

Stockdale Independent School District

District Improvement Plan

2019-2020



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.

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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

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 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 that either live 2 miles away or meets the criteria outlined in the Hazardous Route outlined by the school board. 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 - 8. We have approximately 200 students enrolled with 105 males and 91 females which is an increase of --students from the previous year. Our enrollment by ethnicity is American Indian 0.52%, African Ammerican 1.0 %, Hispanics 50.26% and White 48.17%.

We have 1 migrant student and 10 ESL students of the Hispanic origin. SJH serves 120 (61%) economically disadvantaged students with 29 special education students, 105 at risk students, and __ homeless students. We also serve 26 gifted and talented students and 19 dyslexia students.

Attendance rates have varied from 90% to 97% throughout the school year.

Our ELL students are supported through a daily pull out program for 30 minutes concentrating on speaking, listening, writing and reading skills.

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 May 13, 2019, the student body consists of 230 individuals. Of those students, 46.52% are White, 51.74% are Hispanic/Latino, 1.3% are Black/African American, and .43% are consider of mixed ethnicity. The school populations consists of 58.7% male and 41.3% female. Enrollment over the past five years has not significantly increased or decreased. The school has 2 migrant students that are in attendance throughout the school year. Special education students are 18.26% of the population, whereas 7.83% are considered Gifted and Talented. In 2017-2018, the annual dropout rate was 1.3%, as compared to the (2016-2017) 1.9% State annual dropout rate. However, this is a 1.3% increase in the drop out rate from prior years. Approximately, 51.3% of the student population is considered economically disadvantaged, and 22.48% of our students are considered at risk.

There are thirty-six total staff members at Stockdale High School. There are thirty two teachers, two office personnel, and two campus administration personnel. This population consists of 64.7% females and 35.3% males. The majority ethnicity of the personnel on campus is white at 77.7%, Hispanic at 21.1%, and African American at 1.2%. Teaching experience ranges from 1 year to over 20 years. Referring to Table 1, the majority of teachers have experience ranging from 11-20 years experience with 20+ years becoming a close second. Therefore, more than 60% of the teaching population has more than 11 years of experience.

Table 1. Teacher Years of Experience

Years Experience	Teaching Population
Beginning Teachers	7.8%
1-5 years	17.4%
6-10 years	13%
11-20 years	34.6%
20+ years	27.2%

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 the US Census Bureau, Stockdale's estimated population in 2017 was 1,318 with 47.5% being male and 52.5% being female. The race of the Stockdale population is 51.7% Hispanic or Latino, 45.9% White, 1.7% African American, .2% American Indian, and .6% Asian.

The educational levels of the residents over 25 years of age in Stockdale are as follows: 26.3% do not have a high school diploma, 35.7% are high school graduates, 24.8% have some college but no degree, 3.9% have an Associates degree, 8% have a Bachelor's degree, and 1.2% have a graduate or professional degree.

The median income per family in Stockdale Texas is \$54,000 per year, whereas the mean income is \$65,700 per year.

The data indicated that the top three industries in the city of Stockdale were Manufacturing (17.3%), Educational Services, Health Care, & Social Assistance (22.1%), and Transportation, Warehousing, & Utilities (12.1%).

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

Stockdale High School

- All teachers are certified and considered highly qualified.
- Our student to teacher ratio is much smaller (7.5:1) 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.
- Over 60% of Stockdale High School teachers have more than 11 years of experience in the teaching field.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Many students are identified as special programs such as dyslexic, ESL, or special education. **Root Cause:** Policies are designed to increase the identification of struggling students, and sometimes leads to over-identification.

