

# Stockdale Independent School District



## District Improvement Plan 2012-2013

Approved by Stockdale ISD Board on July 9, 2012.

## **2012-2013 Stockdale ISD Board of Trustees**

President	Salvador Urrabazo, Jr.
Vice President	Teri Wolff
Secretary	Patricia Donsbach
Member	Barry Osborne II
Member	Teri Dugi
Member	Leroy Sanchez
Member	Craig Clancy

### **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.

**2012 Stockdale ISD Site-Based Committee  
Districtwide Educational Improvement Committee  
To be revised in August 2012**

**Superintendent**

Paul Darilek

**Administrators**

Roxanne Seidel – Board Designee (SCE)  
Sharon Dunn – Non-classroom Professional

**Counselor**

Sonya Pruski – High School

**Special Education**

Barbara Freasier – Elementary

**Librarian**

Ginger Jackson

**Paraprofessional**

Susan Washburn

**Business**

Sharon West

**Teachers**

Jennifer Heerssen – Junior High  
Amanda Driffill – Teacher (GT)  
Eryn Pierdolla – High School  
Barbara Koehler – Elementary  
Rochelle Lopez – Junior High  
Brigit Lucas – Elementary  
Venicia Monita – Elementary (ESL)

**Elementary Parent**

Barbara Elmore

**Junior High Parent**

Gennie Rangel

**High School Parent**

Teri Covington

**Community**

Mary Denson

## Stockdale ISD Needs Assessment 2012 – 2013

Information used in order to identify district goals, objectives and strategies included the following:

<ul style="list-style-type: none"> <li>• 2011 Accountability Information</li> <li>• Academic Excellence Indicator System (AEIS) Data 2006-2007, 2007-2008, 2008-2009, 2009-2010, and 2010-2011</li> <li>• At-Risk Data</li> <li>• Attendance Reports</li> <li>• AYP Data 2007, 2008, 2009, 2010, and 2011</li> <li>• Benchmark Tests</li> <li>• Business Director</li> <li>• Certificates of Training</li> <li>• College/University/Dual Credit/Advanced Placement Enrollment</li> <li>• Committee Interviews</li> <li>• Committee Meetings</li> <li>• Conferences</li> <li>• Content Area Scope &amp; Sequence</li> <li>• Content Standards</li> <li>• Course/Class Assignments</li> <li>• Curriculum Director</li> <li>• DEIC Recommendations</li> <li>• Duty Rosters</li> <li>• Enrollment</li> <li>• Ethnicity</li> <li>• Gender</li> <li>• Graduation, Completion, Dropout, and GED rates</li> <li>• Highly Qualified Data 2007, 2008, 2009, 2010, 2011, and 2012</li> <li>• ITBS (2011 results)</li> <li>• Map of School</li> <li>• Mobility/Stability</li> <li>• Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Paraprofessional Certifications</li> <li>• Parent Meetings</li> <li>• Parent Surveys</li> <li>• PDAS Evaluation Data</li> <li>• PEIMS Data</li> <li>• Performance-Based Monitoring Analysis System (PBMAS) Special Education 2011</li> <li>• Prekindergarten Registration</li> <li>• Promotion/Retention Rates</li> <li>• Report Card Grades</li> <li>• Schedules</li> <li>• School Board Priorities</li> <li>• Software</li> <li>• Special Ed/ARD Facilitator</li> <li>• Special Program Reports</li> <li>• STAAR Data</li> <li>• Staff Development Data</li> <li>• Staff Interviews</li> <li>• Staff Mobility</li> <li>• State-Adopted Resources</li> <li>• Student Graduation Rates Classes of 2006, 2007, 2008, 2009, and 2010</li> <li>• Student Interviews</li> <li>• Student Lists</li> <li>• Student Roll</li> <li>• Teacher Certifications</li> <li>• Teacher Lists</li> <li>• Teacher Surveys</li> <li>• Teacher-Student Ratios</li> <li>• TELPAS Results</li> <li>• Title I School Improvement</li> <li>• TPRI, Star Reading and Math</li> </ul>
---	--

