



Stockdale
Independent
School
District

Stockdale Elementary
Campus Improvement
Plan

2007-2008

Board Approved :

Table of Contents

2006-2007 Stockdale ISD Board of Trustees	2
Stockdale ISD Administrative Team.....	2
2006-07 Stockdale ISD District Improvement Committee	3
Stockdale Independent School District Mission Statement.....	4
Stockdale Independent School District Goals.....	4
Stockdale ISD Needs Assessment	5
Profile of the Stockdale ISD Graduate.....	7
Specific Action Pages Begin	8

2007-2008 Stockdale ISD Board of Trustees

President	Salvador Urrabazo
Vice President	Rick Rutland
Secretary	Maurine West
Member	Teri Wolff
Member	Patricia Donsbach
Member	Teri Dugi
Member	Barry Osborne II

Stockdale ISD Administrative Team

Superintendent	Reece Blincoe
Assistant Superintendent	Vicki Wehmeyer
Business Manager	Becky Stewart
High School Principal	Sandy Lynn
Junior High Principal	Douglas Wozniak
Elementary Principal	Michelle Hartmann
Programs/Testing Coordinator	Roxanne Seidel
Athletic Director	Andrew King

2007-08 Stockdale Elementary Campus Improvement Committee

Kay Deagen	Elementary Teacher
Beverly Hummel	Elementary Teacher
Kimberly Hierholzer	Teacher (Dyslexia & Title I)
Venicia Monita	Elementary Teacher (ESL)
Leighanne Woodlee	Teacher (GT)
Lee Dockery	Counselor
Kendra Wuest	Special Education
Barbara Wiatrek	Health Care
Sheryl Fitzsimon	Community Member
Frank Bain	Business Member
Susan Taylor	Parent
Kelli Shope	Parent
Michelle Hartmann	Principal

Stockdale Independent School District Mission Statement

The mission of Stockdale Independent School District, in partnership with the community, is to prepare all students to be contributing members of society and function independently in a quality manner by providing a challenging, caring learning environment.

Stockdale Independent School District Goals

1. Align curriculum, assessment, and resources with State standards and the Stockdale ISD Graduate Profile to ensure high quality instruction that delivers a planned and monitored instructional program that meets the needs and insures the success of all students thereby resulting in becoming an exemplary district with each campus achieving recognized or exemplary standards.
2. Attract, develop, and retain talented and highly effective personnel. Continue to offer high quality, on going staff development that results in professional growth for all staff.
3. Strengthen all elective/extra-curricular programs with focused pathways that lead to higher academic success, college preparedness, and/or advanced certification for certification for high/skilled/high wage occupations.
4. Prepare all graduates of Stockdale ISD to be productive citizens in today's society by implementing the resources of the Stockdale ISD Graduate Profile, Student Code of Conduct, Safe and Drug Free School Co-op, Wilson County Early College Start and Character Education.
5. Provide well-maintained, attractive, safe, accessible facilities and prepare for future facility needs through proper long range planning.
6. Integrate technology throughout the district to best achieve all goals and objectives.
7. Continue to improve communication thus increasing awareness, interest, and involvement of all stakeholders in the education process.

8. Maintain financial integrity of the district while achieving an appropriate balance between financial stability and meeting student needs. The District will maintain a Superior Achievement rating by the Financial Integrity rating System of Texas (First).

Stockdale ISD Needs Assessment

2006-2007

Campus report cards, dropout rates, special population groups data, TAKS test data, and special education reports were some of the information used in development of the needs assessment. Through the course of deliberations, the Districtwide Educational Improvement Committee (DEIC) also integrated anecdotal evidence within the needs assessment process. As a result of the extensive needs assessment, the committee identified the following areas to be addressed:

- Stockdale ISD will be a Recognized District
- Formal Communication and Parental/Community Involvement
- Economically Disadvantaged and Hispanic as a target sub- population group focusing on students not meeting full potential
- Dropout prevention/ Accelerated Education
- Safe and Drug Free Schools/Violence Prevention and Intervention
- Improving Attendance
- Student needs in Special programs: Title I, ESL, Special Education, Gifted and Talented, Dyslexia
- Equity representation issues
- Career/Higher Education (Including opportunities offered through CATE Programs)
- Professional Development
- Integration of Technology
- Summer school for At-Risk students (OEYP-Optional Extended Year Program) and Title I funded
- At-Risk students will be provided intensive tutorials throughout the school year (State Compensatory Education Funds)
- Class Size reduction (Title II)
- Student Success Initiative and No Child Left Behind reinforce the need to address reading through innovative programs
- District of Stockdale ISD including all campuses has been evaluated as “Meets Adequate Yearly Progress (AYP)”, and will maintain/increase AYP standards.
- Accelerated Reading program will be used at all grades because of its effectiveness in increasing student’s achievement in the area of reading.

In conclusion, the DEIC has formulated the following district goals:

DEIC Goal #1: By 2008-2009, at least 90% of students in each population (all students at risk, Hispanic, white, and economically disadvantaged) taking the state mandated tests in reading, writing, math, social studies, and science will meet or exceed minimum

expectations. Stockdale ISD will maintain/increase our completing rates and meet adequate yearly progress (AYP) standards.

DEIC GOAL #2: All teachers in grades PK-12 will teach the state curriculum (TEKS-Texas Essential Knowledge and Skills) in all subject areas. All students will graduate from High school on the recommended plan/distinguished plan.

DEIC GOAL #3: Students identified as gifted and talented will be served in a pull out program.

DEIC GOAL #4: By 2008-2009, all sub population groups will be equitably represented across all district programs.

DEIC GOAL #5: All students will be provided a safe and drug free environment in which to learn as well as participate in extra curricular activities.

DEIC GOAL #6: District effectiveness will be enhanced by parental community awareness and involvement through formal and informal communications.

DEIC GOAL #7: The attendance rate will meet or exceed 97%.

DEIC GOAL #8: Integration of technology will be implemented to provide more educational opportunities for students as well as provide staff and administration with access to additional technology programs.

DEIC GOAL #9: 70% of ESL students in grades 3 through EXIT level will meet or exceed minimum expectations on TAKS.

DEIC GOAL #10: By 2008-2009, Stockdale ISD will establish a collaborative effort between parents, general education staff and special education to increase special education student participation in general education curriculum as appropriate.

DEIC GOAL #10A: Stockdale ISD, special education services will utilize the comprehensive analysis (CAP) to identify areas of need and growth related to: timeline for initial evaluation, least restrictive environment (LRE), related services, timeline for re-evaluation, and transition on an annual basis.

DEIC GOAL # 11: Procedures to identify and accommodate students who exhibit the characteristics of dyslexia are in place and will be implemented.

DEIC GOAL #12: All secondary students, teachers, counselors, and parents will be provided information about post secondary school opportunities.

DEIC GOAL #13: All Stockdale ISD staff will be encouraged to attend staff development related to teaching/working assignments.

DEIC GOAL #14: Stockdale ISD will strive to retain quality staff in the district as well as attract quality staff when hiring.

DEIC GOAL #15: Stockdale ISD staff will provide input to improve the physical plant aesthetically and physically.

Profile of the Stockdale ISD Graduate

A graduate of the Stockdale Independent School District is expected to be accountable for his/her actions as:

A responsible decision maker

- Who uses creative problem-solving and conflict resolution skills effectively
- Who uses critical thinking, knowledge, reflections and reasoning to effectively evaluate information and make informed decisions

A confident life-long learner

- Who demonstrates mastery of skills in all academic areas
- Who analyzes, evaluates, and applies new information
- Who is an inquisitive and resourceful self-learner

A healthy individual

- Who practices emotional and physical wellness, including nutrition, hygiene, personal responsibility, and physical fitness
- Who demonstrates responsible life management skills in social, interpersonal and family relationships
- Who manages time, money, environmental and other resources in a responsible and effective manner

A literate communicator

- Who is proficient in academic and technological skills
- Who effectively expresses ideas using a variety of methods, including written and spoken languages, mathematics, science and the arts
- Who is provided the opportunity to become bilingual
- Who uses appropriate social and interpersonal skills to effectively communicate in a global society

An informed citizen

- Who promotes democratic principles in a multicultural society
- Who demonstrates patriotism and citizenship through community service and participation in the democratic process
- Who understands, respects, and values all cultures
- Who stays informed on current events

A productive worker

- Who generates quality goods and services
- Who demonstrates adaptability
- Who practices a good work ethic
- Who demonstrates leadership and cooperative work skills
- Who takes ownership of his/her future through goal setting, decision making, and efforts aimed at continual improvement

A well-rounded individual

- Who is guided by honorable values, morals, and ethics
- Who demonstrates an appreciation of, and participation in, the arts
- Who displays a genuine awareness and respect of global and cultural differences.

