

# Stockdale Junior High

## Campus Improvement Plan

2016-2017

\*Board reviewed on October 17, 2016

**2016-2017 Stockdale Junior High Campus Improvement Committee**

Sharon Dunn	Principal
Karen Coston	Science Teacher
Desiree Cooper	ELA Teacher
Susan Loep	Counselor
Cathy Dixon	DyslexiaTeacher
Daphne Gordon	Special Education Teacher
Brenda Clancy	8 <sup>th</sup> grade Parent

## *Stockdale I.S. D. Mission Statement*

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

## *Stockdale Junior High Mission*

*Stockdale Junior High is committed to providing guidance and instruction to help our students become productive citizens and responsible learners with lifelong goals.*

**SISD Goal #1:** Student Performance: a) Curriculum, Instruction, Assessment – Reboot TCMPC; b) Look beyond test scores – soft data – report trend data, examine discipline referrals, survey of graduates from 1-3 years after graduation; c) Meeting needs of students (college, technical, student choice).

*High quality instruction, curriculum, and student performance: Strengthen all high quality instruction in core curricular area along with all electives that lead to higher academic success. Use a variety of instructional techniques with emphasis on technology and appropriate curriculum.*

**SJH Goal #1:** All students will score at least 80% or better for grade level state mandated testing areas. (Math, Reading, Science, Social Studies, Writing).

**Objective:** Math, Reading, Science, Social Studies and Writing teachers will teach TEKS objectives, targeting at-risk students and other subgroups to reach the goal of all students passing Math, Reading, Science, Social Studies and Writing state mandated tests.

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
Students will receive TEKS instruction in math, reading, science, social studies and writing.	TEKS curriculum Supplemental materials Eduphoria \$5,750.00 Workshops for all classroom teachers \$3,000.00	Junior High Staff Principal	Lesson plans Benchmark results Mastery of State Testing	2016-2017
Identify students with non-passing and/or low STAAR scores. Additional enrichments periods will be scheduled for individual students.	TEKS curriculum Mathletics - \$1000.00 Istation- Learning Ally Read Naturally Study Island	Teachers	Chapter tests	Summer 2016

Continue to review courses offered to reduce teacher to student ratios.	TEKS Curriculum	Junior High Staff Principal	Analysis of TEKS curriculum	2016-2017
Students progress in TEKS instruction will be determined by practice test and/or benchmark test from Eduphoria / Aware / TCMPC	Practice STAAR test Benchmark test	Junior High Staff Principal	Analysis of benchmark results and assessments AEIS report	2016-2017
Curriculum Mapping – Monthly grade level and department meetings with High School to prepare for STAAR  English Cohort	Meetings to discuss/align curriculum  Training with HS staff to vertically align English Department – local funds	Junior High Staff Instructional Leaders  Region 20	Teachers attendance – Sign in sheets STAAR results  STAAR Reading/Writing Results	2016-2017
Incorporate more technology into all areas of curriculum to stimulate and provide hands-on opportunities and increase a higher level of thinking skills	Technology Funds Campus Funds Computer labs -2 Computer On Wheels -2 Digital Curriculum Promethan boards in classrooms Learning.com Brain Pop - \$918.00 Discovery Ed / Videoconference \$1,250.00 Istation - \$950.00 Texquest	Junior High Staff Technology Director Principal	Lesson plans / TEKS Curriculum	2016-2017 Six Weeks
Teachers will be actively involved in daily tasks that require use of computer: grading, discipline referrals, e-mail, reports, teacher web pages, on-line lesson plans (Forethought)	New computers for all teachers	Junior High Staff Principal	Completion of daily tasks in a timely manner	2016-2017

