

Fabens Independent School District
Fabens Middle School
2024-2025 Campus Improvement Plan



Mission Statement

MISSION

Our mission at Fabens Middle School is to develop and support excellence in both academic growth and character development for ALL students through our strong sense of community!

Vision

VISION

.We envision a community of well-educated students who exhibit empathy, respect, and the ability to lead; a community of students who will go off into society and make the world a better place

Fabens Middle Core Values

R.O.A.R.

Respectful Towards Everyone

Own our Choices

Always Follow Directions and Safety Protocols

Responsible

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Fabens Middle School is one of four schools located in Fabens ISD, a rural district, serving the Fabens Community in grades 6th-8th. Fabens ISD is an open enrollment district and a District of Innovation. Fabens Middle School offers STEM courses in 6th-8th grade to align with the STEM District aligned approach. Fabens Middle School is a pilot campus for NJROTC in the 8th grade. The NJROTC course offers high school credit. Fabens MS also competes in UIL Athletics, Academics, and Fine Arts with great success.

Demographics (2024-25)

Total Students : 392		
Grade 6	Grade 7	Grade 8
138	116	138
LEP	Special Education	Economically Disadvantaged
243	77	351

Demographics Strengths

Fabens Middle School has a high teacher to student ratio of 15 students to 1 campus level teacher. In addition, Fabens Middle School offers high school credit in Computer Science, Spanish, JROTC, and Algebra 1. Furthermore, Fabens Middle has created a One-Way Dual Language Track of study for students who are coded as ESL or Bilingual which will allow them to receive honors at the high school level if the program is completed. FMS has also built an advanced math track into the master schedule which allows an advanced math course of study for the top 40% of students coming in from 5th grade.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): LEP population has increased from 43% in 2021 to 62% for the 2024 school year. **Root Cause:** The Home Language surveys reveal the home language being Spanish for 62% of students. In addition, low number of students exiting TELPAS proficiency by 8th grade.

Problem Statement 2: 68% of students are At-Risk. **Root Cause:** Students in the demographic areas of LEP, homelessness, retention, low performance on state assessment.

Student Learning

Student Learning Summary

STAAR 2024 Spring	Approaches	Meets	Masters
6th Math	77%	42%	9%
7th Math	34%	20%	3%
8th Math	57%	26%	3%
6th Reading	64%	43%	11%
7th Reading	57%	33%	9%
8th Reading	64%	36%	15%
8th Social Studies	36%	11%	1%
8th Science	45%	20%	3%

Student Learning Strengths

6th grade math outscored the State Average on students approaching and meeting grade level. 6th grade reading outscored the State in students meeting grade level in 6th grade reading STAAR test. In addition, students exiting TELPAS went from 1 student in 2022-23 to 20 students in 2023-24 academic year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 8th grade Social Studies and Science scored below the State average on STAAR end of course. **Root Cause:** Changes in the STAAR test to update to STAAR 2.0 and lack of updated curriculum to match new rigor of the STAAR could be potential root causes. Strategy: New Curriculum Adoption for Science Strategy: New Curriculum enrichment resources for Social Studies to match the updated test Strategy: Coaching Feedback Cycles

Problem Statement 2: Special education students performance on STAAR Reading and Math is below the targeted student performance. **Root Cause:** Changes in the STAAR test to increase rigor in new STAAR 2.0 could be a potential root cause. In addition, more training needed for SPED Paraprofessionals providing inclusion services. Strategy: PLC schedule to break down and analyze how TEKS are tested in new STAAR selections. Strategy: Schedule SPED Paraprofessionals to PLC with core teachers Strategy: Differentiation PDs during PLC

School Processes & Programs

School Processes & Programs Summary

Fabens Middle School has built a Professional Learning Community for teachers and leadership that meets four days a week. During this time teachers receive research based professional development every Tuesday that focuses on best practices for reaching all our students needs. In addition, this PLC focuses on the internalization of High quality Instructional materials and a continuous cycle of analyzing student data and intervention. Fabens Middle School has also developed an intervention/Advisory period for all students where students receive daily Tier 2 and 3 interventions in all targeted areas of need.

School Processes & Programs Strengths

- PLC Schedule centered around a continuous cycle of data collection and improvement.
- Daily Intervention periods built into the master schedule to support Tier 2 and 3 interventions for all students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Core content-area staff need additional training and support to effectively intervene for our emerging bilingual and special education students. **Root Cause:** Campus PD was not previously focused on research-based strategies which would allow all staff to intervene more effectively with our at-risk students. In addition, P.D. was not frequent and consistent.