Problem Statement 2: The economically disadvantage populations routinely perform below state average and other sub populations on state assessments.
Root Cause: NEEDS TO BE COMPLETED BY JH

Problem Statement 3: The annual dropout rate has increased by 1.3%. In addition, from current numbers, the annual dropout rate for next year is expected to increase. **Root Cause:** Chronic failure and attendance issues

Student Academic Achievement

Student Academic Achievement Summary

Stockdale Elementary

Stockdale Elementary was rated as "Met Standard" for the 2017-2018 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 Third grade Reading, 5th grade Science, 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

Stockdale High School

Looking at the STAAR scores from 2016-2018 there has been little variation in the percentage of students passing the STAAR in the Algebra I, Biology and US History tests. The English I and II tests vary by more than 20 percent from year to year. The English I and II tests also have a lower average passing rate than the other three tests.

	2016	2017	2018	2019
Algebra I	93	93	92	91
Biology	98	98	98	96
English I	73	83	72	82
English II	77	88	83	73
US History	100	100	98	98

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.

STAAR	Did Not Meet Grade Level			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Algebra I	7	8	9	93	92	91	66	72	71	32	42	37
Biology	2	12	4	98	88	96	74	59	78	30	22	38
English I	17	28	18	83	72	82	57	51	65	7	9	22
English II	12	17	27	88	83	73	67	68	62	11	11	9
US History	0	2	2	100	98	98	75	83	80	35	44	50

Algebra I

	2016	2017	2018	2019
Algebra I	93	93	92	91

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

- In 2018 74% of male students meet grade level performance standards, while 83 % of female students met grade level performance standards.
- In 2018 35 % of male students mastered grade level performance standards, while 54 % of female students mastered grade level performance standards.
- In 2016 43 % of white students achieved Level III: Advanced while 28 % of Hispanic/Latino students achieved Level III: Advanced.
- In 2018 43 % of white students mastered grade level performance standards, while 39 % of Hispanic/Latino students mastered grade level performance standards.
- In 2017 36 % of Economically Disadvantaged students mastered grade level performance standards, while only 32 % of All students mastered grade level performance standards.

	2016	2017	2018	2019
Biology	98	98	88	96

Biology

Comparison of the scores in **Biology** of the academic year ending in 2018 to the previous year ending in 2017, there was an overall decrease of 10.2%.

In 2017, there was a 98% passing rate of the STAAR test. In 2018, the passing rate decreased to 88%.

The 2018 Biology STAAR performance level categories of Masters, Meets, Approaches and Did Not Meet Grade Level remained the same as 2017. As in 2017, Approaches, Meets and Masters are all passing levels of the STAAR.

The breakdown analysis of the student groups in Biology revealed the following:

In 2018, 60% of male students met grade level performance standards, while 71.43% of female students met grade level performance standards.

In comparison, 2017, 68% of male students met grade level standards and 83% of females students met grade level standards.

In 2018, 16% of economically disadvantaged students attained Masters level of the STAAR assessment. In 2017, 21% attained Masters level.

In 2018, 11.11% of Hispanics students attained Masters level and 100% of Black/African American students attained Masters level.

In 2018, 34.78% of White students attained Masters level on Biology STAAR EOC.

In 2018, 0% of LEP students scored Approaches, Meets or Masters of the Biology STAAR EOC. (There was only 1 student in this category.)

In 2018, the following percentages apply for Meets grade level performances: 52% of economically disadvantaged students and 64.71% of all students.

Student Academic Achievement Strengths

Student performance At Approaches Grade Level or Above did not fall below the State or Region 20 percentages. Stockdale's percentage was 1% higher.

Student performance At Meets Grade Level or Above was the same at the State and Region 20 percentages at 59%.

At Masters Grade Level, student percentages were still closely comparable to State (24%) and Region 20 (25%), with Stockdale's percentage at 22%.

Problem Statement: Identifying Student Academic Achievement Needs

- LEP student needs more English language instructional support. Root Cause: Student has limited English speaking skills and has difficulty reading in English.