ZAP ( <u>Z</u> eros <u>A</u> ren't <u>P</u> ermitted) at least once per month. Morning tutorial service offered to remove zeros received on assignments. After school tutorials for all subjects	SCE Funds \$1,000.00	Selected Teachers	Attendance	2016-2017
Access to SAC ( <u>S</u> tudent <u>A</u> ssistance <u>C</u> enter) for 504 and special education students	Special Ed. Budget	Junior High Staff	Weekly report of the number of students who attend	2016-2017
Accelerated Reader, STAR Math, STAR Reading, English in a Flash to monitor at risk student's individual performance	SCE Funds Campus Budget	All Junior High Math and Reading teachers	Individualized student reports Six Weeks Reports	2016-2017
Study Island – Edmentum for 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grades – reading, writing, math, science and social studies Brain Pop Discovery Education	SCE Funds \$4,714.95	All Junior High Math and Reading teachers	Weekly Usage Reports	2016-2017
Tutoring will be offered before school, after school and during intervention period.	STAAR supplemental materials	Junior High Staff Principal	Tutoring Logs Benchmark scores	2016-2017
Provide ESL services through a pull-out program as students enroll and are in need of ESL service Workshops for ESL Teacher	State and Local Budget Read Naturally Learning Ally Easy English News	ESL Teacher Testing Coordinator	Increased reading proficiency as measured by RPTE	2016-2017
To assist students with print disabilities  To assist special education students with writing compositions	Learning Ally Lexia - \$648.00 Dragon 13 PixWriter	Dyslexia Teacher  Selected Teachers	Assistance with AR books Completion of writing compositions	2016-2017
Electronic Dictionaries provided to all 6 <sup>th</sup> -8 <sup>th</sup> grade students for use within the classroom and on STAAR tests in reading and writing.	Stockdale Educational Foundation Grant - \$2,215.00	Reading and Writing Teachers	STAAR results for reading and writing	2016-2017

<p>Engaging activities to promote hands on learning:          Boogie Boards for 6<sup>th</sup> – 8<sup>th</sup> grade students to use within classrooms for student interaction and engagement.</p>	<p>Stockdale Educational Foundation Grant – \$1421.00</p>	<p>Junior High Teachers</p>	<p>Mastery of classroom TEKS</p>	<p>2016-2017</p>
<p>Engaging activities to promote hands on learning:          Go Motion Probes and Temps</p>	<p>Stockdale Education Foundation Grant - \$1,271.00</p>	<p>Science Teachers</p>	<p>Mastery of classroom TEKS</p>	<p>2016-2017</p>



**SISD Goal #2:** Leadership: a) Partnerships – classes for parents held in community b) Innovation; c) Communication; d) Community Relationships – churches and city

*Leadership: Each campus administrative team, in conjunction with the Superintendent and central office will strive to work collaboratively with each other and with the community to promote innovative partnerships and community relations to ensure the success of all students.*

**SJH Goal #2:** To promote parental and community involvement.

**Objective:** To connect Stockdale Junior High to parents, local businesses and the community through educational activities.

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
Support and promote Athletic and Band Boosters	Distribute flyers Newspaper	Junior High Staff Principal	Increased attendance at meetings	2016-2017
Orientation Parent-Teacher Conferences Public School Week	Junior High Website Newspaper	Junior High Staff Principal	Sign in sheet	2016-2017
Parent Portal	Junior High Website	Junior High Staff	Posting weekly grades	2016-2017
Brahma Bulletin – e-mail to parents		Junior High Secretary	Successful e-mails	2016-2017
Encourage parents and community members to attend extra-curricular activities	Junior High Website	Principal	Six Weeks	2016-2017
Drug awareness activities promoting Red Ribbon Week	Junior High Website Newspaper Posters Community businesses	Principal Counselor	Student participation	October 2016

Visits to local nursing home	Students Teachers Community	Junior High Staff	Participation	2016-2017
Math / Science / Reading Literacy Nights – once per month	Lessons / activities created by classroom teachers	Math / Science / Reading Teachers	Parent Sign In Sheets	2016-2017

**SISD Goal #3:** Key Personnel: a) recognizing staff; b) recruit and retain- quality of life c) right seat on the bus d) communication

*Key Personnel: Retain talented and highly effective staff by continuing to recognize achievements that promote collaboration and a positive work environment. Strive to lower student to teacher ratio. Continue to offer high quality, on-going staff development that results in professional growth for all staff.*

**SJH Goal #3:** SJH will retain talented and highly effective personnel.

**Objective:** To retain quality staff members and promote completion of highly effective staff development opportunities.

