Fort Stockton Independent School District



Apache Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 26, 2026 at 04:24 PM

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.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 10

Priority Problem Statements 12

Data Documentation for CNA 14

Improvement Planning Data 15

Accountability Data 15

Student Data: Assessments 15

Student Data: Student Groups 16

Student Data: Behavior and Other Indicators 16

Employee Data 16

Parent/Community Data 16

Support Systems and Other Data 16

Goals 17

Goal 1 : Apache Elementary will ensure that all students will receive a high-quality ... 18

Goal 2 : Apache Elementary will close achievement gaps between students meetin... 22

Goal 3 : Apache Elementary will partner with parents, family members, and the co... 27

Committees 33

2026-2027 Site Based Decision Making Team 34

Members 34

Funding Summary 35

Title I 36

Policies, Procedures, and Requirements 37

Addendums 39

Comprehensive Needs Assessment

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 309 students.

Ethnic distribution for 2024-2025 - Hispanic 88.2%; White 9.2%; Black 0.3%; Asian 1.3%; Two or More Races 1%

Economically Disadvantaged 2024-2025 - 79.3% (state average is approximately 60.5%)

At Risk 2024-2025 - 56.6% (state average approximately 53.5)

English Language Learners 2024-2025 19.4% (state average approximately 24.3%)

Students enrolled in Special Education 2024-2025 16.1% (state average approximately 15.3%)

Attendance rate for 2024-2025 90% (state average approximately 95.8%)

Apache Elementary will have to apply for a Bilingual Exception for its 6th 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 6 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 2098-2020 - 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%)

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

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.

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

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 and Kindergarten are self-contained while First grade is departmentalized in reading and math. 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 TCMPC TEKS Resource System. The curriculum and assessments are closely aligned. Intervention is implemented early in the year and the Multi-Tiered System of Supports 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. Wireless access points are positioned throughout the elementary campus. Each class has interactive boards 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.

Strengths

The elementary curriculum is vertically and horizontally aligned through the TCMPC TEKS Resource System. The curriculum and assessments are closely aligned. Intervention is implemented early in the year and the Multi-Tiered System of Supports 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

Summary

As Apache Elementary 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 district school website, ParentSquare, district Facebook page as well as notes and flyers sent home with students.

Strengths

Apache Elementary is on track towards success as a school organization. We are striving for success and stakeholders understand the importance of becoming a successful organization. Apache Elementary will achieve greatness academically, socially and culturally.

Apache Elementary is continually working to 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 an active Parent-Teacher Organization and openly welcome parents to come and be a part of the activities on the campus.

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Apache Elementary has struggled to keep the student attendance rate above 95 percent.	COVID has been a large part of the problem, but there is a lack of motivation for our parents to value the importance of strong daily instruction from our teachers and staff.
2 ★	Not all students have met grade level expectations.	Apache students enter school with different levels of experience and preparedness.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**

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 Source: The Student Achievement Domain rating for Apache Elementary will improve at least one letter grade by August, 2027 as measured by the 2027 Texas Accountability Rating System.

Strategy 1

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.

Strategy's Expected Result/Impact: FSISD will coordinate with campus staff to develop and implement a plan for staff development.

Staff Responsible for Monitoring: District & campus administration

Formative Reviews

December	March	June	June

Strategy 2

Instructional staff will be provided time to internalize Texas Curriculum Resources and HQIM (High Quality Instructional Material) to develop the scope and sequence for each grade level and core subject area through horizontal and vertical team planning meetings.

Strategy's Expected Result/Impact: Increase in student performance for all student groups; increase in number of students meeting grade level expectations in all grades and content areas.
Staff Development days built into school calendar

Staff Responsible for Monitoring: District and Campus Administration

Formative Reviews

December	March	June	June

Strategy 3

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.

Strategy's Expected Result/Impact: Implementation of mentoring program & 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.

Staff Responsible for Monitoring: Curriculum Director, Assistant Principal, Lead Teachers & Principal

Formative Reviews

December	March	June	June

Strategy 4

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.

Strategy's Expected Result/Impact: Students will be educated in learning environments that are safe, drug free, and conducive to learning.

Staff Responsible for Monitoring: District and Campus Administration

Formative Reviews

December	March	June	June

Strategy 5

Implement a schoolwide tiered model to prevent and address problem behavior and utilize

discipline management techniques to increase learning time and reduce discipline referrals.

Strategy's Expected Result/Impact: Reduction in the use of discipline practices that remove students from the classroom; increase in student performance for all student groups

Staff Responsible for Monitoring: Principal & Assistant Principal

Formative Reviews

December	March	June	June

Strategy 6

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.

Strategy's Expected Result/Impact: 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

Staff Responsible for Monitoring: Principal & Assistant Principal & Teachers

Formative Reviews

December	March	June	June

Strategy 7

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 & Talented.

Strategy's Expected Result/Impact: Increased student engagement, increased attendance, and decreased discipline referrals

Staff Responsible for Monitoring: Principal, Counselor, & Teachers

Formative Reviews

December	March	June	June

Strategy 8

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.

