

FABENS MIDDLE SCHOOL

Campus Improvement Plan

2020/2021

Guidelines For Success!

"BE RESPECTFUL, BE RESPONSIBLE, BE READY"



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Date Reviewed:

DMAC Solutions ®

Page 1 of 26

Date Approved:

12/8/2020

FABENS MIDDLE SCHOOL

Mission

Our mission at Fabens Middle School is to develop and support academic and social growth for student success.

Nondiscrimination Notice

FABENS MIDDLE SCHOOL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

FABENS MIDDLE SCHOOL

Vision

*Relationships are fostered between students, school and community to promote a sense of family.
Trust is exhibited through principles of credibility, positive behaviors and in building capacity of others.*

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FABENS MIDDLE SCHOOL Site Base

Name	Position
Bonilla, Sandra	Teacher
Capka, Ted	Teacher
Flores, Veronica	Literacy Coach
Garcia, Lilia	Teacher
Gutierrez, Manuela	Teacher
Hernandez, Viviana	Parent
Hernandez, Manuel	Teacher
Montelongo, Jaime	Teacher
Montes, Michael	Campus Administrator
Montoya-Garcia, Ana	Teacher
Torres, Nancy	Campus Administrator

Resources

Resource	Source
Federal Funds	Federal
IDEA Special Education	Federal
Migrant Grant	Federal
Title I	Federal
Title III Bilingual / ESL	Federal
Local Funds	State
State Compensatory	State
State Funds	State

FABENS MIDDLE SCHOOL

Goal 1. Fabens MS will continue to implement a TEKS aligned curriculum which will allow students to meet and surpass state and federal expectations each year in order to maintain a TEA Met Standards rating by June 2020.

Objective 1. (State and Federal Accountability) Attain minimum State and Federal accountability standards for all students across all subpopulations by June 2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Disaggregation of data from each nine weeks to include benchmark tests and skills checks in order to identify student strengths and weaknesses, provide intervention or re-teach in order to achieve our goal of 90% June, 2021.</p> <p>(Target Group: All) (ESSA)</p> <p>Utilize Student Learning Objectives, TEKS Resource System and Fundamental Five Best Practices to facilitate deeper planning and delivery of instruction with targeted measurements for student growth. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)</p>	<p>Assistant Principal(s), Counselor(s), Department Heads, Instructional Facilitator, Principal, Teacher(s)</p>	<p>Each 9 weeks</p>	<p>(F)Federal Funds, (F)IDEA Special Education, (F)Title III Bilingual / ESL, (S)Local Funds, (S)State Funds</p>	<p>Criteria: Ongoing review throughout the year and End of year review of data related to performance on state assessments inclusive of all campus programming. Beginning , mid-year and end of year review of SLO data.</p> <p>12/04/20 - Some Progress (S)</p>
<p>2. Provide follow-up staff development training(s) for TRS to target areas of need. Continue with various teams across all core subjects to include electives teachers and continue with instructional rounds. Continue with teacher to teacher learning walks across all disciplines for opportunities to reflect on best practices and to share teaching strategies. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)</p>	<p>Assistant Principal(s), Counselor(s), Curriculum Director, Department Heads, Principal, Teacher(s)</p>	<p>Each 9 Weeks</p>	<p>(F)Federal Funds, (F)IDEA Special Education, (S)State Compensatory, (S)State Funds</p>	<p>Criteria: Review of ongoing staff development and summative analysis of staff development to address SLO and Fundamental 5 implementation.</p> <p>12/04/20 - Some Progress (S)</p>
<p>3. Enhance RTI review with increased data assessment inclusive of Benchmarks, TALA, MyOn Lexiles, AR, LightSail, Barton Reading Program, 504 accommodations, SPED accommodations, etc. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)</p>	<p>Assistant Principal(s), Campus 504 Coordinator, Coordinator of Assessment, Counselor(s), Department Heads, Dyslexia specialist, Principal, Teacher(s)</p>	<p>Each 9 weeks</p>	<p>(F)Federal Funds, (F)IDEA Special Education, (F)Title III Bilingual / ESL, (S)State Compensatory, (S)State Funds</p>	<p>Criteria: Ongoing progress reviews indicating student growth in identified areas: decrease in failure rates, A/AB honor roll, increase in Lexiles, Progress reporting each 3 weeks, Benchmarks and skill checks.</p> <p>12/04/20 - Some Progress (S)</p>

