Stockdale Independent School District

District Improvement Plan

2018-2019

Mission Statement

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

Table of Contents

Comprehensive Needs Assessment . . . 4
- Needs Assessment Overview . . . 4
- Demographics . . . 5
- Student Academic Achievement . . . 8
- District Processes & Programs . . . 12
- Perceptions . . . 16

Priority Problem Statements . . . 21

Comprehensive Needs Assessment Data Documentation . . . 22

Goals . . . 25
- Goal 1: To build a foundation of Reading, Writing, Mathematics, Science and Social Studies. . . . 25
- Goal 2: That every child is prepared for success in college, a career, or the military. . . . 29
- Goal 3: To recruit, support, and retain faculty and staff. . . . 30
- Goal 4: To exemplify educational leadership through innovation, collaboration, continuous improvement, and synergy with in our district and community. . . . 33
- Goal 5: To create and maintain a financial atmosphere that employs integrity, conservative, efficient and balanced spending, and maximizing partnership opportunities (grants). . . . 37
- Goal 6: To maintain facilities and infrastructure through continued evaluation, maintenance, and improvement. . . . 38

PBMAS Intervention Strategies . . . 39

District Education Improvement Committee . . . 40

Campus Funding Summary . . . 41

Addendums . . . 44

Comprehensive Needs Assessment

Needs Assessment Overview

To avoid the time and expense involved in training and paying existing personnel in all facets of state and federal programs, the district needs to contract for professional and consultant services with an outside consulting service to provide technical assistance related to specified federal programs in order to maintain efficiency and compliance.

Demographics

Demographics Summary

Stockdale Elementary

Is a PK-5th grade campus with approximately 400 students. The campus is located in a rural area southeast of San Antonio, Texas. The school district is one of the largest employers in the district with a strong parent involvement component to support students. Per recent data, the racial population is roughly divided between White (52%) and Hispanic (48%). The Economically-disadvantaged subpop is 57.33%, with 27 ESL students and 176 At-risk students. The population of Gifted and Talented students is 42 and the Special Education population is 46. The average class size is less than 22 students with usually three teachers at each grade level. A full day of free Prekindergarten is provided to eligible students along with the opportunity for students to attend on a tuition-basis. Transportation is provided to all students as needed. Due to the rural area covered by the district, many students need assistance with this.

Stockdale Junior High

Stockdale Junior High serves a diverse community of students in grades 6 - 12. We currently have 191 students enrolled with 107 males and 84 females which is an increase of 28 students from the previous year. Our enrollment by ethnicity is American Indian 0.52%, Africian Amrerican 1.0 %, Hispanics 50.26% and White 48.17%. We have 2 migrant students and 8 ESL students of the Hispanic origin. SJH serves 105 economically disadvantaged students with 32 special education students, 85 at risk students, and 12 homeless students. We also serve 31 gifted and talented students and 19 dyslexia students. Attendance rates have varied from 90% to Our ELL students are supported through a daily pull out program for 30 minutes concentrating on speaking, listening, writing and speaking skills. Our teacher demographics are: Our current average class size is 17 - 22 students in all core subjects

Stockdale High School

Stockdale High School is a ninth through twelfth grade campus which is part of Stockdale ISD. The campus is located in Stockdale, TX. Stockdale is a rural community, and the campus is located within the city limits. As of March 28, 2018, the student body consists of 247 individuals. Of those students, 50% are White, 47% are Hispanic/Latino, 1% are Black/African American, and 1% are consider of mixed ethnicity. The school populations consists of 58% male and 42% female. Enrollment over the past five years has not significantly increased or decreased. The school has 3 migrant students that are in attendance throughout the school year. Twelve percent of our student population is considered Special Education, whereas 7% are considered Gifted and Talented. Over the past five years, on average less than 1% of the population per year have dropped out of Stockdale High School. Approximately, 48% of the student population is considered economically disadvantaged. There are thirty-four total staff members at Stockdale High School. There are thirty teachers, two office personnel, and two campus administration personnel. This population consists of 62% females and 38% males. The majority ethnicity of the personnel on campus is white at 83%, Hispanic at 15%, and African American at 2%. Teaching experience ranges from 1 year to over 20 years and is fairly equal in distribution across experience levels. Stockdale ISD places a high priority in employing teachers that are highly qualified. For this reason, 100% of high school educators are considered highly qualified in their respective fields. To support new teachers within the district. Stockdale High School supplies a mentoring program to ensure teacher success in their first year of teaching. According to city-data.com, Stockdale’s population in 2014 was 1,531, which was a 9.5% increase from the year 2000. Stockdale’s highest two ethnicity groups are, Hispanics at 51% and whites at 47%. African Americans represent

1% of the population, and two or more races represent less than 1% of the total population. The educational levels of the residents of Stockdale are as follows: High School or higher 78%, Bachelor's Degree or higher 7.8%, Graduate or professional degree 1.2%. The data indicated that in 2016 the top three industries in the city of Stockdale were, manufacturing (23%), construction (13%), and mining/ quarrying/oil extraction (12%). The data also revealed, the top three occupations consist of construction/extraction occupations (16%), production occupations (15%) and management occupations (10%). Stockdale does not have any universities or colleges within the community, however qualifying students from 10th - 12th grade may participate in dual credit classes offered online through St. Philip's College, which is located in nearby San Antonio, Texas.

Demographics Strengths

Stockdale Elementary

Stockdale Elementary provides special programs to meet the needs of the students. Whether students are already identified as needing a special service, or through the Response to Intervention process, the unique needs of our students take priority. Stockdale Elem provides the following:
- Special Ed services for Lifeskills students, Resource for Learning Disabled students and speech for Speech Disabled
- ESL: students that qualify as LEP or ELL are provided pull-out language services daily
- Dyslexia: dyslexic students are provided specialized reading instruction daily
- GT: students identified as gifted & talented receive services from a GT-certified teacher at least twice per week
- At-risk: struggling students are monitored throughout the year and provided help through intervention services provided by special teachers

Stockdale Elementary also has many other strengths such as:
- a full day of Prekindergarten for not only eligible students, but students may attend on a tuition-basis
- strong intervention programs for at-risk students
- the ACE Afterschool Program to help with tutoring and/or enrichment as needed
- Special Education academic and lifeskill support provided by specially-certified teachers and paraprofessionals

Stockdale Junior High

- Small classroom size

- Low teacher turnover rate

- Many teachers are community members and are personally invested in Stockdale education

- Postive community/parent involvement

- High student attendance rates

- Drop-out rates at Stockdale High School are significantly lower as compared to the state average. Over the past 5 years, the drop out percentage was .4% as compared to the state at 2%.

- The graduation rate at Stockdale High School is significantly higher (98%) as compared to the state (91%).

- As compared to the state, Stockdale High School has significantly higher percentage of students that are college and career ready graduates (97%) as compared to the state of Texas (76%), taken from TEA Academic Performance Report Data (2016).

- All teachers are certified and considered highly qualified.

- Our student to teacher ratio is much smaller (8:1) as compared to the state (16:1) providing more opportunity for one on one instruction.

- STAAR Period and after school tutoring sessions are available to support students whose performance does not meet state standards.

- New teachers are placed with an experienced mentor teacher to provide support and guidance throughout the school year.

- Dual Credit courses are offered online to qualifying 10th – 12th graders through St. Philip's College.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Problem Statement 1: There is insufficient staff to meet the needs of special education students, particularly those with behavior challenges. **Root Cause**: The consistent number of students qualifying for special education services utilize the existing personnel, however increases in the number of emotionally disturbed students has risen in the last year.

Problem Statement 2: SJH serves a high percentage of special populations including special education, 504 and economically disadvantage students. **Root Cause**: Insufficient qualified staff to sufficiently meet the needs of all the special populations due to schedule conflicts.

Problem Statement 3: Special education students passing rate in English EOC is 30% lower than the overall passing rate for the campus. **Root Cause**: Students do not attend before or after school remediation and are significantly behind same age peers.

Student Academic Achievement

Student Academic Achievement Summary

Stockdale Elementary

Stockdale Elementary was rated as "Met Standard" for the 2016-17 school year on state accountability. The campus does not have any system safeguards or areas
to be addressed immediately. The area that needs attention in general is Writing and our subpop of Special Education. Teachers implement the TEKS Resource System to align campus standards with the district standards. Students in grades Kindergarten through 2nd grade are given the Iowa Test of Basic Skills at the beginning of May. Students are measured based on a full year of growth compared to whether he/she is on grade level. They are also given the Texas Primary Reading Inventory at the Beginning, Middle, and End of the year to measure growth in reading in fluency, decoding, and comprehension. Prekindergarten students are assessed using CIRCLE testing online, which is similar to TPRI but more comprehensive. Students in Prekindergarten and Kindergarten are given a "skills checklist" that is sent home to parents in lieu of a report card with grades. Grades 1-5 utilize a grading system with report cards sent home to parents to communicate their child's progress.

Stockdale Junior High

Stockale Junior High was rated as "Met Standard" for the 2016-2017 school year on state accountability. The overall student achievement percentage for all students was 82%.

Stockdale High School

Looking at the scores from 2016-2017 Algebra I, Biology and US History showed no variance, while English I and English II both showed a 14 % increase. In 2017 the STAAR performance levels were changed to Masters, Meets, Approaches and Did Not Meet Grade Level. Masters, Meets and Approaches are all considered passing levels.

An analysis of the student groups in Algebra I revealed the following:

- In 2017 58 % of male students meet grade level performance standards, while 80 % of female students met grade level performance standards.

- In 2017 22 % of male students mastered grade level performance standards, while 50 % of female students mastered grade level performance standards.

- In 2016 43 percent of white students achieved Level III: Advanced while 28 % of Hispanic/Latino students achieved Level III: Advanced.

- In 2017 36 % of Economically Disadvantaged students mastered grade level performance standards, while only 32 % of All students mastered grade level performance standards.

An analysis of the student groups in Biology revealed the following:

- In 2017 68 % of male students meet grade level performance standards, while 83 % of female students met grade level performance standards.

- In 2017 17 % of white students achieved Level III: Advanced while 4 % of Hispanic/Latino students achieved Level III: Advanced.

- In 2017 21 % of Economically Disadvantaged students mastered grade level performance standards, while 30 % of All students mastered grade level performance standards.

An analysis of the student groups in English I revealed the following:

- In 2017 44 % of male students meet grade level performance standards, while 77 % of female students met grade level performance standards.

- In 2017 5 % of male students mastered grade level performance standards, while 22 % of female students mastered grade level performance standards.

- In 2017 19 % of white students achieved Level III: Advanced while 7 % of Hispanic/Latino students achieved Level III: Advanced.

- In 2017 0 % At-Risk students mastered grade level performance standards, while only 32 % of At-Risk students met grade level performance standards. English I campus based scores predict higher achievement levels than shown on the STAAR assessment.

An analysis of the student groups in English II revealed the following:

- In 2017 56 % of male students meet grade level performance standards, while 83 % of female students met grade level performance standards.

- In 2017 6 % of male students mastered grade level performance standards, while 17 % of female students mastered grade level performance standards.

- In 2016 45 % of At-Risk students achieved Level II: Satisfactory, while 77 % of all students achieved Level II: Satisfactory.

- In 2017 100 % of female students were approaching grade level performance standards, while only 79 % of male students were approaching grade level performance standards. English II campus based scores predict higher achievement levels than shown on the STAAR assessment.

