

# Fort Stockton Intermediate School

## Campus Improvement Plan

### 2011-2012



Approved by Campus Improvement Committee on: 8/24/11

Teaching Representatives	Non-Teaching Professional Representatives	Campus Administration	District-wide Administration
Amparo Almendarez	David Whaley, Counselor	Zana Hanson, Principal	Marlane Burns
Elizabeth Baker			
Deana Carrillo			
Rufina Deleon	Business Representatives	Community Representatives	Parent Representatives
Carrie Gonzalez	Georgiana Fabela	Clarisa Lujan	Heather Cope
Ann Hurt	Remie Ramos	Zan Matthies	Tony San Miguel
Jared Smith			
Luis Villarreal			

## Intermediate School Campus Improvement Plan 2011-2012

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

**Objective 1:** Intermediate students will attain 90% passing rate this year in Mathematics, Reading, Writing, and Science TAKS tests.

Statement of Need: In order to meet AYP, all students and subgroup populations must attain met standard passing rates of 87% in reading and 83% in math.

School- wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation	Human/ Materials		Formative	Summative
RS CNA	Implement CSCOPE curriculum in all core subjects	All	Principal, Teachers	August 2011 to May 2012	September 2011-May 2012	In House Materials, Time	\$8 per snapshot enrollment (District Funds)	Unit assessments to be completed at the end of each unit	May 2012 (STAAR results)
RS CNA	Use Smart Goals to target improvement initiatives and efforts in math, reading, writing, and science	All	Principal, Teachers and Aides	October 2011 to May 2012	October 2011-February 2012	In House Materials, Time	In House Materials	Unit assessments to be completed at the end of each unit and benchmark tests	Evaluated in August 2011 AEIS, 2012 STAAR results
RS CNA	Implement incentive program for all students showing improvement between benchmark scores and STAAR scores	All	Principal, Teachers	October 2011 to May 2012	October 2011-April 2012	Pinon	\$4,850 (Pinon Grant)	Improvement between benchmark scores and STAAR assessments	The number passing STAAR test in all content areas, AEIS, 2012
RS CNA	Provide after school tutorials for struggling students	Students at-risk of not being promoted or passing TAKS	Principal Teachers	September 2011to May 2012	May 2012	Teachers, Time	Local, T- I, SCE	Results benchmark data and STAAR scores	Fall 2012 STAAR results
CNA	Utilize data disaggregation and team planning to identify and target students in need of remediation	All	Principal, Teachers	August 2011	May 2012	In House Materials, Time	Title I, SCE, Local Funds	DMAC Results, Benchmark Tests	Fall STAAR Results
RS CNA	Provide scheduled CSCOPE planning periods (i.e. team meetings, dept. meetings, Reg. 18 Cohort meetings)	All	Principal Teachers Dist Admin	September 2011 to May 2012	Monthly	Master Schedule, Time, Aides, Subs	Title I, SCE, Local Funds	Needs Assessments containing information as to supplies needed to carry out CSCOPE lessons and Unit Assessments	Fall 2012 STAAR Results

Schoolwide Components (10)/Targeted Assistance (8)			
CNA	Comp. Needs Assess	PI	Parental Involvmt.
RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord	Coord./Integration

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

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School- wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
RS CNA	Utilize Lexia, My Reading Coach, Reading Plus, AR Reading, Successmaker, Power Reading, Read Naturally, and Ascend Math to improve skills	All	Principal Teacher Computer Lab Aide GCS	August 2011- May 2012	September 2011-May 2012	Computer labs Functioning network system Scheduled lab time	Special Ed. Funds for 30 licenses for Lexia, Reading Plus	Diagnostic Reports from programs	Fall 2012 STAAR Results
RS CNA	Implement vocabulary building strategies in all content areas (i.e. word/concept walls in cafeteria)	All	Principal Teachers	September 2011-May 2012	September 2011-February 2012	Whiteboard, Expo Markers, Time	In House Materials Local Funds	February 2012-Noted improvement between benchmark scores	Fall 2012 STAAR results, AEIS reports
RS CNA	Utilize supplementary materials to improve content area skills	All	Principal Teachers	September 2011-May 2012	September 2011-May 2012	Workbooks	Local Funds	February 2012-Noted improvement between benchmark scores	Fall 2012 STAAR results, AEIS reports
RS CNA	Utilize interdisciplinary teaching strategies through fine arts and gym programs	All	Principal, Teachers	September 2011	September 2011-May 2012	Time, Collaborative Planning	Local Funds	February 2012-Noted improvement between benchmark scores	Fall 2012 STAAR results, AEIS reports
RS CNA	Create monthly department and weekly team meetings designed to utilize documents from CSCOPE (VAD, YAG, etc) to refine and update teaching strategies and assessments	All	Principal Teachers Floating tutors	November 2011	September 2011-May 2012	Master Schedule, Faculty Meeting Schedule	Local, Title I, SCE Funds	February 2012-Noted improvement between benchmark scores.	Fall 2012 STAAR results, AEIS reports

Schoolwide Components (10)/Targeted Assistance (8)			
<b>CNA</b>	Comp. Needs Assess	PI	Parental Involvmt.
<b>RS</b>	Reform Strategies	T	Transition
<b>HQ</b>	Highly qualified staff	A	Teacher Inventory in Assessments
<b>PD</b>	Professional Devel.	M	Assist. For Mast.
<b>E/R</b>	Empl./Recruitment	Coord	Coord./Integration

Program Budget Codes				
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<b>T-I</b>	Title I	<b>T-IV</b>	Title IV—Safe & Drug Free	
<b>T-IC</b>	Migrant	<b>OEYP</b>	Optional Extended Year	
<b>Sp. Ed.</b>	Sp. Educ.	<b>T-V A</b>	Title V—Innovative	
<b>Local</b>	Local	<b>T-II A</b>	Title II, Part A	

**Intermediate School  
Campus Improvement Plan  
2011-2012**

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

**Objective 2:** All students will be provided an appropriate program of instruction and support in order to achieve at high levels (General Education, Special Education, Gifted and Talented, Dyslexia, Bilingual Education, Migrant, At-Risk, Homeless, and Economically Disadvantaged).