## Summary of Priority Needs

Campus	Demographics	Student Achievement	School Culture and Climate	Staff Quality, Recruitment and Retention	Curriculum, Instruction and Assessment	Family and Community Involvement	School Context and Organization	Technology
Elementary	<ul style="list-style-type: none"> <li>*system to promptly identify needs of homeless students</li> <li>*intervention for migratory students (students here for a short-term)</li> <li>*intervention for ESL population</li> <li>*be prepared for likely enrollment increase due to oil business</li> <li>*prekindergarten availability</li> </ul>	<ul style="list-style-type: none"> <li>*increase achievement in Reading on STAAR in grades 3 – 5</li> <li>*increase achievement in Writing on STAAR</li> <li>*increase instructional time and meet student's individual needs at primary grades</li> <li>*targeted tutoring (homework assistance/practice vs. small group instruction)</li> <li>*implement measures to decrease truancy issues and increase attendance rates</li> <li>*increase achievement in Math on STAAR grade 3</li> <li>*increase parent buy-in at primary grades</li> </ul>	<ul style="list-style-type: none"> <li>*increase student rewards (for student achievement, attendance, etc.)</li> <li>*implement anti-bullying program at the classroom level</li> </ul>	<ul style="list-style-type: none"> <li>*classroom reduction teacher for fifth grade due to SSI issues</li> </ul>	<ul style="list-style-type: none"> <li>*curriculum to align the campus with the district (CSCOPE)</li> <li>*self-contained instruction in kindergarten and first grade</li> <li>*training for teachers to implement CSCOPE</li> </ul>	<ul style="list-style-type: none"> <li>*activities to reach less cooperative parents</li> <li>*define parent clubs for parents</li> <li>*meetings in the evening to include more parents</li> <li>*full-time parent involvement liaison to coordinate activities and build relationships</li> </ul>	<ul style="list-style-type: none"> <li>*more parent participation on campus committees</li> </ul>	<ul style="list-style-type: none"> <li>*generator to backup server in power shortage</li> <li>*smartboards or similar technology</li> <li>*updated, web-based Waterford reading technology</li> <li>*personnel to help with technology needs on campus</li> </ul>
Junior High	<ul style="list-style-type: none"> <li>*reduce number of at risk students</li> </ul>	<ul style="list-style-type: none"> <li>*increase STAAR math scores in grades 6 – 8</li> <li>*increase STAAR writing 7<sup>th</sup> grade personal narrative and expository</li> </ul>	<ul style="list-style-type: none"> <li>*incorporate curriculum on bullying for all grade levels</li> <li>*effectively implement bullying policy</li> <li>*increase overall campus appearance</li> </ul>	<ul style="list-style-type: none"> <li>*recruit and retain high qualified staff members</li> <li>*staff development for all teachers to ensure structured and hands on learning environments to maintain staff quality</li> </ul>	<ul style="list-style-type: none"> <li>*differentiate instruction for all grade levels and departments</li> <li>*hands on activities to engage active learners—purchase CSCOPE kits to be utilized in math and science lessons</li> <li>*monitor CSCOPE implementation to ensure consistence among classrooms, departments, and campuses</li> <li>*incorporate CSCOPE training every six weeks to assist teachers with implementation process</li> </ul>	<ul style="list-style-type: none"> <li>*increase parental involvement in academic areas</li> <li>*increase parental support groups</li> <li>*incorporate parenting lessons or newsletters to assist parents</li> <li>*increase parent volunteers at all grade levels</li> <li>*update JH website with current happenings and events to keep parents informed</li> </ul>	<ul style="list-style-type: none"> <li>*continuous staff development for teachers with an emphasis on math</li> <li>*increase communication among all staff members, parents, and community members</li> <li>*reduce class size to maximize learning for all students</li> </ul>	<ul style="list-style-type: none"> <li>*increase staff awareness of creating individual teacher web pages on JH website to keep parents informed on classroom routines, assignments, and grading policies</li> <li>*incorporate technology in all subject areas to increase student and staff awareness</li> </ul>
High School	<ul style="list-style-type: none"> <li>*lower the total number of students in Special Education(25%) to meet the federal requirements recommended rate 8.5%</li> <li>*add the total number of students in Gifted and Talented Education to meet the 10% recommended number for student population</li> <li>*reduce the number of at-risk students in the 9<sup>th</sup> and 11<sup>th</sup> grades</li> </ul>	<ul style="list-style-type: none"> <li>*remediation is a necessity—whether in STAAR period or after school</li> <li>*students need to care about achievement</li> </ul>	<ul style="list-style-type: none"> <li>*51% of students and staff do not have the same vision about expectations: academically, behaviorally, etc.</li> <li>*a need for every student to feel they can be a success</li> <li>*students to be lifetime learners, responsible for their actions.</li> <li>*to understand the Mission Statement and to put it into action in their daily lives</li> </ul>	<ul style="list-style-type: none"> <li>*formalized mentoring program to ensure rapid integration of new faculty into the district and into their particular subject area(s)</li> <li>*expanding recruiting program and information effort to ensure wider base of prospective qualified new faculty</li> </ul>	<ul style="list-style-type: none"> <li>*more teacher technology use</li> <li>*a plan to implement and monitor CSCOPE</li> <li>*continued laptop maintenance</li> <li>*a plan to get students to tutorials</li> </ul>	<ul style="list-style-type: none"> <li>*need for parental involvement at the high school level</li> </ul>	<ul style="list-style-type: none"> <li>*new copier that collates/staples to make it easier for teachers to assemble benchmark tests</li> <li>*program to increase parent input/ attendance at high school</li> </ul>	<ul style="list-style-type: none"> <li>*changing ways things are done by experience personnel</li> <li>*power issues with Floresville Electric</li> <li>*more time for training</li> </ul>