An analysis of the student groups in US History revealed the following:

- In 2017 100 percent of US History students were approaching grade level performance standards.

- In 2017 42 % of male students mastered grade level performance standards, while 23 % of female students mastered grade level performance standards.

- In 2017 33 % of white students achieved Level III: Advanced while14 % of Hispanic/Latino students achieved Level III: Advanced.

- In 2017 17 % At-Risk students mastered grade level performance standards, while 35 % of At-Risk students met grade level performance standards.

English II campus based scores predict higher achievement levels than shown on the STAAR assessment.

An analysis of the student groups in ACT revealed the following:

- Each year from 2013-2017 Stockdale students have achieved a higher ACT composite than the state average.

- Hispanic students in 2017 had an average ACT composite of 22.3, while white students had an average score of 23.0.

- In 2017 male students achieved an average ACT composite of 22.4, while female students achieved an average ACT composite of 23.0.

Student Academic Achievement Strengths

Stockdale Elementary

Stockdale Elementary regularly meets the state standards on state assessment. Particularly in Reading and Mathematics, the campus maintains a strong passing rate
for students in grades 3-5. The campus is departmentalized in those grade levels to concentrate instruction and provide a block schedule to maximize instruction.
Students in Kindergarten through 2nd grade are distributed in self-contained classrooms where instruction takes a more integrated approach. A strong Reading
foundation is provided through the Fundations Phonics program as well as the TEKS Resource System. Students are assessed three times a year to measure progress
on the TPRI and in the Spring with the Iowa Test of Basic Skills. Prekindergarten is aligned with the Texas Prekindergarten Guidelines. They use the Frogstreet Press Curriculum and monitor progress with CIRCLE testing three times per year. Students in grades 1-5 excel in a variety of ways. They are consistently challenged to read through Accelerated Reader, participate in UIL events, Name that Book, and Royal Reader, and the National Elementary Honor Society.

Stockdale Junior High

The campus achieved 3 state distinctions including Academic Achievement in ELA/Reading, Social Studies, and Post Secondary Readiness.

Stockdale High School

- 100 percent of US History students were approaching grade level performance standards in 2016 and 2017.

- 98 percent of Biology students were approaching grade level performance standards in 2016 and 2017.

- English scores increased by 14% from 2016 to 2017.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Scores on state assessment for Special Education students continue to be low despite targeted support and instruction. **Root Cause**: The assessment is inappropriate for these students because they received modified curriculum due to their disabilities. The provided accommodations are not sufficient to bridge the gap, despite efforts to keep them on grade level.

Problem Statement 2: Special education and 504 populations routinely perform below state average and other sub populations on state assessments. **Root Cause**: Special education staff on dual contracts minimize the effectiveness due to schedule conflicts.

Problem Statement 3: Students who are not at "Approaching Grade Level "on the English EOC need more targeted instruction during the school day to close the gap. **Root Cause**: Students perform below grade level in reading and writing.

District Processes & Programs

District Processes & Programs Summary

Stockdale Elementary

Stockdale Elementary uses the TEKS Resource System for district alignment in core content areas with the exception of Prekindergarten. Prekindergarten uses the most current PK Guidelines along with the Frogstreet Press curriculum. The campus also uses Texas Treasures as a reading curriculum, EnVision for math, Pearson for Science, Fundations for Language Arts, and The Writing Academy for Writing. A strong phonics programs is provided through the Wilson Fundations Program, which continues to provide a dyslexia curriculum for diagnosed students in 3rd grade and above. Teachers are evaluated using the T-TESS Evaluation system, which supports teachers in the acquisition of professional goals and development. The T-TESS Cube Online Library is available to support teachers, along with extensive professional development provided by Federal funds. The ACE Afterschool program has provided many benefits including tutoring, enrichment, college-readiness programs, parent involvement, and homework assistance. There is also an Academic Liaison which attends RtI meetings to meet the needs of struggling students. There is a relatively low number of students that fail academically each year (1-3 per grade), so the retention rate remains low. Students that are only failing one subject, per policy, are required to attend summer school and then placed in the next grade. Students that fail two subjects for the year are retained. The campus has a very low turnover rate in personnel. The campus uses "Action Teams" to organize activities and delegate responsibilities. This is a component of The Leader in Me. As needs arise, staff volunteer for the appropriate Action Team to take responsibility for the task. The campus has a standing Lighthouse Team which represents the campus efforts for the LIM. There is also a Campus Improvement Committee per policy to work on campus needs and improvement.

Stockdale Junior High

Stockdale Junior High uses TCMPC (Texas Curriculum Management Program Cooperative) to align curriculum vertically and horizontally. Teachers are encouraged to use it yearly to create well designed lesson plans and for pacing options. Many teachers utilize the sample unit assessment items on core subject benchmarks. Teachers use classroom assessments, benchmarks and STAAR interim results to monitor students progress throughout the year. A STAAR intervention period is offered everyday to remediate students in Reading, Math, Writing, Science and Social Studies. This intervention period is offered to all students, but benefits the students that rely on the afternoon bus transportation to take them home. After school tutoring is offered, but only the students that do not rely on bus transporation benefit from this instructional time. Monthly staff meetings are held on the 2nd Tuesday of every month. Grade level meetings and department meetings are held on the other two weeks of the month to encourage continuity among grade levels and departments. High School and Junior High departments collorabate on Math, English, Science and History to discuss curriculum and benchmark data in each department. Scheduling at the Junior High has been very challenging due to sharing of personnel between the JH and HS, number of coaches on our staff, teachers teaching multiple grade levels, limited course selections and meeting the needs of our 504/special education/ dyslexia students with limited support staff. It would be highly benefical to have either grade level or department teachers to have the same conference time to allow for collaborative planning time. Technology is utilized in every classroom with a promethan board and LCD projectors. SJH utilizes two technology labs that are equipped with 20 computers thus limiting the number of students we are able to effectively teach. A COW with chrome books is utilized in individual classrooms. SJH uses Istation, Study Island, Accelerated Math and Reading, Isation, Learning Ally, learning.com, Discovery Ed, Brain Pop, and study.com to assist with instructional and intervention support.

Stockdale High School

In March 2017, a Programs Assessment survey was completed by classroom teachers at Stockdale High School for the purpose of collecting teacher feedback on the use of curriculum and assessments in the classroom environment, student performance and success, scheduling, and the presence of a campus support system. The survey compiled the following results:

District Curriculum:

100% of teachers who have a required district curriculum, verify that they are using it in their classroom. A small percentage of elective classes do not have a required district curriculum, but confirm that they are still using the TEKS in planning. All teacher feel that they are correctly implementing the curriculum either through the use of the TEKS, or from the TCMPC TEKS Resource System. Assessing Students Teachers verified the major use of the following types of assessments: 56% teacher-made test. 19% Eduphoria test bank 25% STAAR released tests 38% used a variety of other resources which include: iCEV, Carnegie Learning assessments, Exam View, and textbook ancillaries. Teachers feel that their assessments are beneficial because they use the results to what concepts need more exploration, and which students need intervention. Classroom assessments, and previous STAAR assessments are used in instructional planning to decide which objectives need the most attention. This planning is done primarily by the classroom teacher, but occasionally, planning is done by department, or with other teachers.

Student Progress:

Individuals and departments track student progress through classroom grading, benchmarks, and pervious STAAR test scores. If students are not progressing sufficiently, concepts are revisited and tutorials are highly encouraged. All teachers participate in setting goals for student success, but feel that not all students do the same. Improving Student Achievement 88% of teachers strongly agreed that our campus has a focus on improving student achievement. 6% believed we could do a little more. 6% did not feel that they could answer for the entire campus. To ensure that focus on achievement is maintained, the campus offers a STAAR intervention period and tutorials. In addition, professional development, parent communication, and teacher communication are expectations for all teachers. The both the district and high school campus have expectations of technology integration into student instruction. The SISD District Goal 1 states, “Use a variety of instructional techniques with an emphasis on technology…” The SHS Objective for this goal states, “Use a variety of technology resources to provide instruction.” The activities under this objective include, “Incorporate technology into lessons to provide hands-on activities, varied activities, etc.” Teachers receive multiple trainings on the use of technology each year, and they feel that during the year, they have an excellent support system for both hardware and software issues. There are multiple forms of technology available for instruction such as Document scanners, Promethean Boards, LCD projectors, and online resources such as Google Classroom to post assignments, notes, and links to important sites. Students have access to a Chromebook, and graphing calculator that they can take home. Internet access is available outside of the school building before, during and after hours. 1-to-1 Chromebook access, combined with Google Apps creates a digital learning environment that allows for easy student collaboration, and excellent teacher/student collaboration and communication.

Academic Scheduling:

Instructional scheduling has been a challenge with the new graduation plans. Endorsements and dual credit needs create a strain on a campus with limited faculty. This has created a variety of opinion on class schedules. 38% of teachers believed that the current schedule maximizes instruction. 31% of teachers

do not believe it maximizes instruction 31% of teachers believe it could maximize instruction, but there are too many interruptions. Teacher concerns included losing instruction time for announcements, students being called out of class for multiple reasons, and extracurricular events that are scheduled during school hours. We have an adopted district innovation plan that allows more interruptions in the classroom.

Campus Leadership:

The high school leadership structure encourages communication. Large issues can be address very quickly do to our administration's open door policy. Smaller issues can be solved through department collaboration, or contacting a teacher leader on campus. New teachers are assigned a mentor to help them acclimate to our educational program. This close connection on campus promotes an environment in which teachers communicate with each other to solve problems, and increase student success.

District Processes & Programs Strengths

Stockdale Elementary

- research-based curriculum in all subjects
- instructional software programs such as Lexia, Accelerated Reader, and iStation for Reading and Math Pk-5
- current technology in every classroom such as a Promethean Board, Chromebooks, teacher laptop, and other devices.
- Professional Learning Communities in ELA/Reading, Math, and Science/Social Studies each month to collaborate and vertically align
- Response to Intervention Committee and meetings each month to discuss struggling students and determine a course of action tohelp them
- Every teacher is GT-certified or in the process of certification.
- Leader in Me integrates a strong component of goal-setting for students which is implemented through the Leadership Notebooksthat each student keeps
- Goliad Special Ed Cooperative staff to support teachers and students including Speech, LSSP, OT, PT, Auditory specialist andlearning diagnostician.
- The ACE Afterschool program to assist in tutoring, enrichment, parent involvement, college-readiness, and homework assistance.
- low turnover rate in personnel; programs are sustained

Stockdale Junior High

- Highly qualified staff

- Well aligned curriculum

- Staff development opportunities

- Small class sizes

- High student participation in extra curricular - sports and UIL Academic intervention through tutorials and remediation periods

- Opportunity to obtain HS credits

- Low teacher turnover

- STAAR test scores are above state averages

Stockdale High School

- Storng support system with technology that promotes collaboration and communication

- Core teachers utilize district-wide scipe & sequence to allow for veritically aligned curriculum (TCMPC) and it's multiple resource

- 1:1 student laptops, graphing calculators (at home) and class sets in math/science to allow for technology use by students at school and home

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: There are limited teachers to serve the special needs populations, particularly special education and gifted and talented. **Root Cause**: There is an increase in the number of students with emotional or behavioral issues that affect the educational environment.

Problem Statement 2: SJH students lack the accessibility of a variety of electives. **Root Cause**: A limited amount of staff certified in a variety of electives or specialized electives.

Problem Statement 3: According to teacher survey, the master schedule may not maximize instruction for many teachers. **Root Cause**: Classroom interruptions during the school day.