Specific Action Pages Begin

SISD GOAL #1: ALIGN CURRICULUM, ASSESSMENT, AND RESOURCES WITH STATE STANDARDS AND THE STOCKDALE ISD GRADUATE PROFILE.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
<p>1. CONTINUE AN ON-GOING PROCESS TO ELIMINATE GAPS IN TEACHING THE TEKS. PRIOR TO TAKS TEST BENCHMARK TESTS WILL BE GIVEN AS DIAGNOSTIC TOOL FOR REMEDIATION PLANNING. ALL TEACHERS WILL CONTINUE TO REVIEW AND REVISE COMPLETED CURRICULUM ALIGNMENT WORK AND IMPLEMENT K-12. ALL TEACHERS WILL USE DATA TO REVIEW CURRICULUM.</p>	<p>TITLE II FUNDS AND LOCAL FUNDS FOR STAFF DEVELOPMENT AND RELEASE TIME TO WORK ON ALIGNMENT</p>	<p>CLASSROOM TEACHERS SUPT. BLINCOE V WEHMEYER DEPT. LEADERS CAMPUS INSTRUCTIONAL LEADERS/ PRINCIPALS M HARTMANN D WOZNIAK S LYNN</p>	<p>CAMPUS PRINCIPALS RECEIVE FEEDBACK FROM STAFF ON AN ON-GOING BASIS WITH ONGOING ANNUAL SUMMER UPDATES</p>	<p>STUDENT SUCCESS ON TEACHER-MADE TESTS AND PURCHASED BENCHMARKING MASTERY OF TEKS/TAKS. TEACHER FEEDBACK</p>
<p>2. ELEMENTARY PRINCIPAL/INSTRUCTIONAL LEADER MEETS WITH ALL TEACHERS BY GRADE LEVEL TO REVIEW TEKS AND NEED OF STAFF.</p>	<p>TEKS TEACHER MATERIALS</p>	<p>M HARTMANN</p>	<p>WEEKLY</p>	<p>FINAL YEAR STUDENT SUCCESS</p>
<p>3. HIGH EXPECTATIONS WILL BE SET FOR ALL STUDENTS. STUDENTS AND PARENTS WILL BE GIVEN A COPY OF THE TEKS FOR THEIR GRADE LEVEL AND AN EXPLANATION OF THE EXPECTATIONS IN MEETINGS AND/OR CONFERENCES.</p>	<p>LOCAL FUNDS</p>	<p>CLASSROOM TEACHERS CAMPUS INSTRUCTIONAL LEADERS/ PRICIPALS HARTMANN WOZNIAK S LYNN</p>	<p>OCT 2007 APRIL 2008</p>	<p>STUDENT SUCCESS ON TEACHER-MADE TESTS MASTERY OF TEKS</p>
<p>4. TEACHERS WILL TEACH THE TEKS FOR MASTERY. ALL TEACHERS WILL ATTEND STAFF DEVELOPMENT IN CONTENT AREA (S) TAUGHT FOR IMPLEMENTATION OF THE TEKS.</p>	<p>LOCAL FUNDS TITLE II FUNDS</p>	<p>CLASSROOM TEACHERS CAMPUS INSTRUCTIONAL LEADERS/ PRINCIPALS HARTMANN D WOZNIAK S LYNN</p>	<p>ONGOING</p>	<p>STUDENT SUCCESS ON TEACHER-MADE TESTS MASTERY OF TEKS</p>

5. DROP-OUT RECOVERY STRATEGIES: PROVIDE INFORMATION FOR GED. TAKS REMEDIATION FOR AEIS SUBGROUPS WHO DID NOT MEET MINIMUM EXPECTATIONS. INTENSIVE COMMUNICATION WITH PARENTS. HOME VISITS. COORDINATE EFFORTS WITH CITY AND COUNTY AGENCIES. INTENSIVE COMMUNICATION WITH WILSON COUNTY JUVENILE JUSTICE AUTHORITIES. ENSURE CORRECT CODING PEIMS. PERSONAL CONTACT WITH STUDENTS.	GED EXAMS TAKS TUTORS PARENTS WILSON COUNTY AGENCIES JUVENILE JUSTICE AUTHORITIES PEIMS COORDINATOR	CAMPUS PRINCIPALS M HARTMANN D WOZNIAK S LYNN COUNSELOR ALL ELEMENTARY TEACHERS	ONGOING	COMMUNICATION WITH AT-RISK STUDENTS AND PARENTS, AT LEAST ONCE EVERY NINE WEEKS. MONITORING OF CHRONICALLY ABSENT STUDENTS.
6. IMPLEMENTATION OF STUDENT SUCCESS INITIATIVE. PARENTS WILL BE PROVIDED INFORMATION REGARDING THE INITIATIVE IN A VARIETY OF WAYS INCLUDING, BUT NOT LIMITED TO, LETTERS AND CONFERENCES.	COUNSELOR TESTING COORDINATOR	CAMPUS PRINCIPAL	ONGOING	STATE PROVIDED COMMUNICATION MATERIALS. EMPHASIS ON UNDERSTANDING REQUIREMENTS BEGIN IN SECOND GRADE
7. STUDENTS IN GRADES K-8 WILL BE PROVIDED INFORMATION FOR CAREER AWARENESS IN REGULAR CLASSES. GRADES 9-12 STUDENTS WILL TAKE CATE CLASSES- 4 YEAR PLAN. DISCOVER GRADES 6-8. ORIENTATION AND CAREER EXPLORATION UNIT.	REG 20 REG 3	HARTMANN D WOZNIAK S LYNN COUNSELOR	MAY 2008	ORGANIZED CAREER DAYS AND USE OF GUEST SPEAKERS IN REGULAR CLASSROOM INSTURCTION.
8. KINDERGARTEN TEACHERS, PK TEACHERS, AND HEADSTART TEACHERS HAVE ON-GOING COMMUNICATION FOR TRANSITION OF PRE-K STUDENTS TO KINDERGARTEN.	POLICY EIE (LOCAL) TEA WEBSITE (SISD WEBSITE LINK) REGION 20	CAMPUS INSTRUCTIONAL LEADERS/ PRINCIPAL HARTMANN	MAY 2007	PARTICIPATION IN TEEM GRANT. STOCKDALE ISD SERVES AS LEAD AGENCY FOR RURAL CO-OP.
9. TAKS STUDY GUIDE IS GIVEN TO ALL STUDENTS WHO FAILED ANY PORTION OF THE TAKS TEST.	TEXAS EDUCATION AGENCY	TESTING COORNITOR R SEIDEL	SPRING 2008	TAKS TEST RESULTS
10. PROVIDE ALL STUDENTS OPPORTUNITIES TO IMPROVE READING SKILLS THROUGH USE OF STAR (1-12), ACCELERATED READER (1-12) AND CORRECTIVE READING PROGRAM, WHICH ARE INNOVATIVE, RESEARCH BASED READING PROGRAMS.	TITLE V, PART A FEDERAL AND STATE FUNDING FOR SOFTWARE AND BOOKS. CAMPUS FUNDS FOR STUDENT INCENTIVES. PARENT REPORT.	CLASSROOM TEACHERS	AT THE END OF EACH SEMESTER. COMPUTER GENERATED REPORTS OF PROGRESS FOR STAR AND ACCELERATED READER SENT HOME WEEKLY.	NUMBER OF TEACHERS IMPLEMENTING AND STUDENT POINT TOTAL-READING LEVELS WILL INCREASE.