Statement of Need: In order to meet AYP, all students and subgroup populations must attain met standard passing rates of 87% in reading and 83% in math.

School- wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation	Human/ Materials		Formative	Summative
RS CNA	Utilize a system of intervention to support learning (Pyramid of Intervention, 3-Tier, Response to Intervention)	All	Principal Teachers	August 2011	September 2011-May 2012	Teachers, Floating Tutors, GCS Lab, CAI instructional tools	Local SCE, Pinon Grant, Title I, Sp. Ed	Unit assessments/ benchmarks, intervention logs	2012 STAAR results, AEIS, etc.
RS CNA	Utilize the GCS Lab to support instruction and provide 1:1 assistance for students	All	Principal Teachers	August 2011	August 2011-May 2012	Principal Teachers	Special Ed., Local, SCE	Unit assessments, intervention logs	2012 STAAR results, AEIS, etc.
RS CNA	Provide individualized support to high-achieving students	High-Achieving students	Principal Teachers Counselor	August 2011	August 2011-May 2012	Principal, GT teachers, Counselor	GT, Local	Unit assessments, intervention logs	2012 STAAR results, Individual Projects, etc.

Schoolwide Components (10)/ Targeted Assistance (8)			
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Program Budget Codes				
<b>Bil</b>	Bilingual	<b>SCE</b>	State Compensatory Educ.	Other sources
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<b>T-IC</b>	Migrant	<b>OEYP</b>	Optional Extended Year	
<b>Sp. Ed.</b>	Sp. Educ.	<b>T-V A</b>	Title V—Innovative	
<b>Local</b>	Local	<b>T-II A</b>	Title II, Part A	

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RS	Utilize services of At-Risk Counselor to provide services for identified students including assessment/planning services; training for test-taking strategies, and study skills	At-Risk Students	Principal, Counselor	August 2011	August 2011-May 2012	0.50 FTEs Counselor	SCE	Teacher prepared tests & daily work	Satisfactory Performance on STAAR
RS	Provide 1:1/small group instruction for 30 minutes daily	At-Risk Students	Principal Teachers	August 2011	September 2011-May 2012	Teachers	SCE	Unit Assessments and Benchmark Data	Mastery of STAAR
RS	A library paraprofessional will be available to assist students in developing library and computer skills	All Students	Principal	August 2011	August 2011-May 2012	1.00 FTE's Library Aide	SCE \$19729	Library schedule and AESOP Employee Attendance	Satisfactory performance on the STAAR Student use of AR reading
RS	Utilize 1 paraprofessional to supervise the CAI program and provide feedback concerning student progress	All Students	Principal	August 11	August 2011-May 2012	Computer Lab Aide	Pinon Grants	Diagnostic evaluations conducted through CAI system and Teacher prepared materials	Satisfactory performance on the STAAR

Schoolwide Components (10)/ Targeted Assistance (8)			
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<b>T-I</b>	Title I	<b>T-IV</b>	Title IV—Safe & Drug Free	
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<b>Sp. Ed.</b>	Sp. Educ.	<b>T-V A</b>	Title V—Innovative	
<b>Local</b>	Local	<b>T-II A</b>	Title II, Part A	

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School- wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation	Human/ Materials		Formative	Summative
CNA	Utilize floating tutors and half-time bilingual aide to assist struggling students	At risk and bilingual students	Principal Floating Tutors Bilingual Aide	August 2011- May 2012	August 2011- May 2012	Floating Tutors, Bilingual Aide	Pinon Grant  Bilingual Funds	Unit assessments and benchmark tests	2010 STAAR Performance Results
M	Extend staff workday times by 15 minutes and provide 1 hour tutorials to struggling students	At risk students	Teachers	August 2011- May 2012	August 2011- May 2012	Master Schedule/ Teacher Schedule	Title I  SCE  Local Funds	Tutorial Schedule/List of Students Served; Benchmark Data	2012 STAAR Results

Schoolwide Components (10)/ Targeted Assistance (8)			
<b>CNA</b>	Comp. Needs Assess	PI	Parental Involvmnt.
<b>RS</b>	Reform Strategies	T	Transition
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Program Budget Codes				
<b>Bil</b>	Bilingual	<b>SCE</b>	State Compensatory Educ.	Other sources
<b>T-I</b>	Title I	<b>T-IV</b>	Title IV—Safe & Drug Free	
<b>T-IC</b>	Migrant	<b>OEYP</b>	Optional Extended Year	
<b>Sp. Ed.</b>	Sp. Educ.	<b>T-V A</b>	Title V—Innovative	
<b>Local</b>	Local	<b>T-II A</b>	Title II, Part A	

