

# Fort Stockton High School Campus Improvement Plan

## 2011-2012



**Committee Members:**

<b>Teaching Representatives</b>	<b>Non-Teaching Representatives</b>	<b>Campus Administration</b>	<b>District-Wide Administration</b>
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Fort Stockton High School Campus Improvement Plan 2011-2012

FSHS GOAL 1: Fort Stockton High School will improve measured performance in English Language Arts, Math, Science and Social Studies through the use of aligned curriculum, technology, highly qualified staff, and parent/community support in order to help students achieve lifelong success. FSISD GOAL: The Fort Stockton ISD will use a variety of practices, delivered by highly qualified staff, to reach and maintain state expectations on standardized and academic measures for every student including all sub-populations. NCLB GOALS: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014. All LEP students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and math. By 2009-2010, all students will be taught by highly qualified teachers. All students will graduate from high school.

Objective 1: 2011-2012 performance on the TAKS ELA assessment will improve for each sub group to no less than 80% meeting minimum expectations (70%) for the state accountability and Adequate Yearly Progress (80%) or up to the next 5% for areas already above 80%. The STAAR focus in English I and the documented student expectation deficiencies through TAKS disaggregation will be addressed in the 2011-2012 academic year through departmental vertical alignment, team teaching, six weeks pre-assessments and post-assessments, benchmark testing, and college readiness standards.

Statement of Need: Since FSHS did not meet 2010-2011 AYP, improvement is needed in several of the sub groups: Economically Disadvantaged all grade levels, Hispanic all grade levels, and Economically Disadvantaged All Students. Weaknesses in higher-order thinking skills (i.e. inferences, generalizations, drawing conclusions) as well as writing skills were detected on the 2010-2011 TAKS assessment.

School Wide Components	Actions/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
CNA, HQ, RS, A, M, Coord.	English teachers Will have students write an essay, benchmark expectations, and pre-assess/post-assess each six weeks	All students Including Special populations	English Team Teachers	August, 2007	March 2012	ELA TEKS, C-Scope, SE's, & GCS		Each 6 weeks Students will Have essay Components Every level	At least 90% of students will pass the ELA TAKS test
CNA, HQ, RS, A, M, Coord.	English teachers Will provide classroom opportunities for student to practice writing open-ended responses	All students, Including Special populations	English Team Teachers	August 2007	March 2012	ELA TEKS & C-Scope		Each 6 weeks Students will Have open-Ended Response on Every level	At least 90% Of students Will pass the ELA TAKS test

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
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E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

CNA, HQ, RS A, M, Coord.	English Team Teachers will discuss "theme" & its meaning in all classes in order to develop an understanding that both fiction and non-fiction writing contain this literary term.	All students , Including Special populations	English Team Teachers	August 2007	March 2012	ELA TEKS & TAKS		Students will Be exposed to the Importance of deciphering Theme in all classes	At least 90% Of students Will pass the ELA TAKS/EOC test
CNA, RS, HQ, A, M, Coord.	English Team Teachers will require students to integrate quotes from the passage to support answers.	All students, Including Special populations	English Team Teachers	August 2007	March 2012	ELA TEKS & TAKS		Students will Practice Incorporating a Specific piece from the text Into written & Oral responses In all classes	At least 90% Of students Will pass The ELA/EOC TAKS test
CNA, RS, HQ, M, Coord.	English teachers will work with special population teachers to select any alternative assessment instruments that will be used at the high school	All students Including Special populations	English Dept. & special Population teachers	August 2007	March 2012	Alternative Assessment Instruments		Teachers will meet Prior to test dates to select any alternative assessments that may be used.	At least 70% of the Students will Pass ELA TAKS/EOC or Alternative assessment
CNA, RS, HQ, M	English teachers will concentrate on teaching, reviewing, & reinforcing the understanding & use of literary terms	All students Including Special populations	English Dept. teachers	August 2007	March 2012	ELA TEKS And TAKS		Benchmark Tests in Sep. 2011, Nov. 2011, Dec. 2011, & Jan. 2012	At least 90% Of students will pass the ELA TAKS/EOC test

Schoolwide Components				Program Budget Codes			
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RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
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CNA, RS, HQ, M	English teachers will require students to use a dictionary/thesaurus for vocabulary and grammar grammar skills .	All students Including Special population	English Dept. teachers	August 2007	March 2012	ELA TEKS And TAKS		Benchmark Tests in Sept. 2011, Nov. & Dec. 2011 & Jan. 2012	At least 90% of students will pass The ELA TAKS/EOC test
CNA, RS, M	Students will be provided access to a server based program like Lexia, Reading Plus, etc. for TAKS preparation	All students including special populations	English Dept. teachers	August 2007	March 2012	Lexia, Reading Plus	Title 1 and/or SCE Funds	Benchmark Tests in Sept. 2011, Nov. & Dec. 2011 & Jan. 2012	At least 90% of students will make at least a 70 on the TAKS/EOC ELA test
CNA, RS, M	Students in need of assistance will be given opportunities for individual assistance through after school tutorials, TAKS /EOC/STAAR preparation, and GCS	All students including special populations	English Dept. teachers	August 2007	May 2012	ELA TEKS and TAKS	Title 1 and/or SCE Funds	Report Cards, Progress Reports, Benchmark Tests, TAKS test	At least 90% of students will make at least a 70 on the TAKS/EOC ELA test and successfully complete the state credit for their grade level ELA course

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Objective 2: 2011-2012 performance on the TAKS Math assessment will improve for each sub group to no less than 80% meeting minimum expectations (65%) for the state accountability and Adequate Yearly Progress (83%) or up to the next 5% for areas already above 80%.

Statement of Need: Improvement is needed in all areas of mathematics especially for Economically Disadvantaged students and Hispanic students in 9th, 10th, and 11th grade.

School Wide Components	Actions/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
CNA, HQ, M, A	The math department will use exercises aligned to target SEs and use them for state assessment skills checks.	All students including special populations	Math Department for instruction	August, 2011	May, 2012	Teacher made materials and TEA TAKS/EOC resources. TMSDS, DMAC		6 weeks benchmark tests	More than 80% of students will meet minimum expectation on TAKS/EOC math test or perform satisfactorily on EOC
CNA, HQ, M, PI	The math department will utilize RTI model. Tutorial schedules will be developed, published, and posted by each teacher. Parents will be notified.	All students including special populations	Math Department, GCS staff, ESL campus coordinator.	August, 2011	May, 2012	math teachers		The number of students failing math classes at each six-weeks grading period will decrease.	More than 80% of students will meet minimum expectation on TAKS math test or perform satisfactorily on EOC
CNA, HQ, M, PI	Mandatory tutorials--The math department will require students to attend tutorials sessions when course requirements are not met. Parents will be notified.	All students including special populations	Math teachers. Math Dept. chair, GCS staff, ESL campus coordinator.	August, 2011	May, 2012	math teachers, re-teach instructional resources, Ascend Math Program	Title 1 and/or SCE Funds	The number of students failing math classes at each six-weeks grading period will decrease	100% of the students will meet course requirements. Documentation of student attendance.

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CNA, HQ, M, PI	The math department will utilize parent contacts as primary intervention strategy for discipline and performance issues. Parents will be notified on a regular basis.	All students including special populations	All staff	August, 2011	May, 2012	Math teachers District phone service		The number of students failing math classes and behavioral issues at each six-weeks grading period will decrease. Parent involvement will increase.	100% of the student will meet course requirements
CNA, HQ, M, RS, Coord.	All math teachers will use TI graphing calculators 90% of the time in order to acquaint students with calculator functionality.	All students including special populations	Math Department	August, 2011	May, 2012	Classroom sets of calculators		6 weeks benchmark tests	All students will have/use TI calc. on applicable portions of the TAKS/EOC.
CNA, HQ, M, RS, Coord.	Math dept will meet weekly to discuss instructional practices, curriculum and student performance	All students including special populations	Math Department	Each Wednesday beginning August 2011	May, 2012	Math teachers		Agendas and sign-in sheets	Documentation of meeting minutes
PD, Coord.	Math teachers will utilize services offered through GCS and work cooperatively to assist with lesson plans and student accountability in efforts to promote student success.	All students including special populations	Math Department, GCS staff	August, 2011	May, 2012	Math teachers, GCS staff		The number of students failing math classes at each six-weeks grading period will decrease.	The failure rate of students assigned to GCS will decrease by over 50%.