	2016	2017	2018	2019
English I	73	83	72	82

English I

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

- In 2018 49 % of male students meet grade level performance standards, while 71 % of female students met grade level performance standards.
- In 2018 6 % of male students mastered grade level performance standards, while 14 % of female students mastered grade level performance standards.
- In 2016 19 % of white students achieved Level III: Advanced while 7 % of Hispanic/Latino students achieved Level III: Advanced.
- In 2018 12 % of white students mastered grade level performance standards, while 7% of Hispanic/Latino students mastered grade level performance standards.

	2016	2017	2018	2019
English II	77	88	83	73

English II

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

- In 2018 69 % of male students meet grade level performance standards, while 78 % of female students met grade level performance standards.
- In 2018 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 2018 96 % of female students were approaching grade level performance standards, while only 78 % of male students were approaching grade level performance standards.

	2016	2017	2018	2019
US History	100	100	98	98

US History

Comparison of the scores in **U.S. History** of the academic year ending in 2018 to the previous year ending in 2017, there was an overall decrease of 2%.

In 2017, there was a 100% passing rate of the STAAR test. In 2018, the passing rate decreased to 98%.

The 2018 U.S. History STAAR performance level categories of Masters, Meets, Approaches and Did Not Meet Grade Level remained the same as 2017. As in 2017, Approaches, Meets and Masters are all passing levels of the STAAR.

The breakdown analysis of the student groups in Biology revealed the following:

In 2018, 97.78% of all students met At Approaching grade level performance.

In 2018, 100% of male students met grade level performance standards, while 94.12% of female students met grade level performance standards.

In 2018, 25% of economically disadvantaged students attained Masters level of the STAAR assessment.

In 2018, 40.91% of Hispanics students attained Masters level and 100% of Black/African American students attained Masters level.

In 2018, 40.91% of White students attained Masters level on U.S. History STAAR EOC.

In 2018, the following percentages apply for Meets grade level performances: 83.33% of economically disadvantaged students and 80% of all students.

In 2018, 100% of Special Ed Indicator students attained At Approaching grade level performance or above, with 40% of the students At Meets level.

Student Academic Achievement Strengths

Student performance At Approaches Grade Level or Above remained higher than the State or Region 20 percentages, 98% versus 92%.

Student performance At Meets Grade Level or Above remained higher than the State and Region 20 percentages, 83% versus 70% and 71%, respectively.

- At Masters Grade Level, student percentages remained higher than the State and Region 20 percentages, 44% versus 40% and 42%, respectively.

Year	English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State
2013	20.1	19.8	23.5	19.8	23.5	21.0	22.5	20.9	22.3	20.9
2014	20.2	19.8	20.2	19.8	21.1	21.1	22.4	21.0	21.8	20.9

	English		Mathematics		Reading		Science		Composite	
2015	22.3	19.8	22.3	19.8	21.7	21.1	22.7	21.0	22.4	20.9
2016	20.7	19.4	20.7	19.4	20.1	21.0	20.9	20.7	21.0	20.6
2017	21.8	19.5	21.8	19.5	22.1	21.1	23.1	20.9	22.6	20.7
2018	20.6	19.6	21.6	20.6	24.8	21.1	21.4	20.8	22.3	20.6

ACT

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

- Each year from 2013-2018 Stockdale students have achieved a higher ACT composite than the state average.
- In 2018 Stockdale students achieved their highest scores in Reading with an average score of 24.8 which is higher than the state average of 21.1.
- In 2018 Stockdale students achieved their lowest scores in English on the ACT with an average score of 20.6, which is higher than the state average of 19.6.

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 Foundations 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 and Royal Reader programs, participate in UIL events, and the National Elementary Honor Society. They also compete in the Annual Science Fair competition.

Stockdale Junior High

Stockdale High School

- Over 90 percent of our students are approaching grade level on the Algebra I, Biology, US History STAAR tests.
- Stockdale ACT scores are higher than the national average each year from 2013 - 2018
- English scores increased by 14% from 2016 to 2017.
- From 2018 data, In Algebra I 78 % of students with a Special Ed indicator were approaching grade level performance standard

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: NEED TO BE COMPLETED BY JH **Root Cause:** NEED TO BE COMPLETED BY JH

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.