Strategy's Expected Result/Impact: Increase in student performance for all student groups; increased student engagement and attendance

Staff Responsible for Monitoring: Technology Coordinator, Principal, & Teachers

Formative Reviews

December	March	June	June

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 Source: The mCLASS report for Apache Elementary 2026-2027 school year will improve by 10% compared to the 2025-2026 school year totals for each grade level.

Strategy 1

Continue to implement the Multi-Tiered System of Supports (MTSS) 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.

Strategy's Expected Result/Impact: Student gains in literacy and math; increase in student performance

Staff Responsible for Monitoring: Principal & Teachers & Assistant Principal

TEA Priorities: Build a foundation of reading and math

Formative Reviews

December	March	June	June

Strategy 2

Staff will utilize multiple formative assessments to check for understanding. Staff will disaggregate data from a variety of student assessment including but not limited to: HQIM, formative assessments, universal screeners, benchmarks and state assessments, using DMAC, Eduphoria, and Lead4ward, MAP, mCLASS, TeachTown, Unit & Module assessments

Strategy's Expected Result/Impact: 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

Staff Responsible for Monitoring: Curriculum Director & Principal

Formative Reviews

December	March	June	June

Strategy 3

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.

Strategy's Expected Result/Impact: Increase in student performance for all student groups; increase in number of students meeting grade level expectations in all grades and content areas.

Staff Responsible for Monitoring: Principal & Teachers & Assistant Principal

Formative Reviews

December	March	June	June

Strategy 4

Additional classroom assistance and supplemental support will be provided by paraprofessionals and teachers to improve student achievement and close instructional gaps.

Strategy's Expected Result/Impact: Student gains in literacy and math; increase in student performance

Staff Responsible for Monitoring: Assistant Principal & Lead Teachers & Principal

Funding Sources: Title I, $62,973

Formative Reviews

December	March	June	June

Strategy 5

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.

Strategy's Expected Result/Impact: Increase in student performance for students identified as at-risk

Staff Responsible for Monitoring: Principal & Teachers & Assistant Principal

Formative Reviews

December	March	June	June

Strategy 6

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 and accelerated reading instruction program.

Strategy's Expected Result/Impact: Increase in student performance for students identified as at-risk for developing reading difficulties and students with dyslexia in all grades and content areas.

Staff Responsible for Monitoring: Curriculum Director & Principal

Formative Reviews

December	March	June	June

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 Source: The Closing the Gaps Domain rating for Apache Elementary will improve at least one letter grade by August, 2027 as measured by the 2027 Texas Accountability Rating System.

Strategy 1

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.

Strategy's Expected Result/Impact: Students will be provided with immediate enrollment, transportation, additional academic support, and counseling as appropriate.

Staff Responsible for Monitoring: Migrant Service Coordinator, Homeless Liaison, Foster Care Liaison, PEIMS Staff, Counselor

Formative Reviews

December	March	June	June

Strategy 2

Students identified as Emergent Bilingual (EB) 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, Emergent Bilingual (EB) program.

Strategy's Expected Result/Impact: Increase in Emergent Bilingual (EB) student performance in all grades and content areas.

Staff Responsible for Monitoring: Principal & LPAC committee

Formative Reviews

December	March	June	June

Strategy 3

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.

Strategy's Expected Result/Impact: Timely evaluations and a continuum of services will lead to improved outcomes for students with disabilities.

Staff Responsible for Monitoring: FSISD Special Education Staff, Principals & Teachers

Formative Reviews

December	March	June	June

Strategy 4

Students eligible under 504 will receive instructional accommodations and supports according to

each student's 504 plan.

Strategy's Expected Result/Impact: Increase in student performance for students eligible for 504 in all grades and content areas.

Staff Responsible for Monitoring: Principal, Counselor, Teachers and FSISD Special Education Staff

Formative Reviews

December	March	June	June

Strategy 5

Students identified as at-risk will receive services such as counseling, school-based mental health programs, specialized instructional support services, as needed.

Strategy's Expected Result/Impact: Increase in student performance for students identified as at-risk in all grades and content areas.

Staff Responsible for Monitoring: Counselor, Assistant Principal and Teachers

Formative Reviews

December	March	June	June

Strategy 6

Provide academic interventions (tutorials, credit recovery, Saturday school, summer school, etc.), counseling services, work with community resources (law enforcement, social services, etc.), and closely monitor excessive absences to keep students in school.

Strategy's Expected Result/Impact: Increase in student performance for students identified as at-risk in all grades and content areas.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor and Teachers

Formative Reviews

December	March	June	June

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 Source: By June 2027, Apache Elementary will host parent engagement events that focus on building parents' capacity to support student achievement.

Strategy 1

Implement current research-based strategies to promote effective parent and family engagement that supports student achievement and closes the achievement gap.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Campus Administration, Parent Liaison & Teachers

Formative Reviews

December	March	June	June

Strategy 2

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.