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CNA, RS, HQ, M, Coord.	Using quality benchmark exams, students' progress on mastering critical SEs will be monitored all year	All students including special populations	Math Dept	August, 2011	May, 2012	Math teachers will utilize district resources such as DMAC, TMSDS released TAKS/EOC, and CSCOPE		6 weeks benchmark, in-class mini-tests,	The number of students showing improvement on benchmark math tests will increase from 6 weeks to 6 weeks.
CNA, RS, HQ, M, Coord.	Math dept will continue to align curriculum both vertically and horizontally emphasizing STAAR/EOC CCRS	All students including special populations	Math Dept	August, 2011	May, 2012	CSCOPE Exemplar lessons, Local YAG		100% of the math teachers will assist in curriculum writing	Curriculum documents will be in place and adjustments to CSCOPE customized for FSISD will be made.
CNA, RS, PD, HQ, M, Coord.	Math teachers will continue to use interactive technology such as whiteboards and audience response systems to engage students and monitor student participation.	All students including special populations	Math Dept, Dept Chair, Technology, Campus Admin.	August, 2011	May, 2012	CSCOPE Exemplar lessons, interactive whiteboards		Observational walk-through	Formal evaluations

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HQ, Coord., PI, RS	Math teachers will communicate to parents via school media and personal letters to inform them about curriculum being taught as well as about student behavior and academic performance.	All students particularly Economically Disadvantaged populations	Math Dept	August, 2011	May, 2012	Math teachers and/or office staff		The number of students failing math classes at each six-weeks grading period will decrease. Teacher/parent communication will increase.	More than 80% of students will meet minimum expectation on TAKS math test or perform satisfactorily on EOC
RS, T	Special population students will be provided specific ESL math strategies, such as the use of word walls and writing about mathematics.	All students particularly LEP populations	Math Dept	August, 2011	May, 2012	CSCOPE Exemplar lessons, key concepts and vocabulary lists		Successful interpretation of TAKS language and word recognition by LEP students.	More than 80% of students will meet minimum expectation on TAKS math test or perform satisfactorily on EOC
RS, HQ, Coord	Math dept will continue to host TAKS/EOC workshops prior to each TAKS/EOC administration	All students including special populations	Math Dept, admin	Oct 2011 Mar 2012 Apr 2012 July 2012	May, 2012	Math teachers		State assessment results	More than 80% of students will meet minimum expectation on TAKS math test or perform satisfactorily on EOC
RS, HQ, Coord	Math content integration in applicable vocational courses such as metals and woodworking specifically targeting measurement and geometry.	All students including special populations	Math teachers and vocational dept.	August, 2011	May, 2012	Teacher made resources, classroom manipulatives, and engaging real-life application problem scenarios.		State assessment results	Mastery levels for TAKS/EOC reporting categories in measurement will increase to surpass the state average in this area.

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Objective 3: 2011-2012 performance on the TAKS Science assessment will improve for each sub group to no less than 80% meeting minimum expectations (60%) for the state accountability or up to the next 5% for areas already above 80%.

Statement of Need:  
While science scores met minimum state expectations, 2011 scores reflected a relationship between ESL subgroup performance and the overall drop in scores from 2010.

School Wide Components	Actions/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
HQ	Use and model proper and relevant vocabulary whenever possible and language associated with targeted Science standards.	All students; including special populations	FSHS Science Department Faculty	August, 2011	End of every six-weeks	Adopted Textbook and ancillaries; purchased Science TAKS materials; lab equipment, available technology and adopted curriculum (cScope - TEA/ Reg8)		Common STAAR/EOC and TAKS benchmark assessment with data disaggregation for all students	80% of all students will meet minimum expectations on the TAKS Science and EOC tests.

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
PD	Professional Development	M	Assistance For Mastery	Sp. Ed.	Special Edu.	Title V – Innovative	
E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

School Wide Components	Actions/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation				
CNA, RS, A, Coord., HQ	Implement higher order thinking strategies with student centered activities.	All Students including special populations	FSHS Science Department Faculty	August, 2011	End of every cScope unit	Bloom's Taxonomy, 5-E Instruction, Adopted Textbook and ancillaries; purchased Science TAKS materials; adopted curriculum (cScope - TEA/ Reg8		CScope or comparable performance indicators for each unit	80% of all students will meet minimum expectations on the TAKS Science and EOC tests.
CNA, RS, A, Coord., HQ	By utilizing CScope Year at a Glance, Vertical Alignment, and Instructional Focus documents, FSHS Science Department will maintain horizontal and vertical curriculum alignment.	All students including special populations	FSHS Science Department Faculty	August, 2011	May, 2012	Texas Essential Knowledge and Skills for secondary science (TEKS); English Language Proficiency Standards (ELPS)		100% of the Science Department will follow and continuously update cScope Year at a Glance ( YAG)	Curriculum documents will be readily available for all core science subjects.

Schoolwide Components				Program Budget Codes			
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E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

CNA, RS, A, Coord., HQ	FSHS Science teachers will work with special population teachers to select any alternative assessments that will be used per Individualized Student Plans (ISP)	All students including special populations	FSHS science department faculty, GCS and special populations staff	August, 2011	May, 2012	Alternative Assessments		Teachers will meet with GCS (Grand Central Station) and Special Ed. Personnel to select alternative assessments per ISP	All students taking alternative assessments will meet mastery expectations per student's ARD.
CNA, RS, HQ, A,	Students will track their individual performance using DMAC reports.	All students including special populations	FSHS Science department faculty, students, GCS and special populations staff	August, 2011	May, 2012	STAAR and TAKS aligned tests; DMAC reports		Students will show continuous improvement on their low performance areas	80% of all students will meet minimum expectations on the TAKS Science and EOC tests.

Schoolwide Components				Program Budget Codes			
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CNA, RS, Coord., HQ	FSHS Science teachers will disaggregate test data from the most previous available TAKS administration to determine individual student needs.	All students including special populations	FSHS Science Department Faculty	August, 2011	May, 2012	DMAC generated reports from the most recent Science TAKS results; Data Disaggregation Forms		Weekly departmental meetings to discuss strategies for meeting individual needs.	80% of all students will meet minimum expectations on the TAKS Science and EOC tests.
CNA, RS, M	FSHS students will utilize online TAKS preparation software to improve science readiness.	All students including special populations	FSHS Science Department Faculty	September, 2010	May, 2011	Purchased software: Smart Response System; A+ Learning System; Free online software i.e TAKS Interactive Online Study Guides and Dana Center/ UT TeleTrack	\$3500 Local Funds	Benchmark Test Results	80% of all students will meet minimum expectations on the TAKS Science and EOC tests

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School Wide Components	Actions/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
CNA, RS, HQ, M, Coord.	All science students will use graphing-calculator technology to support interdisciplinary formula practice between math and science.	All students including special populations	FSHS Science Department Faculty	August, 2011	May, 2012	TI 82+ or above graphing calculators		Benchmark Test Results	80% of all students will meet minimum expectations on the TAKS Science and EOC tests
CNA, RS, HQ, M, Coord	All science students will use probe ware technology to support cScope curriculum rigor.	All students, including special populations	FSHS Science Department Faculty	August, 2011	May, 2012	Available probes and software		Benchmark Test Results	80% of all students will meet minimum expectations on the TAKS Science and EOC tests
RS, T	ESL students will be provided with and/or exposed to science vocabulary in both English and Spanish	All students, including special populations.	FSHS Science Department Faculty, ESL Coordinator, ESL instructors	August, 2011	May, 2012	ESL Campus coordinator, ESL instructors, ELPS, English and Spanish dictionaries, available technology and ancillaries		Successful interpretation of TAKS questions and word recognition by LEP students.	80% of all students will meet minimum expectations on the TAKS Science and EOC tests.