# **Public Education Mission, Objectives, and Goals**

## **MISSION OF TEXAS PUBLIC EDUCATION**

[Texas Education Code Sec. 4.001 (a)]

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

## **OBJECTIVES OF TEXAS PUBLIC EDUCATION**

[Texas Education Code Sec. 4.001 (b)]

The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## **PUBLIC EDUCATION ACADEMIC GOALS**

[Texas Education Code, Sec. 4.002]

To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### **No Child Left Behind (NCLB) Goals (Public Law 107-110)**

PERFORMANCE GOAL 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and math.

PERFORMANCE GOAL 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers.

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

PERFORMANCE GOAL 5: All students will graduate from high school.

## 2012 – 2013 Stockdale ISD Goals

1. STUDENT PERFORMANCE
  - a. Curriculum, Instruction, Assessment
  - b. Look beyond test scores-soft data
  - c. Meeting needs of students (college, technical, school, student choice)
2. FACILITIES
  - a. Continued maintenance & improvement
3. KEY PERSONNEL
  - a. Recognizing staff
  - b. Recruit & retain
  - c. Right seat on the bus
4. FINANCE
  - a. Conservative spending & efficient
  - b. Balance in spending
  - c. Partnership opportunities (grants)
5. LEADERSHIP
  - a. Partnerships
  - b. Innovation
  - c. Communication
  - d. Community Relationship



## Stockdale ISD Measurable Performance Objectives in Grades 3 – 11 for 2012 – 2013

Subject	2012 Goals	All Students	Met Goal?	Change	2013 Goals
Reading/ELA	80%	76%	No	-4%	80%
Mathematics	80%	86%	Yes	+6%	80%
Writing	80%	57%	No	-23%	80%
Science	80%	90%	Yes	+10%	80%
Social Studies	80%	76%	No	-4%	80%

Above data based on STAAR raw data results in grades 3 – 8 with passing standards based upon approximate EOC passing rates, preliminary STAAR EOC grade 9, and preliminary TAKS grades 10 and 11.

## Preliminary Stockdale ISD Budgetary Resources for 2012 – 2013

Cafeteria Fund		\$400,500
Career and Technology (Carl Perkins)	SSA with La Vernia ISD	\$TBD
Career and Technology (regular)		\$155,095
Debt Service Fund		\$757,520
ESL (English as a Second Language)		\$7,419
GT (Gifted and Talented)		\$14,050
High School Allotment		\$61,875
IDEA B (Formula)	SSA with GSEC	\$TBD
Regular State Aid/Local Tax Revenue (General Operating Fund)		\$1,785,312
Special Education (state)		\$691,704
State Compensatory Education		\$359,929
Title I, Part A Schoolwide (Improving Basic Programs)		\$168,933
Title I, Part C (Migrant)	SSA with Region 20	\$9,863
Title II, Part A (Teacher and Principal Training and Recruiting)		\$41,026
Title III, Part A (LEP)	SSA with Region 20	\$2,487

