



Stockdale
Independent
School
District

District Improvement
Plan

2007-2008

Board Approved on September 10, 2007

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Stockdale ISD Administrative Team

Superintendent	Reece Blincoe
Assistant Superintendent	Vicki Wehmeyer
Programs & Testing Coordinator	Roxanne Seidel
Business Manager	Becky Stewart
High School Principal	Sandy Lynn
Junior High Principal	Doug Wozniak
Elementary Principal	Michelle Hartmann
Special Education Director	Goliad Special Education Co-Op
Athletic Director	Andrew King

2007 – 2008 Stockdale ISD Site-Based Committee
Districtwide Educational Improvement Committee

Brigit Lucas	Elementary Teacher
Barbara Koehler	Elementary Teacher
Karen Coston	Junior High Teacher
Mary Denson	Teacher (Dyslexia & Title I)
Venicia Monita	Elementary Teacher (ESL)
John Martin	High School
Leighanne Woodlee	Teacher (GT)
Sara Lyssy	Counselor
Ginger Jackson	Librarian (Title V)
Kendra Wuest	Special Education
Beverly May	Community Member
Jack May	Community Member
Sharon West	Business Member
Robin Wehmeyer	Parent
JoAnn Rodriguez	Parent
Sandy Lynn	Non-classroom Professional
Vicki Wehmeyer/Roxanne Seidel	Board Designee (SCE)
Reece Blincoe	Superintendent

Public Education Mission, Objectives, and Goals

MISSION OF TEXAS PUBLIC EDUCATION

[Texas Education Code Sec. 4.001 (a)]

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

OBJECTIVES OF TEXAS PUBLIC EDUCATION

[Texas Education Code Sec. 4.001 (b)]

The objectives of public education are:

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

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

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

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

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

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

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

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

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

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

PUBLIC EDUCATION ACADEMIC GOALS

[Texas Education Code, Sec. 4.002]

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

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

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

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

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

Stockdale Independent School District Mission Statement

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

Stockdale Independent School District Goals

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

Stockdale ISD Needs Assessment 2007-2008

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

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

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

DEIC GOAL #1: By 2008-2009, at least 90% of students in each population (all students, at risk, Hispanic, white, and economically disadvantaged) taking the state mandated tests in reading, writing, math, social studies, and science will meet or exceed minimum expectations. Stockdale ISD will maintain/increase our completing rates and meet Adequate Yearly Progress (AYP) standards.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Profile of the Stockdale ISD Graduate

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

A responsible decision maker

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

A confident life-long learner

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

A healthy individual

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

A literate communicator

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

An informed citizen

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

A productive worker

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

A well-rounded individual

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

Specific Action Pages Begin

SISD GOAL #1: Align curriculum, assessment, and resources with State standards and the Stockdale ISD Graduate Profile to ensure high quality instruction that delivers a planned and monitored instructional program that meets the needs and insures the success of all students thereby resulting in becoming an exemplary district with each campus achieving recognized or exemplary standards.

SISD GOAL #2: Attract, develop, and retain talented and highly effective personnel. Continue to offer high-quality, on-going staff development that results in professional growth for all staff.

SISD GOAL #6: Integrate technology throughout the district to best achieve all goals and objectives.

SISD GOAL #7: Continue to improve communication thus increasing awareness, interest, and involvement of all stakeholders in the education process.

DEIC GOAL #2: All teachers in grades K-12 will teach the state curriculum (TEKS—Texas Essential Knowledge and Skills) in all subject areas.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. Continue an on-going process to eliminate gaps in teaching the TEKS. Prior to TAKS test, benchmark tests will be given as diagnostic tool for remediation planning. Curriculum alignment teams were formed and work done in the summer of 2005 as well as during the 2005-2006 school year. All teachers will continue to review and revise completed curriculum alignment work and implement K-12. All teachers will use data to review curriculum.	Title II Funds and Local Funds for staff development and release time to work on alignment	Classroom Teachers Blincoe Seidel Department Leaders Campus Instructional Leaders/ Principals Hartmann Wozniak S Lynn	Ongoing	Student success on teacher-made tests and purchased benchmarking mastery of TEKS/TAKS. Teacher Feedback
2. Elementary principal/instructional leader meets with all teachers by grade level to review TEKS and need of staff.	TEKS Teacher materials	Hartmann	Weekly	Final Year Student Success
3. High expectations will be set for all students. Students and parents will be given a copy of the TEKS for their grade level and an explanation of the expectations in meetings and/or conferences available upon request.	Local Funds	Classroom Teachers Campus Instructional Leaders/ Principals Hartmann Wozniak S Lynn	Dec 2007 May 2008	Student success on teacher-made tests Mastery of TEKS
4. Teachers will teach the TEKS for mastery. All teachers will attend staff development in content area(s) taught for implementation of the TEKS.	Local Funds Title II Funds	Classroom Teachers Campus Instructional Leaders/ Principals Hartmann Wozniak S Lynn	May 2008	Student success on teacher-made tests Mastery of TEKS
5. Drop-out reduction/acceleration opportunities for 9 th -12 th Grade students through use of the NOVANET Systems and/or Odysseyware.	Local Funds High School Allotment	S Lynn G Jackson Lyssy	March 2008	Individual student report. Credit recovery.

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STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
6. Drop-out recovery strategies: Provide information for GED. TAKS remediation for AEIS subgroups who did not meet minimum expectations. Intensive communication with parents. Home visits. Coordinate efforts with city and county agencies. Intensive communication with Wilson County Juvenile Justice authorities. Ensure correct coding PEIMS. Personal contact with students.	GED Exams TAKS Tutors Parents Wilson County Agencies Juvenile Justice Authorities PEIMS Coordinator	Campus Principals Hartmann Wozniak S Lynn Counselor All Secondary Teachers	March 2008	Communication with at-risk students and parents, at least once every nine weeks. Monitoring of chronically absent students.
7. Students in junior high and high school who have not performed successfully on the TAKS, and are not likely to graduate before the fifth semester following the student's enrollment in grade 9.	Region 20 Region 13	Wozniak S Lynn Counselor Lyssy	May 2008	Completed personal graduation plans for identified students
8. Implementation of Student Success Initiative. Parents will be provided information regarding the initiative in a variety of ways including, but not limited to letters and conferences.	Policy EIE (Local) TEA Website (SISD Website link) Region 20	Campus Instructional Leaders/ Principals Hartmann Wozniak	May 2008	Pass/Fail rate
9. Students in grades K-8 will be provided information for career awareness in regular classes. Grades 9-12 students will take CATE classes- 4 year plan. Discover and/or Kuder grades 6-8. Orientation and Career Exploration unit.	CATE Funds Local Funds COIN	Classroom Teachers Counselors CATE Teachers Ramirez Schwab Lyssy	Campus Principals receive feedback from staff on an on-going basis	CATE instructors will have students do course evaluation at end of year for future planning.
10. Kindergarten teachers, Pre-K teachers, and Headstart teachers have on-going communication for transition of Pre-K students to kindergarten.	Local Funds	Elementary Principal Hartmann K Teachers Pre-K Teacher Headstart Director Vidal	March 2008 Student level information from Headstart staff	Kindergarten Pre-entrance screening