FABENS MIDDLE SCHOOL

Goal 1. Fabens MS will continue to implement a TEKS aligned curriculum which will allow students to meet and surpass state and federal expectations each year in order to maintain a TEA Met Standards rating by June 2020.

Objective 2. (State Assessments) Attain a minimum of 90 % on state Reading, Math, Science, History and Writing scores of all students across all subpopulations by June 2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase fidelity of evaluations to better support planning and delivery of instruction to include the use of Fundamental 5 and TALA strategies across all disciplines. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Campus 504 Coordinator, Campus Improvement Team (CIT), Counselor(s), Principal, Teacher(s)	9 weeks	(F)Federal Funds, (F)IDEA Special Education, (F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory	Criteria: Ongoing review throughout the year to include final evaluation of testing results / program review for student growth measures. 11/20/20 - Some Progress (S)
2. Purchase virtual instructional materials / staff development throughout the year that prioritizes support for instructional planning and delivery of the TEKS Resource System, Fundamental Five best practices, TALA strategies, and Region 19 and other trainings in areas of need (e.i., proportionality math training, writing academy, etc.) (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Curriculum Director, Principal	9 weeks	(F)Federal Funds, (F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory, (S)State Funds	Criteria: Increase in state assessments in reading and writing with improvement in growth factors in each campus program. 11/20/20 - Some Progress (S)
3. Increase fidelity of existing instructional protocols (Fundamental Five) that incorporate interdisciplinary connections that enhance opportunity to increase use of writing across the curriculum (Critical Writing). (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Department Heads, Dyslexia specialist, Principal, Teacher(s)	9 weeks	(S)State Funds	Criteria: Interdisciplinary lesson planning and 9 week reviews via PLCs. Increased evaluation via walkthrough and observations that target expectation and overall increase of student growth factors in all subject areas. 11/20/20 - Some Progress
4. To decrease the amount of self-contained students to a rate of less than or equal to 12.5% and increase placement of students into less restrictive environments (i.e. resource and mainstream). Increase effective use of differentiated instruction to address students in all settings. Provide follow up co-teach training to increase fidelity of paraprofessional and inclusion teacher roles in special education settings and regular education settings. (Title I SW Elements: 2.5,2.6) (Target Group:	Assistant Principal(s), Campus 504 Coordinator, Counselor(s), Department Heads, Directors, Dyslexia specialist, Special Ed Director, Teacher(s)	9 weeks	(F)IDEA Special Education, (F)Title III Bilingual / ESL, (S)State Compensatory	Criteria: Ongoing placement reviews and summative review of SPED population along with state assessment reviews. On going walkthrough and observation data. 11/20/20 - Some Progress (S)

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Objective 2. (State Assessments) Attain a minimum of 90 % on state Reading, Math, Science, History and Writing scores of all students across all subpopulations by June 2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All,SPED,Dys) (Strategic Priorities: 2,4)				
5. Facilitate ongoing reviews along with RTI meetings for students to address IEP's, accommodations, progress monitoring in consideration of instructional settings, differentiation in instruction, and campus programming. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: ESL,LEP,SPED,AtRisk,504) (Strategic Priorities: 2,4)	Assistant Principal(s), Campus 504 Coordinator, Counselor(s), Department Heads, Directors, Dyslexia specialist, Special Ed Director, Teacher(s)	9 weeks	(F)Federal Funds, (F)IDEA Special Education, (F)Title III Bilingual / ESL, (S)State Compensatory, (S)State Funds	Criteria: Ongoing special education folder reviews by Special Education Director and administration to include walkthrough, observation data along with RTI meeting reviews to assess student performance, student growth using state assessment. Ongoing LPAC monitoring of student progress to include walkthrough, observation data along with 9 week progress monitoring to assess student performance, student growth using state assessment. 11/20/20 - Some Progress (S)

FABENS MIDDLE SCHOOL

Goal 1. Fabens MS will continue to implement a TEKS aligned curriculum which will allow students to meet and surpass state and federal expectations each year in order to maintain a TEA Met Standards rating by June 2020.