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HQ, Coord.	Specific tutorial schedules will be developed, published and implemented to provide expanded outreach for students requiring additional assistance with science skill development.	All students including special populations.	FSHS Science Faculty, Counselors, GCS faculty and staff	August, 2011	May, 2012	FSHS Science Faculty	Title 1 and/or State Compensatory Funds	The number of students failing Science courses each 6-wks will decrease.	80% of all students will meet minimum expectations on the TAKS Science and EOC tests.
HQ, Coord.	FSHS Science Faculty will host TAKS Review Blitzes prior to each TAKS and EOC administration	All students including special populations.	FSHS Science Faculty, Counselors, GCS faculty and staff	10-19-2011 TAKS 03-07-2012 TAKS 04-25-2012 TAKS 05-2012 EOC date TBA	May, 2012	FSHS Science Faculty	Title 1 and/or State Compensatory Funds	State Assessment Results	80% of all students will meet minimum expectations on the TAKS Science and EOC tests.
PD, Coord.	FSHS Science Faculty will utilize services offered through Grand Central Station (GCS) and campus ESL coordinator and work cooperatively to assist GCS with lesson plans and student accountability in efforts to promote student classroom success.	All students including special populations	FSHS Science Faculty, GCS Staff, ESL coordinator	August, 2011	May, 2012	GCS and ESL Staff, Science Faculty	Title 1 and/or State Compensatory Funds	The number of students failing Science courses each 6-wks will decrease.	80% of all students will meet minimum expectations on the TAKS Science and EOC tests

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Objective 4: 2011-2012 performance on the TAKS Social Studies assessment will improve for each sub group to no less than 100% meeting minimum expectations (70%) for the state accountability or up to the next 5% for areas already above 80%.

Statement of Need: The passing rate of All Students, Hispanic, and Economically Disadvantaged students are target areas to obtain 100% meeting minimum expectations. The Critical Thinking, Political Influences on History, and Geographic influences on History Objectives are additional specified target areas to obtain 100% of all students meeting minimum expectations on the TAKS Test. In addition, The passing rate of All Students who are taking the STAAR/EOC Geography test are targeted to obtain 70% meeting minimum expectations.

School Wide Components	Actions/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
CNA, RS, HQ, A, M, HQ	All SS Teachers will implement designated CSCOPE Assessment questions per unit, and all released TAKS test questions into their course tests during the school year to expose all students to the test formats of both tests.	All students, including special populations	Social Studies Teachers	August 2011	May 2012	SS TEKS, TAKS Objectives, and CSCOPE Materials		Benchmark tests in March 2012 for TAKS and Benchmark CSCOPE assessments every unit	At least 80% of 10 <sup>th</sup> and 11 <sup>th</sup> grade students will pass the SS benchmark in March, and 70% of the World Geography students will pass the STAAR Test satisfactory

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CNA, RS, HQ, A, M, HQ	All course tests will include TAKS questions by objective from the Exam-View databank, released TAKS tests, and CSCOPE Assessments.	All students, including special populations	Social Studies Teachers	August 2011	May 2012	SS TEKS, TAKS Objectives, and CSCOPE Materials		Benchmark tests in March 2012 for TAKS and Benchmark CSCOPE assessments every unit	At least 80% of 10 <sup>th</sup> and 11 <sup>th</sup> grade students will pass the SS benchmark in March, and 70% of the World Geography students will pass the STAAR Test satisfactory
CNA, RS, HQ, A, M, Coord., HQ	SS teachers will improve TAKS/STAAR scores through the use of vocabulary in respective areas to reinforce terms used in the SS TAKS/EOCs test and CSCOPE Curriculum.	All Students including special populations	Social Studies Department	August 2011	May 2012	SS TEKS, TAKS Objectives, and CSCOPE Materials		Benchmark tests in March 2012 for TAKS and Benchmark CSCOPE assessments every unit	At least 80% of 10 <sup>th</sup> and 11 <sup>th</sup> grade students will pass the SS benchmark in March, and 70% of Geography students will pass the STAAR Test satisfactory
CNA, RS, HQ, A, M, Coord., HQ	SS department members will receive vocabulary lists used in the SCOPE Curriculum and for the EXIT Level TAKS test and will emphasize key concepts/words during their course instruction, particularly in relation to economics and geography and the US Constitution.	All students including special populations	Social Studies Department	August 2011	May 2012	SS TEKS, TAKS Objectives, and CSCOPE Materials, especially the Freedom Week CSCOPE unit		Benchmark tests in March 2012 for TAKS and Benchmark CSCOPE assessments every unit	At least 80% of 10 <sup>th</sup> and 11 <sup>th</sup> grade students will pass the SS benchmark in March, and 70% of Geography students will pass the STAAR Test satisfactory

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
PD	Professional Development	M	Assistance For Mastery	Sp. Ed.	Special Edu.	Title V – Innovative	
E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

CNA, RS, HQ, A, M, Coord., PD, HQ	SS through CSCOPE will continue to improve the rigor of instruction to prepare students for the TAKS and STAAR/EOC tests	All students including special populations	Social Studies Department	August 2011	May 2012	SS TEKS and TAKS Objectives and SCOPE Curriculum		Benchmark tests in March 2012 for TAKS and Benchmark CSCOPE assessments every unit	At least 90% of 10 <sup>th</sup> grade and 95% of 11 <sup>th</sup> grade and 100% of 12 <sup>th</sup> grade students will pass the SS TAKS test and 70% of Geography students will pass the STAAR/EOC test in May
CNA, RS, HQ, M, Coord., PD, HQ	SS Teachers will develop, administer, and analyze data from common benchmark tests, and CSCOPE assessments	All students including special populations	Social Studies Teachers	August 2011	May 2012	SS TEKS and TAKS objectives, CSCOPE curriculum, DMAC		Benchmark tests in March 2012 for TAKS and Benchmark CSCOPE assessments every unit	At least 90% of 10 <sup>th</sup> grade and 95% of 11 <sup>th</sup> grade and 100% of 12 <sup>th</sup> grade students will pass the SS TAKS test and 70% of Geography students will pass the STAAR/EOC test in May

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
PD	Professional Development	M	Assistance For Mastery	Sp. Ed.	Special Edu.	Title V – Innovative	
E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

CNA, RS, HQ, M, Coord., PD, HQ	SS teachers will work with special population teachers to select any alternative assessments that will be used in High School	All students including special populations	Social Studies Teachers	August 2011	May 2012	Alternative Assessment		Teachers will meet prior to test dates to select alternative assessment instruments	At least 70% of the students who take an alternative assessment will meet expectations
CNA, RS, HQ, M, Coord., PD, HQ	SS Department will meet monthly to discuss instruction and student performance	All students including special populations	Social Studies Teachers	The second Tuesday of every month during lunch	May 2012	Social Studies Teachers		Agendas and minutes from each meeting	At least 90% of 10 <sup>th</sup> grade and 95% of 11 <sup>th</sup> grade and 100% of 12 <sup>th</sup> grade students will pass the SS TAKS test and 80% of Geography students will pass the STAAR/EOC test in May
PD, Coord	SS teachers will utilize services offered through GCS and work cooperatively to assist GCS with lesson plans and student accountability in efforts to promote student classroom success	All students, including special populations	SS teachers, GCS staff	August 2011	May 2012	GCS Staff, Social Studies Teachers		The number of students failing SS classes each 6 weeks will decrease.	The failure rate for students assigned to GCS will drop by at least 50% or more.

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
PD	Professional Development	M	Assistance For Mastery	Sp. Ed.	Special Edu.	Title V – Innovative	
E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

**Fort Stockton High School Campus Improvement Plan 2011-2012**

FSHS GOAL 2: Students will develop skills and behaviors for lifelong success. FSISD GOAL: The Fort Stockton ISD will increase parental and community involvement by developing a partnership among the home, school, and community that will create an environment conducive to learning. NCLB GOALS: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014. All LEP students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and math. By 2008-2009, all students will be taught by highly qualified teachers. All students will graduate from high school.

Objective 1: Less than 1% of FSHS students will be reported as a drop out from school before completing graduation requirements. The Completion Rate will be  $\geq 75\%$ .