SISD GOAL #1: DELIVER A PLANNED AND MONITORED INSTRUCTIONAL PROGRAM THAT MEETS THE NEEDS AND INSURES THE SUCCESS OF ALL STUDENTS THEREBY RESULTING IN: (A) IMPORVED AEIS RESULTS, (B) BECOMING AN EXEMPLARY DISTRICT WITH EACH CAMPUS ACHIEVING RECOGNIZED OR EXEMPLARY STANDARDS, (C) EXCEEDING STATE AND NATIONAL STANDARDS, (D) EACH CAMPUS IMPROVING BY ONE STATE ACCOUNTABILITY RATING LEVEL.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. TARGET AT- RISK (K-3) STUDENTS THROUGH THE USE OF LEARNING LAB, INTERVENTION SPECIALIST, INTENSIVE TUTORIAL PROGRAMS.	LOCAL FUNDS ESC, REG 20 READING RECOVERY TEACHER, AIDE SALARIES TITLE I FUNDS SCE FUNDS ACCELERATED READING FUNDS	ELEM PRINCIPAL M HARTMANN ELEMENTARY CLASSROOM TEACHERS	2007 –2008 SCHOOLYEAR	GAINS IN TPRI TEST SCORES AND READING RECOVERY DATA. REPORT CARD GRADES STATE MANDATED TESTING
2. STUDENTS IDENTIFIED AS NEEDING SUPPLEMENTAL READING AND MATH WILL BE IDENTIFIED AS TITLE I AND BE PROVIDED SERVICES THROUGH THE TITLE I PROGRAM.	TITLE I PART A	K HIERHOLZER C BROWN B KOEHLER K-5 CLASSROOM TEACHERS	STUDENT PROGRESS IS MONITORED AND REPORTED BY PROGRESS REPORTS EVERY 3 WEEKS AND REPORT CARD EVERY 9 WEEKS STUDENTS K-5 ALSO RECEIVE COMMUNICATION FOLDER WEEKLY	
3. OPTIONAL EXTENDED PROGRAM OFFERED FOR STUDENTS IN GRADES K-5 WHO ARE IDENTIFIED AS AT-RISK.	OEYP GRANT STIPENDS	SUPT.	AUG 2008	PERCENTAGE OF STUDENTS ADVANCING OR EARNING CREDITS
4. TEACHERS WILL BE GIVEN OPPORTUNITY TO ATTEND STAFF DEVELOPMENT FOR TEACHING THE TEKS TO INCLUDE THE INTEGRATION OF TECHNOLOGY IN THE CLASSROOM.	ESC, REG 20 TITLE II FUNDS LOCAL FUNDS TITLE I ACCELERATED READING FUNDS TITLE II, PART A	CAMPUS INSTRUCTIONAL LEADERS M HARTMANN D WOZNIAK S LYNN V WEHMEYER	PROFESSIONAL DEVELOPMENT LOGS FOR STAFF	FEEDBACK FROM STAFF
5. ADDITIONAL CLASS WILL BE PROVIDED AT FIFTH GRADE TO REDUCE THE STUDENT/TEACHER RATIO TO HELP PREPARE STUDENTS FOR MORE RIGOROUS MATERIALS PRIOR TO TAKS TESTING IN FIFTH GRADE.	TITLE II, PART A FUNDS	5TH GRADE TEACHER: L DAY CAMPUS INSTRUCTIONAL LEADER: M HARTMANN	ON- GOING WITH 9 WEEK REPORT CARD EVALUATIONS	END OF YEAR FINAL GRADES FOR STUDENTS IN THIS CLASS AS WELL AS TAKS TEST RESULTS.
6. CAMPUS ADMINISTRATORS WILL PROVIDE DISAGGREGATED TAKS DATA TO TEACHERS USING AEIS-IT	AEIS-IT REGION 20	HARTMANN D WOZNIAK S LYNN	ADMIN. MEET WITH TEACHERS AT FACULTY MEETINGS TO FOLLOW UP	TAKS TEST RESULTS

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
7. TO REDUCE TEACHER/PUPIL RATIO AT ELEMENTARY AIDES WILL WORK WITH AT-RISK STUDENTS.	STATE COMPENSATORY EDUCATION FUNDS	CAMPUS ADMIN: M HARTMANN CLASSROOM TEACHERS	TEACHERS WILL EVALUATE THE EFFECT AIDES HAVE ON STUDENT SUCCESS	TAKS TEST RESULTS FINAL GRADES
8. TUTORING SESSIONS WILL BE OFFERED FOR STUDENTS SCORING 79% OR BELOW ON THE 2005 TAKS MATH TEST.	SCE STIPENDS FOR TUTORS LOCAL FUNDS FOR SUPPLEMENTAL STUDENT MATERIAL. SCE	CAMPUS PRINCIPALS R SEIDEL S LYNN M HARTMANN	MAY 2008	NUMBER OF STUDENTS ATTENDING TUTORING. PRACTICE TAKS TEST MONTHLY.

9. IMPROVE MATH OBJECTIVES IN PROBLEM SOLVING (K-3) EMPHASIZING THE USE OF HIGHER ORDER THINKING SKILLS, PROBLEM SOLVING FORMATTED QUESTIONS.	LOCAL FUNDS REGION 20 CO-OP TITLE II –PART A	CAMPUS PRINCIPALS S LYNN D WOZNIAK M HARTMANN	MAY 2008	MATH REPORT CARD GRADES PERCENTAGE OF STUDENTS PASSING
10. IMPLEMENT “ SHARON WELLS” MATH CURRICULUM IN GRADES 2-5. IMPLEMENT ONE-DAY SCOPE AND SEQUENCE ALIGNMENT FOR GRADES K-1. / IMPLEMENT ACCELERATED MATH PROGRAM / DROP –OUT REDUCTION/ACCELERATION OPPORTUNITIES IN MATH FOR 9 th -12 th GRADE STUDENTS THROUGH USE OF THE NOVANET LAB	TITLE I FUNDS LOCAL FUNDS	M HARTMANN ELEMENTARY TEACHERS S LYSSY	STAFF DEVELOPMENT EVERY SIX WEEKS FOR TEACHERS MARCH 2006 CREDITS	FINAL REPORT CARD GRADES
11. OPTIONAL EXTENDED YEAR PROGRAM OFFERED FOR STUDENTS IN GRADES K-5 WHO ARE IDENTIFIED AS AT- RISK.	OEYP GRANT STIPENDS	SUPT.	AUG 2008	% OF STUDENTS ADV/ EARNING CREDITS
12. TEACHERS WILL BE GIVEN OPPORTUNITY TO ATTEND STAFF DEVELOPMENT FOR TEACHING THE TEKS.	ESC, REG 20 TITLE I FUNDS TITLE II FUNDS LOCAL FUNDS	CAMPUS INSTRUCTIONAL LEADERS: M HARTMANN D WOZNIAK S LYNN V WEHMEYER	WORKSHOPS ATTENDED	FEEDBACK FROM STAFF