Objective 3. (Academic Achievement in Special Populations) Increase the academic achievement of all Special Education and EL students in all content areas by 25% to ensure meeting approaches on state assessment and student progress measures by June 2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that Fundamental Five, Student Learning Objectives and TALA protocols are in place through review of instructional planning via PLCs and delivery of instruction inclusive of IEP's, and ELPS via walkthroughs and observations. Data reviews for 3, 6 and 9 weeks assessments. (Target Group: ESL,LEP,SPED,6th,7th ,8th) (Strategic Priorities: 2,4)	Assistant Principal(s), Campus 504 Coordinator, Campus Improvement Team (CIT), Counselor(s), Department Heads, Directors, Principal, Teacher(s)	9 weeks		Criteria: Ongoing and summative review of progress monitoring through all committee membership inclusive of STAAR, TELPAS, TALA, failure rates, Benchmarking, IEP's, 504 and ARD's etc. 12/08/20 - Some Progress

FABENS MIDDLE SCHOOL

Goal 1. Fabens MS will continue to implement a TEKS aligned curriculum which will allow students to meet and surpass state and federal expectations each year in order to maintain a TEA Met Standards rating by June 2020.

Objective 4. (Student Opportunities in Advanced Courses) Increase student enrollment in Pre-AP, Advanced coursework and AP courses from the previous year in order to secure increased high school crediting for 7th and 8th grade students to support CCMR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide advanced courses with challenging curriculums in Pre-Ap Spanish, Pre-AP English, Pre-AP Science, Pre-AP Pre Algebra and Pre-Ap Algebra 1. Enhance STEM program curriculum to support rigor in the 6th - 8th Grades. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Counselor(s), Principal	Yearly	(S)State Funds	Criteria: End of year review of course selection / student placement into advanced coursework and identified placements for the 2020-2021 school year. Ongoing program reviews inclusive of walkthrough and observations to address elements of curriculum rigor in conjunction with state assessments. 01/07/20 - Some Progress (S)

FABENS MIDDLE SCHOOL

Goal 1. Fabens MS will continue to implement a TEKS aligned curriculum which will allow students to meet and surpass state and federal expectations each year in order to maintain a TEA Met Standards rating by June 2020.

Objective 5. (Gifted and Talented) Implement GT instructional programs and campus activities to increase student participation of each grade level populations by 1% in the GT program(s) allowing an overall 3% gain in student participation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement GT instructional programs for students to include GT trainings for teachers, implementation of Differentiated Instruction (DI), building of the math/science GT club through the student participation in after school STEM as well as classroom integration of STEM based curriculum. (Target Group: All,GT) (Strategic Priorities: 2,4)	Assistant Principal(s), Counselor(s), GT Coordinator, Principal, Teacher(s)	Yearly	(F)Federal Funds	Criteria: Increased academic performance and participation in GT program. Increased attendance in math / science / STEM club activities. 11/20/20 - Some Progress (S)
2. Provide continued support for college and career readiness inclusive of academic field trips and UIL competitions that foster increased academic involvement and testing opportunities in Texas Success Initiatives (TSI) and student presentation on HB5 at the 8th grade level. (Title I SW Elements: 2.2,2.3,2.5,2.6) (Target Group: All,GT) (Strategic Priorities: 2,3,4)	Assistant Principal(s), Counselor(s), GT Coordinator, Principal, Teacher(s)	Yearly	(F)Federal Funds	Criteria: Review GT program fidelity and assess participation in GT programming to inform upon needed changes. Review quality of STEM involvement in post middle school programming. Ongoing review of 8th grade programs (e.i. HB5 Endorsements, AP, TSI) 11/20/20 - Some Progress (S)

FABENS MIDDLE SCHOOL

Goal 2. Fabens Middle School will promote the value of self-worth and the development of self-esteem for members of the faculty, staff and student body.

