compensatory education program, the results of which are included in this district improvement plan. 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.

The analysis of the SCE program is aimed at revealing any disparity between the performance on assessment instruments between students at risk of dropping out of school and all other district students. It also uncovers differences in the rates of high school completion between students at risk of dropping out of school and all other district students.

State Compensatory Education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. Fort Stockton Middle gauges the effectiveness of its designated SCE program and includes the results of such evaluation in this district improvement plan.

The TEC does not specify the minimum standard or design for an evaluative process; however, Fort Stockton Middle chooses to use a combination of two types of evaluations: Continuous Improvement and Performance Data. The continuous improvement is evaluated through the formative processes described in the Programs and Strategies section above. Evaluation of performance data is accomplished through data analysis as part of the summative evaluation process. By taking a learning approach to evaluation, continuous improvement's primary purpose becomes to support learning that can ultimately lead to effective decision making and improvement in 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 students' 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.

2019-2020 State Compensatory Education Program Evaluation (Cont.)

SCE-Funded Program Name	Evaluation Criteria	Number of participating students	Number of successful students	Percent successful
At-Risk Counselor	Satisfatcory performance on STAAR	486	70	14%
Instructional Support	Satisfatcory performance on STAAR	350	51	15%
Instructional Coach	Satisfatcory performance on STAAR	637	246	39%
ESL Coordinator	Satisfatcory performance on STAAR	64	5	8%
DAEP	Satisfatcory performance on STAAR	3	1	33%
In order to accurately determine which funded strategies are successful at raising academic standards, districts and charter schools are required to evaluate the effectiveness of their designated SCE program and include the results of this evaluation in the district improvement/instructional plan.				
SCE resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.				

SCE Budget 2020-2021

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 Middle School 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 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 Middle School 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 campus uses SCE funds only to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. 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. All expenditures are reasonable and necessary to achieve the state goal of the SCE program: to supplement the district's regular education programs with compensatory, intensive, and/or accelerated instruction.

Fort Stockton ISD 186902

Fund 199 State Compensatory Education **Campus Detail**

Fiscal Year 2021

Fort Stockton Middle	Acct Title	Activity	Cost
199-11-6119-00-041-1-30-0-00	Teacher/Professional Salary	DAEP	$26,750.00
199-11-6119-00-041-1-30-0-00	Teacher/Professional Salary	ESL	$51,310.00
199-11-6119-00-041-1-30-0-00	Teacher/Professional Salary	Panther Express	$64,000.00
199-11-6119-00-041-1-28-0-00	Teacher/Professional Salary	DAEP	$32,000.00
199-31-6119-00-041-1-30-0-00	Teacher/Professional Salary	Counseling	$69,707.00
199-11-6129-00-041-1-30-0-00	Support Personnel Salary	Instructional Support	$86,781.00
199-11-6129-00-041-1-30-0-00	Support Personnel Salary	Library	$20,819.00
199-11-6141-00-041-1-28-0-00	Social Security/Medicare	DAEP	$464.00
199-11-6141-00-041-1-30-0-00	Social Security/Medicare	Panther Express	$928.00
199-11-6141-00-041-1-30-0-00	Social Security/Medicare	Library	$301.88
199-11-6141-00-041-1-30-0-00	Social Security/Medicare	Instructional Support	$1,258.32
199-11-6141-00-041-1-30-0-00	Social Security/Medicare	DAEP	$387.88
199-11-6141-00-041-1-30-0-00	Social Security/Medicare	ESL	$744.00
199-31-6141-00-041-1-30-0-00	Social Security/Medicare	Counseling	$1,010.75
199-11-6142-00-041-1-30-0-00	Health/Life Insurance	Panther Express	$4,632.00
199-11-6142-00-041-1-28-0-00	Health/Life Insurance	DAEP	$2,316.00
199-11-6142-00-041-1-30-0-00	Health/Life Insurance	DAEP	$2,316.00
199-11-6142-00-041-1-30-0-00	Health/Life Insurance	ESL	$4,632.00
199-11-6142-00-041-1-30-0-00	Health/Life Insurance	Instructional Support	$13,896.00
199-31-6142-00-041-1-30-0-00	Health/Life Insurance	Counseling	$4,632.00
199-11-6145-00-041-1-30-0-00	Unemployment Comp.	DAEP	$16.80
199-11-6145-00-041-1-30-0-00	Unemployment Comp.	ESL	$32.22