**Intermediate School  
Campus Improvement Plan  
2011-2012**

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

**Objective 3:** Staff will participate in effective professional development on classroom practices designed to impact the learning of all students and improve student achievement  
Statement of Need: In order to meet AYP, all students and subgroup populations must attain met standard passing rates of 87% in reading and 83% in math.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation	Human/Materials		Formative	Summative
RS CNA PD	Staff will continue developing collaborative practices during staff meetings and common planning periods	All	Principal Teachers Counselor	August 2011	August 2011- May 2012	PLC materials	In House Materials	Conferences, Agendas	Observations Needs Assessments AEIS 2012 STAAR results
RS CNA PD	Staff will participate in training that focuses on best practices in the classroom	All	Principal	August 2011	August 2011- August 2012	ESC, Staff meetings, Conferences	Local	PD information, Needs Assessments.	AEIS 2012 STAAR results Sign-in Sheets
RS CNA PD	Staff will participate in technology training that introduces techniques to expand learning in the classroom	All	Principal Teachers Staff Tech. Director	August 2011	August 2011- August 2012	ESC, Technology Ctr, Teachers	Local and Tech Funds	Needs Assessments, Classroom observations	AEIS, 2012 STAAR results Completion of Teacher Technology Competency Cert. Program (TTCCP)
RS CNA	Utilize distance learning lab for professional development activities	All	Tech. Director, Principal Teacher	August 2011	August 2011- August 2012	ESC, Technology Center	Tech Funds	PD Information, Needs Assessments, Classroom Observations	2012 STAAR Results Sign-in Sheets
RS CNA	Provide CAI training to staff implementing programs	All	Central Office Principal Teachers	September 2011	August 2011- May 2012	Technology, Licenses, Staff	Local Funds	Daily and Weekly Reports from Programs describing program usage	2012 STAAR Results
CNA PD	Staff will participate in CSCOPE training designed to improve instructional planning and delivery	All	Central Office Principal Teachers	August 2011	May 2012	ESC, CSCOPE Materials, Technology	Local Funds TI-ARRA	Weekly Lesson Plans, Observations	2012 STAAR Results

**Schoolwide Components (10)/ Targeted Assistance (8)**

CNA	Comp. Needs Assess	PI	Parental Involvmt.
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**Program Budget Codes**

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

**Intermediate School  
Campus Improvement Plan  
2011-2012**

**Goal 2:** All limited English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading, mathematics, writing, and science.

**Objective 1:** Bilingual Education (BE) students at Intermediate School will attain 87% passing rate on state-mandated tests.

Statement of Need: Intermediate LEP students did not meet AYP standards in Reading as based on the 2010-11 Preliminary AYP data tables.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation	Human/Materials		Formative	Summative
RS CNA	Utilize all 4 science labs in Intermediate; staff with certified teachers	All	Principal Teacher	August	August 2011- August 2012	Local Title I	Local Title I SCE Funds	Unit Assessments and Benchmark Tests	2012 STAAR Science passing rate
RS CAN	Implement Sheltered Instruction Strategies	All	Principal Teacher	August	August 2011- August 2012	Local	District Funds	5-Minute Walk Throughs	2012 STAAR passing rate in all subjects tested
RS CNA	Organize bilingual classes into 2 teacher hub for 4 <sup>th</sup> grade and 2 teacher hub in 5 <sup>th</sup> with use of floating tutor for supporting help	BE students	Principal BE Teacher Floating Tutors	August 2011	August 2011- August 2012	Local T-II Pinon Funds	Local Title I SCE Funds & Pinon Grant	Unit Assessments and Benchmark Tests	2012 STAAR passing rate in all subjects tested
PD	Bilingual staff will attend content specific staff development	BE students	BE Teacher	October 2011	August 2011- August 2012	Bilingual Director	Local	Professional Development Certificates	2012 STAAR passing rate in all subjects tested
RS	Provide oral language development to struggling ELL learners	BE Students	BE Teacher Floating Tutor Bilingual Aide GCS	August 2011	August 2012	In house materials	Pinon Grant Bilingual Local Funds	Benchmark results	TELPAS Scores and STAAR passing rates for those who are tested

**Schoolwide Components (10)/ Targeted Assistance (8)**

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RS	Reform Strategies	T	Transition
HQ	Highly qualified staff	A	Teacher Inventory in Assessments
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**Program Budget Codes**

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

**Intermediate School  
Campus Improvement Plan  
2011-2012**

**Goal 3:** All teachers and paraprofessionals will continue to be highly qualified.

**Objective 1:** Intermediate School will recruit highly-qualified personnel.

Statement of Need: Intermediate School will continue to maintain a staff of 100% highly-qualified teachers and paraprofessionals.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
E/R	Attend local and regional Job Fairs to recruit highly-qualified personnel	All	Principal	Spring 2012	Spring 2012-August 2012	Time, Job Fair announcements	District	Projected staff openings, position vacancies and job fair attendance	Successful hiring of highly-qualified staff
E/R	Advertise positions locally and regionally well in advance of need	All	Principal	Spring 2012	August 2011-August 2012	Principal, CO staff, webmaster, newspapers, etc.	District	Projected position vacancies	Published announcements, web postings, etc/
E/R	Build relationships with local college personnel to improve recruitment efforts	All	Principal	Spring 2012	Spring 2012-August 2012	Principal	Local Funds	Projected staff openings	Successful hiring of highly-qualified staff

Schoolwide Components (10)/ Targeted Assistance (8)			
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<b>RS</b>	Reform Strategies	T	Transition
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**Intermediate School  
Campus Improvement Plan  
2011-2012**

**Goal 3:** All teachers and paraprofessionals will continue to be highly qualified.

**Objective 2:** Intermediate School will continue to retain highly qualified teachers and paraprofessionals.

Statement of Need: Intermediate School will continue to maintain a staff of 100% highly-qualified teachers and paraprofessionals.

