

Fort Stockton Apache Elementary

Campus Improvement Plan

2011-2012



Teaching Representatives	Non-Teaching Representative	Campus Administration	District Administration
Lisa Tillman, PK	Judy Bennett	Estela Casas	Paula Traynham
Corina Sanchez, K			
JoAnn Mott, 1 st	Business Representatives	Community Representatives	Parent Representatives
Karina Pacheco, 2 nd	Arcilia Contreras	Rosalinda Chavarria	Lydia Natividad
Lori Miller, 3 rd	Lydia Boswell	Gustavo Rodriguez	Magda Penson
Karen Suarez, Interventionist			

**Apache Elementary
Campus Improvement Plan
2011- 2012**

Goal 1: All students at Apache Elementary will demonstrate sustained academic performance growth in Reading and Math.

Objective 1: C-SCOPE curriculum alignment, assessments, and data disaggregation will result in 70% of all students, including sub groups, achieving mastery on standardized assessments.

Statement of Need: All students will master STAAR reading and math objectives by the end of the third grade and meet AYP criteria (Standards have not been set by TEA for STAAR).

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
CNA RS M Coord.	Align and/or integrate all math, science, and social studies materials with district's C-SCOPE curriculum.	All	Principal, Curriculum Director, Cohort team, teachers	Aug. 2011 (ongoing) May 2012	May 2012	Cohort team, Curriculum Director, TEKS, text books, lesson plans.	\$9,000 Sub pay \$9,000 CSCOPE materials	Cohort and local sign In log,	CSCOPE Overviews, timelines, & subject Yagomatics, unit tests, STAAR scores
CNA RS M Coord.	Provide training in CSCOPE ELA, Math, Science and Social Studies for all teachers.	All	Consultant, Curriculum Director, Principal	Aug. 2011 (ongoing) May 2012	May 2012	Consultant, Curriculum Director, Principal	\$9,000 Sub Pay Local	Sign In Logs Agendas	CSCOPE reports, STAAR scores, AEIS, Benchmarks, Unit Test
CNA RS M Coord.	Provide teachers instruction and support in research-based reading comprehension strategies.	All	Curriculum Director, Principal	Sept. 2011 (ongoing)	May 2012	Region 18 Staff & Curriculum Director	\$500 TI-ARRA (District)	Sign In Logs Agendas	CSCOPE reports, STAAR scores, AEIS, Benchmarks, Unit Test
CNA RS M Coord.	Provide teachers instruction and support in vocabulary development, including ELA reading academic vocabulary, using a variety of strategies.	All	Curriculum Director, Principal	Sept. 2011 (ongoing)	May 2012	Region 18 Staff & Curriculum Director	\$9,000 TI-ARRA (District)	Sign In Logs Agendas	CSCOPE reports, STAAR scores, AEIS, Benchmarks, Unit Test
CNA RS M Coord.	Provide teachers with focused professional development and implementation of best instructional practices in math.	All	Curriculum Director, Principal	Sept. 2011 (ongoing)	May 2012	Region 18 Staff & Curriculum Director	\$9,000 TI-ARRA (District)	Sign In Logs Agendas	CSCOPE reports, STAAR scores, AEIS, Benchmarks, Unit Test
RS A	Teachers will keep a Data binder with student data and data disaggregation info.	All	Teachers	Aug. 2011 (ongoing) May 2012	May 2012	Data information and binder	\$200	Data binder	STAAR report Smart goals Required Data

Schoolwide Components

CNA	Comp. Needs Assess	PI	Parental Involvmt.
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-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

HQ A	Analyze 2011 TAKS and TPRI data to identify areas of strength and weakness.	ALL	Principal teachers	Aug./Sept. 2010	May 2012	TAKS data and TPRI data	\$0	Sign In Log Agenda	Data disaggregation reports by grade level
HQ A	Use results of Texas Primary Reading Inventory to diagnose reading difficulties.	All	Teachers	BOY-Sept./Oct. MOY-Jan. EOY-April	BOY-Sept./Oct. MOY-Jan. EOY-April	TPRI Kits	Sub Pay \$6,000	TPRI Results	STAAR scores TPRI data
HQ A	Administer the Brigance (Pre/Post) to all PK students.	All PK	Teachers	Aug./Sept 2011	May 2012	Teachers Brigance Kits	Sub Pay \$260	Brigance report	Report Card
HQ A	Administer Star Early Literacy/Star Reading to students in K-3.	Students K-3	Teachers Interventionist	Sept. 2011 Jan. 2012 April 2012	April 2011	Teachers Computer Lab Interventionist	\$0	Star reports	STAAR scores Star reports
HQ A	Administer CSCOPE Unit tests as applicable.	All students in K-3	Teachers	At the end of each six weeks in 2011-2012	May 2012	Teachers DMAC	\$0	Unit Test Scores DMAC Data	STAAR scores EOY TPRI Scores
HQ A	Develop, implement, and monitor benchmark assessments to prepare for standardized testing and to guide both reading and math instruction.	All students in K-3	Teachers	Oct. 2011 Jan 2012 April 2012	May 2012	Teachers	\$0	Benchmark assessments	STAAR scores EOY TPRI Benchmark scores
HQ A	Student progress will be monitored regularly and discussed at RTI meetings.	All students in K-3	RTI team and classroom teachers	Aug. 2011 (ongoing)	May 2012	RTI Team Teachers	\$0	Lexia reports, Star reports, report card, benchmarks, & TPRI	STAAR scores TPRI Scores
CNA RS Coord.	Tutoring within the school day for students in Tier 2 and Tier 3 levels.	K-3 Identified students by RTI team	Floating Tutors, aides	Aug. 2011 (ongoing)	May 2012	Floating Tutors. Aides,	Pinon Grant, SCE \$60,000	Lexia reports, Star reports, report card, benchmarks, & TPRI	STAAR scores EOY TPRI
CNA RS Coord	After School Homework Club to assist students with homework.	3 rd Grade	Teacher	Sept. 2011 (ongoing)	May 2012	High school student tutors, teacher, snacks	Pinon Grant \$3,200	Attendance Roster, Reading/Math grades	STAAR scores
CNA RS	Continue with phonics program (Saxon Phonics).	K, 1, & 2 students	K, 1, & 2 teachers	Aug. 2011 (ongoing)	May 2012	Teachers Phonic Kits	\$7,500	Lesson Plans Report Card Local Assessments	EOY TPRI Scores