READING
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DEIC GOAL #1: By 2008-2009, at least 90% of students in each population (all students, at risk, Hispanic, White, and economically disadvantaged) taking the TAKS/SDAA Reading, Writing, Math, Science, and Social Studies tests will meet or exceed minimum expectations. Stockdale ISD will maintain/increase our completion rates and meet Adequate Yearly Progress (AYP) standards.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. All students will be taught TEKS for mastery for their grade level.	TEKS Curriculum Supplemental Materials	Campus Principals Hartmann Wozniak S Lynn	On-going by teachers	Daily, Weekly, 9 Weeks Grades
2. SSTAR (Social Skills, Technology, Academics, Review) will be implemented in High School TAKS Review for students unsuccessful on test previous year—daily enrichment units focusing on student skills, test preparation, college exploration, job oriented information, address Stockdale ISD Graduate Profile	Local Funds High School Allotment	S Lynn Classroom Teachers	9 Week Report Card Grades	TAKS Test Results Final report card grades
3. SSTAR will be implemented in Junior High	Local Funds	Wozniak Classroom Teachers	9 Week Report Card Grades	TAKS Test Results Final report card grades
4. TAKS study guide is given to all students who failed any portion of the TAKS test.	Texas Education Agency	Testing Coordinator Childress		TAKS Test Results
4. Teachers will integrate reading objectives and terminology in all content areas, including special population teachers. Tutoring sessions will be offered for targeted students scoring 79% or below on the 2007 TAKS Reading test.	Salaries, stipends, state comp Teacher salary TEKS Tutoring	Campus Principals: Hartmann Wozniak S Lynn Classroom teachers	Campus instructional leaders (Principals) Hold faculty meetings bi-weekly and discuss effects of the implementation of this strategy through curriculum alignment/mapping	Number of students attending tutoring. TAKS test results
5. Provide all students opportunities to improve reading skills through use Accelerated Reader (1-12) and corrective reading program, which are innovative, research based reading programs.	Title V, Part A Federal and state funding for software and books. Campus funds for student incentives. Parent report.	Classroom Teachers	At the end of each semester. Computer generated reports of progress for Accelerated Reader sent home	Number of teachers implementing and student point total-reading levels will increase.

READING

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STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
6. Target at-risk (K-3) students through the use of CEI Lab (K-3), Accelerated Reading Program (K-12) and intensive tutorial programs, Waterford Labs (K-3), WEBCCAT, and Study Island.	Local Funds ESC, Region 20 Reading recovery teacher, Aide salaries Title I Funds SCE Funds Accelerated Reading funds	Principals Hartmann Wozniak S Lynn Classroom Teachers	March 2008	Gains in TPRI test scores and reading recovery data. Report card grades
7. Students identified as needing supplemental reading and math will be identified as Title I and be provided services through the Title I Program.	Title I Part A	Denson Dixon Koehler Hierholzer K-8 Classroom Teachers	Student progress is monitored and reported by progress reports every 3 weeks and report cards every 9 weeks Students K-2 also receive communication folder weekly	
8. Optional extended program offered for students in grades K-8 who are identified as at-risk.	OEYP Grant Stipends	Blincoe	August 2008	Percentage of students advancing or earning credits
9. Teachers will be given opportunity to attend staff development for teaching the TEKS to include the integration of technology in the classroom.	ESC, Region 20 Title II Funds Local Funds Title I Accelerated Reading Funds Title II, Part A	Hartmann Wozniak S Lynn Seidel	Professional Development logs for staff	Feedback from staff
10. Additional class will be provided at fifth grade to reduce the student/teacher ratio to help prepare students for more rigorous materials prior to TAKS testing in fifth grade.	Title II, Part A Funds	L Day Hartmann	On-going with 9 week report card evaluations	End of year final grades for students in this class as well as TAKS test results.
11. Campus administrators will provide disaggregated TAKS data to teachers using AEIS-IT	AEIS-IT Region 20	Hartmann Wozniak S Lynn	Admin. meet with teachers at faculty meetings to follow up	TAKS test results
12. Implement Pre-K program using TEEM model with SISD as the lead agency	TEEM Grant	Homeyer	2007-2009	CIRCLE

WRITING

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STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. All students will be taught TEKS for mastery for their grade level.	TEKS Curriculum Supplemental materials	Classroom Teachers Hartmann Wozniak S Lynn	Ongoing by teachers	Improve or maintain daily, weekly, 9 weeks grades
2. Tutoring sessions will be offered for student scoring 79% or below on the 2007 TAKS writing test.	SCE Stipends for tutors Local Funds for Supplemental student material	Hartmann Wozniak S Lynn	March 2008	Students attending tutoring will result in improved performance.
3. TAKS study guide is given to all students who failed any portion of the TAKS test.	Texas Education Agency	Testing Coordinator Childress	TAKS test timeline	TAKS test results
4. Drop-out reduction/acceleration opportunities in language arts for 9th – 12 th grade students through use of the NOVANET lab and/or Odysseyware.	Local Funds High School Allotment	Lynn	March 2008	Individual student report Credit recovery
5. Teachers will be given opportunity to attend staff development for teaching the TEKS.	ESC, Region 20 Title I Funds Title II Funds Local Funds	Hartmann Wozniak S Lynn Seidel	December 2007 June 2008 # of workshops attended	Feedback from staff
6. Additional class will be provided at fifth grade to reduce the student/teacher ratio to cover TEKS objectives thoroughly.	Title II, Part A Funds	L Day Hartmann	Ongoing with 9 week report card evaluations	End of year final grades for students in this class
7. Campus administrators will provide disaggregated TAKS data to teachers using AEIS-IT	AEIS-IT Region 20	Hartmann Wozniak S Lynn	Admin. meet with teachers at faculty meeting to follow up	TAKS test results
8. Implementing “Building Block/Four”. Block Curriculum K-5	ARI/ARM Funds	Hartmann Elementary Teachers	Consultant meets with staff five times a year	Final report card grades
9. Implement Pre-K program using TEEM model with SISD as the lead agency	TEEM Grant	Homeyer	2007-2009	CIRCLE

