



# Fort Stockton Independent School District

## District Improvement Plan

### 2011-2012

Teaching Representatives	Non-Teaching Professional Representatives	Chairperson	District-wide Administration
Roy Alvarado, High School	Darrel Adkison, High School	Paula Traynham	Ralph Traynham
Renee Bruno, High School	Joe Baker, Alamo		
Dena Carpenter, High School	Estela Casas, Apache		
Lindy Cordero, Middle School	Zana Hanson, Intermediate		
Denise Crenshaw, Alamo	Gil-Ray Madrid, Middle School		
Lynn Dickinson, Alamo			
Anita Ibarra, Middle School			
Sandra LaFon, Alamo	Business Representatives	Community Representatives	Parent Representatives
JoAnn Mott, Apache	Laura Flores	Rosemary Graves	Michelle Huckaby
Corina Sanchez, Apache	Sal Salazar	Clarisa Lujan	JoAnna Leyva
Jared Smith, Intermediate			Jane Velasquez
Anthony Urias, Middle School			
Luis Villarreal, Intermediate			

**Fort Stockton Independent School District  
2011-2012**

**Mission Statement**

The mission of the Fort Stockton Independent School District is to remain totally committed to the development of students as lifelong learners and productive, self-sustaining contributors to society.

**Goals and Objectives**

**Goal 1: All students, including all sub groups, will reach high standards based on AEIS and AYP passing guidelines.**

- Objective 1: Curriculum alignment will result in 100% of all students, including all sub groups, achieving mastery on standardized assessments.
- Objective 2: 100% of instructional staff will utilize technology to generate new learning, create solutions to problems, design innovative applications, and inquire into new frontiers for technological advancement to be prepared for “a technologically advancing world.”
- Objective 3: 100% of the students will be provided appropriate programs/instructional methods to meet their unique needs (Special ed, dyslexia, CTE, bilingual/ESL, priority for services migrant students, gifted, at-risk, economically disadvantaged, pregnant and homeless).
- Objective 4: The District will 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.

**Goal 2: The Fort Stockton Independent School District will increase parental and community involvement.**

- Objective 1: The District will continue to develop partnerships with community, business and higher education entities, and other governmental entities.
- Objective 2: The District will provide support to maintain and/or increase communication between home and school in English and Spanish.

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

- Objective 1: The District will provide safe school training for all personnel.
- Objective 2: The District will ensure that campuses conduct programs to address citizenship and self-responsibility (drugs, etc).

**Goal 4: FSISD will ensure all teachers and para-educators are highly qualified.**

- Objective 1: FSISD will determine compliance with highly qualified standards.
- Objective 2: FSISD will recruit and retain highly qualified teachers and para-educators.

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**No Child Left Behind 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.**

**Goal 3: All students will be taught by highly qualified teachers.**

**Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.**

**Goal 5: All students will graduate from high school.**

**District Improvement Plan  
2011-2012**

**Goal 1:** All students, including all sub groups, will reach high standards based on AEIS and AYP passing guidelines.

**Objective 1:** Curriculum alignment will result in 100% of all students, including all sub groups, achieving mastery on standardized assessments.

**Statement of Need:** FSISD has not yet achieved recognized status at all grade levels in all core areas.

School wide Comp.	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
CNA RS M Coord.	Instructional staff will attend CSCOPE curriculum training	All	Principals, Curriculum Director	August	Participation in Curriculum Cohort Groups	Core teachers	Local	Review of CSCOPE curriculum documents	Implementation of CSCOPE curriculum in grades K-12
CNA RS M Coord.	Staff from core areas will utilize CSCOPE strategies and activities for continuity of instruction in grades K-12	All	Principals, Curriculum Director	August	Unit assessments, benchmarks and principal observations	CSCOPE documents, TEKS, textbooks	T-IARRA Local	Review of CSCOPE curriculum documents	Implementation of CSCOPE curriculum in grades K-12
CNA RS M Coord.	Administer benchmark assessments for all students	All	All instructional staff	October	Benchmark assessments	DMAC Unit Tests	Local	Prior assessments, curriculum documents	Review analyzed benchmark assessments

Schoolwide Components			
<b>CNA</b>	Comp. Needs Assess	<b>PI</b>	Parental Involvement
<b>RS</b>	Reform Strategies	<b>T</b>	Transition
<b>HQ</b>	Highly qualified staff	<b>A</b>	Teacher Inventory in
<b>PD</b>	Professional Development	<b>M</b>	Assist. For Mast.
<b>E/R</b>	Employment/Recruitment	<b>Coord.</b>	Coord./Integration

Program Budget Codes					
<b>T-I</b>	Title I	<b>T-IARRA</b>	Stimulus funds	<b>Perkins</b>	Career And Technology funds
<b>T-IA</b>	Schoolwide	<b>SCE</b>	State Comp Education	<b>EDUJOBS</b>	Stimulus funds
<b>T-IC</b>	Migrant	<b>SSI</b>	Student Success		
<b>T-IIA</b>	Title II, Part A	<b>IDEA-B</b>	Sp. Education		
<b>T-III</b>	Ltd English Prcnt	<b>Local</b>	Local		

**District Improvement Plan  
2011-2012**

**Goal 1:** All students, including all sub groups, will reach high standards based on AEIS and AYP passing guidelines.

**Objective 2:** 100% of instructional staff will utilize technology to generate new learning, create solutions to problems, design innovative applications, and inquire into new frontiers for technological advancement to be prepared for "a technologically advancing world."

**Statement of Need:** Technology needs to move from a technical tool to a learning tool district wide

School wide Comp.	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Formative	Summative
CNA RS PD M Coord.	Evaluate and update technology hardware, software and related training in order to integrate technology into the learning process	All	Technology Coordinator, Principals	Monthly	Skills assessment	Special Ed. Funds, Title I Funds, Technology Coordinator, Curriculum Director, Teachers, Principals and Technology Task Force for each campus	\$750,000 Bond Year 4	Star Chart, Texas Teacher Competency Certification	Teacher/Student products that reflect TEKS/TAKS/STAAR reporting categories

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**District Improvement Plan  
2011-2012**

**Goal 1:** All students, including all sub groups, will reach high standards based on AEIS and AYP passing guidelines.

**Objective 3:** 100% of the students will be provided appropriate programs/instructional methods to meet their unique needs (Special ed, dyslexia, CTE, bilingual/ESL, Priority for Services migrant students, gifted, at-risk, economically disadvantaged, pregnant, and homeless).

**Statement of Need:** PBMAS indicates lack of significant progress on TAKS Math/Reading/ELA and Science for Special Ed., ESL/Bilingual and Economically Disadvantaged students. Curriculum audit indicates a need for more students to take the SAT, ACT, Pre AP, AP and Honors courses

School wide Comp.	Action/Strategy	Student Population	Staff Responsible	Timeline	Resources	Budget Amount	Evaluation Measures
CNA	Provide specialized support for struggling students to improve the passing rate in core academic classes and on state assessments	Target low performance sub groups	Principals, Program Directors, Curriculum Directors	August	Class rosters of enrollment in special programs	T-IA \$789,662 T-IARRA \$10,000 T-IC \$69,000 T-IIA \$156,229 T-III \$25,000 IDEA-B \$300,000	STAAR scores, Percent of failures, Benchmark scores  State assessment scores
CNA	Provide specialized support for high achieving students to ensure a rigorous and diverse curriculum preparing students for a broad range of career opportunities	High achievers including GT, CTE and Tech Prep	Principals, Program Directors, Curriculum Directors, Counselors, Teachers	August	Annually	G/T, Honors, Counseling services, SAT/ ACT training  Perkins \$50,000 Local T-IARRA \$9,000	Observations indicating use of differentiated strategies, Lesson plans  College enrollment upon graduation, Percentage of Commended Performance on TAKS, increased student enrollment in concurrent classes, increased number of ACT, SAT, and annual AEIS report
RS Coord	Implement pyramid of intervention for each grade level and campus (RTI)	Struggling students including dyslexic and 504	Principals, Program Directors, Instructional Staff	August	At each six week grading period	Tutors, Grand Central Station Staff, instructional staff, remediation programs  T-IC \$14,400 T-III \$6,800 IDEA-B \$25,000 Local	Record of intervention for each struggling student, tutorial sign-in sheet, documentation as provided in pyramid of intervention  State assessment scores, Report Cards

**Schoolwide Components**

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**District Improvement Plan  
2011-2012**

**Goal 1:** All students, including all sub groups, will reach high standards based on AEIS and AYP passing guidelines.

**Objective 4:** The District will 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:** There should be a clear linkage between professional development and district needs as indicated by student performance on AEIS.