DYSLEXIA

SISD GOAL #1: DELIVER A PLANNED AND MONITORED INSTRUCTIONAL PROGRAM THAT MEETS THE NEEDS AND INSURES THE SUCCESS OF ALL STUDENTS THEREBY RESULTING IN: (A) IMPORVED AEIS RESULTS, (B) BECOMING AN EXEMPLARY DISTRICT WITH EACH CAMPUS ACHIEVING RECOGNIZED OR EXEMPLARY STANDARDS, (C) EXCEEDING STATE AND NATIONAL STANDARDS, (D) EACH CAMPUS IMPROVING BY ONE STATE ACCOUNTABILITY RATING LEVEL.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. DYSLEXIA SCREENING	K. WUEST K HIERHOLZER C BROWN	V WEHMEYER	SCREENING WHEN STUDENT IS REFERRED BY CHILD STUDY TEAM	RESULTS OF INDIVIDUAL STUDENT SCREENING TO DETERMINE PROGRAM PLACEMENT
2. DYSLEXIA TEACHER WILL COORDINATE WITH TITLE I TEACHERS AND REGULAR CLASSROOM TEACHERS FOR COORDINATION OF SCIENTFICALLY RESEARCH BASED PROGRAM. TITLE I STUDENTS WILL RECEIVE REGULAR CLASSROOM INSTRUCTION AND DYSLEXIA PULLOUT PROGRAM. UPON COMPLETION OF DYSLEXIA PROGRAM STUDENT WILL PARTICIPATE IN TITLE I PULLOUT IF AFTER EVALUATION IT IS DETERMINED TITLE I SERVICES ARE NEEDED.	LOCAL FUNDS	K HIERHOLZER C. BROWN TITLE I TEACHERS REGULAR CLASSROOM TEACHERS	STUDENT PROGRESS IN PROGRAM EVALUATED DAILY	ANNUAL MEETING WITH PARENTS TO DISCUSS STUDENT PROGRESS
3. EACH CAMPUS WILL HAVE A COPY OF THE STATE DYSLEXIA HANDBOOK.	STATE DYSLEXIA HANDBOOK	V WEHMEYER		HANDBOOKS WILL BE USED BY STAFF TO INCREASE AWARENESS OF NEEDS OF DYSLEXIA STUDENTS

PROGRAM: DYSLEXIA GRADES: K-8

ASSESSMENT INSTRUMENT AND PROGRAM ELIGIBILITY CRITERIA	STATEGIES AND ACTIVITIES	RESOURCES AND FUNDING	JOB DESCRIPTION OF SCE FUNDED STAFF	FORMATIVE ASSESSMENT INSTRUMENT (S)	EXPECTED OUTCOMES: ASSESSMENT INSTRUMENT AND TARGET OUTCOMES FOR AT-RISK STUDENTS
<p>ELIGIBILITY: ANY STUDENT WHO HAS DYSLEXIA OR A RELATED DISORDER, AS DEFINED BY TEC 38.003.</p>	<p>DYSLEXIA: INTENSIVE INSTRUCTION FOR DYSLEXIC STUDENTS FOR APPROXIMATELY TWO SCHOOL YEARS</p> <p>MULTISENSORY/BIHEMISPHERIC SKILL-LEVEL APPROACH</p> <p>COORDINATES PHONETIC DECODING</p> <p>COMPREHENSION TO MEET DIVERSE NEEDS</p> <p>PROFESSIONAL DEVELOPMENT</p> <p>PARENTAL INVOLVEMENT</p> <p>COUNSELING SERVICES</p>	<p>SCE: PERSONNEL-6100</p> <p>STOCKDALE ELEMENARY: ONE TEACHER</p> <p>STOCKDALE JH: ONE TEACHER</p> <p>SAME PERSON.</p> <p>CONTRACTED SERVICE-6200</p> <p>75% OF DYSLEXIA ASSESSMENT:</p> <p>AT STOCKDALE ELEMENTARY AND STOCKDALE JUNIOR HIGH</p>	<p>DYSLEXIA TEACHER:</p> <p>The dyslexia teacher utilizes the following reading strategies:</p> <ol style="list-style-type: none"> 1.Emphasis on word-attack skill 2. Kinesthetic/tactile input to reinforce auditory and visual processing 3.consistent review and practice to ensure retention and comprehension 4. Metronomic pacing to encourage speed and fluency 5. Sequencing group or one on one instruction <p>Handwriting and spelling strategies utilized are:</p> <ol style="list-style-type: none"> 1. Emphasis on encoding and writing phonetically regular words 2. Spelling of sight words 3. Spelling rules and patterns 4. Mirror feedback to improve auditory discrimination 5. Modeling of skills by side <p>The dyslexia teacher will consult with the students' parents, sharing with them ideas on how they may participate in assisting their students in the educational process.</p> <p>The dyslexia teacher will be provided appropriate professional development training as a part the campus professional development program.</p> <p>The dyslexia teacher will refer students to the counselor for assistance on an as-needed basis.</p>	<p>END OF 6-9 WEEKS:</p> <p>PASSING GRADE REPORTS</p>	<p>END OF YEAR:</p> <p>GRADES K-8: ACHIEVE PASSING SCORE ON THE APPROPRIATE READING ASSESSMENT.</p>

SISD GOAL #1: DELIVER A PLANNED AND MONITORED INSTRUCTIONAL PROGRAM THAT MEETS THE NEEDS AND INSURES THE SUCCESS OF ALL STUDENTS THEREBY RESULTING IN: (A) IMPORVED AEIS RESULTS, (B) BECOMING AN EXEMPLARY DISTRICT WITH EACH CAMPUS ACHIEVING RECOGNIZED OR EXEMPLARY STANDARDS, (C) EXCEEDING STATE AND NATIONAL STANDARDS, (D) EACH CAMPUS IMPROVING BY ONE STATE ACCOUNTABILITY RATING LEVEL.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1.DISTRICT STAFF WILL INFORM PARENTS CONCERNING ABSENCES IN EXCESS OF 3: PHONE CALLS, LETTERS, NOTICE OF CONCERN AND JUSTICE OF PEACE.	LOCAL FUNDS	HARTMANN SEIDEL S LYNN	ONGOING	ATTENDANCE RATES WILL IMPROVE
2. RECOGNITION OF STUDENTS AT AN AWARD CEREMONY AT EACH CAMPUS.	LOCAL FUNDS	HARTMANN SEIDEL S LYNN	MAY 2008	NUMBER OF RECOGNIZED STUDENTS WILL INCREASE FROM PREVIOUS YEAR
3. STOCKDALE I.S.D. HAS IMPLEMENTED “ BREAKFAST IN THE CLASSROOM” PRE-K-12 STUDENTS AND STAFF EACH RECIVE FREE BREAKFAST EACH MORNING.	GRANT	CAFETERIA DIRECTOR C MARTINEZ CAMPUS ADMINISTRATOR	WEEKLY ATTENDANCE RATE	

STAFF DEVELOPMENT

SISD GOAL #2: ATTRACT, DEVELOP, AND RETAIN TALENTED AND HIGHLY EFFECTIVE PERSONNEL. CONTINUE TO OFFER HIGH-QUALITY, ON-GOING STAFF DEVELOPMENT THAT RESULTS IN PROFESSIONAL GROWTH FOR ALL STAFF.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. STAFF WILL RECEIVE CATALOGS FROM REGION 20 LISTING STAFF DEVELOPMENT OPPORTUNITIES.	CO-OP REG 20 LOCAL FUNDS	SISD STAFF SISD ADMIN	UPDATED LIST OF ALL WORKSHOPS SISD STAFF ATTENDS	STAFF FEEDBACK ADMINISTRATOR
2. INSTRUCTIONAL CLASSROOM PARAPROFESSIONALS WILL RECEIVE TRAINING TO MEET REQUIREMENTS OF NCLB. IF ANY ARE IN NEED OF TRAINING	TITLE II, PART A TRAINING FOR FACILITATOR PROVIDED BY REG 20	REG 20 K DEAGEN FACILITATOR	MAY 2008 TRAINING AND TESTING WILL BE COMPLETED	PARAPROFESSIONALS WILL BE BETTER PREPARED TO ASSIST CLASSROOM TEACHERS
3. STAFF WILL BE AFFORDED OPPORTUNITIES TO ATTEND STAFF DEVELOPMENT THEY FEEL BENEFICIAL IN THEIR TEACHING/WORK AREA.	LOCAL FUNDS TITLE II TITLE LOCAL- ACCELERATED READER FUNDS- SP ED ESL REG 20 COOP TITLE III G/T	SISD STAFF SISD ADMINN	THROUGHOUT THE YEAR STAFF WILL RETURN TO CAMPUS AND PROVIDE MINI-WORKSHOPS FOR STAFF.	STAFF FEEDBACK ADMINISTRATOR
4. DISTRICTWIDE EDUCATIONAL IMPROVEMENT COMMITTEE (DEIC) WILL WORK WITH THEIR CAMPUS STAFF TO BRING STAFF DEVELOPMENT NEEDS AND WISHES BEFORE THE COMMITTEE.	LOCAL FUNDS TITLE I TITLE II ACCELERATED READER FUNDS	DEIC	MAY 2008 PLAN STAFF DEVELOPMENT FOR THE 2006-2007 SCHOOL YEAR	STAFF FEEDBACK ADMINISTRATOR FEEDBACK ON SUGGESTIONS MADE BY DEIC.
5. INCREASED COMMUNICATION BETWEEN STAFF AND ADMINISTRATION WILL BE ENCOURAGED. DISTRICTWIDE EDUCATIONAL IMPROVEMENT COMMITTEE (DEIC) WILL ACT AS A LIASON AND WILL ENCOURAGE STAFF WITH QUESTIONS OR CONCERNS TO EXPRESS THEM.	DEIC MEMBERS SISD ADMINISTRATION	MAY 2008 DEIC REPRESENTATIVES WILL REPORT MONTHLY ON SUCCESS OR LACK OF SUCCESS REGARDING COMMUNICATION THROUGHOUT THE DISTRICT	COMMUNICATION WILL BE INCREASED. DEIC MEMBERS WILL REPORT TO THE COMMITTEE PROS AND CONS AND CHANGES NEEDED WILL BE IMPLEMENTED.	