MATH

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STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. All students will be taught TEKS for mastery for their grade level.	TEKS Curriculum Supplemental materials	Campus Principals Hartmann Wozniak S Lynn Classroom Teacher	Ongoing by teachers	Daily, weekly, 9 weeks grades
2. Additional class will be provided at fifth grade to reduce the student/teacher ratio to help prepare students for more rigorous TAKS testing in fifth grade, and for mastery of TEKS.	Title II, Part A Funds	5 th grade teacher: L Day Campus Instructional Leader: Hartmann	Ongoing with 9 week report card evaluations	End of year final grades for students as well as TAKS test results.
4. To reduce teacher/pupil ratio at elementary, aides will work with at-risk students.	State Compensatory Education Funds	Campus Admin: Hartmann Classroom Teachers	Teachers will evaluate the effect aides have on student success	TAKS test results Final grades
5. Tutoring sessions will be offered for students scoring 79% or below on the 2007 TAKS math test.	SCE stipends for tutors Local funds for supplemental student materials SCE	Campus Principals Hartmann Wozniak S Lynn	March 2008	Number of students attending tutoring. Practice TAKS test monthly.
6. Improve math objectives in problem solving (K-3) emphasizing the use of higher order thinking skills, problem solving formatted questions.	Local Funds Region 20 Co-Op Title II, Part A	Campus Principals S Lynn Wozniak Hartmann	March 2008	Math report card grades Percentage of students passing
7. Implement "Sharon Wells" Math Curriculum in grades 2-5. Implement one-day scope and sequence alignment for grades K-1.	ARI/ARM Funds Title I Funds Local Funds	Hartmann Elementary Teachers	Staff Development every six weeks for teachers March 2007 Credits	Final report card grades
8. Implement Accelerated Math Program 1 – 12.	Local Funds SCE Funds	Classroom Teachers	Ongoing	Reports from Accelerated Math Program
9. Drop-out reduction/acceleration opportunities in math for 9 th – 12 th grade students through use of the NOVANET lab and/or Odysseyware.	Local Funds High School Allotment	Lyssy	Ongoing	Individual student report Credit recovery
10. Optional extended year program offered for students in grades K-8 who are identified as at-risk.	OEYP Grant Stipends	Blincoe	August 2008	% of students adv/earning credits

MATH

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STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
11. Teachers will be given opportunity to attend staff development for teaching the TEKS.	ESC, Region 20 Title I Funds Title II Funds Local Funds	Campus Instructional Leaders: Hartmann Wozniak S Lynn Seidel	December 2007 June 2008 # of workshops attended	Feedback from staff
12. High school teachers will teach a SSTAR (Social Skills, Technology, Academic, Remediation) period.	Local Funds	S Lynn Classroom Teachers	9 week report card grades	TAKS test results Final report card grades
13. Junior high teachers will implement SSTAR.	Local Funds	Wozniak Classroom Teachers	9 week report card grades	TAKS test results Final report card grades
14. TAKS study guide is given to all students who failed any portion of the TAKS test.	Texas Education Agency	Testing Coordinator Childress	When received from TEA	TAKS test results
15. High school students identified needing accelerated instruction will be enrolled in "Algebra ONE", "Math Models", or "Algebra TWO".	SCE Funds	Campus Admin. S Lynn	9 week report card grades	TAKS test results Final report card grade
16. Campus administrators will provide disaggregated TAKS data to teachers using AEIS-IT.	AEIS-IT Region 20	Hartmann Wozniak S Lynn	Admin. meet with teachers at faculty meetings to follow up	TAKS test results
17. Implement Pre-K program using TEEM model with SISD as the lead agency	TEEM Grant	Homeyer	2007-2009	CIRCLE

SOCIAL STUDIES

SISD GOAL #1: Align curriculum, assessment, and resources with State standards and the Stockdale ISD Graduate Profile to ensure high quality instruction that delivers a planned and monitored instructional program that meets the needs and insures the success of all students thereby resulting in becoming an exemplary district with each campus achieving recognized or exemplary standards.

SISD GOAL #2: Attract, develop, and retain talented and highly effective personnel. Continue to offer high-quality, on-going staff development that results in professional growth for all staff.

SISD GOAL #6: Integrate technology throughout the district to best achieve all goals and objectives.

SISD GOAL #7: Continue to improve communication thus increasing awareness, interest, and involvement of all stakeholders in the education process.

DEIC GOAL #1: By 2008-2009, at least 90% of students in each population (all students, at risk, Hispanic, White, and economically disadvantaged) taking the TAKS/SDAA reading, writing, math, science, and social studies tests will meet or exceed minimum expectations. Stockdale ISD will maintain/increase our completion rates and meet Adequate Yearly Progress (AYP) standards.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. All students will be taught TEKS for mastery for their grade level.	TEKS Curriculum Supplemental Materials	Classroom Teachers Campus Principals Hartmann Wozniak S Lynn	Ongoing by teachers	Daily, weekly, 9 Weeks grades
2. Teachers will be given opportunities to attend staff development for teaching the TEKS.	ESC, Region 20 Title I Funds Title II Funds Local Funds	Campus Instructional Leaders Hartmann Wozniak S Lynn Seidel	December 2007 # of workshops attended	Feedback from staff
3. Additional class will be provided at fifth grade to reduce the student/teacher ratio to help prepare students for mastery of TEKS.	Title II, Part A Funds	5 th Grade Teacher: L Day Campus Instructional Leader: Hartmann	On-going with 9 week report card evaluations	End of year final grades for students
4. High school students in need of acceleration will be enrolled in SSTAR. SSTAR will also be used for Study Skills, College Preparation, and Social Skills.	SCE Funds High School Allotment	Classroom Teachers S Lynn	9 week report card grades	TAKS test results Final report card grades
5. Junior high will implement SSTAR	Local Funds	Classroom Teachers Wozniak	9 Week Report Card Grades	TAKS Test Results Final report card grades
6. TAKS study guide is given to all students who failed any portion of the TAKS test.	Texas Education Agency	Testing Coordinator Childress	After received from TEA	TAKS test results
7. Campus administrators will provide disaggregated TAKS data to teachers using AEIS-IT.	AEIS-IT Region 20	Hartmann Wozniak S Lynn	Admin. meet with teachers at faculty meetings to follow up	TAKS test results
8. Implement Pre-K program using TEEM model with SISD as the lead agency	TEEM Grant	Homeyer	2007-2009	CIRCLE

SCIENCE

SISD GOAL #1: Align curriculum, assessment, and resources with State standards and the Stockdale ISD Graduate Profile to ensure high quality instruction that delivers a planned and monitored instructional program that meets the needs and insures the success of all students thereby resulting in becoming an exemplary district with each campus achieving recognized or exemplary standards.