Perceptions

Perceptions Summary

Stockdale Elementary

Stockdale Elementary is fortunate to have a variety of positive attributes that contribute to a student and parent-friendly environment. The campus is small enough to allow teachers and staff to really get to know the students and their families. Community and parent support on the campus includes a strong parent involvement program, strong community support, social and emotional support for students and staff, and a sense of family that creates collaboration and synergy. The campus began a leadership program three years ago which has complemented the Olweus Antibullying Program already in place. Students are taught the 7 Habits of Highly Effective People, so there are minimal discipline problems and students have a secure, stable learning environment. Parents are appreciated and invited to come to many activities on campus including Meet the Teacher, Thanksgiving Feast, Winter Wonderland, Leadership Day, Field Day, and all holiday parties. Parents are also encouraged to volunteer in any way possible to meet their needs. Parents are invited to attend Parent-to-Parent, a weekly parenting class/group that learns about various strategies to help their children. The campus is very supportive of the community through activities such as visiting the Nursing Home, performing a Veteran's Day program, raising money for Senior Citizens and adopting a resident at Christmas, and raising money for the Leukemia Society. We support district athletics through attending every pep rally. Parents and community members support the campus through purchasing fundraiser items and donating to Winter Wonderland. The campus has a highly symbiotic relationship with the community.

Stockdale Junior High

Stockdale Junior High is a warm and welcoming campus. We strive to keep parents informed through the JH website, Brahma Bulletin, Blackboard, and letters/notices regarding upcoming events. We encourage parental involvement in academics and sports events. SJH faculty invites parents to Orientation Night, History Night, Math Night, Book Fair and Cultural Fairs. Parents are involved in athletic/campus fundraisers, LLS and our annual Diabetes Walk. National Junior Honor Society assists with the Mobil Food Pantry at the First United Methodist Church. Student Council assists with Red Ribbon Week themes, Stuff the Bus for Hurricane Harvey victims, and the Leukemia and Lymphomia Society fundraisers. Our parents are encouraged to volunteer at Book Fair, JH Concessions and to be a member on our site based committee. Student discipline is handled efficiently, effectively and fairly. With disciplanary policies in place, the teachers are able to follow the routine procedures for classroom disruptions and classroom rule violations. Students are sent to DAEP/JJAEP for discretionary and mandatory placement such as drugs, threats, and court ordered incidents. Students and staff are familar with routine monthly fire drills, but are less comfortable with active shooter drills. We are trying to maximize our student safety, but lack an overall district and campus evacuation plan. The staff members feel an emergency evacuation plan is a top priority.

Stockdale High School

Stockdale High School’s greatest strength is in the strength of its community. Many students are second- or third-generation Brahmas and this pride shows in the way they address peers, teachers, and administrators. Our students’ safety is as important as their academic achievements and our students help us greatly by communicating their needs to us. Parents are also encouraged to participate in many areas from serving on committees to attending community

pep rallies and fundraisers. With many lines of open communication among staff, parents, and students, our expectations are clear and our community shines.

Perceptions Strengths

Stockdale Elementary

Stockdale Elementary is fortunate to have many strong programs that support the emotional well-being of the students and staff:

- The Leader in Me program to develop the 7 Habits and strengthen character
- Olweus Anti-bullying program to proactively address any issues with bullying behavior
- Strong Parent Involvement activities such as Parent-to-parent (parent training), Leadership Day, parent conferences, Winter Wonderland, and the volunteer program.
- A full-time school counselor dedicated to the elementary to provide small group counseling and individual counseling, along with counseling lessons for all students in the library.
- the ACE Afterschool Program to help struggling students and provide academic enrichment such as a school newspaper and college awareness.

Stockdale Junior High

- Welcoming campus

- Positve parental involvement / Parent Teacher Conferences

- Olweus Anti-Bullying Program

- Tobacco/Substance Abuse/ Intenet Safety/ Sexting Online/ Cyberbullying lessons offered through Karnes/Wilson Youth Services

Stockdale High School

- 26.9% of high school parents attended a “Meet the Teacher” event on October 4th , 2017. 18.2% of high school parents attended a similar event on February 28th , 2018.

- Open lines of communication between teachers and parents via phone, email, and face-to-face conferences. This communication is documented in call logs that every teacher is accountable for each six weeks. Also, Mrs. Lynn will coordinate pre-recorded calls at various times of the school year to spread vital information.

- Online communication involves a school website, a few Facebook pages that are regularly updated, and Scratchpad.

- Parents can/do attend Campus Improvement Committee meetings.

- Students participate in an OLWEUS anti-bullying curriculum during their STAAR period in a weekly rotation.

- Students use an online, anonymous reporting app StopIt! to notify our administration of bullying incidents.

Student Survey Results:

- Students feel like there are good extracurricular activities available for participation.

- If students see or experience bullying at school, they feel safe in reporting it to an adult.

- If students report bullying they feel it is dealt with quickly and effectively.

- Students are proud to say they attend Stockdale High School when asked by someone outside their community.

- Students in this school respect each other's differences (for example, gender, race, culture, etc.).

- Students feel safe at Stockdale High School.

- Students are encouraged to think critically in their classes.

- Students feel encouraged to produce excellent work in all their classes.

- Students feel the school environment is kept clean and in good condition.

- Students are taught ways to resolve disagreements so they are satisfied with the outcome.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement on campus is more socially-focused versus academically or developmentally-focused. **Root Cause**: Parent focus is parallel to the socioeconomic status on the campus. Parents that are professional tend to be more academically-oriented versus lower socioeconomic parents are very socially-focused.

Problem Statement 2: Lack of a detailed campus/district Emergency Operations Plan. **Root Cause**: Lack a universal communication tool to support the Emergency Operations Plan.

Problem Statement 3: Our campus is open to the public, our communication between buildings is inadequate during an emergency . **Root Cause**: We lack a universal communication system between all buildings on campus.

Priority Problem Statements

Problem Statement 1: Scores on state assessment for Special Education students continue to be low despite targeted support and instruction.

Root Cause 1: The assessment is inappropriate for these students because they received modified curriculum due to their disabilities. The provided accommodations are not sufficient to bridge the gap, despite efforts to keep them on grade level.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Parent involvement on campus is more socially-focused versus academically or developmentally-focused.

Root Cause 2: Parent focus is parallel to the socioeconomic status on the campus. Parents that are professional tend to be more academically-oriented versus lower socioeconomic parents are very socially-focused.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Special education and 504 populations routinely perform below state average and other sub populations on state assessments.

Root Cause 3: Special education staff on dual contracts minimize the effectiveness due to schedule conflicts.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Students who are not at "Approaching Grade Level "on the English EOC need more targeted instruction during the school day to close the gap.

Root Cause 4: Students perform below grade level in reading and writing.

Problem Statement 4 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate s degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: To build a foundation of Reading, Writing, Mathematics, Science and Social Studies.

Performance Objective 1: Achieve Met Standard or Above on the TEA State Accountability System and improve all student groups on STAAR performance over the previous year by strengthening the level of instruction in core curricular areas along with all electives that lead to higher academic success, college readiness, and/or industry preparedness.

Evaluation Data Source(s) 1: STAAR Student Achievement Outcomes

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Include progress on Industry Certifications and TSI Testing Site

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 7	2.4, 2.5, 2.6	Campus Administrators	Data-driven instruction that strengthens lesson delivery on low performing objectives to lead to increased student achievement.	50%	75%	100%
1) Utilize eduphoria! to disaggregate student data to identify weaknesses in curriculum and student performance	**Problem Statements**: Student Academic Achievement 3 **Funding Sources**: 199-Pic 30 SCE - 6950.00					
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7	2.4, 2.5, 2.6	Campus Administrators	Increased learning time will allow targeted intervention time for at-risk students resulting in increased student achievement.	49%	75%	100%
2) Collaborate with Karnes City ISD and other LEAs for ACE Grant at Elementary and Junior High campuses.	**Problem Statements**: Student Academic Achievement 1, 2, 3 **Funding Sources**: 265 - 21st Century - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 3) Schedule and hold department meetings	2.6	Campus Administrators	Increased collaboration among teachers both vertically and horizontally to disaggregate data and plan to meet the needs of students.	49%	75%	100%
	Problem Statements: Student Academic Achievement 1, 2, 3 **Funding Sources**: 199 - General Fund - Other - 7250.00					
Critical Success Factors CSF 1 CSF 7 4) Teachers attend training that will allow them to teach Pre-AP and/or AP advanced classes. (Reading at junior high; Math & Science at high school)	2.4	Campus Administrators	Training teachers appropriately for advanced course work will yield higher student success rates on the respective examinations, such as, AP.	49%	75%	100%
	Funding Sources: 255 - Title II, Part A, TPTR - 0.00					
Critical Success Factors CSF 1 5) 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		Campus Administrators	To ensure that G/T services are being provided.	49%	75%	100%
	Funding Sources: 199-Pic 21 Gifted and Talented Education - 0.00					
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 6) 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.		Campus Admnistrators	To ensure ESL services are being provided.	49%	75%	100%
	Funding Sources: 199-Pic 25 Bilingual Education - 0.00					
Critical Success Factors CSF 5 CSF 6 7) Provide important information to parents in a language that they understand.		District and Campus Administrators	This strategy will assist in eliminating any linguistic barriers that may exist.	49%	75%	100%
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 8) Provide training for eduphoria!		Special Programs and Testing Coordinator and Campus Administrators	Through appropriate training, teachers will better be able to meet students needs using this single point application.	49%	75%	100%
	Funding Sources: 255 - Title II, Part A, TPTR - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 3 CSF 7 9) Section 504 training for campus coordinators		Special Programs and Testing Coordinator	Allow a platform for the dissemination of information from the district to the campus.	49%	75%	100%
	Funding Sources: 255 - Title II, Part A, TPTR - 0.00					
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 3 CSF 7 10) Allow regular education teachers and special education teachers to attend training that will support an inclusion instructional setting.		Campus Administrators	Through appropriate inclusion training, teacher and inclusion teacher can work more effectively together to meet the needs of students and increase student achievement.	49%	75%	100%
	Problem Statements: Student Academic Achievement 1, 2 **Funding Sources**: 255 - Title II, Part A, TPTR - 0.00					
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 11) Provide TCMPC (TEKS Resource System) access and monitor use.		Special Programs and Testing Coordinator and Campus Administrators	Access and monitoring will allow teachers to utilize the resources within they system while monitoring will ensure the use of the tools that were made available.	49%	75%	100%
	Funding Sources: 199-Pic 30 SCE - 6768.00					
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 4 12) Provide migrant tutor for migrant students		Special Programs and Testing Coordinator and Campus Administrators	To ensure migrant students have access to appropriate services.	49%	75%	100%
13) Tutoring sessions will be offered for all core subject areas.		Campus Administrators	Clarification on misunderstood TEKS that will lead to increased student achievement.	49%	75%	100%
	Funding Sources: 199-Pic 24 SCE - 2000.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 14) Pull-out students who need additional instruction in reading and math.	2.4, 2.5, 2.6	Campus Administrators	Increased learning time in weak subject area to eliminate misconceptions that leads to increased student achievement	49%	75%	100%
	Funding Sources: 211 - Title I, Part A - 144652.00					

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 3: Students who are not at "Approaching Grade Level "on the English EOC need more targeted instruction during the school day to close the gap. **Root Cause 3**: Students perform below grade level in reading and writing.
Problem Statement 1: Scores on state assessment for Special Education students continue to be low despite targeted support and instruction. **Root Cause 1**: The assessment is inappropriate for these students because they received modified curriculum due to their disabilities. The provided accommodations are not sufficient to bridge the gap, despite efforts to keep them on grade level.
Problem Statement 2: Special education and 504 populations routinely perform below state average and other sub populations on state assessments. **Root Cause 2**: Special education staff on dual contracts minimize the effectiveness due to schedule conflicts.

