

# **Fort Stockton Independent School District**

## **Apache Elementary**

### **2023-2024 Campus Improvement Plan**



# Mission Statement

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

## Vision

We are a united community, working together to create a foundation of life-long learners.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Apache Elementary is a PK-1 in Fort Stockton ISD. Apache operates a Title I Schoolwide Program. The current enrollment at Apache is 313 students.

Ethnic distribution for 2022-2023 - Hispanic 88%; White 7%; Black 0.005%; Two or More Races 0.02%

Economically Disadvantaged 2022-2023 - 78%.

At Risk 2022-2023 - 55% (state average approximately 50.3)

English Language Learners 2022-2023 14% (state average approximately 18.9)

Students enrolled in Special Education 2022-2023 13% (state average approximately 7.8%)

Attendance rate for 2022-2023 88% (state average approximately 95.8%)

Apache Elementary will have to apply for a Bilingual Exception for its 5th consecutive year. Meaning, the district has had at least 20 students speaking the same language other than English, at a single grade level, and has not been able to hire bilingual certified teachers for at least 5 years in a row. It continues to be difficult, if not impossible, for the district to secure an appropriate number of bilingual certified teachers. The consistent population of LEP students, representing the Spanish home language, has prompted district and campus administrators to explore various interventions and strategies made available through the coordination of state and federal funds.

Apache is one of two elementary campuses and operates a Title I Schoolwide Program.

Enrollment 2019-2020 - 305; 2018-2019 - 288; 2017-2018 - 327; 2016-2017 - 322; 2015-2016 - 348; indicating a downward trend.

Ethnic Distribution 2019-2020 - African American .003%; Hispanic 88%; White 9%; Two or More Races 0.01%

Ethnic Distribution 2018-2019 - African American 0.3%; Hispanic 88.9%; White 9.8%; American Indian 0.3%; Asian - 0.6%; and Two or More Races 0.3%

Ethnic Distribution 2017-2018 - African American 0.3%; Hispanic 87.8%; White 10.1%, American Indian 0.6; Asian 0.9%; and Two or More Races 0.6%

Economically Disadvantaged 2019-2020 75%; 2018-2019 - 70%; 2017-18 - 72.2% (state average approximately 59.0%)

English Language Learners 2019-2020 - 12.7%; 2018-2019 - 13%; 2017-2018 - 12.5% (state average approximately 18.9%)

Students with Disciplinary Placements 2019-2020 5%; 2018-2019 0%; 2017-2018 0

At-Risk 2018-2019 - 55%; 2017-2018 - 58%; 2016-2017 - 60.9%(state average approximately 50.3%)

Mobility rate 2018-2020 - approximately 14% (state average approximately 16.2%)

Students enrolled in Special Education 2019-2020 7%; 2018-2019 6%; 2017-2018 - 7.3% (state average approximately 8.7%)

Students enrolled in Gifted and Talented 2019-2020 .003; 2018-2019 0.3%; 2017-2018 - 0.9%(state average approximately 7.8%)

Attendance rate 2010-2020 93.1% (state average approximately 95.8%)

### **Demographics Strengths**

Apache Elementary's number one demographic strength is the percent of Hispanic students. From a cultural perspective, almost all students come from the same student group and many have similar backgrounds. The elementary RTI, guided reading program, the use of subject-level grade level leads, and campus curriculum leaders are expanding to better meet the needs of a greater number of struggling learners.

Campus Leadership - average years of experience of Principal - 23 years with FSISD

Apache Elementary is making great strides in creating a school atmosphere where all staff feel important and valued. Retention of teachers has been a problem. There was less turnover this past summer than in previous years, so it seems things are getting better. New teachers are assigned a mentor and have support from administration and all staff to help them as they learn their craft.

Apache Elementary's number one demographic strength is the percent of Hispanic students. From a cultural perspective, almost all students come from the same student group and many have similar backgrounds.

# Student Learning

## Student Learning Summary

All Tests Performance:

In 2019-2020, no state tests were given due to COVID-19.

