Fort Stockton Independent School District



Fort Stockton Intermediate School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 26, 2026 at 04:25 PM

Mission Statement

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

Vision

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

Value Statement

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

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

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

The objectives of Intermediate School are to:

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

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 11

Perceptions 13

Data Documentation for CNA 15

Improvement Planning Data 16

Accountability Data 16

Student Data: Assessments 16

Student Data: Student Groups 16

Student Data: Behavior and Other Indicators 17

Employee Data 17

Parent/Community Data 18

Support Systems and Other Data 18

Goals 19

Goal 1 : Fort Stockton Intermediate will ensure that all students will receive a high-... 20

Goal 2 : Fort Stockton Intermediate will close achievement gaps between students... 25

Goal 3 : Fort Stockton Intermediate will partner with parents, family members, and ... 31

Funding Summary 37

Title I 38

SCE 38

IDEA B - Formula 38

Policies, Procedures, and Requirements 39

Addendums 41

Comprehensive Needs Assessment

Demographics

Summary

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

Enrollment 2024-2025-341, Enrollment 2023-2024-316, Enrollment 2022-2023- 310, Enrollment 2021-2022 - 331, 2020-2021 - 321, 2019-2020 - 400, 2018-2019 - 432, 2017-2018 - 459, 2016-2017 - 374, 2015-2016 - 384.

Ethnic Distribution 2024-2025 - African American 0.6%; Hispanic 87.4%; White 9.7%; American Indian 0%; Asian 1.5%; and Two or More Races 0.9%

Ethnic Distribution 2023-2024 - African American 0.3%; Hispanic 84.8%; White 12.3%; American Indian 0.6%; Asian 1.6%; and Two or More Races 0.6%

Ethnic Distribution 2022-2023 - African American 0%; Hispanic 89%; White 9.0%; American Indian 0.3%; Asian 0.3%; and Two or More Races 1.0%

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

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

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

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

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

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

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

Economically Disadvantaged 2024-2025- 76.7%,2023-2024- 76.7% ,2022-2023- 79%,2021-2022- 76.7%, 2020-2021-73.8%; 2019-2020 - 74.0%; 2018-2019 - 69.4%; 2017-2018 - 68.0%; 2016-2017 - 72.7%; 2015-2016 - 75.3% (state average approximately 60.3%)

English Language Learners 2024-2025-12.1%, 2023-2024-12.0%, 2022-2023-14.5% 2021-2022-12.1%, 2020-2021- 11.5%; 2019-2020 - 15.0%; 2018-2019 - 12.7%; 2017-2018 - 10.9%; 2016-2017 - 11.2%; 2015-2016 - 10.2% (state average approximately 21%)

Students with Disciplinary Placements 2024-2025-0%, 2023-2024-0%, 2022-2023-0%, 2021-2022-0%, 2020-2021 - 0.0%; 2019-2020 - 0.0%; 2018-2019 - 0.0%; 2016-2017 - 0.0%; 2015-2016 - 0.0%; 2014-2015 - 0.9%

At-Risk 2024-2025-56..3%, 2023-2024-52.2%, 2022-2023-57.1%, 2021-2022-57.1%, 2020-2021- 51.7%; 2019-2020 62.8%; 2018-2019 - 53%; 2017-2018 - 44.9%; 2016-2017 - 46.0%; 2015-2016 - 54.7% (state average approximately 49.2%)

Mobility rates for 2024-2025-12.7%, 2023-2024-7.8%, 2022-2023-9.1%, 2021-2022- 12.8%, 2020-2021- 14.7%; 2018-2019 - 13.9%; 2017-2018 - 9.6%; 2016-2017 - 15.1%; 2015-2016 - 15.1%; 2014-2015 - 9.4% (state average approximately 13.8%)

Students enrolled in Special Education 2024-2025-19.6%, 2023-2024-16.5%, 2022-2023-13.5%, 2021-2022- 13.9%, 2020-2021-12.5%; 2019-2020 - 9.0%; 2018-2019 - 6.7%; 2017-2018 - 6.8%; 2016-2017 - 5.3%; 2015-2016 - 5.5% (state average approximately 11.3%)

Students enrolled in Gifted and Talented 2024-2025-7%, 2023-2024-6.3%, 2022-2023-8.7%,2021-2022-2.7%, 2020-2021-3.1%; 2019-2020 - 3.5%; 2018-2019 3.2%; 2017-2018 - 4.4%; 2016-2017 - 2.7%; 2015-2016 - 2.6% (state average approximately 8.3%)

Attendance rates in 2024-2025-92.4%, 2023-2024-93.3%, 2022-2023-89.8%,2020-2021- 81.2%, 2019-2020- 97.9%; 2018-2019 - 93.7%; 2017-2018 - 93.9%; 2016-2017 - 95.0%; 2015-2016 - 94.2%; 2014-2015 - 94.4% (state average approximately 98.3%)

Teachers with 0-5 years Experience in 2024-2025-%, 2023-2024-29.8%, 2022-2023 32.4%, -2021-2022-55.7%, 2020-2021-37.7%; 2019-2020 - 58.8%; 2018-2019 - 50.4%; 2017-2018 - 35.8%; 2016-2017 - 63%; 2015-2016 - 58.9% (state average approximately 27.8%)

Average Years of Experience of Teachers in 2024-2025-11.2, 2023-2024-11.4, 2022-2023-10.7, 2021-2022-9.0; 2020-2021-9.7; 2019-2020 - 8.4; 2018-2019 - 8.7; 2017-2018 - 7.9; 2016-2017 - 7.9; 2015-2016 - 7.7 (state average approximately 11.2)

Number of Students per Teacher in 2024-2025-13.1, 2023-2024-11.8, 2022-2023-13.5, 2021-2022-17.3; 2020-2021-11; 2019-2020 - 13.1; 2018-2019 - 13.6; 2017-2018 - 16; 2016-2017 -15.2; 2015-2016 - 16.4 (state average approximately 14.5)

Strengths

Campus Leadership - average years experience as Principals - 9.0

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

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

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Sub-populations of economically disadvantage, continuously enrolled and Hispanic students have missed the target for 3 consecutive years. Root Cause	Teachers lack of detailed knowledge of students sub-populations in turn effects their ability to effectively implement sheltered instruction and other research based instructional strategies.
2	Communication across grade-levels, content areas and administration is not always clear.	Running a secondary schedule teachers are more siloed.