School-wide Components	Action/Strategy	Student Population	Staff Resp.	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
E/R	Increase opportunities for high-quality staff development	All	Principal	August 2011	August 2011-August 2012	Curriculum Director	District Funds	Training records	Retention rate of highly-qualified staff
E/R	Increase staff appreciation and recognition activities	All	Social Cmte.	August 2011	August 2011-August 2012	Birthday list, progress results	Donations	Social Committee schedule of events	Retention of highly-qualified staff
PD	Provide instruction to students targeting bullying and conflict resolution	All	All	August 2011	August 2011-May 2012	Staff, time, counselor, DARE Officer	Donations Fund-raisers	Counselor itinerary,	425 reports and discipline data

Schoolwide Components (10)/ Targeted Assistance (8)			
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<b>Local</b>	Local	<b>T-II A</b>	Title II, Part A	

## Intermediate School Campus Improvement Plan 2011-2012

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

**Objective 1:** Intermediate staff will participate in safe-school training.

**Objective 2:** Intermediate staff will adopt programs to foster development in the areas of citizenship and self-discipline promoting a healthy, drug-free, alcohol-free, tobacco-free and violent-free lifestyle including discouragement of vandalism and gang-related activities.

Statement of Need: To ensure a safe, healthy, drug-free environment conducive to learning.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
PD	Implement collaborative strategies to improve student performance and to positively impact academic progress, tardies, absences, etc.	All	All	August 2011	August 2011- May 2012	Principal, staff, continuous PD in staff meetings	Local Funds	Attendance reports, teacher observations	Attendance rate, AEIS, discipline data, etc.
RS CNA	Model appropriate and safe procedures at pick up zones and playground	All	All	August 2011	May 2012	Staff, time, DARE Officer	Local Funds	Observation	Discipline Data
PD	Attend staff training on accident prevention (Blood-borne pathogens, slips, etc.)	All	District, Nurse, ESC	August 2011	August 2011.	Nurse, District and ESC staff	District Funds	Staff rosters, accident histories, etc.	Sign-in sheets, agendas, etc.
PD	Provide annual TBSI "restraint" training for crisis response team	All	Principal, Counselor, SE staff	Fall 2011	Fall 2011	District staff, Special Services staff	Sp. Ed.	Staff lists	Sign-in sheets, agendas, etc.
PD	Review and update the Crisis Intervention plan	All	Crisis Intervention Team	Fall 2011	Fall 2011	District Staff	Local Funds	Staff rosters	Sign-in sheets, agendas, etc.
RS PD	Implement school-wide positive behavior intervention strategies	All	Principal, Staff	August 2011	August 2011- May 2012	ESC staff, PTO, Personnel, Grants	\$2500 (Pinon Grant)	Teacher incentive plans, school store inventory needs	425 reports, AEIS, attendance rate, tardy data, referral data
RS	Train key staff to respond to diabetic care and emergency treatment	Diabetic students	Nurse, Aides and Secretaries	Fall 2011	Fall 2011	Nurses	District Funds	Sign-in sheets	Illness/Injury Reports

Schoolwide Components (10)/ Targeted Assistance (8)			
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PI	Utilize parent liaison to regularly contact parents and determine needs for students who have excessive absences	All	Parent Liaison, Principal, Secretary, Teachers	Fall 2011	Spring 2012	Parent Liaison, Staff	Title I	Attendance Rates	AEIS Attendance Rate Report, Tardy Data
RS	Implement school-wide strategies to prevent spread of influenza among staff and students	All	Nurse, Custodians, Staff	Fall 2011	August 2011- August 2012	Staff/Hand Sanatizers/ Kyvacs/ Clorox Wipes	Local Funds (Custodial Budget)	Attendance reports, teacher observations	Final Attendance Reports
RS	Implement the CATCH Program in PE classes to fulfill Coordinated School health requirements	All	Nurse, PE staff and Principal	August 2011	August 2011- May 2012	CATCH Curriculum, Staff	Local Funds	General fitness assessments	Fitness Gram Data
CNA	Utilize the maintenance work order system and emails for maintenance requests	All	All Staff	August 2011	August 2011- August 2012	Staff/Time	Local Funds	Documented use of maintenance work order system and emails	Number of completed work orders

Schoolwide Components (10)/ Targeted Assistance (8)			
CNA	Comp. Needs Assess	PI	Parental Involvmt.
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HQ	Highly qualified staff	A	Teacher Inventory in Assessments
PD	Professional Devel.	M	Assist. For Mast.
E/R	Empl./Recruitment	Coord	Coord./Integration

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

**Intermediate School  
Campus Improvement Plan  
2011-2012**

**Goal 5:** The district/campus will establish partnerships with school/home/community that promote a positive learning environment.

**Objective 1:** Intermediate School will increase communication with home and community.

Statement of Need: Increase parental involvement through increased communication.