Schoolwide Components

CNA	Comp. Needs Assess	PI	Parental Involvmt.
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-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

CNA RS PD	Continue with collaboration and grade level planning.	All	All teachers	Aug. 2011 (ongoing)	May 2012	Teachers	\$0	Grade level minutes & sign in log	SMART goals STAAR scores TPRI scores
CNA RS	Continue Accelerated Math in 3 rd grade.	All 3 rd grade students	Teachers	Sept. 2011 (ongoing)	May 2012	Teachers and computers software	Technology funds \$2,000	Accelerated Math reports	STAAR scores Report card grades
CNA RS	Continue to expand Accelerated Math to include 2 nd grade.	All 2 nd grade students	Teachers	Sept. 2010 (ongoing)	May 2012	Teachers Computers Software	Technology funds \$2,000	Accelerated Math reports	Report card grades
CNA RS	Math Facts in a Flash software will be utilized to enrich/remediate students with math facts.	2 nd and 3 rd grade students	2 nd & 3 rd grade teachers	Sept. 2010 (ongoing)	May 2012	Teachers Computers Software	\$1,200 Local	Math Facts in a Flash reports	Report card grades
CNA RS	Use Waterford Math for struggling students	Identified struggling students	Resource teacher & Interventionist	Sept. 2011 (ongoing)	May 2012	Resource teacher, Interventionist. Waterford Program	\$2,500 Software License	Waterford Math reports	STAAR scores
CNA RS	Expand Mountain Math to include 2 nd grade for supplementary spiral math review.	All	Teachers	Sept. 2011 (ongoing)	May 2012	Teachers	\$500	Lesson plan Observations	STAAR scores Math benchmarks

Schoolwide Components

CNA	Comp. Needs Assess	PI	Parental Involmt.
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-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Goal 1: All students at Apache Elementary will demonstrate sustained academic performance growth in Reading and Math.									
Objective 2: 100% of instructional staff will utilize technology to generate new learning, create solutions to problems, and inquire into new frontiers for technological advancement to be prepared for "a technologically advancing world".									
Statement of Need: Technology will move from a technical tool to a learning tool to increase the effectiveness of student learning, instructional management and staff development.									
School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
CNA RS Coord	Improve academic achievement through the use of computer assisted instruction by implementing Lexia, Reading Plus, Reading Coach, Accelerated Reading, Accelerated Math, Study Island, Waterford, & Math in a Flash software.	All	Principal, Teachers, Computer Lab aide	Aug. 2011 (ongoing)	May 2012	Teachers, Computer Lab aide, computers, computer lab, software.	\$ 7,000 software licenses	Computer Lab schedule, program reports	Report Card STAAR scores
CNA RS PD	Provide staff development for integrating technology for planning, teaching, and learning , and instructional management.	All	Principal, Teachers, Computer Lab aide	Aug. 2011 (ongoing) May 2012	May 2012	Teachers, Computer Lab aide, computers, computer lab, software.	\$1,000	Computer Lab schedule, program reports	STAAR scores
CNA RS A	Utilize DMAC Solutions program with a scanner to gather student testing data.	All	Principal, Teachers, Computer Lab aide	October 2011 (ongoing) May 2012	May 2012	DMAC program, scanner, computer, computer lab aide	\$1,000	DMAC Reports	STAAR scores
HQ PD	All new professional staff will successfully complete TTCCP certification.	All	Technology Director	July 2011 April 2012	May 2012	Technology Director & Technology Lab	In house	Certificate	Successful completion of all skills
PD	Create "experts-on-site" to share technology expertise including Smart Board, TANGO, & response system.	All	Technology Director	Aug. 2011 (ongoing) May 2012	May 2012	Technology Director & Technology Lab	\$1,000	Sign in logs	STAAR scores