Statement of Need: 100% of high school students should complete high school. The Special Education graduation percentage must improve to less than 1% failing to graduate.

School Wide Components	Actions/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
CNA, RS, PI, Coord.	Student Attendance will be monitored closely to prevent students from losing credit due to excessive absences	All students including special populations	All school personnel	August, 2007	May, 2012	Parent-Student Attendance Liaison, Faculty, Attendance Committee, Assistant Principal		Each six week grading period, students having excessive absences and their parents will meet with school personnel to develop a plan to improve attendance	By the end of the year, the number of students losing credits because of excessive absences will decrease by 50% from the previous year
CNA, RS, PI, Coord.	Students wanting to drop out of school and their parents will be counseled by school personnel about the advantages of remaining in school	All students including special populations	Counselors and Administrators	August, 2007	May, 2012	Parent-Student Resource Liaison		Throughout the school year as students request to withdraw as a drop-out	By the end of the school year, less than 1% of the students contemplating dropping out will have done so

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
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E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

PI	The Parent-Student Resource Liaison maintains contact with the parents of those students experiencing problems in attendance and grades	All student including special populations	Administration and Parent-Student Resource Liaison	August, 2007	May, 2012	Parent-Student Resource Liaison	Title 1 and/or SCE Funds	Throughout the year as students have difficulty with attendance and/or grades	By the end of the year, the drop-out rate will be less than 1%
CNA, RS, PI	All teachers will assist in monitoring student absences throughout the school year and mentor those students who have excessive absences	All students including special populations	Teaching Faculty	August, 2007	May, 2012	School Personnel and Parents		Throughout the year, teachers will check on their assigned students to improve relationships between the student and school	By the end of the year, the drop-out rate will be less than 1%
CNA, RS, PI, Coord.	Special Services Staff and the High School Administration will research scientifically based programs that will help Special Education students stay in school and complete their high school education	Special populations	Counselors, Administrators, Faculty including Special Education personnel	August, 2007	May 2012	Parent-Student Resource Liaison	Title 1 and/or SEC Funds	Special Education students will be monitored closely so that they will remain in school and be successful	Less than 1% of Special Education students will drop out of school

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
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E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

CNA, RS, PI, Coord.	FSHS will use grant money provided to provide incentives for all students to be in regular attendance and remain in school to complete graduation requirements through funds from the Success Initiative Grants and Pinon Grants	All students including special population students	All FSHS staff	August, 2007	May, 2012	School Personnel	\$15,000 Pinon Grant – Attendance Incentives \$20,000 Pinon Grant – Completion Incentives	Students will not drop out of school without completing their high school education	100% FSHS students will graduate from high school
CNA, PI, Coord.	FSHS will provide credit recover opportunities for all students through Night School, Saturday School, Summer School, and Panther Den	All students including special population students	All FSHS staff	August, 2007	June, 2012	School Personnel	Title 1 and/or SEC Funds	Students will earn the required credits to meet state requirements for graduation from high school	100% FSHS students will graduate from high school
CNA, PI	FSHS Teaching Staff will develop and implement a Student Mentor Program designed to pair each teacher with a minimum of three students identified as bubble students or students who have not met expectations on TAKS/EOC assessments	All students	All FSHS Teaching Staff	September, 2011	May, 2012	Teachers, Counselors, Administrators		Teachers will meet with students assigned to them for monitoring at least one time per week throughout the school year	Increase graduation rate, passing rate in classes, and student performance on state assessments

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
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Fort Stockton High School Campus Improvement Plan 2011-2012

FSHS GOAL 2: Students will develop skills and behaviors for lifelong success. FSISD GOAL: The Fort Stockton ISD will increase parental and community involvement by developing a partnership among the home, school, and community that will create an environment conducive to learning. NCLB GOALS: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014. All LEP students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and math. By 2008-2009, all students will be taught by highly qualified teachers. All students will graduate from high school.

Objective 2: The average daily attendance for the school year will be at least 95%.

Statement of Need: Students need to be in attendance in order to succeed in school.

School Wide Components	Actions/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
CNA, PI, Coord.	Truancy will be handled aggressively; parents and students will be filed on in Municipal Court and County Court in compliance with the truancy and Compulsory attendance laws	All students including special populations	School Administrators and Parent-Student Resource Liaison	August, 2007	May, 2012	Administrators, Parent-Student Resource Liaison, Municipal Court Judge, Pecos County Judge		As students reach the limit for unexcused absences, they and their parents will receive warning letters and then will receive notification that legal action will be taken	By the end of the school year, the number of students and parents filed on for truancy will decrease by 50%

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
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E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

PI	A Parent-Student Resource Liaison to help make contact with parents whose students are experiencing problems in attendance and grades	All students including special populations	School Administrators	August, 2007	May, 2012	School personnel and parents	Title 1 and/or SEC Funds	Throughout the year as students have difficulty with attendance and/or grades	By the end of the year, the attendance rate will be at least 95%
PI, CNA, Coord.	Panther Den (credit recovery) will be made available to junior and senior level students who cannot adjust to the traditional instructional schedule of classes. Administration will determine eligibility to attend Panther Den	All Students including special populations	School Administrators	August, 2007	May, 2012	School Administrators, Counselor, Parent, Student	Title 1 and/or SEC Funds	As needed, students will be identified for eligibility to attend Panther Den for credit recovery because of attendance and/or grades	By the end of the year, the drop out rate will be no more than 1% and attendance will be 95% or higher
CNA, HQ, M	Special Population students will receive assistance through the inclusion services and special education services provided throughout the year during the instructional day	All Students including special populations	Special Education Department on Campus	August, 2007	May, 2012	Inclusion Instructional Aides, Special Education Teachers		Inclusion instructional aides will assist identified students within the instructional programs and the special education supervisor will track student successes	100% of all Special Populations students will be successful in the classroom earning state required credits and meeting the minimum on state required assessments and complete high school

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
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E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

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Objective 3: ≥ 70% of the graduating class will follow the Recommended or Distinguished Achievement Graduation Program.

Statement of Need: The campus need is to prepare each student for lifelong success and for college readiness.

School Wide Components	Actions/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
CNA, HQ, PI, Coord.	Students will be encouraged to follow the Recommended or Distinguished Achievement Graduation Plan	All students including special populations	Counselors and Teachers and Administrators	August, 2007	May, 2012	Course Description books, Community leaders, College Course Guides, and outside programs that offer assistance and guidance to students		During the preregistration process, over 70% of the students will indicate that they will follow the Recommended or Distinguished Achievement Graduation Plan	At least 70% of the graduating class will have graduated under the Recommended or Distinguished Achievement Graduation Plan
CNA, HQ, PI, Coord.	Students will be encouraged to take the PSAT, SAT, ACT, and AP exams for their courses and teachers will work to prepare students for these tests	All students including special populations	Teachers, Counselors	August, 2007	May, 2012	PSAT, SAT, ACT, and AP Exam standards		PSAT, SAT, ACT, and AP prep materials and testing schedules will be used at least once in a six weeks in honors classes	90% of the students who take the SAT, ACT or AP exams will improve their scores

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
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E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

PI, Coord.	Texas Scholars, requiring students to follow at least the Recommended Graduation Plan and maintain a B average as well as perform community service, will be implemented	All students including special populations	Counselors, Parents, Administrators	June, 2007	April, 2012	Community, Parents, Civic Organizations		Student involvement in community service projects through the year	At least 70% of the Senior class will graduate under the Recommended or Distinguished Achievement Graduation Plan
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Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
PD	Professional Development	M	Assistance For Mastery	Sp. Ed.	Special Edu.	Title V – Innovative	
E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

Fort Stockton High School Campus Improvement Plan 2011-2012

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Objective 4: Less than 5% of each grade level will be retained and not moved to the next grade level classification.

Statement of Need: 9.74% of 2010-2011 9<sup>th</sup> graders were retained in 9<sup>th</sup> grade, and 28% of the 2010-2011 10<sup>th</sup> graders were retained in the 10<sup>th</sup> grade.