SISD GOAL #2: Attract, develop, and retain talented and highly effective personnel. Continue to offer high-quality, on-going staff development that results in professional growth for all staff.

SISD GOAL #6: Integrate technology throughout the district to best achieve all goals and objectives.

SISD GOAL #7: Continue to improve communication thus increasing awareness, interest, and involvement of all stakeholders in the education process.

DEIC GOAL #1: By 2008-2009, at least 90% of students in each population (all students, at risk, Hispanic, White, and economically disadvantaged) taking the TAKS/SDAA reading, writing, math, science, and social studies tests will meet or exceed minimum expectations. Stockdale ISD will maintain/increase our completion rates and meet Adequate Yearly Progress (AYP) standards.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. All students will be taught TEKS for mastery for their grade level.	TEKS Curriculum Supplemental Materials	Classroom Teachers Campus Principals Hartmann Wozniak S Lynn	On-going by teachers	Daily, weekly, 9 weeks grades
2. Teachers will be given opportunities to attend staff development for teaching the TEKS.	ESC, Region 20 Title I Funds Title II Funds Local Funds	Campus Instructional Leaders Hartmann Wozniak S Lynn Seidel	Professional Development log for staff	Feedback from staff
3. Additional class will be provided at fifth grade to reduce the student/teacher ratio. Prepare students for more rigorous TAKS testing in fifth grade.	Title II, Part A Funds	5 th Grade Teacher: L Day Campus Instructional Leader: Hartmann	On-going with 9 week report card evaluations	End of year final grades for students in this class as well as TAKS test results.
4. High school students in need of acceleration will be enrolled in SSTAR— Also used for study skills, college preparation, and social skills	Local Funds High School Allotment	Campus Admin. S Lynn	9 week report card grades	TAKS test results Final report card grades
5. Junior high will implement SSTAR.	Local Funds	Classroom Teachers S Lynn	9 weeks report card grades	TAKS test results Final report card grades
6. TAKS study guide is given to all students who failed any portion of the TAKS test.	Texas Education Agency	Testing Coordinator Childress	When received from TEA	TAKS test results
7. Campus administrators will provide disaggregated TAKS data to teachers using AEIS-IT	AEIS-IT Region 20	Hartmann Wozniak S Lynn	Admin. meet with teachers at faulty meeting to follow up	TAKS test results
8. Implement Pre-K program using TEEM model with SISD as the lead agency	TEEM Grant	Homeyer	2007-2009	CIRCLE

ATTENDANCE

SISD GOAL #1: Align curriculum, assessment, and resources with State standards and the Stockdale ISD Graduate Profile to ensure high quality instruction that delivers a planned and monitored instructional program that meets the needs and insures the success of all students thereby resulting in becoming an exemplary district with each campus achieving recognized or exemplary standards.

SISD GOAL #7: Continue to improve communication thus increasing awareness, interest, and involvement of all stakeholders in the education process.

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

DEIC GOAL #7: By the school year 2008-2009, the attendance rate will meet or exceed 97%.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. District staff will inform parents concerning absences in excess of 3: Phone calls, letters, notice of concern and justice of peace.	Local Funds	Hartmann Wozniak S Lynn	December 2007 May 2008	Attendance rates will improve
2. Recognition of students at an award ceremony at each campus.	Local Funds	Hartmann Wozniak S Lynn	May 2008	Number of recognized students will increase from previous year.
3. Stockdale ISD has implemented "Breakfast in the classroom" Pre K – 12 Students and staff each receive free breakfast each morning.	Local Funds	Cafeteria Director C Martinez Campus Administrators Hartmann Wozniak S Lynn	Weekly Attendance Rate	

STAFF DEVELOPMENT

SISD GOAL #2: Attract, develop, and retain talented and highly effective personnel. Continue to offer high-quality, on-going staff development that results in professional growth for all staff.

SISD GOAL #7: Continue to improve communication thus increasing awareness, interest, and involvement of all stakeholders in the education process.

DEIC GOAL #13: During 2007-2008 school year all Stockdale ISD staff will be encouraged to attend staff development pertaining to their teaching/work assignments.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. Staff will utilize iLearning online from Region 20 for staff development opportunities.	Co-Op Region 20 Local Funds	SISD Staff SISD Admin.	February 2008 List of all workshops SISD staff attends	Staff feedback Administrator
2. Instructional classroom paraprofessionals will receive training to meet requirements of NCLB, if any are in need of training.	Title II, Part A Training for facilitator provided by Region 20	Region 20 Deagen Facilitator	May 2008 Training and testing will be completed	Paraprofessionals will be better prepared to assist classroom teachers
3. Staff will be afforded opportunities to attend staff development they feel beneficial in their teaching/work area.	Local Funds Title II Title Local—Accelerated Reader Funds Special Education ESL Region 20 Co-Op Title III G/T	SISD Staff SISD Admin.	Throughout the year staff will return to campus and provide mini-workshops for staff.	Staff feedback Administrator
4. Districtwide Educational Improvement Committee (DEIC) will work with their campus staff to bring staff development needs and wishes before the committee.	Local Funds Title I Title II Accelerated Reader Funds	DEIC	May 2008 Plan staff development for the 2008-2009 school year	Staff feedback Administrator Feedback on suggestions made by DEIC.

STAFFING

SISD GOAL #2: Attract, develop, and retain talented and highly effective personnel. Continue to offer high-quality, on-going staff development that results in professional growth for all staff.

SISD GOAL #7: Continue to improve communication thus increasing awareness, interest, and involvement of all stakeholders in the education process.

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

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. Increased communication between staff and administration will be encouraged. Districtwide Educational Improvement Committee (DEIC) will act as a liaison and will encourage staff with questions or concerns to express them.	Local Funds	DEIC Members SISD Administration	May 2008 DEIC representatives will report monthly on success or lack of success regarding communication throughout the district	Communication will be increased. DEIC members will report to the committee pros and cons and changes needed will be implemented.

GIFTED AND TALENTED

SISD GOAL #1: Align curriculum, assessment, and resources with State standards and the Stockdale ISD Graduate Profile to ensure high quality instruction that delivers a planned and monitored instructional program that meets the needs and insures the success of all students thereby resulting in becoming an exemplary district with each campus achieving recognized or exemplary standards.