Schoolwide Components			
CNA	Comp. Needs Assess	PI	Parental Involvmt.
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-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Goal 1: All students at Apache Elementary will demonstrate sustained academic performance growth in Reading and Math.									
Objective 3: 100% of the students will be provided appropriate programs/instructional methods to meet their unique needs (Special ed, dyslexia, bilingual, priority for services migrant students, gifted, at risk, economically disadvantaged, and homeless).									
Statement of Need: All students will master STAAR reading and math objectives by the end of the third grade and meet AYP criteria (Standards have not been set by TEA for STAAR).									
School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
HQ A	Student progress will be monitored regularly and discussed at RTI meetings.	All students in K-3	RTI team and classroom teachers	Aug. 2011 (ongoing)	May 2012	RTI Team Teachers	\$0	DIBELS results, report card grades, & any other assessment.	STAAR scores EOY TPRI
CNA RS Coord.	Tutoring within the school day for students in Tier 2 and Tier 3 levels.	K-3 Identified students by RTI team	Floating Tutors	Aug. 2011 (ongoing)	May 2012	Floating Tutors	Pinon Grant \$60,000	DIBELS Progress Monitoring scores	STAAR scores EOY TPRI
CNA RS Coord.	Technology/software programs will be used to support the learning of all students (Waterford, Lexia, Reading Coach, Reading Plus, Accelerated Reading, & Study Island.	ALL students in K-3.	Teachers, Computer Lab Aide	Aug. 2011-May 2012.	May 2012	Computer Lab, teachers, computer lab aide	\$8,000-Software Licenses	Reports generated by the different programs	STAAR scores EOY TPRI
CNA RS	Provide intervention strategies that will improve STAAR scores, reduce the retention rate, and reduce Special Ed referrals.	All	Teachers, Interventionist, floating tutors, & aides	Aug. 2011 (ongoing)	May 2012	Teachers, interventionist, floating tutors, aides, Read Naturally, Failure Free Reading, Soar to Success	T-1 SCE \$45,000	Progress monitoring	STAAR scores Retention rate Referrals
CNA RS HQ	Identified students will receive dyslexic instruction.	Identified students	Dyslexia teacher	Aug. 2011 (ongoing)	May 2012	Dyslexia teacher	SCE \$45,000	Dyslexic reports	STAAR scores EOY TPRI
CNA RS PD	Provide training on intervention strategies for teachers that serve special populations.	Special populations	Resource Teacher, Interventionist	Aug. 2011 (ongoing)	May 2012	Education Service Center-Region 18	SCE \$500	Lesson Plans Observations	STAAR scores
CNA RS HQ	Continue using the Inclusion Model (Sp.Ed) where appropriate.	Special Ed students	Resource Teacher & Classroom Teachers	Aug. 2011 (ongoing)	May 2012	Resource Teacher & Classroom Teachers	Sp. Ed.	Lesson Plans Report Cards Observations	STAAR scores Students in the Least Restrictive Environment

Schoolwide Components			
CNA	Comp. Needs Assess	PI	Parental Involvmt.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
ER	Empl./Recruitment	Coord	Coord./Integration

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

CNA RS PD	Provide staff development on accommodations and differentiated instruction to new staff.	Sp. Ed students/504 students	Principal, Special Ed staff	Oct. 2011	May 2012	Special Ed Staff	Sp. Ed.	Sign In Log, Agenda Lesson Plans	STAAR scores EOY TPRI
CNA RS Coord	Collaborate with regular education teachers, monitor goals and objectives on IEP's to insure student achievement.	Special Ed students	Principal, RTI team, Teachers	Aug. 2011 (Ongoing)	May 2012	Principal, RTI team, Teachers	Sp. Ed. SCE	RTI Meeting roster and notations	Report Card Grades STAAR scores
CNA RS	Offer tutorials for students needing additional reinforcement.	K, 1, & 2 grade students	Teachers	Oct. 2011 (ongoing)	May 2012	Teachers	SCE	Student List	Report Card EOY TPRI
CNA RS M	All teachers will implement the ELPS (English Language Proficiency Standards).	Bilingual PK-3 grade	Principal, bilingual teachers	Aug. 2011 (ongoing)	May 2012	Bilingual teachers	\$0	Lesson Plans Walk-throughs	STAAR scores TPRI Scores TELPAS
CNA RS	Provide second language acquisition instruction and strategies in grades K-3.	Bilingual PK-3 grade	Principal, bilingual teachers	Aug. 2011 (ongoing)	May 2012	Bilingual Teachers	\$0	Lesson Plans Observations	STAAR scores TPRI scores TELPAS
CNA PD	Provide all teachers with Navigating the ELPS professional books by John Seidnitz.	Bilingual students	Principal, bilingual teachers	Sept. 2011	May 2012	Professional books	TI-ARRA	Lesson Plans Observations	STAAR scores TPRI scores TELPAS C-SCOPE scores
CNA RS M	Provide a wide range of reading to develop science and social studies literacy.	Bilingual students	Bilingual teachers	Sept. 2011	May 2012	Weekly Readers Library Books Trade Books	\$1,000	Lesson Plans Observations	STAAR scores TPRI scores TELPAS C-SCOPE scores
CNA RS M	Provide a high level of visual and linguistic support to adapted text with pre-taught vocabulary utilizing concept maps, graphic organizers, audio visual material, reference materials, dictionaries, thesaurus (classroom libraries).	Bilingual students	Bilingual teachers	Sept. 2011	May 2012	Dinah Zike's Books on foldables, pocket charts, Bilingual teachers	\$1,000	Lesson Plans Observations	STAAR scores TPRI scores TELPAS C-SCOPE scores

Schoolwide Components

CNA	Comp. Needs Assess	PI	Parental Involvmt.
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-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

CNA RS M	Targeted focused instructional strategies to develop reading, math, science and social studies literacy skills to increase vocabulary and comprehension.	Bilingual students	Bilingual teachers	Sept. 2011	May 2012	ESC 18 consultants, Bilingual teachers	\$1,000	Lesson Plans Observations	STAAR scores TPRI scores TELPAS C-SCOPE scores
CNA RS	Implement the GT differentiated curriculum designated by the district.	GT students	Designated GT teachers	Aug. 2011	May 2012	ESC 18 consultants, teachers	\$1,000	Lesson Plans Observations	Products