School Wide Components	Actions/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
CNA, HQ, PI, A, M, Coord.	Teachers will hold all students to high standards of performance, requiring all students to achieve at least 70% mastery of the TEKS.	All students including special populations	Teachers	August, 2007	May, 2012	Course TEKS		Each six weeks grading period the number of students receiving failing grades will decline from the 2005-2007 school year. Teachers are expected to have less than 15% students failing any course in any grading period	At the end of the year, less than 5% of each grade level will be retained in that grade level
CNA, HQ, PI, A, M, Coord.	Teachers will provide tutorials before and after school to those students requiring extra assistance	All students including special populations	Teachers	August, 2007	May, 2012	Course TEKS, Report Cards	Title 1 and/or SCE Funded	Each six weeks the number of students receiving failing grades will decline from the 2005-2007 school year	At the end of the year, less than 5% of each grade level will be retained

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
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E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

CNA, M, Coord.	Summer School will be provided at least for Algebra 1 and English classes to regain credit. Both students who need to regain credits and want to earn additional credits are eligible to attend	All students including special populations	Teachers and Administrators	June, 2012	July, 2012	Algebra I and ELA curriculum		A majority of student who need credit recovery in Math and Science will successfully complete Summer School	At the end of the year, less than 5% of each grade level will be retained
CNA, M, Coord.	Night School, Saturday School and Summer School classes will be offered via the A+ Learning Software	All students including special populations	Teachers and Administrators	September, 2011	May, 2012	A+ Learning	\$3500 Local Funds for the cost of the software	A majority of students who need to regain credits in order to be placed in the next grade level or graduate will participate in night school, Saturday school, or summer school	At the end of the year, less than 5% of each grade level will be retained

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
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E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

Fort Stockton High School Campus Improvement Plan 2011-2012

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Objective 5: The numbers of acts of violence on campus will decrease by 30% from the 2010-2011 school year.

Statement of Need: Students need to be able to learn in an environment, which is safe, drug free, and conducive to learning.

School Wide Components	Actions/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
CNA, HQ, Coord.	Every teacher will have a copy of the Violence Prevention/Crisis Intervention Plan for the campus and will use this as a resource for dealing with any crisis	All students including special populations	Teachers and Administrators	August, 2007	May, 2012	Violence Prevention / Crisis Intervention Plan		Teachers will receive the VPCI Plan at the beginning of the year.	100% of the teachers will have and be able to use the VPCI Plan.
CNA, HQ, Coord.	School officials will work closely with local law enforcement officers and the Campus Resource Officer to investigate incidents of violence on campus.	All students including special populations	School and Law Enforcement Personnel	August, 2007	May, 2012	School handbook, Code of Conduct, and State Laws		Throughout the year as acts of violence occur, they will be dealt with fairly and consistently in a timely manner	The number of acts of violence on campus will decrease by 30% from the 2010-2011 school years

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
PD	Professional Development	M	Assistance For Mastery	Sp. Ed.	Special Edu.	Title V – Innovative	
E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

CNA, HQ, PD, Coord.	All teachers and aides will be instructed in strategies and processes to deal with violent student situations within the classroom and on campus with the support of the administration	All students including special populations	All teachers and instructional aides	August, 2007	May, 2012	Code of Conduct, Campus Emergency Plans, Campus Resource Officer		All personnel will attend faculty meetings with emergency situations as the topic for the agenda	The number of disciplinary referrals will decrease by 25% from the 2010-2011 school year
CNA, HQ, PD, Coord.	Through observations in the classrooms via walkthroughs, teachers will be given opportunities to develop discipline management plans through the Canter Assertive Discipline Modules provided by the district	All students including special populations	All teachers and instructional aides	August, 2009	May, 2012	Canter Modules on Discipline Management		All instructional personnel will develop individual discipline management plans for use in the classroom	The number of disciplinary referrals will decrease by 25% from the 2010-2011 school year

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
PD	Professional Development	M	Assistance For Mastery	Sp. Ed.	Special Edu.	Title V – Innovative	
E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

**Fort Stockton High School Campus Improvement Plan 2011-2012**

FSHS GOAL 3: The Fort Stockton High School faculty and staff will improve communications within the school environment as well as with parents and community.  
 FSISD Goal: The Fort Stockton ISD will increase parental and community involvement by developing a partnership among the home, school and community that will create an environment conducive to learning. NCLB Goals: All students will be educated in learning environments that are safe, drug free and conducive to learning. All students will graduate from high school.

Objective 1: 100% of students and parents will be notified in English and Spanish of various programs and other necessary information for student success and receive invitations to attend student activities that might foster enhanced parent-teacher-student collaborative participation.

Statement of Need: Parents and schools need to form partnerships to facilitate students' educational success.

School Wide Components	Actions/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
CNA, PI	Parents will receive at least four communications in English and Spanish from the school throughout the year including the use of School Messenger	All students, including special populations	Counselor, Registrar, Administration	September, 2007	May, 2012	Counselors, Registrar, Administration		Each six weeks, information will be sent home with the Report Cards	100% of the parents will receive communication from the high school
CNA, PI, HQ	Counselors will preregister each grade level through individual conferencing	All students, including special populations	Counselor	September, 2007	May, 2012	Counselor		In December, March, April and May, Counselors will meet with each individual student to develop a graduation plan and pre-register	100% of the students will be preregistered and will have a 4-year graduation plan developed
CNA, PI	Opportunities will be provided for parents to become involved in their child's activities	All students, including special populations	All School Personnel	August, 2011	May, 2012	Counselors, teachers, administration		"Meet the Teacher" in September, CyberCrime Assembly, August, and all other student activities throughout the school year	Improved student attendance, grades, graduation rates.

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
PD	Professional Development	M	Assistance For Mastery	Sp. Ed.	Special Edu.	Title V – Innovative	
E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

CNA, PI, Coord.	Every Senior will receive information about graduation plans, applying for post secondary education, financial aid, and the TEXAS Grant Program. Every Senior parent will receive notification that this information has been given to their student	All students, including special populations	Counseling Department	Sept, 2007	May, 2012	Counselors		Seniors will meet in small groups with counselors to receive the information. They will sign that they have received the information and a follow-up letter will be sent to parents	100% of the Senior Class will receive the aforementioned information
CAN, RS, PI	Fort Stockton High School will establish a Parental Involvement Committee to develop and implement parental involvement activities for the parents of FSHS	All students, including special populations	Parental Involvement Committee Members: JC Martinez, S. Card, E. Torres, C. Perkins, and Principal plus two members from Middle School and two from Intermediate School	September, 2011	May, 2012	Committee Members, faculty and staff of FSHS, CNA		Parental Involvement Committee will meet throughout the school year and plan and implement opportunities for parental involvement	Increased parent representation at all school functions and increased student performance and attendance

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
PD	Professional Development	M	Assistance For Mastery	Sp. Ed.	Special Edu.	Title V – Innovative	
E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

CNA, PI, Coord.	Parents, community Leaders, and School Personnel will work together to continue the Texas Scholars Program and inform and encourage students to follow the Recommended or Distinguished Academic Graduation Plan	All students, including special populations	School Personnel	August, 2007	May, 2012	Principal		A website and new parent volunteers will be involved in the Texas Scholars Program	The Texas Scholars Program will continue through the 2010-2011 school year
CNA, PI, Coord.	Written communications will be available in English and Spanish. Conferences or phone contacts will be provided in Spanish as needed	All students, including special populations	School Personnel	August, 2007	May, 2012	Counselors		Communication throughout the year will be provided in Spanish and English	100% of the communications sent home through the year will be in the parents' home language

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
PD	Professional Development	M	Assistance For Mastery	Sp. Ed.	Special Edu.	Title V – Innovative	
E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

Fort Stockton High School Campus Improvement Plan 2011-2012

FSHS GOAL 4: Following the FSISD plan, Fort Stockton High School will ensure all teachers and para-educators are highly qualified. NCLB GOALS: 1. All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014. 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. 3. By 2005-2007, all students will be taught by highly qualified teachers. 4. All students will be educated in learning environments that are safe, drug free, and conducive to learning. 5. All students will graduate from high school. (All strategies below are district-level actions to be supported by the campus.)