Strategy's Expected Result/Impact: Increased school-parent communication; increased parent attendance at school events; increase in number of parent volunteers; increase in attendance at parent workshops

Staff Responsible for Monitoring: Principal, Parent Liaison & Teachers

Formative Reviews

December	March	June	June

Strategy 3

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Principal, Teachers & Parent Liaison

Formative Reviews

December	March	June	June

Strategy 4

Identify opportunities to integrate academic goals into existing family events, such as holiday programs, and offer campus-based workshops that promote meaningful family engagement, strengthen the connection between academics and extracurricular activities, support student achievement, and close the achievement gap.

Strategy's Expected Result/Impact: Provide parents and families with information, resources, and strategies to promote meaningful family engagement that supports student learning, increases student achievement, and helps close the achievement gap.

Staff Responsible for Monitoring: Principal, Teacher & Parent Liaison

Formative Reviews

December	March	June	June

Strategy 5

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 & progress reports, and phone calls and written communication.

Strategy's Expected Result/Impact: Parents will be given access to school information through technology such as Ascender portal, Facebook, Parent Square, and other district social media platforms.

School-home communication will be available in English and Spanish. Interpreters will be provided for meetings, conferences, etc.

Staff Responsible for Monitoring: Principal, Teachers, & Parent Liaison

Formative Reviews

December	March	June	June

Strategy 6

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

Strategy's Expected Result/Impact: Faculty and staff will build capacity to work effectively with students' families; improved school-home communication; improved student performance

Staff Responsible for Monitoring: Principal, Teachers, & Parent Liaison

Formative Reviews

December	March	June	June

Performance Objective 2

Apache Elementary will follow state and federal guidelines for planning and decision-making with a committee of professional staff representatives, 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 Source: Annual review and revision of CIP; annual public meeting; annual Board approval of campus goals and objectives

Strategy 1

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.

Strategy's Expected Result/Impact: Student Outcome-Focused SMART Goals and Performance Measures; improved student performance

Staff Responsible for Monitoring: Principal, Committee and Assistant Superintendent

Formative Reviews

December	March	June	June

Strategy 2

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.

Strategy's Expected Result/Impact: Efficient allocation and use financial resources while improving the quality of education provided to students.

Staff Responsible for Monitoring: Principal, Committee and Assistant Superintendent

Formative Reviews

December	March	June	June

Strategy 3

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.

Strategy's Expected Result/Impact: Student Outcome-Focused SMART Goals & Performance Measures; improved student performance

Staff Responsible for Monitoring: Principal, Committee and Assistant Superintendent

Formative Reviews

December	March	June	June

Strategy 4

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.

Strategy's Expected Result/Impact: 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

Staff Responsible for Monitoring: Principal & Committee

Formative Reviews

December	March	June	June

Strategy 5

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Principal, Committee, & Parent Liaison

Formative Reviews

December	March	June	June

Strategy 6

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 and teachers as well as attendance and feedback given at meetings.

Strategy's Expected Result/Impact: Increase in parents willing to engage in the continuous improvement process; increased survey participation; additional parent feedback regarding programs and planning.

Staff Responsible for Monitoring: Principal, Committee and Parent Liaison

Formative Reviews

December	March	June	June

Committees

Committees

2026-2027 Site Based Decision Making Team

Members

First Name	Last Name	Position	Committee Role
Leslie	Davila	Special Ed Teacher	Classroom Teacher
Crystal	Payne	Asst. Principal	Administrator
Elizabeth	Sanchez	Special Ed Teacher	Classroom Teacher
Corina	Sanchez	Kinder	Classroom Teacher
Maria	Bazan-Pulido	1st Grade	Classroom Teacher
Lisa	Crenshaw	1st Grade	Classroom Teacher
Nelda	Leyva	Kinder	Classroom Teacher
Kelsey	Tavarez	1st Grade	Classroom Teacher
Delphina	Guerrero	Kinder	Classroom Teacher
Amanda	Gonzales	Kinder	Classroom Teacher
Jared	Benavente	Kinder	Classroom Teacher
Michelle	Madrid	Kinder	Classroom Teacher
Alyssa	Urias	1st Grade	Classroom Teacher
Cheyanne	Hall	Kinder	Classroom Teacher
Savhanna	Holland	Kinder	Classroom Teacher
LaMar	Johnson	1st Grade	Classroom Teacher
Patricia	Sayre	1st Grade	Classroom Teacher
Memo	Pacheco	Community Business Owner	Community Representative
Julie	Villanueva	Special Ed Teacher	Classroom Teacher
Alex	Gonzalez	School Counselor	Non-classroom Professional
Elidia	Martinez	PreK Teacher teacher	Classroom Teacher
Teather	Powell	PE Teacher	Classroom Teacher
Martha	Franks	1st Grade Teacher	Classroom Teacher
Amanda	Urias	Assist. Superintendent of Curriculum	District-level Professional
Melissa	Calderon	1st Grade Teacher	Classroom Teacher
Tricia	Herschap	Community Representative	Parent
Ember	Renteria	Special Ed Teacher	Classroom Teacher
Roxana	Espino	Principal	Administrator