Goal 2: That every child is prepared for success in college, a career, or the military.

Performance Objective 1: Provide opportunities and support to students with regard to college, a career, or the military admissions, financial support, and testing requirements.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Expand on TSI Testing Site and Industry Certifications

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 5 1) 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.	2.6, 3.2	Special Programs and Testing Coordinator	By providing multiple information sessions, parents and students have opportunities to become informed on topics relating to the education of their children.	49%	75%	100%
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 6 2) Encourage more females to complete male courses in Career and Technology Education	2.4	Campus Administrators	Informing student populations will allow equal access to instructional programming.	49%	75%	100%
	Funding Sources: 199-Pic 22 Career and Technology Education - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 3: To recruit, support, and retain faculty and staff.

Performance Objective 1: Retain talented and highly effective staff by continuing to recognize achievements that promote collaboration and a positive work environment.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Incorporating Teacher of the Year and Local Mason Chapter Lamar Medals

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 6 1) Provide opportunities for staff to participate in wellness programs		Admin PLC for their respective campuses or departments	By embracing a wellness program benefits for all can be achieved by maintaining a healthier lifestyle.	50%	75%	100%
2) Continue to implement teacher of the month on each campus		Campus Administrators	Teacher Recognition	49%	75%	100%
	Funding Sources: 199 - General Fund - Other - 1500.00					
Critical Success Factors CSF 5 CSF 6 3) Recognize Teacher -of-the-Month recipients at each board meeting. Recognize Teacher-of-the-Year at board meeting, staff development in August, and at the homecoming football game at half-time.		Superintendent	By recognizing great work, district culture, climate, and moral increase providing an environment where individuals thrive.	49%	75%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 3: To recruit, support, and retain faculty and staff.

Performance Objective 2: Continue to offer high-quality, on-going staff development that results in professional growth for all staff.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Focus on intentional safety drills for upcoming year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 1) Staff will be afforded opportunities to attend staff development that is relevant and beneficial to the areas in which they serve.		District and Campus Administrators	Growing teachers/staff leads to student achievement growth and increases in moral.	49%	75%	100%
	Funding Sources: 255 - Title II, Part A, TPTR - 0.00					
Critical Success Factors CSF 1 CSF 7 2) Require all teachers to receive the initial 30 hours GT training by end of first semester or 6 hour GT update.		Special Programs and Testing Coordinator and Campus Administrators		49%	75%	100%
	Funding Sources: 199-Pic 21 Gifted and Talented Education - 3550.00					
Critical Success Factors CSF 7 3) Conduct safety and security training as appropriate to support the district emergency operations plan.		Superintendent	The Emergency Operations Plan will be executed with planned drills to include evacuation and relocation.	49%	75%	100%
	Funding Sources: 199 - General Fund - Other - 8500.00					
Critical Success Factors CSF 7 4) Instructional classroom paraprofessionals will receive training to meet requirements of ESSA, if any are in need of training.		Special Programs and Testing Coordinator and Campus Administrators	Training will allow for ESSA Compliance.	49%	75%	100%
	Funding Sources: 255 - Title II, Part A, TPTR - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 7 5) Utilize SafeSchools Training online for mandatory staff development		Superintendent and Special Programs and Testing Coordinator	Easy single point access for all mandatory staff development	95%	95%	100%
	Funding Sources: 255 - Title II, Part A, TPTR - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

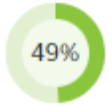
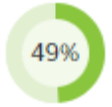
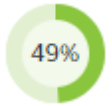
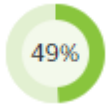
Goal 4: To exemplify educational leadership through innovation, collaboration, continuous improvement, and synergy with in our district and community.

Performance Objective 1: The District will collaborate with others in the community.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Incorporate implementation of Social Media pages and new district website layout.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 1) Continue partnership with Goliad Special Education Cooperative (GSEC).	2.5, 2.6	Superintendent	High quality services for our at-risk special education students.			
	Funding Sources: 199-Pic 23 Special Education - 196427.00					
Critical Success Factors CSF 5 CSF 6 2) Continue partnership with Floresville ISD (SODEXO).		Superintendent	Access to support and resources to ensure our food service program is adequately equipped to meet the rigorous standards of federal programming.			
Critical Success Factors CSF 6 3) Continue shared service agreement with La Vernia ISD.		High School Counselor	Allows access to Career and Technology Federal Funds.			
	Funding Sources: 244 - Vocational Education - 11437.00					
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 4) Continue agreement with DAEP in Floresville	2.5, 2.6	Superintendent	Will allow for our district to meet the needs of students that are in alternative school placements.			
	Funding Sources: 199-Pic 28 SCE, At-Risk - 45000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 5 CSF 6 5) Allow area organizations (Stockdale Education Foundation, Lions Club, Leo Club, parent volunteers, churches, City, etc.) to collaborate with Stockdale ISD through: 1) Volunteering 2) Inclusion in Extra-Curricular Events 3) Use of district facilites 4) or other support as identified by administrators	3.1	District and Campus Administrators	Builds positive and supportive relationships among the school and community.	49%	75%	100%
Critical Success Factors CSF 5 CSF 6 6) Collaborate with Wilson County Office of Emergency Management to prepare and plan for emergencies	3.1	Superintendent	Will eliminate miscommunications in the event of an emergency so that students and staff can be kept safe.	49%	75%	100%
Critical Success Factors CSF 5 CSF 6 7) Maintain updated website	3.1	Technology Director	To provide relevant and up-to-date information regarding Stockdale ISD.	49%	75%	100%
	Funding Sources: 199 - General Fund - Other - 2500.00					
Critical Success Factors CSF 5 CSF 6 8) Collaborate with Stockdale EMS and Fire Department to escort students out of town advancing beyond district		Athletic Director	To incorporate the community in celebrating and supporting the successes of those students in athletics.	49%	75%	100%
Critical Success Factors CSF 5 CSF 6 9) Recognize Veterans during a Community Event		Superintendent	To show gratitude and appreciation to our veterans for their service in our armed forces.	49%	75%	100%
Critical Success Factors CSF 5 CSF 6 10) Watch DOGS at Elementary		Elementary Principal	Way to involve and incorporate male role models.	49%	75%	100%
Critical Success Factors CSF 5 CSF 6 11) Thanksgiving Feast for parents		Superintendent		100%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 5 CSF 6 12) HOPE Day at High School, NHS Sheriff's Santa		High School Principal		49%	75%	100%
Critical Success Factors CSF 5 CSF 6 13) 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		District and Campus Administrators	Annual training for teachers in conjunction with community resources, early identification and communication will assist in identifying resources for those in need.	49%	75%	100%
14) Incorporate curriculum on bully prevention (OWLEUS), character education, and peer mediation for conflict resolution		Campus Administrators	This program will assist in building a positive school culture and climate that does not condone bullying.	49%	75%	100%
15) Provide support in violence prevention, conflict resolution, dating violence & prevention, discipline management and suicide prevention/intervention activities		Special Programs and Testing Coordinator and Campus Administrators		49%	75%	100%
Critical Success Factors CSF 6 16) Provide suicide prevention training to all staff		Superintendent and Special Programs and Testing Coordinator	Appropriate training will equip teachers with the necessary knowledge to identify and seek help when they are impacted.	95%	95%	100%
	Funding Sources: 255 - Title II, Part A, TPTR - 0.00					
Critical Success Factors CSF 5 17) Provide opportunities for parental involvement (open house, parent-teacher conferences, etc.)	3.1	Special Programs and Testing Coordinator and Campus Administrators	To provide multiple opportunities for parents to be involved and receive information regarding their child(ren)'s educational progress and opportunities.	49%	75%	100%
	Problem Statements: Perceptions 1					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 4 18) Utilize Blackboard Connect to inform parents about students being absent (all campuses)	2.4, 2.5, 2.6	Campus Administrators	By increasing attendance, seat time of students is also increased leading to increased academic achievement.	49%	75%	100%
	Funding Sources: 199 - General Fund - Other - 2050.00					

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Parent involvement on campus is more socially-focused versus academically or developmentally-focused. **Root Cause 1**: Parent focus is parallel to the socioeconomic status on the campus. Parents that are professional tend to be more academically-oriented versus lower socioeconomic parents are very socially-focused.

Goal 5: To create and maintain a financial atmosphere that employs integrity, conservative, efficient and balanced spending, and maximizing partnership opportunities (grants).

Performance Objective 1: 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.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue progress in newly added strategies below

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Maintain State & Federal Grants Policies & Procedures Manual		Business Manager	Harmonious procedures that meet the need of both the district and campus.	49%	75%	100%
2) Ensure that internal controls are established, maintained, and modified as necessary in the separation of duties.		Superintendent & Business Manager	Reduced liability and potential loss for the district.	49%	75%	100%
3) Central office review of all District needs.		Superintendent and Business Manager	To ensure that resources are equitable and appropriate.	75%	75%	100%
4) Distribution of allocations on a per student basis, such as, student enrollment percentage.		Business Manager	To ensure fair and equitable access to funds are realized and available.	75%	75%	100%
5) Update and adjust administrative regulations to ensure alignment with board policy.		Superintendent	To ensure financial integrity that is supported by board policy.	49%	75%	100%
6) The District will maintain a passing rating on the Financial Integrity Rating System of Texas (FIRST).		Superintendent and Business Manager		49%	75%	100%

= Accomplished

= No Progress

= Discontinue

Goal 6: To maintain facilities and infrastructure through continued evaluation, maintenance, and improvement.