Schoolwide Components

CNA	Comp. Needs Assess	PI	Parental Involvmt.
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-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Goal 1: All students at Apache Elementary will demonstrate sustained academic performance growth in Reading and Math.									
Objective 4: Provide quality professional development to support curriculum implementation and allow all staff to implement effective strategies to enhance learning for diverse populations and increase measurable student achievement.									
Statement of Need: Incorporated the rest of C-SCOPE Math, Science, and Social curriculum to improve student achievement.									
School-wide Components	Action/Strategy	Student Population	Staff Resp.	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation	Human/Materials		Formative	Summative
CNA RS M Coord.	Provide time for alignment/or integrate all materials with the district's C-SCOPE curriculum.	All	Principal, Curriculum, Director, Cohort Team, Teachers	Aug. 2011 (ongoing) May 2012	May 2012	Cohort team, Curriculum Director, TEKS, Text Books, Teachers, Lesson Plans.	\$9,000 Sub Pay Local \$9,000 TI-ARRA (District) CSCOPE materials	Benchmarks Sign In log,	CSCOPE Overviews, timelines, & subject Yagomatics, unit tests, STAAR scores
CNA RS M Coord.	Provide training in CSCOPE reading, math, science, and social studies' curriculum for all teachers.	All	ESC 18, Curriculum Director, Principal	Aug. 2011 (ongoing) May 2012	May 2012	ESC 18 Staff, Curriculum Director, Principal,	\$9,000 Sub Pay Local \$9,000 TI-ARRA (District)	Sign In Logs Agendas	CSCOPE reports, STAAR scores, AEIS, Benchmarks, Unit Test
CNA RS PD	Provide instructional staff opportunities to attend a variety of local workshops featuring best practices in core subjects.	All	Principal ESC 18	Aug. 2011 (ongoing) May 2012	May 2012	Sub Pay	\$65.00 per sub Local	Sharing of Info	STAAR scores TPRI scores TELPAS
CNA RS PD	Provide instructional staff opportunities to attend workshops that target the needs of Sp Ed students, Bilingual students, & at-risk students.	All	Principal ESC 18	Aug. 2011 (ongoing) May 2012	May 2012	Sub Pay	\$65.00 per sub Bilingual	Sharing of Info	STAAR scores TPRI scores TELPAS
CNA RS PD	Train each grade level for the new or updated District technology (Smart Board & new software).	All	Technology Dept.	Aug. 2011 (ongoing) May 2012	May 2012	Sub Pay	\$65.00 per sub Local Tech	Informal observation of using technology	STAAR scores TPRI Scores TELPAS

Schoolwide Components			
CNA	Comp. Needs Assess	PI	Parental Involvmt.
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-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Goal 2: Encourage and increase parent and community involvement.									
Objective 1: Continue to develop partnerships with communities, business, higher education entities, and other governmental entities.									
Statement of Need: Parental and community involvement is essential to student success.									
School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
PI T CNA	Solicit business, college, and community participation in education.	All	Campus Staff	Sept. 2011 -June 2012	May 2012	Principal, staff, Sul Ross	\$300	Business, college, and community participation	List of entity's participation
CNA E/R	Solicit Business and community funding for incentives.	ALL	Principal, any staff member	August 2011 June 2012	May 2012	Wal-Mart, SEED, Dairy Queen, Piñon Foundation, Lowe's, Stripes, & McDonalds	\$0	Grants Submitted	Grants and programs in place
T	Provide a day of visitation and orientation for Head Start.	All	Principal, counselor, Bilingual Director	May 2012	May 2012	Principal, Counselor, K teachers		Schedule of activities	List of students on campus and students who visited the bilingual classes.
PI	Principal and K teachers will communicate with Headstart parents on information related to Kindergarten.	Headstart students	Principal, K teacher, Headstart Director	April 2012	May 2012	Powerpoint presentation, presentation equipment, handouts	\$0	Parent Sign-In Log	List of parental participation from Parent Sign-In Log.
CNA RS	3 rd grade students will attend Sul Ross or host a college day to dream, plan, & achieve future college goals.	3 rd Grade Students	Principal Teachers	March/April 2012	May 2012	Bus	\$200 Local	What I Want to Be essay	Future college goals
PI	Communicate with public and private community agencies to ensure that the needs of children in homeless situations are met.	Homeless Students	Homeless Program Coordinator	Aug. 2011-May 2012	June 2012	Pecos County Community Action and local churches	\$0	Number of students in need	Number of students served

Schoolwide Components			
CNA	Comp. Needs Assess	PI	Parental Involvmt.
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-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Goal 2: Encourage and increase parent and community involvement.

Objective 2: Apache Elementary will provide support to maintain and/or increase communication between house and school in English and Spanish.

Statement of Need: Parental involvement through communication.