In 2020-2021 our STAAR performance rates were:

Reading:

Did Not Meet: 40%

Approaches: 60%

Meets: 34%

Masters: 9%

Math:

Did Not Meet: 31%

Approaches: 69%

Meets: 34%

Masters: 18%

In 2021-2022 Alamo 3rd grade STAAR performance rates were:

Reading:

Did Not Meet: 23%

Approaches: 77%

Meets: 42%

Masters: 20%

Math:

Did Not Meet: 40%

Approaches: 60%

Meets: 30%

Masters: 11%

The continuance of weekly PLC curriculum-driven meetings will allow teachers and campus administrators to further analyze student performance data, review intervention plans, assess student achievement, update scope and sequences, focus on rigorous questioning strategies, and meet as vertical and horizontal teams. Since Apache students will continue their education at Alamo Elementary, we need to target areas of weakness to ensure they will successfully meet all TEKS required to meet the STAAR standards.

There was no STAAR test in 2020 because of the COVID-19 pandemic. Three year (2019, 2018, 2017) STAAR **Reading** Performance by student group:

All students at Approaches -74%, 71%, 79% (state avg 76%); at Meets - 45%, 34%, 57%; at Masters - 26%, 19%, 32% - increasing at all levels

Hispanic students at Approaches - 76%, 70%, 79%; at Meets - 46%, 38%, 55%; at Masters - 26%, 20%, 31% - increasing at all levels

Eco Dis students at Approaches -71%, 70%, 77%; at Meets - 41%, 35%, 47%; at Masters - 22%, 22%, 23% - increasing at two levels and staying at one level

Three year (2019, 2018, 2017) STAAR **Math** Performance by student group:

All students at Approaches -73%, 77%, 84% (state avg 77%); at Meets - 52%, 51%, 63%; at Masters - 22%, 29%, 37% - increasing performance at two levels and increasing at one level

Hispanic students at Approaches - 77%, 76%, 85%; at Meets - 54%, 52%, 61%; at Masters - 22%, 31%, 33% - decreasing at one level and increasing at two levels

Eco Dis students at Approaches - 70%, 77%, 83%; at Meets - 47%, 52%, 58%; at Masters - 20%, 29%, 34% - decreasing at all levels

2019 accountability rating - Apache Elementary was rated as "B."

STAAR component score was scaled at 76; School Progress score was scaled at 81; Closing the Gaps score was scaled at 77.

Three distinction designations were earned: ELA/Reading (STAAR performance), Postsecondary Readiness, and Comparative Closing the Gaps.

### **Student Learning Strengths**

Distinction designations are awarded for achievement and based on performance relative to a group of campuses of similar type, size, and demographics. Apache Elementary earned three distinction designations in 2019: ELA/Reading, Postsecondary Readiness, and Comparative Closing the Gaps.

Hispanic students and Economically Disadvantaged students met 75% of Closing the Gaps targets. White students met 50% of the targets and English Learners met 69% of the targets.

# School Processes & Programs

## School Processes & Programs Summary

Apache Elementary uses the district-adopted curriculum (TRS) in the core classes. The staff sometimes has to supplement the lessons and use additional resources when needed. The staff has to make sure lessons adhere to a new John Wink lesson plan template which includes Texas Essential Knowledge and Skills as prescribed by the Texas Education Agency. Teachers work collaboratively and cooperatively in the design and implementation of instruction. Each grade level conducts content-specific planning, so each grade level teacher is aware of the instructional focus. Pre-kindergarten, Kindergarten, and First Grade are self-contained. The campus also conducts vertical alignment meetings to ensure students are receiving the proper instruction from kindergarten through first grade. Every nine weeks, the campus conducts Curriculum Based Assessments as a spiraling assessment for the nine weeks. Ultimately in first grade, Apache Elementary is preparing first-grade students to exhibit success on the First Grade TEKS in reading and math. The students will be able to read on grade level and have the math skills required for a first-grade student.

The curriculum is vertically and horizontally aligned through the TEKS Resource System. The curriculum and assessments are closely aligned. Intervention is implemented early in the year and the Response to Intervention process is understood and utilized throughout the campus.