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
Encourage effective communication among staff	Emails /Announcements/Monthly staff meetings and department meetings.	Junior High Staff Principal Secretary	Survey	2016-2017
Staff development activities at beginning of school year		Superintendent Principals DEIC Committee	Workshop hours completed and certificates.	2016-2017
Gifted and Talented Training / Refresher Course	Region 20 / Campus Training	Junior High Staff	Training completed and certificates received.	2016-2017
Curriculum Specific Workshops – Inclusion workshop for all staff	Region 20	Junior High Staff	Training completed and certificates received.	2016-2017

Teachers will attend staff development to increase awareness and implementation of IEP, modifications, CPI, transitioning, inclusion etc.	Special Education Budget Region 20 Special Educ. Director District workshops Eduphoria / Aware / Forethought	Goliad Co-Op Junior High Staff Principal	Staff development on and off campus	2016-2017
Teachers will comply with RTI guidelines to better serve all students needing intervention strategies	Special Educ. budget Regular Educ. budget District workshops Eduphoria Learning Ally Read Naturally Istation Study Island	Junior High Staff Principal Counselor	Previous year's STAAR raw scores Student Support Meetings	2016-2017
Recognition of Staff at Monthly School Board Meetings	Monthly Teacher Votes	Central Office Principal	Campus Votes for Teacher of the Month Teacher of the Year	2016-2017

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

*Finance- Maintain financial integrity of the District while achieving an appropriate balance between conservative and efficient spending to meet student needs based on the annual audit at the end of each budget year. The District will maintain a Superior Achievement rating by the Financial Integrity Rating System of Texas (FIRST). The district will seek ways to offset financial worries through partnerships and grant opportunities.*

**SJH Goal #4:** Use financial means efficiently and accurately to meet the student’s needs.

**Objective:** To remain within the allotted budget given for the school year and purchase instructional materials that will best meet the needs of our Junior High students.

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
All requisitions will have principal approval	Local Junior High Budget	Junior High Staff Principal	Completed Requisitions	2016-2017
Monitor student daily attendance	Tx Gradebook Attendance Daily attendance reports Blackboard PEIMS reports	District Testing Coordinator Secretary  PEIMS Coordinator Junior High Staff	Improvement of campus attendance derived from PEIMS reports	Daily Weekly Six Weeks 2016-2017
Acknowledge students during academic assembly with certificates – perfect attendance, A and A/B honor roll	Daily attendance sheets PEIMS reports	Principal JH Counselor	daily attendance derived from PEIMS reports	Six Weeks 2016-2017

<p>Notify parent of excessive absenteeism by phone call, home visit, warning letters, meeting with campus attendance committee, and/or filing with truant officer</p> <p>Blackboard Connect – telephone announcement</p>	<p>Daily attendance sheets PEIMS reports</p>	<p>Junior High Staff Campus Attendance Committee (CIP) Truancy Officer</p>	<p>Improved daily attendance derived from PEIMS reports AEIS report</p>	<p>2016-2017</p>
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**SISD Goal #5: Facilities: Continued maintenance and improvement.**

*Facilities: Provide well-maintained, attractive, safe, accessible facilities and prepare for future facility needs through proper long range planning. Ensure continued maintenance and improvement of existing facilities.*

**SJH Goal #5: To maintain current facility and plan for future renovation plans.**

**Objective:** To maintain an attractive, safe and accessible facility that maximizes learning opportunities and promotes the need for future renovation.

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
Safety Drills		Principal Counselor Junior High Staff	Completion of drills and evaluations of drills.	2016-2017
Canine Contraband Detection Searches	Local Funds \$2,000.00	Principal	Evidence found	2016-2017
Provide a campus discipline plan	Student Handbook Student Code of Conduct Teacher Handbook Campus Improvement Committee Teacher Referrals ISS District AEP	Junior High Staff Principal DAEP staff	Analysis of discipline referrals each six weeks	2016-2017
Select students who will participate in anger management, substance abuse, social skills, support and stay in school groups	At Risk Funds Teen Connection	Junior High Staff Counselor	Attendance	Daily Weekly Six Weeks 2016-2017