Objective 1. (Attendance) Increase daily student attendance rate to 98% by June 2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Monitor attendance daily, increase parent notifications, parent telephone calls, effectively utilize the Fisd Truancy Officer, counseling reports, initiate a pro-active approach to home visits, student recognition, grade reviews, grade level and department collaboration, parent nights and open houses, and teacher/student/parent conferences. Implement a student/grade level incentive for best attendance by grade level. (Target Group: All) (Strategic Priorities: 1,2,3,4)</p>	<p>Assistant Principal(s), Counselor(s), Principal, Teacher(s)</p>	<p>Yearly</p>		<p>Criteria: Ongoing review of attendance rates per 9 weeks. End of year attendance rate review. State reporting through Peims. Teacher records of parental contacts.</p> <p>11/20/20 - Some Progress</p>
<p>2. Effectively follow Texas State Attendance Policies and effectively use attendance contracts and incentives to promote attendance. Weekly attendance review and parent contacts. (Target Group: All) (Strategic Priorities: 1,2,3,4)</p>	<p>Assistant Principal(s), Counselor(s), Directors, Principal, Teacher(s)</p>	<p>3, 6, and 9 weeks</p>	<p>(S)Local Funds, (S)State Funds</p>	<p>Criteria: Review of daily / weekly / yearly attendance reports, all meeting logs (counselor, teacher, administrator) and conference documentation. Review student attendance performance every week to determine any trends. Maintain and review all grade level and departmental collaboration documentation, parent night/open house sign-in sheets, and documentation logs for teacher/student/parent conferences. Posting of A/ AB honor roll by six weeks, review of pass/ fail results.</p> <p>11/20/20 - Some Progress (S)</p>
<p>3. Provide Incentives that support increase in attendance such as grade level recognition (campus and community), secure incentives from local and county restaurant establishments to provide coupons for attendance purposes, recognize student attendance winners at end of year awards ceremony, pizza parties by grade level class</p>	<p>Assistant Principal(s), Campus Improvement Team (CIT), Counselor(s), Principal, Teacher(s)</p>	<p>3, 6, 9 weeks</p>	<p>(S)Local Funds</p>	<p>Criteria: Ongoing review of attendance gains with identified class per grade level participation and awards.</p> <p>11/20/20 - Some Progress (S)</p>

FABENS MIDDLE SCHOOL

Goal 2. Fabens Middle School will promote the value of self-worth and the development of self-esteem for members of the faculty, staff and student body.

Objective 1. (Attendance) Increase daily student attendance rate to 98% by June 2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
percentage, etc. Recognition of Student of the Month with perfect attendance. (Target Group: All)				

FABENS MIDDLE SCHOOL

Goal 2. Fabens Middle School will promote the value of self-worth and the development of self-esteem for members of the faculty, staff and student body.