Teachers and students have access to computers, tablets, etc as they need it. Fort Stockton ISD has made a major commitment to keeping technology updated, usable, and current so students will gain maximum benefit from it. The campus received extensive technology upgrades, especially in the labs. Wireless access points are positioned throughout the elementary campus. Each class has interactive boards, a projector, and laptops to run this equipment.

Staff and students have a variety of tools that improve instruction and engage students in the learning process. Teachers have a variety of programs to help guide and reinforce instruction. These programs also allow students the opportunity to "fill the gaps" in their learning through computer-assisted instruction.

## School Processes & Programs Strengths

The elementary curriculum is vertically and horizontally aligned through the TEKS Resource System. The curriculum and assessments are closely aligned. Intervention is implemented early in the year and the Response to Intervention process is understood school-wide. Intervention strategies used, but not limited are small guided learning groups, computer program interventions, tutorials for failing students.

Administration works to devise a master schedule that allows teachers to maximize the amount of time spent on instruction and ensure that all special program times are addressed. Teachers' schedules are designed to include common planning time to understand grade-level TEKS and design strategies and activities to help students be successful.

Teachers meet weekly to collaborate and plan together. Apache teachers and staff use student data to guide instructional planning.



# Perceptions

## Perceptions Summary

As Apache Elementary has brought up the STAAR scores and is seeing an improvement in student success, the teachers are realizing their hard work is paying off. As the successes continue to add up, the willingness of teachers to stay and become a part of the family will increase. Teachers are feeling a strong commitment to each other and to the students. The administration will work to see and understand the strengths of the staff and place people in the position where they can be the most effective.

Apache Elementary teachers want students to be successful and to reach their potential. Staff will communicate with families and community members on a regular basis. Contact will be made using the school website, Remind, district FaceBook page, School Messenger, and notes and flyers sent home with students.

## Perceptions Strengths

Apache Elementary is on track towards success as a school organization. The student-centered staff understands the severity of being a school in need of improvement. We are striving for success and stakeholders understand the importance of becoming a successful organization. Apache Elementary will not stop until it achieves greatness academically, socially and culturally.

Apache Elementary is continually working to renew and build the culture and climate of the campus. The campus has many outstanding teachers and has made great strides in coming together to work as a team and has seen great results. Apache Elementary has strong individuals at the inner core of the campus culture.

Parents are always welcome and are a supportive part of the team. Apache Elementary strives for and promotes family and community involvement. We have a very active Parent-Teacher Organization and openly welcome parents to come and be a part of the activities on the campus.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## **Employee Data**

- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals





**Goal 1:** Apache Elementary will ensure that all students will receive a high-quality education and will improve student performance for all student groups.

**Performance Objective 1:** Apache Elementary will implement a well-rounded program of instruction to meet the academic needs of all students.