GIFTED AND TALENTED**SISD GOAL #3:** STRENGTHEN ALL ELECTIVE/EXTRA-CURRICULAR PROGRAMS WITH FOCUSED PATHWAYS THAT LEAD TO HIGHER ACADEMIC SUCCESS, COLLEGE PREPAREDNESS, AND/OR ADVANCED CERTIFICATION FOR HIGH SKILLED/HIGH WAGE OCCUPATIONS.

STRATEGIES/ACTIVITIES	RESOURCES	PERSONAL RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. ALL TEACHERS WILL BE ENCOURAGED TO GET 30 HOURS TRAINING.	REG 20	CAMPUS ADMINISTRATOR	AUGUST 2008	TEACHER INCREASED AWARENESS OF THE GIFTED AND TALENTED STUDENT'S UNIQUE CHARACTERISTICS AND LEARNING STYLES.
2. G/T STUDENTS IN GRADES K-12 WILL BE SERVED IN A PULLOUT PROGRAM ON A WEEKLY BASIS.	TEACHER WILL PURCHASE UNITS AS WELL AS PRODUCE UNITS.	TEACHER L WOODLEE	ON-GOING PROJECTS THROUGHOUT THE YEAR.	STUDENTS AND PARENTS WILL BE ASKED TO PROVIDE INFORMATION THROUGH SURVEYS AND SUPPORT GROUP MEETINGS REGARDING PROGRAM SUCCESS AND HELP TO PLAN FOR THE FUTURE OF THE PROGRAM.
3. A SURVEY WILL BE SENT ANNUALLY TO EVALUATE THE SUCCESS OF THE G/T PROGRAM.	SURVEY	G/T DIRECTOR M HARTMANN	END OF SCHOOL YEAR	RESULTS OF SURVEY WILL BE USED TO PLAN FOR THE G/T PROGRAM FOR THE NEXT SCHOOL YEAR.

EQUITY

SISD GOAL #3: STRENGTHEN ALL ELECTIVE/EXTRA-CURRICULAR PROGRAMS WITH FOCUSED PATHWAYS THAT LEAD TO HIGHER ACADEMIC SUCCESS, COLLEGE PREPAREDNESS, AND/OR ADVANCED CERTIFICATION FOR HIGH SKILLED/HIGH WAGE OCCUPATIONS.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. G/T IDENTIFICATION WILL INCREASE NUMBERS OF MINORITY STUDENTS BY UTILIZING: "LANGUAGE NEUTRAL" INSTRUMENTS, STUDENT BASED PRODUCTS, PORTFOLIO ASSESSMENTS, AND OTHER APPROPRIATE DATA MEASURES.	LOCAL FUNDS	L. WOODLEE	MAY 2008	REPORT ON % OF MINORITY STUDENTS IDENTIFIED FOR GT PROGRAMS
2. INCREASE THE NUMBER OF STUDENTS ELIGIBLE FOR TAKS TESTING TO TAKE THE TAKS IN THE SUBJECT AREAS TESTED, APPLYING ACCOMMODATIONS WHEN AND WHERE APPROPRIATE TO INCREASE PARTICIPATION. 2A. REDUCE THE NUMBER OF TAKS EXEMPTIONS AT THE HIGH SCHOOL LEVEL BY INCREASING EXPECTATIONS AND PROVIDING TAKS ENRICHMENT BY %.	INCLUSIVE PHILOSOPHY CONTENT MASTERY SUPPORT SERVICES TAKS ENRICHMENT CLASSES	CAMPUS TEACHING STAFF, BOTH REGULAR AND SPECIAL EDUCATION	MAY 2008	REPORT ON % OF STUDENTS THAT TAKE THE TAKS TESTS IN EACH AREA.
3. DECREASE OVER IDENTIFICATION OF SPECIAL EDUCATION STUDENTS @ THE ELEMENTARY LEVEL BY INCREASING THE LEVEL OF STATE COMPENSATORY SERVICES IN THE FORM OF STAFF DEVELOPMENT IN TEACHING DIVERSE LEARNERS, AND THE USE OF RESEARC-BASED PROGRAMS FOR MATH AND READING DEVELOPMENT WITHIN REGULAR CLASSROOM SETTINGS.	STATE COMP FOR READING INTERVENTION TEACHER AND AIDES SALARIES. SCE FUNDS FOR PROFESSIONAL TRAINING AND FOR SOFTWARE PROGRAMS.	ELEM PRINCIPAL M HARTMANN SE DIRECTOR GOLIAD SPED CO- OP	MAY 2008	TPRI TEST SCORES AND READING RECOVERY DATA SHOWING IMPROVED STUDENT PERFORMANCE.
4. ALL IDENTIFIED ESL STUDENTS WILL BE SERVED BY THE ESL RESOURCE TEACHER ON A DAILY BASIS.	LOCAL FUNDS SALARIES	M. HARTMANN D WOZNIAK S LYNN V MONITA	MAY 2008 MAY 2008	ENGLISH LANGUAGE FLUENCY GROWTH - RPTE
5. ALL IDENTIFIED DYSLEXIC STUDENTS WILL BE SERVED BY PULLOUT RESOURCE TEACHER THROUGH A SCIENTIFICALLY RESEARCHED BASED METHOD.	LOCAL FUNDS CONTACT WITH TRAINED ASSESSOR /ASSESSMENT	M HARTMANN D WOZNIAK S LYNN K HEIRHOLZER C BROWN	MAY 2008 MAY 2008	STUDENT PERFORMANCE GROWTH HERMAN METHOD ASSESSMENT
6. STOCKDALE I.S.D. HAS DESIGNATED TRANSLATORS THROUGHOUT THE DISTRICT TO INTERPRET FOR NON-ENGLISH SPEAKING PARENTS. TRANSLATORS ARE LISTED ON THE DISTRICT WEBSITE.	LOCAL FUNDS	DISTRICT TRANSLATORS V MONITA M WHITE L MARTINEZ		