Faculty will wear staff badges within school environment		Junior High Staff		2016-2017
Violence Prevention Intervention / Stay Alert School Safety Hotline	Local Funds	Junior High Staff	Reported Calls	2016-201
Olweus Bullying Prevention Program	Local Funds \$145.00	Junior High Staff Principal Counselor	Student and faculty surveys	2016-2017
Addition of new classrooms or renovation of multipurpose building for life skills students		Superintendent		2016-2017
Clean and paint Junior High Gym, Varnish existing seating bleachers	Student Activity Funds	Junior High Principal		2016-2017
Construction of a new Junior High gym – bats and temperature of existing gym not conducive for spectators				



# Stockdale Junior High School

*Campus Improvement Plan Addendum*

*State Compensatory Education Programs*

*Serving Grades 6-8*

*School Year 2016-2017*

## State Compensatory Education Information for Stakeholders

The State Compensatory Education (SCE) Program at Stockdale Junior High School supplements the regular education program by providing intensive, accelerated instruction to help improve achievement for students identified as at-risk. The state's SCE mandate requires that Texas school districts provide additional, accelerated instruction to students who meet at least one of the statutory eligibility criteria that identify them as being at risk of dropping out of school. The program is intended to remove any disparity between students identified as "at-risk" and all other students. The campus conducts an annual needs assessment in order to ensure the proper development of the programs' scope of services. By analyzing the results of the needs assessment, the campus ensures that SCE programs can be best integrated into the regular curriculum in order to increase the academic success of students at risk of dropping out of school.

In order to be eligible for SCE funding, this campus enrollment currently includes students who meet at least one state criterion for students at risk of dropping out of school. The SCE-funded services that are provided to these students are described in the Programs/Services section of this plan.

In 2013, House Bill 5 revised to five the number of State of Texas Assessments of Academic Readiness (STAAR) end-of-course exams required for high school students to graduate. Any student who was unsuccessful on a STAAR assessment that is no longer required have been removed from the list of at-risk students provided the student does not meet any additional state at-risk criteria.

## Campus Profile

An annual needs assessment is conducted by Stockdale Junior High School that includes the principal and the site-based decision-making committee comprised of 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, sex, and populations served by special programs, including students in special education programs. The needs assessment determines the measurable district performance objectives for all appropriate student achievement indicators for all student populations.

Stockdale Junior High School has a student population of approximately 168 students with the following ethnic characteristics: African American students comprise 1.2 percent of the population, Hispanic students comprise 50.6 percent of the total student populations, and 48.3 percent are white. The socio-economic characteristics are: 45.9 percent economically disadvantaged; 54.1 percent non-educationally disadvantaged; 2.9 percent English language learners (ELL); 1 percent students with disciplinary placements; 51.7 percent at-risk; and the campus has 16 percent mobility.

#### Funding Information for Stakeholders

SCE funds are used to create a compensatory, intensive and accelerated instruction program at Stockdale Junior High School. SCE funds may also be used to fund a disciplinary alternative education program and to pay the costs associated with placing students in a juvenile justice alternative education program (but not for base level services). 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 Stockdale Junior High 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. Stockdale Junior High School complies with this mandate as shown in the attached detailed budget.

## State Criteria

A student at Stockdale Junior High School is considered at risk of dropping out of school if he or she:

- 1) is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 2) is in grade 7, 8, 9, 10, 11, or 12 and 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) was not advanced from one grade level to the next for one or more school years;^\*
- 4) 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;
- 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 through the 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 Protective and Regulatory 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; or

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, or foster group home.

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^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.