School wide Comp.	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Formative	Summative
CNA RS	Develop a plan for staff development based on needs identified on State assessments AEIS and accountability reports (example training for CSCOPE, ESL certification training, Educating Children from Poverty, SIOP, Assertive Discipline, ELPS and classroom management)	Instructional Staff	District and Campus Administration	August	July	ESC, Local Staff, Professional Presenters, CPE records	T-IARRA \$20,000  Local  T-III \$8,000	Student performance on state assessments and comprehensive needs assessments	Record of staff development correlated to formative measures AEIS Report
Coord	Implement skills knowledge and techniques learned as a result of staff development	Instructional Staff	District and Campus Administration	August	May	Principals and in-service training		Curriculum Alignment	Lesson plans, PDAS

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**District Improvement Plan  
2011-2012**

**Goal 2:** The Fort Stockton Independent School District will increase parental and community involvement.

**Objective 1:** The District will continue to develop partnerships with community, business and higher education entities, and other governmental entities.

**Statement of Need:** Parental Involvement needed as indicated by teacher and community surveys.

School wide Comp.	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
PI T	Maintain agreements with Midland College and Sul Ross for concurrent courses	High School	District Administration	Aug Dec Jan May	Signed agreements with Midland College	College and district/High School Administration	Local	Number of courses and attendance records	Attendance records and final grades
PI T CNA	Solicit business and community participation in education	All	District and Campus Staff	Aug - July	Calendar of events	District and Campus Administration and Staff	Local	Business and community participation	Record of events
CNA E/R	Coordinate business and community funding for scholarships and incentives	All	District and Campus Administration	Aug - July	Signed contracts with students	District and Campus Administration, Students, Community	Grants and local	Number of Applicants	Scholarships in place Grants in place

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**District Improvement Plan  
2011-2012**

**Goal 2:** The Fort Stockton Independent School District will increase parental and community involvement.

**Objective 2:** The District will provide support to maintain and/or increase communication between home and school in English and Spanish.

**Statement of Need:** Parental Involvement through communication.

School wide Comp.	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation	Human/ Materials		Formative	Summative
PI M	Sponsor parental involvement events on each campus, such as Meet the Teacher Night, Open House, Reading Night, Math/Science Night, PTO, transition meetings, intervention and mentoring	All	District and Campus Administration, Staff	August - May	District and Campus calendars	Administrators and Teachers Mentor Training	Local T-III T-IC \$3,000	Sign-in Sheets	Increased parent participations
PI	School communication including Channel 16 and School Messenger will be provided in English and Spanish	LEP	Technology Coordinator, District and Campus Administration	July	Schedule of events	School personnel	Local	Program schedules	Copies of communications
PI	Parental access to txConnect/Parent Portal Assessment/Project SHARE	All	Technology	August	txConnect/Parent Portal Assessment/Project SHARE registration	Technology and Training	Local	Number of passwords requested	Parental satisfaction
PI	Provide information to students, parents and teachers about: a) Higher education admissions and financial aid opportunities and sources, b) The Texas Grant Program and Teach for Texas Grant Program, c) The need for students to make informed curriculum choices to be prepared for success beyond high school	7-12	Campus Administration, Counselors	August - May	Copies of information	College and school staff	Local	Student Rosters	Agendas, sign-in sheets
PI	Parents will be invited to participate in STAAR related motivational activities	All	Campus Administration, Counselors	Spring Semester	Oct-July	Personnel Parents	Local	Sign-up sheets	Increased parent participation

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**District Improvement Plan  
2011-2012**

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

**Objective 1:** The District will provide safe school training for all personnel.

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

School wide Comp.	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation	Human/ Materials		Formative	Summative
PD	Provide staff development on accident prevention (i.e. bloodborne pathogens, slips/trips/falls)	All	District and Campus Administration, Nurses	August	June	District personnel	Local	Record of attendance, presenter evaluation form	Sign in sheets and agenda for staff development
PD	Provide staff development on harassment and abuse of children	All	District Administration	August	June	District personnel	Local	Record of attendance and presenter evaluation form	Sign in sheets and agenda for staff development
PD	Provide staff development on use and proper storage of chemicals (HAZMAT)	All	District Administration	August	June	ESC Staff	Local	Record of attendance and presenter evaluation form	Sign in sheets and agenda for staff development
PD	Provide ICS/NIMS training to appropriate staff	All	District Administration	August	June	ESC Staff	Local	Record of attendance and presenter evaluation form	Certificate of completion
PD	Provide staff development to increase awareness and implement interventions as needed dropout reduction, conflict resolution, internet safety, bullying, and illegal drug usage	All	Campus Administration	August	June	ESC Staff	Local T-I T-IARRA	Record of attendance and presenter evaluation form	Certificate of completion
CNA Coord T	Collaboration with county government agencies to coordinate services and procedures in the district emergency operation plan	All	District Administration	August	June	District EOP ESC Staff	Local	Training for staff on crisis plan procedures, joint planning sessions between government entities	Practice drills and exercises accomplished using crisis intervention procedures
CNA Local	Conduct safety audits, exercises and drills	All	Campus Administration, Crisis Intervention Teams	August	May	ESC, Campus personnel	Local	Safety checklist	Safety audit performed by ESC personnel; submission of report to the Texas School Safety Center

**Schoolwide Components**

CNA	Comp. Needs Assess	PI	Parental Involvement
RS	Reform Strategies	T	Transition
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**Program Budget Codes**

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**District Improvement Plan  
2011-2012**

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

**Objective 2:** The District will ensure that campuses adopt programs to address citizenship and self-responsibility (drugs, etc.)

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

School wide Comp.	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
CNA Coord RS	Coordinate with local law enforcement and county officials to develop programs addressing drug/alcohol prevention, dropout prevention and truancy	All	District Administration	August	June	Law enforcement, ESC, Parent/Student Liaison	Local T-IA	6 weeks attendance, rates and disciplinary referrals	Year and summary of attendance and discipline data – PEIMS June submission
PD	Provide training to students on profiling characteristics of substance abusers, bullying, conflict resolution, date violence prevention and suicide prevention	All	District and Campus Administration, Counselors, Teachers	August	June	ESC, Law Enforcement Permian Basin Community Centers, School Nurses	Local T-I T-IARRA	Record of attendance and presenter evaluation form	Sign in sheets and agenda for staff development
CNA Coord Local	A drug dog will be provided by the district to regularly monitor school facilities and alert to possible drugs or paraphernalia brought to school	All	District Administration	August	May	K-9 officer trainer	Local	Monthly SRO Incident reports, 6 weeks disciplinary reports	End of year PEIMS, disciplinary reports
CNA Coord	Collaborate with parents to implement wellness programs and procedures through the School Health Advisory Council (SHAC)	All	District Administration	August	May	District personnel, parents	Local	Minutes of SHAC meetings, Report Cards	Fitnessgram results

**Schoolwide Components**

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**District Improvement Plan  
2011-2012**

**Goal 4:** FSISD will ensure all teachers and para-educators are highly qualified.

**Objective 1:** FSISD will determine compliance with Highly-Qualified standards.

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

School wide Comp.	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
E/R HQ	Evaluate personnel records	All	Central Office Staff	August/On-going	January/ On-going	Central Office Staff	Local	Personnel record evaluation	NCLB HQ report
E/R HQ	Recruit, hire and retain highly qualified personnel	All	District and Campus Administration	August/On-going	January/ On-going	Central Office Staff	Local EDUJOBS \$406,000	Certifications, Service Records	NCLB HQ report
HQ	Provide an individualized HQ plan for teachers and paraprofessionals to meet HQ	All	Teachers, Principal	August/On-going	January/ On-going	Campus Personnel	Local	HQ teacher plan	NCLB HQ report

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**District Improvement Plan  
2011-2012**

**Goal 4:** FSISD will ensure all teachers and para-educators are highly qualified.

**Objective 2:** FSISD will recruit and 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 Comp.	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
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HQ	Maintain contact with universities and regional education service centers and participate at job fairs	All	District and Campus Administration	August	August	Director of Personnel, Job Fairs, Principals	Local	Participation at job fairs	Sign-in sheets, list of applicants, resumes
CNA	Maintain a list of community members with available housing for teachers	All	District Administration	August	August	Director of Personnel	Local	List of housing available	List of housing available
HQ	Encourage teachers to acquire additional endorsements, certifications, and/or graduate degrees	All	District and Campus Administration, Teachers	January	August	District and Campus Administration	T-IIA	Number of teachers participating in trainings, certification testing and college coursework	Number of teachers acquiring endorsements, certifications and advanced degrees
E/R CNA	Maintain highly competitive salary schedule	All	District and Campus Administration	August	August	Texas Association of School Boards	Local EDUJOBS	Salary Schedule	State, regional and local salary schedule
CNA	Increase teacher appreciation/staff motivation activities	All	District and Campus Administration, Teachers	August	August	Administration, teacher committees, Parent Teacher Organizations	Local	Staff evaluations	Staff evaluations