Objective 1: FSISD 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	Actions/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
HQ	Evaluate personnel records	All	Central Office Staff and Campus Principal	August/Ongoing	January /Ongoing	Central Office Staff and Campus Principal	Local	Personnel Record Evaluation	NCLB HQ Report
HQ	Notify campuses of HQ status	All	Central Office Staff and Campus Principal	August/Ongoing	January /Ongoing	Central Office Staff and Campus Principal	Local	HQ status report	NCLB HQ Report
HQ	Provide an individualized HQ plan for teachers to meet HQ standards as contractually prescribed	All	Teachers and Central Office	August/Ongoing	January /Ongoing	Campus Personnel	Local	HQ teacher plan	NCLB HQ Report

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
PD	Professional Development	M	Assistance For Mastery	Sp. Ed.	Special Edu.	Title V – Innovative	
E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

**Fort Stockton High School Campus Improvement Plan 2011-2012**

FSHS GOAL 4: Following the FSISD plan, Fort Stockton High School will ensure all teachers and para-educators are highly qualified. NCLB GOALS: 1. All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014. 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. 3. By 2005-2007, all students will be taught by highly qualified teachers. 4. All students will be educated in learning environments that are safe, drug free, and conducive to learning. 5. All students will graduate from high school. (All strategies below are district-level actions to be supported by the campus.)

Objective 2: FSISD 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	Actions/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
HQ	Maintain contact with universities and Regional ESCs and participate in job fairs	All	District and Campus Administrators	August, 2007	August, 2012	Central Office and Campus Administrators		Participation at job fairs	Sign-in sheet, list of applicants and resumes
HQ	Announce job vacancies locally and regionally in a timely manner	All	District and Campus Administrators	August, 2007	August, 2012	Central Office, Job Fairs, Principals, Webmaster		Job vacancy announcements through media sources	Job vacancy announcements through appropriate media sources
HQ	Create and utilize a pool of applicants	All	District and Campus Administrators	August, 2007	August, 2012	Central Office, Job Fairs, Principals, Webmaster		List of applicants, resumes	List of applicants, resumes
HQ	Encourage current para-educators to complete teacher certification	All	District and Campus Administrators	August, 2007	August, 2012	Grow your Own – District and Campus Administration		Track para-educators working toward teacher certification	Grow your Own program plan – Hire experienced para-educators who complete teacher certification.

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
PD	Professional Development	M	Assistance For Mastery	Sp. Ed.	Special Edu.	Title V – Innovative	
E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

FSHS GOAL 4: Following the FSISD plan, Fort Stockton High School will ensure all teachers and para-educators are highly qualified. NCLB GOALS: 1. All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014. 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. 3. By 2005-2007, all students will be taught by highly qualified teachers. 4. All students will be educated in learning environments that are safe, drug free, and conducive to learning. 5. All students will graduate from high school. (All strategies below are district-level actions to be supported by the campus.)

Objective 3: FSISD 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	Actions/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
HQ	Maintain highly competitive salary schedule	All	District and Campus Administration	January, 2007	August, 2012	Texas Association of School Boards		Salary Schedule	State, Regional, and local salary schedule
HQ	Expand teacher mentor program to include reassigned teachers and new teachers to the district	All	District and Campus Administration	January, 2008	August, 2012	Central Office Administration and Campus Administration		Mentoring documentation	Teacher Evaluations
HQ	Conduct analysis of teacher-pupil ratios in core curricular areas to address staffing needs	All	District and Campus Administration, teachers	December, 2007	February, 2012	Counselors, District and Campus Administration		Pupil-teacher ratio reports	Pupil-teacher ratio reports

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
PD	Professional Development	M	Assistance For Mastery	Sp. Ed.	Special Edu.	Title V – Innovative	
E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

HQ	Provide increased opportunities for high quality staff development	All	District and Campus Administrators, teachers	August, 2007	August, 2012	Region 18 ESC, Local District, state and national conferences		Training certificates, teacher evaluations	Training certificates, teacher evaluations, increased passing rates for students
HQ	Increase teacher appreciation/staff motivation activities	All	District and Campus Administrators, teachers	August, 2007	August, 2012	Administration , teacher committees, Parent Teacher Organizations		Staff Evaluations and increased student success	Staff Evaluations

Schoolwide Components				Program Budget Codes			
CNA	Comp. Needs Assessment	PI	Parent Involvement	Bil	Bilingual	State Compensatory Education	Other Sources
RS	Reform Strategies	T	Transition	T-1	Title 1	Title IV – Safe and Drug Free	
HQ	Highly Qualified Staff	A	Teacher Inventory in Assessments	T-1C	Migrant	Optional Extended Year	
PD	Professional Development	M	Assistance For Mastery	Sp. Ed.	Special Edu.	Title V – Innovative	
E/R	Employment/ Recruitment	Coord.	Coord./Integration	Local	Local	Title II, Part A	

## **ADDENDUM**

### **School Improvement Plan – First Year Academically Unacceptable**

## 2010-2011 School Improvement Plan (SIP)

### LEA and Campus Information

<b>LEA Name:</b>	Fort Stockton High School	<b>Campus Name:</b>	Fort Stockton High School
<b>CDN:</b>	186902	<b>Campus Number:</b>	186902001
<b>Date:</b>	9/19/2011	<b>Date SIP was Approved by Local Board:</b>	

### Section I: Area(s) of Low Performance and Target Groups

*Identify the areas of low performance and each group not meeting the 2010 state standards (include all areas not meeting state standards without required improvement (RI), Texas Projection Measure (TPM)).*

Hispanic and Economically Disadvantaged Student populations in 9th and 10th grade Math

### Section II: Process for Evaluating Progress Toward Meeting Performance Standards

*Describe the assessment process, rigorous TEKS-aligned instruments, and the measures that will be used to evaluate progress toward meeting performance standards. Example: administer curriculum-based assessments at the end of the first grading period; administer released TAKS tests in December; administer benchmark tests at the end of the first semester.*

Conduct extensive analyses of each HS students' state assessment performance (SLR), Administer common curriculum based benchmarks at the end of each 6-week grading period and include respective data disaggregation of each, Administer CSCOPE Unit Assessments as required in Scope and Sequence throughout the year. Use combined analyses of the above to identify trends and address student strengths and weaknesses or gaps in instructional methodologies.

### Section III: SIP Development

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible <i>(LEAs identified under TEC §29.918 must document the use of High School Allotment and Compensation Education funding)</i>

TAKS	Instruction	Rigorous and Relevant	Weekly, formative, or common assessments will contain questions that are at or above TAKS/STAAR EOC level	Paper copy of assessments/benchmarks and disaggregated results, to include identified needs and strategies to address student weaknesses, will be provided by teachers and submitted to principal's office, Math Department Chair, and Director of Curriculum.	Student formative and summative assessments results in DMAC	CSCOPE, DMAC, TMSDS, and other sources of TEKS-based EOC STAAR/TAKS style questions as sources of appropriate common assessment questions. Collaborative teacher teams are responsible for selecting questions from sources that match the TEKS that have been taught as presented through CSCOPE, maintaining the program's fidelity.
TAKS	Instruction	Monitoring / Evaluation of Quality	Ongoing monitoring to ensure student engagement, use of manipulatives and appropriate technology, cooperative learning activities, student responses reflecting understanding and application of concepts/content.	Detailed lesson plans, active student participation, and dynamic teacher involvement.	Observational walk-throughs, benchmark assessment results	Observation forms, CSCOPE, benchmark results disaggregated through DMAC
TAKS	Parents Community	Parent Involvement	Parents of low performing students will be contacted at the 3 week and 6 week grade reporting time. Parents will be encouraged to schedule a conference about methods to improve student performance at home and school. Translation will be provided as needed. Document all contact with parents. Advertise activities using School Messenger, teacher and school web pages, and local newspaper.	Teacher call logs, parent conference logs, parent involvement survey, web pages, newspaper articles, and parent sign-in sheets at Open House.	Increased parent participation at Open House, positive growth in student success on benchmark tests, increased parent conferences	Newspaper articles, sign-in sheets, radio announcements, parent involvement committee, and school web pages.