Performance Objective 1: Provide well-maintained, attractive, safe, accessible facilities and prepare for future facility needs through proper long range planning.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Continue to focus on electrical savings and replacement of old A/C equipment and technology needs.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Custodial and Maintenance will work with administration to maintain facilities.		District and Campus Administrators	To maintain neat and clean facilities.	49%	75%	100%
	Funding Sources: 199 - General Fund - Other - 962345.00					
Critical Success Factors CSF 6 CSF 7 2) Refresh laptops for teachers		Technology Director	To provide equipment for teachers that is up-to-date and relevant for maximizing instructional programming.	49%	75%	100%
	Funding Sources: 199-Pic 31 High School Education - 27286.00					
3) Energy Optimization Project - Ideal Impact		Superintendent	To reduce energy cost by $93,000 / year.	75%	90%	100%
4) Maintain and update technology and technology infrastructure as needed.		Technology Director	To ensure technology and technology infrastructure is maintained and updated with industry standards.	49%	75%	100%

100% = Accomplished 0% = No Progress = Discontinue

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize eduphoria! to disaggregate student data to identify weaknesses in curriculum and student performance
1	1	2	Collaborate with Karnes City ISD and other LEAs for ACE Grant at Elementary and Junior High campuses.
1	1	3	Schedule and hold department meetings
1	1	6	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.
1	1	8	Provide training for eduphoria!
1	1	10	Allow regular education teachers and special education teachers to attend training that will support an inclusion instructional setting.
1	1	11	Provide TCMPC (TEKS Resource System) access and monitor use.
1	1	12	Provide migrant tutor for migrant students
2	1	2	Encourage more females to complete male courses in Career and Technology Education
3	2	1	Staff will be afforded opportunities to attend staff development that is relevant and beneficial to the areas in which they serve.
4	1	1	Continue partnership with Goliad Special Education Cooperative (GSEC).
4	1	18	Utilize Blackboard Connect to inform parents about students being absent (all campuses)

District Education Improvement Committee

Committee Role	Name	Position
Administrator	Becky Stewart	Business Manager
District-level Professional	Roxanne Moczygemba	Programs and Testing Coordinator
Parent	Brenda Clancy	Parent
Parent	Dana Zella	Parent
Administrator	Sandy Lynn	High School Principal
Administrator	Sharon Dunn	JH Principal
Administrator	Lee Dockery	Elementary Principal
Classroom Teacher	Destiny Dougherty	Classroom Teacher
Classroom Teacher	Jennifer Cannon	Classroom Teacher
Classroom Teacher	Jenna Cotter	Classroom Teacher
Classroom Teacher	Rebecca Pavlovsky	Classroom Teacher
Classroom Teacher	Janis Clutter	Classroom Teacher
Classroom Teacher	Erin Baumann	Classroom Teacher
Classroom Teacher	Melinda Williams	Classroom Teacher
Classroom Teacher	Kim Carver	Classroom Teacher
Classroom Teacher	Venicia Monita	Classroom Teacher / District ESL Coordinator
Classroom Teacher	Beverly Hummel	Intervention Teacher

Campus Funding Summary

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	14	Intervention Teacher(s)		$144,652.00
				Sub-Total	$144,652.00

255 - Title II, Part A, TPTR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Professional Development		$0.00
1	1	8	Professional Development		$0.00
1	1	9			$0.00
1	1	10	Professional Development		$0.00
3	2	1	Professional Development		$0.00
3	2	4	Professional Development		$0.00
3	2	5			$0.00
4	1	16			$0.00
				Sub-Total	$0.00

199 - General Fund - Other					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Stipends		$7,250.00
3	1	2	Stipends		$1,500.00
3	2	3	NaviGate - Educ. Foundation Grant		$8,500.00
4	1	7	SOCS - Web Hosting		$2,500.00
4	1	18			$2,050.00
6	1	1			$962,345.00

199 - General Fund - Other					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$984,145.00

244 - Vocational Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	3			$11,437.00
				Sub-Total	$11,437.00

199-Pic 23 Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	Goliad SPED COOP		$196,427.00
				Sub-Total	$196,427.00

199-Pic 24 SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	13	Increased Learning Time		$2,000.00
				Sub-Total	$2,000.00

199-Pic 28 SCE, At-Risk					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	4	Floresville DAEP & JJAEP		$45,000.00
				Sub-Total	$45,000.00

199-Pic 30 SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Eduphoria Access and Training		$6,950.00
1	1	11			$6,768.00
				Sub-Total	$13,718.00

199-Pic 25 Bilingual Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$0.00

199-Pic 25 Bilingual Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00

199-Pic 22 Career and Technology Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2			$0.00
				Sub-Total	$0.00

199-Pic 21 Gifted and Talented Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Personnel / Payroll		$0.00
3	2	2	GT COOP (R20)		$3,550.00
				Sub-Total	$3,550.00

199-Pic 31 High School Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	2			$27,286.00
				Sub-Total	$27,286.00

265 - 21st Century					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	21st Century Grant		$0.00
				Sub-Total	$0.00
				Grand Total	$1,428,215.00

Addendums

2018-2019 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers. COEs for new school year cannot be completed until training has occurred or as determined by TEA.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1, 2018 and March 30, 2019 for ID&R training or as determined by TEA. NGS training to be determined
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. Conduct ID&R. ***Potentially Eligible Migrant Children*:** Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. ***Currently Eligible Migrant Children*:** Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. **Note:** Share copies of COEs with appropriate entities as listed on COE.	**Staff:** MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within **5** working days of parent signature
F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. • NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS.	**Staff:** Designated SEA Reviewers NGS staff	Within **7** working days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	**Staff:** MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	**Staff:** MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	**Staff:** MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. Eligibility review. Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	**Staff:** All MEP staff	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. Annual eligibility validation. Eligibility of previously-identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	**Staff:** ESC, MEP staff	January – June
F. Other		
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT **A. Evaluate ID&R efforts for subsequent planning.** Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	**INDIVIDUALS RESPONSIBLE** **Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC), etc.	**TIMELINE** By June 30
B. Other		

Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: ESC Region 20	**Priority for Service (PFS) Action Plan**	Filled Out By: MEP Team
Region: 20	School Year: 2018 - 2019	Date: 09/11/18

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Pan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).*

Goal(s):	**Objective(s):**
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.	100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services**.**	Monthly	System Specialists	NGS Monthly Reports
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Annual	Migrant Coordinator Educational Specialists	Priority Service Action Plan
Additional Activities			
▪ Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	Annual	Educational Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	Monthly	Educational Specialists System Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	Annual Community Outreach PAC Meetings	Educational Specialists Recruiters Migrant Tutors	PFS Criteria Letter Agreement Sign in sheets from Community Outreach PAC Sign-In Sheets Recruiter Logs/Google Contact Log
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	Year Round Individual meetings/phone calls with parents as needed (case by case) Community Outreach PAC Meetings	Educational Specialists Migrant Tutors District Contact, Campus Administrator or Campus Designee	Parent evaluations/feedback Counselor follow-up Phone logs Email documentation Mail out list

Required Strategies	Timeline	Person(s) Responsible	Documentation
Provide services to PFS migrant students.			
▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Year Round	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors	ESC Migrant Counselor logs Recruiter logs Tutor logs NGS Supplemental Count Report FEV Progress Reports
▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Year Round	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors District Designee	ESC Migrant Counselor logs Recruiter logs Tutor logs NGS Supplemental Count Report FEV Progress Reports
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Year Round	Migrant Coordinator Educational Specialists	Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version). PFS Student Review Forms

LEA Signature **Date Completed** **ESC Signature** **Date Received**

Stockdale Independent School District

District Improvement Plan

State Compensatory Education Programs

School Year 2018-2019

© **2018**, Stockdale ISD

State Compensatory Education Information for Stakeholders

In accordance with the Texas Education Code (TEC), Sec. 11.252, Stockdale ISD annually reviews its improvement plan and conducts a comprehensive needs assessment to "guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the (most current) achievement indicators."

The State Compensatory Education (SCE) program in Texas is designed to assist students identified as being in at-risk situations to achieve the same academic levels as their non-at-risk peers. Another specific goal of the SCE program is to reduce the dropout rate and, correspondingly, increase the graduation rate of students. All of this is partly accomplished through the efficient and effective use of state-provided funds used to supplement the basic educational program at each campus. The role of the district in this process is to allocate these supplemental funds to each campus and provide support to ensure that each campus has all the personnel, professional development and instructional resources required to achieve the program's goal of reducing or eliminating any disparity between at-risk and the non-at-risk students on the state-mandated assessment instruments—currently the STAAR tests. Stockdale ISD uses the thirteen following statutory criteria to identify students for SCE services.

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

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 Sec. 37.006 during the preceding or current school year;*
7. *has been expelled in accordance with Sec.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 Sec.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. Sec.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.*

In order to ensure the most effective campus support, Stockdale ISD coordinates SCE expenditures based on its own comprehensive needs assessment, which takes into account the needs reported by each campus. When possible, the district allows campuses to utilize their SCE allocation "to support their Title I, Part A schoolwide programs provided the campus has a low-income percentage of forty percent or higher and is eligible under Title I of the Elementary and Secondary Education Act of 1965". In such cases, the district still meets all allowable use-of-funds requirements detailed in the Texas Education Code (TEC) Sec.42.152(c)(c-1)(c-2) as well as the program requirements outlined in TEC 29, Subchapter C and the mandates of Module 9 of the Financial Accountability System Resource Guide (FASRG). TEC 29, Subchapter C requires the district to use student performance data resulting from the STAAR assessment instruments and achievement tests "to design and implement appropriate compensatory, intensive, or accelerated

instructional services for students in the district's schools that enable the students to be performing at grade level at the conclusion of the next regular school term." The district does not use SCE funds to support Title I, Part A programs at the district level.

In accordance with TEC, Sec. 29.081(b)(b-1)(b-2), Stockdale ISD provides accelerated instruction for students failing an end-of-course (E-O-C) assessment or other assessment administered under TEC, Sec. 39.023(c). This instruction is in the applicable subject area and occurs before or after school or outside normal school operations as deemed appropriate. Allocations for accelerated instruction for students failing an E-O-C required for graduation or other assessment administered under TEC, Sec. 39.023(c) are made prior to budgeting SCE funds for any other purpose.

Stockdale ISD ensures that each campus regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services. This process ensures that students who enter an "at-risk" category after the school year begins will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program.

In order to best inform instruction and improve the achievement of students in at-risk situations, Stockdale ISD conducts data analysis of student achievement as well as other measurable factors to provide more accurate feedback on which SCE program decisions will be made.

At least fifty-two percent of the Stockdale ISD allotment is used to provide direct services to students for specific interventions identified in the Programs and Services sections of each campus improvement plan.

The amount of SCE funds received by Stockdale ISD is based on:

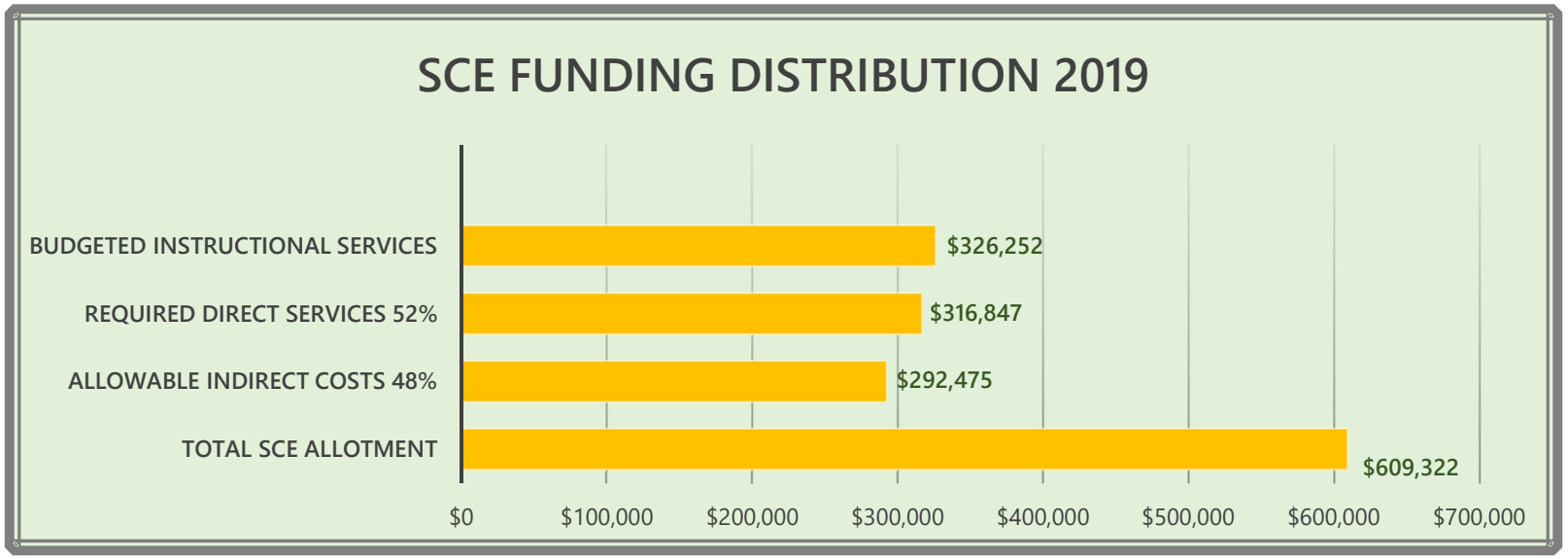
- the number of students reported on the free- or reduced-price lunch count from the average of the district's best six-months' enrollment from the previous school year

- an annual allotment for students who reside in a residential placement facility in a district in which the student's parent or legal guardian does not reside; and
- an annual allotment for pregnant students or students who are parents that attend school full time and participate in a program under Section 29.081 of Texas Education Code (TEC).
- an annual allotment for military dependent students [42.152(c)]
-

According to TAC, Title 19, Part 2, Chapter 105, Subchapter B, §105.11, "no more than 48% of each school district's Foundation School Program (FSP) special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to compensatory education (SCE). Indirect costs may be attributed to the following expenditure function codes: 34--Student Transportation; 41--General Administration; 81--Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency publication, *Financial Accountability System Resource Guide*." Stockdale ISD complies with this mandate as shown in the attached detailed budget.