Funding Summary

Funding Summary

Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4		--	$62,973.00
				Sub-Total	$62,973.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Title I, Part C Migrant	Amanda Urias	10/26/2026	Amanda Urias	10/22/2026

STATE & FEDERAL EDUCATION SERVICES

Apache Elementary School

A Title I, Part A Schoolwide Campus

Serving Grades KG - 03

State Compensatory Education Programs

School Year 2020-2021

STATE COMPENSATORY EDUCATION INFORMATION FOR STAKEHOLDERS

To satisfy Texas Education Code Sec. 11.253, Apache Elementary annually reviews and revises its campus improvement plan and conducts a comprehensive needs assessment to, "guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the [most current] achievement indicators." This addendum to the campus improvement plan, reflects the continuous nature of the needs assessment process to enhance academic improvement, as well as, provide a programmatic review of the State Compensatory Education (SCE) program to ensure fidelity in fiscal efficiency and programmatic effectiveness.

House Bill 3 (HB3), as passed by the 86th Texas Legislature, determined that the purpose of State Compensatory Education allotment is to provide school districts and open-enrollment charter schools funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students and all other students; as well as, at-risk students and all other students. The statute requires that at least 55 percent of the SCE funds allocated must be used to fund supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR exams] administered under the TEC, Subchapter B, Chapter 39, or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the TEC, §29.081, and all other students.

Campus Profile

An annual needs assessment is conducted by Apache Elementary School that includes the principal and the site-based decision-making committee comprised of administrators, teachers, parents, community members, and business representatives. The needs assessment is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities, and to ensure that the use of resources is carefully planned, supplemental and cost effective. Data collected is disaggregated by all student groups served by the campus, including categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment determines the measurable campus performance objectives for all appropriate student achievement indicators for all student populations.

According to the latest released Texas Academic Performance Report (TAPR),2018-2019, Apache Elementary School Apache Elementary School had a student population of 288 students with the following ethnic characteristics: Hispanic students comprise 87.8 percent of the total student populations, and 10.4 percent are white. The socio-economic characteristics were: 71.5 percent economically disadvantaged; 28.5 percent non-educationally disadvantaged; 10.8 percent English language learners (ELL); 68.1 percent at-risk; and the campus has 8.2 percent mobility.

State Criteria

Texas Education Code Sec. 29.081 defines a student as "at risk of dropping out of school" if the student is under twenty-six years of age and who:

(1) was not advanced from one grade level to the next for one or more school years(*);

(2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

(3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

(4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

(5) is pregnant or is a parent;

(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;

(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;

(8) is currently on parole, probation, deferred prosecution, or other conditional release;

(9) was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school;

(10) is a student of limited English proficiency, as defined by Section 29.052;

(11) is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;

(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or

(14) has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

^Students identified by criterion #3 and/or #9 remain at risk of dropping out of school for the remainder of their public K-12 education.

*Excludes students who did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the parents.

Apache Elementary School ensures regular monitoring of individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within an "at-risk" category after the school year begins, will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program, as applicable to the identifier itself.

Funding Information

SCE funds are used to create a compensatory, intensive, and accelerated instruction program at Apache Elementary School. SCE funds may also be used to fund a disciplinary alternative education program and to support a Title I, Part A Schoolwide program. The Texas Education Code, Sec. 28.0211(a-1), also requires districts to provide remediation to any student in grades 3-8 who fails a STAAR assessment. Students who pass a course but fail the assessment for that course may require additional instruction in that course even after they are no longer enrolled. Delivering accelerated instruction to students in these instances presents an additional funding challenge. The Texas Education Agency has ruled that funding to meet this state-mandated requirement may come from a campus's SCE allotment. The SCE allotment at Apache Elementary School is supplementary to the regular education program and supports such activities as program and

student evaluation, instructional materials and equipment and other supplies required for quality accelerated instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class size, and individualized instruction (e.g., tutorials). This campus also uses its SCE allocation to fully support the intent and purpose outlined in the Texas Education Code, Sec. 29.081(a). SCE funds are always allocated to this campus for uses that are allowable under statute and guidance. Apache Elementary School complies with this mandate as shown in the attached detailed budget.

Title I, Part A Schoolwide Program (TEC, Sec. 48.104(k)(2)), (FAR, 6.2.4.9)

SCE funds are used to support this federal campus-based program, which is included in the campus budget and all SCE expenditures are coded to the correct SCE fund code (fund 199), align with the purpose of the SCE program to close achievement gaps between at-risk/not at-risk students and economically disadvantaged/not economically disadvantaged), and follow all generally accepted accounting principles. SCE funds also meet the same guidelines required by the federal statute in that SCE funds are only used in compliance with applicable statutory and regulatory provisions (i.e., Title I requirements). SCE expenditures on this schoolwide campus are supplemental to the costs of the regular education program and do not replace required or allowable federal expenditures.