★ = Priority

Student Learning

Summary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

student groups met the minimum size criteria for Growth in Math. All of the groups met the target except White students.

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

A Mathematics distinction designations were earned.

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

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

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

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

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

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

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

No distinction designations were earned.

Strengths

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

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Sub-populations of economically disadvantage, continuously enrolled and Hispanic students have missed the target for 3 consecutive years. Root Cause	Teachers lack of detailed knowledge of students sub-populations in turn effects their ability to effectively implement sheltered instruction and other research based instructional strategies.
2	Communication across grade-levels, content areas and administration is not always clear.	Running a secondary schedule teachers are more siloed.

★ = Priority

School Processes & Programs

Summary

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

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

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

Strengths

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

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

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

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Sub-populations of economically disadvantage, continuously enrolled and Hispanic students have missed the target for 3 consecutive years. Root Cause	Teachers lack of detailed knowledge of students sub-populations in turn effects their ability to effectively implement sheltered instruction and other research based instructional strategies.
2	Communication across grade-levels, content areas and administration is not always clear.	Running a secondary schedule teachers are more siloed.

★ = Priority

Perceptions

Summary

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

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

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

Strengths

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

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

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Sub-populations of economically disadvantage, continuously enrolled and Hispanic students have missed the target for 3 consecutive years. Root Cause	Teachers lack of detailed knowledge of students sub-populations in turn effects their ability to effectively implement sheltered instruction and other research based instructional strategies.
2	Communication across grade-levels, content areas and administration is not always clear.	Running a secondary schedule teachers are more siloed.

★ = Priority

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] **Planning and decision making committee(s) meeting data**
- [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] **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] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **State-developed online interim assessments**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**

- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [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**
- [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] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

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

Performance Objective 1

☑ High Priority ☑ HB3 Goal

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

Evaluation Data Source: The Student Achievement Domain rating for Fort Stockton Intermediate will improve at least one letter grade by August, 2027 as measured by the 2027 Texas Accountability Rating System.

Strategy 1

Utilize HQIM curriculum aligned to the Texas Essential Knowledge and Skills (TEKS) across all subjects and grade levels.
Training and support will be provided to increase teachers' knowledge base of the Texas Essential Knowledge and Skills (TEKS) and student expectations at each grade level so that instruction is appropriate to ensure students obtain grade level skills and competencies.

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

Staff Responsible for Monitoring: District & campus administration

Formative Reviews

December	March	June	June

Strategy 2

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

Strategy's Expected Result/Impact: Increase in student performance for all student groups; increase in number of students meeting grade level expectations in all grades and content areas.
Staff Development days built into school calendar

Staff Responsible for Monitoring: Curriculum Director, Campus Curriculum Director & Principal

Formative Reviews

December	March	June	June

Strategy 3

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

Strategy's Expected Result/Impact: Implementation of mentoring program & instructional coaching for new or inexperienced teachers.
Low-income and minority students will not be taught at disproportionate rates by ineffective, inexperienced, and/or out-of-field teachers.

Staff Responsible for Monitoring: Curriculum Director, Campus Curriculum Director & Principal

Formative Reviews

December	March	June	June

Strategy 4

Staff and students will receive training on social issues such as harassment, sexual abuse and other maltreatment of children, conflict resolution, violence prevention and intervention, suicide prevention and intervention, bullying, drug use, dropout reduction, discipline management, and internet safety.

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: Principal, Assistant Principal & Counselor

Formative Reviews

December	March	June	June

Strategy 5

Implement a schoolwide tiered model to prevent and address problem behavior and utilize

discipline management techniques to increase learning time and reduce discipline referrals.

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

Staff Responsible for Monitoring: Principal, Assistant Principal & Counselor

Formative Reviews

December	March	June	June

Strategy 6

The campus will collaborate with parents to implement wellness programs and procedures through the School Health Advisory Council (SHAC) including the mandatory number of minutes for physical activity for students.

Strategy's Expected Result/Impact: compliance with the mandatory number of minutes of physical activity for students

Staff Responsible for Monitoring: Principal, Assistant Principal & Nurse

Formative Reviews

December	March	June	June

Performance Objective 2

Fort Stockton Intermediate students will be encouraged and challenged to meet full educational potential. Students will either make progress or maintain proficiency in both ELA/reading and mathematics from year to year, as measured by STAAR results.

Evaluation Data Source: The School Progress Domain rating for Fort Stockton Intermediate will improve at least one letter grade by August, 2027, as measured by the Texas Accountability Rating System.

Strategy 1

Facilitate effective transitions for students from Elementary to Intermediate; for students new to Fort Stockton, students in foster care, and/or students experiencing homelessness

Strategy's Expected Result/Impact: Students will successfully move from campus to campus; improved student performance

Staff Responsible for Monitoring: Principals, Assistant Principals & Counselors

Formative Reviews

December	March	June	June

Strategy 2

Offer enrichment classes and activities that enhance students' educational experiences and engagement in school and will continue to emphasize student participation in extra-curricular activities. All students in grades 2-12 will have the opportunity to participate in events to enhance student learning.

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

Staff Responsible for Monitoring: Curriculum Director, Campus Curriculum Director, Principal, Assistant Principal & Teachers

Formative Reviews

December	March	June	June

Strategy 3

Provide specialized support for high achieving students including a rigorous, diverse curriculum to prepare students for a broad range of career opportunities, as well as enrichment programs to meet the unique needs of students identified as Gifted & Talented.

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

Staff Responsible for Monitoring: Curriculum Director, Campus Curriculum Director & Principal

Formative Reviews

December	March	June	June

Strategy 4

Utilize technology to enhance instruction, personalize student learning and develop problem-solving skills.

Technology coordinators will provide training to staff on the use of campus based technology hardware and software and how to integrate technology into the curriculum.

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

Staff Responsible for Monitoring: Technology Coordinator, Principal, Campus Curriculum Director & Teachers

Formative Reviews

December	March	June	June

Goal 2

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

Performance Objective 1

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

Evaluation Data Source: The Closing the Gaps Domain rating for Fort Stockton Intermediate will improve at least one letter grade by August, 2027 as measured by the 2026 Texas Accountability Rating System.

Strategy 1

Continue to implement a pyramid of intervention (RTI services) for identified students.