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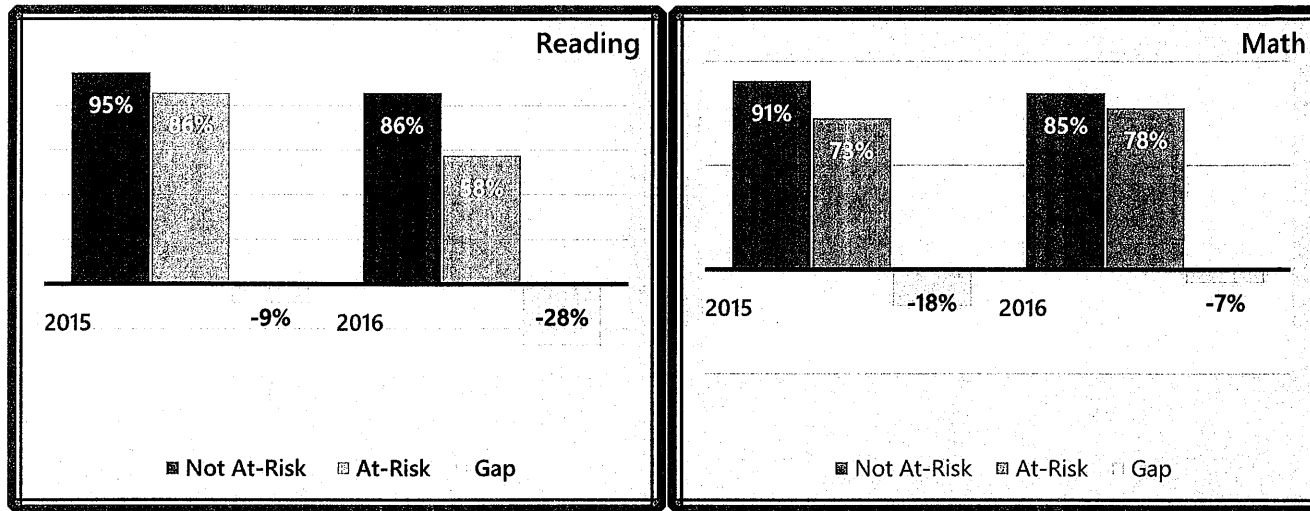
Identification of students for SCE services takes place as needed during the school year to identify those students who become eligible for services after the start of the year as well as to exit students from the SCE Program when circumstances allow. Students with disabilities are considered in an at-risk situation only if the student meets at least one of the state criteria and not due to the disability. Stockdale also uses local criteria to identify students for SCE services – these criteria include Dyslexia and Section 504 eligibility. Under these two criteria, the Junior High has identified 25 students as needing Dyslexia services and 13 students identified under Section 504.

### STAAR Performance, Spring 2015-2016

The State of Texas Assessments of Academic Readiness (STAAR) program was implemented in spring 2012. The annual assessments for Stockdale Junior High School include reading and mathematics in grades 6, 7 and 8, writing in grade 7, and science and social studies in grade 8. 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. Stockdale Junior High School complies with this mandate in this section on STAAR performance and in the Evaluation section on page 12.

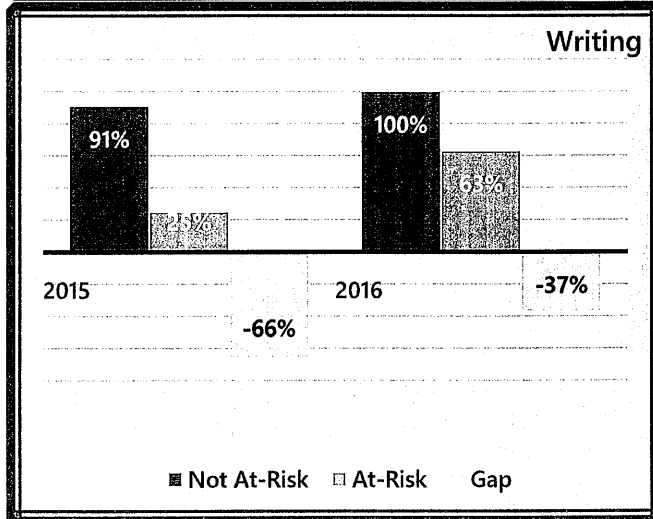
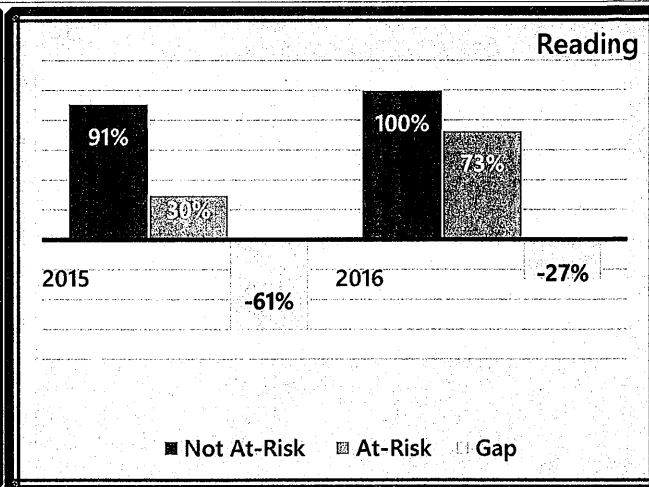
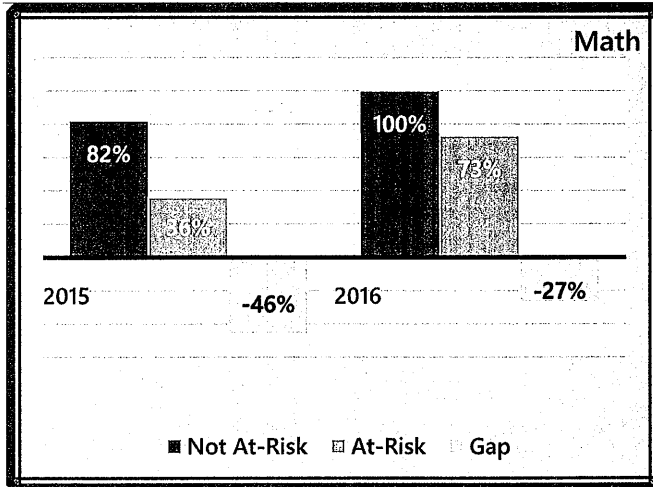
# STAAR Performance by Grade and Subject, Spring 2015-2016