Problem Statement 2: Programs and Interventions to support the advancement, support, and exit of our TELPAS students are not effective. **Root Cause:** Constant changing in administration has made it difficult to keep a consistent program and plan.

Perceptions

Perceptions Summary

Teachers and Staff have worked together collaboratively and created a new mission and vision statement for the current academic year. Teachers and Staff have rallied themselves around common values and beliefs and all decisions are made with this at our center. Leadership is data driven and partially based on climate surveys sent out to teachers, staff, and students at least three times per year. Parent engagement and perception data is also collected through Leader in Me surveys given twice per year.

Perceptions Strengths

- Teachers feel supported by Administration on campus
- Parent engagement has been increasing
- Teachers and staff feel a sense of community and work together towards common beliefs
- Campus Culture is positive
- Student engagement survey shows students are enjoying school

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Fabens Middle School has been perceived by the community as having a large number of discipline incidents. **Root Cause:** Lack of social media pages and parent involvement in the past have made it difficult to see accurate reflection of the great things currently taking place at FMS. Past perceptions must be changed to current reality by opening up the school through social media push and parent engagement.

Problem Statement 2: Student survey reveals that students do not believe they are respectful to each other at a student level. **Root Cause:** Lack of counseling sessions and support in the area of respecting one another. In addition, SEL program (Leader in Me) not being done with fidelity.

Priority Problem Statements

Problem Statement 1: LEP population has increased from 43% in 2021 to 62% for the 2024 school year.

Root Cause 1: The Home Language surveys reveal the home language being Spanish for 62% of students. In addition, low number of students exiting TELPAS proficiency by 8th grade.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Goal 1: The district will provide a safe and orderly school climate, conducive to learning.

Performance Objective 1: For the 2024 -2025 school year, Fabens Middle School will use Raptor to schedule and carry out monthly and semi-annual safety drills to include evacuation, hold-in place, and lockdown. We will facilitate two safety trainings per year to teachers and staff.

Evaluation Data Sources: Monthly safety drill calendar for completion
 Raptor Report
 Safety Team reviews and reflections
 Safety surveys (teachers/students)

Strategy 1 Details	Reviews		
<p>Strategy 1: Fabens Middle will conduct monthly safety drills and will meet monthly with the safety team to review safety drill feedback.</p> <p>Strategy's Expected Result/Impact: To provide monthly practice for drills and provide teachers and students with feedback on the drills.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Literacy Coach, Security, School Secretary, Safety Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Fabens Middle School will continue to implement the district crisis management plan for social & emotional learning (SEL) and supports for students.</p> <p>Teachers will continue to serve as SEL coaches/mentors during advisory periods to all students. The school counselor will continue to conduct classroom presentations to promote Character Education traits and anti-bullying presentations (Character Strong curriculum).</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May





Strategy 3 Details	Reviews		
<p>Strategy 3: Fabens Middle School will provide drug free curriculum during character classes and Red Ribbon Week. Fabens Middle security, administration and teachers will be visible at all transitions throughout the school day.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
Strategy 4 Details	Reviews		
<p>Strategy 4: Fabens Middle School will continue to implement the PBIS Framework and will continue to manage committees and procedures designed to ensure day to day safety procedures such as:</p> <ul style="list-style-type: none"> o Parent communications o Conflict resolution skills for staff and students o Bullying Prevention presentations via Character Strong curriculum o Individual Education Plans o Special Education needs o Behavior Intervention Plans o Response to Intervention o Peer mediation via Eduguide/SEL modules o Teacher coaching/mentoring o Student Code of Conduct reviews as needed o Rewards for positive student behavior via PBIS rewards o Parent Newsletters o Recognition- Students of the Month o WildCat Warriors- Student Leaders <p>Staff Responsible for Monitoring: Administration, PBIS campus team, teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: PBIS Store Incentives/PBIS Rewards/End of year incentive - 199 General Fund - 199.31.6499.00.041.11 - \$4,000</p>	Formative		Summative
	Nov	Feb	May

Strategy 5 Details	Reviews		
<p>Strategy 5: Maintain PBIS/SEL team and meet regularly to discuss positive changes to school approach discipline.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline leading to increased classroom time for all</p> <p>Staff Responsible for Monitoring: PBIS administrator, counselor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: The district will provide a safe and orderly school climate, conducive to learning.

Performance Objective 2: For the 2024-2025 school year, Fabens Middle School's Medical Emergency Response Team/Crisis Planning Team will meet monthly to ensure day to day safety procedures. FMS will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Evaluation Data Sources: Staff Surveys
 Discipline referrals data
 Safety Meeting Agenda and sign in sheet

Strategy 1 Details	Reviews		
<p>Strategy 1: Fabens Middle School's Medical Emergency Response Team/Crisis Planning Team will provide timely feedback to staff and students after drills to ensure that drill practices are maximized to the fullest potential.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: The district will increase student academic achievement while cultivating a growth mindset for all stakeholders.