Objective 2. (SEL) Improve student self-worth and self-esteem by increasing the number of students academically passing all classes and "mastering" state assessment by 30%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide targeted intervention inclusive of pull-outs, Saturday schools, Labs and support from campus programming that elicits progress towards student growth. Provide increased incentives through recognition activities that foster continuance of participation / engagement in learning activities and maintenance of eligibility. (Target Group: All) (Strategic Priorities: 1,2,3,4)</p>	<p>Assistant Principal(s), Campus 504 Coordinator, Campus Improvement Team (CIT), Counselor(s), Department Heads, Dyslexia specialist, GT Coordinator, Principal, Teacher(s)</p>	<p>9 weeks</p>	<p>(F)Federal Funds, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory, (S)State Funds</p>	<p>Criteria: Grade reporting, pass/failure reports, state assessment results, benchmarking, "skills check" reviews, tutoring attendance records, student pull out records, and identifiable measure of student involvement on campus in leadership and campus activities. Increased participation / rosters / event competitions etc.</p> <p>11/20/20 - Some Progress (S)</p>
<p>2. Increase student , faculty and staff recognitions (Student of the Month, Teacher of the Month, A/AB Honor Roll, Teacher -staff recognitions, club activities etc. that promote increased positive self esteem and involvement) (Target Group: All) (Strategic Priorities: 1,2,3,4)</p>	<p>Assistant Principal(s), Counselor(s), Principal, Teacher(s)</p>	<p>3, 6, 9 weeks</p>	<p>(S)Local Funds</p>	<p>Criteria: Assess increase in honor rolls from 9 week periods, review club activity involvement respective of student participation and accomplishment, teacher morale survey, etc.</p> <p>11/20/20 - Some Progress (S)</p>

FABENS MIDDLE SCHOOL

Goal 3. Fabens Middle School will provide a safe environment conducive to learning.

Objective 1. (Discipline) Decrease disciplinary referrals by 30% and DAEP placements by 20% in 2020-2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Maintain the Campus Discipline Referral documentation to include the FMS teacher classroom management procedure as a baseline protocol for FMS classroom discipline. Reinforce an assertive discipline plan that is supported by RTI, IEP's, BIP's. Consistent enforcement of the Student Code of Conduct, Dress Code and Individual Student Behavioral Goals. Implement PBIS protocol after obtaining training. Utilize reporting on discretionary disciplinary placements for students with disabilities. Presentations and displays on Character Education by our campus counselor. Community service opportunities, guidance counseling and planning, and court mandated service that is aligned to the state plan, peer remediation, and career awareness. Online discipline referral submission and daily report reviews. (Target Group: All) (Strategic Priorities: 1,2,3,4)</p>	<p>Assistant Principal(s), Campus 504 Coordinator, Campus Improvement Team (CIT), Counselor(s), Principal, Teacher(s)</p>	<p>9 weeks</p>	<p>(S)Local Funds, (S)State Funds</p>	<p>Criteria: Daily monitoring of student performance by teachers, administration, and staff. Ongoing review per grading period to assess disciplinary reports, individual ARD's, administrative reviews of ISS assignments and student placements. Campus Discipline Committee review of DAEP placements, continuations, and releases, and counselor review of disciplinary issues. End-of-Year Discipline Report.</p> <p>11/20/20 - Some Progress (S)</p>

FABENS MIDDLE SCHOOL

Goal 3. Fabens Middle School will provide a safe environment conducive to learning.

Objective 2. (SEL & Drop Out Prevention) Facilitate a proactive, drug-free program that provides relevant and current information to students reinforcing research-based documentation on living a drug-free life during the 2020-21 school year. Implement drug-free week incentives and student friendly activities and invite presenters during Red Ribbon Week. Invite presenters for character education classes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide presentations to all faculty, staff and students regarding drug awareness and trend information. Use contracted services for canine unit to spot check campus for drugs. Implement monthly character lesson presentations at each grade level. (Target Group: All) (Strategic Priorities: 1,2,3,4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	9 weeks		Criteria: Review of all student referrals that are related to drug issues via campus administration, Campus Discipline Committee, El Paso County Court appointed probation officers, Sheriff's detectives and documentation. 11/20/20 - Some Progress (S)

FABENS MIDDLE SCHOOL

Goal 3. Fabens Middle School will provide a safe environment conducive to learning.