School-wide Components	Action/Strategy	Student Population	Staff Responsible	Timeline		Resources	Budget Amount	Evaluation Measures	
				Implementation	Formative Evaluation			Human/ Materials	Formative
PI	Utilize school website and school messenger to inform parents of upcoming events/concerns	All	Principal Staff	Fall 2011	Fall 2011-May 2012	Webmaster, Technology, School Messenger System	Local	Communication Examples	AEIS, 2012 STAAR results, Discipline Data Reports
PI	Hold parental/community events regularly (Open House, Meet The Teacher, Cook-Off, etc)	All	Principal Staff PTO	September 2011	September 2011-May 2012	Personnel Time	Pinon Grants	Fliers, Agendas	Sign-in sheets
PI	Encourage Parental sign-up to GradeBook access.	All	Principal Staff	September 2011	September 2012	1 Computer, Time	Local Funds	Parent acknowledgement of receipt of Gradebook parent portal information	Report Cards, Progress Reports
PI	Provide school communications in both English and Spanish	All	Principal, Staff, Translators	August 2011	August 2011-August 2012	Time	Local Funds	Communication examples	AEIS, 2012 STAAR results
RS	Hold intervention meetings for struggling students each six weeks	All	Principal Staff	October 2011	October 2011-May 2012	Staff/Time	Local Funds	Grades, Benchmarks	2012 STAAR Results Contact Logs
RS	Host a GT Parent Awareness meeting	GT students	GT Coordinator	Fall 2011	Fall 2011	Time/Staff	Local Funds	Sign-in sheets	2012 STAAR Results

Schoolwide Components (10)/ Targeted Assistance (8)			
<b>CNA</b>	Comp. Needs Assess	PI	Parental Involvmt.
<b>RS</b>	Reform Strategies	T	Transition
<b>HQ</b>	Highly qualified staff	A	Teacher Inventory in Assessments
<b>PD</b>	Professional Devel.	M	Assist. For Mast.
<b>E/R</b>	Empl./Recruitment	Coord	Coord./Integration

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

Fort Stockton Independent School District  
Fort Stockton Intermediate School

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



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

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# Fort Stockton Independent School District

## Fort Stockton Intermediate School

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

The Fort Stockton Intermediate School serves approximately 355 students in grades four through five. Based on the data submitted to the Texas Education Agency in the NCLB Consolidated Federal Grant Application for school year 2011-2012, approximately 74.0 percent of the students enrolled in the school are eligible for free or reduced price lunches. This compares to the State average of 59.0 percent.

Turning to students in at-risk situations, based on the State criteria, the greatest numbers and percentages of students in at-risk situations are in the category, "limited English proficient." Fifty-six students or 15.8 percent of the students enrolled met this criterion. Forty-one students or 11.5 percent were classified as "performing unsatisfactorily on the TAKS and had not, on subsequent administrations, achieved 110 percent of TAKS performance standards" while 39 Students or 11.0 percent had "not advanced from one grade to the next for one or more years." Thus, approximately 138 students or 38.9 percent of the 355 students enrolled at the Intermediate School fall into one or more of the at-risk categories. This compares with the State average of 47.2 percent. (See Appendix A: Identification of Students in At-Risk Situations)

Based upon the percentages of students passing the Texas Assessment of Knowledge and Skills (TAKS) test during the spring 2011 administrations, the Texas Education Agency rated the school as "Academically Acceptable." Passing rates between the spring 2010 and spring 2011 administrations of the TAKS tests were mixed with rates improving in reading and science while rates declined in mathematics and writing. Exceptions included White students in reading who lost 12 percentage points. The Science test once again proved to be the most difficult for students with 80 percent of the students passing. It was noted, however, that this was up considerably from the 2010 administration where only 69 percent of the students passed. Students in at-risk situations sustained considerable losses in mathematics and writing but realized gains in reading and science. Students in at-risk situations continue to pass the TAKS tests at the lowest rates. (See Appendix B: Three-Year TAKS Results)

The evaluation of the programs and services funded with SCE funds during school year 2010-2011 failed to meet expectations with only 47 percent of the students served achieving the success criterion of mastering the Texas Essential Knowledge and Skills (TEKS).

The campus administrator opined that the greatest needs are providing services for the unusually large number of English language learners and more science teachers. She would like to see more coordination between bilingual teachers and social study and science teachers to assist the English language learner students in these subject areas.

Thus, one may conclude from these findings that additional emphasis must be placed on students in at-risk situations during school year 2011-2012 in an effort to further close the achievement gap between these students and all students. In addressing these findings, the school will continue to implement programs and services that accelerate students in at-risk situations by using multiple tiers and strategies including teaching to the student's individual learning style(s). Parental involvement will continue to be emphasized as part of the Grand Central Station program.

**Description of SCE Programs and Services, 2011-2012  
Fort Stockton Intermediate School**

**Campus Improvement Plan**

**Goal 4: All students will reach high standards, at a minimum attaining proficiency or better in reading, mathematics, and science by 2013-2014.**

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

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

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

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

# 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. Programs and services include three teachers involved in teaching reading, math, and social studies. In addition to personnel, the program encourages parental participation in the education of their children. The purpose of the Title I program is to provide opportunities for all students to acquire the knowledge and skills necessary to pass the state's challenging performance standards, i.e., the State of Texas 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 and 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 on a district-wide basis will be considered should additional funds become available for this program.
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 also used for a parent outreach program.
5. **Special Education:** This program is designed to meet the special education needs of students who have been identified by the Admissions, Review, and Dismissal (ARD) Committee as having a disability. The ARD designs an individual education plan for each student so identified. Special education services are then provided in accordance with the individual education plan and funded with Federal and/or State funds. Services include, but are not limited to, resource room, self-contained, physical and speech therapy, occupational therapy, and inclusion. In every case, the least restrictive environment is selected to provide these services in an atmosphere as close to the regular classroom as possible.

## State Programs

1. **Bilingual Education:** Funds received from the state for this program are used to supplement the district's resources to develop special language programs for students classified as English language learners by the Language Proficiency Assessment Committee (LPAC). The goal of these programs is to transition 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. **Student Success Initiative:** This program provides financial assistance to school districts to purchase special materials to ensure that all students pass the TAKS reading and math tests. The district has elected to use these funds at the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades. This program is especially designed to meet the needs of students in at-risk situations.