School-wide Components	Action/Strategy	Student Population	Staff Resp.	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
PI	Continue sending communication notes/letters in English and Spanish.	All	Principal, Counselor PTO	2011-2012 School year	May 2012	Principal	\$500	Copies of letters/notes	Parental satisfaction and feedback
PI	Sponsor parental involvement events such as parent meeting to discuss campus rating and report card, transition meeting, intervention meetings, Meet the Teacher Night, Family Book Fair Night, Drug Free, Family Science/Math Night, Open House/ Music programs and PTO meetings.	All	Principal, Counselor Teachers	Aug. 2011 May 2012	May 2012	Principal PTO Counselor Teachers	Local \$500	Sign-In Sheet	Increased parent participation
PI CNA	Conduct a needs assessment of families to determine parental satisfaction.	All	Principal	Aug. 2011 May 2012	Returned surveys	Principal	\$20.00	Copies of needs assessments	Parental satisfaction
PI	Teachers will maintain a Communication Log.	All	Principal	Aug. 2011 May 2012	May 2012	Teachers, Principal		Communication Log	Communication Log
PI	Teachers will conference with parents at the end of the first six weeks.	All	Principal Teachers	Oct. 2011	May 2012	Teachers Subs	Sub Pay \$1,800	Sign-In Sheet	Conference Forms with appropriate documentation.
PI	Provide online access for grades, txConnect	All	PEIMS	Aug. 2011	May 2012	Computer	\$0	Parent access	Survey
PI	Monitor absences daily. Make contact after two consecutive absences. Request parent conference as needed.	All	Principal, Teachers, PEIMS personnel	Aug. 2011 (ongoing)	May 2012	Telephone Paper Messenger	\$1,000	Parent Contact Log	Attendance report

Schoolwide Components

CNA	Comp. Needs Assess	PI	Parental Involvmt.
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-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

CNA PI	Provide parent programs that addresses ADD/ADHD, Reading & Math Strategies, & College Readiness.	All	Principal	Sept. 2011 (ongoing)	May 2012	Speakers Materials for different topics	\$400	Sign In Log	Parent survey
-----------	--	-----	-----------	----------------------	----------	---	-------	-------------	---------------

Schoolwide Components			
CNA	Comp. Needs Assess	PI	Parental Involvmt.
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-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Goal 3: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: Apache Elementary will receive safety training for all personnel.

Statement of Need: To ensure a safe, healthy, and drug-free environment.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
PD	Staff Development on accident prevention (i.e. blood borne pathogens, slips/trips/falls).	All	Principal, Nurse	Aug. 2011	June 2012	District Personnel		Record of attendance, presenter evaluation forms	Record of attendance
PD	Staff Development on use and proper storage of chemicals (HAZMAT) for custodians.	All	Principal	Aug. 2011	June 2012	ESC, District Personnel		Record of attendance	Record of attendance
PD	Crisis Prevention Intervention (CPI) staff development.	All	Principal & CPI team	Oct. 2010	June 2011	District Staff		Sign-in staff development sheets	Record of attendance
CNA RS	2-way radios will be purchased.	All	Principal	Nov. 2010	June 2011	Catalogs	\$1,000	Part of the District/Campus Emergency Operation Plan	Receipts Sign-Out Sheet

Schoolwide Components

CNA	Comp. Needs Assess	PI	Parental Involvmt.
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-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Goal 3: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 2: Apache Elementary will adopt programs to address citizenship and self-responsibility.

Statement of Need: To ensure a safe, healthy, and drug-free environment.

School-wide Components	Action/Strategy	Student Pop.	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implement.	Formative Evaluation			Formative	Summative
CNA Coord RS	Coordinate with local law enforcement and county officials to develop programs addressing drug/alcohol prevention, personal, safety, and truancy.	All	Principal	Sept. 2011	June 2012	DARE Officer, Law Enforcement		6 weeks attendance rates and disciplinary referrals	PEIMS
CNA Local	Conduct Safety Walkabouts.	All	Principal	Aug. 2011- May 2012	June 2012	Custodian		Monthly Safety Checklist	Cumulative Safety Report
Coord	Continue implementation of Red Ribbon Week, Safe Child, Character Education, & Bus Safety Program.	All	Principal, Counselor, Coach	August 2011- May 2012	June 2012	Campus Personnel	\$500	Lesson Plans, agendas, participation lists	Posters PEIMS
Coord	Implement/integrate the Catch Curriculum through Physical Education/Health classes to fulfill requirements for Coordinated School Health.	All	Principal Coach Nurse	Aug. 2011- May 2012	June 2012	Campus Personnel, CATCH curriculum	Local	# of referral, attendance records, STAAR scores for 2011	# of referral, attendance records, STAAR scores for 2011, Fitnessgram Data
CNA RS	Focus Committee will start a Behavior RTI model.	All	Principal, RTI team, Focus Committee	Sept. 2011	May 2012	Mrs. Granado ESC 18	\$1,000	Improved behavior	Behavior RTI model
CNA RS	Recognize students' positive behaviors in the classroom and across campus.	All	Principal, Mrs. Overton, Teachers	Aug. 2011 (ongoing)	May 2012	Tokens, Prizes	\$500	Improved behavior	Discipline data

Schoolwide Components

CNA	Comp. Needs Assess	PI	Parental Involvmt.
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-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Goal 4: Apache Elementary will ensure all teachers and Para-educators are highly qualified.									
Objective 1: Apache Elementary will recruit highly qualified teachers and Para-educators.									
Statement of Need: To ensure 100% of all core academic subject area teachers meet the highly qualified requirements.									
School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation	Human/Materials		Formative	Summative
HQ	Maintain contact with universities and regional education service centers Participate at Job Fairs.	All	Principal	Aug. 2011 –June 2012	June 2012	Director of Personnel, Job Fairs, Principals	\$500	Participation at Job Fairs	Sign-In sheets, List Applicants, resumes
HQ	Announce job vacancies locally and regionally in a timely manner.	All	Principal	As needed	June 2012	Director of Personnel, Job Fairs, Principals, Webmaster, local and regional media sources	\$500	Job vacancy announcements of appropriate media sources	Job vacancy announcements of appropriate media sources
HQ	Encourage Para-educators to pursue a teaching degree.	All	Principal	Aug. 2011-May 2012	June 2010	Principals, teachers		List of participants	Completion of degree

Schoolwide Components			
CNA	Comp. Needs Assess	PI	Parental Involvmt.
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-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	Migrant	OEYP	Optional Extended Year	
Sp. Ed.	Sp. Educ.	T-V A	Title V—Innovative	
Local	Local	T-II A	Title II, Part A	

Goal 4: Apache Elementary will ensure all teachers and Para-educators are highly qualified.