SISD GOAL #2: Attract, develop, and retain talented and highly effective personnel. Continue to offer high-quality, on-going staff development that results in professional growth for all staff.

SISD GOAL #3: Strengthen all elective/extra-curricular programs with focused pathways that lead to higher academic success, college preparedness, and/or advanced certification for high skilled/high wage occupations.

SISD GOAL #7: Continue to improve communication thus increasing awareness, interest, and involvement of all stakeholders in the education process.

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

STRATEGIES/ACTIVITIES	RESOURCES	PERSONAL RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. All teachers will be encouraged to get 30 hours training.	Region 20	Woodlee	August 2008	Teacher increased awareness of the gifted and talented student's unique characteristics and learning styles.
2. G/T students in grades K – 12 will be served in a pull-out program on a weekly basis.	Teacher will purchase units as well as produce units.	Woodlee	On-going projects throughout the year.	Students and parents will be asked to provide information through surveys and support group meetings regarding program success and help to plan for the future of the program.
3. A parent survey will be sent home annually to evaluate the success of the G/T program.	Survey	G/T Director Hartmann	End of school year	Results of survey will be used to plan for the G/T program for the next school year.

EQUITY

SISD GOAL #1: Align curriculum, assessment, and resources with State standards and the Stockdale ISD Graduate Profile to ensure high quality instruction that delivers a planned and monitored instructional program that meets the needs and insures the success of all students thereby resulting in becoming an exemplary district with each campus achieving recognized or exemplary standards.

SISD GOAL #3: Strengthen all elective/extra-curricular programs with focused pathways that lead to higher academic success, college preparedness, and/or advanced certification for high skilled/high wage occupations.

SISD GOAL #4: Prepare all graduates of Stockdale ISD to be productive citizens in today’s society by implementing the resources of the Stockdale ISD Graduate Profile, Student Code of Conduct, Safe and Drug Free School Co-Op, Wilson County Early College Start, and Character Education.

SISD GOAL #7: Continue to improve communication thus increasing awareness, interest, and involvement of all stakeholders in the education process.

DEIC GOAL #4: All special population groups will be equitably represented across all district programs.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. G/T identification will increase numbers of minority students by utilizing: “language neutral” instruments, student based products, portfolio assessments, and other appropriate data measures.	Local Funds	Woodlee	March 2008	Report on % of minority students identified for GT programs
2. Increase the number of students eligible for TAKS testing to take the TAKS in the subject areas tested, applying accommodations when and where appropriate to increase participation.	Inclusive philosophy content mastery support services	Campus teaching staff, both regular and special education	March 2008	Report on % of students that take the TAKS tests in each area.
3. Decrease over identification of special education students at the elementary level by increasing the level of state compensatory services in the form of staff development in teaching diverse learners, and the use of research-based programs for math and reading development within regular classroom settings.	GSEC Comp for reading recovery teacher and aides salaries. SE Funds for professional training and for software programs.	Elementary Principal Hartmann GSEC	March 2008	TPRI test scores and reading recovery data showing improved student performance.
4. All identified ESL students will be served by the ESL resource teacher.	Local Funds Salaries	Hartmann Wozniak S Lynn Monita	March 2008 May 2008	English Language fluency growth – RPTE
5. All identified students with dyslexia will be served by pullout resource teacher through the Herman Method and/or Wilson Program.	Local Funds Contact with trained assessor / assessment	Hartmann Wozniak S Lynn Dixon Denson	March 2008 May 2008	Student performance growth Herman Method Assessment and or Wilson Program Assessment
6. Pregnancy related services.	Counseling (PRS) CEHI	Lyssy	Documentation kept in counseling office	As appropriate
7. Stockdale ISD has designated translators throughout the district to interpret for non-English speaking parents. Translators are listed on the district website.	Local Funds	District Translators Monita White Tamez L Martinez	Ongoing	

ESL

SISD GOAL #3: Strengthen all elective/extra-curricular programs with focused pathways that lead to higher academic success, college preparedness, and/or advanced certification for high skilled/high wage occupations.

DEICGOAL #9: By 2008-2009 90% of ESL students in grades 3rd through EXIT level will meet or exceed minimum expectations on TAKS.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. Adhere to federal/state regulations for ESL instruction.	Federal/State Regulations Document RPTE ESL Bilingual Handbook ESL Teacher Monita ESC-Region 20 consultant	Blincoe ESL Director Monita Principals Hartmann Wozniak S Lynn ESL Teachers Monita Tamez	LPAC Meeting Minutes Monitoring of individual student folders each semester	May 2008 Review LEP student folders for proper documentation and determination of entry, exit, or maintenance LPAC Meeting decisions
2. Implement ESL methodologies: Simplification Illustration Test taking Simple summaries	Adopted textbook series ESL Teacher Monita Content area classroom teachers who have ESL students Spring 2007 TAKS results for ESL students	ESL Teachers Monita Tamez	Testing by teachers	Released tests results 9-week reporting period grades
3. All ESL students will be provided instruction by a certified ESL instructor in a pullout setting.	Local Funds ESL Funds	ESL Teachers Monita Tamez	9 week grading system	Student success at the end of the school year – promotion/final report card

SPECIAL EDUCATION

SISD GOAL #2: Attract, develop, and retain talented and highly effective personnel. Continue to offer high-quality, on-going staff development that results in professional growth for all staff.

SISD GOAL #3: Strengthen all elective/extra-curricular programs with focused pathways that lead to higher academic success, college preparedness, and/or advanced certification for high skilled/high wage occupations.

SISD GOAL #4: Prepare all graduates of Stockdale ISD to be productive citizens in today’s society by implementing the resources of the Stockdale ISD Graduate Profile, Student Code of Conduct, Safe and Drug Free School Co-Op, Wilson County Early College Start, and Character Education.

SISD GOAL #7: Continue to improve communication thus increasing awareness, interest, and involvement of all stakeholders in the education process.