ESL

SISD GOAL #3: STRENGTHEN ALL ELECTIVE/EXTRA-CURRICULAR PROGRAMS WITH FOCUSED PATHWAYS THAT LEAD TO HIGHER ACADEMIC SUCCESS, COLLEGE PREPAREDNESS, AND/OR ADVANCED CERTIFICATION FOR HIGH SKILLED/HIGH WAGE OCCUPATIONS.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. ADHERE TO FEDERAL/STATE REGULATIONS FOR ESL INSTRUCTION.	<i>FEDERAL/STATE REGULATIONS DOCUMENT</i> RPTE ESL BILINGUAL HANDBOOK ESL TEACHER . MONITA ESC-REG 20 CONSULTANT,	R BLINCOE ESL DIRECTOR V MONITA PRINCIPALS M HARTMANN D WOZNIAK S LYNN ESL TEACHER V MONITA	LPAC MEETING MINUTES MONITORING OF INDIVIDUAL STUDENT FOLDERS EACH SEMESTER	MAY 2007 REVIEW LEP STUDENT FOLDERS FOR PROPER DOCUMENTATION AND DETERMINATION OF ENTRY, EXIT, OR MAINTENANCE LPAC MEETING DECISIONS
2. IMPLEMENT ESL METHODOLOGIES SIMPLIFICATION ILLUSTRATION TEST TAKING SIMPLE SUMMARIES	ADOPTED TEXTBOOK SERIES ESL TEACHER V MONITA CONTENT AREA CLASSROOM TEACHER WHO HAVE ESL STUDENTS SPRING 2006 TAAS RESULTS FOR ESL STUDENTS	ESL TEACHER V MONITA	TESTING BY TEACHERS	RELEASED TESTS RESULTS. 9-WEEK REPORTING PERIOD GRADES
3. ALL ESL STUDENTS WILL BE PROVIDED INSTRUCTION BY A CERTIFIED ESL INSTRUCTOR IN A PULLOUT SETTING ON A DAILY BASIS.	LOCAL FUNDS ESL FUNDS	ESL TEACHER V MONITA	9 WEEK GRADING SYSTEM	STUDENT SUCCESS AT THE END OF THE SCHOOL YEAR - PROMOTION/FINAL REPORT CARD

SPECIAL EDUCATION

SISD GOAL #3: STRENGTHEN ALL ELECTIVE/EXTRA-CURRICULAR PROGRAMS WITH FOCUSED PATHWAYS THAT LEAD TO HIGHER ACADEMIC SUCCESS, COLLEGE PREPAREDNESS, AND/OR ADVANCED CERTIFICATION FOR HIGH SKILLED/HIGH WAGE OCCUPATIONS.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. PROVIDE STAFFING OPPORTUNITIES FOR GENERAL EDUCATION TEACHERS REGARDING INDIVIDUAL STUDENTS WITH DISABILITIES IN THEIR CLASSROOMS.	SPECIAL ED. STAFF	GOLIAD SPED CO-OP SPECIAL ED STAFF	YEAR 2007-08	STAFF DEVELOPMENT REPORT
2. PROVIDE NONVIOLENT CRISIS INTERVENTION TRAINING TO A CORE GROUP OF STAFF AT EACH CAMPUS, COMPRISED OF 5 STAFF MEMBERS, WITH TWO ADDITIONAL TRAINEES TO PROVIDE ASSISTANCE IF A CORE MEMBER UNAVAILABLE.	NVCPI INSTRUCTOR	GOLIAD SPED CO-OP	ONGOING	TRAINING ATTENDANCE SUMMARY BY STAFF AND CAMPUS
3. CONDUCT NONVIOLENT CRISIS INTERVENTION TRAINING REFRESHERS TO TRAINED STAFF ON AN ANNUAL BASIS.	NVCPI INSTRUCTOR	GOLIAD SPED CO-OP	ONGOING	TRAINING ATTENDANCE SUMMARY BY STAFF AND CAMPUS
4. PROVIDE TRAINING ON THE TEXAS STATE BEHAVIOR INITIATIVE TO A CORE GROUP OF CAMPUS STAFF MADE UP OF AT LEAST 5 PERSONS. THESE PERSONS WILL TAKE THE TRAINING AND CONDUCT FURTHER TRAINING EFFORTS ON THEIR OWN CAMPUS AS NEEDED AND REQUIRED.	REGION TWENTY TEXAS BEHAVIOR SUPPORT INITIATIVE TRAINING MATERIALS	GOLIAD SPED CO-OP CORE CRISIS TEAM MEMBERS	ONGOING	ATTENDANCE AND TRAINING SUMMARY REPORT BY STAFF AND CAMPUS
5. INCLUDE A SPECIAL EDUCATION STAFF ON EACH CAMPUS IMPROVEMENT PLAN COMMITTEE TO INCREASE SPECIAL EDUCATION INPUT TO CAMPUS NEEDS. THIS STAFF PERSON WILL REPORT TO THE SPECIAL EDUCATION SITE-BASED DECISION-MAKING COMMITTEE.	REGULAR EDUCATION CAMPUS PRINCIPAL SP ED STAFF	CAMPUS PRINCIPAL	ONGOING	REPORT BY CAMPUS PRINCIPAL OF MEMBERSHIP FOR COMMITTEE
6. INCREASE PARENT TRAINING OPPORTUNITIES TO INCREASE PARTICIPATION IN THE DEVELOPMENT OF PROGRAMMING FOR THEIR CHILDREN.	S.E. FUNDS S.E. STAFF	GOLIAD SPED CO-OP	ONGOING	REPORT OF COMMUNICATION WITH PARENTS AND TRAINING ATTENDED
7. ALL DISTRICT STAFF WILL BE PROVIDED WITH TRAINING IN THE PRE-REFERRAL PROCESS AS REFERENCED IN BOARD POLICY.	S TATE	S TATE	ONGOING	REPORT OF TRAINING CONDUCTED AND COMMUNICATION WITH CAMPUS STAFF
8. OPERATING GUIDELINES WILL BE DEVELOPED AND FOLLOWED.	S TATE	CAMPUS STAFF S TATE	ONGOING	REPORT OF CST REFERRALS AND AN INDICATION OF PROCEDURES FOLLOWED
9. GET INITIAL EVALUATIONS COMPLETED WITHIN THE TIMELINE.	SPECIAL ED FUNDS	GOLIAD SPED CO-OP	ONGOING	REPORT OF THE NUMBER OF EVALUATIONS CONDUCTED BY CONTRACT STAFF TO HELP KEEP THE REFERRALS WITHIN TIMELINES.

SPECIAL EDUCATION

SISD GOAL #3: STRENGTHEN ALL ELECTIVE/EXTRA-CURRICULAR PROGRAMS WITH FOCUSED PATHWAYS THAT LEAD TO HIGHER ACADEMIC SUCCESS, COLLEGE PREPAREDNESS, AND/OR ADVANCED CERTIFICATION FOR HIGH SKILLED/HIGH WAGE OCCUPATIONS.

