

Fort Stockton Alamo Elementary

Campus Improvement Plan

2011-2012



Teaching Representatives	Non-Teaching Representatives	Campus Administration	District-wide Administration
David Aguilar	Anabel Perez, Counselor	Joe Baker, Principal	Debra Ezell
Mary Villalobos			
Cynthia Zambrano			
Pam Lawler	Business Representative	Community Representative	Parent Representative
Nickalina Subia	Carlos Vazquez	Virginia Henderson	Melody Kannel
Sandra LaFon			
Jennifer Bruington			
Peggy Benard			

ALAMO ELEMENTARY SCHOOL
Strategic Improvement Plan
2011-2014

Campus Improvement Plan
2011-2012

Goal 1: Alamo Elementary will use a variety of practices to reach and maintain state expectations on standard academic measures for every student.
 FSISD GOAL: All students, including all sub groups, will reach high standards based on AEIS and AYP passing guidelines.
 NCLB GOALS: Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014. Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.

Objective 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014.

Statement of Need: Alamo Elementary has not yet achieved the goal of all students, including special populations, reaching high standards, at a minimum attaining proficiency or better in reading and mathematics.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation	Human/Materials		Formative	Summative
HQ A	Administer, disaggregate, and compile data for each student in Pre-K thru 3 rd using the following assessments: TPRI, Brigance, Star Early Literacy, Star Reading, Star Math, Reading and Math Progress Checks, and Benchmarks.	All students	Principal, Teachers, and Professional Staff	August, 2011	May, 2012	Local budget T-II	\$600 \$600 \$400	STAAR	STAAR and other reading inventories
HQ	Target weak areas by individuals and subgroups (At-Risk, Migrant, Economically Disadvantaged, Bilingual, and Special Education) using SIOF learning styles, cooperative learning, Waterford reading program software (kinder and 1 st), research based reading strategies, and RTI interventionist assistance	All students	Principal, Teachers, Counselor, and Professional Staff	August, 2011	May, 2012	T-III Local budget	\$4,100	TPRI, Early Literacy, Star Early Literacy STAAR	Test Data

School-wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual	SCE	State Compensatory Educ.	Other sources
		T-IV	Title IV—Safe & Drug Free	
T-1C	Migrant	OEYP	Optional Extended Year	
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Sp. Ed.	Scheduling students to special programs will be coordinated to the best advantage of student considering LRE.	Special Education students	ARD Committee	August, 2011	May, 2012	Campus SE Teachers and SE Dept.	-0-	Brigance , Class, STAAR	Test Data
HQ	A school support team will review the performance of the school, identify concerns and make recommendations for improvement.	All students	CIP Committee & Professional Staff	August, 2011	May, 2012	Campus teachers	-0-	CIP Meeting Agenda	Sign-in sheets
HQ	Students will be recognized for academic achievement with End of Year Awards Assembly. Second and Third grade A/B Honor Roll Students will be awarded at the end of each six weeks.	All second and third grade students	Principal and faculty	August, 2011	May, 2012	Local budget	\$800	Honor roll list	Honor roll list Reading Rally
HQ	Personnel shall evaluate and modify timeline of TEKS/STAAR objectives for each grade level and core subjects using horizontal and vertical teaming.	All students	Principals, Teachers	August, 2011	May, 2012	Principals, Teachers, curriculum	-0-	Agenda	Sign-in sheets

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Objective 2: All students will be exposed to a challenging curriculum containing flexible instruction and grouping.									
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				Implementation	Formative Evaluation			Human/Materials	Formative
Coord. HQ	Plan educational field trips and/or programs to support learning.	All students	Principal and Professional Staff	August, 2011	May, 2012	Local budget	\$1,500	Pre & post informal assessment	Informal assessment
A M HQ	Use Accelerated Math, for grades 1-3. Kinder will introduce AM the last six weeks of the year	All students	Principal and Professional Staff	August, 2011	May, 2012	Local budget Title-III	\$1,200 \$1,200 \$600	STAAR Results	Diagnostic and Status of the Class Reports.
A M HQ	Use STAR Early Literacy Reading and Star Reading for PK-3.	All students	Principal and Professional Staff	August, 2011	May, 2012	Local budget Title-III	\$1,200 \$1,200 \$600	STAAR Results	Reports
HQ M	Hands-on activities to teach math/reading skills that will support TEKS.	All students	Principal and Professional Staff	August, 2011	May, 2012	Local budget	\$1,500	STAAR Results	Lesson Plans
HQ A PI CAN	Both parents and school personnel will evaluate the effectiveness of the Gifted and Talented program. The data will be used to modify and update the program.	All GT students	Principal and Professional Staff	August, 2011	May, 2012	Parent survey	-0-	Parental and Professional feedback	Committee Evaluation

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<p>Objective 3: Alamo will ensure access to and use of technology for all students as guided by TEKS.</p>									
<p>Statement of Need: Technology needs to move from a technical tool to a learning tool district wide.</p>									
School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
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HQ	Incorporate technology into curriculum.	All students	Principal, Technology Coordinator	August, 2011	May, 2012	Title – III Local Budget	\$3,000 \$5,000	Lesson Plans, Student hands on in classroom	TEKS & STAAR
CAN	Compile needs assessment indicating instructional software to meet all student needs	All students	Principal and CIT	August, 2011	May, 2012	Dist. Tech..	\$10,000	Copy of “Needs” Assessment	STAAR and other instruments for lower grades.
Coord.	Upgrade software to meet STAAR objective.	All students	Principal and CIT	August, 2011	May, 2012	Title – III Local budget	\$500 \$1,600	Copy of Needs Assessment	STAAR and other instruments for lower grades

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Objective 4: Student progress is closely monitored and steps are taken to improve student performance immediately if a student falls behind. These reform strategies provide opportunities for all students to meet the state's performance standards.