Objective 3. (Safe and Secure Learning Environment) 100% of the Fabens Middle School faculty, staff and students will provide a safe and secure learning environment in the 2020-2021 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Implement a crisis plan with the assistance of local Sheriff's Department and FISD security personnel that also includes suicide prevention, violence prevention, conflict resolution skills, anti-bullying reporting, procedures, fire drills, Code Blue lockdown procedures and safety checks and audits. All faculty and staff members are required to wear FISD photo badges while on duty and will utilize a computer based check in check out system. (Target Group: All) (Strategic Priorities: 1,2,3,4)</p>	<p>Assistant Principal(s), Campus 504 Coordinator, Campus Improvement Team (CIT), Counselor(s), Department Heads, Director of Technology, Principal, School Nurse, Teacher(s)</p>	<p>9 weeks</p>	<p>(S)Local Funds</p>	<p>Criteria: Review of required lockdown procedures related to crisis situations inclusive of monthly fire drills and assess plan with safety committee per drill and overall success of plan at end of year.</p> <p>11/20/20 - Some Progress (S)</p>
<p>2. Implement a Medical Response team to respond to medical situation as they present themselves. Provide the "Stop the Bleed" training so that our MERT team can become certified and train our campus teachers and staff. (Target Group: All) (Strategic Priorities: 1,2,3,4)</p>	<p>Assistant Principal(s), Campus 504 Coordinator, Campus Improvement Team (CIT), Counselor(s), Principal, School Nurse, Teacher(s)</p>	<p>Yearly</p>		<p>Criteria: End of year assessment and review of post incident documentation to address areas of improvement.</p> <p>11/20/20 - Some Progress (S)</p>

FABENS MIDDLE SCHOOL

Goal 4. Fabens Middle School will encourage parental and community involvement to support the success of all its students.

Objective 1. (Parents and Community) Increase continuous communication and involvement between staff, parents, and community including academic and extracurricular activities throughout the 2020-2021 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Maintain district and campus decision-making campus leadership committee meetings. Support encourage and document parents becoming actively involved in their child's education through parental communications in both English and in Spanish. Make available to the parents of all FMS students, academic grades every three (3) weeks, campus letters, invitations to events. Provide and maintain an on-campus "Parent Center" out-of- which parent volunteers work. Post events on Campus Marquee, community Tv's, district and campus web pages and provide Parent Surveys to all FMS parents as appropriate. Maintain open house events as required by FISD (one per semester) Provide parent meetings for all sport activities. Provide a monthly events calendars to parents with all academic and athletics activities. Provide monthly informational parent meetings. (Target Group: All) (Strategic Priorities: 2,3,4)</p>	<p>Assistant Principal(s), Campus 504 Coordinator, Campus Improvement Team (CIT), Counselor(s), Department Heads, GT Coordinator, Principal, Teacher(s)</p>	<p>9 weeks</p>	<p>(S)Local Funds, (S)State Funds</p>	<p>Criteria: Review of CIP and leadership meetings. Increase in parent volunteering with documentation of hours served. Grade reporting each three weeks period. Postings on marquee, community Tv's and district and campus web pages. Analyze campus surveys as appropriate.</p> <p>11/20/20 - Some Progress (S)</p>
<p>2. Utilize XELLO program for increased parent contact and to promote awareness of campus information. Utilize XELLO to provide student and parent guidance for the selection of their House Bill 5 endorsement. (Target Group: All) (Strategic Priorities: 2,3,4)</p>	<p>Assistant Principal(s), Counselor(s), Principal, Teacher(s)</p>	<p>3, 6, 9 weeks</p>		<p>Criteria: End of Year review to address initiation phase / implementation of programming to afford improvement of communication means for the following year.</p> <p>11/20/20 - Some Progress (S)</p>

FABENS MIDDLE SCHOOL

Goal 5. Fabens Middle School will recruit and retain highly qualified teachers, principals and staff.