Performance Objective 1: By May of 2025 Fabens Middle School, through the implementation of research based instructional strategies that increase rigor, will increase students at the meets level for STAAR by 15% from 31% to 46%.

High Priority

Evaluation Data Sources: Benchmark Data





Student Learning Objectives (SLO) & Growth Trackers

End of Unit Assessments

Fundamental Five/Best Practices to facilitate deeper planning and delivery of instruction with targeted measurements for student growth

EL strategies and supports via TTESS

Strategy 1 Details	Reviews		
<p>Strategy 1: Desegregation of data during PLC from each three weeks to include benchmark tests and skills checks in order to identify student strengths and weaknesses, provide intervention or reteach in order to achieve our goal.</p> <p>Strategy's Expected Result/Impact: Students Approaching STAAR will increase by 20%</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: PLC Instructional Resources (Copies, chart paper, laminated posters for tracking, etc..) - 199 General Fund - \$1,400</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide weekly professional development through PLC on research based instructional strategies that focus on increased rigor in the classroom.</p> <p>Strategy's Expected Result/Impact: Students reaching the "Meets" level on STAAR exam will increase by 15%</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: PLC Instructional resources (Chart paper/copies/books for Book studies etc..) - 199 General Fund</p>	Formative		Summative
	Nov	Feb	May





Strategy 3 Details	Reviews		
<p>Strategy 3: Provide one on one coaching for 100% of teachers using the TIL model to increase instructional practice and use of RBIS in all classrooms.</p> <p>Strategy's Expected Result/Impact: Students Approaching STAAR exam will increase by 20%</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: IPADS for Instructional Leadership Team (Recording on Sibme for coaching) - 199 General Fund</p>	Formative		Summative
	Nov	Feb	May
Strategy 4 Details	Reviews		
<p>Strategy 4: Increase fidelity of existing instructional protocols that incorporate interdisciplinary connections that enhance opportunity to increase use of writing across the curriculum (Critical Writing).</p> <p>Strategy's Expected Result/Impact: Reading STAAR assessments will increase from 41% to 60%.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 5 Details	Reviews		
<p>Strategy 5: Provide 8th grade Social Studies department with curriculum support and alignment through Lohman Education.</p> <p>Strategy's Expected Result/Impact: Increase students approaching 8th grade Social Studies STARR by 20%</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal, Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Lohman Education (Warm-ups, Activities, Exit Tickets and Assessments 6-8) - 199 General Fund - \$7,500</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: The district will increase student academic achievement while cultivating a growth mindset for all stakeholders.

Performance Objective 2: By October 14th 2024 Fabens Middle School will provide targeted tier 2 and 3 interventions during advisory periods at least three times per week. This will increase the total daily intervention classes taking place on campus from 10 to 34.

Evaluation Data Sources: Benchmark Data
 Student Learning Objectives (SLO) & Growth Trackers
 End of Unit Assessments
 Fundamental Five/Best Practices to facilitate deeper planning and delivery of instruction with targeted measurements for student growth
 EL strategies and supports via TTESS

Strategy 1 Details	Reviews		
<p>Strategy 1: Desegregation of data from each nine weeks to include math benchmark tests and skills checks in order to identify student strengths and weaknesses, provide intervention or reteach in order to achieve our goal.</p> <p>Strategy's Expected Result/Impact: Math STAAR assessments from 37% to 50%.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Instructional leadership team will conduct weekly walkthroughs during advisory to support teachers in their facilitation of advisory interventions.</p> <p>Strategy's Expected Result/Impact: Students approaching STAAR will increase by 20%</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Increase fidelity of teacher evaluations to better support planning and delivery of instruction to include the use of Fundamental 5 and EL strategies across all disciplines.</p> <p>Strategy's Expected Result/Impact: Math STAAR assessments from 37% to 50%.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 4 Details	Reviews		
<p>Strategy 4: Provide weekly PD on the use of intervention programs to include IXL, Summit K-12 and Magic School AI for enrichment.</p> <p>Strategy's Expected Result/Impact: Students approaching on STAAR exam will increase by 20%</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 5 Details	Reviews		
<p>Strategy 5: Provide consistent checkpoints to assess the effectiveness of advisory interventions and programs. Checkpoints will include 3-week data digs based on Common Formative Assessments, walkthrough data, and program usage data for IXL, Leader in Me and Summit K-12.</p> <p>Strategy's Expected Result/Impact: Students Approaching STAAR will increase by 20%</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
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Goal 2: The district will increase student academic achievement while cultivating a growth mindset for all stakeholders.