Problem Statement 4: LEP students need more English language instructional support **Root Cause:** LEP students have limited English speaking skills and have difficulty reading in English

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, Foundations for Language Arts, and The Writing Academy for Writing. A strong phonics program is provided through the Wilson Foundations 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 to address their weaknesses in the core curriculum. ACE, an afternoon school program, is offered to all Junior High students and provides remediation in core content areas, a meal and bus transportation home.

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 collaborate on Math, English, Science and History to discuss curriculum and benchmark data in each department.

Scheduling at the Junior High has been streamlined to be more efficient for student choices and to meet the needs of our special student populations. We are making progress towards grade level teacher having common conference times.

Technology is utilized in every classroom with a Promethean board and LCD projectors. SJH will have chrome books available for all students to utilize throughout the day in all of their classes. We will be able to effectively use 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 May 2019, a Processes and Programs Teacher Survey was conducted among Stockdale High School faculty. 16 teacher responses were collected and this data is compiled below.

District Curriculum

100% of teachers implement the required district curriculum in their classes.

100% of teachers that do not have required curriculum implement the TEKS in their planning. **93.8%** of teachers feel they correctly implement the curriculum, either through TEKS or through TEKS Resource System.

Student Assessment

Out of the 16 teacher responses, these are the percentages of each assessment type.

100% of teachers use teacher-made tests.

43.8% of teachers use the Eduphoria Test Bank.

31.3% of teachers use STAAR released tests.

50% of teachers use other resources (i.e. iCEV, Exam View, textbook ancillaries).

Teachers also noted that they use STAAR tests, pre- and post-tests, teacher observations, classroom work, Quizizz online quizzes, progress reports, report cards, benchmarks, and IEP goals, as ways to track student progress and to regularly assess students.

If student progress is not being made, teachers implement tutorial hours, reteach material, alter teaching strategies, contact parents, converse with other teachers about their strategies, and discuss lack of progress in ARD meetings.

Professional Learning Community

Departments at Stockdale High School are organized by subject and grade level, with some high school courses vertically aligning with junior high school courses.

Two teachers commented that departmental organization is unclear in that there is "no department head for our department" and "currently, we are almost all on our own." Others noted that their departments have regular monthly meetings together, sometimes including junior high teachers in their subject as well.

Goal Setting

81.3% of teachers participate in goal-setting for increased student performance.

18.7% of teachers feel they do not set goals geared specifically toward student performance.

62.5% of teachers feel that the majority of students participate in goal-setting for themselves.

37.5% of teachers feel that no students set goals for themselves.

One teacher expressed the desire for a professional development on goal-setting.

Improving Student Achievement

93.8% of teachers feel that the campus focuses on improving student achievement.

One teacher felt that the campus does not focus on improving student achievement.

Teachers commented that STAAR/tutoring periods, minimizing announcements, an enforced tardy policy, and "inclusion programs, and implementation of Chrome books", all are strategies that help focus on student achievement.

Campus Leadership

Our campus follows a leadership hierarchy with Mrs. Sandy Lynn as campus principal, Mrs. Sonya Pruski as counselor, Mrs. Roberta Wellman as registrar, and Mrs. Rose Steenken as secretary.

Teachers describe formal leadership as the office administrators as well as department heads. Informal leadership takes the form of staff meetings, department meetings, committees, class sponsorship, mentor teachers for new faculty, and "leaders for various organizations".

Instruction Time

75% of teachers feel that the master schedule maximizes instructional time.

Among the four teachers that disagreed, they state "I still believe we have too many interruptions," pep rally schedules "MUST be changed to maximize instruction time," and "we need to add minutes to a designated class for announcements."