Objective 1. (Personnel) Utilize local and state supports to ensure the hiring of 100% highly qualified personnel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use teacher interview committees to ensure hiring highly qualified teachers, principals, and staff. Provide quality staff development which enables opportunities for campus staff to improve and to experience building personal and professional capacity. Provide quality Mentors for new teachers or others as needed. (Target Group: All) (Strategic Priorities: 1,4)	Assistant Principal(s), Personnel Director, Principal, Teacher(s)	Yearly	(S)State Funds	Criteria: Teacher certifications, records of continual teacher professional development, retention of teacher(s) and staff, teacher surveys, personnel records, evaluations of teacher and professional development activities. New teacher review of district/campus new teacher Mentor Program. 11/20/20 - Some Progress (S)

FABENS MIDDLE SCHOOL

Mission

Our mission at Fabens Middle School is to develop and support academic and social growth for student success.

Vision

Relationships are fostered between students, school and community to promote a sense of family. Trust is exhibited through principles of credibility, positive behaviors and in building capacity of others.

Values:

P.R.I.D.E

“P” - Perseverance in meeting the individual needs of others

“R” - Respect for learning by engaging relevance and rigor to achieve results

“I” - Integrity through actions that endorse openness and sincerity

“D” - Determination to finish strong

“E” - Excellence by extending efforts to foster creative avenues for success

Nondiscrimination Notice

FABENS MIDDLE SCHOOL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment



Fabens Middle School Comprehensive Needs Assessment 2020-2021

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. For the 2019-2020 school year, Fabens Middle School added a theater elective and a NJROTC elective to the course catalog. For the 2020-2021 school year, Fabens Middle School added a choir elective to the course catalog. Fabens MS also competes in UIL Athletics, Academics, and Fine Arts with great success.

Fabens Middle School conducted a comprehensive needs assessment using assessment data from numerous sources. Data Sources Reviewed: Due to a declared state of disaster (COVID-19) we used 2018-2019 State Assessment Data Results, TELPAS-attached separately, 2019-20 Texas Academic Performance Report, Advanced Courses Student Enrollment, Course/Class Grades, Promotion/Retention Rates, Classroom and Program Assessments and Data. The data was disaggregated for all student students: special populations, gender, economically disadvantaged, LEP, migrant and special education.

Fabens Middle School's attendance rate of 95% for 2018-2019 was average when compared to the state average of 95%. Fabens Middle School identified the academic needs in all subject areas and grade levels in the focus areas of Curriculum, Instruction & Assessment, Demographics, Student Achievement, School Culture, & Climate, Staff Quality, Recruitment, & Retention, Family & Community Involvement, Engagement o School Organization, Technology.

Fabens Middle School earned a B rating as evidenced in the 2018-2019 STAAR assessment results with an 89%. The campus received a Distinction Designation of Academic Achievement in Science.

Demographics (2019-2020)

Total Students:		
Students by Grade:		
Grade 6 – 177	Grade 7 – 161	Grade 8 – 161
Economically Disadvantaged - 89% (Qualified as Title I)		
English Learners (EL) – 49.9%	At-Risk 1,621 - 70.5%	