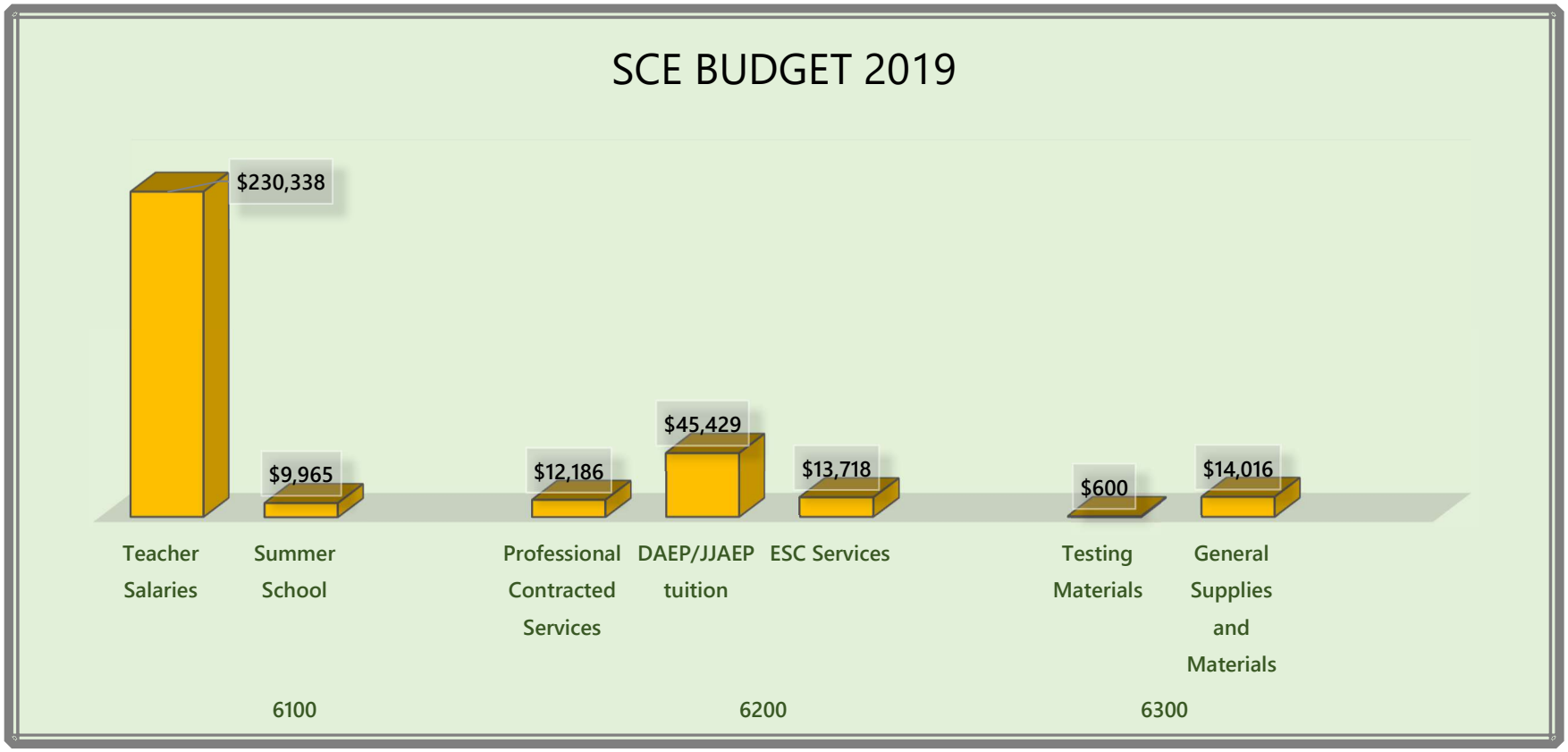
Data Analysis

Funding Analysis of District SCE Services for Fiscal Year 2019



The SCE Funding Analysis table above shows that Stockdale ISD meets and exceeds the required 52% direct services to students. In addition, the total budget exceeds the current allocation illustrating the district's commitment to improving the achievement of at-risk students.

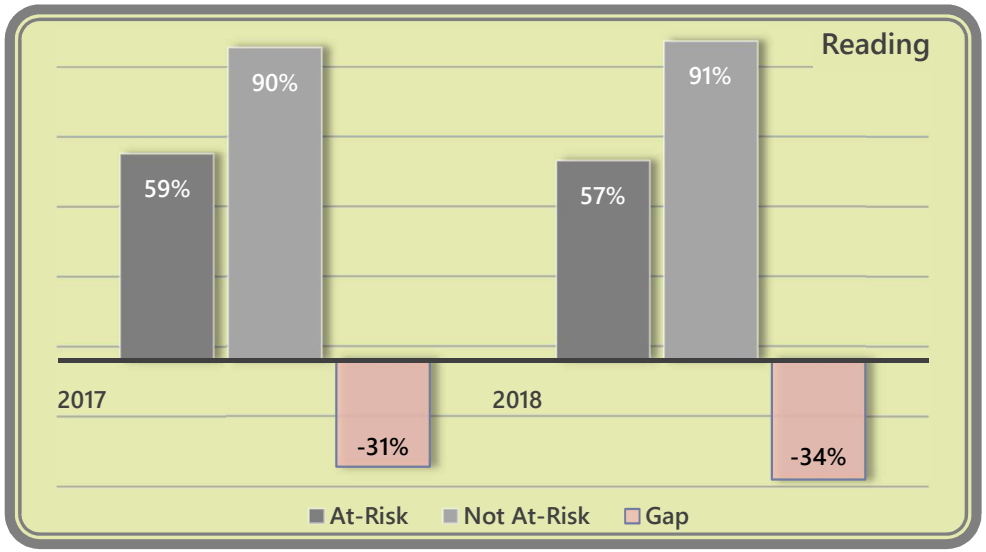
District Planned Expenditures on SCE Program Activities by Category for Fiscal Year 2019

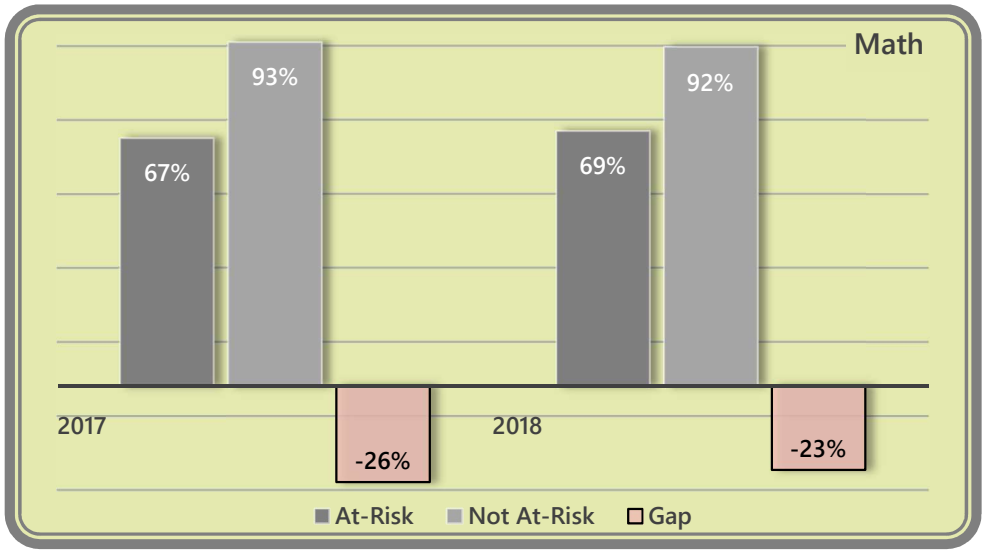


Number of Students Identified for the SCE Program by State Criterion for School Year 2018- 2019

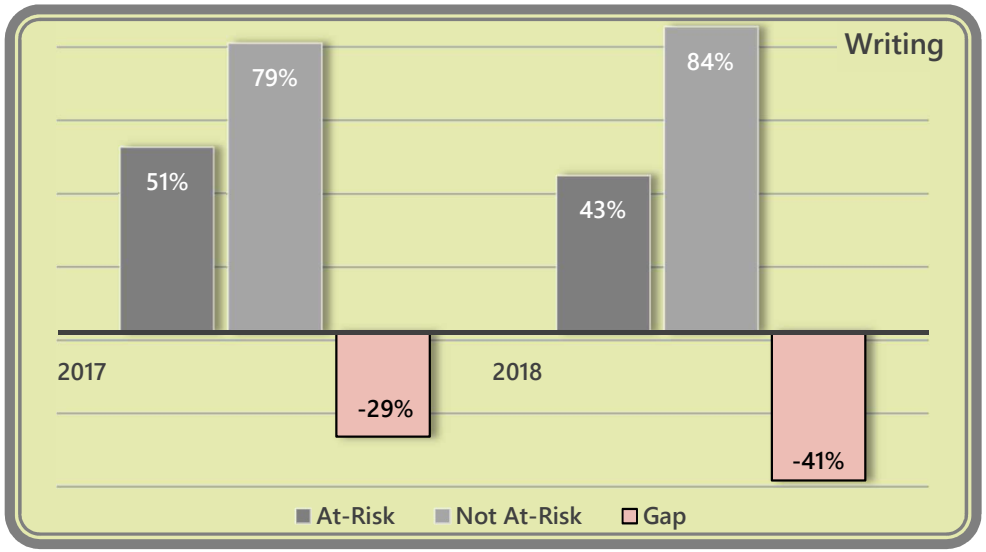
Stockdale ISD			Readiness Test		<70 Average		Not Advanced		Failed STAAR		Pregnant/ Parent		AEP		Parole/ Probation		LEP		DPRS		Homeless		Residential Placement		Local Criterion Section 504		Local Criterion Dyslexia	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PK	41	5%	7	17%			0	0%			0	0%	0	0%	0	0%	4	10%	2	5%	0	0%	0	0%	0	0%	0	0%
K	52	6%	37	71%			0	0%			0	0%	0	0%	0	0%	2	4%	2	4%	0	0%	0	0%	0	0%	0	0%
1	56	7%	21	38%			3	5%			0	0%	0	0%	0	0%	2	4%	0	0%	1	2%	0	0%	0	0%	0	0%
2	58	7%	33	57%			3	5%			0	0%	0	0%	0	0%	4	7%	0	0%	0	0%	0	0%	3	5%	1	2%
3	50	6%	24	48%			0	0%	0	0%	0	0%	0	0%	0	0%	4	8%	0	0%	1	2%	0	0%	4	8%	5	10%
4	66	8%					3	5%	15	23%	0	0%	0	0%	0	0%	4	6%	0	0%	0	0%	0	0%	9	14%	5	8%
5	67	8%					4	6%	31	46%	0	0%	0	0%	0	0%	2	3%	0	0%	0	0%	0	0%	7	10%	6	9%
6	69	8%					12	17%	29	42%	0	0%	0	0%	0	0%	3	4%	0	0%	2	3%	0	0%	10	14%	5	7%
7	62	8%			3	5%	8	13%	37	60%	0	0%	1	2%	0	0%	5	8%	0	0%	4	6%	0	0%	9	15%	7	11%
8	66	8%			3	5%	6	9%	29	44%	0	0%	3	5%	0	0%	2	3%	2	3%	0	0%	0	0%	18	27%	7	11%
9	56	7%			6	11%	8	14%	20	36%	0	0%	3	5%	2	4%	1	2%	0	0%	2	4%	1	2%	12	21%	7	13%
10	57	7%			8	14%	5	9%	11	19%	0	0%	1	2%	0	0%	2	4%	0	0%	0	0%	0	0%	9	16%	4	7%
11	65	8%			6	9%	10	15%	9	14%	1	2%	3	5%	1	2%	2	3%	0	0%	1	2%	0	0%	8	12%	8	12%
12	52	6%			6	12%	8	15%	1	2%	0	0%	1	2%	0	0%	0	0%	0	0%	0	0%	0	0%	6	12%	4	8%
	817	100%	122	15%	32	4%	70	9%	182	22%	1	0%	12	1%	3	0%	37	5%	6	1%	11	1%	1	0%	95	12%	59	7%