**District Goal #1: Student Performance: a) Curriculum, Instruction, Assessment; b) Look beyond test scores—soft data; c) Meeting needs of students (college, technical, student choice).**

**Objective #1:** All student groups will improve STAAR performance over the previous year’s results.

**Objective #2:** Achieve a recognized or exemplary rating...or other comparable rating for 2012 – 2013.

**Objective #3:** Strengthen all high quality instruction in core curricular areas along with all electives that lead to higher academic success, college preparedness, and/or advanced certification for high skilled/high wage occupations with increased options for high school credit at the junior high.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
A. Implement CSCOPE district wide	Local	Administrators Teachers	2012-2013	Lesson Plans
B. Utilize eduphoria! to disaggregate student data to identify weaknesses in curriculum and student performance	TAKS/STAAR	Teachers	August 2012	Summary of Results
C. Implement scientific-research based programs to increase student performance (Renaissance Place, Study Island, Nova Net, WebCCAT, Brain Pop)	State and Local	Teachers	May 2013	Spring 2013 Assessment Data
D. Schedule and hold department meetings	Local	Department Heads	2012 – 2013	Sign-In Sheets with Agenda
E. Tutoring sessions will be offered for all core subject areas.	SCE	Classroom Teachers	Spring 2013	Tutoring Attendance Sheets
F. Pull-out students who need additional instruction in reading and math.	Title I, Part A 3 FTE	Title I Staff SSI Staff	Fall 2012 Spring 2013	List of Students on each Campus
G. Provide opportunities for all students to attend presentations. (Red Ribbon Rally, Team Building @ Newks Ranch, Hempstead Program, etc.)	State and Local	Principals	2012 – 2013	Attendance
H. Encourage teachers to receive training that will allow them to teach Pre-AP and/or AP advanced classes. (Reading at junior high; Math & Science at high school)	Title II, Part A	Teachers	2012 – 2013	Certificates of Attendance
I. Teach SAT/ACT skills and concepts to all students.	Local	Principal Counselor	2012 – 2013	SAT/ACT Student Performance/Participation
J. Encourage all students to participate in Career and Technology Education classes to increase enrollment	CATE Local	Principal Counselor	2012 – 2013	Enrollment Numbers
K. 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.)	CATE Local	Regular Teachers CATE Teachers Counselor	2012 – 2013	Course Evaluation Results

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
L. Conduct information sessions about the following: 1) higher education admissions and financial aid opportunities; 2) the TEXAS grant program and the Teach for Texas grant program established under Chapter 56; 3) the need for students to make informed curriculum choices to be prepared for success beyond high school; 4) and sources of information on higher education admissions and financial aid.	Local	Counselor	2011 – 2012	Sign-In Sheet
M. Utilize Blackboard Connect to inform parents about students being absent	Local	Principals	Daily	Average Daily Attendance Rates
N. Provide summer TAKS academy for students who are at-risk of dropping out due to not passing EXIT Level TAKS	SCE	Principal	Summer 2013	TAKS Data Results
O. Provide additional intensive summer instruction <u>STAAR Academy @ Junior High</u>	SCE	Principals Teachers	Summer 2013	Attendance Sheets
P. G/T students in grades K – 12 will be served by classroom teachers in regular classroom and with opportunities to meet for group project that will be presented at a GT Showcase	Local	Classroom Teachers GT Coordinator	2012 – 2013	Lesson Plans Sign-In Sheets GT Showcase
Q. ESL students will be provided instruction by a certified ESL instructor in a pullout setting for grades K – 5 and a class period for grades 6 – 12.	State and Local	ESL Teachers	Each 9 weeks	Promotion/final report card
R. Provide opportunities for parental involvement (open house, parent-teacher conferences, etc.)	Local	Principals	2012 – 2013	Attendance Sheets
S. Provide important information to parents in a language that they understand.	Local	Translators	2012 – 2013	Written Information Translated
T. Provide training for eduphoria! to staff	Local	Region 20 consultant	August 2012	Sign-In Sheet
U. Offer incentives for perfect attendance	Local	Administrators	End of each Nine weeks	Perfect Attendance List
V. Incorporate curriculum on bully prevention, character education, and peer mediation for conflict resolution	Local	Counselors	Fall 2012 Spring 2013	Lessons presented
W. Provide support to teachers, students, and parents in increasing awareness of issues regarding sexual abuse of children, including knowledge of warning signs, actions a child should take to obtain assistance and available counseling options	Local	Counselors	August 2012 – May 2013	Sign-in sheets from meetings