In this addenda, satisfactory justification is provided to document that the expenses requested are both reasonable in cost and necessary to accomplish the objectives of the project. Without these expenditures, the program would not accomplish its statutory objectives.

Students Identified for SCE Program by State Criterion for School Year 2020-2021

The following table represents the number and percentage of students identified in each of the fourteen "At-Risk" categories. Depending on the indicator, students can be counted in more than one category.

Apache Elementary			Readiness Test		Not Advanced		LEP		Incarcerated	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%
K	66	25%	40	61%	0	0%	8	12%	0	0%
1	68	25%	19	28%	1	1%	6	9%	1	1%
2	62	23%	24	39%	0	0%	10	16%	2	3%
3	71	27%	23	32%	1	1%	9	13%	0	0%
Totals	267	100%	106	40%	2	1%	33	12%	3	1%

STAAR Performance, Spring 2018-2019

The State of Texas Assessments of Academic Readiness (STAAR) program was implemented in spring 2012. The annual assessments for Apache Elementary School include reading and mathematics in third grade. The TEC §29.081 requires that districts evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 (STAAR) for at-risk students as compared with all other district students. Apache Elementary School complies with this mandate in this section on STAAR performance and the evaluation section of this addendum. The STAAR reporting was modified in the Spring 2018 administration to include four performance labels. **Masters Grade Level** (Passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. **Meets Grade Level** (Passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. **Approaches Grade Level** (Passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. **Does Not Meet Grade Level** identifies students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The following tables compare passing scores (i.e., "Approaches") for at-risk and not-at-risk students for the spring administrations of 2018 and 2019.

State of Disaster and 2019-2020 Accountability Ratings

In response to the COVID-19 pandemic, Governor Abbott announced on March 16, 2020, that he has waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year. As a result, all districts and campuses will be labeled "Not Rated: Declared State of Disaster" for 2020. Under Texas Administrative Code (TAC) §101.2009, the superintendent must establish the instruments and procedures to be used to determine which students are at-risk. Given that the STAAR administrations for April, May, and June 2020 were cancelled, the at-risk determination needed to be made through means that do not involve state testing results **from the current year**. According to TEA guidance, in the absence of 2020 STAAR results, any student who was identified in the PEIMS Fall 2019 submission as "at risk" based on the TEC, §29.081(d)(3), will continue to be identified as "at risk" in the Fall 2020 PEIMS submission. In addition, Student Success Initiative (SSI) promotion/retention requirements found in the Texas Education Code (TEC), §28.0211 have been waived for the 2019–2020 school year. Fort Stockton ISD policies prioritize certain student groups to be provided with on-site instruction when safe to do so, including for students in grades K-2, students most likely to have suffered a COVID slide (SPED, EL, at-risk, and students

with significant learning gaps), and students with limited or no access to the internet.