## **Appendices**

Appendix A—Identification of Students in At-Risk Situations

Appendix B—Three- Year TAKS Results

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

Appendix D—State Compensatory Education Budget

Appendix E—Assurance and Good Practices

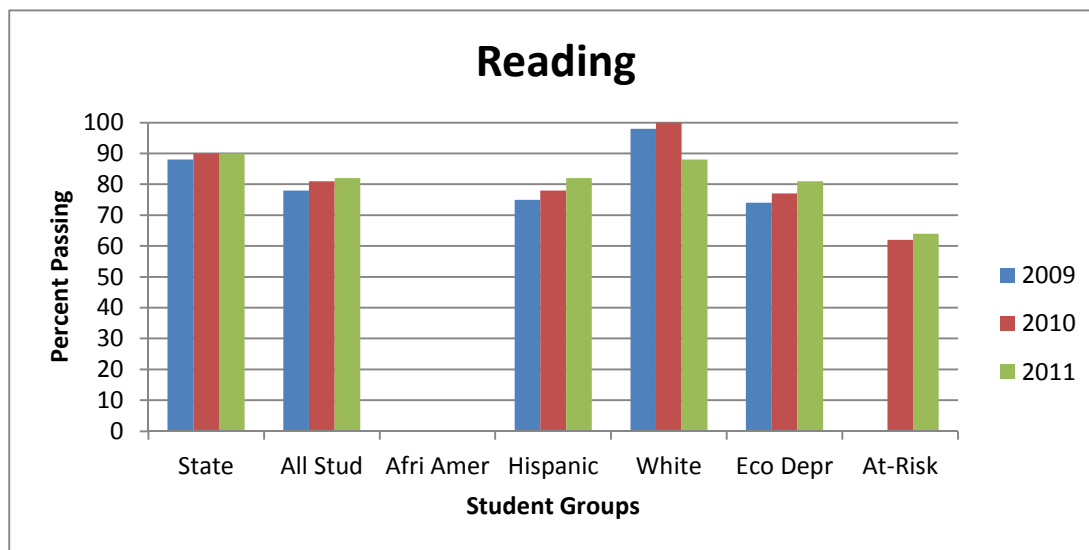
## Appendix A—Identification of Students in At-Risk Situations

		4	5	Total	Percent
<b>Number of students enrolled by grade level</b>		<b>197</b>	<b>158</b>	<b>355</b>	<b>100.0%</b>
<b>Number of students . . .</b>					
<b>A</b>	not advanced from one grade to next for one or more years	18	21	<b>39</b>	<b>11.0%</b>
<b>B</b>	with below 70 average in 2 or more foundation courses during a semester of SY2010-2011 or SY2011-2012				
<b>C</b>	who have previously performed unsatisfactorily on TAKS and who have not, on subsequent administrations, achieved 110% of TAKS performance standards	22	19	<b>41</b>	<b>11.5%</b>
<b>D</b>	performing unsatisfactorily on readiness test or assessment instrument during 2011-2012				
<b>E</b>	pregnant or parenting during 2011-2012	0	0	<b>0</b>	<b>0.0%</b>
<b>F</b>	placed in alternative education program during 2010-2011 and/or 2011-2012	0	1	<b>1</b>	<b>0.3%</b>
<b>G</b>	expelled during 2010-2011 and/or 2011-2012	0	0	<b>0</b>	<b>0.0%</b>
<b>H</b>	currently on parole, probation, deferred prosecution, or other conditional release	1	0	<b>1</b>	<b>0.3%</b>
<b>I</b>	previously reported through PEIMS as having dropped out of school	0	0	<b>0</b>	<b>0.0%</b>
<b>J</b>	identified as Limited English Proficient (LEP) during 2011-2012	38	18	<b>56</b>	<b>15.8%</b>
<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	<b>0</b>	<b>0.0%</b>
<b>L</b>	who are homeless during 2011-2012	0	0	<b>0</b>	<b>0.0%</b>
<b>M</b>	residing in a residential placement facility in the district during 2010-2011 and/or 2011-2012	0	0	<b>0</b>	<b>0.0%</b>