Strategy's Expected Result/Impact: Teachers will be provided training to incorporate supplemental instructional supports and differentiated student instruction.
District and campus administration will monitor implementation and effectiveness of curriculum and instruction.

Staff Responsible for Monitoring: Principals, Counselor & Teachers

Formative Reviews

December	March	June	June

Strategy 2

Staff will utilize multiple formative assessments to check for understanding. Staff will disaggregate data from all manner of student assessment including but not limited to: formative assessments, universal screeners, CBAs, benchmarks and state assessments, using DMAC, eduphoria, lead4ward and TFAR

Strategy's Expected Result/Impact: Teachers will be able to identify students experiencing difficulty or not making progress and then plan targeted interventions; Improved student performance for all student groups

Staff Responsible for Monitoring: Curriculum Director, Principal & Campus Curriculum Director

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; increase in number of students meeting grade level expectations in all grades and content areas.

Staff Responsible for Monitoring: Curriculum Director, Principal & Campus Curriculum Director

Formative Reviews

December	March	June	June

Strategy 4

Additional classroom assistance and supplemental support will be provided by paraprofessionals and teachers to improve student achievement and close instructional gaps.

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

Staff Responsible for Monitoring: District & campus administration

Funding Sources: Title I,

Formative Reviews

December	March	June	June

Strategy 5

Design and implement appropriate compensatory, intensive, and/or accelerated instruction to ensure that students are able to perform at grade level at the conclusion of the next regular

school term. Including but not limited to HB4545 accelerated instruction during STAAR time tutorials.

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

Staff Responsible for Monitoring: Principal, Campus Curriculum Director & Counselor

Funding Sources: SCE,

Formative Reviews

December	March	June	June

Strategy 6

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: Curriculum Director, Principal & Campus Curriculum Director

Formative Reviews

December	March	June	June

Performance Objective 2

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

Evaluation Data Source: The Closing the Gaps Domain rating for Fort Stockton Intermediate will improve at least one letter grade by August, 2027 as measured by the 2026 Texas Accountability Rating System.

Strategy 1

Implement effective identification and enrollment practices to improve educational outcomes for students experiencing homelessness, students in foster care, students who are highly mobile, and migrant students.

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, Counselor

Formative Reviews

December	March	June	June

Strategy 2

Students identified as Limited English Proficient will receive support through the bilingual program or ESL program including Summit K-12; FSISD will provide professional development to teachers and instructional supplies to supplement the Title III, LEP program.

Strategy's Expected Result/Impact: Increase in English Learner student performance in all grades and content areas.

Staff Responsible for Monitoring: Principal & LPAC Committee

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 IEP.

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

Staff Responsible for Monitoring: FSISD Special Education Staff, Principals & Teachers

Funding Sources: IDEA B - Formula,

Formative Reviews

December	March	June	June

Strategy 4

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 & Teachers

Formative Reviews

December	March	June	June

Strategy 5

Reduce drop out rate by providing academic interventions (tutorials, credit recovery, summer school, etc.), counseling services, working with community resources (law enforcement, social services, etc.), and by closely monitoring excessive absences and truancy.

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

Staff Responsible for Monitoring: Principal , Assistant Principal & Counselor

Funding Sources: SCE,

Formative Reviews

December	March	June	June

Strategy 6

Students identified as at-risk will receive services such as counseling, school-based mental health programs, specialized instructional support services, and mentoring services, as needed.

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: Counselor

Formative Reviews

December	March	June	June

Goal 3

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

Performance Objective 1

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

Evaluation Data Source: By May, 2026, Fort Stockton Intermediate will host parent engagement events that focus on building parents' capacity to support student achievement.

Strategy 1

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 are responsive to the needs of all families, including those that are ethnically, linguistically, and socioeconomically diverse will reach more parents and families and build parent capacity in support of student achievement.

Staff Responsible for Monitoring: Principal & Parent Liaison

Formative Reviews

December	March	June	June

Strategy 2

Parent and family engagement opportunities will be offered on and off site; parents will receive ongoing communication regarding student progress, school programs, volunteer activities; opportunities to provide input; and information regarding resources and activities to support student learning at home. Communication will be provided in English and Spanish and in multiple formats.

Strategy's Expected Result/Impact: Increased school-parent communication; increased parent attendance at school events; increase in number of parent volunteers; increase in attendance at parent workshops

Staff Responsible for Monitoring: Principal & Parent Liaison

Formative Reviews

December	March	June	June

Strategy 3

Coordinate family engagement priorities and structures between campuses; transition activities, including transition activities for students going from Elementary to Intermediate.

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

Staff Responsible for Monitoring: Principals & Parent Liaison

Formative Reviews

December	March	June	June

Strategy 4

Identify ways to extend educational goals through existing events frequented by families, such as athletic events, to eliminate the separation between academics and extracurricular activities.

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

Staff Responsible for Monitoring: Principal & Parent Liaison

Formative Reviews

December	March	June	June

Strategy 5

Offer campus-based workshops 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: Counselor & Parent Liaison

Formative Reviews

December	March	June	June

Strategy 6

Provide parents and families timely notification of school events; flexible meeting times; and relevant data on attendance, behavior, and academic progress and performance of their child. Parents and families will be informed of their child's progress in the following ways: parent-teacher conferences (formal and informal,) report cards & progress reports, phone calls and written communication.

Strategy's Expected Result/Impact: Parents will be given access to school information through technology such as Ascender Parent Portal Assessment, Facebook, Parent Square and local channel.

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

Staff Responsible for Monitoring: Principal, Teachers, & Parent Liaison

Formative Reviews

December	March	June	June

Strategy 7

Provide professional development and diversity awareness training to teachers and staff; training for school personnel, such as special educators and administrators, to facilitate ongoing, meaningful communication and collaboration with families

Strategy's Expected Result/Impact: Faculty and staff will build capacity to work effectively with students' families; improved school-home communication; improved student performance

Staff Responsible for Monitoring: Assistant Superintendent, Principal, & Parent Liaison

Formative Reviews

December	March	June	June

Performance Objective 2

Fort Stockton Intermediate will follow state and federal guidelines for planning and decision-making with a committee of elected, representative professional staff, including at least one special education teacher and classroom teachers, as well as parents of students enrolled at the campus, business representatives, and community members.