			Advertise activities using School Messenger, teacher and school web pages, and local newspaper.			
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Fort Stockton Independent School District  
Fort Stockton High School

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



# Fort Stockton Independent School District Fort Stockton High School State Compensatory Education

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# Fort Stockton Independent School District

## Fort Stockton High School

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

The Fort Stockton High School serves approximately 624 students in grades 9 through 12. Based on the data submitted to the Texas Education Agency in the NCLB Consolidated Federal Grant Application, approximately 62.3 percent of the students residing in the High School attendance area 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 number of students in an at-risk situation are in the category “previously performed unsatisfactorily on TAKS and who have not, on subsequent administrations, achieved 110 percent of TAKS performance standards. One hundred sixty-three students or 26.1 percent of the students enrolled in the High School met this criterion. Eighty-eight students or 14.1 percent had not advance from one grade to the next for one or more school years while 78 students or 12.5 percent had below a 70 average in two or more foundation courses during a semester in school year 2010 -2011 or 2011-2012. Thus, approximately 329 students or 52.7 percent of the students enrolled in the High School meet one or more of the criteria for being in an at-risk situation. This compares with the State average of 47.2 percent. (See Appendix A: Identification of Students in At-Risk Situation)

Based on student performance on the Academic Excellence Indicator System (AEIS), the Texas Education Agency rated the High School as “Academically Acceptable.” Generally, the passing rates on the various Texas Assessment of Knowledge and Skills (TAKS) tests decreased between the 2011 and 2010 administrations. Students in at-risk situations continued to lag behind all students and actually lost ground on all four of the tests. Students continue to have the most difficulty with the math and science tests where the passing rates were 60 and 73 percent respectively for all students. (See Appendix B: Three-Year TAKS Results) Thus, one may conclude that continued emphasis must be placed on providing more intense instruction for the students in at-risk situations during school year 2011-2012 in an effort to completely close the achievement gap between these students and all students. Also, increased emphasis is indicated for math and science as these were the two tests that had the lowest passing rates for all students as well as students in at-risk situations. Students in at-risk situations passed these tests at 37 percent and 57 percent respectively.

The evaluation of the school year 2010-2011 programs and services disclosed mixed results in the performance of students participating in the various programs funded with SCE funds. The most successful program was the At-Risk Counselor where 73.5 percent of the participants were successful while the least successful was the TAKS Accelerated English Language Arts program with only 9.1 percent of the participants achieving the success criterion of passing the TAKS ELA test. (See Appendix C—Evaluation of School Year 2010-2011 Programs and Services)

The campus administrator identified preparing students for the new State of Texas Assessments of Academic Readiness (STAAR) test as the greatest need facing the High School. In an effort to address this concern, the administrator is planning to intensify professional development in the areas of the STAAR and CSCOPE and emphasizing Panther Den, an Alternative Education Program, and Grand Central Station, the school’s Response to Intervention (RtI) program.

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

### Ft. 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 Teacher	SCE Funding \$97,950	Mastery of TEKS Informal tests Six week grades	Return to the regular classroom and satisfactory performance on the STAAR

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	Princi-pal	August 2011-May 2012	Every six weeks	1.00 FTE Aide	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 last Math TAKS test.	Students in at-risk situations because of unsatisfactory performance on the TAKS Math test	Princi-pal	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 paraprofessionals 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	Princi-pal	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

School wide Comp.	Action/Strategy	Student Population	Staff Resp.	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation	Human/Materials		Formative	Summative
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	Principal	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.
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 STAAR	Principal	August 2011-May 2012	Daily	1.00 FTE Teacher	SCE Funding \$ 41,715	Mastery of TEKS	Satisfactory performance on the STAAR

School wide Comp.	Action/Strategy	Student Population	Staff Resp.	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/Materials	Formative
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

## 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. A teacher and a paraprofessional are paid for with these funds to reduce class size in the core subject areas and provide additional help to struggling students. A parent liaison encourages parental participation in the education of their children. The purpose of the Title I program is to provide opportunities for all students and especially those in at-risk situations to acquire the knowledge and skills necessary to pass the state's challenging performance standards, i.e., the State of Texas Assessments of Academic Readiness (STAAR).
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:** These funds are used for payroll costs at the elementary schools to reduce class size. Professional development activities will also fund district-wide with these monies if additional funds become available.
4. **ESEA, Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient and Immigrant Students:** These funds are primarily used 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 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. **English as a Second Language:** 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 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. English language learners are considered as being in an at-risk situation by State definition.
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 for participation 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 2010-2011 Programs and Services

Appendix D—State Compensatory Education Budget

Appendix E—Assurance and Good Practices

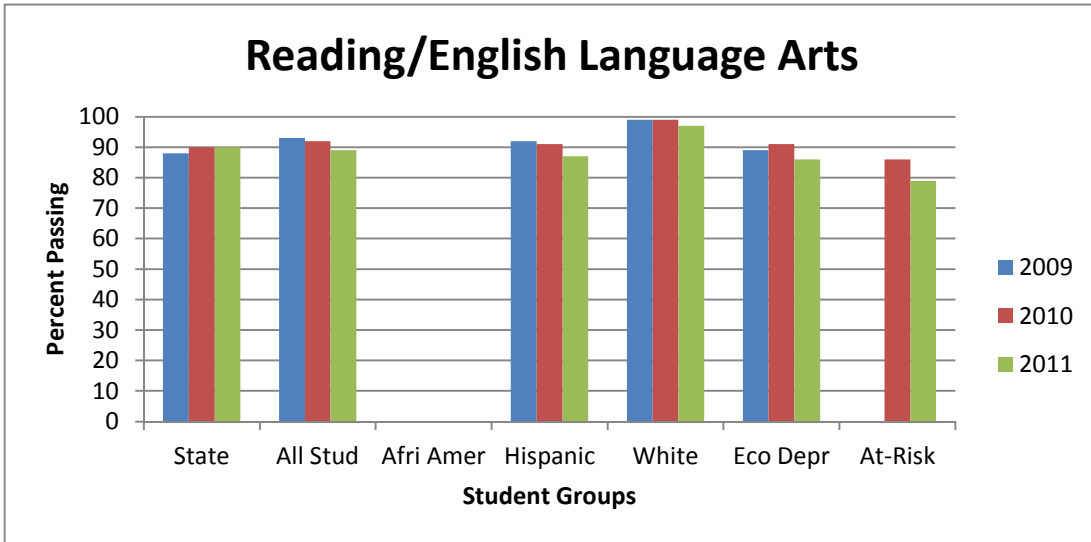
## Appendix A—Identification of Students in At-Risk Situations

		9	10	11	12	Total	Percent
		155	178	151	140	624	100.00%
	<b>Number of students . . .</b>						
<b>A</b>	not advanced from one grade to next for one or more years	21	30	22	15	88	14.10%
<b>B</b>	with below 70 average in 2 or more foundation courses during a semester of SY2010-2011 or SY2011-2012	21	19	27	11	78	12.50%
<b>C</b>	who have previously performed unsatisfactorily on TAKS and who have not, on subsequent administrations, achieved 110% of TAKS performance standards	48	64	36	15	163	26.12%
<b>D</b>	performing unsatisfactorily on readiness test or assessment instrument during 2011-2012						
<b>E</b>	pregnant or parenting during 2011-2012	1	2	6	13	22	3.53%
<b>F</b>	placed in alternative education program during 2010-2011 and/or 2011-2012	13	8	6	4	31	4.97%
<b>G</b>	expelled during 2010-2011 and/or 2011-2012	0	0	0	0	0	0.00%
<b>H</b>	currently on parole, probation, deferred prosecution, or other conditional release	13	8	6	4	31	4.97%
<b>I</b>	previously reported through PEIMS as having dropped out of school	0	0	0	5	5	0.80%
<b>J</b>	identified as Limited English Proficient (LEP) during 2011-2012	13	7	9	4	33	5.29%
<b>K</b>	in custody or care of the Department of Protective and Regulatory Services or referred to that Department during 2011-2012	0	0	1	0	1	0.16%
<b>L</b>	who are homeless during 2011-2012	0	0	0	0	0	0.00%
<b>M</b>	residing in a residential placement facility in the district during 2010-2011 and/or 2011-2012	0	0	0	0	0	0.00%