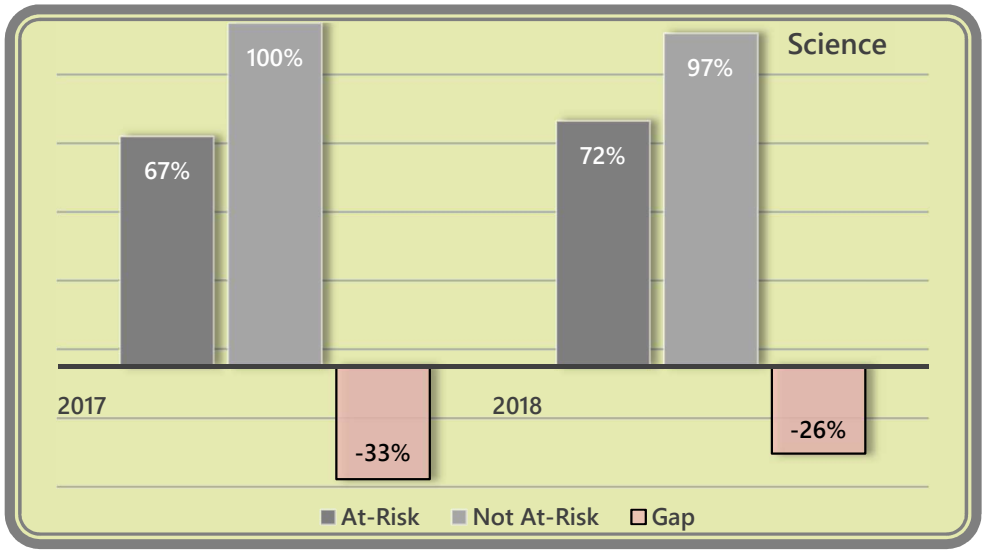
District STAAR Results, Grades 3-8, Spring 2017-2018



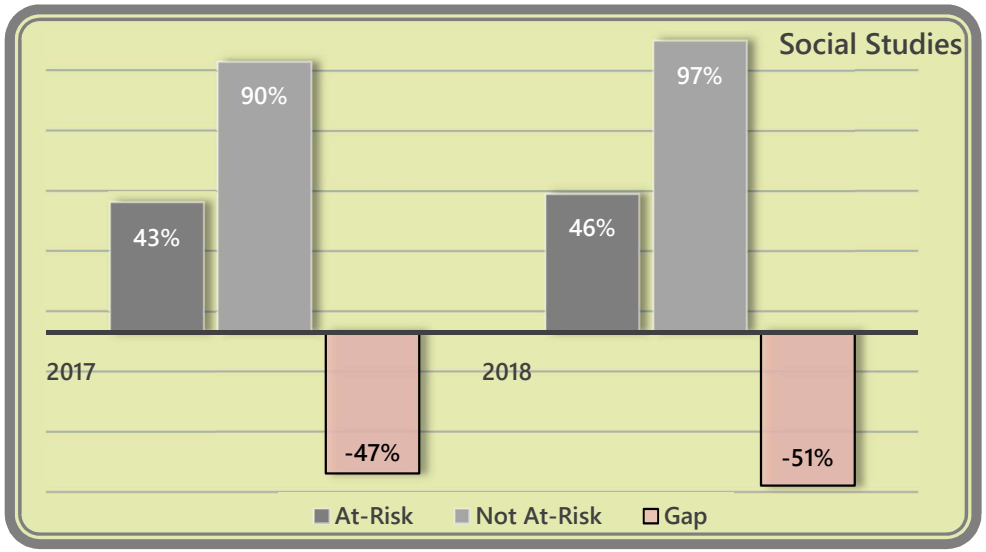


District STAAR Results, Grades 3-8, Spring 2017-2018 (Cont.)

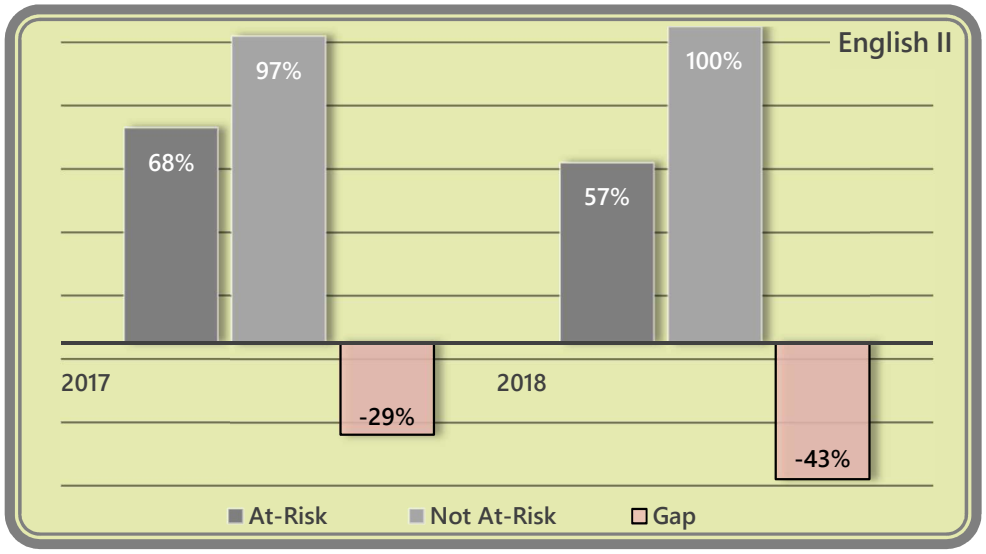




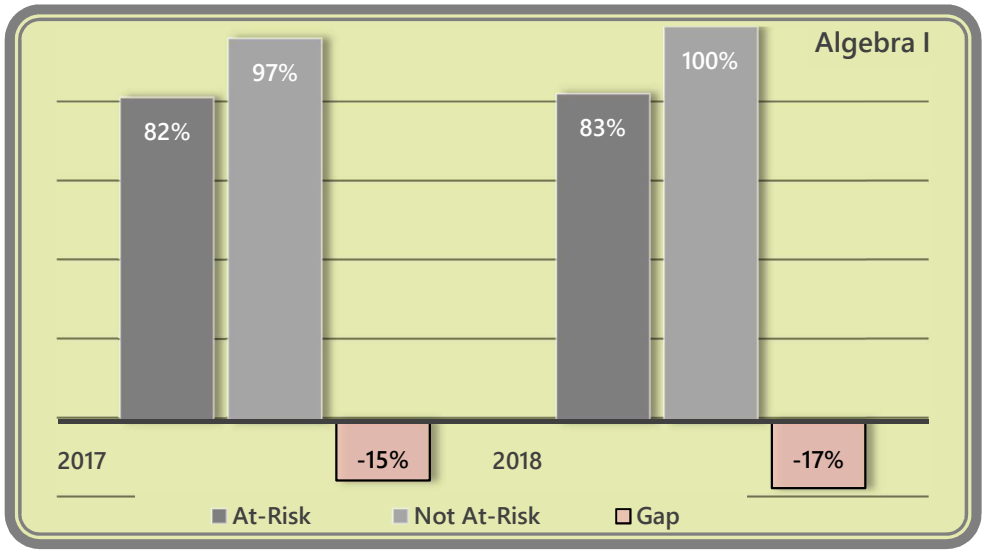
District STAAR Results, Grades 3-8, Spring 2017-2018 (Cont.)



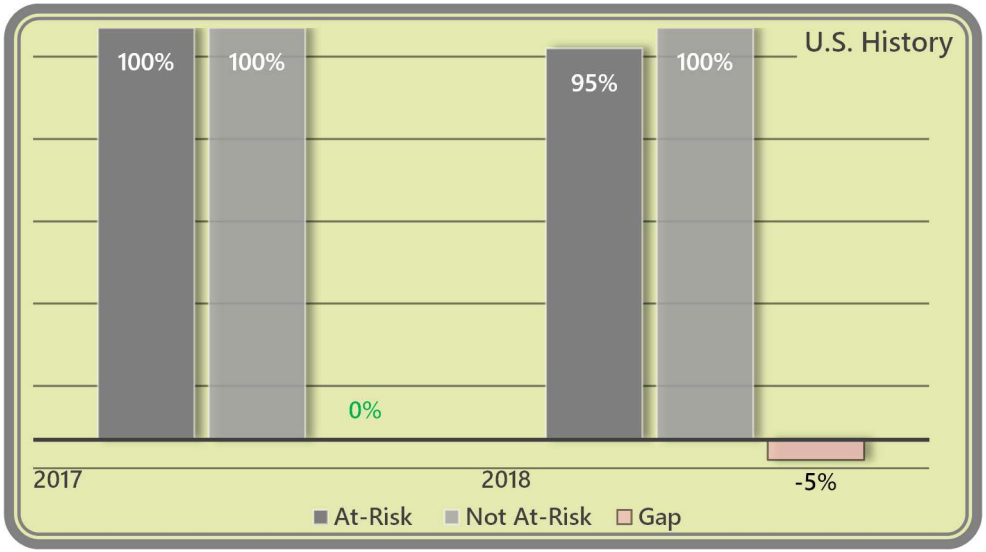
District STAAR E-O-C Results by Subject, Spring 2017-2018



District STAAR E-O-C Results by Subject, Spring 2017-2018 (Cont.)