Evaluation Data Source: Annual review and revision of CIP; annual public meeting; annual Board approval of campus goals and objectives

Strategy 1

Conduct an annual Comprehensive Needs Assessment (with parents and other members of the community) for the entire school as part of the continuous improvement planning process.

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

Staff Responsible for Monitoring: Principal & Committee

Formative Reviews

December	March	June	June

Strategy 2

Develop a comprehensive plan that includes a description of strategies used to address school needs, use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.

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

Staff Responsible for Monitoring: Principal & Committee

Formative Reviews

December	March	June	June

Strategy 3

Conduct program evaluations to determine impact and effectiveness of programs and initiatives and process reviews to increase learning time and reduce duplication of services and resources.

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

Staff Responsible for Monitoring: Principal & Committee

Formative Reviews

December	March	June	June

Strategy 4

The campus improvement plan will be regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards.

Strategy's Expected Result/Impact: The CIP will delineate instructional methods for addressing needs of student groups not achieving full potential as well as methods for addressing needs of students for special programs; improved student performance

Staff Responsible for Monitoring: Principal & Committee

Formative Reviews

December	March	June	June

Strategy 5

Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, and parent and family engagement plans and program evaluations. Parents will be offered flexible meeting times, such as meetings in the morning or evening.

Strategy's Expected Result/Impact: The School-Parent compact and the Parental Involvement Program will be reviewed annually with the input of parents. Parents will have access to the Student Handbook, Code of Conduct, Parent Involvement Policy, and School-Parent Compact in English and Spanish.

Staff Responsible for Monitoring: Principal, Committee, & Parent Liaison

Formative Reviews

December	March	June	June

Strategy 6

Identify strategies to lower barriers to participation by parents in campus and district decision-making.
Parents will have multiple avenues to give feedback through evaluations, communication with the principal, attendance and feedback given at meetings

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

Staff Responsible for Monitoring: Principal & Parent Liaison

Formative Reviews

December	March	June	June

Funding Summary

Funding Summary

Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4		--	$0.00
				Sub-Total	$0.00

SCE

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

IDEA B - Formula

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3		--	$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 Intermediate School

A Title I, Part A Schoolwide Campus

Serving Grades 04-05

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 Intermediate 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 Intermediate 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 Intermediate School had a student population of 432 students with the following ethnic characteristics: African American students make up 1.4 percent of the students, Hispanic students comprise 84.7 percent of the total student populations, and 13 percent are white. The socio-economic characteristics are: 69.4 percent economically disadvantaged; 30.6 percent non-educationally disadvantaged; 12.7 percent English language learners (ELL); 61.6 percent at-risk; and the campus has 10.7 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 Intermediate 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 Intermediate 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 Intermediate 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 Intermediate 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.

Intermediate			Not Advanced		Failed STAAR		LEP		Incarcerated	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%
4	162	51%	2	1%	67	41%	16	10%	2	1%
5	156	49%	7	4%	81	52%	21	13%	0	0%
Totals	318	100%	9	3%	148	47%	37	12%	2	1%

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 Intermediate School includes reading and mathematics in grades 4–5, writing in grade 4, and science in grade 5. 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 Intermediate 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 Intermediate School will still provide early notice to parents or guardians of students in

grade 4 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 Intermediate 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.

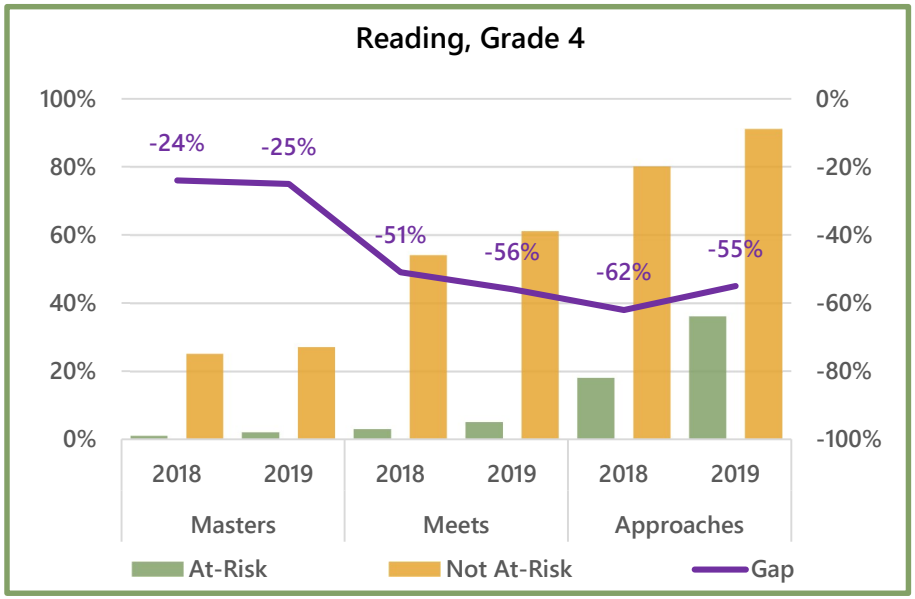
Focusing on Achievement Gaps

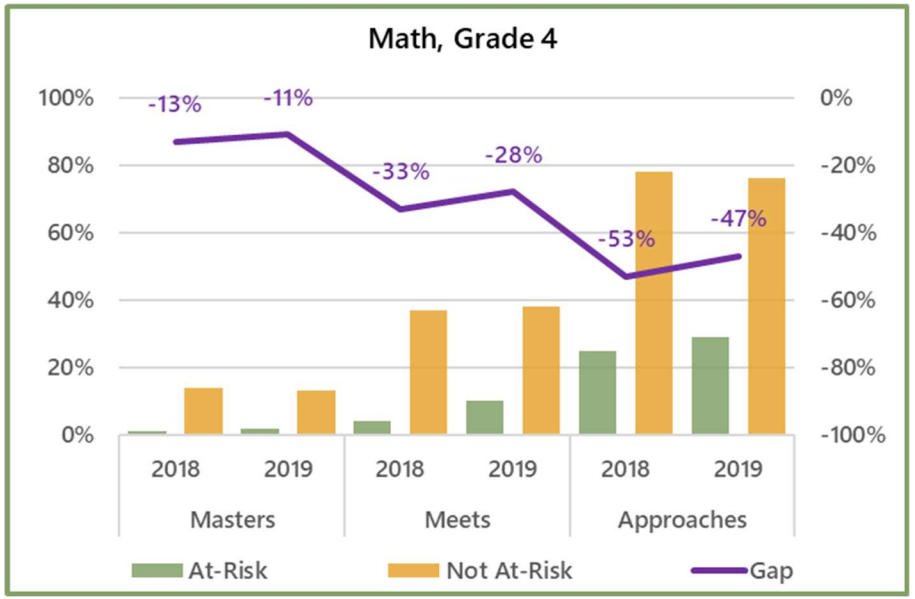
The following bar charts show two-year results for students taking the STAAR assessments. They are intended to focus on achievement gaps (if any) between at-risk and not-at-risk students as well as economically and not economically disadvantaged students rather than overall achievement. Closing achievement 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 [*]