Performance Objective 3: Fabens Middle School will utilize a high performing attendance committee to improve average yearly attendance rate by 5% as measured by end of year attendance reports. We will conduct weekly and or monthly incentives/checks to reach our attendance goal.





High Priority

Evaluation Data Sources: Increased attendance , leading to improved academic success of students

Goal 2: The district will increase student academic achievement while cultivating a growth mindset for all stakeholders.

Performance Objective 4: Fabens Middle School will increase the number of TELPAS students gaining a language proficiency level by 30% through the use of a daily targeted advisory intervention program that utilizes Summit K-12. Progress will be measured by TELPAS assessment in February of 2025.

Evaluation Data Sources: TELPAS 2025
Current Language Proficiency Levels





Strategy 1 Details	Reviews		
<p>Strategy 1: Group students into advisory classes based on language proficiency levels and needs. Strategy's Expected Result/Impact: Students increasing a language proficiency level will increase by 30%</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Use Summit K-12 and other research-based strategies for all students identified for TELPAS interventions at least 3 times per week. Strategy's Expected Result/Impact: Students increasing a language proficiency level will increase by 20%</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: The district will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.

Performance Objective 1: For the 2024-2025 academic year, 100% of interviews will have a performance portion in order to recruit highly qualified faculty who will impact academic growth for all students.

High Priority





Evaluation Data Sources: Interview questions
 2024 TAPR Results
 Grade Level Data spreadsheets based on 3 week CFA's (from newly hired teachers)

Strategy 1 Details	Reviews		
<p>Strategy 1: Work with District Personal and Region 19 to create high performance interviews that include questions and a rigorous performance piece.</p> <p>Strategy's Expected Result/Impact: FMS will hire highly qualified candidates for positions on campus.</p> <p>Staff Responsible for Monitoring: Administration, Literacy Coach, Mentors, New Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: The district will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.

Performance Objective 2: For the 2024-2025 school year, 100% of teachers will receive supportive one on one coaching through the TIL model to improve instructional practice in the classroom.

Evaluation Data Sources: Learning Walk Data
FMS Walkthrough Data Spreadsheet

Strategy 1 Details	Reviews		
<p>Strategy 1: FMS Instructional leadership team will utilize the campus coaching spreadsheet to conduct one targeted coaching session per week.</p> <p>Strategy's Expected Result/Impact: Teachers use of RBIS in the classroom will increase leading to a 20% increase in students approaching on STAAR exam.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, Department Leads, STEM Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: IPADS for instructional leadership team (Use for coaching sessions and recording on Sibme) - 199 General Fund - \$3,468</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: PD on the implementation of the RBIS found in "Get Better Faster" will be provided to teachers once a week during PLC. These RBIS will be used as a foundation for coaching conversations and support.</p> <p>Strategy's Expected Result/Impact: Teachers use of RBIS in the classroom will increase leading to a 20% increase in students approaching on STAAR exam.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
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Goal 3: The district will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.

Performance Objective 3: For the 2024-2025 school year, 90% of teachers will increase their practice in the Texas Teacher Evaluation and Support System (T-TESS) four domains of Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities.

High Priority

HB3 Goal

Evaluation Data Sources: TTESS evaluation data
Student Assessment Data

Strategy 1 Details	Reviews		
<p>Strategy 1: All core subjects are provided with a professional learning community (PLC) period to support planning and delivery of instruction, provide staff development, and review data.</p> <p>Strategy's Expected Result/Impact: 90% of teachers will increase their practice in the Texas Teacher Evaluation and Support System (T-TESS)</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Literacy Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: The district will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.





Performance Objective 4: : Employee retention and recruitment : 100% of teachers at Fabens Middle School will feel supported by administration as measured by MOY and EOY climate survey results; resulting in less teacher mobility.

High Priority

HB3 Goal

Evaluation Data Sources: MOY and EOY teacher climate survey
2023-24 TAPR report (Teacher Mobility)





Strategy 1 Details	Reviews		
<p>Strategy 1: Instructional Leadership Team will use teacher perception surveys, along with our mission statement to ensure teachers feel supported.</p> <p>Strategy's Expected Result/Impact: Teacher retention will increase by 10%</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Increase faculty and staff recognition (Teacher of the Month/Employee of the Month, staff recognition) that promote increased positive self esteem and involvement.</p> <p>Strategy's Expected Result/Impact: Maintain 100% Highly Qualified teachers in all core subjects.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, CIS program coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Teachers will attend professional development at ESC 19 or virtually and share new learned practices in PLC's in order to ensure success in the classroom.</p> <p>Strategy's Expected Result/Impact: principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: The district will build strong partnerships with parents, community and business members to promote a shared responsibility for student learning.