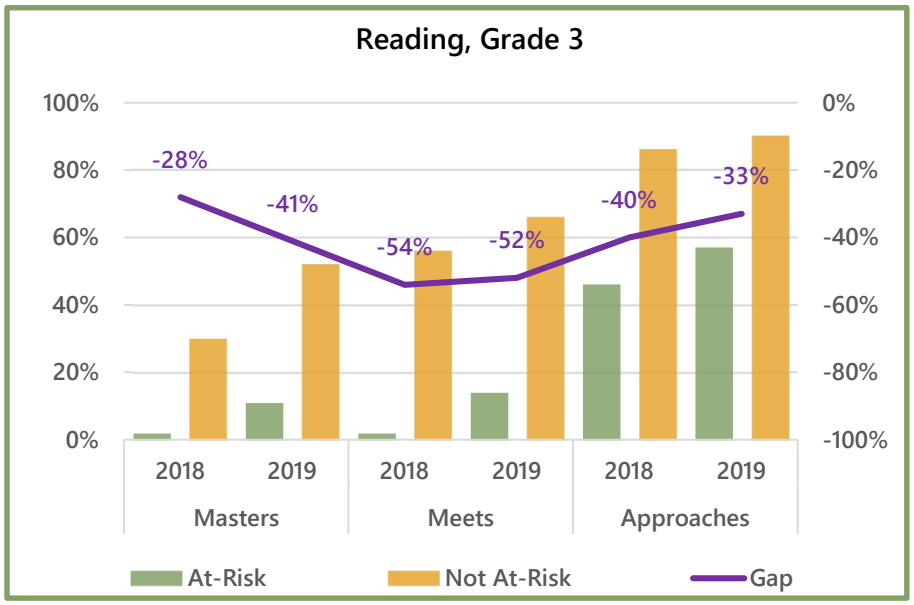
Focusing on Achievement Gaps

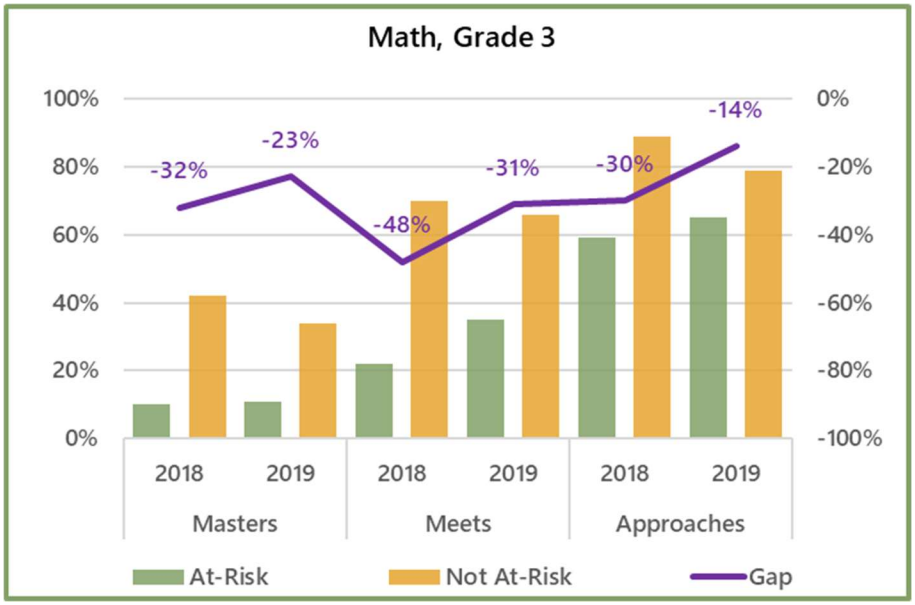
The following bar charts show two-year results for students taking the STAAR assessments. They are intended to focus on achievement gaps (if any) between at-risk and not-at-risk students as well as economically and not economically disadvantaged students rather than overall achievement. Closing achievement gaps for at-risk students should be a main goal of a district's SCE program and a successful SCE program shows a closing of achievement gaps across all STAAR categories. Gap lines that do not show a closing of the gap indicates a need for review and possible modification of the SCE program in the specific grade level and STAAR component. Finally, the STAAR category "Did Not Meet" (Failing) is not shown as this would only repeat the same achievement gap as shown in the "Approaches" (Passing) category.

Campus STAAR Results, Two-Year Comparison of Academic Year End 2018 and 2019 [*]

*** The following tables compare STAAR assessment scores for at-risk and not-at-risk students, as well as, economically disadvantaged students and not economically disadvantaged students for the spring administrations of 2018-2019 - the most recent available STAAR assessment results.**