**Evaluation Data Sources:** The Student Achievement Domain rating for Apache Elementary will improve at least one letter grade by August, 2024 as measured by the 2024 Texas Accountability Rating System.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize curriculum aligned to the Texas Essential Knowledge and Skills (TEKS) across all subjects and grade levels. Training and support will be provided to increase teachers' knowledge base of the Texas Essential Knowledge and Skills (TEKS) and student expectations at each grade level so that instruction is appropriate to ensure students obtain grade level skills and competencies.</p> <p><b>Strategy's Expected Result/Impact:</b> FSISD will coordinate with campus staff to develop and implement a plan for staff development.</p> <p><b>Staff Responsible for Monitoring:</b> District &amp; campus administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional staff will be provided time to plan TEKS Resource System units and develop the scope and sequence for each grade level and core subject area through horizontal and vertical teaming planning meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance for all student groups; increase in number of students meeting grade level expectations in all grades and content areas.</p> <p>Staff Development days built into school calendar</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director, Dean of Students, Lead Teachers &amp; Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will receive high-quality ongoing training to provide teachers with the subject matter knowledge and teaching skills and principals with instructional leadership skills to provide students with the opportunity to meet challenging state and local student academic standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of mentoring program &amp; instructional coaching for new or inexperienced teachers. Low-income and minority students will not be taught at disproportionate rates by ineffective, inexperienced, and/or out-of-field teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director, Dean of Students, Lead Teachers &amp; Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Staff and students will receive training on social issues such as harassment, sexual abuse and other maltreatment of children, conflict resolution, violence prevention and intervention, suicide prevention and intervention, bullying, drug use, dropout reduction, discipline management, and internet safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be educated in learning environments that are safe, drug free, and conducive to learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement a schoolwide tiered model to prevent and address problem behavior and utilize discipline management techniques to increase learning time and reduce discipline referrals.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in the use of discipline practices that remove students from the classroom; increase in student performance for all student groups</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Dean of Students</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Facilitate effective transitions for students from early childhood programs or home to Kindergarten; from campus to campus (elementary - high school); and for students new to Apache, students in foster care, and/or students experiencing homelessness.</p> <p><b>Strategy's Expected Result/Impact:</b> Head Start and new students coming to Apache will be able to visit the campus. Students will successfully move from grade to grade and campus to campus; Improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Dean of Students &amp; Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Offer enrichment classes and activities that enhance students' educational experiences and engagement in school and will continue to emphasize student participation in extra-curricular activities; provide specialized support and enrichment programs to meet the unique needs of students identified as Gifted &amp; Talented.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement, increased attendance, and decreased discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, &amp; Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Staff will utilize technology to enhance instruction, personalize student learning and develop problem-solving skills. Technology coordinators will provide training to staff on the use of campus based technology hardware and software and how to integrate technology into the curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance for all student groups; increased student engagement and attendance</p> <p><b>Staff Responsible for Monitoring:</b> Technology Coordinator, Principal, &amp; Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Apache Elementary will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups.

**Performance Objective 1:** Apache Elementary will monitor student progress to identify students who may be at risk of academic failure and provide additional educational assistance to individual students needing help in meeting state standards.

**Evaluation Data Sources:** The MClass report for Apache Elementary 2023-2024 school year will improve by 10% compared to the 2022-2023 school year totals for each grade level.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to implement a pyramid of intervention (RtI services) for identified students. Teachers will be provided training to incorporate supplemental instructional supports and differentiated student instruction. District and campus administration will monitor implementation and effectiveness of curriculum and instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Student gains in literacy and math; increase in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Teachers &amp; Dean of Students</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Staff will utilize multiple formative assessments to check for understanding. Staff will disaggregate data from all manner of student assessment including but not limited to: formative assessments, universal screeners, CBAs, benchmarks and state assessments, using DMAC, Eduphoria, and Lead4ward</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to identify students experiencing difficulty or not making progress and then plan targeted interventions; Improved student performance for all student groups</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director &amp; Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Differentiated instruction and targeted interventions will be provided to identified students in a timely manner, increasing academic achievement for all students. Teachers and staff will use evidence-based activities, strategies, and interventions that demonstrate a statistically significant effect on improving student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance for all student groups; increase in number of students meeting grade level expectations in all grades and content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Teachers &amp; Dean of Students</p> <p><b>Title I:</b> 2.4, 2.5</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Additional classroom assistance and supplemental support will be provided by paraprofessionals and teachers to improve student achievement and close instructional gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Student gains in literacy and math; increase in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Students &amp; Lead Teachers &amp; Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - Title I - \$62,973</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Design and implement appropriate compensatory, intensive, and/or accelerated instruction to ensure that students are able to perform at grade level at the conclusion of the next regular school term.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance for students identified as at-risk</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Teachers &amp; Dean of Students</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Staff will administer the universal screener (approved by TEA) and will provide students identified as at risk for developing reading difficulties and students with dyslexia an accelerated reading instruction program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance for students identified as at-risk for developing reading difficulties and students with dyslexia in all grades and content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director &amp; Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2:** Apache Elementary will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups.

**Performance Objective 2:** Apache Elementary will utilize varied and effective instructional strategies to improve academic achievement of all student groups, including all race/ethnicity groups, economically disadvantaged students, English Learners, special education students, continuously enrolled and non-continuously enrolled students, and at-risk students.