X. Provide support in violence prevention, conflict resolution, dating violence & prevention, discipline management and suicide prevention/intervention activities	Local	Programs Coordinator Counselors	August 2012 – May 2013	Sign-in sheets from meetings
--	-------	------------------------------------	---------------------------	------------------------------

**District Goal #2: Facilities: Continued maintenance and improvement.**

**Objective #4:** 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
A. Custodial and Maintenance will work with administration to maintain facilities.	Local	Custodial Staff Maintenance Staff Superintendent	Ongoing	Improvements and Upkeep will be noted by Viewing
B. Repainting of facilities	Local	Custodial Staff Maintenance Staff	Summer 2012	Project Completion
C. Review Safety Audit and make changes as needed	Local	Programs Coordinator	September 2012	Completed list of changes
D. Improve grounds appearance	Local	Grounds Keeper	Ongoing	View grounds
E. Improve communication from Old High School to Junior High without going through High School	Local	Principal	September 2012	Project Completion
F. Purchase a generator for technology building	Local	Technology Director	August 2012	Invoice

**District Goal #3 Key Personnel: a) recognizing staff; b) recruit and retain; c) right seat on the bus.**

**District Objective #5:** Retain talented and highly effective staff by continuing to recognize achievements that promote collaboration and a positive work environment.

**Objective #6:** Strive to lower student to teacher ratio.

**Objective #7:** 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
A. Staff will be afforded opportunities to attend staff development that is beneficial in their teaching/work area.	Title I, Part A Title II, Part A	Staff	2012 – 2013	Staff Development Certificates
B. Provide training opportunities for general education teachers regarding individual students with disabilities in their classrooms.	IDEA B State and Local	GSEC Staff	2012 – 2013	Staff Development Certificates
C. Require all teachers to receive the initial 30 hours GT training by December or 6 hour GT refresher by May.	GT Co-Op	Teachers	December 2012 May 2013	Staff Development Certificates
D. Conduct Nonviolent Crisis Intervention Training refreshers to trained staff.	IDEA B State and Local	GSEC Staff	August 2012	Staff Development Certificates
E. Instructional classroom paraprofessionals will receive training to meet requirements of NCLB, if any are in need of training.	Title I, Part A Title II, Part A	ESC Staff	August 2012	Certificate of Completion
F. Utilize a class size reduction teacher at 5 <sup>th</sup> grade for ELA.	Title II, Part A 1 FTE	Principal	2012 – 2013	Staff List
G. Provide opportunities for staff to participate in wellness programs	Local	Programs Coordinator	October 2012 April 2012	Number of staff completing wellness programs
H. Provide substitute teacher training	Local	Programs Coordinator	August 2012	Sign-In Sheet
I. Provide technology training on maintaining website, teacher webpages, utilize equipment etc.	Local	Administrators Technology Director	Once per month September – May	Sign-In Sheets
J. Recognize staff birthdays	Local	Programs Coordinator	Every Staff birthday	Cards distributed
K. Recognize staff for years of service at SISD and in public education	Local	Programs Coordinator	August 2012 May 2013	Certificates distributed
L. Continue to implement teacher of the month on each campus	Local	Administrators	Once per month	Recognize at campus meetings as an agenda item
M. Continue staff recognition at board meetings	Local	Superintendent	2012 – 2013	Certificates of Recognition Distributed

**District Goal #4: Finance: a) conservative spending and efficient; b) balance in spending; c) partnership opportunities (grants).**

**Objective #8:** Maintain financial integrity of the District while achieving an appropriate balance between financial stability and meeting student needs based on the annual audit at the end of each budget year.