## Appendix B—Three Year TAKS Results

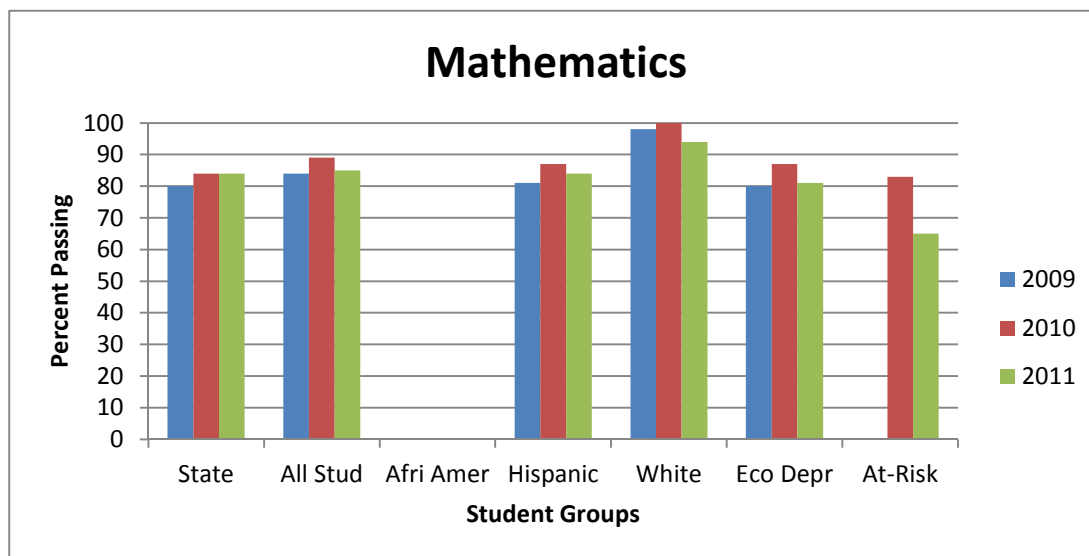
### Reading/English Language Arts

Year	State	All Stud	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	88	78	*	75	98	74	NA
2010	90	81	*	78	100	77	62
2011	90	82	*	82	88	81	64



### Mathematics

Year	State	All Stud	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	80	84	*	81	98	80	NA
2010	84	89	*	87	100	87	83
2011	84	85	*	84	94	81	65



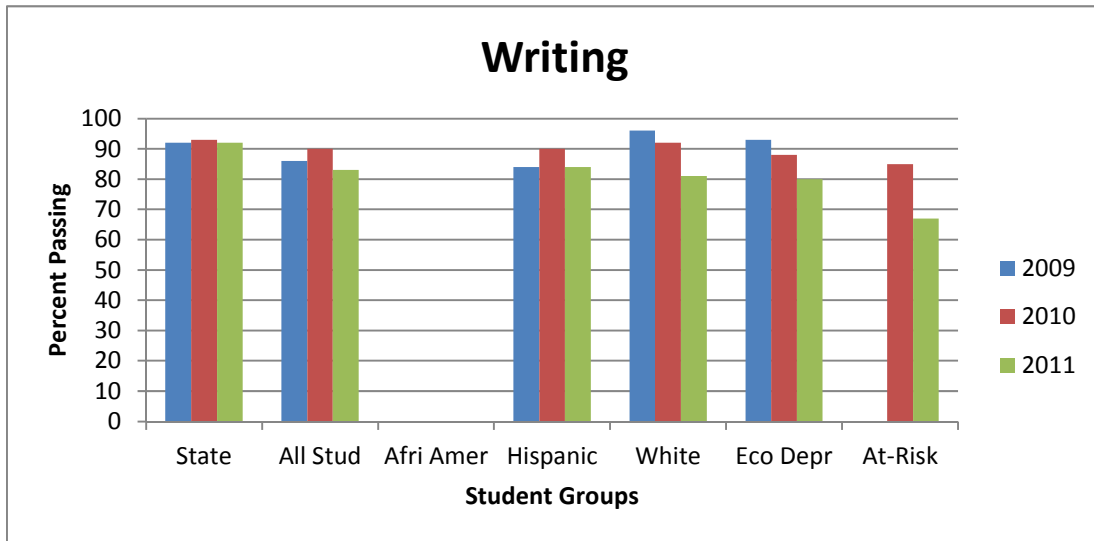
\* Indicates that there were too few students to generate a passing rate.

N/A = Data not available

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

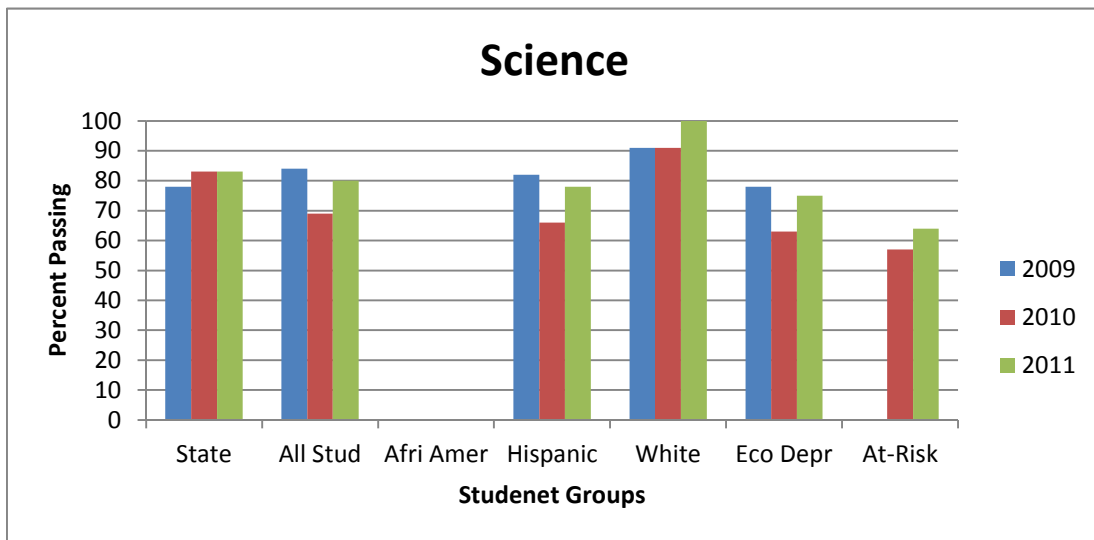
### Writing

Year	State	All Stud	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	92	86	*	84	96	93	NA
2010	93	90	*	90	92	88	85
2011	92	83	*	84	81	80	67



### Science

Year	State	All Stud	Afri Amer	Hispanic	White	Eco Depr	At-Risk
2009	78	84	*	82	91	78	NA
2010	83	69	*	66	91	63	57
2011	83	80	*	78	100	75	64



\* 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:** Intermediate

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

The evaluation of the programs and services funded with SCE funds at the Intermediate School was somewhat disappointing with slightly more than 47% of the students served achieving the success criterion of mastery of the Texas Essential Knowledge and Skills (TEKS) for the Tutorials, Library Aide, and Grand Central Station Programs. The At-Risk Counselor was even a greater disappointment where only 34% of the participants achieved the success criterion of satisfactory performance on the benchmark tests. These programs were designed with the needs of students in at-risk situations in mind to provide well rounded services and to address their individual needs including tutorials in all subject areas, counseling, and computer assisted instruction (Grand Central Station). These programs will be implemented during school year 2011-2012 with modifications to make them more effective.