Grade 6



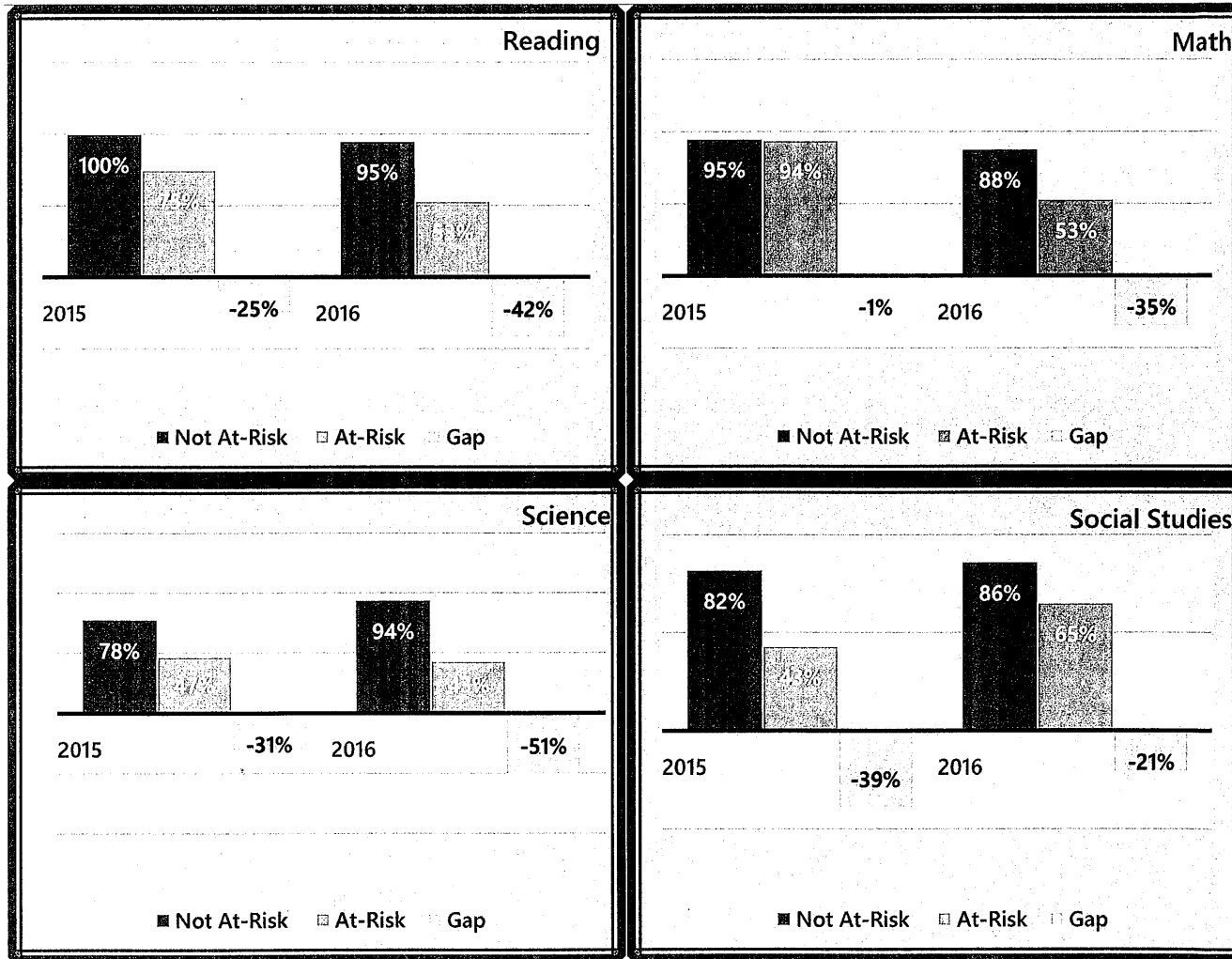
STAAR Performance by Grade and Subject, Spring 2015-2016 (Cont.)