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, Chrome books, 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 to help 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 Notebooks that each student keeps
- Goliad Special Ed Cooperative staff to support teachers and students including Speech, LSSP, OT, PT, Auditory specialist and learning 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 ACE and enrichment periods

Low teacher turnover

STAAR test scores are above state averages

Stockdale High School

- Strong lines of communication among faculty and administration.
- Faculty utilizes TEKS and TEKS Resource System to inform curriculum.
- Faculty has a wide variety of student assessments to inform student progress.
- Most teachers feel that there is optimal instruction time.
- Most teachers place student progress as the top goal that they set for themselves and their instruction.

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: To provide staff training for differentiation for our advanced classes and GT students. **Root Cause:** Teachers need more time for collaborative planning to unify grade level expectations.

Problem Statement 3: Individual departments need to establish a more formal department leadership **Root Cause:** Department leadership needs to have a more uniform structure.

Problem Statement 4: Students lack opportunities to create more original, authentic work. **Root Cause:** Teachers need more professional development in the effective use of Project-based learning.

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 Lymphoma 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 disciplinary 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 familiar 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

The following results were generated from the OLWEUS survey:

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13.7%	33.9%	32.7%	13.1%	6.0%

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16.1%	32.1%	30.0%	10.7%	9.5%

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7.7%	20.8%	38.7%	17.3%	14.3%

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
26.8%	28.6%	28%	10.1%	7.1%

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5.4%	22.6%	35.1%	18.5%	17.9%

6. Students feel safe at Stockdale High School.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
14.9%	35.7%	38.1%	6.5%	3.6%

7. Students are encouraged to think critically in their classes.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
14.3%	47.6%	29.8%	4.2%	0.6%

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21.4%	47%	26.8%	3.6%	0%

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8.9%	28.6%	35.7%	17.9%	10.1%

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6.5%	22.6%	40.5%	19.0%	10.1%

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
- NaviGate platform for use as universal emergency communication tool
- Positive parental involvement / Parent Teacher Conferences
- Olweus Anti-Bullying Program
- Tobacco/Substance Abuse/ Internet Safety/ Sexting Online/ Cyberbullying lessons offered through Karnes/Wilson Youth Services

Stockdale High School

- 24.4% of high school parents attended a "Meet the Teacher" event on September 26, 2018.
- 14.7% of high school parents attended a similar event on February 20, 2019.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a perception that parent involvement programs are designed for only for struggling students and parents. **Root Cause:** Stockdale has a very diverse group of socioeconomic families and neighborhoods.

Problem Statement 2: Emergency operation plan needs to be implemented and practiced at all campuses. **Root Cause:** District needs to be on the same page with emergency operation plans.

Problem Statement 3: Our campus has inadequate security. **Root Cause:** Our campus is open to the public, and we no longer have a district resource officer.

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: There is a perception that parent involvement programs are designed for only for struggling students and parents.

Root Cause 2: Stockdale has a very diverse group of socioeconomic families and neighborhoods.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: NEED TO BE COMPLETED BY JH

Root Cause 3: NEED TO BE COMPLETED BY JH

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 Performance Objectives Summative Review from previous year
- 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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