**Evaluation Data Sources:** The Closing the Gaps Domain rating for Apache Elementary will improve at least one letter grade by August, 2024 as measured by the 2024 Texas Accountability Rating System.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement effective identification and enrollment practices to improve educational outcomes for students experiencing homelessness, students in foster care, students who are highly mobile, and migrant students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided with immediate enrollment, transportation, additional academic support, and counseling as appropriate.</p> <p><b>Staff Responsible for Monitoring:</b> Migrant Service Coordinator, Homeless Liaison, Foster Care Liaison, PEIMS staff, Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students identified as Limited English Proficient will receive support through the bilingual program or ESL program; FSISD will provide professional development to teachers and instructional supplies to supplement the Title III, LEP program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in English Learner student performance in all grades and content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; LPAC committee</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students with disabilities will be educated in the Least Restrictive Environment (such as inclusion support in the general ed classroom) and will be provided with instructional accommodations and supports based upon the student's IEP.</p> <p><b>Strategy's Expected Result/Impact:</b> Timely evaluations and a continuum of services will lead to improved outcomes for students with disabilities.</p> <p><b>Staff Responsible for Monitoring:</b> FSISD Special Education Staff, Principals &amp; Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students eligible under 504 will receive instructional accommodations and supports according to each student's 504 plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance for students eligible for 504 in all grades and content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students identified as at-risk will receive services such as counseling, school-based mental health programs, specialized instructional support services, and mentoring services, as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance for students identified as at-risk in all grades and content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide academic interventions (tutorials, credit recovery, summer school, etc.), counseling services, work with community resources (law enforcement, social services, etc.), and closely monitor excessive absences to keep students in school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance for students identified as at-risk in all grades and content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue





**Goal 3:** Apache Elementary will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.

**Performance Objective 1:** Apache Elementary will conduct outreach to all parents and family members and implement programs, activities, and procedures to promote the involvement of parents and family members for improved student academic achievement.

**Evaluation Data Sources:** By June, 2024, Apache Elementary will host parent engagement events that focus on building parents' capacity to support student achievement.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement current research-based strategies to promote effective parent and family engagement that supports student achievement and closes the achievement gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Activities that are responsive to the needs of all families, including those that are ethnically, linguistically, and socioeconomically diverse will reach more parents and families and build parent capacity in support of student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison &amp; Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Parent and family engagement opportunities will be offered on and off site; parents will receive ongoing communication regarding student progress, school programs, volunteer activities; opportunities to provide input; and information regarding resources and activities to support student learning at home. Communication will be provided in English and Spanish and in multiple formats.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased school-parent communication; increased parent attendance at school events; increase in number of parent volunteers; increase in attendance at parent workshops</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Parent Liaison</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Coordinate family engagement priorities and structures between campuses; transition activities, including school visits for students enrolling at Apache will be held as well as transition activities for students going from Apache to Alamo.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will successfully move from one school to another, become part of the new school, and maintain social and academic status, leading to improved student performance for all student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Parent Liaison</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Identify ways to extend educational goals through existing events frequented by families, such as holiday programs to eliminate the separation between academics and extracurricular activities.</p> <p><b>Strategy's Expected Result/Impact:</b> More effective family engagement that supports student achievement and closes the achievement gap.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Parent Liaison</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Offer campus-based workshops to promote effective family engagement that supports student achievement and closes the achievement gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and families will be provided with information that will encourage engagement with children as a means to increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Parent Liaison</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide parents and families timely notification of school events; flexible meeting times; and relevant data on attendance, behavior, and academic progress and performance of their child. Parents and families will be informed of their child's progress in the following ways: parent-teacher conferences (formal and informal,) report cards &amp; progress reports, and phone calls and written communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be given access to school information through technology such as Ascender portal, Facebook, Twitter, Remind, and School Messenger.</p> <p>School-home communication will be available in English and Spanish. Interpreters will be provided for meetings, conferences, etc.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, &amp; Parent Liaison</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide professional development and diversity awareness training to teachers and staff; training for school personnel, such as special educators and administrators, to facilitate ongoing, meaningful communication and collaboration with families</p> <p><b>Strategy's Expected Result/Impact:</b> Faculty and staff will build capacity to work effectively with students' families; improved school-home communication; improved student performance</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3:** Apache Elementary will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.