Grade 7



STAAR Performance by Grade and Subject, Spring 2015-2016 (Cont.)

Grade 8





At-Risk Students by Criterion for School Year 2016-2017

Stockdale Junior High			<70 Average		Not Advanced		Failed STAAR		AEP		LEP		DPRS		Homeless		Residential Placement	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade Level	Total Enrollment	Percentage of Enrollment																
6	61	36%			7	11%	28	46%	0	0%	1	2%	2	3%	2	3%	0	0%
7	55	33%	2	4%	6	11%	21	38%	0	0%	1	2%	0	0%	1	2%	2	4%
8	52	31%	1	2%	9	17%	24	46%	3	6%	1	2%	2	4%	1	2%	1	2%
	168	100%	3	2%	22	13%	73	43%	3	2%	3	2%	4	2%	4	2%	3	2%

\*In addition to the state criteria above, Stockdale Junior High has identified 25 students as needing Dyslexia services and 13 students eligible for Section 504 using those as local at-risk criteria.

Programs and Services at Stockdale Junior High School Funded by SCE

**Summative Assessment:** Passing STAAR Spring 2017

<i>Identified Strategies</i>	<i>Supplemental Financial Resources</i>	<i>Supplemental Fulltime Equivalency</i>	<i>Measurable Performance Objectives</i>	<i>Timelines For Monitoring Strategies</i>	<i>Formative Evaluation</i>
<b>Reading Intervention</b> – Supplemental accelerated instruction in Reading/ELA to support students in mastery of TEKS and success on STAAR.	Salaries \$59,981 Supplies \$200	1 FTE Certified teacher	Passing grades in Reading	Each six weeks	Reading report card grades
<b>Student Assistance Center</b> – Individualized instructional program for struggling students to reinforce core-content essential skills.	Salaries \$22,311	1 FTE Instructional aide	Passing grades	Each six weeks	Report card grades
<b>Study Island</b> – Individualized computer assisted instructional program targeting mastery of essential skills.	Supplies \$5,000	NA	TEKS mastery	Every three weeks	Progress reports
<b>Summer School</b> – Extended school year offering supplemental instructional time for students to master grade-level TEKS and STAAR assessments.	Extra duty pay \$5,000	NA	Progress reports	Weekly	Promotion

## 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 II, Part A**—This federal funding targets the improvement of student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies and to increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Stockdale ISD funds evidence-based professional development activities for campus personnel.

**Individuals with Disabilities Education Act**—IDEA is the collection of federal regulations for special education that ensures a free and appropriate public education (FAPE) for students with disabilities that attend public schools. IDEA requires that each public school provide services to eligible special education students in the least restrictive environment (LRE) and in accordance with each student's individualized education program (IEP).

**Career and Technical Education (CTE)**—Career and technical education programs offer a coordinated, balanced sequence of courses that provide students with coherent and rigorous content related to a variety of career paths. CTE content is aligned with challenging academic standards and the current, relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. Stockdale ISD has joined a shared services agreement with nearby district to participate in the Carl Perkins fund source which supplements the CTE program.