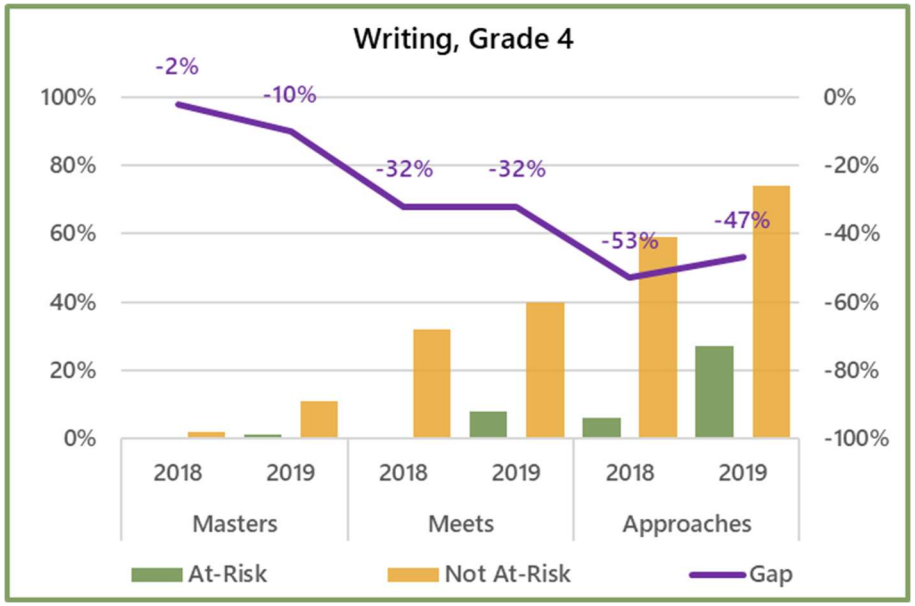
*** The following tables compare STAAR assessment scores for at-risk and not-at-risk students, as well as, economically disadvantaged students and not economically disadvantaged students for the spring administrations of 2018-2019 - the most recent available STAAR assessment results.**