**Objective #9:** 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
A. Campus administrators continue to work with central office to address instructional needs in a fiscally responsible manner.	All district funds	Campus Administrators Business Manager Superintendent	Monthly	Budget Review
B. All administrators submit their annual budget needs to central office.	All district funds	Campus Administrators Business Manager Superintendent	January 2013	List of Needs
C. Central office review of all District needs.	All district funds	Business Manager Superintendent	February 2013	Proposed Budget
D. Business manager continues to discuss financial report with school board prior to “discuss and consider paying Stockdale ISD bills” in regular board meetings.	Local	Business Manger School Board	Monthly	Board Meeting Minutes
E. Research and locate possible grant opportunities with other organizations	Grant database	District staff	Ongoing	Number of new partnerships
F. Update Cool Schools Grant Information	Grant	Business Manager Superintendent	August 2012	Notice of Award for Grant



**District Goal #5: Leadership: a) Partnerships; b) Innovation; c) Communication; d) Community Relationships.**

**Objective #10:** The District will collaborate with others in the community.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
A. Continue partnership with Goliad Special Education Cooperative (GSEC).	IDEA B	Superintendent Business Manager	2012 – 2013	Signed Agreement.
B. Continue partnership with Floresville ISD (Student Transportation Services (STS), and SODEXO).	State, Local, and Federal	Superintendent Business Manager	2012 – 2013	Signed Agreement.
C. Begin shared service agreement with La Vernia ISD with Carl Perkins Grant	Carl Perkins	Superintendent Business Manager	2012 – 2013	Signed Agreement
D. Continue agreement with Nixon-Smiley CISD to transport our students to DAEP in Floresville	State and Local	Superintendent Business Manager	2012 – 2013	Signed Agreement
E. Collaborate with Poth ISD for CSCOPE training		Superintendent	2012 – 2013	Sign-in sheets from trainings
F. Collaborate with Poth ISD for Paraprofessional training		Superintendent	2012 – 2013	Certificates of Attendance
G. Allow area organizations to collaborate with Stockdale ISD by volunteering or other support (Chamber of Commerce Mini-Grants, Neighbor Helping Neighbor, parent volunteers, etc.)	Personnel	Superintendent Business Manager	2012 – 2013	List of ways supported
H. Collaborate with Wilson County Office of Emergency Management to prepare and plan for emergencies	Personnel	Superintendent	2012 – 2013	Meeting attendance
I. Maintain updated website	Local	Technology Director Staff	2012 – 2013	Current webpage information
J. Collaborate with SHAC (Student Health Advisory Committee) to plan and organize Shattered Dreams	Local	SHAC committee	Spring 2013	Shattered Dreams Scenario
K. Update Emergency Operation Plan	Local	Programs Coordinator	Fall 2012	Updated Plan
L. Provide open communications with parents through district-level parent meetings to encourage parental involvement	Local	Programs Coordinator	August 2012– May 2013	Sign-in sheets from meetings

## APPENDIX

### 2012 Preliminary EOC Data

Assessment	% to meet Level II: Satisfactory	SISD	State	Difference
Algebra I 8 <sup>th</sup> grade	37%	100%	83%	17%
Algebra I HS	37%	93%	83%	10%
Geometry	35%	100%	98%	2%
Algebra II	38%	100%	65%	35%
Biology	37%	86%	87%	-1%
English I Reading	54%	76%	68%	8%
English I Writing	65%	62%	55%	7%
World Geography	46%	77%	81%	-4%

### 2012 Preliminary TAKS Results

Assessment	SISD	State	Difference
ELA 10 <sup>th</sup>	96%	91%	5%
Mathematics 10 <sup>th</sup>	65%	74%	-9%
Social Studies 10 <sup>th</sup>	92%	94%	-2%
Science 10 <sup>th</sup>	79%	75%	4%
ELA Primary 11 <sup>th</sup>	95%	93%	2%
Mathematics Primary 11 <sup>th</sup>	94%	91%	3%
Social Studies Primary 11 <sup>th</sup>	98%	98%	0%
Science Primary 11 <sup>th</sup>	98%	94%	4%