**Performance Objective 2:** Apache Elementary will follow state and federal guidelines for planning and decision-making with a committee of elected, representative professional staff, including at least one special education teacher and classroom teachers, as well as parents of students enrolled at the campus, business representatives, and community members.

**Evaluation Data Sources:** Annual review and revision of CIP; annual public meeting; annual Board approval of campus goals and objectives

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct an annual Comprehensive Needs Assessment (with parents and other members of the community) for the entire school as part of the continuous improvement planning process.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Outcome-Focused SMART Goals and Performance Measures; improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Committee</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct program evaluations to determine impact and effectiveness of programs and initiatives and process reviews to increase learning time and reduce duplication of services and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Efficient allocation and use financial resources while improving the quality of education provided to students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Committee</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Develop a comprehensive plan that includes a description of strategies used to address school needs, use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Outcome-Focused SMART Goals &amp; Performance Measures; improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Committee</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The campus improvement plan will be regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards.</p> <p><b>Strategy's Expected Result/Impact:</b> The CIP will delineate instructional methods for addressing needs of student groups not achieving full potential as well as methods for addressing needs of students for special programs; improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Committee</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, and parent and family engagement plans and program evaluations. Parents will be offered flexible meeting times, such as meetings in the morning or evening.</p> <p><b>Strategy's Expected Result/Impact:</b> The School-Parent compact and the Parental Involvement Program will be reviewed annually with the input of parents. Parents will have access to the Student Handbook, Code of Conduct, Parent Involvement Policy, and School-Parent Compact in English and Spanish.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Committee, &amp; Parent Liaison</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Identify strategies to lower barriers to participation by parents in campus and district decision-making. Parents will have multiple avenues to give feedback through evaluations, communication with the principal, attendance and feedback given at meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parents willing to engage in the continuous improvement process; increased survey participation; additional parent feedback regarding programs and planning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Parent Liaison</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

# 2023-2024 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Juan Saldana	Principal
Classroom Teacher	Idaney Mendoza	Special Ed Teacher
Administrator	Cathy Havins	Vice Principal
Paraprofessional	Flor Villa	Classroom Aide
Community Representative	Alva McMasters	Community Representative
Classroom Teacher	Melissa Calderon	1st Grade Teacher
District-level Professional	Roy Alvarado	Assist. Superintendent of Curriculum
Classroom Teacher	Vivian Hickman	Kindergarten teacher
Classroom Teacher	Deanna Carrillo	PE Teacher
Classroom Teacher	Elida Martinez	PreK Teacher teacher
Non-classroom Professional	Alex Gonzalez	School Counselor
Non-classroom Professional	Noemi Navarrete	Campus Curriculum Director
Community Representative	Derek Stratton	Fort Stockton Police Department
Parent	Mayra Romero	Parent
Parent	KELLY LOUISE HINOJOS	Parent
Classroom Teacher	Yvonne Simons	1st Grade
Classroom Teacher	LaMar Johnson	1st Grade
Classroom Teacher	Savhanna Holland	Kinder
Classroom Teacher	Paola Gutierrez	Kinder
Classroom Teacher	Cheyenne Hall	Kinder
Classroom Teacher	Arlene Stratton	1st Grade
Classroom Teacher	Raquel Camacho	PreK
Classroom Teacher	Lisa Crenshaw	Kinder
Classroom Teacher	Amanda Gonzales	Kinder
Classroom Teacher	Delphina Guerrero	1st Grade
Classroom Teacher	Kimberly Hernandez	Kinder
Classroom Teacher	Nelda Leyva	1st Grade

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Paige Miller	1st Grade
Classroom Teacher	Briana Ramos	1st Grade
Classroom Teacher	Corina Sanchez	Kinder
Classroom Teacher	Elizabeth Sanchez	SPED

# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$62,973.00
				<b>Sub-Total</b>	\$62,973.00