Statement of Need: PBMAS indicates lack of progress on STAAR Math/Reading for Special Ed., ESL/Bilingual and Economically Disadvantaged students.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
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PI HQ	Mentors read with at-risk students.	All students	Teachers & Mentor program Assistant	August, 2011	May, 2012	List of mentors, Sign-In sheets	-0-	Improve Reading Skills	STAAR& other reading inventories
PI HQ	HS tutors work with students during the day and after school.	All students	Teachers and HS students	August, 2011	May, 2012	Calendar copy	Pinon	Hands on experience	Sign-In Sheets
HQ	Provide 2 floating tutors for each grade level to help teachers with in-school tutorials.	All students	Principal, Teachers, Floating Tutors	August, 2011	May, 2012	Title – III Local Budget ARI/AMI	Pinon	Remediation to improve reading and math skills	Lesson Plans and schedule for floating tutors
PI HQ	Parent/Teacher intervention meetings for students are held end of every six weeks or more often if needed to help staff look at the whole child.	All students	Principal, Staff	August, 2011	May, 2012	Calendar of scheduled parent/teacher intervention meetings	-0-	Improve student academic performance	Intervention team minutes and parent sign-in sheet
HQ	Continue to use Waterford computer program to reinforce reading/math skills.	K-3 students	Teachers, Lab Assistant	August, 2011	May, 2012	Student computer lab schedule	-0-	Reinforce academic reading skills	Computer generated reports
HQ CAN RS	Evaluate students' progress annually and revise strategies to produce desired	All students	Principal, counselor, Staff	August, 2011	May, 2012	AEIS Report AYP Report	-0-	Improve student academic performance	STAAR

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	student outcomes.								
HQ	After-school bilingual parenting skills night	Bilingual	Bilingual Teachers and Parent Liaison	August, 2011	May, 2012	Training in reading to parents to help children at home	-0-	Improve student reading skills	STAAR

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Goal 2: Alamo Elementary will increase parental and community involvement by developing a partnership among the home, school and community that will create an environment conducive to learning.

FSISD GOAL: The Fort Stockton Independent School District will increase parental and community involvement by 10%

NCLB GOALS: Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014. Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.

Objective 1: Alamo will develop relationships with parents and community based on parent surveys, conferences and needs assessments.

Statement of Need: Alamo will continue to encourage involvement between school, parents, and community.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation	Human/Materials		Formative	Summative
PI	Parents and community will be encouraged to be involved in many school activities such as Book Fair/Reading Night, Mentoring, and Volunteer Programs and Academic Assemblies.	All students	Principal, teachers and Parent-School Liaison	August, 2011	May, 2012	Local budget T-III	\$200 \$200 \$200	Improve school/parent partnership	Agenda, sign-in sheet, parent notices, school flyers and school newsletter.
PI	School compacts and the Parental involvement activities will reviewed annually.	All Students	Principal and Parent Liaison	August, 2011	May, 2012	Parent notices, school flyers	-0-	Improve school/parent partnership	Signed compacts
PI	A Parent Teacher Organization (PTO) will be actively involved in developing activities for the good of our school.	All students	Principal, Staff and PTO officers	August, 2011	May, 2012	Attended and supported by teachers, parents and community members	-0-	Improve school-parent-community partnership	Agenda and sign-in sheet
PI	Activities will be held to show appreciation for parents, volunteers, and reading mentors.	All Students	Principal and staff	August, 2011	May, 2012	List of participating mentors, Local budget	\$200	Improve school/parent/community partnership	End of year appreciation meeting with certificates

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PI	Provide positive incentives to enhance student success in the classroom and to improve student attendance in school at end of six weeks and school year.	All students	Principal and office staff	August, 2011	May, 2012	Local budget, Donations from community members	\$600	Improve student academic performance and school/business partnerships	Ice cream, hamburger, pizza coupons, bicycles and school logo wrist watches to "A" Honor roll recipients.
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Objective 2: Alamo will provide and support communication between home and school in English and Spanish.