Objective 2: Apache Elementary will increase efforts to retain highly qualified teachers and para-educators.

Statement of Need: To ensure 100% of all core academic subject area teachers meet the highly qualified requirements.

School-wide Components	Action/Strategy	Student Population	Staff Resp.	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
HQ	Provides teacher mentor to new teachers to the district.	All	Principal	Aug. 2011	May 2012	Principal Substitutes	\$500	Teacher feedback	Teacher evaluation
HQ	Conduct analysis of teacher-pupil ratios to address staffing needs.	All	Principal	Feb. 2012	June 2012	Counselors, District and Campus Administration		Pupil-Teacher Ratio Reports	Pupil-Teacher Ratio Reports
HQ	Mentor/Mentee Checklist	Different grade levels	Principal	Aug. 2011	June 2012	Checklist	\$50	Completed checklist	Feedback/ survey

Schoolwide Components

CNA	Comp. Needs Assess	PI	Parental Involvmt.
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-I	Title I	T-IV	Title IV—Safe & Drug Free	
T-IC	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
Apache Elementary School

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



Fort Stockton Independent School District Apache Elementary School

Table of Contents

A Comprehensive Needs Assessment for School Year 2011-2012	3
Description of SCE Programs and Services, 2011-2012	4
Use of Other Resources for Compensatory Activities.....	5
Appendices.....	7
Appendix A—Identification of Students in At-Risk Situations	8
Appendix B—Three Year TAKS Results.....	9
Appendix C—Evaluation of School Year 2010-2011 Programs and Services.....	10
Appendix D—State Compensatory Education Budget.....	11
Appendix E—Assurances and Good Practices.....	12

Fort Stockton Independent School District

Apache Elementary School

A Comprehensive Needs Assessment for School Year 2011-2012

The Apache Elementary School serves approximately 384 students in grades Prekindergarten through 3. Based on data submitted to the Texas Education Agency in the NCLB Consolidated Federal Grant Application for school year 2011-2012, approximately 74.0 percent of the students enrolled in the school are eligible for free or reduced price lunches. This compares to the State average of 59.0 percent.

Turning to students in at-risk situations, based on the State criteria, the greatest numbers of students in at-risk situations are in the category “performing unsatisfactorily on a readiness test or assessment instrument during 2011-2012.” Two hundred thirty-two students or 60.4 percent of the total students enrolled were identified in this category. Sixty-seven students or 17.4 percent were classified as “limited English proficient (LEP) during 2011-2012 while 22 students or 5.7 percent had “not advanced from one grade to the next for one or more years.” Thus, over 250 students or approximately 65.1 percent of the 384 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 school as “Academically Acceptable” for school year 2010-2011, after being rated as “Exemplary” for school year 2009-2010. When comparing the spring 2011 TAKS results with the spring 2010 TAKS results, it becomes obvious that the decline in the rating was due to significant decreases in the passing rates for Hispanic and Economically Disadvantaged students. The achievement gap between these students and all students has increased between the spring 2011 and spring 2010 administrations. With the exception of White students in reading, all students and all student groups sustained losses in the passing rates between the spring 2011 and spring 2010 administration. (See Appendix B: Three-Year TAKS Results)

The programs and services paid for with State Compensatory Education funds during school year 2010-2011 were considered successful with success rates in excess of 80 percent. (See Appendix C: Evaluation of School Year 2010-2011 Programs and Services) Thus, one may conclude that the programs and services implemented at Apache Elementary School and funded with SCE funds while successful did not benefit Hispanic and Economically Disadvantaged students to the degree that would enable them to pass the TAKS tests at the desirable rates to maintain the school’s rating of Exemplary. Additional emphasis will be placed on these students during school year 2011-2012 in an attempt to increase their passing rates. Another factor to consider is the apparent lack of readiness of students in the early grades with approximately 80 percent of the students in grades Prekindergarten through first performing unsatisfactorily on the readiness test. The high percentage of students from low-income families probably contributes to the students’ lack of readiness. These two factors are indicative of the need for a strong Prekindergarten and Kindergarten programs.

In the opinion of the campus administrator, the greatest needs facing the campus are to begin early morning tutorials to address the needs of Hispanic and Economically Disadvantaged students, amend the campus improvement plan to address the findings of the audit of the bilingual program, continue using the CSCAPE curriculum and to continue encouraging parental involvement.