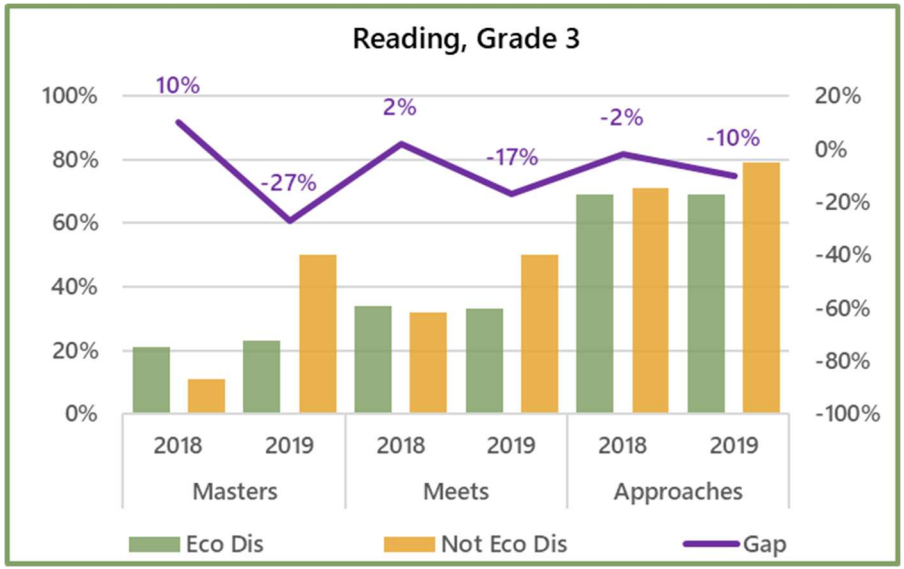
At-risk to not at-risk

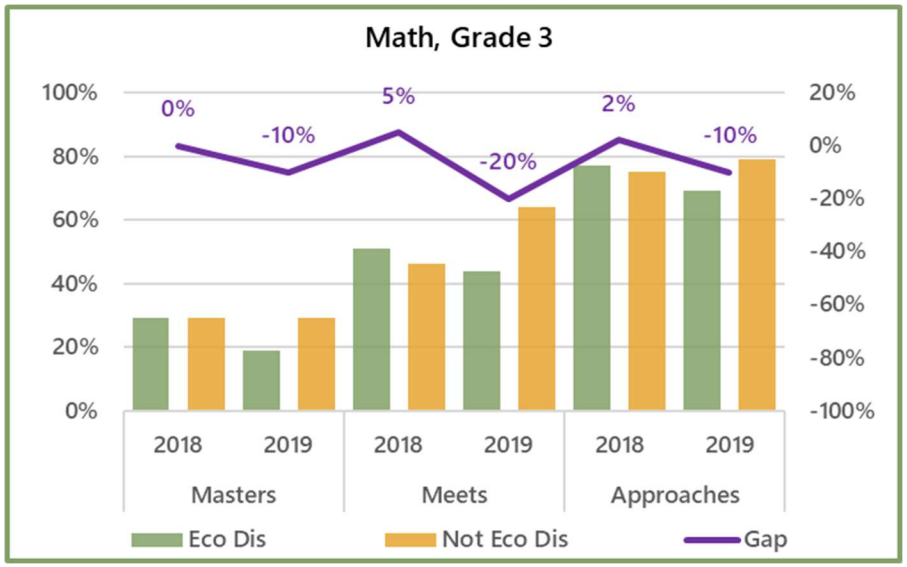




State & Federal Education Services, © 2020

Economically Disadvantaged to Not Economically Disadvantaged





State & Federal Education Services, © 2020

SCE Funded Programs and Services at Apache Elementary School

Summative Assessment – Spring 2021 STAAR

Identified Strategies	Supplemental Financial Resources	Supplemental Fulltime Equivalency	Measurable Performance Objectives	Timelines For Monitoring Strategies	Formative Evaluation
RtI – Response to Intervention – Supplemental accelerated instruction for students below target levels to support mastery of TEKS.	SCE funded salary $68,030	1 Certified teacher [1 FTE]	Above 70 average	Each semester	Report card grades
Instructional Support – Instructional aides provide accelerated instruction for students in small groups or one-on-one in the regular classroom and/or computer lab and the library.	SCE funded salary $56,143	Instructional aide [2 FTE]	Above 70 average	Each six weeks	Report card grades
Counselor – Provides students in at-risk situations services over and above those required by law.	SCE funded salary $70,394	1 Counselor [1 FTE]	Above 70 average	Each six weeks	Report card grades

Other Programs That Support SCE-Funded Activities

Federal and state government agencies provide an abundance of program funding and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at-risk situations.

Federally-Funded Programs

Title I, Part A—provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards. The high school campus operates a schoolwide program and these funds may be used to upgrade the entire instructional program and serve all students.

Title I, Part C— provides supplemental instructional and support services for migrant students and out of school migrant youth.

Title II, Part A— is to increase student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools. The district utilizes the flexibility under funding transferability and redirects Title II funds to be used to support the Title I, Part A schoolwide program.

Title III, Part A ELA— is to develop programs for limited English proficient students to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards. Fort Stockton ISD utilizes these funds to implement the LIEPs and purchase curricular materials and supplies to supplement the language education program.

Title IV, Part A (Student Support and Academic Enrichment) – SSAEP is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology. The district utilizes the flexibility under funding transferability and redirects Title IV funds to be used to support the Title I, Part A schoolwide program.

IDEA-B Formula— provides supplemental resources to help LEAs ensure that eligible students (ages 3-21) with disabilities are provided with a free appropriate public education as required by federal statute.

IDEA-B Preschool — provides supplemental resources to help LEAs ensure that eligible students (ages 3-5) with disabilities are provided with a free appropriate public education as required by federal statute.

State-Funded Programs

Gifted & Talented (G/T)—A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual—Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs through the use of these supplemental state funds that help defray the extra costs of the programs.

Special Education—This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.

2019-2020 State Compensatory Education Program Evaluation

As required by TEC, Sec. 29.081(b)(1), Apache Elementary evaluates the effectiveness of its state compensatory education program, the results of which are included in this district improvement plan. The evaluation allows the district to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school.

The analysis of the SCE program is aimed at revealing any disparity between the performance on assessment instruments between students at risk of dropping out of school and all other district students. It also uncovers differences in the rates of high school completion between students at risk of dropping out of school and all other district students.

State Compensatory Education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. Apache Elementary gauges the effectiveness of its designated SCE program and includes the results of such evaluation in this district improvement plan.

The TEC does not specify the minimum standard or design for an evaluative process; however, Apache Elementary chooses to use a combination of two types of evaluations: Continuous Improvement and Performance Data. The continuous improvement is evaluated through the formative processes described in the Programs and Strategies section above. Evaluation of performance data is accomplished through data analysis as part of the summative evaluation process. By taking a learning approach to evaluation, continuous improvement's primary purpose becomes to support learning that can ultimately lead to effective decision making and improvement in district-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency's ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly trained in the field of statistical analysis. As part of the SCE evaluation, the district staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to students' needs. While collecting and organizing the data is important the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the district staff to seek patterns and to provide opportunities for student and school growth, as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs that target strategies for assisting students identified as being at risk of failing or dropping out of school.

2019-2020 State Compensatory Education Program Evaluation (Cont.)