Statement of Need: Alamo will work to maintain communication between home and school environments.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
PI	Send monthly newsletter/calendar to parents in English and Spanish	All students	Principal	August, 2011	May, 2012	T-III	\$125 \$125	To keep parents abreast of school information	Copy of newsletter/calendar
PI	Sponsor Meet the Teacher Night and Open House	All students	Principal/Staff	August, 2011	May, 2012	Open House calendar dates	-0-	To improve school/parent partnership	Agenda and sign-in sheet
PI	Parental access to grades (Gradebook, txConnect)	All students in grades 1 through 3	Technology	August, 2011	May, 2012	Tech training	-0-	To keep parents informed of student progress	Form made available to parents
PI	Parents will be informed of their child's progress and assessment results such as TPRI and STAAR scores. This will be done through parent conferences and letters to parents in their home language	All students	Counselor, Principal, and Teachers	August, 2011	May, 2012	Schedule of parent conferences in teacher handbook and school calendar	-0-	To provide student academic performance to parents and solicit their support at home	Copy of reports and sign-in sheet. Copies of reports and documentation of meetings.
PI	Provide a Parent Involvement Room with access to internet, English Instruction software, and reading materials	All students	Principal	August, 2011	May, 2012	Empty classroom	\$1,000	To improve parental perception of our school	Sign-In sheets

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PI	Home visits will continue to be made by Kindergarten teachers for students at the beginning of the year.	Incoming Kindergarten students	Kindergarten teachers	August, 2011	August, 2011	Student classroom list w/addresses and phone numbers	-0-	To meet student/parents and improve school climate.	School forms documentation and parent signature sheet
PI	Parent/Teacher report card conferences at end of First Six Weeks	All students including special populations in grades 1 through 3	Teachers grades 1 – 3	September, 2010	October, 2010	Schedule of parent conferences in teacher handbook and school calendar	-0-	To keep parents informed of their child's academic performance	Agenda and sign-in sheet, report cards
PI	Pre-register students the first 2 weeks of August	All students	Counselor, Teachers, Assistants, Nurse and Principal	May, 2012	May, 2012	Advertise on radio, TV, news papers		To register PK, K-3 students	Copy of newspaper announcements, parent sign-in sheet
PI	Transition activities for students from HeadStart to Alamo Kindergarten and for 3 rd grade Alamo to Intermediate School	Incoming Pre-Kinder, Kinder and 3 rd grade students including special populations	Principal, Counselor, and teachers	August, 2011	May, 2012	Schedule of school visit from HeadStart/Nurse ry to Alamo, and to Intermediate W/bus transportation		To make transition to new school campus as smooth as possible.	Agenda and sign-in sheet

School-wide Components

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Objective 3: Alamo will provide programs in English and Spanish for parenting skills.

Statement of Need: To provide programs to aid with parenting skills.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
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PI	Provide parenting skills training through Family Reading Nights	All students	Principal, Librarian	August, 2011	May, 2012	Schedule family nights in teacher handbook and school calendar	-0-	To provide instructional tools for parents to help children at home	Sign-in sheets, agenda, parent survey
Coord.	Coordinate with other agencies, such as Stay Together and MHMR, to provide services to children as needed	All students	Principal, Nurse, Counselor, Teachers	August, 2011	May, 2012	Stay Together, MHMR, and other agencies available	-0-	To help parents improve on parenting skills	Sign-in sheets, agenda
PI	Materials will be available for parent checkout in the library and counselor's office. Inform parents of materials available through the newsletter.	All students	Counselor, Principal, Librarian, Parent Liaison and Teachers	August, 2011	May, 2012	List of materials available to checkout Local budget	\$350	To keep parents informed of materials available for them	Copy of parent check-out form
PI	Parent sessions in English and Spanish conducted on how to help their child/children at home using everyday materials to improve academic skills.	All students	Principal, Teaching Staff, Parent Liaison	August, 2011	May, 2012	Schedule of sessions in handbook and school calendar, notices to parents. Title - III	\$50 \$50	To provide academic instructional tools for parents to help children at home.	Copy of agenda and sign-in sheet

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Objective 4: Students' cultures will be appreciated and the students will be exposed to other cultures.									
Statement of Need: To develop awareness and appreciation of various cultures.									
School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
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PI	City, state and national multicultural awareness will be addressed through school wide activities. Such as: Veterans Day, Christmas Around the World and attending City Council meetings.	All students	Principals and Teachers	August, 2011	May, 2012	City and school notices, flyers, announcements	-0-	To Provide students with cultural awareness	Lesson Plans, Scheduled Activities.

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Objective 5: Involve teachers/staff in activities to promote a positive working environment.

Statement of Need: Work to create a positive working environment.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
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PD HQ	The social committee will continue to address special occasions and holiday gatherings on campus and staff birthday celebrations		Social or Birthday committees	August, 2011	May, 2012	Schedule of events with notices to teachers		To continue to improve school climate	Copy of notice of events
PD HQ	Staff development activities will address interpersonal relations and attitudes to enhance professional growth.		Principal, Teaching staff	August, 2011	May, 2012	Region 18 ESC staff development schedule,	Local Budget	To provide a positive and bonding working climate	Copy of staff development training by Region 18 ESC.
PD HQ	Open lines of communication will be maintained through an Open Door Policy, Grade level meetings, vertical meetings, and department meetings		Principal, Teaching Staff	August, 2011	May 2012	Campus teachers and office staff		To improve professional communication and school climate	Copy of meeting agendas and minutes, sign-in sheets
PD	Staff appreciation week will be celebrated.		Principal, Campus Social Committee, PTO	July, 2009	August, 2011	PTO. Social Committee		To improve school climate	Copy of notices and flyers

School-wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual	SCE	State Compensatory Educ.	Other sources
		T-IV	Title IV—Safe & Drug Free	
T-1C	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