## 2012 STAAR Preliminary 3 – 8 Average Raw Scores

Assessment	SISD Average raw score	SISD % correct	State Average raw score	State % correct	Difference
Math 3 <sup>rd</sup> grade	27/46	59%	30/46	65%	-6%
Math 4 <sup>th</sup> grade	34/48	71%	32/48	67%	4%
Math 5 <sup>th</sup> grade	36/50	72%	34/50	68%	4%
Math 6 <sup>th</sup> grade	27/52	52%	31/52	60%	-8%
Math 7 <sup>th</sup> grade	28/54	52%	30/54	56%	-4%
Math 8 <sup>th</sup> grade	28/56	50%	31/56	55%	-5%
Reading 3 <sup>rd</sup> grade	24/40	60%	26/40	65%	-5%
Reading 4 <sup>th</sup> grade	29/44	66%	29/44	66%	0%
Reading 5 <sup>th</sup> grade	33/46	72%	31/46	67%	5%
Reading 6 <sup>th</sup> grade	34/48	71%	33/48	69%	2%
Reading 7 <sup>th</sup> grade	34/50	68%	33/50	66%	2%
Reading 8 <sup>th</sup> grade	34/52	65%	35/52	67%	-2%
Science 5 <sup>th</sup> grade	36/44	82%	32/44	73%	9%
Science 8 <sup>th</sup> grade	32/54	59%	34/54	63%	-4%
Social Studies 8 <sup>th</sup> grade	23/52	44%	29/52	56%	-12%
Writing 4 <sup>th</sup> grade	26/44	59%	26/44	59%	0%
Writing 7 <sup>th</sup> grade	43/72	60%	44/72	61%	-1%

AYP Adequate Yearly Progress	Participation Rate (Grades 3 – 8 and 10)											
	Reading/ELA						Math					
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
All Students	99%	100%	100%	100%	100%		100%	99%	100%	100%	100%	
African Am.	100%	100%	100%	100%	100%		100%	100%	100%	100%	100%	
Hispanic	98%	99%	99%	99%	100%		99%	99%	99%	100%	100%	
White	100%	100%	100%	100%	100%		100%	100%	100%	100%	100%	
Eco. Disadv.	99%	100%	99%	100%	100%		99%	100%	100%	100%	100%	
LEP	100%	100%	100%	100%	100%		100%	100%	100%	100%	100%	
Special Ed.	98%	100%	100%	100%	100%		98%	100%	100%	100%	100%	

AYP Adequate Yearly Progress	Performance Reading/ELA (Grades 3 – 8 and 10)													
	Performance Standard								Met Standard					
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
All Students	60%	60%	67%	73%	80%	87%	93%	100%	95%	92%	93%	89%	85%	
African Am.									86%	100%	83%	88%	100%	
Hispanic									93%	90%	90%	86%	84%	
White									97%	92%	95%	91%	86%	
Eco. Disadv.									94%	91%	90%	84%	83%	
LEP									100%	67%	64%	67%	67%	
Special Ed.									95%	71%	73%	63%	54%	

AYP Adequate Yearly Progress	Performance Math (Grades 3 – 8 and 10)													
	Performance Standard								Met Standard					
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
All Students	50%	50%	58%	67%	75%	83%	92%	100%	85%	85%	79%	79%	75%	
African Am.									57%	75%	67%	50%	67%	
Hispanic									80%	80%	73%	76%	69%	
White									88%	89%	84%	83%	79%	
Eco. Disadv.									79%	80%	75%	75%	67%	
LEP									80%	44%	64%	33%	78%	
Special Ed.									79%	51%	54%	53%	43%	

Above data is taken from 2008, 2009, 2010 & 2011 District AYP Report.

Student Group	Student Attendance Rates					
	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009	2009 – 2010	2010 – 2011
All Students	97.0%	96.5%	96.5%	96.0%	95.9%	
Male	97.2%	96.6%	96.5%	95.8%	---	
Female	96.9%	96.4%	96.4%	96.3%	---	
American Indian or Alaska Native	*	---	*	*	*	
Black, non-Hispanic	95.9%	94.6%	96.7%	94.7%	93.5%	
White, non-Hispanic	97.1%	96.7%	96.4%	96.0%	95.9%	
Hispanic	97.0%	96.3%	96.5%	96.1%	96.0%	
Children with Disabilities (IDEA)	96.4%	95.7%	96.1%	95.3%	94.8%	
Limited English Proficient (LEP)	97.1%	97.4%	97.7%	97.7%	97.0%	
Economically Disadvantaged	96.6%	96.0%	95.8%	95.4%	95.5%	
At-Risk	96.5%	96.2%	95.6%	95.3%	95.2%	
Two or More Races	n/a	n/a	n/a	n/a	93.9%	