DEIC GOAL #10: By 2007-2008, Stockdale ISD will maintain a collaborative effort between parents, general education staff and special education to increase special education student participation in the general education curriculum as appropriate.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. Provide staffing opportunities for general education teachers regarding individual students with disabilities in their classrooms.	Special Education Staff	GSEC Special Education Staff	2007 – 2008 school year	Staff Development Report
2. Provide Nonviolent Crisis Intervention training to a core group of staff at each campus, comprised of 5 staff members, with two additional trainees to provide assistance if a core member is unavailable.	NVCPI Instructor	GSEC	Fall 2007	Training attendance summary by staff and campus
3. Conduct Nonviolent Crisis Intervention Training refreshers to trained staff on an annual basis.	NVCPI Instructor	GSEC	Fall 2007	Training attendance summary by staff and campus
4. Provide training on the Texas State Behavior Initiative to a core group of campus staff made up of at least 5 persons. These persons will take the training and conduct further training efforts on their own campus as needed and required.	GSEC and campus core crisis team members Texas Behavior Support Initiative Training Materials	GSEC And campus core crisis team members	Fall 2007	Attendance and training summary report by staff and campus
5. Develop a “Special Education” site-based decision-making committee comprised of special education staff, parents of special education students, and regular education staff representing each campus. This committee shall meet 2 times a year to determine the needs of each campus regarding instructional models and training.	Region 20 Consultants	GSEC	May 2008	Summary of meetings and outcomes
6. Include a special education staff on each campus improvement plan committee to increase special education input to campus needs. This staff person will report to the special education site-based decision-making committee.	Regular Education Campus Principal Special Education Staff	Campus Principal	Ongoing	Report by campus principal of membership for committee
7. Provide AIM training to all staff, both new and returning staff.	AIM Video	GSEC	2007-2008 school year	Attendance report and agenda
8. Increase parent training opportunities to increase participation in the development of programming for their children.	SE Funds SE Staff	GSEC	Ongoing	Report of communication with parents and training attended

SPECIAL EDUCATION

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SISD GOAL #6: Integrate technology throughout the district to best achieve all goals and objectives.

SISD GOAL #7: Continue to improve communication thus increasing awareness, interest, and involvement of all stakeholders in the education process.

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

OBJECTIVE #1: A systematic process for the pre-referral process will be developed and incorporated into the overall district system for identifying students that are experiencing difficulty within the school setting. Students identified, as needing referral to special education will be evaluated in a timely manner. This process will be a part of special education operating guidelines.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. All district staff will be provided with training in the pre-referral process as referenced in board policy.	GSEC GIST	GSEC	Fall 2007	Report of training conducted and communication with campus staff
2. Operating guidelines will be developed and followed.	GSEC GIST	Campus Staff GSEC	Ongoing	Report of CST Referrals and an indication of procedures followed
3. Increase staff by contract or part-time to get initial evaluations completed within the timeline.	Special Education Funds	GSEC	Ongoing	Report of the number of evaluations conducted by contract staff to help keep the referrals within timelines.

OBJECTIVE #2: Increase participation by special education students in the Least Restrictive Environment through inclusive practices utilizing other methods of instruction such as co-teaching and collaboration between regular/special education staff. In addition, provide tools to help the students to participate in the regular class by utilizing assistive technology devices as deemed necessary.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. District staff will be trained in LRE to include inclusive practices, the use of modifications/accommodations, and assistive technology.	GSEC Related Services Staff Special Education Funding	GSEC Related Services Staff	April 2007 – end of 2007-2008 school year	May 2007 and May 2008
2. Special education services will develop a skilled assistive technology team to conduct evaluations and provide recommendations for students needing supportive services and/or assistive technology to participate in the regular classroom.	GSEC Related Services Staff Special Education Funding	GSEC Related Services Staff	April 2007 – end of 2007-2008 school year	May 2007 and May 2008
3. Research the need for implementing an additional program at the elementary campus for more severely disabled students. If data indicates the need for additional staff member, consideration will be given to high quality teacher guidelines by the campus committee.	Consultation Staff Region 20 support staff Number of students requiring greater intensity of services	Campus Administration Campus Planning Committee GSEC	Fall 2008	Report of the number of students that will require greater degree of special education services at the elementary level and the types of services required to meet their individual needs.

SPECIAL EDUCATION

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SISD GOAL #3: Strengthen all elective/extra-curricular programs with focused pathways that lead to higher academic success, college preparedness, and/or advanced certification for high skilled/high wage occupations.

SISD GOAL #7: Continue to improve communication thus increasing awareness, interest, and involvement of all stakeholders in the education process.

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

OBJECTIVE #3: Staff Development will be provided on the use of related services to enhance educational development and goal mastery.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. Related services staff will provide in service to school staff on methods to carry services over into a daily routine to enhance educational development and goal mastery.	GSEC Related Services Staff Special Education Funding Region 20	GSEC Related Services Staff	Ongoing	Report by related services staff of training provided and level of implementation

OBJECTIVE #4: Complete re-evaluations within the required timelines as established in the operating guidelines. Increase communication between parents and staff to acquire needed information and consent to meet this objective.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. Additional staff will be hired to conduct evaluation in order to meet timeline requirements.	GSEC Diagnostic Staff Special Education Funding	GSEC Assessment Staff	Ongoing	Report of the number of evaluations conducted by outside staff.
2. A schedule will be developed prior to each school year to determine what meetings need to be held for review of existing data. Meetings to review data will be held at least 60 days in advance if at all possible in order to ensure completion of required assessments within the timelines.	GSEC Diagnostic Staff Special Education Funding	GSEC Assessment Staff	Ongoing	Report number of review of existing data ARD's held and if the timeline was met.

OBJECTIVE #5: Transition needs will be considered in the development of the IEP, and, if appropriate, will be integrated into the IEP.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. Staff that are knowledgeable in transition will assist the ARD Committee in discussing issues related to transition within the framework of the ARD meeting. Issues considered include student involvement in the transition process, parental involvement, postsecondary options, functional vocational evaluations (if deemed appropriate by ARDC), employment goals and objectives, age-appropriate instructional environment, independent living goals and objectives, and linkages to appropriate governmental agencies as appropriate.	GSEC VAC Coordinator Region 20 workshops	GSEC Special Education Staff	Annually	Annually Report will consist of the number of ARD's held to discuss transition requirements.
2. Provide notice to parents and students age 14 (younger if appropriate) that a statement of transition service needs will be developed related to the course of study. Both parent and student are invited. At age 16, notice of the need to develop needed transition services will be provided to both parent and student along with any agency being invited as appropriate.	GSEC J Lynn	GSEC J Lynn	Annually	Annually Report will consist of the number of ARD's held to discuss transition requirements.

SISD GOAL #3: Strengthen all elective/extra-curricular programs with focused pathways that lead to higher academic success, college preparedness, and/or advanced certification for high skilled/high wage occupations.

SISD GOAL #6: Integrate technology throughout the district to best achieve all goals and objectives.