ALAMO ELEMENTARY SCHOOL
Strategic Improvement Plan
2011-2014

Campus Improvement Plan 2011-2012									
Goal 3: Alamo Elementary will create a safe school environment.									
FSISD GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning.									
NCLB GOALS: Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014. Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.									
Objective 1: Alamo Elementary will establish a safe and positive environment for students, faculty, and community.									
Statement of Need: Alamo will create a safe school environment for everyone									
School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
HQ PD Coord.	All staff will follow Crisis Safety and Management Plan	All students	Principal and Staff	August, 2011	May, 2012	Safety bag/first aid supplies Local budget	\$150	To be aware of codes and different drills in a Crisis	Drills performed and logged on school calendar
HQ	Maintain building grounds with repairs made in a timely manner.	All students	Principal and Ground keepers	August, 2011	May, 2012	Time	-0-	To inform office and custodians of repairs needing attention	Decrease in wear-out and replacement costs
HQ Coord PI	Enforce the sign in policy for all visitors on campus	All students	Principal, office staff, teachers, assistants and custodians	August, 2011	May 2012	All employees remind visitors to check-in at the office.	-0-	To provide a safe environment for students, parents and staff	All exit doors locked except the front entrance
HQ Coord.	Control access to the building via locked gates, doors, and alarm system at designated times.	All students	Principal, custodians, and staff	August, 2011	May 2012	All employees check exit doors in their wing for security purposes. Custodians check 2X/day. Lock front doors at 4PM	-0-	To provide a safe environment for students and employees	No recorded unauthorized entries

School-wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual	SCE	State Compensatory Educ.	Other sources
		T-IV	Title IV—Safe & Drug Free	
T-1C	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

ALAMO ELEMENTARY SCHOOL
Strategic Improvement Plan
2011-2014

T	Create additional, more efficient student pick-up and delivery areas with canopies	All students	Principal, Teachers, Maintenance	August, 2011	May 2012	Local Budget	\$10,000	For students to stand under during inclement weather	Canopies by January, 2012
	Landscaping changes and maintenance: Maintain pea gravel on playground. Replant grass on playground. Continue to address the playground flood problem. Maintain playground equipment and borders.	All students	Principal, Teachers, Maintenance	July, 2012	August, 2012	Local Budget	\$1,000	To allow students to run and play in grass areas during recess and play day	School board approval of playground plan and money request

School-wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual	SCE	State Compensatory Educ.	Other sources
		T-IV	Title IV—Safe & Drug Free	
T-1C	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

ALAMO ELEMENTARY SCHOOL
Strategic Improvement Plan
2011-2014

Campus Improvement Plan
2011-2012

Goal 4: Alamo Elementary will use a variety of practices to reach and maintain state expectations on standard academic measures for every student, including all sub populations. FSISD GOAL: All students, including all sub groups, will reach high standards based on AEIS and AYP passing guidelines. NCLB GOALS: Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014. Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.

Objective 1: Staff development will address the needs of teachers, principals, instructional assistants and when appropriate, parents, to meet the state and federal mandates as well as the needs unique to the Alamo Campuses.

Statement of Need: To meet the needs of staff, students, and parents in order to meet the mandates.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
PD RS CAN	Annual comprehensive needs assessment will be conducted to determine staff/student needs. STAAR scores will also be considered to determine staff development needs	All students	Principal, Campus Improvement Team	August, 2011	May, 2012	AEIS Report AYP Report Local Title III	\$3000	Meeting Agendas	CNAs, AEIS, AYP
PD RS A	Provide staff development to disaggregate STAAR Data information for analyzing strengths and weaknesses	All students	Principal, Curriculum Director	August, 2011	May, 2012	Region 18, Esc., Local budget	\$600	Meetings Agenda	Sign-In Sheets
PD PI	Conduct staff development on communicating and working with parents as equal partners.	All students	Principal, Staff	August, 2011	May, 2012	Title – III Local budget	\$500 \$1300	On-site Parenting skills training through Region 18 ESC and other entities	Meeting agendas& sign-in sheets
PD CAN	District technology coordinators will provide training at various levels to assist staff in better utilizing technology provided in our school	All students	Technology Dptmnt	August, 2011	May, 2012	Computer lab and calendar of meetings		Committee Evaluation Reports	Evaluation and Sign-In sheets

School-wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual	SCE	State Compensatory Educ.	Other sources
		T-IV	Title IV—Safe & Drug Free	
T-1C	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

ALAMO ELEMENTARY SCHOOL
Strategic Improvement Plan
2011-2014

PD HQ	Provide time for cross campus meetings on vertical and horizontal alignment and CSCOPE	All students	Principals	August, 2011	May, 2012	Campus dept. teachers and calendar of meetings		Curriculum Plan	Sign-In sheets Documentation of Meetings
PD	Provide staff training in Texas Behavior Support Initiative (TBSI) to campus core team members	All students	Principals and Sp. Ed. Dept.	August, 2011	May, 2012	TBSI training team		Record of Attendance	Sign-In Sheets
PD	Provide staff development training for strategies in addressing discipline problems.	All students including special populations.	Special Services and Principal	August, 2011	May, 2012		\$600	Record of attendance	Record of attendance