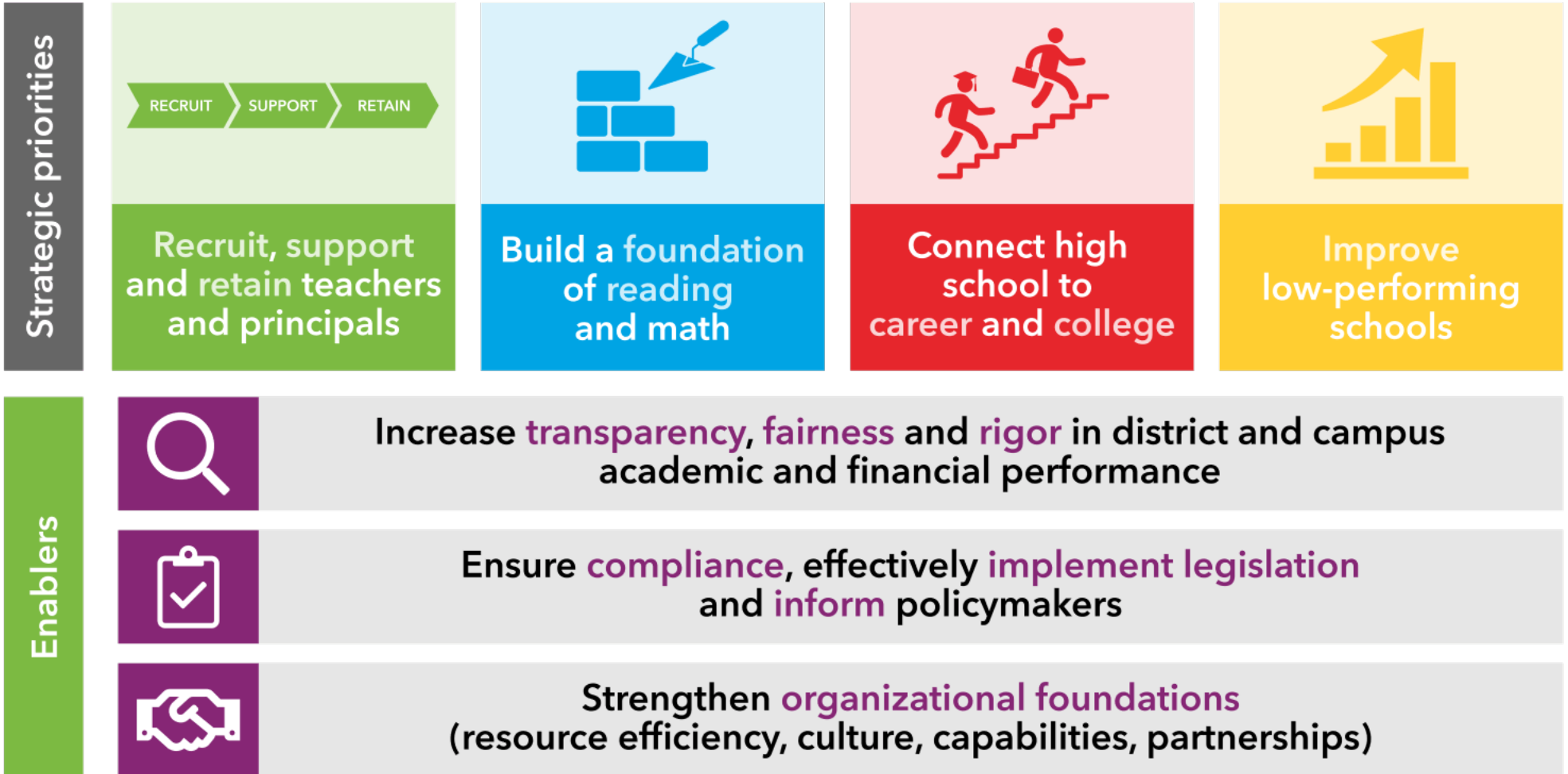
STAAR Data (2018-2019)

Due to a declared state of disaster FMS used 2018-2019

STAAR Assessment	Campus	State
All Grades-Reading/ELA STAAR (Met Approaches)	77%	78%
All Grades-Math STAAR (Met Approaches)	89%	82%
All Grades-Writing STAAR (Met Approaches)	54%	68%
8th STAAR Social Studies (Met Approaches)	73%	81%
8th STAAR Science (Met Approaches)	89%	81%

Teachers will continue to implement and monitor ELPs strategies to ensure effective implementation. Our campus will provide an updated training to teachers in need during PLCs. We will increase the passing rates in the areas that fell below state average for all populations. Fabens Middle will consistently monitor instruction and interventions to decrease the failure rate and meet the needs of at-risk students in special populations and a need to effectively follow up on students who have chronic absences. Teachers will engage in PLCs to discuss curriculum needs and disaggregated student data. Teachers will engage in positive, proactive meetings with parents, students, and stakeholders in Response to Intervention/SAT teams to develop plans for students at-risk, monitor attendance and failure rates and intervene as needed. For chronic absences, we will conduct home visits in teams to recover students who have failed to attend classes regularly.

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

Resources

Resource	Source
No rows defined.	