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<b>T-III</b>	Ltd English Prcnt	<b>Local</b>	Local		

## Glossary

<b>AEIS</b>	Academic Excellence Indicator System	<b>SCE</b>	State Compensatory Education – State funds to provide supplemental services for students identified as being in at-risk situations.
<b>ARRA</b>	American Recovery and Reinvestment Act	<b>SHAC</b>	School Health Advisory Council
<b>Assist for Mast</b>	Assistance for Mastery of the TAKS	<b>SMA</b>	State Mandated Assessment
<b>BIL</b>	Bilingual	<b>SRO</b>	School Resource Officer
<b>CNA</b>	Comprehensive Needs Assessment	<b>SSI</b>	Student Success Initiative
<b>COORD</b>	Coordination/Integration	<b>SST</b>	School Support Team
<b>CSCOPE</b>	Research-based, comprehensive, customizable, curriculum management system	<b>STAAR</b>	State of Texas Assessments for Academic Readiness
<b>DEC</b>	District Effectiveness and Compliance	<b>SWP</b>	Schoolwide Plan
<b>E/R</b>	Employment/Recruitment	<b>T-I A</b>	Title I A – Federal funds to provide supplemental services, which will enable all children to meet the state performance standards.
<b>EDUJOBS</b>	Education jobs funds	<b>T-I C</b>	Title I C – Migrant funds
<b>ESC</b>	Education Service Center	<b>T-II A</b>	Title II – Federal funds to increase student achievement by reducing class sizes and increasing the number of highly qualified principals, teachers, and paraprofessionals in the classroom.
<b>ESL</b>	English as a Second Language	<b>T-III</b>	Title III – Limited English Proficient (LEP) Funds
<b>HQ</b>	Highly Qualified staff	<b>TAKS</b>	Texas Assessment of Knowledge and Skills
<b>IDEA-B</b>	Individuals with Disabilities Education Act Part B	<b>TBSI</b>	Texas Behavioral Support Initiative
<b>NSF</b>	National Science Foundation	<b>TEC</b>	Texas Education Code
<b>PD</b>	Professional Development	<b>TEKS</b>	Texas Essential Knowledge and Skills
<b>PEIMS</b>	Public Education Information Management System		
<b>PERKINS</b>	Carl D. Perkins Career and Technical Education Act		
<b>PI</b>	Parental Involvement		
<b>RS</b>	Reform Strategies		
<b>SBDM</b>	Site-Based Decision Making		

# Fort Stockton Independent School District

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



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# Fort Stockton Independent School District

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NOTE: The Fort Stockton Independent School District implements ESEA., Title I, Part A schoolwide programs under the provisions of Public Law 107-110, Section 1114 at all of its campuses to upgrade the entire instructional program for all students. In keeping with the provisions of the Texas Education Code, Section 42.152(c), the Fort Stockton Independent School District implements programs and services funded with funds made available through the State Compensatory Education (SCE) Allotment to implement schoolwide programs designed to upgrade the entire instructional program at Alamo Elementary School, Apache Elementary School, Fort Stockton Intermediate School, Fort Stockton Middle School, and Fort Stockton High School.

# Overview of State Compensatory Education

State Compensatory Education (SCE) is the state's means for addressing the unmet needs of students in "at-risk" situations, i.e., are not functioning at grade level. These funds are to be used to improve and enhance the programs funded under the regular educational program by addressing the needs of students who are at risk of failure and/or of dropping out of school.

## Students in At-Risk Situations

The Texas Education Code (TEC §29.081) provides criteria for identifying students who are "at risk," that is, those who are eligible to receive the SCE services. As amended by S.B. 702, "student at risk of dropping out of school" includes each student under 21 years of age who:

- (1) was not advanced from one grade level to the next for one or more school years;
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a reading test or a assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- (7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) is a student of limited English proficiency, as defined by Section 29.052;
- (11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- (13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

In addition to the above list, the local education agency may establish local criteria for identifying students who are at risk. However, the number of students served using local criteria during a school year may not exceed ten percent of the number of students served using state-defined criteria during the preceding school year. Students identified solely under local criteria are not included in the PEIMS count.

Module 9 of the *Financial Accountability System Resource Guide* (FASRG) clearly states that the SCE funds are "to increase the achievement of students at risk of dropping out of school" as defined in Texas Education Code Section 29.081. [FASRG, §9.2.2].

## Use of Funds

According to TEC §42.152, school districts must spend SCE funds:

“ . . . to fund supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by Section 29.081, and all other students.. “

The rules governing SCE require school districts to identify student needs through a comprehensive needs assessment, to design effective programs to address the identified needs, and to evaluate the effectiveness of the programs in meeting those needs. While innovative programs are encouraged only successful programs, as determined by the local evaluation, may be continued under SCE funding.

Originally developed by TEA, the following five questions may be used by LEAs as guidelines in order to determine the allowable use of SCE funds:

- (1) Is the proposed program or service identified in the campus and/or district improvement plan, as required by TEC §11.252 and §11.253? [These sections of law require that there be a comprehensive needs assessment, measurable performance objectives identified strategies for improvement of student performance, identified resources for each strategy, identification of staff responsible for ensuring the accomplishment of each strategy, timelines for monitoring implementation of each strategy, and evaluation criteria]
- (2) Will the effectiveness of the proposed program or service be evaluated locally, as required by TEC §29.081(c)?
- (3) Is the program or service designed to reduce the dropout rate for students identified in TEC §29.081 as being at risk of dropping out of school?
- (4) Is the program or service designed to increase the achievement of students identified in TEC §29.081 as being at risk of dropping out of school?
- (5) Is the program or service designed to supplement the regular education program, as required by TEC §42.152(q)?

The Fort Stockton ISD elects to use its SCE funds to support the schoolwide programs at the High School, Middle School, Intermediate School, Alamo Elementary School, and Apache Elementary School.

## District Policies and Procedures

The Fort Stockton ISD has adopted the following administrative policies and procedures for identifying students:

- (1) Students shall be identified as meeting one or more of the at-risk criteria as defined in TEC Section 29.081 annually when that information is accumulated for the Public Education Information Management System (PEIMS) submission. Students may be identified during the school year based on their meeting one or more of the criteria defined in TEC Section 29.081.

- (2) The district does not use local criteria to identify students in at-risk situations.
- (3) Students meeting one or more of at-risk criteria as defined in TEC Section 29.081 will be considered for placement in one or more of the programs and/or services currently implemented with funds under the State Compensatory Education (SCE) program. Students will be placed based upon need with students most in need being placed first. Students most in need will be determined as such based on their performance on the State and/or other assessment instrument administered by the district, number of years retained, average score(s) on the foundation curriculum, etc., and upon the teacher's recommendation.
- (4) Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned may be exited from the program and/or service upon recommendation of their teacher. To the extent possible, participating students shall remain in the SCE program and/or service for the duration of the school year.
- (5) Students who perform at a level of 110 percent of the satisfactory performance on the assessment instrument administered to the student under Subchapter B, Chapter 39 of the TEC shall no longer be considered at risk inasmuch as satisfactory performance on the instrument is concerned. This determination shall be made annually upon the receipt of the student's performance on said instrument.
- (6) Funds to finance and personnel required to implement the regular instructional program shall be allocated to all campuses within the district on an equitable basis.

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## A Comprehensive Needs Assessment for School Year 2011-2012

The Fort Stockton ISD serves approximately 2,370 students in grades Prekindergarten through 12. A relatively high percentage of students from low-income families reside within the district's attendance area. Based on the most recent statistics available, slightly more than 69 percent of the students enrolled in the district are eligible for free or reduced price lunches. This compares with the state average of 59 percent. The ethnic make-up of the students is as follows: African American, 0.3 percent; Hispanic, 83.8 percent; White, 15.3 percent; and Other, 0.6 percent. NOTE: The ethnicity data are from school year 2009-10, the most recent data available from the Texas Education Agency's Academic Excellence Indicator System (AEIS) at the time this document was prepared.