School-wide Components			
CNA	Comp. Needs Assess	PI	Parental Involvement.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord.	Coord./Integration

Program Budget Codes				
Bil	Bilingual	SCE	State Compensatory Educ.	Other sources
		T-IV	Title IV—Safe & Drug Free	
T-1C	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Fort Stockton Independent School District
Alamo Elementary School

State Compensatory Education: Addendum to the
Campus Improvement Plan
School Year 2011-2012



Fort Stockton Independent School District Alamo Elementary School

An Addendum to the Campus Improvement Plan for
School Year 2011-2012

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Fort Stockton Independent School District

Alamo Elementary School

A Comprehensive Needs Assessment for School Year 2011-2012

The Alamo Elementary School serves approximately 459 students in grades Prekindergarten through 3. Based on data reported to the Texas Education Agency in the NCLB Consolidated Federal Grant Application for school year 2011-2012, approximately 79 percent of the students enrolled in the school are eligible for free or reduced price lunches. This compares to a State average of 59 percent.

Turning to students in at-risk situations, based on the State criteria, the greatest number and percentage of students in an at-risk situation are in the category, "performing unsatisfactorily on a readiness test or assessment instrument during school year 2011-2012." Two hundred ninety-five students or 64.3 percent of the 459 students enrolled at the school met this criterion. One hundred fourteen students or 24.8 percent were identified as "limited English proficient (LEP) while 13 students or 2.8 percent had not advanced from one grade to the next for one or more years. Thus, over 300 students or approximately 65.3 percent of the 459 students enrolled at the school fall into one or more of the at-risk categories. This compares to the State average of 47.2 percent. (See Appendix A: Identification of Students in At-Risk Situations)

The Texas Education Agency rated the Alamo Elementary School as "Recognized" for school year 2010-2011. The school received the same rating for school year 2009-2010. All students and all student groups, with the exception of White students in reading, passed the reading and mathematics tests at a higher rate during the spring 2011 administrations when comparing them to the spring 2010 administrations. Hispanic students and economically disadvantaged students typically passed the TAKS tests at a lower rate than did all students. (See Appendix B: Three-Year TAKS Results) Thus, one may conclude that the instructional strategies implemented during school year 2010-2011 were generally more effective than those implemented in school year 2009-2010. Concerns include the lower passing rates among minority and economically disadvantaged and the fact that the school had a lower passing rate in both reading and math than the State averages for 2011. Another concern was the dramatic drop in the passing rate from 100 percent to 88 percent among White students in reading. Finally, the Math test continues to be the more difficult test which is indicative of a need for additional emphasis on Math instruction during the 2011-2012 school year.

Based on the evaluation of the programs and services funded during school year 2010-2011 (See Appendix C—Evaluation of School Year 2010-2011 Programs and Services) and the above needs assessment, the school will continue to fund the At-Risk counselor, a Library Aide, Tutorials, and a Response to Intervention program with SCE funds during school year 2011-2012. Special emphasis will be placed on intensifying instruction in both Reading and Math for all students and especially for those in at-risk situations.

The campus administrator indicated that he would like to see more professional development activities on the State of Texas Assessments of Academic Readiness (STAAR) tests to be administered for the first time during the spring of 2012. More insights into the intricacies of the tests are needed according to the administrator. The special language teachers are working diligently to bring the English language learners up to a level with their peers.

Description of SCE Programs and Services, 2011-2012 Alamo Elementary School

Campus Improvement Plan

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014.

Objective 1: Student progress is closely monitored and steps are taken to improve student performance immediately if a student falls behind. These reform strategies provide opportunities for all students to meet the state's performance standards.

Statement of Need: Students in at-risk situations are not performing at a level consistent with all students.

School wide Comp.	Action/Strategy	Student Population	Staff Resp.	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation	Human/Materials		Formative	Summative
RS	At-risk counselor provides students in at risk situations services required by law.	Students in at-risk situations	Principal	August 2011 May 2012	Teacher prepared tests and daily work	1.00 FTEs Counselor	SCE Funded \$ 53,265	Mastery of TEKS objectives	Satisfactory performance on the TPRI or STAAR
RS	Instructional assistance uses paraprofessionals who compliment the regular classroom teacher's instruction by working in small groups or on a one-on-one basis with struggling students.	Students in at-risk situations because of unsatisfactory performance on the last TAKS tests	Principal	August 2011- May 2012	Every nine weeks	SCE Funded 3.00 FTE Paraprofessional	SCE Funded \$ 62,772	Benchmark Test (nine weeks)	Satisfactory performance on the STAAR Social Studies test
RS	Motor skills development assists students to develop fine motor skills working in small groups.	Students in at-risk situations	Principal	August 2011 May 2012	Teacher prepared tests and daily work	1.00 FTE Teacher	SCE Funded \$52,736	Mastery of TEKS objectives	Satisfactory performance on the TPRI or STAAR
RS	Response to Intervention is a three tiered program that provides assistance to struggling students to help them meet the State's performance standards.	Students in at-risk situations	Principal	August 2011 May 2012	Teacher prepared tests and daily work	2.00 FTEs Teachers	SCE Funded \$113,007	Mastery of TEKS objectives	Satisfactory performance on the TPRI or STAAR