District STAAR E-O-C Results by Subject, Spring 2017-2018 (Cont.)



SCE-Funded District-Level Programs and Services at Stockdale ISD

It is the responsibility of Stockdale ISD to provide fiscal and academic support to each of its campuses in order to ensure the successful implementation of the SCE program and to assist the campuses in achieving their goals and objectives. Each campus conducts its own SCE-funded instructional activities and these may be viewed in each campus's improvement plan. What follows is a description of supplemental SCE-funded activities that benefit the district as a whole and ensure success and compliance of the overall SCE program.

Summative Assessment: STAAR Results

Identified Strategies	*Supplemental Financial Resources*	*Supplemental Fulltime Equivalency*	*Measurable Performance Objectives*	*Timelines For Monitoring Strategies*	*Formative Evaluation*
Consulting - SCE-funded supplemental consulting by SAFE Services, LLC for compensatory programs focusing on compliance, evaluation and enhancing strategies to achieve program goals.	Contracted services $12,186	NA	Maintain compliance with all state mandates related to SCE funding and programs	Annually	NA
ESC Support Services – Supplemental contracted services (Cscope and Eduphoria) to support programs for at risk students	Contracted Services $13,718	NA	Passing grades	Each six weeks	Passing final grades
DAEP – Supplemental instructional setting provided for students with disciplinary issues	Contracted services $32,429	NA	Passing grades/on-target credit accrual	Each six weeks	Passing final grades/on-target credit accrual
JJAEP – Costs incurred to place SISD students in JJAEP instructional facility.	Contracted services $13,000	NA	Passing grades/on-target credit accrual	Each six weeks	Passing final grades/on-target credit accrual

2017-2018 State Compensatory Education Program Evaluation

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

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

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

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

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency's ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly-trained in the field of statistical analysis. As part of the SCE evaluation, the district staff integrates and adapts data analysis to provide meaningful information that helps teachers

and administrators adjust to their individual students' needs. While collecting and organizing the data is important, with the performance data type of evaluation, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the district staff to seek patterns and 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.

SCE Budget, 2018-2019

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 the campuses. Stockdale ISD 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 the campuses 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 ISD 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 ISD 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 district uses SCE funds only to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. All expenditures are reasonable and necessary to achieve the state goal of the SCE program: to supplement the district's regular education programs with compensatory, intensive, and/or accelerated instruction.

In accordance with TEC, Sec. 29.081(b)(b-1)(b-2), Stockdale ISD provides accelerated instruction for students failing an end of course (E-O-C) assessment required for graduation and for all students identified as being at risk of dropping out of school (TEC, Sec. 28.0211 (a-1)). This instruction is in the applicable subject area and occurs before or after school or outside normal school operations

as deemed appropriate. Allocations for accelerated instruction for students failing an E-O-C assessment required for graduation are made prior to budgeting SCE funds for any other purpose.

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2019

Budget Detail

Stockdale High	Acct Title	Activity	Cost
199-11-6118-00-001-9-24-0-01	Teacher/Professional Extra Duty Pay	STAAR Remediation	$4,000.00
199-11-6118-00-001-9-24-0-00	Teacher/Professional Extra Duty Pay	Summer School	$3,000.00
199-11-6119-00-001-9-24-0-00	Teacher/Professional Salary	Reading Intervention	$52,210.00
199-11-6141-00-001-9-24-0-00	Social Security/Medicare	Reading Intervention	$757.05
199-11-6142-00-001-9-24-0-00	Health/Life Insurance	Reading Intervention	$2,732.00
199-11-6143-00-001-9-24-0-00	Worker's Comp.	Reading Intervention	$185.19
199-11-6145-00-001-9-24-0-00	Unemployment Comp.	Reading Intervention	$0.00
199-11-6146-00-001-9-24-0-00	TRS Care	Reading Intervention	$3,393.65
			$66,277.88
199-11-6339-00-001-9-24-0-00	Testing Materials		$200.00
			$200.00
		Campus 001 Subtotal:	**$66,477.88**

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2019

Budget Detail

Stockdale Junior High	Acct Title	Activity	Cost
199-11-6118-00-041-9-24-0-00	Teacher/Professional Extra Duty Pay	Summer School	$4,465.00
199-11-6119-00-041-9-24-0-00	Teacher/Professional Salary	Reading Intervention	$52,010.00
199-11-6129-00-041-9-24-0-00	Support Personnel Salary	Content Mastery Center	$12,530.00
199-11-6141-00-041-9-24-0-00	Social Security/Medicare	Reading Intervention	$754.15
199-11-6141-00-041-9-24-0-00	Social Security/Medicare	Content Mastery Center	$181.69
199-11-6142-00-041-9-24-0-00	Health/Life Insurance	Content Mastery Center	$32.00
199-11-6142-00-041-9-24-0-00	Health/Life Insurance	Reading Intervention	$32.00
199-11-6143-00-041-9-24-0-00	Worker's Comp.	Content Mastery Center	$44.44
199-11-6143-00-041-9-24-0-00	Worker's Comp.	Reading Intervention	$184.48
199-11-6145-00-041-9-24-0-00	Unemployment Comp.	Content Mastery Center	$0.00
199-11-6145-00-041-9-24-0-00	Unemployment Comp.	Reading Intervention	$0.00
199-11-6146-00-041-9-24-0-00	TRS Care	Reading Intervention	$3,380.65
199-11-6146-00-041-9-24-0-00	TRS Care	Content Mastery Center	$814.45
			$74,428.85
199-11-6339-00-041-9-24-0-00	Testing Materials		$200.00
199-11-6399-00-041-9-24-0-00	General Supplies	Study Island	$5,000.00
199-11-6399-00-041-9-24-0-00	General Supplies	Technology Supplies	$1,376.00
			$6,576.00
		Campus 041 Subtotal:	**$81,004.85**

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2019

Budget Detail

S&FE SERVICES

Stockdale Elementary	Acct Title	Activity	Cost
199-11-6118-00-101-9-30-0-00	Teacher/Professional Extra Duty Pay	Summer School	$2,500.00
199-11-6119-00-101-9-30-0-00	Teacher/Professional Salary	Reading Intervention	$51,410.00
199-11-6129-00-101-9-34-0-00	Support Personnel Salary	PK	$33,159.00
199-11-6141-00-101-9-30-0-00	Social Security/Medicare	Reading Intervention	$745.45
199-11-6141-00-101-9-34-0-00	Social Security/Medicare	PK	$480.81
199-11-6142-00-101-9-30-0-00	Health/Life Insurance	Reading Intervention	$2,736.00
199-11-6142-00-101-9-34-0-00	Health/Life Insurance	PK	$2,768.00
199-11-6143-00-101-9-34-0-00	Worker's Comp.	PK	$117.62
199-11-6143-00-101-9-30-0-00	Worker's Comp.	Reading Intervention	$182.35
199-11-6145-00-101-9-34-0-00	Unemployment Comp.	PK	$0.00
199-11-6145-00-101-9-30-0-00	Unemployment Comp.	Reading Intervention	$0.00
199-11-6146-00-101-9-30-0-00	TRS Care	Reading Intervention	$3,341.65
199-11-6146-00-101-9-34-0-00	TRS Care	PK	$2,155.34
			$99,596.20
199-11-6339-00-101-9-30-0-00	Testing Materials		$200.00
199-11-6399-00-101-9-30-0-00	General Supplies	Technology Supplies	$2,000.00
199-11-6399-00-101-9-30-0-01	General Supplies		$5,640.00
			$7,840.00
		Campus 101 Subtotal:	**$107,436.20**

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2019

Budget Detail

District	Acct Title	Activity	Cost
199-99-6222-00-999-9-28-0-00	Public School Tuition	JJAEP	$13,000.00
199-99-6222-00-999-9-24-0-00	Public School Tuition	DAEP	$32,429.00
199-11-6239-00-999-9-24-0-00	Education Service Center Services	Eduphoria	$6,950.00
199-11-6239-00-999-9-24-0-00	Education Service Center Services	Cscope	$6,768.00
199-21-6291-00-999-9-24-0-00	Consulting Services	SAFE Services	$12,186.00
			$71,333.00
		Campus 999 Subtotal:	**$71,333.00**

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2019

Budget Detail

District	Acct Title	Activity	Cost

Total by Class Object:

61XX	$240,302.94
62XX	$71,333.00
63XX	$14,616.00

Total by Function:

11	$268,636.94
21	$12,186.00
99	$45,429.00

Campus 001 Subtotal:	$66,477.88
Campus 041 Subtotal:	$81,004.85
Campus 101 Subtotal:	$107,436.20
Campus 999 Subtotal:	$71,333.00
Stockdale ISD Total:	**$326,251.94**

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2019

Personnel Detail

Stockdale High

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Social Security/ Medicare	Workers Comp.	Unemploy-ment Comp.	TRS	Total Salary and Benefits Funded
Christa Ploch	Teacher	Reading Intervention	$52,210.00	1.000	$2,732.00	$757.05	$185.19	$0.00	$3,393.65	$59,277.88
	Campus 001 Subtotal:	**FTE - 1**	**$52,210.00**		**$2,732.00**	**$757.05**	**$185.19**	**$0.00**	**$3,393.65**	**$59,277.88**

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2019

Personnel Detail

Stockdale Junior High

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Social Security/ Medicare	Workers Comp.	Unemploy-ment Comp.	TRS	Total Salary and Benefits Funded
Cathy Dixon	Teacher	Reading Intervention	$52,010.00	1.000	$32.00	$754.15	$184.48	$0.00	$3,380.65	$59,061.27
Katherine Wright	Aide	Content Mastery Center	$12,530.00	1.000	$32.00	$181.69	$44.44	$0.00	$814.45	$16,302.58
	Campus 041 Subtotal:	**FTE - 2**	**$64,540.00**		**$64.00**	**$935.83**	**$228.92**	**$0.00**	**$4,195.10**	**$75,363.85**

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2019

Personnel Detail

Stockdale Elementary

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Social Security/ Medicare	Workers Comp.	Unemploy-ment Comp.	TRS	Total Salary and Benefits Funded
Barbara Akin	Teacher	Reading Intervention	$51,410.00	1.000	$2,736.00	$745.45	$182.35	$0.00	$3,341.65	$58,411.45
Eva Arellano	Aide	PK	$16,729.00	1.000	$2,736.00	$242.57	$59.34	$0.00	$1,087.39	$20,850.29
Jennifer McGuffin	Aide	PK	$16,430.00	1.000	$32.00	$238.24	$58.28	$0.00	$1,067.95	$20,526.46
	Campus 101 Subtotal:	**FTE - 3**	**$84,569.00**		**$5,504.00**	**$1,226.25**	**$299.97**	**$0.00**	**$5,496.98**	**$99,788.20**

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2019

Personnel Detail

	FTE	Salary Funded	Health/Life Insurance	Social Security/Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits
Campus 001 Subtotal:	1.000	$52,210.00	$2,732.00	$757.05	$185.19	$0.00	$3,393.65	$59,277.88
Campus 041 Subtotal:	2.000	$64,540.00	$64.00	$935.83	$228.92	$0.00	$4,195.10	$75,363.85
Campus 101 Subtotal:	3.000	$84,569.00	$5,504.00	$1,226.25	$299.97	$0.00	$5,496.98	$99,788.20
Stockdale ISD Total:	**6.000**	**$201,319.00**	**$8,300.00**	**$2,919.13**	**$714.08**	**$0.00**	**$13,085.73**	**$234,429.94**