Description of SCE Programs and Services, 2011-2012 Apache 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:

School wide Comp.	Action/Strategy	Student Population	Staff Resp.	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
RS	At-Risk Counselor —Provides students in at-risk situations services over and above what is required by law.	Students in at-risk situations	Counselor	August 2011-May 2012	Teacher prepared tests and daily work	1.00 FTE Counselors	SCE Funded \$ 52,823	Mastery of TEKS objectives	Satisfactory performance on the TPRI or STAAR
RS	Class-Size Reduction —Reduces class size to provide more personal attention to students.	Students in at-risk situations	Principal	August 2011-May 2012	Teacher prepared tests and daily work	1.00 FTs Teacher	SCE Funded 57,962	Mastery of TEKS objectives	Satisfactory performance on the TPRI or STAAR
RS	Instructional Assistance —Aides provide reinforcement to students in the regular classroom.	Students in at-risk situations	Principal	August 2011-May 2012	Teacher prepared tests and daily work	4.60 FTs Paraprofessionals	SCE Funded \$110,008	Mastery of TEKS objectives	Satisfactory performance on the TPRI or STAAR
RS	Response to Intervention —A three tiered program designed to place struggling students in an intervention program to address their specific needs.	Students in at-risk situations	Principal	August 2011 May 2012	Teacher prepared tests and daily work	1.00 FTE Teacher	SCE Funded \$56,686	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. Accelerated instruction in reading and math is provided by three full-time teachers paid with these funds. The purpose of the Title I program is to provide opportunities for all students to acquire the knowledge and skills necessary to pass the State's challenging performance standards, i.e., the State of Texas Academic Assessment Readiness (STAAR). The program also encourages professional development and parental involvement activities.
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, professional development activities, parental involvement activities, and a summer program.
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 uses these funds to provide professional development activities to enhance the skills of teachers of English language learners. English language learners are considered to be in an at-risk situation by State definition. Part of the 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 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 State definition.
2. **Student Success Initiative:** This program provides financial assistance to school districts to purchase special materials to ensure that all students pass the TAKS 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 2010-2011 Programs and Services

Appendix D—State Compensatory Education Budget

Appendix E—Assurance and Good Practices

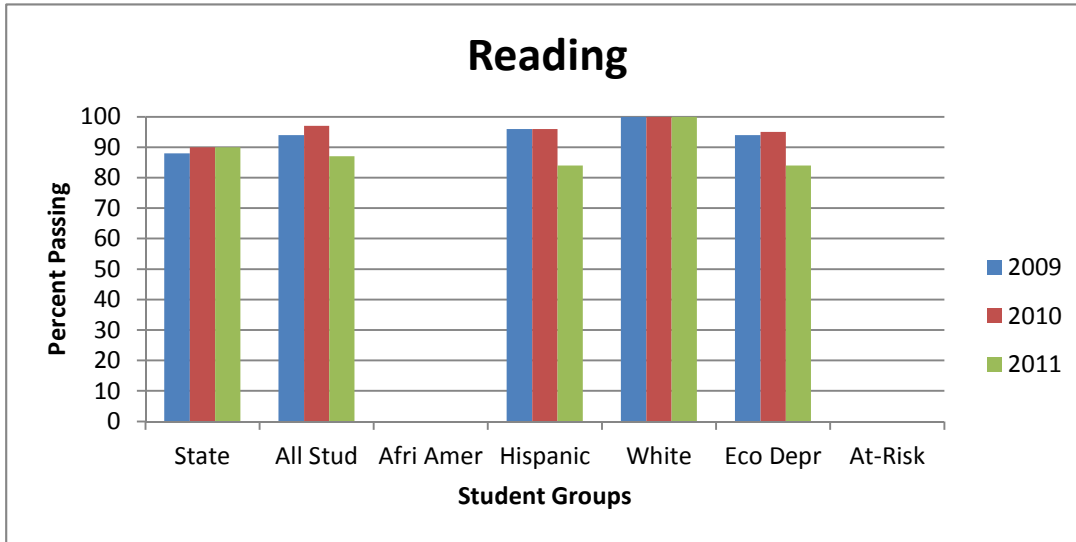
Appendix A—Identification of Students in At-Risk Situations

Number of students enrolled by grade level		PK	K	1	2	3	Total	Percent
		34	85	109	79	77	384	100.0%
	Number of students . . .							
A	not advanced from one grade to next for one or more years	0	2	2	7	11	22	5.7%
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	32	57	91	24	28	232	60.4%
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	8	13	19	15	12	67	17.4%
K	in custody or care of the Department of Protective and Regulatory Services or referred to that Department during 2011-2012	0	0	0	0	0	0	0.0%
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