Fort Stockton ISD 186902

Fund 199 State Compensatory Education **Campus Detail**

Fiscal Year 2021

199-11-6145-00-041-1-30-0-00	Unemployment Comp.	Instructional Support	$54.50
199-11-6145-00-041-1-30-0-00	Unemployment Comp.	Library	$13.07
199-11-6145-00-041-1-30-0-00	Unemployment Comp.	Panther Express	$40.19
199-11-6145-00-041-1-28-0-00	Unemployment Comp.	DAEP	$20.10
199-31-6145-00-041-1-30-0-00	Unemployment Comp.	Counseling	$43.78
199-11-6146-00-041-1-28-0-00	TRS Care	DAEP	$752.00
199-11-6146-00-041-1-30-0-00	TRS Care	Panther Express	$1,504.00
199-11-6146-00-041-1-30-0-00	TRS Care	Library	$489.25
199-11-6146-00-041-1-30-0-00	TRS Care	Instructional Support	$2,039.35
199-11-6146-00-041-1-30-0-00	TRS Care	DAEP	$628.63
199-11-6146-00-041-1-30-0-00	TRS Care	ESL	$1,205.79
199-31-6146-00-041-1-30-0-00	TRS Care	Counseling	$1,638.11
			$397,363.60
		Campus 041 Total:	**$397,363.60**

Fort Stockton ISD 186902

Fund 199 State Compensatory Education **Campus Detail**

Fiscal Year 2021

Total by Class Object:

61XX	$397,363.60

Total by Function:

11	$320,331.96
31	$77,031.64

Total by Activity:

Counseling	$77,031.64
DAEP	$65,651.40
ESL	$57,924.00
Instructional Support	$104,029.18
Library	$21,623.20
Panther Express	$71,104.19

Fort Stockton ISD 186902

Fund 199 State Compensatory Education

Fiscal Year 2021

Personnel Detail

S&FE SERVICES

Fort Stockton Middle

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Medicare	Workers Comp.	Unemploy-ment Comp.	TRS	Total Salary and Benefits Funded
Anthony Urias	Counselor	Counseling	$69,707.00	1.000	$4,632.00	$1,010.75	$0.00	$43.78	$1,638.11	$77,031.64
Celia Magee	Instructional aide	Instructional Support	$23,519.00	1.000	$4,632.00	$341.03	$0.00	$14.77	$552.70	$29,059.49
Celina Portillo	Teacher	DAEP	$26,750.00	0.500	$2,316.00	$387.88	$0.00	$16.80	$628.63	$30,099.30
Denna Sadler	Teacher	Panther Express	$64,000.00	1.000	$4,632.00	$928.00	$0.00	$40.19	$1,504.00	$71,104.19
Keyra Gonzalez	Instructional Aide	Instructional Support	$20,941.00	1.000	$4,632.00	$303.64	$0.00	$13.15	$492.11	$26,381.91
Mahala Franco	Instructional Aide	Instructional Support	$20,954.00	1.000	$4,632.00	$303.83	$0.00	$13.16	$492.42	$26,395.41
Noemi Navarrete	Coordinator	ESL	$51,310.00	1.000	$4,632.00	$744.00	$0.00	$32.22	$1,205.79	$57,924.00
Ray Griffith	Teacher	DAEP	$32,000.00	0.500	$2,316.00	$464.00	$0.00	$20.10	$752.00	$35,552.10
Sonia Vargas	Instructional Aide	Instructional Support	$21,367.00	1.000	$0.00	$309.82	$0.00	$13.42	$502.12	$22,192.36
Terisa Amaro	Instructional Aide	Library	$20,819.00	1.000	$0.00	$301.88	$0.00	$13.07	$489.25	$21,623.20
	Campus 041 Subtotal:	**FTE - 9**	**$351,367.00**		**$32,424.00**	**$5,094.82**	**$0.00**	**$220.66**	**$8,257.12**	**$397,363.60**