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: Focus on bridging gaps in learning due to barriers presented with distance learning and COVID-19.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	June
Comprehensive Support Strategy 1) Utilize eduphoria! to disaggregate student data to identify weaknesses in curriculum and student performance	2, 3, 3	Campus Administrators	Data-driven instruction that strengthens lesson delivery on low performing objectives to lead to increased student achievement.				
Funding Sources: 199-Pic 30 SCE - 0.00							
Comprehensive Support Strategy 2) Collaborate with Karnes City ISD and other LEAs for ACE Grant at Elementary and Junior High campuses.	2, 3, 3	Campus Administrators	Increased learning time will allow targeted intervention time for at-risk students resulting in increased student achievement.				
Funding Sources: 265 - 21st Century - 0.00							
Comprehensive Support Strategy 3) Schedule and hold department meetings	3	Campus Administrators	Increased collaboration among teachers both vertically and horizontally to disaggregate data and plan to meet the needs of students.				
Funding Sources: 199 - General Fund - Other - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	June
4) Teachers attend training that will allow them to teach Math and Science Pre-AP courses at the HS campus. Note: 2020-21 courses will be referred to as honors.	2	Campus Administrators	Training teachers appropriately for advanced course work will yield higher student success rates on the respective examinations, such as, AP.				
Funding Sources: 255 - Title II, Part A, TPTR - 0.00							
5) G/T students in grades K- 12 will be served by classroom teachers in their regular classroom with opportunities to visit the MakerSpace Lab to create their project to be presented at the annual Gifted and Talented Showcase.		Campus Administrators	To ensure that G/T services are being provided.				
Funding Sources: 199-Pic 21 Gifted and Talented Education - 0.00							
Comprehensive Support Strategy 6) ESL students will be provided instruction by a certified ESL instructor in a pullout setting for grades 1, 2, 4, and 5 while it will be delivered through content area in grades K, 3, and 6-12.		Campus Administrators	To ensure ESL services are being provided.				
Funding Sources: 199-Pic 25 Bilingual Education - 0.00							
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.				
Comprehensive Support Strategy 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.				
Funding Sources: 255 - Title II, Part A, TPTR - 0.00							
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.				
Funding Sources: 255 - Title II, Part A, TPTR - 0.00							
Comprehensive Support Strategy 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.				
Funding Sources: 255 - Title II, Part A, TPTR - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	June
Comprehensive Support Strategy 11) Provide TCMPC (TEKS Resource System) access and monitor use every 6 weeks..		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.				
	Funding Sources: 199-Pic 30 SCE - 0.00						
12) Tutoring sessions will be offered for all core subject areas.		Campus Administrators	Clarification on misunderstood TEKS that will lead to increased student achievement.				
	Funding Sources: 199-Pic 24 SCE - 0.00						
13) Pull-out students who need additional instruction in reading and math.	2, 3, 3	Campus Administrators	Increased learning time in weak subject area to eliminate misconceptions that leads to increased student achievement				
	Funding Sources: 211 - Title I, Part A - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: To grow Academically as outlined below:

Increase Approaches by 3% in each tested area

Increase Meets by 2% in each tested area

Increase Masters by 2% in each tested area

Evaluation Data Source(s) 2: Accountability Tables and Reports

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Continue performance objective as growth will not be shown for 2 years.

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

Performance Objective 3: Maintain an Attendance Rate of 97% for students.

Evaluation Data Source(s) 3: Attendance Records

Summative Evaluation 3: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 3: Continue Attendance Rate goal of 97% for students.

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: continue with current performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	June
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.	3, 3	Campus Administrator and Counselors	By providing multiple information sessions, parents and students have opportunities to become informed on topics relating to the education of their children.				
2) Encourage more females to complete male courses in Career and Technology Education	2	Campus Administrators	Informing student populations will allow equal access to instructional programming.				
Funding Sources: 199-Pic 22 Career and Technology Education - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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









Performance Objective 2: Expand opportunities for industry certifications

Evaluation Data Source(s) 2: Number of students who successfully completed industry certification(s)

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: To maintain opportunities that have recently been expanded.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	June
TEA Priorities Connect high school to career and college 1) Identify and implement industry certifications diversified areas, including, but not limited to, EMT, Welding, Microsoft Office and Excel.		Administrators	Students would leave high school with an employable skill in the event they chose not to go to college.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 3: To establish Stockdale High School as an ACT Testing Site.