Student Group	Student Graduation Rates						Student Dropout Rates (9-12)					
	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	2005 – 2006	2006 – 2007	2007 – 2008	2008-2009	2009 – 2010	2010 - 2011
All Students	95.3%	95.8%	93.1%	96.1%	98.0%		0.4%	0.4%	1.6%	0.9%	0.0%	
Male	96.7%	91.7%	100.0%	93.9%	---		0.8%	0.8%	0.0%	1.5%	---	
Female	94.1%	100%	84.6%	100.0%	---		0.0%	1.0%	3.7%	0.0%	---	
Black, non-Hispanic	---	*	*	---	*		0.0%	*	*	*	*	
White, non-Hispanic	95.3%	100.0%	100.0%	100.0%	100.0%		0.0%	0.0%	0.0%	0.0%	0.0%	
Hispanic	95.2%	90.0%	82.6%	90.9%	96.4%		1.1%	1.0%	3.8%	1.9%	0.0%	
Children with Disabilities (IDEA)	66.7%	100.0%	100.0%	100.0%	85.7%		0.0%	0.0%	0.0%	0.0%	0.0%	
Limited English Proficient (LEP)	*	---	---	---	---		*	---	*	*	*	
Economically Disadvantaged	100.0%	91.7%	85.7%	93.8%	95.5%		0.0%	0.0%	2.0%	1.2%	0.0%	
At-Risk	93.5%	90.5%	80%	88.9%	100.0%		0.0%	0.0%	4.7%	2.9%	0.0%	

Above data is taken from 2007-2008, 2008-2009, 2009-2010, 2011-2012 Academic Excellence Indicator System (AEIS) District Report.

HQT Highly Qualified Teacher Report	Percentage of Classes Taught By Highly Qualified Teachers						Percentage of Highly Qualified Teachers					
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
District Aggregate	100%	100%	100%	97.22%	100%	98.93%	100%	100%	100%	97.50%	100%	98.25%

HQT Highly Qualified Teacher Report	Percentage of Classes Not Taught by Highly Qualified Teachers						Percentage of Teachers Teaching with Emergency or Provisional Credentials					
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
District Aggregate	0%	0%	0%	2.78%	0%	1.07%	0%	0%	0%	0%	0%	0%

*Above data is taken from 2006-2007, 2007-2008, 2008-2009, 2009-2010, & 2010-2011 Highly Qualified Teachers Summary Report.*

Stockdale	Adequate Yearly Progress						Title I School Improvement					
	2006 – 2007	2007 – 2008	2008 – 2009	2009 – 2010	2010 – 2011	2011 – 2012	2006 – 2007	2007 – 2008	2008 – 2009	2009 – 2010	2010 – 2011	2011 – 2012
District	Meets AYP	Meets AYP	Meets AYP	Missed AYP Mathematics (Performance)	Missed AYP Reading (Performance) Mathematics (Performance)		None	None	None	None	Stage 1	
High School	Meets AYP	Meets AYP	Meets AYP	Meets AYP	Missed AYP Mathematics (Performance)		None	None	None	None	None	
Junior High	Meets AYP	Meets AYP	Meets AYP	Meets AYP	Missed AYP Mathematics (Performance)		None	None	None	None	None	
Elementary	Meets AYP	Meets AYP	Meets AYP	Meets AYP	Meets AYP		None	None	None	None	None	

*Above data is taken from 2007, 2008, 2009, 2010, & 2011 AYP reports.*

**NOTES:**

- 1) **Meaning of Symbols:** # = 1<sup>st</sup> administration; n/a = data are not available or not applicable; --- = no students in group; \* = small numbers not reported to protect student confidentiality
- 2) There were not any students for migrant, Asian, or bilingual sub-populations, so they were not included in the tables.
- 3) There were not any drop-outs for grades 7 & 8, so the data tables were not included.
- 4) SISD is a single attendance area, so information for low-poverty and high-poverty school data tables were not included.
- 5) Beginning 2010-2011 AEIS report, there will be no male/female reported to make room for the new race and ethnicity definitions.