Performance Objective 1: During the 2024-2025 school year, Fabens Middle School will increase parent involvement by 15% as measured by parent sign in sheets and the number of community events.

Evaluation Data Sources: Parent/student Surveys
 PBIS data
 Ticket Sales
 FMS Calendar of Events

Strategy 1 Details	Reviews		
<p>Strategy 1: Increase continuous communication and involvement between staff, parents, and community including academic and extracurricular activities throughout the school year via monthly parent newsletters and calendars of events.</p> <p>Strategy's Expected Result/Impact: Increase involvement for parents, students and staff in our PBIS framework.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, CIS program coordinator</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Paper/Ink/refreshments and giveaways for parents - 199 General Fund - 199.61.6499.00.041.11 - \$1,500</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Make available to the parents of all FMS students, academic grades every three (3) weeks, campus newsletters, invitations to events and calendars and post events on campus marquee, community tv's, district and campus web pages to all FMS parents as appropriate.</p> <p>Strategy's Expected Result/Impact: Increase involvement for parents, students and staff in our PBIS framework.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Literacy Coach, CIS program coordinator</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: The district will build strong partnerships with parents, community and business members to promote a shared responsibility for student learning.





Performance Objective 2: Fabens Middle School will increase parent and community communication through the creation and promotion of new social media pages no later than August 31st of 2024. Social media pages will include Class Dojo as a way to increase parent communication with classroom teachers.

Evaluation Data Sources: Parent Perception Survey 12/1/24 and 5/1/25.

Goal 5: The district will operate in a fiscally sound manner through financial transparency.

Performance Objective 1: During the 2024-2025 school year, Fabens Middle school budget personnel will be trained on and follow all district purchasing guidelines utilizing the district's financial manual.





Evaluation Data Sources: Budget data

Strategy 1 Details	Reviews		
<p>Strategy 1: Fabens Middle will review campus and district goals, review budget items and address campus needs to ensure funds are allocated, tracked and encumbered appropriately.</p> <p>Strategy's Expected Result/Impact: Ensure proper use of funds</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Literacy Coach, Counselor, CIT Committee</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: The district will operate in a fiscally sound manner through financial transparency.

Performance Objective 2: FMS will have a shared budget spreadsheet that is viewable by district leadership. This budget spreadsheet will have live updates and will be open for district personnel to see and monitor.

Evaluation Data Sources: FMS Shared budget spreadsheet

Strategy 1 Details	Reviews		
<p>Strategy 1: Create and maintain a budget spreadsheet on Google Sheets that is accessible to District leadership and shows live updates.</p> <p>Strategy's Expected Result/Impact: Financial Transparency of FMS allocated budget</p> <p>Staff Responsible for Monitoring: Budget Clerk, Principal, Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Fabens Middle School

Total SCE Funds: \$4,688.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Fabens Middle School will use SCE funds to support implementation of programs like Summit K-12 that aim to close the gaps of those students coded as at risk. Summit K-12 program requires headsets for all students on campus. In addition, FMS will use SCE funds to fund supplies needed for the targeted tier 2 and 3 daily interventions during advisory periods.

Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Sandra Bonilla	Classroom Teacher
Administrator	Justin Kleist	Principal
Classroom Teacher	Luis Luna	Teacher
Parent	Gracie Salazar	Parent
Administrator	Veronica Flores	Literacy Coach
Administrator	Rachel Pena	Assistant Principal
Classroom Teacher	Maria Apodaca	Teacher
Classroom Teacher	Diane Montes	Teacher
Classroom Teacher	Fabiola Villa	Teacher

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	PBIS Store Incentives/PBIS Rewards/End of year incentive	199.31.6499.00.041.11	\$4,000.00
2	1	1	PLC Instructional Resources (Copies, chart paper, laminated posters for tracking, etc..)		\$1,400.00
2	1	2	PLC Instructional resources (Chart paper/copies/books for Book studies etc..)		\$0.00
2	1	3	IPADS for Instructional Leadership Team (Recording on Sibme for coaching)		\$0.00
2	1	5	Lohman Education (Warm-ups, Activities, Exit Tickets and Assessments 6-8)		\$7,500.00
3	2	1	IPADS for instructional leadership team (Use for coaching sessions and recording on Sibme)		\$3,468.00
4	1	1	Paper/Ink/refreshments and giveaways for parents	199.61.6499.00.041.11	\$1,500.00
Sub-Total					\$17,868.00