Evaluation Data Source(s) 3: Scheduled Administered ACT exams at Stockdale High School

Summative Evaluation 3: Met Performance Objective

Targeted or ESF High Priority

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	June
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.				
2) Continue to implement teacher of the month on each campus		Campus Administrators	Teacher Recognition				
Funding Sources: 199 - General Fund - Other - 0.00							
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.				
= Accomplished = Continue/Modify = 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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	June
Comprehensive Support Strategy 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.				
	Funding Sources: 255 - Title II, Part A, TPTR - 0.00						
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					
	Funding Sources: 199-Pic 21 Gifted and Talented Education - 3550.00						
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.				
	Funding Sources: 199 - General Fund - Other - 0.00						
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.				
	Funding Sources: 255 - Title II, Part A, TPTR - 0.00						
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				
	Funding Sources: 255 - Title II, Part A, TPTR - 0.00						

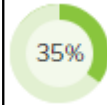



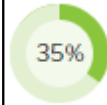



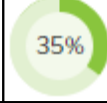



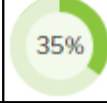



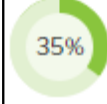



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	June

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	June
Comprehensive Support Strategy 1) Continue partnership with Goliad Special Education Cooperative (GSEC).	3, 3	Superintendent	High quality services for our at-risk special education students.				
	Funding Sources: 199-Pic 23 Special Education - 0.00						
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.				
3) Continue shared service agreement with La Vernia ISD.		High School Counselor	Allows access to Career and Technology Federal Funds (Carl Perkins Funds)				
Funding Sources: 244 - Vocational Education - 0.00							
4) Continue agreement with DAEP in Floresville	3, 3	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							
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 facilities 4) or other support as identified by administrators	3	District and Campus Administrators	Builds positive and supportive relationships among the school and community.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	June
6) Collaborate with Wilson County Office of Emergency Management to prepare and plan for emergencies	3	Superintendent	Will eliminate miscommunications in the event of an emergency so that students and staff can be kept safe.				
7) Maintain updated website	3	Webmaster	To provide relevant and up-to-date information regarding Stockdale ISD.				
Funding Sources: 199 - General Fund - Other - 0.00							
8) Collaborate with Stockdale EMS and Fire Department to escort students out of town after advancing to the 3rd round of playoffs or upon State Qualification.		Athletic Director	To incorporate the community in celebrating and supporting the successes of those students in athletics.				
9) Recognize Veterans during a Community Event		Administrators	To show gratitude and appreciation to our veterans for their service in our armed forces.				
10) Watch DOGS at Elementary		Elementary Principal	Way to involve and incorporate male role models.				
11) Thanksgiving Feast for parents		Child Nutrition Director					
12) HOPE Day at High School, NHS Sheriff's Santa		High School Principal					
13) Incorporate curriculum on character education (Character Network), Leader in Me 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.				
14) Provide opportunities for family engagement that include, but are not limited to open house, parent-teacher conferences, winter-wonderland, career fair, and leadership day.	3	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.				
Comprehensive Support Strategy 15) Utilize Blackboard Connect to inform parents about students being absent (all campuses)	2, 3, 3	Campus Administrators	By increasing attendance, seat time of students is also increased leading to increased academic achievement.				
Funding Sources: 199 - General Fund - Other - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	June

Goal 5: To create and maintain a financial atmosphere that employs integrity, conservative, efficient and balanced spending, and maximize 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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	June
1) Maintain State & Federal Grants Policies & Procedures Manual		Business Manager	Harmonious procedures that meet the need of both the district and campus.				
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.				
3) Central office review of all District needs.		Superintendent and Business Manager	To ensure that resources are equitable and appropriate.				
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.				
5) Update and adjust administrative regulations to ensure alignment with board policy.		Superintendent	To ensure financial integrity that is supported by board policy.				
6) The District will maintain a passing rating on the Financial Integrity Rating System of Texas (FIRST).		Superintendent and Business Manager					
= Accomplished = Continue/Modify = No Progress = Discontinue							

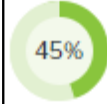
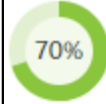

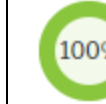




Goal 6: To maintain facilities and infrastructure through continued evaluation, maintenance, and improvement.