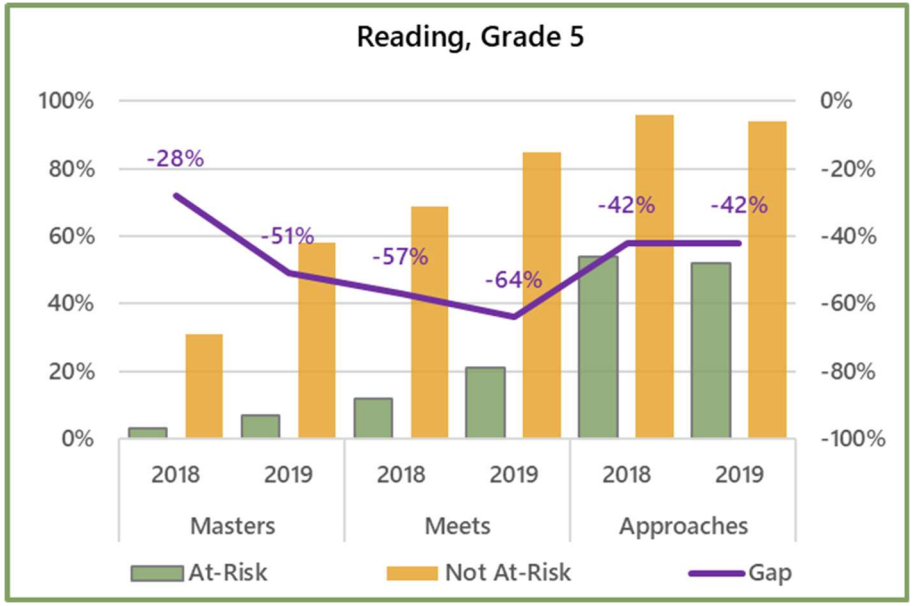
At-risk to not at-risk

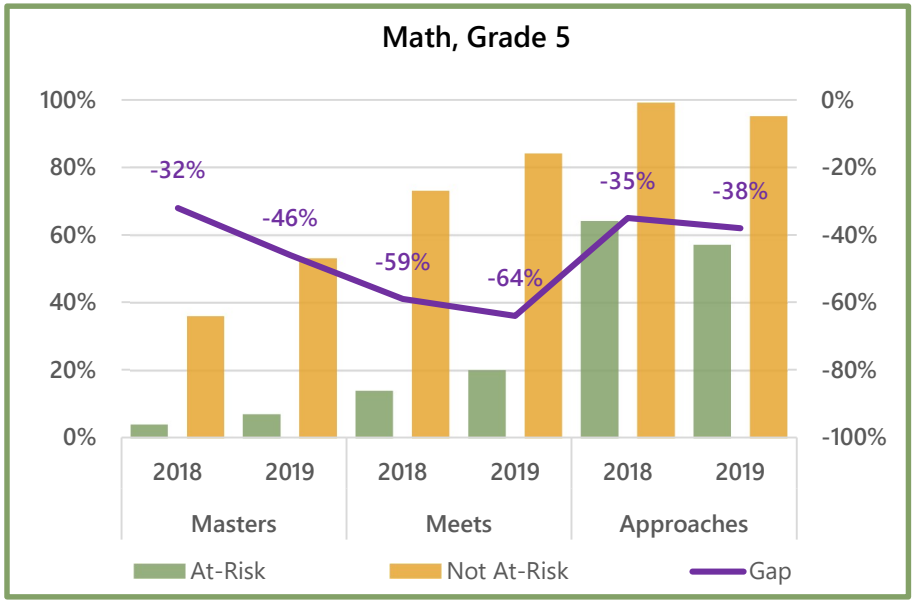


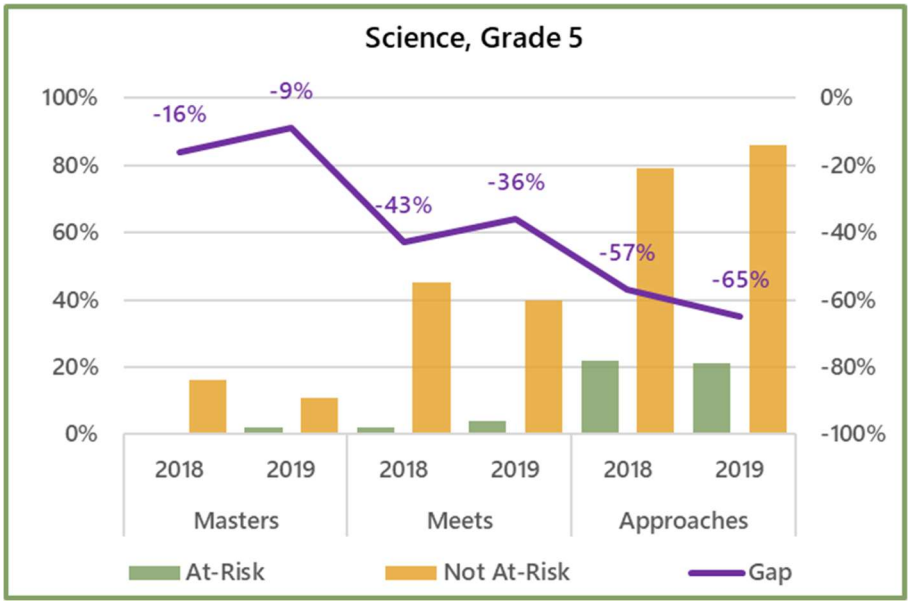


State & Federal Education Services, © 2020



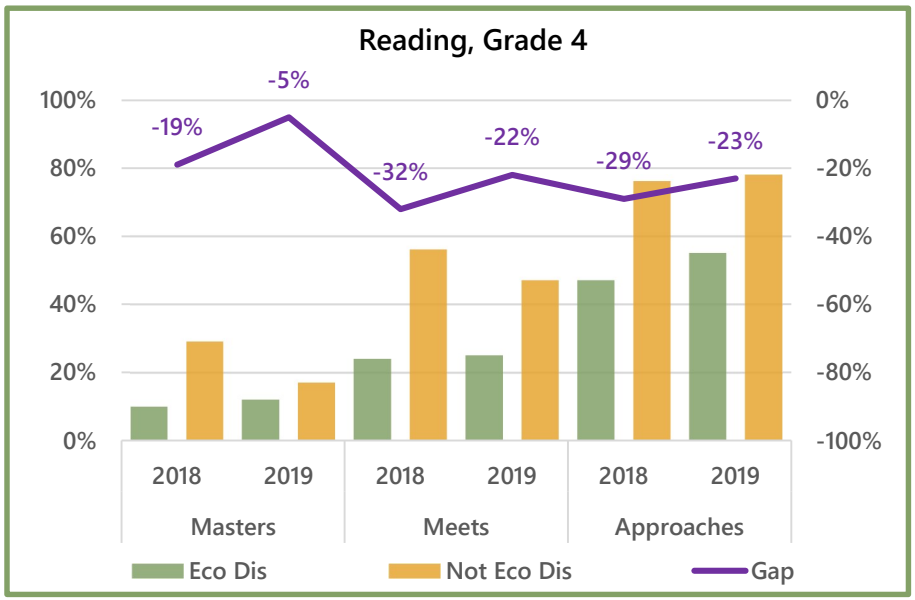