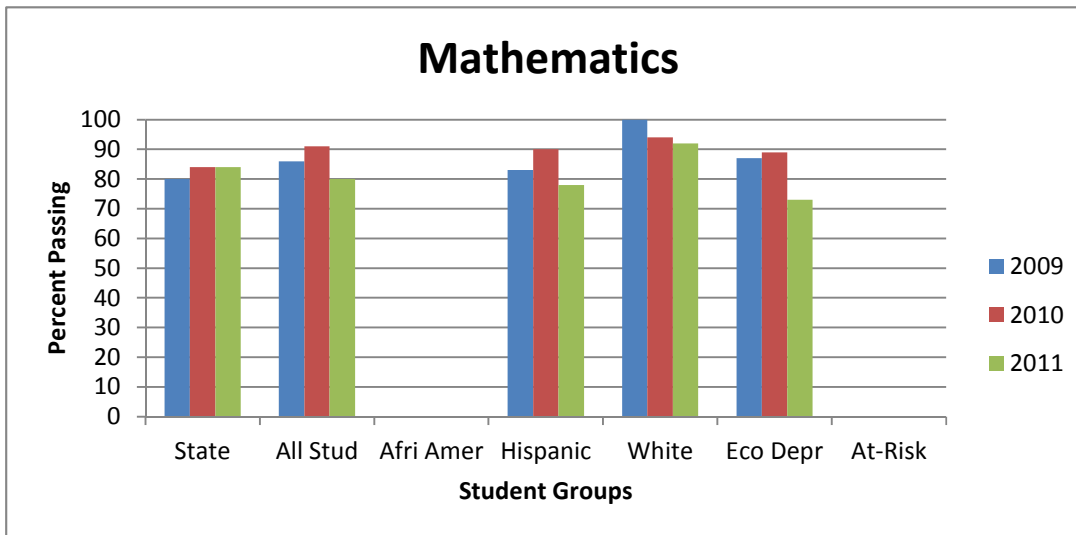
Reading/English Language Arts

Year	State	All Stud	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	88	94	*	96	100	94	N/A
2010	90	97	*	96	100	95	N/A
2011	90	87	*	84	100	84	N/A



Mathematics

Year	State	All Stud	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	80	86	*	83	100	87	N/A
2010	84	91	*	90	94	89	N/A
2011	84	80	*	78	92	73	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: Apache Elementary

SCE-FUNDED PROGRAM/STRATEGY	CRITERIA TO MEASURE SUCCESS	NUMBER SERVED	NUMBER MEETING CRITERIA	PERCENT MEETING CRITERIA
At-Risk Counselor	Satisfactory performance on the TAKS/TPRI	347	278	80.1%
Library Aide	Satisfactory performance on the TAKS/TPRI	347	278	80.1%
Instructional Assistance	Satisfactory performance on the TAKS/TPRI	347	278	80.1%
Motor Skills Development	Satisfactory performance on the TAKS/TPRI	347	278	80.1%

The evaluation results of the programs implemented with SCE funds met with the school's expectations with over 80% of the participating students achieving the success criterion for the At-Risk Counselor, the Library Aide, Instructional Assistance, and Motor Skills Development Programs. Based upon the success of these programs, they will be implemented again during school year 2011-2012. The Motor Skills Development Program will not be implemented during school year 2011-2012; however, it will be replaced with the Response to Intervention (RtI) Program in an effort to better meet the needs of struggling students.

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. A district may use up to forty-five percent (45 %) if its allotment for indirect costs or administration; however, each district must use at least fifty-five percent (55%) of its allotment for instructional purposes. 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

104 APACHE EL

199-11-6119-00-104-2-30-0-00	Instrl / Salaries--Prof Prsnl	\$106,308.00
199-11-6129-00-104-2-30-0-00	Instrl / Salaries--Sup Prsnl	\$91,809.40
199-11-6141-00-104-2-30-0-00	Instrl / Soc Sec/Medicare	\$1,781.56
199-11-6142-00-104-2-30-0-00	Instrl / Grp Health/Life Insur	\$24,486.00
199-11-6145-00-104-2-30-0-00	Instrl / Unemployment	\$271.42
199-31-6119-00-104-2-30-0-00	Counseling / Salaries--Prof Prsnl	\$51,594.00
199-31-6141-00-104-2-30-0-00	Counseling / Soc Sec/Medicare	\$748.11
199-31-6142-00-104-2-30-0-00	Counseling / Grp Health/Life Insur	\$410.00
199-31-6145-00-104-2-30-0-00	Counseling / Unemployment	\$70.68
	104 APACHE EL Total	\$277,479.17



TECS Personnel Summary Detail
FY2012 State Compensatory Education

186-902

Ft Stockton ISD

104 APACHE 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
Chavez, Angela	Aide	PK-03	Instructional Assistance	11	6129	\$22,348	187/187	100.00	\$22,348.00	DED	0.00	3,710.00	0.00	30.62	0.00	\$26,088.62
Faulkenberry, Sandra	Aide	PK-03	Instructional Assistance	11	6129	\$14,273	187/187	80.00	\$11,418.40	DED	165.57	2,968.00	0.00	15.64	0.00	\$14,567.61
Fierro, Imela	Aide	PK-03	Instructional Assistance	11	6129	\$17,862	187/187	100.00	\$17,862.00	DED	259.00	3,710.00	0.00	24.47	0.00	\$21,855.47
Garza, Mary	Aide	PK-03	Instructional Assistance	11	6129	\$21,497	187/187	100.00	\$21,497.00	DED	311.71	3,710.00	0.00	29.45	0.00	\$25,548.16
Horton, Adrene	Counselor	PK-03	At-risk Counseling	31	6119	\$51,594	187/187	100.00	\$51,594.00	DED	748.11	410.00	0.00	70.68	0.00	\$52,822.79
Measday, Donna	Teacher	PK-03	Class-Size Reduction	11	6119	\$53,404	187/187	100.00	\$53,404.00	DED	774.36	3,710.00	0.00	73.16	0.00	\$57,961.52
Mendoza, Connie	Aide	PK-03	Instructional Assistance	11	6129	\$23,355	187/187	80.00	\$18,684.00	DED	270.92	2,968.00	0.00	25.60	0.00	\$21,948.52
Suarez, Karen	Teacher	PK-03	RTI	11	6119	\$52,904	187/187	100.00	\$52,904.00	DED	0.00	3,710.00	0.00	72.48	0.00	\$56,686.48
Campus 104 APACHE EL Total															\$277,479.17	

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.