## Appendix B—Three Year TAKS Results

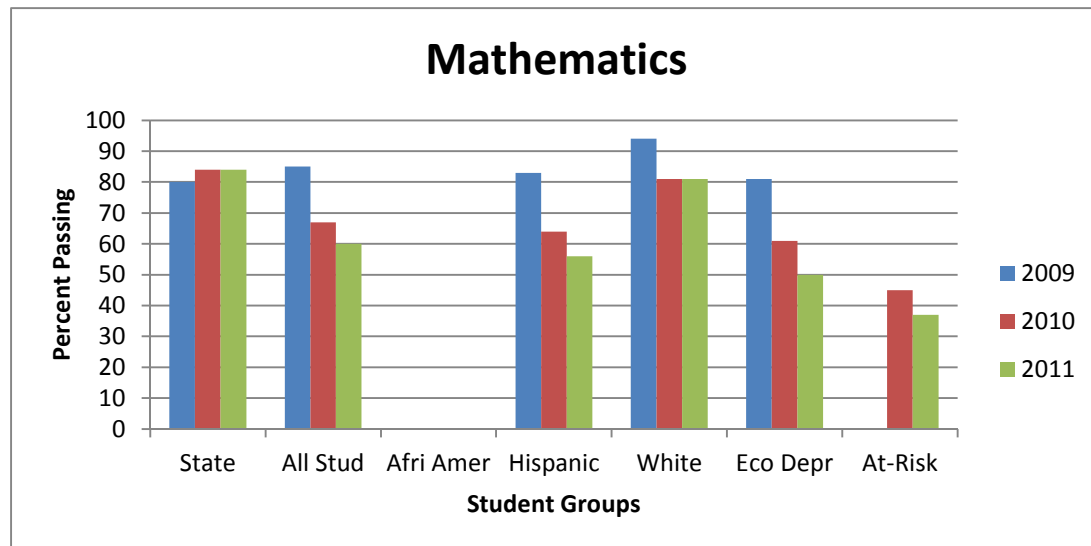
### Reading/English Language Arts

Year	State	All Stud	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	88	93	*	92	99	89	NA
2010	90	92	*	91	99	91	86
2011	90	89	*	87	97	86	79



### Mathematics

Year	State	All Stud	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	80	85	*	83	94	81	NA
2010	84	67	*	64	81	61	45
2011	84	60	*	56	81	50	37



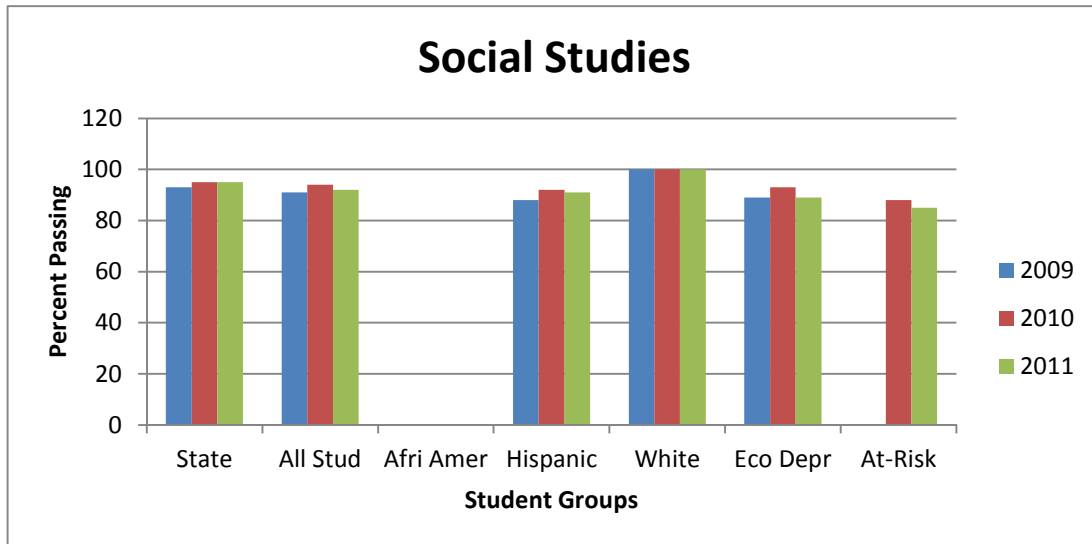
\* Indicates that there were too few students to generate a passing rate.

N/A = Data not available

## Appendix B—Three Year TAKS Results, Cont'd.

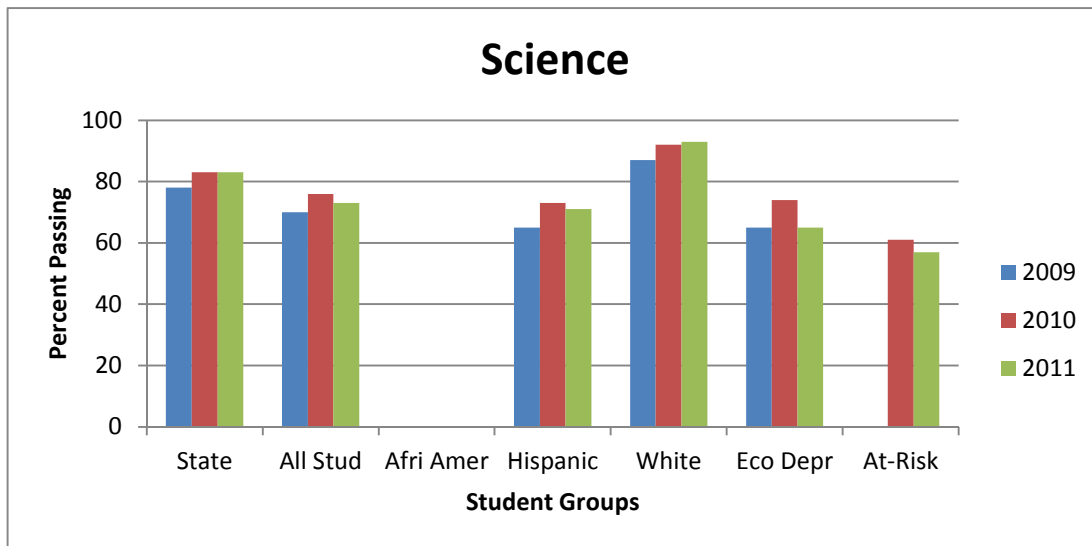
### Social Studies

Year	State	All Stud	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	93	91	*	88	100	89	NA
2010	95	94	*	92	100	93	88
2011	95	92	*	91	100	89	85



### Science

Year	State	All Stud	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	78	70	*	65	87	65	NA
2010	83	76	*	73	92	74	61
2011	83	73	*	71	93	65	57



\* 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: 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%

The At-Risk Counselor and Panther Den were the two most successful programs implemented with State Compensatory Education funds at the High School with success rates of 73.5 percent and 60.7 percent respectively. The TAKS Accelerated Science program was marginal with slightly over 50 percent of the students achieving the success criteria of passing the TAKS science test and satisfactory performance on the six week tests. Performance of students participating in the Grand Central Station program was disappointing with only 32.4 percent of the participants achieving the success rate of passing the TAKS tests and mastery of the TEKS. This compared with a success rate at the Middle School of 80.0 percent for students participating in the Grand Central Station program.

The performance of students participating in the Discipline Alternative Education Program, the TAKS Accelerated Math, and the TAKS Accelerated English Language Arts programs was below expectations as fewer than 40 percent of participants achieved success. The TAKS Accelerated English Language Arts program was the least successful with only 9.1 percent of the participants achieving success.

The Library Aide and TAKS Accelerated Social Studies programs were not implemented.

## **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 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

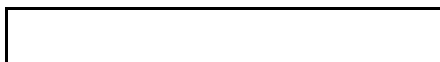
Account Code

Account Title

**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

001 FORT STOCKTON H S Total \$292,296.11



**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**

## **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.