Use of Other Resources for Compensatory Activities

Federal Programs

1. **ESEA, Title I, Part A—Basic Programs Operated by LEAs:** These funds are used to implement a schoolwide program designed to upgrade the entire instructional program at this school. Instruction is provided by four full-time teachers. The purpose of the Title I program is to provide opportunities for all students and especially those in at-risk situations to acquire the knowledge and skills necessary to pass the State's challenging performance standards, i.e., the State of Texas Assessments of Academic Readiness (STAAR). Professional teachers and instructional supplies are paid for with the Title I, Part A funds. Professional development activities and parent involvement are also encouraged.
2. **ESEA, Title I, Part C—Migrant Education Program:** A variety of services are provided for the benefit of children from migratory families from these funds. Services include identification and recruitment, accelerated instructional strategies, medical services, professional development activities for staff, a summer program, and parental involvement activities.
3. **ESEA, Title II, Part A—Teacher and Principal Training and Recruitment:** Two additional teachers are paid for with these funds to reduce the overall class-size at this school and thereby provide more individualized instruction, especially for students in at-risk situations.
4. **ESEA, Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient and Immigrant Students:** The school provides professional development activities to enhance the skills of teachers of limited English language learners. English language learners are considered to be in an at-risk situation by State definition. Part of these funds is also used for a parent outreach program.
5. **Special Education:** This program is designed to meet the special education needs of students who have been identified by the Admissions, Review, and Dismissal (ARD) Committee as having a disability. The ARD designs an individual education plan (IEP) for each student so identified. Special education services are then provided in accordance with the individual education plan and funded with Federal and/or State funds. Services include, but are not limited to, resource room, self-contained, physical and speech therapy, occupational therapy, and inclusion. In every case, the least restrictive environment is selected to provide these services in an atmosphere as close to the regular classroom as possible.

State Programs

1. **Bilingual Education:** Funds received from the State for this program are used to supplement the district's resources to develop special language programs for students classified as English language learners by the Language Proficiency Assessment Committee (LPAC). The goal of these programs is to transition students from their home language to English while maintaining the student's skills in his/her home language and creating an appreciation of the student's culture. English language learners are considered as being in an at-risk situation by definition.
2. **Student Success Initiative:** This program provides financial assistance to school districts to purchase special materials to ensure that all students pass the State administered reading and math tests. The district has elected to use these funds at the 3rd, 4th, and 5th grades. This program is especially designed to meet the needs of students in at-risk situations.

Appendices

Appendix A—Identification of Students in At-Risk Situations

Appendix B—Three- Year TAKS Results

Appendix C—Evaluation of School Year 2010-11 Programs and Services

Appendix D—State Compensatory Education Budget

Appendix E—Assurance and Good Practices

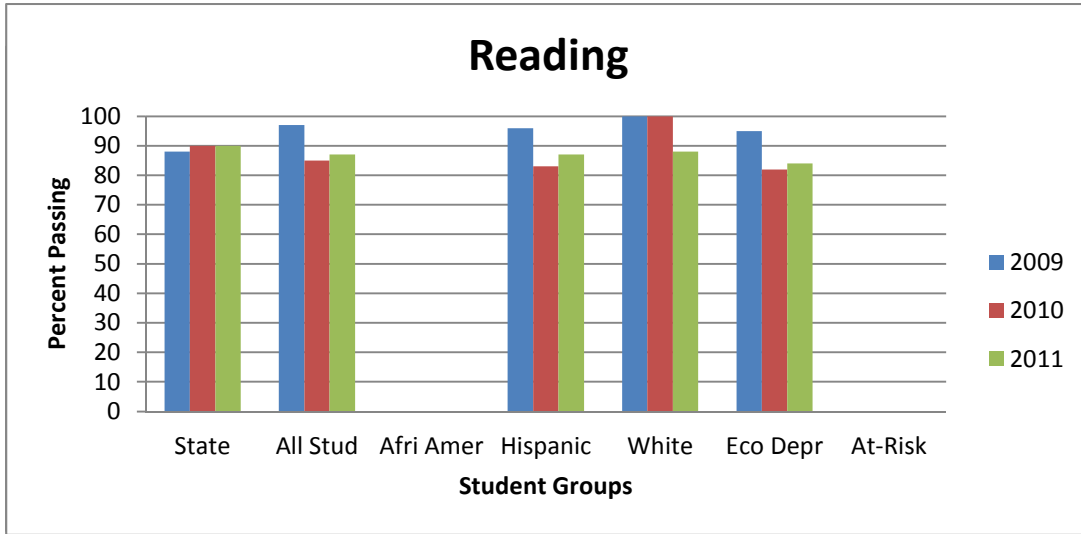
Appendix A—Identification of Students in At-Risk Situations