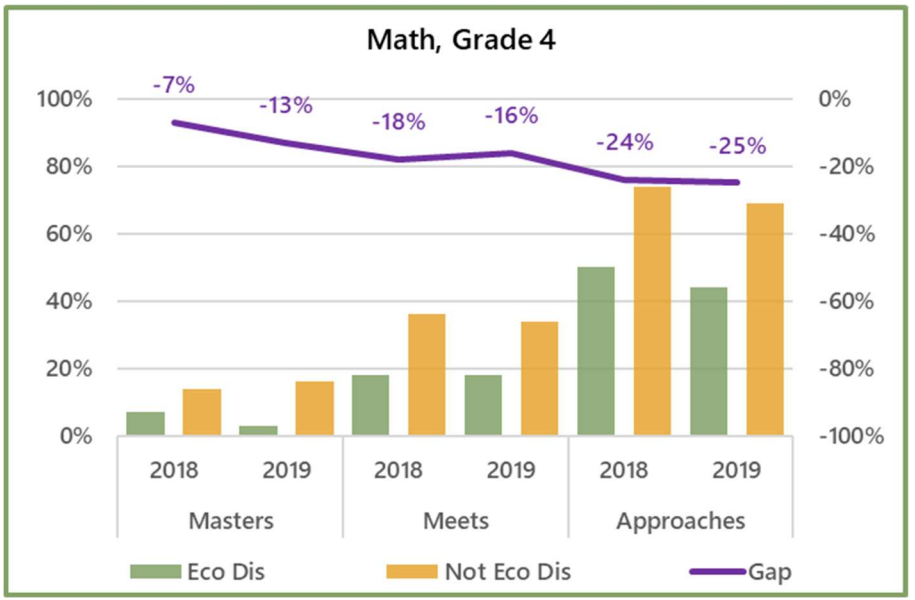




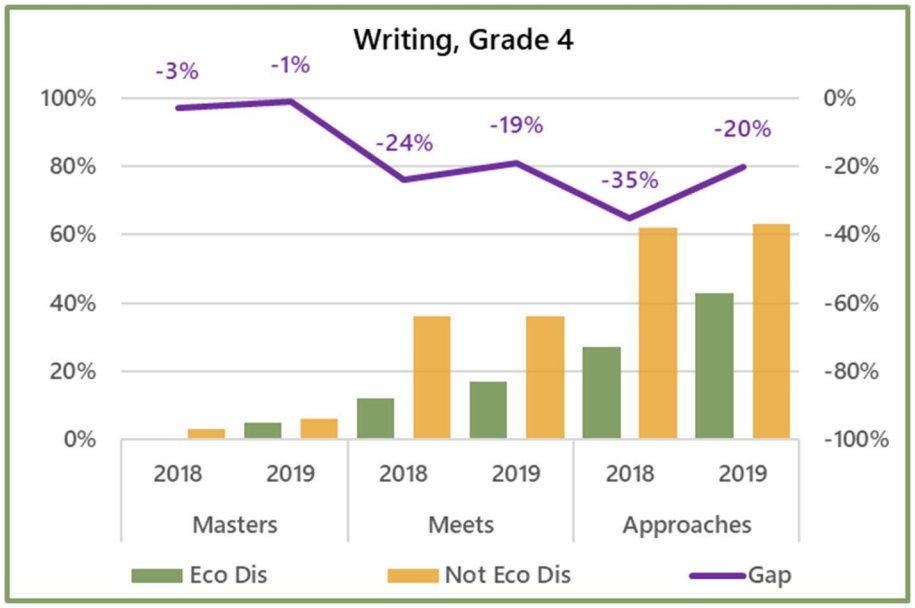
State & Federal Education Services, © 2020

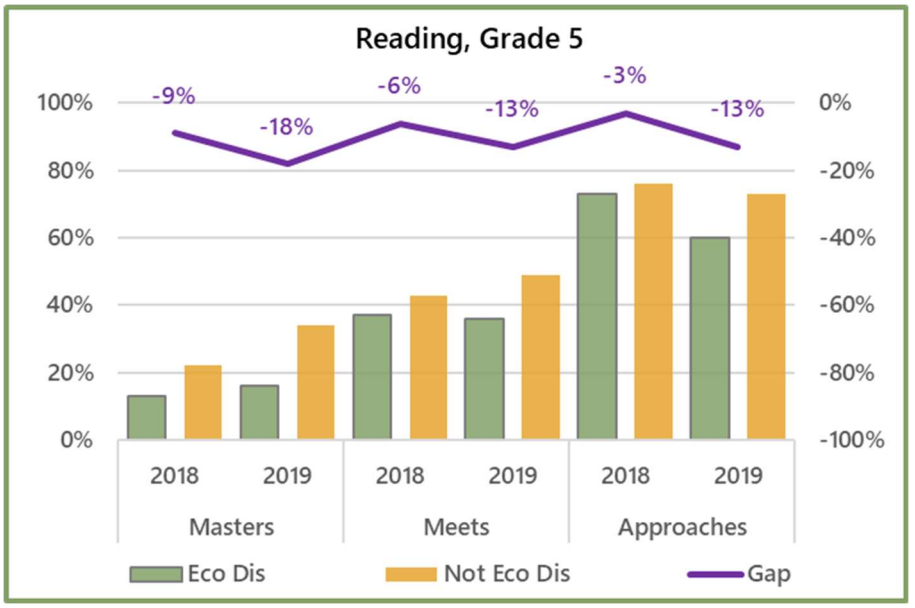
Economically Disadvantaged to Not Economically Disadvantaged