10. DISTRICT STAFF WILL BE TRAINED IN LRE TO INCLUDE INCLUSIVE PRACTICES, THE USE OF MODIFICATIONS/ACCOMMODATIONS, AND ASSISTIVE TECHNOLOGY.	GOLIAD SPED CO-OP RELATED SERVICES STAFF SPECIAL ED FUNDING REGION TWENTY	GOLIAD SPED CO-OP RELATED SERVICES STAFF	ONGOING	
11. SPECIAL EDUCATION SERVICES WILL DEVELOP A SKILLED ASSISTIVE TECHNOLOGY TEAM TO CONDUCT EVALUATIONS AND PROVIDE RECOMMENDATIONS FOR STUDENTS NEEDING SUPPORTIVE SERVICES AND/OR ASSISTIVE TECHNOLOGY TO PARTICIPATE IN THE REGULAR CLASSROOM.	GOLIAD SPED CO-OP RELATED SERVICES STAFF SPECIAL ED FUNDING	GOLIAD SPED CO-OP RELATED SERVICES STAFF	ONGOING	
12. PROVIDE EARLY INTERVENTION IN A COLLABORATIVE MANNER WITH HEAD START STAFF TO MEET THE NEEDS OF IDENTIFIED SPECIAL EDUCATION STUDENTS. PROVIDE A SPECIAL EDUCATION CERTIFIED TEACHER TO PROVIDE SUPPORT TO BOTH THE HEADSTART PROGRAM TO FACILITATE EARLY INTERVENTION OF IDENTIFIED SPECIAL NEEDS STUDENTS.	RESEARCH BASED PROGRAMS FOR EARLY LITERACY AND MATH DEVELOPMENT.	GOLIAD SPED CO-OP HEAD START STAFF KINDERGARTEN STAFF ELEMENTARY ADMINISTRATIN	ONGOING	REPORT OF TRAINING PROFIDED TO STAFF, GAINS NOTED BY THE LAP AND TPRI.
13. RELATED SERVICES STAFF WILL PROVIDE INSERVICE TO SCHOOL STAFF ON METHODS TO CARRY SERVICES OVER INTO A DAILY ROUTINE TO ENHANCE EDUCATIONAL DEVELOPMENT AND GOAL MASTERY.	GOLIAD SPED CO-OP RELATED SERVICES STAFF	GOLIAD SPED CO-OP RELATED SERVICES STAFF	ONGOING	REPORT BY RELATED SERVICES STAFF OF TRAINING PROVIDED AND LEVEL OF IMPLEMENTATION
14. STAFF THAT ARE KNOWLEDGEABLE IN TRANSITION WILL ASSIST THE ARD COMMITTEE IN DISCUSSING ISSUES RELATED TO TRANSITION WITHIN THE FRAMEWORK OF THE ARD MEETING. ISSUES CONSIDERED INCLUDE STUDENT INVOLVEMENT IN THE TRANSITION PROCESS, PARENTAL INVOLVEMENT, POSTSECONDARY OPTIONS, FUNCTIONAL VOCATIONAL EVALUATIONS (IF DEEMED APPROPRIATE BY ARDC), EMPLOYMENT GOALS AND OBJECTIVES, AGE-APPROPRIATE INSTRUCTIONAL ENVIRONMENT, INDEPENDENT LIVING GOALS AND OBJECTIVES, AND LINKAGES TO APPROPRIATE GOVERNMENTAL AGENCIES AS APPROPRIATE.	GOLIAD SPED CO-OP VAC COORDINATOR REG 20 WORKSHOPS	GOLIAD SPED CO-OP SPECIAL ED STAFF	ANNUALLY	ANNUALLY REPORT WILL CONSIST OF THE NUMBER OF ARD'S HELD TO DISCUSS TRANSITION REQUIREMENTS.
15. PROVIDE NOTICE TO PARENTS AND STUDENTS AGE 14 (YOUNGER IF APPROPRIATE) THAT A STATEMENT OF TRANSITION SERVICE NEEDS WILL BE DEVELOPED RELATED TO THE COURSE OF STUDY. BOTH PARENT AND STUDENT ARE INVITED. AT AGE 16, NOTICE OF THE NEED TO DEVELOP NEEDED TRANSITION SERVICES WILL BE PROVIDED TO BOTH PARENT AND STUDENT ALONG WITH ANY AGENCY BEING INVITED AS APPROPRIATE.	GOLIAD SPED CO-OP J LYNN	GOLIAD SPED CO-OP	ANNUALLY	ANNUALLY REPORT WILL CONSIST OF THE NUMBER OF ARD'S HELD TO DISCUSS TRANSITION REQUIREMENTS.

DISCIPLINE MANAGEMENT

SISD GOAL #4: PREPARE ALL GRADUATES OF STOCKDALE ISD TO BE PRODUCTIVE CITIZENS IN TODAY’S SOCIETY BY IMPLEMENTING THE RESOURCES OF THE STOCKDALE ISD GRADUATE PROFILE, STUDENT CODE OF CONDUCT, SAFE AND DRUG FREE SCHOOL CO-OP, WILSON COUNTY EARLY COLLEGE START, AND CHARACTER EDUCATION.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. A DISCIPLINE MANAGEMENT PLAN HAS BEEN DEVELOPED AND IS ARTICULATED THROUGH A CODE OF CONDUCT. ALL STUDENTS AND PARENTS ARE PROVIDED WITH A COPY OF THIS DOCUMENT.	LOCAL POLICY	M HARTMANN D WOZNIAK S LYNN R BLINCOE	MAY 2008	DISCIPLINE INCIDENT REPORTS
2. STOCKDALE ISD PARTICIPATES IN THE FLORESVILLE ALTERNATIVE EDUCATION CENTER TO PROVIDE AN UNINTERRUPTED EDUCATION TO STUDENTS IN AT-RISK SITUATIONS WHO HAVE VIOLATED STUDENT CODE OF CONDUCT.	SCE FUNDS LOCAL	PRINCIPALS: S LYNN D WOZNIAK M HARTMANN ALTERNATIVE SCHOOL: BUD BOX	ON-GOING PRINCIPALS AND BUD BOX COMMUNICATE REGARDING STUDENT PROGRESS AT A MINIMUM OF EVERY 3 WEEKS	STUDENT PROGRESS AT END OF ASSIGNMENT TO ALTERNATIVE SCHOOL
3. THE DISTRICT IS IMPLEMENTING KEYSTONE (CAPTURING KIDS HEARTS) (K-6) AND CHARACTER EDUCATION (7-8) AND TEEN LEADERSHIP (9-12). 6 TH GRADE- RAINBOW DAYS LIFE SKILLS. CAPTURING KIDS HEARTS INTRODUCED AT ELEMENTARY CAMPUS.	SAFE AND DRUG FREE SCHOOL REG 20 CO-OP	COUNSELORS CLASSROOM TEACHERS CAMPUS PRINCIPALS	MAY 2008	FEEDBACK FROM COUNSELORS AND TEACHERS IMPLEMENTING THE PROGRAMS
4. CAMPUS CORE CRISIS TEAMS WILL BE TRAINED IN ALL TEXAS BEHAVIOR SUPPORT INITIATIVE MODULES.	TRAINING PROVIDED TO CAMPUS TEAMS - CONTRACTED	CAMPUS PRINCIPALS	ONGOING	REPORT OF CONDUCTED TRAINING
5. CAMPUS CORE CRISIS TEAM MEMBERS WILL INITIATE AND PROVIDE TRAINING TO INDIVIDUALS OR GROUPS OF CAMPUS STAFF IN THE AREAS OF POSITIVE BEHAVIOR SUPPORTS, TIME OUT AND RESTRAINT AS APPROPRIATE.	TEXAS BEHAVIOR SUPPORT INITIATIVE TRAINING MANUAL	CAMPUS PRINCIPALS CAMPUS CORE TEAM	ONGOING	ANNUAL REPORT OF TRAINING CONDUCTED

DISCIPLINE MANAGEMENT

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
6. STUDENTS IN GRADES K-5 WILL RECEIVE STUDENT PLANNERS WITH DRUG FREE SLOGANS AND MESSAGES.	SAFE AND DRUG FREE SCHOOL REG 20 CO-OP	M HARTMAN V WEHMEYER CLASSROOM TEACHERS	MAY 2008	FEEDBACK FROM COUNSELORS AND TEACHERS
7. STRATEGIES FOR VIOLENCE PREVENTION AND INTERVENTION AT ALL CAMPUS LEVELS WILL INCLUDE: DEVELOPMENT OF A DISTRICT CRISIS RESPONSE PLAN USE OF CLASSROOM INTERCOM SYSTEM SAFETY DRILLS. NON-VIOLENT CRISIS PREVENTION AND INTERVENTION STAFF TRAINING FOR ALL SE STAFF AND EACH CAMPUS CORE CRISIS TEAM. CPI STAFF TRAINING FOR ALL SPECIAL EDUCATION STAFF USE OF TRAINED DOGS FOR DRUG SEARCHES ENCOURAGE PARTICIPATION IN EXTRA CURRICULAR AND CO-CURRICULAR ACTIVITIES.	LOCAL FUNDS SPECIAL EDUCATION FUNDS LOCAL FUNDS	M HARTMANN D WOZNAK S LYNN ALL STAFF SE DIRECTOR GOLIAD SPED CO-OP	MAY 2008	DISCIPLINE INCIDENT REPORTS TRAINING REPORT
8. SPEAKERS AND PRESENTATIONS WILL BE PROVIDED FOR STUDENTS IN THE AREA OF MAKING GOOD CHOICES: ALCOHOL AND DRUG ABUSE, SUICIDE PREVENTION, CONFLICT RESOLUTION, PARENTING, ANGER MANAGEMENT AND OTHER LIFE CHOICES. RED RIBBON WEEK.	BRUSH COUNTRY COUNCIL LOCAL FUNDS COMMUNITY RESOURCE PEOPLE CONNECTIONS STAR PROGRAM CONNECTIONS	HARTMANN SEIDEL S LYNN	MAY 2008	STUDENT FEEDBACK DISCIPLINE REPORTS
9. "PROUD CROWD" PROGRAM TO AWARD GOOD ATTENDANCE AND GOOD DECISION MAKING FOR STUDENTS IN GRADES K-5.	LOCAL	COUNSELOR	FEEDBACK FROM CLASSROOM TEACHERS THROUGHOUT THE YEAR	SURVEY STUDENTS AND STAFF FOR INPUT REGARDING EFFECTIVENESS OF PROGRAM.