SCE-Funded Program Name	Evaluation Criteria	Number of participating students	Number of successful students	% students successful
At-Risk Counselor	Satisfactory performance on mCLASS assessment	267	106	40%
RTI	Report card grades	31	15	48%
Tutorials	Satisfactory performance on mCLASS assessment and report card grades	84	50	60%
Schoolwide Program	Satisfactory performance on mCLASS assessment	267	106	40%
Instructional Support	Satisfactory performance on mCLASS assessment	267	106	40%
In order to accurately determine which funded strategies are successful at raising academic standards, districts and charter schools are required to evaluate the effectiveness of their designated SCE program and include the results of this evaluation in the district improvement/instructional plan.				
SCE resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.				

SCE Budget 2020-2021

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office coordinates the budget request process and provides approved allocations to the campuses. Apache Elementary is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements as outlined in the FASRG. The accounting practices of the district that are implemented by the campuses are consistent with cost principles, and provide for adequate documentation to support costs charged to the SCE budget.

TEC, Section 48.104(k)(1)(A) allows districts to use SCE funding to provide supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion, between students who are educationally disadvantaged and students who are not educationally disadvantaged.

Apache Elementary does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. All expenditures are reasonable and necessary to achieve the state goal of the SCE program: to supplement the district's regular education programs with compensatory, intensive, and/or accelerated instruction.

Fort Stockton ISD 186902

Fund 199 State Compensatory Education **Campus Detail**

Fiscal Year 2021

Apache Elementary	Acct Title	Activity	Cost
199-11-6119-00-104-1-30-0-00	Teacher/Professional Salary	RTI	$65,500.00
199-31-6119-00-104-1-30-0-00	Teacher/Professional Salary	Counseling	$63,316.00
199-11-6129-00-104-1-30-0-00	Support Personnel Salary	Instructional Support	$20,744.00
199-11-6129-00-104-1-30-0-00	Support Personnel Salary	Library	$24,392.00
199-11-6141-00-104-1-30-0-00	Social Security/Medicare	Instructional Support	$300.79
199-11-6141-00-104-1-30-0-00	Social Security/Medicare	Library	$353.68
199-11-6141-00-104-1-30-0-00	Social Security/Medicare	RTI	$949.75
199-31-6141-00-104-1-30-0-00	Social Security/Medicare	Counseling	$918.08
199-11-6142-00-104-1-30-0-00	Health/Life Insurance	Instructional Support	$4,632.00
199-11-6142-00-104-1-30-0-00	Health/Life Insurance	Library	$4,632.00
199-31-6142-00-104-1-30-0-00	Health/Life Insurance	Counseling	$4,632.00
199-11-6145-00-104-1-30-0-00	Unemployment Comp.	RTI	$41.13
199-11-6145-00-104-1-30-0-00	Unemployment Comp.	Library	$15.32
199-11-6145-00-104-1-30-0-00	Unemployment Comp.	Instructional Support	$13.03
199-31-6145-00-104-1-30-0-00	Unemployment Comp.	Counseling	$39.76
199-11-6146-00-104-1-30-0-00	TRS Care	Instructional Support	$487.48
199-11-6146-00-104-1-30-0-00	TRS Care	Library	$573.21
199-11-6146-00-104-1-30-0-00	TRS Care	RTI	$1,539.25
199-31-6146-00-104-1-30-0-00	TRS Care	Counseling	$1,487.93
			$194,567.42
		Campus 104 Total:	**$194,567.42**

Fort Stockton ISD 186902

Fund 199 State Compensatory Education **Campus Detail**

Fiscal Year 2021

Total by Class Object:

61XX	$194,567.42

Total by Function:

11	$124,173.65
31	$70,393.77

Total by Activity:

Counseling	$70,393.77
Instructional Support	$26,177.30
Library	$29,966.21
RTI	$68,030.13

Fort Stockton ISD 186902

Fund 199 State Compensatory Education

Fiscal Year 2021

Personnel Detail

S&FE SERVICES

Apache Elementary

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Medicare	Workers Comp.	Unemploy-ment Comp.	TRS	Total Salary and Benefits Funded
Gilda Pacheco	Counselor	Counseling	$63,316.00	1.000	$4,632.00	$918.08	$0.00	$39.76	$1,487.93	$70,393.77
Imelda Fierro	Instructional aide	Library	$24,392.00	1.000	$4,632.00	$353.68	$0.00	$15.32	$573.21	$29,966.21
Rufina DeLeon	Teacher	RTI	$65,500.00	1.000	$0.00	$949.75	$0.00	$41.13	$1,539.25	$68,030.13
Sandra Faulkenberry	Instructional Aide	Instructional Support	$20,744.00	1.000	$4,632.00	$300.79	$0.00	$13.03	$487.48	$26,177.30
	Campus 104 Subtotal:	**FTE - 4**	**$173,952.00**		**$13,896.00**	**$2,522.30**	**$0.00**	**$109.24**	**$4,087.87**	**$194,567.42**