SISD GOAL #7: Continue to improve communication thus increasing awareness, interest, and involvement of all stakeholders in the education process.

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

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. Students will be provided with informational sessions addressing admissions, financial aid, Texas grant, Teach for Texas and sources for higher educational opportunities.	Local Funds Booklet "Funding Your Education"	Secondary school counselor Lyssy	January 2008 monitor to see # of students who have completed FAFSA and college applications	Number of college admissions, scholarships awarded, and student feedback.
2. Students will be provided with informational sessions beginning with the 8 th grade to facilitate informed curriculum decisions for higher education and career choices.	CATE Funds Co-Op COIN 3	Secondary school counselor Lyssy Registrar	May 2008 # of students selecting distinguished graduation plan as a freshman	PSAT/ACT/SAT/TASP percentages, number of students in upper level courses and graduation rates.
3. "Career Discovery" resources located in the library.	Carl Perkins Funds	Counselor Librarian	Used throughout school year	Student and parent feedback to counselor
4. "Career Discovery" for all high school students – investigate careers, occupations, work world, opportunities, post secondary education planning – can be accessed from both school and home.	Carl Perkins Funds	Counselor Lyssy	Used throughout school year	Student and parent feedback to counselor
5. Bridges – An online computer program for college and career planning.	Carl Perkins Funds	Counselor Lyssy	Students use throughout the school year	Student and parent feedback to counselor
6. Texas Cares – Computer based career and secondary education options. Located in computer labs, library, and English classes.	Carl Perkins Funds	Counselor Lyssy	Used in all classrooms and labs at high school	Number of students attending post secondary educational institutions

PHYSICAL PLANT

SISD GOAL #5: Provide well-maintained, attractive, safe, accessible facilities and prepare for future facility needs through proper long range planning.

SISD GOAL #7: Continue to improve communication thus increasing awareness, interest, and involvement of all stakeholders in the education process.

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

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

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. High school construction	Bond	Blincoe Stockdale ISD Board of Trustees		
2. Districtwide Educational Improvement Committee (DEIC) will make recommendations to administration regarding improvements needed campus-wide.	Local Funds Bond Money	DEIC Members Blincoe	DEIC meets monthly to review and up-date recommendations.	Improvements made campus-wide will be considered.
3. Stockdale ISD Board will adopt a resolution to reduce energy by 5% over the next six years.	Local Funds State Energy Conservation Office	Blincoe Stockdale ISD Board of Trustees	2007-2014	Reports to show energy decrease by 5% each year

INTEGRATION OF TECHNOLOGY

SISD GOAL #2: Attract, develop, and retain talented and highly effective personnel. Continue to offer high-quality, on-going staff development that results in professional growth for all staff.

SISD GOAL #6: Integrate technology throughout the district to best achieve all goals and objectives.

DEIC GOAL #8: By 2007-2008 integration of technology will be implemented to provide more educational opportunities for students as well as provide staff and administration with access to additional technology programs.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. Continue current integration of technology in the following areas: Accelerated Reader, CEI lab, NOVANET and/or Odysseyware, Internet Research, Word Processing, BCIS, and Webmaster	Local Funds High School Allotment	Blincoe S Lynn Martin Polasek	Student progress in all courses will be monitored every 3 weeks.	Computer generated reports showing improved performance. Final grades/credit for course.
2. Teachers will attend workshops (staff development) at ESC Region 20 for integration of technology into the classroom instruction.	Title II, Part A Title II, Part D Region 20 Co-Op	Campus Admin: Hartmann Wozniak S Lynn	Registration for workshops	Principals will evaluate use of technology in the classroom through observations and walk-throughs
3. Teachers will be trained to use Power Media Plus and Digital Knowledge Central	Title II, Part D Region 20 Martin	Region 20 G Jackson Polasek	Log of use on Digital Curriculum	Teacher use of materials throughout the year
4. Provide staff support in GradeSpeed	Local Funds	Burrier Martin Polasek	Each grading period teacher success will be monitored	Successful use of GradeSpeed throughout the campuses. Increased number of staff members proficient in use of computers.
6. RSCCC 2000 will be used for administrative staff to monitor attendance and course scheduling.	Local Funds Region 20	Martin Burrier Polasek	Student attendance and scheduling will be monitored by campus administration weekly	Students will be in attendance to gain credit for courses taken. Student schedules for the current and next year will be sequential for graduation plan

COMMUNICATION

SISD GOAL #7: Continue to improve communication thus increasing awareness, interest, and involvement of all stakeholders in the education process.

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

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. Parental involvement will be encouraged through individual conferences bi-annually, campus newsletters, phone calls, parent (PTO) meetings and special events (milk and cookies nights, family math and science nights, academic and sports award night).	Local Funds Title I Funds	Hartmann Wozniak S Lynn	March 2008 May 2008	Parent Participation
2. Implementing "Project Appleseed" to increase parental involvement at elementary school.	Local	Hartmann Elementary Staff	Record of Parent Volunteers	
3. Retired Senior Volunteer Program (RSVP) members volunteer to provide one-on-one tutorials for 1 st and 2 nd grade students in areas of need identified by their teacher.	Local Funds	Coordinator Cannon	Teachers monitor student gains/success daily	Number of Volunteers Participation May 2008 Final student grades
4. Stockdale ISD has designated translators throughout the district to interpret for non-English speaking parents. Translators are listed on the district website.	Local Funds	District Translators Monita White L Martinez		

DISCIPLINE MANAGEMENT

SISD GOAL #4: Prepare all graduates of Stockdale ISD to be productive citizens in today’s society by implementing the resources of the Stockdale ISD Graduate Profile, Student Code of Conduct, Safe and Drug Free School Co-Op, Wilson County Early College Start, and Character Education.