PHYSICAL PLANT

SISD GOAL #5: PROVIDE WELL-MAINTAINED, ATTRACTIVE, SAFE, ACCESSIBLE FACILITIES AND PREPARE FOR FUTURE FACILITY NEEDS THROUGH PROPER LONG RANGE PLANNING.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. BEGIN FUNDRAISING EFFORTS TO ENLARGE CURRENT ELEMENTARY PLAYGROUND AND ADD EQUIPMENT TO PRESENT AREA	LOCAL FUNDRAISING	M HARTMANN	MAY 2008	IMPROVEMENTS MADE TO CURRENT PLAYGROUND
2. DISTRICTWIDE EDUCATIONAL IMPROVEMENT COMMITTEE (DEIC) WILL MAKE RECOMMENDATIONS TO ADMINISTRATION REGARDING IMPROVEMENTS NEEDED CAMPUS-WIDE.	LOCAL FUNDS BOND MONEY	DEIC MEMBERS R BLINCOE, SUPT.	DEIC MEETS MONTHLY TO REVIEW AND UPDATE RECOMMENDATIONS.	IMPROVEMENTS MADE CAMPUS-WIDE WILL BE CONSIDERED.

INTEGRATION OF TECHNOLOGY

SISD GOAL #6: INTEGRATE TECHNOLOGY THROUGHOUT THE DISTRICT TO BEST ACHIEVE ALL GOALS AND OBJECTIVES.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. CONTINUE CURRENT INTEGRATION OF TECHNOLOGY IN THE FOLLOWING AREAS: ACCELERATED READER, LEARNING LAB, NOVANET, INTERNET RESEARCH, WORD PROCESSING, BCIS, AND WEBMASTER	TIF GRANT LOCAL FUNDS	SUPT. R BLINCOE B .POLASEK	STUDENT PROGRESS IN ALL COURSES WILL BE MONITORED EVERY 3 WEEKS.	COMPUTER GENERATED REPORTS SHOWING IMPROVED PERFORMANCE. FINAL GRADES/CREDIT FOR COURSE.
2. TEACHERS WILL ATTEND WORKSHOPS (STAFF DEVELOPMENT) AT ESC REGION 20 FOR INTEGRATION OF TECHNOLOGY INTO THE CLASSROOM INSTRUCTION.	TITLE II, PART A TITLE II, PART D REGION 20 CO-OP	CAMPUS ADMIN: M HARTMANN D WOZNIAK S LYNN	REGISTRATION FOR WORKSHOPS	PRINCIPALS WILL EVALUATE USE OF TECHNOLOGY IN THE CLASSROOM THROUGH OBSERVATIONS AND WALK THROUGHGS
3. PROVIDE STAFF SUPPORT IN GRADE SPEED	LOCAL FUNDS	P BURRIER J MARTIN B POLASEK	EACH GRADING PERIOD TEACHER SUCCESS WILL BE MONITORED	SUCCESSFUL USE OF GRADE SPEED THROUGHOUT THE CAMPUSES. INCREASED NUMBER OF STAFF MEMBERS PROFICIENT IN USE OF COMPUTERS.
4. RSCCC 2000 WILL BE USED FOR ADMINISTRATIVE STAFF TO MONITOR ATTENDANCE AND COURSE SCHEDULING.	LOCAL FUNDS REG 20	J MARTIN P BURRIER B POLASEK	STUDENT ATTENDANCE AND SCHEDULING WILL BE MONITORED BY CAMPUS ADMIN WEEKLY	STUDENTS WILL BE IN ATTENDANCE TO GAIN CREDIT FOR COURSES TAKEN. STUDENT SCHEDULES FOR THE CURRENT AND NEXT YEAR WILL BE SEQUENTIAL FOR GRADUATION PLAN

COMMUNICATION

SISD GOAL #7: CONTINUE TO IMPROVE COMMUNICATION THUS INCREASING AWARENESS, INTEREST, AND INVOLVEMENT OF ALL STAKEHOLDERS IN THE EDUCATION PROCESS.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1.PARENTAL INVOLVEMENT WILL BE ENCOURAGED THROUGH INDIVIDUAL CONFERENCES BI-ANNUALLY, CAMPUS NEWSLETTERS, PHONE CALLS, PARENT (PTO) MEETINGS AND SPECIAL EVENTS (MILK AND COOKIES NIGHTS, FAMILY MATH AND SCIENCE NIGHTS, ACADEMIC AND SPORTS AWARD NIGHT).	LOCAL FUNDS TITLE I FUNDS	M HARTMANN D WOZNIAK S LYNN	ONGOING	PARENT PARTICIPATION
2. IMPLEMENTING "PROJECT APPLESEED" TO INCREASE PARENTAL INVOLVEMENT AT ELEMENTARY SCHOOL.	LOCAL	M HARTMANN ELEMENTARY STAFF	RECORD OF PARENT VOLUNTEERS	
3. INTERACTION WITH THE COMMUNITY WILL BE FACILITATED THROUGH: NOTICES IN COUNTY NEWSPAPER, ANNOUNCEMENTS POSTED IN LOCAL BUSINESSES, RADIO BROADCASTS, ANNUAL MEETING TO REPORT AEIS AND DISTRICT WEBSITE.	LOCAL FUNDS COMMUNITY PARTNERSHIPS	SUPT. R BLINCOE	ONGOING	COMMUNITY PARTICIPATION
4. RETIRED SENIOR VOLUNTEER PROGRAM (RSVP) MEMBERS VOLUNTEER TO PROVIDE ONE-ON-ONE TUTORIALS FOR 1 ST AND 2 ND GRADE STUDENTS IN AREAS OF NEED IDENTIFIED BY THEIR TEACHER.	LOCAL FUNDS	COORDINATOR J CANNON	TEACHERS MONITOR STUDENT GAINS/ SUCCESS DAILY	NUMBER OF VOLUNTEERS PARTICIPATION MAY 2008 FINAL STUDENT GRADES
5. STOCKDALE I.S.D. HAS DESIGNATED TRANSLATORS THROUGHOUT THE DISTRICT TO INTERPRET FOR NON-ENGLISH SPEAKING PARENTS. TRANSLATORS ARE LISTED ON THE DISTRICT WEBSITE.	LOCAL FUNDS	DISTRICT TRANSLATORS V MONITA M WHITE L MARTINEZ		

SISD GOAL #8: MAINTAIN FINANCIAL INTEGRITY OF THE DISTRICT WHILE ACHIEVING AN APPROPRIATE BALANCE BETWEEN FINANCIAL STABILITY AND MEETING STUDENT NEEDS. THE DISTRICT WILL MAINTAIN A SUPERIOR ACHIEVEMENT RATING BY THE FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST).

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. RSCCC 2000 WILL BE USED FOR ADMINISTRATIVE STAFF TO MONITOR PURCHASES.	RSCCC 2000	M. HARTMANN B. STEWART	ONGOING	STAYING WITHIN ALLOTTED BUDGET