Turning to students in at-risk situations, based on the State criteria, the greatest number of such students is in the category "performing unsatisfactorily on a readiness test during 2011-12." 523 students or 62.0 percent of the students enrolled in grades prekindergarten through 3 were identified in this category. 474 students or 31.0 percent of the students enrolled in grades 4 through 12 performed unsatisfactorily on TAKS tests while 292 students or 12.3 percent of the students enrolled in grades Prekindergarten through 12 had not advanced from one grade to the next for one or more years. 315 students or 13.3 percent were classified as limited English proficient. Thus, approximately 985 students or 41.6 percent of all students enrolled in at the district fall into one or more of the at-risk categories. This compares with a statewide average of 47.2 percent. (See Appendix A: Identification of Students in At-Risk Situations)

Based upon student performance on the AEIS, the District was rated "Academically Acceptable" by the Texas Education Agency for school year 2010-11. The district received a similar rating for school year 2009-10. Student performance on the Texas Assessment of Knowledge and Skills (TAKS) declined slightly for the spring 2011 administrations when comparing performance to the spring 2010 administrations. The highest passing rates for all students was in Social Studies (91%) and Writing (88%) while the lowest passing rates were in Mathematics (70%) and Science (74%). Students in at risk situations continue to perform at the lowest level of all student groups while white students perform at the highest level. (See Appendix B: Three-Year TAKS Results) Thus, one may conclude that additional emphasis must be placed on helping students in at-risk situations to continue to close the achievement gap in all subject areas and on all students in the areas of Math and Science during school year 2011-12.

The evaluation of programs and services funded with SCE funds during school year 2010-11 generally indicated a high rate of success at the two elementary schools with both schools showing success rates in the 80th percentile with the exception of Alamo in tutorials and RtI where the success rate was 33.8 percent. Success rates at the High School, Middle School and Intermediate School were mixed with rates ranging from 9.1 percent for TAKS accelerated ELA at the High School to 73.5 percent for the At-Risk Counselor also at the High School. Success rates of less than 69 percent at the schools generally did not meet with expectations. (See Appendix C—Evaluation of School Year 2010-11 Programs and Services)

In an effort to address these findings, the Fort Stockton ISD will fund a variety of programs and services with SCE funds during school year 2011-12 designed to help students in at-risk situations as well as emphasizing Math and Science for all students (See Description of SCE Programs and Services, 2011-12 beginning on page 7 of this document. The district will use its SCE funds to supplement the implementation of Title I, Part A schoolwide programs on all of its campuses. Other federal and state program resources are also used to address the needs of students in at-risk situations by providing special programs and services to meet these needs. See Use of Other Resources for Compensatory Activities beginning on page 18 of this document.

## Description of SCE Programs and Services, 2011-2012

### Fort Stockton High School Campus Improvement Plan

**Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading, mathematics, and science 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
RS	<b>Disciplinary Alternative Education Program</b> —This program is designed for students who have serious violations of district discipline policy or the law and who cannot remain in the regular classroom. Instruction is coordinated with the regular teacher and provided in an isolated classroom by a teacher and paraprofessional. The classes are held at the Butz Education Center.	Students in at-risk situations	Principal	August 2011-May 2012	Every six weeks	2.00 FTE Teachers	SCE Funding \$ 97,950	Mastery of TEKS Informal tests Six week grades	Return to the regular classroom and satisfactory performance on the STAAR

## Fort Stockton High School, Cont'd.

School wide Comp.	Action/Strategy	Student Population	Staff Resp.	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
RS	<b>Library Aide</b> —A paraprofessional assists students in developing library and computer skills.	All students	Principals	August 2011-May 2012	Every six weeks	1.00 FTE Paraprofessional	SCE Funding \$ 30,559	Informal tests Six week grades Benchmarks	Satisfactory performance on the STAAR Reading/English Language Arts Test
RS	<b>Accelerated Math</b> —This strategy uses supplemental personnel and materials to accelerate the instruction of students who have failed the Math TAKS test.	Students in at-risk situations because of unsatisfactory performance on the TAKS Math test	Principals	August 2011-May 2012	Every six weeks	2.00 FTE Teachers	SCE Funding \$ 86,780	Informal tests Six week grades	Satisfactory performance of the STAAR Math Test
RS	<b>Instructional Support</b> —A paraprofessional assists teachers by working in small groups or on a one-on-one basis with struggling students.	Students in at-risk situations because of unsatisfactory performance	Principals	August 2011-May 2012	Every six weeks	1.00 FTE Aide	SCE Funding \$ 20,646	Informal tests Six week grades	Satisfactory performance of the STAAR Science Test
RS	<b>At-Risk Counselor</b> —A counselor assists students in at-risk situations in solving family, social, and academic problems and concerns.	Students in at-risk situations	Principals	August 2011-May 2012	Every six weeks	1.00 FTE Counselor	SCE Funding \$ 64,127	Counselor observation	Decrease in failures increase in graduation rate from previous year.

**Fort Stockton High School, Cont'd.**

School wide Comp.	Action/Strategy	Student Population	Staff Resp.	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
RS	<b>Grand Central Station</b> —This is a three tier program designed to address students' needs by teaching to the individual student's learning style(s). Tier 1 includes occasional tutorials, various strategies and parent involvement. Tier 2 includes accelerated classes, tutorials during the activity period, and study island. Tier 3 includes before and after school tutorials and different strategies.	Students in at-risk situations due to failing the spring 2011 TAKS	Principals	August 2011-May 2012	Daily	1.00 FTE Teacher	SCE Funding \$ 41,715	Mastery of TEKS	Satisfactory performance on the STAAR

## Fort Stockton High School, Cont'd.

School wide Comp.	Action/Strategy	Student Population	Staff Resp.	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation	Human/Materials		Formative	Summative
RS	<b>Panther Den</b> —This is a “credit recovery” program for those students who have been unsuccessful in the regular classroom because of non-disciplinary reasons. Students are allowed to work at their own pace in an environment that provides supplementary activities such as the A+ software, small class sizes, a paraprofessional, and special instructional materials.	Students in at-risk situations	Principal	August 2011-May 2012	Every six weeks	1.00 FTE Teacher	SCE Funding \$ 48,469	Benchmark test items Six week grades	Satisfactory performance on the STAAR and graduation

## Fort Stockton Middle School Campus Improvement Plan

**Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading, mathematics, and science 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 objectives.**

**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
RS	<b>At-Risk Counselor</b> —Provides students in at-risk situations services that are over and above what is required by law and local policy.	Students is at-risk situations	Counselor	August 2011-May 2012	Every nine weeks	SCE Funded 1.00 FTE Counselor	SCE Funded \$ 62,889	Benchmark Test (nine weeks)	Satisfactory performance on the STAAR tests
RS	<b>Computer Assisted Instruction</b> —A paraprofessional oversees a computer lab and implements programs designed to meet individual student needs.	All students	Principal	August 2011-May 2012	Every nine weeks	SCE Funded 1.00 FTE Paraprofessional	SCE Funded \$ 24,939	Benchmark Test (nine weeks)	Satisfactory performance on the STAAR tests

## Fort Stockton Middle School, Cont'd.

School wide Comp.	Action/Strategy	Student Population	Staff Resp.	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation	Human/Materials		Formative	Summative
RS	<b>Library Aide</b> —A paraprofessional assists students in developing library and computer skills.	All students	Principal	August 2011-May 2012	Every nine weeks	SCE Funded 1.00 FTE Paraprofessional	SCE Funded \$ 14,911	Benchmark Test (nine weeks)	Satisfactory performance on the STAAR tests
RS	<b>Accelerated Math</b> —This strategy uses supplemental personnel and materials to accelerate the instruction of students who have failed the last Math TAKS test.	Students in at-risk situations because of unsatisfactory performance on the last TAKS Math test	Principal	August 2011-May 2012	Every nine weeks	SCE Funded 2.00 FTE Teachers	SCE Funded \$ 90,083	Benchmark Test (nine weeks)	Satisfactory performance on the STAAR Math test
RS	<b>Instructional Assistance</b> —Paraprofessionals 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 2.00 FTE Paraprofessional	SCE Funded \$ 36,301	Benchmark Test (nine weeks)	Satisfactory performance on the STAAR Social Studies test

### Fort Stockton Middle School, Cont'd.

School wide Comp.	Action/Strategy	Student Population	Staff Resp.	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
RS	<b>Grand Central Station</b> —This is a three tier program designed to address students' needs by teaching to the individual student's learning style(s). Tier 1 includes occasional tutorials, various strategies and parent involvement. Tier 2 includes accelerated classes, tutorials during the activity period, and study island. Tier 3 includes before and after school tutorials and different strategies.	Students in at-risk situations due to failing the spring 2011 TAKS	Principal	August 2011-May 2012	Daily	SCE Funded 1.00 FTE Teacher	SCE Funded \$ 48,156	Mastery of TEKS	Satisfactory performance on the STAAR

## Fort Stockton Intermediate School

### Campus Improvement Plan

**Goal 4: All students will reach high standards, at a minimum attaining proficiency or better in reading, mathematics, and science 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 objectives.**