		PK	KG	1	2	3	Total	Percent
		22	106	120	102	109	459	100.0%
Number of students . . .								
A	not advanced from one grade to next for one or more years	0	2	8	3	0	13	2.8%
B	with below 70 average in 2 or more foundation courses during a semester of SY2010-2011 or SY2011-2012							
C	who have previously performed unsatisfactorily on TAKS and who have not, on subsequent administrations, achieved 110% of TAKS performance standards					0	0	0.0%
D	performing unsatisfactorily on readiness test or assessment instrument during 2011-2012	26	83	106	44	36	295	64.3%
E	pregnant or parenting during 2011-2012	0	0	0	0	0	0	0.0%
F	placed in alternative education program during 2010-2011 and/or 2011-2012	0	0	0	0	0	0	0.0%
G	expelled during 2010-2011 and/or 2011-2012	0	0	0	0	0	0	0.0%
H	currently on parole, probation, deferred prosecution, or other conditional release	0	0	0	0	0	0	0.0%
I	previously reported through PEIMS as having dropped out of school	0	0	0	0	0	0	0.0%
J	identified as Limited English Proficient (LEP) during 2011-2012	7	24	30	26	27	114	24.8%
K	in custody or care of the Department of Protective and Regulatory Services or referred to that Department during 2011-2012	0	0	1	1	0	2	0.4%
L	who are homeless during 2011-2012	0	0	0	0	0	0	0.0%
M	residing in a residential placement facility in the district during 2010-2011 and/or 2011-2012	0	0	0	0	0	0	0.0%

Appendix B—Three Year TAKS Results

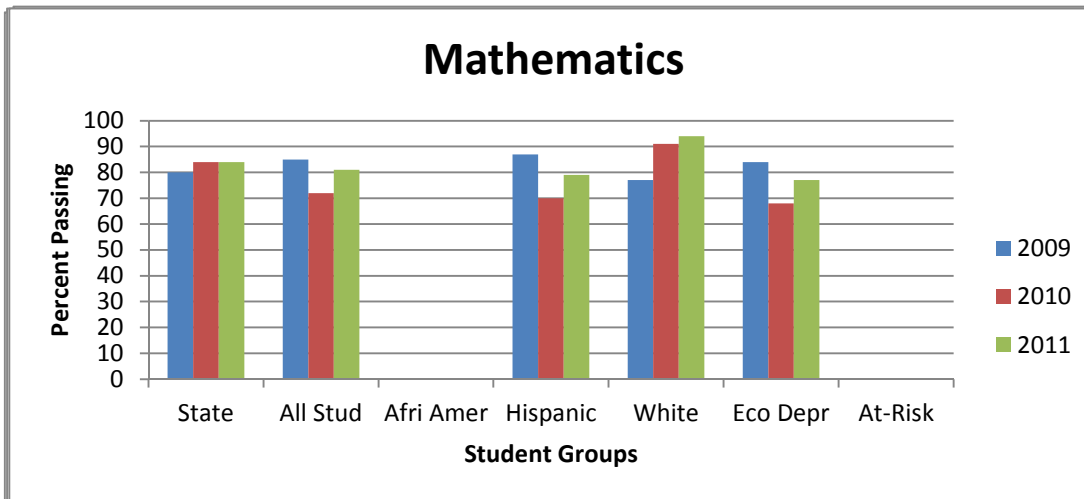
Reading/English Language Arts

Year	State	All Stud	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	88	97	*	96	100	95	N/A
2010	90	85	*	83	100	82	N/A
2011	90	87	*	87	88	84	N/A



Mathematics

Year	State	All Stud	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	80	85	*	87	77	84	N/A
2010	84	72	*	70	91	68	N/A
2011	84	81	*	79	94	77	N/A



* Indicates that there were too few students to generate a passing rate.

N/A = Data not available

Appendix C—Evaluation of School Year 2010-2011 Programs and Services

Campus Name: Alamo Elementary

SCE FUNDED PROGRAM/STRATEGY	CRITERIA TO MEASURE SUCCESS	NUMBER SERVED	NUMBER MEETING CRITERIA	PERCENT MEETING CRITERIA
At-Risk Counselor	Mastery of TEKS objectives	436	351	80.5%
Library Aide	Mastery of TEKS objectives	436	351	80.5%
Motor Skills Development	Mastery of TEKS objectives	436	351	80.5%
Tutorials	Mastery of TEKS objectives	473	160	33.8%
Response to Intervention	Mastery of TEKS objectives	473	160	33.8%

Based upon the evaluation, the programs funded with State Compensatory Education (SCE) funds during school year 2010-2011, the school realized mixed results with the At-Risk Counselor, Library Aide, and Motor Skills Development Programs are showing satisfactory results at 80.5 percent of the participating students achieving the success criteria while the Tutorials and Response to Intervention (RtI) did not meet with expectations with only 33.8 percent achieving the success criteria. The school will drop the Motor Skills Development Program beginning with school year 2011-2012 and concentrate its resources on the remaining four programs.

Appendix D—State Compensatory Education Budget

The authority for funding the State Compensatory Education program is found in the Texas Education Code (TEC) Section 42.152. For each student who is educationally disadvantaged or who is a student who does not have a disability and who resides in a residential placement facility in a district in which the student's parent or legal guardian does not reside, a district is entitled to an annual allotment equal to the adjusted basic allotment multiplied by 0.2. The adjusted basic allotment is multiplied by 2.41 for each full-time equivalent student who is in a remedial and support program under 29.081 because the student is pregnant.