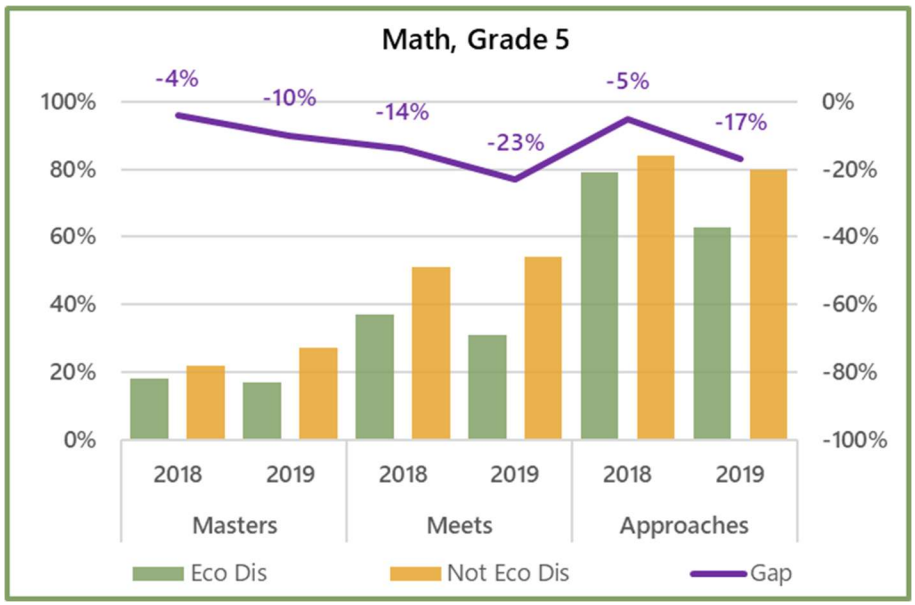


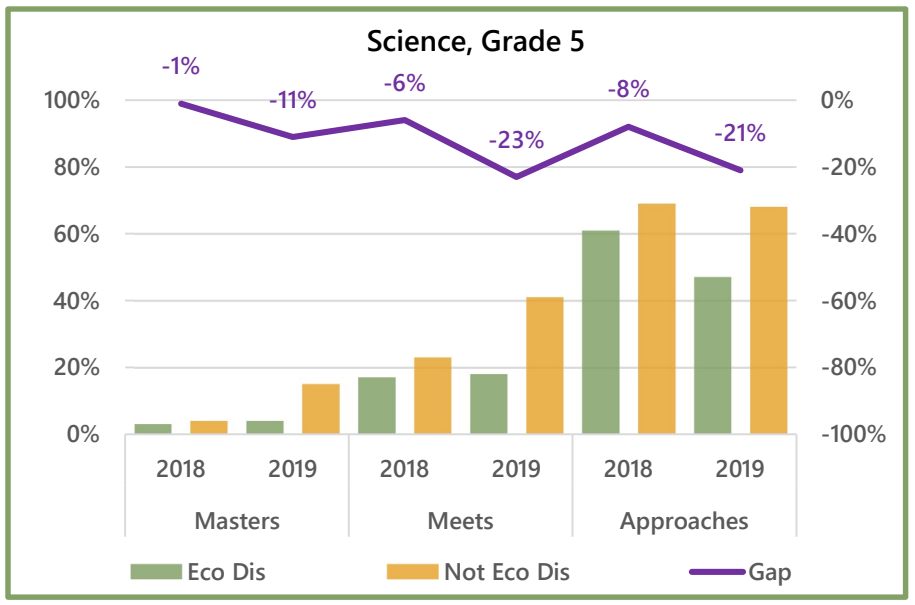


State & Federal Education Services, © 2020









State & Federal Education Services, © 2020

SCE Funded Programs and Services at Fort Stockton Intermediate School

Summative Assessment – Spring 2021 STAAR

Identified Strategies	Supplemental Financial Resources	Supplemental Fulltime Equivalency	Measurable Performance Objectives	Timelines For Monitoring Strategies	Formative Evaluation
Panther Express/RtI – A three-tier program designed to address students' needs by teaching to individual learning styles. Tier 1 includes tutorials along various strategies including parental involvement. Tier 2 includes accelerated classes, tutorials during activity period and computer guided instruction. Tier 3 includes tutorials before or after school and other supplemental interventions.	SCE funded salary $186,495	3 Certified teachers [3 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 $74,987	3 Instructional aides [3 FTEs]	Above 70 average	Each six weeks	Report card grades
Counselor – Supplemental counselor provides services to meet the unique educational and social/emotional needs of at-risk students.	SCE funded salary $64,040	1 Counselor 1 FTE]	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.

State-Funded Programs

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 Intermediate 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 Intermediate 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 Intermediate 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 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	% students successful
At-Risk Counselor	Report Card Grades	146	38	26%
Instructional Support	Report Card Grades	395	142	36%
ESL Coordinator	Report Card Grades	65	18	28%
RtI	Report Card Grades	86	7	8%
Tutorials	Report Card Grades	130	42	32%

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 Intermediate 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 Intermediate 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 Intermediate	Acct Title	Activity	Cost
199-11-6119-00-101-1-30-0-00	Teacher/Professional Salary	RtI	$120,700.00
199-11-6119-00-101-1-30-0-00	Teacher/Professional Salary	Panther Express	$54,400.00
199-31-6119-00-101-1-30-0-00	Teacher/Professional Salary	Counseling	$61,658.00
199-11-6129-00-101-1-30-0-00	Support Personnel Salary	Instructional Support	$42,325.00
199-11-6129-00-101-1-30-0-00	Support Personnel Salary	Library	$20,945.00
199-11-6141-00-101-1-30-0-00	Social Security/Medicare	Instructional Support	$613.71
199-11-6141-00-101-1-30-0-00	Social Security/Medicare	Library	$303.70
199-11-6141-00-101-1-30-0-00	Social Security/Medicare	Panther Express	$788.80
199-11-6141-00-101-1-30-0-00	Social Security/Medicare	RtI	$1,750.15
199-31-6141-00-101-1-30-0-00	Social Security/Medicare	Counseling	$894.04
199-11-6142-00-101-1-30-0-00	Health/Life Insurance	Panther Express	$4,632.00
199-11-6142-00-101-1-30-0-00	Health/Life Insurance	Instructional Support	$9,264.00
199-11-6145-00-101-1-30-0-00	Unemployment Comp.	Library	$13.15
199-11-6145-00-101-1-30-0-00	Unemployment Comp.	Panther Express	$34.16
199-11-6145-00-101-1-30-0-00	Unemployment Comp.	RtI	$75.80
199-11-6145-00-101-1-30-0-00	Unemployment Comp.	Instructional Support	$26.58
199-31-6145-00-101-1-30-0-00	Unemployment Comp.	Counseling	$38.72
199-11-6146-00-101-1-30-0-00	TRS Care	Instructional Support	$994.64
199-11-6146-00-101-1-30-0-00	TRS Care	Library	$492.21
199-11-6146-00-101-1-30-0-00	TRS Care	Panther Express	$1,278.40
199-11-6146-00-101-1-30-0-00	TRS Care	RtI	$2,836.45
199-31-6146-00-101-1-30-0-00	TRS Care	Counseling	$1,448.96

Fort Stockton ISD 186902

Fund 199 State Compensatory Education

Campus Detail

Fiscal Year 2021

	$325,513.48
Campus 101 Total:	$325,513.48

Fort Stockton ISD 186902

Fund 199 State Compensatory Education **Campus Detail**

Fiscal Year 2021

Total by Class Object:

61XX	$325,513.48

Total by Function:

11	$261,473.76
31	$64,039.73

Total by Activity:

Counseling	$64,039.73
Instructional Support	$53,223.93
Library	$21,754.06
Panther Express	$61,133.36
RtI	$125,362.40

Fort Stockton ISD 186902

Fund 199 State Compensatory Education

Fiscal Year 2021

Personnel Detail

S&FE SERVICES

Fort Stockton Intermediate

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Medicare	Workers Comp.	Unemploy-ment Comp.	TRS	Total Salary and Benefits Funded
Consuelo Villarreal	Teacher	RtI	$65,500.00	1.000	$0.00	$949.75	$0.00	$41.13	$1,539.25	$68,030.13
Eliza Rodriguez	Instructional Aide	Library	$20,945.00	1.000	$0.00	$303.70	$0.00	$13.15	$492.21	$21,754.06
Esther Acosta	Instructional Aide	Instructional Support	$23,944.00	1.000	$4,632.00	$347.19	$0.00	$15.04	$562.68	$29,500.91
Irma Arriaga	Teacher	Panther Express	$54,400.00	1.000	$4,632.00	$788.80	$0.00	$34.16	$1,278.40	$61,133.36
Melinda Rangel	Counselor	Counseling	$61,658.00	1.000	$0.00	$894.04	$0.00	$38.72	$1,448.96	$64,039.73
Miranda Celaya	Instructional Aide	Instructional Support	$18,381.00	1.000	$4,632.00	$266.52	$0.00	$11.54	$431.95	$23,723.02
Myra Matta	Teacher	RtI	$55,200.00	1.000	$0.00	$800.40	$0.00	$34.67	$1,297.20	$57,332.27
	Campus 101 Subtotal:	**FTE - 7**	**$300,028.00**		**$13,896.00**	**$4,350.41**	**$0.00**	**$188.42**	**$7,050.66**	**$325,513.48**