**Statement of Need: Students in at-risk situations are not performing at a level equal to all students.**

School wide Comp.	Action/Strategy	Student Population	Staff Resp.	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
RS	<b>Instructional Assistance</b> —A paraprofessional compliments the teacher's direct instruction by working with struggling students in small groups or on a one-on-one basis.	Students in at-risk situations	Principal	August 2011-May 2012	Daily	3.00 FTEs Paraprofessionals	SCE \$ 60,542	Mastery of TEKS	Satisfactory performance on the STAAR tests
RS	<b>At-Risk Counselor</b> — Provides students in at-risk situations services that are over and above what is required by law and local policy.	Students in at-risk situations	Principal	August 2011-May 2012	Every nine weeks	1.00 FTEs Counselor 0.50 FTEs Paraprofessional	SCE \$ 58,427	Benchmark tests (nine weeks)	Satisfactory performance on the STAAR tests

**Fort Stockton Intermediate School, Cont'd.**

School wide Comp.	Action/Strategy	Student Population	Staff Resp.	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation	Human/Materials		Formative	Summative
RS	<b>Accelerated Math</b> — This strategy uses supplemental personnel and materials to accelerate the instruction of students who have failed the last Math TAKS test.	Students in at-risk situations because of unsatisfactory performance on the last TAKS Math test	Principal	August 2011-May 2012	Every nine weeks	SCE Funded 2.00 FTE Teachers	SCE Funded \$100,494	Benchmark Test (nine weeks)	Satisfactory performance on the STAAR Math test

# 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
RS	<b>At-risk counselor</b> 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 \$ 53,265	Mastery of TEKS objectives	Satisfactory performance on the TPRI or STAAR
RS	<b>Instructional assistance</b> uses para-professionals 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	Princip-al	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	<b>Motor skills development</b> 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 FTEs Teachers	SCE \$ 52,736	Mastery of TEKS objectives	Satisfactory performance on the TPRI or STAAR
RS	<b>Response to Intervention</b> 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	Princip-al	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

# 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: 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
RS	<b>At-Risk Counselor</b> —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 FTEs Counselors	SCE Funded \$ 52,823	Mastery of TEKS objectives	Satisfactory performance on the TPRI or STAAR
RS	<b>Class-Size Reduction</b> —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	<b>Instructional Assistance</b> —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 FTEs Paraprofessionals	SCE Funded \$110,008	Mastery of TEKS objectives	Satisfactory performance on the TPRI or STAAR
RS	<b>Response to Intervention</b> —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

## Other Federal Programs

1. **ESEA, Title I, Part A—Basic Programs Operated by LEAs:** These funds are used to implement schoolwide programs at each of the district's five schools. The programs are designed to upgrade the entire instructional program at these schools. Various personnel are paid for with these funds to provide services designed to accelerate instruction for all students, but especially for those considered to be in at-risk situations. A minimal amount of instructional supplies are purchased to supplement the instructional activities. In addition parental participation in the education of their children is encouraged. 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 of Readiness (STAAR).
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, social services, a summer program, and parental involvement activities.
3. **ESEA, Title II, Part A—Teacher and Principal Training and Recruitment:** These funds are used to pay for two teachers each at the Alamo and Apache Elementary Schools to reduce the class size at these schools. Smaller class sizes facilitate more one-on-one instruction for all students and especially 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 district uses these funds primarily to provide professional development activities and special instructional supplies to assist in the transition from a student's home language to English while maintaining the student's skills in his/her home language and creating an appreciation of the student's culture. A parent outreach program is also funded as is a tutorial program for English language learners struggling with the curriculum. English language learners are considered to be in an at-risk situation by State definition.
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 classrooms, 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.

## Other State Programs

1. **Special Language Programs:** These funds 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 (LPAAC). The district implements the bilingual methodology in the elementary schools and English as a second language (ESL) in the secondary schools. The goal of these programs is to transition the 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. These programs are specifically designed to assist students in at-risk situations.
2. **Career and Technology:** This program is implemented at the High School and provides training for students who wish to pursue an alternate career path in trades or industries. The program includes guidance counseling, training in the trades and industries, and on-the-job experiences. Students in at-risk situations have a high priority when students are selected to participate in these programs.

## **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**

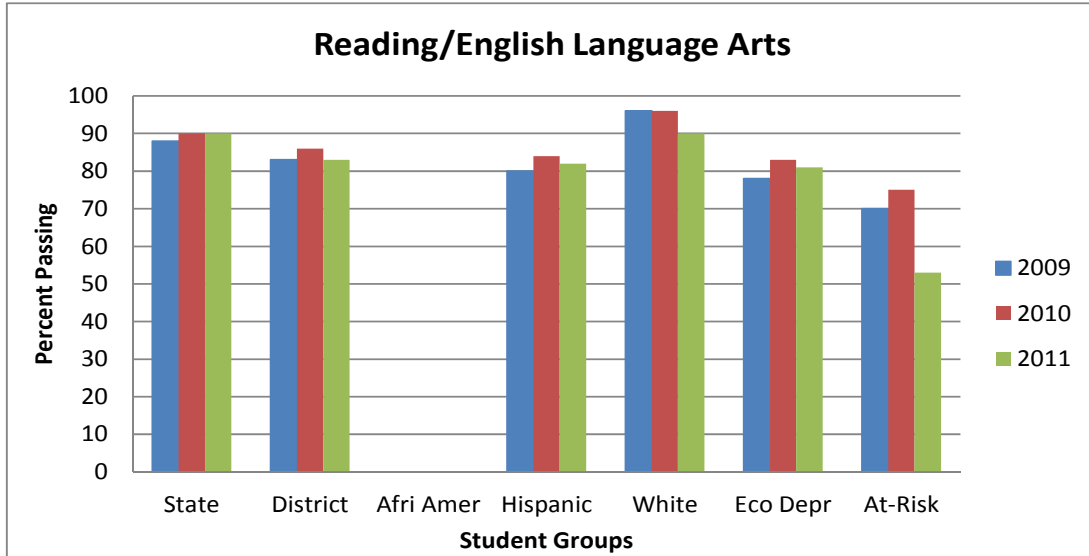
## Appendix A—Identification of Students in At-Risk Situations

		Grade Level:														Total	%
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of Students Enrolled:		56	191	229	181	186	204	162	167	201	169	155	178	151	140	2370	100.0%
At-Risk Criteria																	
A	not advanced from one grade to next for one or more years	0	4	10	10	11	18	21	40	45	35	21	30	32	15	292	12.3%
B	with below 70 average in 2 or more foundation courses during a semester of SY2010-2011 or SY2011-2012									12	5	21	19	27	11	95	4.0%
C	who have previously performed unsatisfactorily on TAKS and who have not, on subsequent administrations, achieved 110% of TAKS performance standards					0	22	19	90	105	75	48	64	36	15	474	27.7%
D	performing unsatisfactorily on readiness test or assessment instrument during 2011-2012	54	140	197	68	64										523	62.0%
E	pregnant or parenting during 2011-2012	0	0	0	0	0	0	0	0	0	1	1	2	6	13	23	1.0%
F	placed in alternative education program during 2010-2011 and/or 2011-2012	0	0	0	0	0	0	1	1	3	7	13	8	6	4	43	1.8%
G	expelled during 2010-2011 and/or 2011-2012	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
H	currently on parole, probation, deferred prosecution, or other conditional release	0	0	0	0	0	1	0	5	5	5	13	8	6	4	47	2.0%
I	previously reported through PEIMS as having dropped out of school	0	0	0	0	0	0	0	0	0	1	0	0	0	5	6	0.3%
J	identified as Limited English Proficient (LEP) during 2011-2012	15	37	49	41	39	38	18	12	20	13	13	7	9	4	315	13.3%
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	0	0	0	0	0	0	0	1	0	3	0.1%
L	who are homeless during 2011-2012	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0.0%

## Appendix B—Three Year TAKS Results

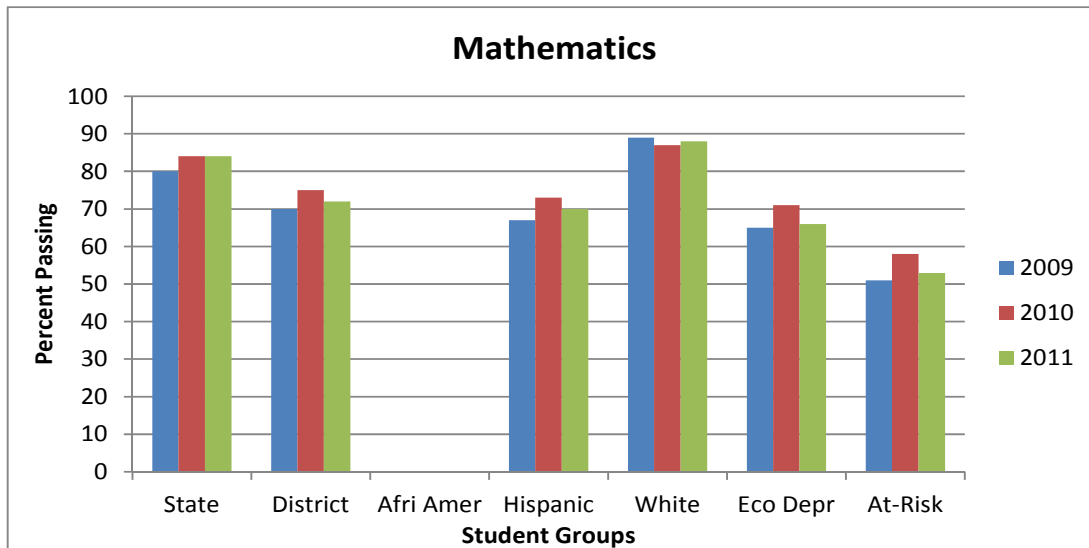
### Reading/English Language Arts

Year	State	District	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	88	83	*	80	96	78	70
2010	90	86	*	84	96	83	75
2011	90	83	*	82	90	81	53