The number of educationally disadvantaged students is determined by averaging the best six months' enrollment in the national school lunch program of free or reduced-price lunches for the preceding school year. Determination of the number of such students is based on the number of students actually receiving free or reduced-price lunches as submitted to the Texas Education Agency (TEA) on monthly reimbursement claims. Section 5.2 of HB 3646 amended the Texas Education Code (TEC) Section 42.152(c) to increase the indirect cost or administrative allowable to forty-five percent (45%); however, the district must expend at least fifty-five percent (55%) for direction instructional services that benefit students in at-risk situations. Although not effective at the time this plan was developed, the 82nd Texas Legislature authorized the State Board of Education (SBOE) to increase the indirect cost rate to forty-eight percent (48%) beginning with the 2011-2012 school year. It is anticipated that the increased rate will be approved by the SBOE and made effective with the 2011-2012 school year.

Following is a budget and list of full-time equivalents funded with State Compensatory Education funds for school year 2011-2012.

TECS Budget Worksheet

FY2012 State Compensatory Education

Ft Stockton ISD

186-902

Total Amount Budgeted for
FY2012

Account Code

Account Title

102 ALAMO EL

199-11-6119-00-102-2-30-0-00	Instrl / Salaries--Prof Prsnl	\$156,208.00
199-11-6129-00-102-2-30-0-00	Instrl / Salaries--Sup Prsnl	\$54,411.00
199-11-6141-00-102-2-30-0-00	Instrl / Soc Sec/Medicare	\$1,946.70
199-11-6142-00-102-2-30-0-00	Instrl / Grp Health/Life Insur	\$15,660.00
199-11-6145-00-102-2-30-0-00	Instrl / Unemployment	\$288.55
199-31-6119-00-102-2-30-0-00	Counseling / Salaries--Prof Prsnl	\$48,781.00
199-31-6141-00-102-2-30-0-00	Counseling / Soc Sec/Medicare	\$707.32
199-31-6142-00-102-2-30-0-00	Counseling / Grp Health/Life Insur	\$3,710.00
199-31-6145-00-102-2-30-0-00	Counseling / Unemployment	\$66.83

102 ALAMO EL Total \$281,779.40



**TECS Personnel Summary Detail
FY2012 State Compensatory Education**

186-902

Ft Stockton ISD

102 ALAMO EL

Name	Position	Grade Span	Subject Area	Func Code	Obj Code	Annual Salary	Days Paid/Cont	% Paid	Salary Funded	Deduc. Code	SS/ Med (6141)	Health/ Life (6142)	Work Comp (6143)	Unemp Comp (6145)	TRS (6146)	Salary/ Benefits Funded
Curtis, Alicia	Teacher	KG-03	RTI	11	6119	\$53,418	187/187	100.00	\$53,418.00	DED	0.00	3,710.00	0.00	73.18	0.00	\$57,201.18
Dominguez, Rosario	Aide	KG-03	Instructional Assistance	11	6129	\$22,945	187/187	100.00	\$22,945.00	DED	0.00	3,710.00	0.00	31.43	0.00	\$26,686.43
Houston, Belva	Teacher	KG-03	RTI	11	6119	\$54,530	187/187	100.00	\$54,530.00	DED	790.68	410.00	0.00	74.71	0.00	\$55,805.39
Pena, Alma R.	Aide	KG-03	Instructional Assistance	11	6129	\$17,192	187/187	100.00	\$17,192.00	DED	249.28	410.00	0.00	23.55	0.00	\$17,874.83
Perez, Anabel	Counselor	KG-03	At-Risk Counseling.	31	6119	\$48,781	187/187	100.00	\$48,781.00	DED	707.32	3,710.00	0.00	66.83	0.00	\$53,265.15
Rojas, Rebecca	Teacher	KG-03	Motor Skills	11	6119	\$48,260	187/187	100.00	\$48,260.00	DED	699.77	3,710.00	0.00	66.12	0.00	\$52,735.89
Villa, Enedelia	Aide	KG-03	Instructional Assistance	11	6129	\$14,274	187/187	100.00	\$14,274.00	DED	206.97	3,710.00	0.00	19.56	0.00	\$18,210.53
Campus 102 ALAMO EL Total															\$281,779.40	

State Compensatory Education

Ft Stockton ISD

Appendix E—Assurances and Good Practices

State and Local Effort

State and local funds are used to provide the regular program of instruction for all students to include general operating costs of instruction, which includes expenses related to buildings, maintenance, and utilities, as well as salaries and related expenses for instructional and support staff and instructional materials.

Improvement and Enhancement

State Compensatory Education funds are used to improve and enhance the regular program of instruction for students who are at risk of academic failure or dropping out of school as defined in the state rules and Fort Stockton ISD's at-risk criteria where applicable.

Coordination of Funding

All federal, state, and local funds received by the Fort Stockton ISD will be coordinated to ensure that all of the programs are operated in an effective and efficient manner. All students are guaranteed equal access to all foundation programs and services provided by the district. The integrity of the supplemental programs is maintained.

Coordination of Instruction

Instruction will be coordinated between and among regular classroom teachers and special program staff who are serving students in the same content area. Instructional coordination will be skill and concept specific for activities that include assessment, instructional activities, and on-going monitoring of student progress. Special emphasis is given to collaborative planning between regular classroom teachers and the staff of special programs.