### *State-Funded Programs*

**Career & Technical Education**—School districts are eligible to receive weighted state funding for eligible full-time equivalent (FTE) students in approved Career and Technology Education (CTE) programs. In addition to this weighted funding, school districts are also eligible to receive \$50 for each FTE student enrolled in either two or more advanced CTE courses for three or more credits, or in an advanced CTE course as part of a tech-prep program. These two state funding elements determine a district's total CTE allotment.

**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.

## 2015-2016 State Compensatory Education Program Evaluation

As required by TEC, Section 29.081(c), Stockdale Junior High School evaluates the effectiveness of its state compensatory education program, the results of which are included in this campus improvement plan. The evaluation allows the campus 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. Stockdale Junior High School gauges the effectiveness of its designated SCE program and includes the results of such evaluation in this campus improvement plan.

The TEC does not specify the minimum standard or design for an evaluative process; however, Stockdale Junior High School 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.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to their individual 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 campus staff to seek patterns and 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.

2015-2016 State Compensatory Education Program Evaluation (Cont.)

SCE-Funded Program	Evaluation Criteria	# of participating students	# of successful students	% successful
Reading Intervention Program	Passing grade English	171	169	98.83%
After-school Tutorials	Passing STAAR	102	82	80.39%
Summer School	Promotion	12	12	100.00%

## SCE Budget, 2016-2017

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 then coordinates the budget request process and provides approved allocations to this campus. Stockdale Junior High School 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 set down in Module 9 of the FASRG. The accounting practices of the district that are implemented by this campus are consistent with cost principles, and provide for adequate documentation to support costs charged to the SCE budget. In determining whether certain positions, programs, strategies or activities may be funded with SCE dollars, Stockdale Junior High School bases budget determinations on the purpose of the SCE program being to improve student performance through direct instructional services to students at risk of dropping out of school.

Stockdale Junior High School 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 campus's regular education program with compensatory, intensive, and/or accelerated instruction.

# Stockdale ISD 247906

Fund 199 - State Compensatory Education

Campus Detail

Fiscal Year 2017



## Stockdale Junior High

199-11-6118-00-041-7-24-0-00	Teacher/Professional Extra Duty Pay	\$5,000.00
199-11-6119-00-041-7-24-0-00	Teacher/Professional Salary	\$51,410.00
199-11-6129-00-041-7-24-0-00	Support Personnel Salary	\$17,580.00
199-11-6141-00-041-7-24-0-00	Social Security/Medicare	\$3,104.55
199-11-6142-00-041-7-24-0-00	Health/Life Insurance	\$2,772.00
199-11-6143-00-041-7-24-0-00	Worker's Comp.	\$241.47
199-11-6145-00-041-7-24-0-00	Unemployment Comp.	\$0.00
199-11-6146-00-041-7-24-0-00	TRS Care	\$4,484.35
		<hr/>
		\$84,592.37
199-11-6339-00-041-7-24-0-00	Testing Materials	\$200.00
199-11-6399-00-041-7-24-0-00	General Supplies	\$6,376.00
		<hr/>
		\$6,576.00
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	<b>Campus 041 Subtotal:</b>	<b>\$91,168.37</b>



# Stockdale ISD 247906

Fund 199 - State Compensatory Education

Personnel Detail

Fiscal Year 2017



## Stockdale Junior High

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Social Security/Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Cathy Dixon	Teacher	Reading Intervention	\$51,410.00	1.000	\$36.00	\$2,313.45	\$179.94	\$0.00	\$3,341.65	\$59,981.04
Helen Tillery	Aide	Student Assistance Center	\$17,580.00	1.000	\$2,736.00	\$791.10	\$61.53	\$0.00	\$1,142.70	\$22,311.33
<b>Campus 041 Subtotal:</b>		<b>FTE - 2</b>	<b>\$68,990.00</b>		<b>\$2,772.00</b>	<b>\$3,104.55</b>	<b>\$241.47</b>	<b>\$0.00</b>	<b>\$4,484.35</b>	<b>\$82,292.37</b>