### Mathematics

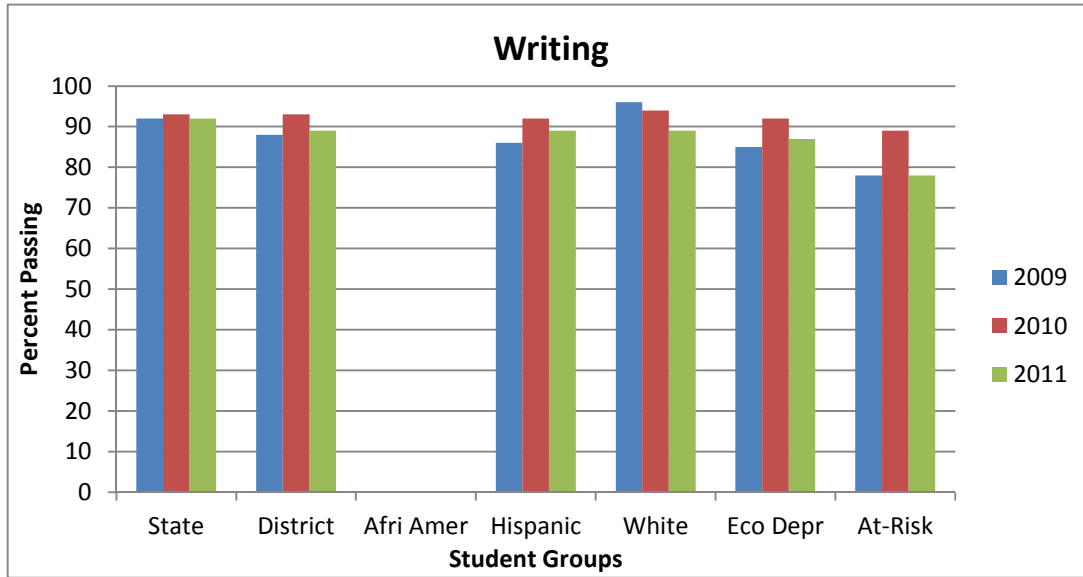
Year	State	District	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	80	70	*	67	89	65	51
2010	84	75	*	73	87	71	58
2011	84	72	*	70	88	66	53



\* Indicates that there were too few students in this group to generate a passing percentage.

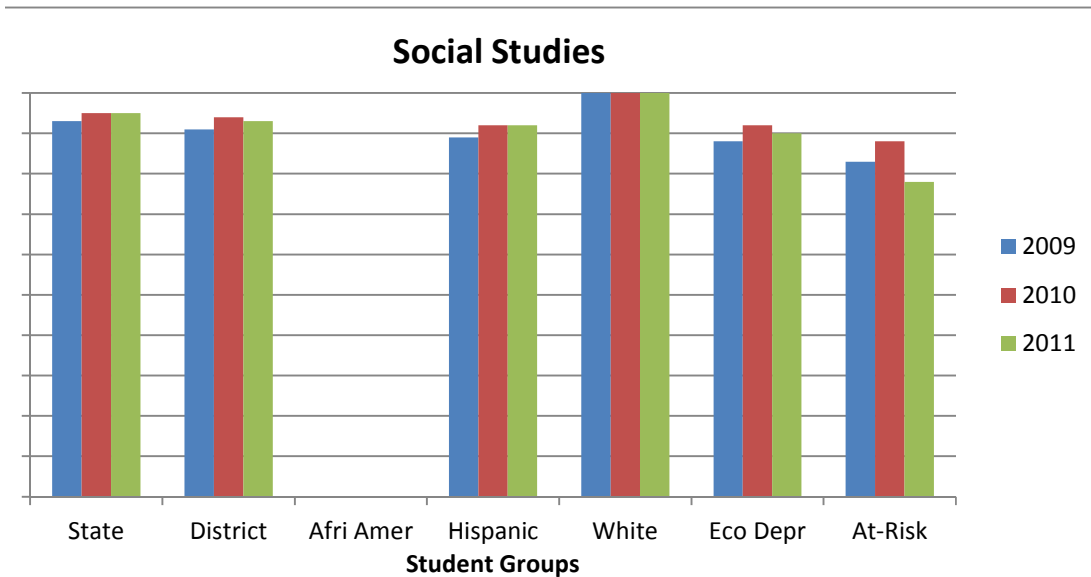
**Writing**

Year	State	District	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	92	88	*	86	96	85	78
2010	93	93	*	92	94	92	89
2011	92	89	*	89	89	87	78



**Social Studies**

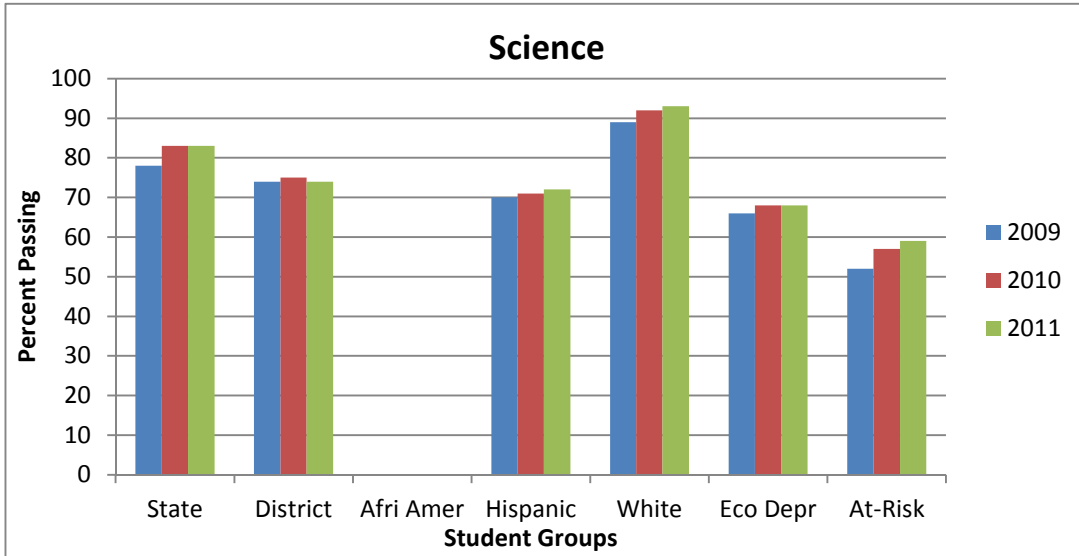
Year	State	District	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	93	91	*	89	100	88	83
2010	95	94	*	92	100	92	88
2011	95	93	*	92	100	90	78



\* Indicates that there were too few students in this group to generate a passing percentage.

**Science**

Year	State	District	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	78	74	*	70	89	66	52
2010	83	75	*	71	92	68	57
2011	83	74	*	72	93	68	59



\* Indicates that there were too few students in this group to generate a passing percentage.

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

**District Name:** Fort Stockton ISD  
**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%

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**District Name:** Fort Stockton ISD  
**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%

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**District Name:** Fort Stockton ISD  
**Campus Name:** Intermediate

SCE-FUNDED PROGRAM/STRATEGY	CRITERIA TO MEASURE SUCCESS	NUMBER SERVED	NUMBER MEETING CRITERIA	PERCENT MEETING CRITERIA
Tutorials	Mastery of TEKS	119	56	47.1%
Library Aide	Mastery of TEKS	119	56	47.1%
At-Risk Counselor	Benchmark Tests	119	40	33.6%
Grand Central Station	Mastery of TEKS	119	56	47.1%

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## Appendix C—Evaluation of School Year 2010-11 Programs and Services Cont'd.