## Appendix D—State Compensatory Education Budget

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

The number of educationally disadvantaged students is determined by averaging the best six months' enrollment in the national school lunch program of free or reduced-price lunches for the preceding school year. Determination of the number of such students is based on the number of students actually receiving free or reduced-price lunches as submitted to the Texas Education Agency (TEA) on monthly reimbursement claims. A district may use up to forty-five percent (45 %) of its allotment for indirect costs or administration; however, each district must use at least fifty-five percent (55%) of its allotment for instructional purposes. Although not effective at the time this plan was developed, the 82<sup>nd</sup> Texas Legislature authorized the State Board of Education (SBOE) to increase the indirect cost rate to forty-eight percent (48%) beginning with the 2011-2012 school year. It is anticipated that the increased rate will be approved by the SBOE and made effective with the 2011-2012 school year.

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

# TECS Budget Worksheet

FY2012 State Compensatory Education

Ft Stockton ISD

186-902

Total Amount Budgeted for  
FY2012

Account Code

Account Title

## 101 INTERMEDIATE SCHOOL

199-11-6119-00-101-2-24-0-00	Instrl / Salaries--Prof Prsnl	\$50,960.00
199-11-6119-00-101-2-30-0-00	Instrl / Salaries--Prof Prsnl	\$40,660.00
199-11-6129-00-101-2-30-0-00	Instrl / Salaries--Sup Prsnl	\$51,889.00
199-11-6141-00-101-2-24-0-00	Instrl / Soc Sec/Medicare	\$738.92
199-11-6141-00-101-2-30-0-00	Instrl / Soc Sec/Medicare	\$1,341.95
199-11-6142-00-101-2-24-0-00	Instrl / Grp Health/Life Insur	\$3,710.00
199-11-6142-00-101-2-30-0-00	Instrl / Grp Health/Life Insur	\$11,540.00
199-11-6145-00-101-2-24-0-00	Instrl / Unemployment	\$69.82
199-11-6145-00-101-2-30-0-00	Instrl / Unemployment	\$126.79
199-31-6119-00-101-2-30-0-00	Counseling / Salaries--Prof Prsnl	\$44,770.00
199-31-6129-00-101-2-30-0-00	Counseling / Salaries--Sup Prsnl	\$8,890.00
199-31-6141-00-101-2-30-0-00	Counseling / Soc Sec/Medicare	\$778.06
199-31-6142-00-101-2-30-0-00	Counseling / Grp Health/Life Insur	\$3,915.00
199-31-6145-00-101-2-30-0-00	Counseling / Unemployment	\$73.51

101 INTERMEDIATE SCHOOL Total \$219,463.05



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

**186-902**

**Ft Stockton ISD**

**101 INTERMEDIATE SCHOOL**

Name	Position	Grade Span	Subject Area	Func Code	Obj Code	Annual Salary	Days Paid/Cont	% Paid	Salary Funded	Deduc. Code	SS/ Med (6141)	Health/ Life (6142)	Work Comp (6143)	Unemp Comp (6145)	TRS (6146)	Salary/ Benefits Funded
Acosta, Esther	Aide	04 - 05	Instructional Assistance	11	6129	\$18,014	187/187	100.00	\$18,014.00	DED	261.20	3,710.00	0.00	24.68	0.00	\$22,009.88
Armstrong, Maribel	Aide	04 - 05	Instructional Assistance	11	6129	\$15,314	187/187	100.00	\$15,314.00	DED	222.05	410.00	0.00	20.98	0.00	\$15,967.03
Calderon, Jesusita	Aide	04 - 05	At-risk Counseling	31	6129	\$17,780	187/187	50.00	\$8,890.00	DED	128.90	205.00	0.00	12.18	0.00	\$9,236.08
Carrillo, Rosa	Aide	04 - 05	Instructional Assistance	11	6129	\$18,561	187/187	100.00	\$18,561.00	DED	269.13	3,710.00	0.00	25.43	0.00	\$22,565.56
Matta, Myra	Teacher	04 - 05	Math	11	6119	\$40,660	187/187	100.00	\$40,660.00	DED	589.57	3,710.00	0.00	55.70	0.00	\$45,015.27
Rodriguez, Wilahymina	Teacher	04 - 05	Math	11	6119	\$50,960	187/187	100.00	\$50,960.00	DED	738.92	3,710.00	0.00	69.82	0.00	\$55,478.74
Whaley, David	Counselor	04 - 05	At-risk Counseling	31	6119	\$44,770	187/187	100.00	\$44,770.00	DED	649.16	3,710.00	0.00	61.33	0.00	\$49,190.49
<b>Campus 101 INTERMEDIATE SCHOOL Total</b>															<b>\$219,463.05</b>	

**State Compensatory Education**

**Ft Stockton ISD**

## **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.