SISD GOAL #7: Continue to improve communication thus increasing awareness, interest, and involvement of all stakeholders in the education process.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. A discipline management plan has been developed and is articulated through a code of conduct. All students and parents are provided with a copy of this document.	Local Policy	Hartmann Wozniak S Lynn Blincoe Lyssy	September 2007 March 2008 May 2008	Discipline incident reports
2. Stockdale ISD participates in the Floresville Alternative Education Center to provide an uninterrupted education to students in at-risk situations who have violated student code of conduct.	SCE Funds Local	Principals: S Lynn Wozniak Alternative School: Bud Box	Ongoing Principals and Bud Box communicate regarding student progress at a minimum of every 3 weeks	Student progress at end of assignment to alternative school
3. The district is implementing Keystone (Capturing Kids Hearts) (K-6) and Teen Leadership. Project Wisdom will be implemented 6 – 8.	Safe and Drug Free School Region 20 Co-Op	Lyssy Seidel Classroom Teachers Thiede Trained in Capturing Kid’s Hearts/Teen Leadership	March 2008 May 2008	Feedback from counselors and teachers implementing the programs
4. Campus core crisis teams will be trained in all Texas Behavior Support Initiative Modules.	Training provided to campus teams as a result of the trainer-of-trainer model	Campus Principals GSEC	Fall 2007	Report of conducted training
5. Campus core crisis team members will initiate and provide training to individuals or groups of campus staff in the areas of Positive Behavior Supports, time out and restraint as appropriate.	Texas Behavior Support Initiative Training Manual	Campus Principals Campus Core Team	Ongoing	Annual report of training conducted
6. A survey (with parental permission) will be given to students to get information regarding drug awareness and use.	Region 20	Lyssy	May 2008	Results of survey provided by Region 20
7. Students in grades 9 – 12 will be exempted from mid-term and final exams if eligibility criteria are met.	High school student handbook	S Lynn	Mid-term 2007 Finals 2008	Number of students exempt from testing

DISCIPLINE MANAGEMENT

SISD GOAL #4: Prepare all graduates of Stockdale ISD to be productive citizens in today’s society by implementing the resources of the Stockdale ISD Graduate Profile, Student Code of Conduct, Safe and Drug Free School Co-Op, Wilson County Early College Start, and Character Education.

8. Teen Leadership classes are offered to students in grades 9 – 12 this program teaches leadership skills while addressing areas such as conflict resolution, violence prevention and suicide prevention.	Safe and Drug Free School Funds Region 20	Thiede	Daily dialogue between students and teachers	Student input at end of 2006-2007 school year.
9. Strategies for violence prevention and intervention at all campus levels will include: Development of a district crisis response plan Use of classroom intercom system Safety drills Non-violent crisis prevention and intervention staff training for all SE staff and each campus core crisis team. CPI staff training for all special education staff Use of trained dogs for drug searches Encourage participation in extra-curricular and co-curricular activities.	Local Funds Special Education Funds Local Funds	Hartmann Wozniak S Lynn All Staff Marrou Ramirez GSEC Instructor	March 2008 May 2008 Fall 2007	Discipline incident reports Training Report
10. Speakers and presentations will be provided for students in the area of making good choices: Alcohol and drug abuse, suicide prevention, conflict resolution, parenting, anger management and other life choices. Red Ribbon Week	Brush Country Council Local Funds Community Resource People Connections STAR Program Connections	Hartmann Wozniak S Lynn Student Council Miller	March 2008 May 2008	Student feedback Discipline reports
11. “SPARKED” Program (Strength, Pride, Attendance, Respect, Kindness, Educated and Determined) K-5.	Local G/T	G/T Woodlee	Feedback from classroom teachers throughout the year	Survey students and staff for input regarding effectiveness of program.

DYSLEXIA**SISD GOAL #7:** Continue to improve communication thus increasing awareness, interest, and involvement of all stakeholders in the education process.**DEIC GOAL #11:** By 2007 – 2008, all procedures to identify and accommodate students who exhibit the characteristics of dyslexia will be in place.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
1. Dyslexia screening	GSEC Wuest	Seidel	GIST	Results of individual student screening to determine program placement
2. Dyslexia teacher will coordinate with Title I teachers and regular classroom teachers for coordination of Herman Method and/or Wilson Program. Title I students will receive regular classroom instruction and dyslexia pullout program. Upon completion of dyslexia program student will participate in Title I pullout if after evaluation it is determined Title I services are needed.	Local Funds	Dixon Title I Teachers Regular Classroom Teachers	Student Progress in Herman Method and/or Wilson Program is evaluated Daily	Annual meeting with parents to discuss student progress
3. Each campus will have a copy of the state Dyslexia Handbook.	State Dyslexia Handbook	Seidel		Handbooks will be used by staff to increase awareness of needs of dyslexia students
4. Dyslexia support group meetings for parents	Region 20	Seidel	Calendar of meeting provided to parents and staff	Feedback from parents

PROGRAM: DYSLEXIA GRADES: K-8

ASSESSMENT INSTRUMENT AND PROGRAM ELIGIBILITY CRITERIA	STRATEGIES AND ACTIVITIES	RESOURCES AND FUNDING	JOB DESCRIPTION OF SCE FUNDED STAFF	FORMATIVE ASSESSMENT INSTRUMENT(S)	EXPECTED OUTCOMES: ASSESSMENT INSTRUMENT AND TARGET OUTCOMES FOR AT-RISK STUDENTS
<p>ELIGIBILITY: Any student who has dyslexia or a related disorder, as defined by TEC §38.003.</p>	<p>DYSLEXIA: Intensive instruction for dyslexic students for approximately two school years</p> <p>Multisensory/Bihemispheric skill-level approach</p> <p>Coordinates phonetic decoding</p> <p>Comprehension to meet diverse needs</p> <p>Professional Development</p> <p>Parental Involvement</p> <p>Counseling Services</p>	<p>SCE: Personnel-6100</p> <p>Stockdale Elementary: One Teacher</p> <p>Stockdale JH: One Teacher</p> <p>Same person.</p> <p>Contracted service-6200</p> <p>75% of dyslexia assessment:</p> <p>At Stockdale Elementary and Stockdale Junior High</p>	<p>DYSLEXIA TEACHER:</p> <p>The dyslexia teacher utilizes the following reading strategies:</p> <ol style="list-style-type: none"> 1.Emphasis on word-attack skill 2. Kinesthetic/tactile input to reinforce auditory and visual processing 3.consistent review and practice to ensure retention and comprehension 4. Metronomic pacing to encourage speed and fluency 5. Sequencing group or one on one instruction <p>Handwriting and spelling strategies utilized are:</p> <ol style="list-style-type: none"> 1. Emphasis on encoding and writing phonetically regular words 2. Spelling of sight words 3. Spelling rules and patterns 4. Mirror feedback to improve auditory discrimination 5. Modeling of skills by side <p>The dyslexia teacher will consult with the students’ parents, sharing with them ideas on how they may participate in assisting their students in the educational process.</p> <p>The dyslexia teacher will be provided appropriate professional development training as a part the campus professional development program.</p> <p>The dyslexia teacher will refer students to the counselor for assistance on an as-needed basis.</p>	<p>END OF 6-9 WEEKS:</p> <p>Passing Grade Reports</p>	<p>END OF YEAR:</p> <p>Grades K – 8: Achieve passing score on the appropriate reading assessment.</p>