District Name: Fort Stockton ISD  
Campus Name: Middle School

SCE-FUNDED PROGRAM/STRATEGY	CRITERIA TO MEASURE SUCCESS	NUMBER SERVED	NUMBER MEETING CRITERIA	PERCENT MEETING CRITERIA
At-risk Counselor	Benchmark Tests (Nine Weeks)	540	360	66.7%
Computer Assisted Instruction	Benchmark Tests (Nine Weeks)	190	120	63.2%
Library Aide	Benchmark Tests (Nine Weeks)	540	360	66.7%
TAKS Accelerated Math	Benchmark Tests (Nine Weeks)	380	250	65.8%
Accelerated Social Studies	Benchmark Tests (Nine Weeks)	0	0	0.0%
Grand Central Station	Mastery of TEKS	25	20	80.0%
Disciplinary Alternative Education Program`	Mastery of TEKS Informal Tests Six Week Grade	540	360	66.7%

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## Appendix C—Evaluation of School Year 2010-11 Programs and Services Cont'd.

**District Name:** Fort Stockton ISD  
**Campus Name:** High School

SCE-FUNDED PROGRAM/STRATEGY	CRITERIA TO MEASURE SUCCESS	NUMBER SERVED	NUMBER MEETING CRITERIA	PERCENT MEETING CRITERIA
Disciplinary Alternative Education Program (DAEP)	Mastery of TAKS Informal Tests Six Week Grades	31	7	22.6%
Library Aide	Informal Tests Six Week Grades Benchmarks	0	0	0.0%
TAKS Accelerated Math	Satisfactory Performance on TAKS Test Six Week Grades	112	42	37.5%
TAKS Accelerated Science	Satisfactory Performance on TAKS Test Six Week Grades	90	46	51.1%
TAKS Accelerated Social Studies	Satisfactory Performance on TAKS Test Six Week Grades	0	0	0.0%
TAKS Accelerated English Language Arts (ELA)	Satisfactory Performance on TAKS Test Six Week Grades	11	1	9.1%
At-Risk Counselor	Decrease in Failures Counselor Observation Increase in Graduation Rate	49	36	73.5%
Grand Central Station	Satisfactory Performance on TAKS Test Mastery of TEKS	34	11	32.4%
Panther Den	Satisfactory Performance on TAKS Test Six Week Grades	28	17	60.7%

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### Interpretation of Evaluation Results

The programs and services (see chart above) as implemented at Apache Elementary met with the expectations of the school and district. 80.1 percent of the participating students met the success criteria of demonstrating satisfactory performance on the Texas Assessment of Knowledge and Skills (TAKS) or the Texas Primary Reading Inventory (TPRI) depending on the grade level served. Based upon student performance on the TAKS as administered during the spring of 2011, the Texas Education Agency rated the school as "Academically Acceptable." In view of the success of the programs implemented during school year 2010-11 and the rating from the Texas Education Agency, the school will again implement these programs during school year 2011-12.

The At-Risk Counselor, Library Aide, and Motor Skills Development programs implemented at Alamo Elementary also met with the expectations of the school and the district; however, the results of the Tutorials and Response to Intervention (RtI) programs were less than expectations. The Alamo staff, as well as the district staff, concurs that while student performance in the Tutorial and Response to Intervention programs was not up to expectations, these programs as well as the At-Risk Counselor and Library Aide will again be implemented during school year 2011-12.

## **Appendix C—Evaluation of School Year 2010-11 Programs and Services Cont'd.**

The Motor Skills Development Program will not be implemented during school year 2011-12 as the resources used to fund this program will be redirected to the Response to Intervention program.

The effectiveness of the programs and services implemented at the Intermediate School were somewhat disappointing in that less than 50 percent of the participating students met the success criteria. The At-Risk Counselor was especially low with only 33.6 percent of the participants meeting the success criteria. Given previous experience with these programs, the school will again implement them during school year 2011-12. Additional resources for the Grand Central Station program will be made available during school year 2011-12 by replacing the part-time paraprofessional with a full-time teacher.

The Middle School students experienced mixed results as a high of 80.0 percent of the participants in the Grand Central Station program met the success criteria while only 63.2 percent of the participants in the Computer Assisted Instruction program were successful. The success rate in the At-Risk Counselor, Library Aide, TAKS Accelerated Math, and Disciplinary Alternative Education programs was satisfactory. The Accelerated Social Studies program was not implemented and will be eliminated as will the TAKS Accelerated Math program beginning with school year 2011-12. The remaining programs will again be implemented during school year 2011-12.

The effectiveness of the programs and services implemented at the High School had mixed results with a high of 73.5 percent success rate for the At-Risk Counselor program and a low of 9.1 percent for the TAKS Accelerated English Language Arts program. The results for the Disciplinary Alternative Education, TAKS Accelerated Math, and the Grand Central Station programs were somewhat disappointing with success rates of 22.6 percent, 37.5 percent, and 32.4 percent respectively. At 60.7 percent and 51.1 percent the TAKS Accelerated Science and Panther Den programs were considered to be successful. The school will implement all of these programs again during school year 2011-12 and will increase the part-time personnel in the programs to full-time positions.

## **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 %) of 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 82<sup>nd</sup> 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

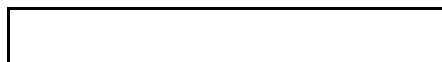
Total Amount Budgeted for  
FY2012

Account Code

Account Title

## 6100 Payroll Costs

001 FORT STOCKTON H S		
199-11-6119-00-001-2-30-0-00	Instrl / Salaries--Prof Prsnl	\$162,840.00
199-11-6129-00-001-2-30-0-00	Instrl / Salaries--Sup Prsnl	\$43,101.00
199-11-6141-00-001-2-30-0-00	Instrl / Soc Sec/Medicare	\$2,986.14
199-11-6142-00-001-2-30-0-00	Instrl / Grp Health/Life Insur	\$18,960.00
199-11-6145-00-001-2-30-0-00	Instrl / Unemployment	\$282.13
199-31-6119-00-001-2-30-0-00	Counseling / Salaries--Prof Prsnl	\$59,473.00
199-31-6141-00-001-2-30-0-00	Counseling / Soc Sec/Medicare	\$862.36
199-31-6142-00-001-2-30-0-00	Counseling / Grp Health/Life Insur	\$3,710.00
199-31-6145-00-001-2-30-0-00	Counseling / Unemployment	\$81.48
	<b>Campus 001 Subtotal:</b>	<b>\$292,296.11</b>
041 FORT STOCKTON MIDDLE		
199-11-6119-00-041-2-30-0-00	Instrl / Salaries--Prof Prsnl	\$131,620.00
199-11-6129-00-041-2-30-0-00	Instrl / Salaries--Sup Prsnl	\$66,849.00
199-11-6141-00-041-2-30-0-00	Instrl / Soc Sec/Medicare	\$2,877.80
199-11-6142-00-041-2-30-0-00	Instrl / Grp Health/Life Insur	\$12,770.00
199-11-6145-00-041-2-30-0-00	Instrl / Unemployment	\$271.91
199-31-6119-00-041-2-30-0-00	Counseling / Salaries--Prof Prsnl	\$59,098.00
199-31-6142-00-041-2-30-0-00	Counseling / Grp Health/Life Insur	\$3,710.00
199-31-6145-00-041-2-30-0-00	Counseling / Unemployment	\$80.96
	<b>Campus 041 Subtotal:</b>	<b>\$277,277.67</b>
101 INTERMEDIATE SCHOOL		
199-11-6119-00-101-2-24-0-00	Instrl / Salaries--Prof Prsnl	\$50,960.00
199-11-6119-00-101-2-30-0-00	Instrl / Salaries--Prof Prsnl	\$40,660.00
199-11-6129-00-101-2-30-0-00	Instrl / Salaries--Sup Prsnl	\$51,889.00
199-11-6141-00-101-2-24-0-00	Instrl / Soc Sec/Medicare	\$738.92
199-11-6141-00-101-2-30-0-00	Instrl / Soc Sec/Medicare	\$1,341.95
199-11-6142-00-101-2-24-0-00	Instrl / Grp Health/Life Insur	\$3,710.00
199-11-6142-00-101-2-30-0-00	Instrl / Grp Health/Life Insur	\$11,540.00
199-11-6145-00-101-2-24-0-00	Instrl / Unemployment	\$69.82
199-11-6145-00-101-2-30-0-00	Instrl / Unemployment	\$126.79
199-31-6119-00-101-2-30-0-00	Counseling / Salaries--Prof Prsnl	\$44,770.00
199-31-6129-00-101-2-30-0-00	Counseling / Salaries--Sup Prsnl	\$8,890.00
199-31-6141-00-101-2-30-0-00	Counseling / Soc Sec/Medicare	\$778.06
199-31-6142-00-101-2-30-0-00	Counseling / Grp Health/Life Insur	\$3,915.00
199-31-6145-00-101-2-30-0-00	Counseling / Unemployment	\$73.51
	<b>Campus 101 Subtotal:</b>	<b>\$219,463.05</b>



# TECS Budget Worksheet

FY2012 State Compensatory Education

Ft Stockton ISD

186-902

Total Amount Budgeted for  
FY2012

Account Code	Account Title	
<b>6100</b>	<b>Payroll Costs</b>	
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
<b>Campus 102 Subtotal:</b>		<b>\$281,779.40</b>
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
<b>Campus 104 Subtotal:</b>		<b>\$277,479.17</b>
105	BUTZ EDUCATION CTR	
199-11-6119-00-105-2-28-0-00	Instrl / Salaries--Prof Prsnl	\$92,364.00
199-11-6141-00-105-2-28-0-00	Instrl / Soc Sec/Medicare	\$1,339.28
199-11-6142-00-105-2-28-0-00	Instrl / Grp Health/Life Insur	\$4,120.00
199-11-6145-00-105-2-28-0-00	Instrl / Unemployment	\$126.54
<b>Campus 105 Subtotal:</b>		<b>\$97,949.82</b>
<b>6100 Subtotal:</b>		<b>\$1,446,245.22</b>
<b>6200</b>	<b>Professional and Contracted Services</b>	
999	Districtwide	
199-21-6291-00-999-2-24-0-00	Instrl Ldrshp / Consulting Svcs./Consultative Svcs-TECS	\$26,112.00
<b>Campus 999 Subtotal:</b>		<b>\$26,112.00</b>
<b>6200 Subtotal:</b>		<b>\$26,112.00</b>



**TECS Budget Worksheet**  
FY2012 State Compensatory Education

**Ft Stockton ISD**

186-902

Total Amount Budgeted for  
FY2012

Account Code      Account Title

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State Compensatory Education      **Grand Total:**      \$1,472,357.22

<b>Compensatory Education Allotment:</b>	<b>\$1,740,772.00</b>
<b>Less Total SCE Budget:</b>	<b>\$1,472,357.22</b>
<b>Less 45% Administrative Allowable:</b>	<b>\$783,347.40</b>
<b>Balance:</b>	<b>(\$514,932.62)</b>

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

**186-902**

**Ft Stockton ISD**

**001 FORT STOCKTON H S**

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
Bagrich-Gonzales, Yvonne	Teacher	09 - 12	Panther Den	11	6119	\$44,060	187/187	100.00	\$44,060.00	DED	638.87	3,710.00	0.00	60.36	0.00	\$48,469.23
Brandenburg, Tiffany L.	Teacher	09 - 12	GCS	11	6119	\$40,660	187/187	100.00	\$40,660.00	DED	589.57	410.00	0.00	55.70	0.00	\$41,715.27
Cantu, Carlos	Aide	09 - 12	Instructional Support	11	6129	\$16,671	187/187	100.00	\$16,671.00	DED	241.73	3,710.00	0.00	22.84	0.00	\$20,645.57
Chamblee-Woods, Toya	Counselor	09 - 12	At-risk Counseling	31	6119	\$59,473	187/187	100.00	\$59,473.00	DED	862.36	3,710.00	0.00	81.48	0.00	\$64,126.84
Cordero, Alejandra	Teacher	09 - 12	Math	11	6119	\$39,060	187/187	100.00	\$39,060.00	DED	566.37	3,710.00	0.00	53.51	0.00	\$43,389.88
Cordero, Jesus D.	Teacher	09 - 12	Math	11	6119	\$39,060	187/187	100.00	\$39,060.00	DED	566.37	3,710.00	0.00	53.51	0.00	\$43,389.88
Lannon, Edith H.	Aide	09 - 12	Library	11	6129	\$26,430	187/187	100.00	\$26,430.00	DED	383.23	3,710.00	0.00	36.21	0.00	\$30,559.44
<b>Campus 001 FORT STOCKTON H S Total</b>															<b>\$292,296.11</b>	

**State Compensatory Education**

**Ft Stockton ISD**

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

**186-902**

**Ft Stockton ISD**

**041 FORT STOCKTON MIDDLE**

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
Acosta, Cary	Aide	06 - 08	Library Aide	11	6129	\$14,274	187/187	100.00	\$14,274.00	DED	206.97	410.00	0.00	19.56	0.00	\$14,910.53
Alvarado, Melissa	Teacher	06 - 08	Math	11	6119	\$42,060	187/187	100.00	\$42,060.00	DED	609.87	3,710.00	0.00	57.62	0.00	\$46,437.49
Everett, Doris L.	Counselor	06 - 08	At-risk Counseling	31	6119	\$59,098	187/187	100.00	\$59,098.00	DED	0.00	3,710.00	0.00	80.96	0.00	\$62,888.96
Magee, Celia	Aide	06 - 08	Instructional Assistance	11	6129	\$16,724	187/187	100.00	\$16,724.00	DED	242.50	3,710.00	0.00	22.91	0.00	\$20,699.41
Scolara, Jannel	Teacher	06 - 08	Math	11	6119	\$42,560	187/187	100.00	\$42,560.00	DED	617.12	410.00	0.00	58.31	0.00	\$43,645.43
Tinkler, Beverly	Teacher	06 - 08	GCS	11	6119	\$47,000	187/187	100.00	\$47,000.00	DED	681.50	410.00	0.00	64.39	0.00	\$48,155.89
Vargas, Sonia	Aide	06 - 08	Instructional Assistance	11	6129	\$14,954	187/187	100.00	\$14,954.00	DED	216.83	410.00	0.00	20.49	0.00	\$15,601.32
White, Mary Ann	Aide	06 - 08	Class Room/Lab	11	6129	\$20,897	187/187	100.00	\$20,897.00	DED	303.01	3,710.00	0.00	28.63	0.00	\$24,938.64
<b>Campus 041 FORT STOCKTON MIDDLE Total</b>															<b>\$277,277.67</b>	

**State Compensatory Education**

**Ft Stockton ISD**

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

**186-902**

**Ft Stockton ISD**

**101 INTERMEDIATE SCHOOL**

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
Acosta, Esther	Aide	04 - 05	Instructional Assistance	11	6129	\$18,014	187/187	100.00	\$18,014.00	DED	261.20	3,710.00	0.00	24.68	0.00	\$22,009.88
Armstrong, Maribel	Aide	04 - 05	Instructional Assistance	11	6129	\$15,314	187/187	100.00	\$15,314.00	DED	222.05	410.00	0.00	20.98	0.00	\$15,967.03
Calderon, Jesusita	Aide	04 - 05	At-risk Counseling	31	6129	\$17,780	187/187	50.00	\$8,890.00	DED	128.90	205.00	0.00	12.18	0.00	\$9,236.08
Carrillo, Rosa	Aide	04 - 05	Instructional Assistance	11	6129	\$18,561	187/187	100.00	\$18,561.00	DED	269.13	3,710.00	0.00	25.43	0.00	\$22,565.56
Matta, Myra	Teacher	04 - 05	Math	11	6119	\$40,660	187/187	100.00	\$40,660.00	DED	589.57	3,710.00	0.00	55.70	0.00	\$45,015.27
Rodriguez, Wilahymina	Teacher	04 - 05	Math	11	6119	\$50,960	187/187	100.00	\$50,960.00	DED	738.92	3,710.00	0.00	69.82	0.00	\$55,478.74
Whaley, David	Counselor	04 - 05	At-risk Counseling	31	6119	\$44,770	187/187	100.00	\$44,770.00	DED	649.16	3,710.00	0.00	61.33	0.00	\$49,190.49
<b>Campus 101 INTERMEDIATE SCHOOL Total</b>															<b>\$219,463.05</b>	

**State Compensatory Education**

**Ft Stockton ISD**

**TECS Personnel Summary Detail**  
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**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
<b>Campus 102 ALAMO EL Total</b>															<b>\$281,779.40</b>	

**State Compensatory Education**

**Ft Stockton ISD**

**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
<b>Campus 104 APACHE EL Total</b>															<b>\$277,479.17</b>	

**State Compensatory Education**

**Ft Stockton ISD**

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

**186-902**

**Ft Stockton ISD**

**105 BUTZ EDUCATION CTR**

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
Duarte, Viola	DAEP Teacher	09 - 12	DAEP	11	6119	\$52,904	187/187	100.00	\$52,904.00	DED	767.11	410.00	0.00	72.48	0.00	\$54,153.59
Duarte, Ysabel	DAEP Teacher	09 - 12	DAEP	11	6119	\$39,460	187/187	100.00	\$39,460.00	DED	572.17	3,710.00	0.00	54.06	0.00	\$43,796.23
<b>Campus 105 BUTZ EDUCATION CTR Total</b>															<b>\$97,949.82</b>	

**State Compensatory Education Payroll Grand Total \$1,446,245.22**

Deduction Code	Deduction Description	SS/Med	UnEmpl	W/Comp	TRS
DED	District Deductions	0.0145	0.001370	0.00000	0.0820

**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.