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	June
1) Custodial and Maintenance will work with administration to maintain facilities.		District and Campus Administrators	To maintain neat and clean facilities.				
Funding Sources: 199 - General Fund - Other - 0.00							
2) Refresh laptops for HS students.		Technology Director	To provide equipment for teachers that is up-to-date and relevant for maximizing instructional programming.				
Funding Sources: 199-Pic 31 High School Education - 27286.00							
3) Energy Optimization Project - Ideal Impact		Superintendent	To reduce energy cost by \$150,000 / year compared to base line year.				
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.				
5) Intentional spending on A/C equipment for preventative maintenance, repair, and/or replacement.		Superintendent and Maintenance Director	Extended Life of A/C Units Cost savings on investments of Energy Efficient Units.				
6) Strategic spending and/or budgeting to acquire buses through time warrants.		Superintendent and Business Manager					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	June
7) Maximize use of funds acquired by our recent school bond.		Superintendent	Allow us to invest in multiple projects that will serve the district for years to come.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 7: To create and maintain an environment as safe as possible to allow students to thrive and achieve at the highest levels possible.

Performance Objective 1: Implement and maintain safety and security strategies district-wide.

Evaluation Data Source(s) 1: Safety and Security Committee Evaluation

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	June
1) Establish and maintain agreement with City of Stockdale to secure a full-time City Marshal to be assigned to our district for every day that students are in attendance.		Superintendent	Law Enforcement presence that could deter or prevent unsafe behaviors..				
2) Establishment of threat assessment team(s) per 86th Legislative outcomes.			Implementation of a process to evaluate threats that arise within the district.				
3) Utilize NaviGate district-wide for our emergency operations plan, drill logs, and parent reunification.		Superintendent	A unified place for all safety and security needs.				
4) Utilize STOPit Solutions for our Anti-Bullying Campaign.			Anonymous reporting for students for safety and security concerns as well as anti-bullying.				
5) 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.				
6) Provide support in violence prevention, conflict resolution, dating violence & prevention, discipline management and suicide prevention/intervention activities		Counselors					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	June
7) 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.				
Funding Sources: 255 - Title II, Part A, TPTR - 0.00							
8) Incorporate curriculum on bully prevention (OWLEUS),							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 8: Create and maintain equity and equal access, as appropriate for students, to all special programs to include, but not limited to, Special Education, Section 504, Dyslexia, ESL, and Gifted and Talented programs.

Performance Objective 1: Meet the current and future needs of students served by one or more special programs.

Evaluation Data Source(s) 1: Needs Assessments completed at both campus and district level.

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	June
1) G/T students in grades K- 12 will be served by classroom teachers in their regular classroom with opportunities to visit the MakerSpace Lab to create their project to be presented at the annual Gifted and Talented Showcase.		Campus Administrators	To ensure that G/T Services are being provided.				
2) ESL students will be provided instruction by a certified ESL instructor in a pullout setting for grades 1, 2, 4, and 5 while it will be delivered through content area in grades K, 3, and 6-12.		Campus Administrators	To ensure ESL services are being provided.				
3) Section 504 training for campus coordinators		Special Programs and Testing Coordinator	To ensure updates and services are being implemented as intended				
4) 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.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 8: Create and maintain equity and equal access, as appropriate for students, to all special programs to include, but not limited to, Special Education, Section 504, Dyslexia, ESL, and Gifted and Talented programs.

Performance Objective 2: Establish campus coordinators for ESL and Gifted and Talented to offer linearity with campus and district functions for special programs.

Evaluation Data Source(s) 2: District Compensation Plan

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Goal 9: Keep construction project(s) on schedule and within allotted budget.

Performance Objective 1: Review all submittals and RFIs.

Evaluation Data Source(s) 1: Encompass GC Software

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Goal 9: Keep construction project(s) on schedule and within allotted budget.

Performance Objective 2: Deploy process to manage change orders with assistance of the architect.

Evaluation Data Source(s) 2: Encompass GC Software

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

District Education Improvement Committee

Committee Role	Name	Position
Administrator	Becky Stewart	Business Manager
District-level Professional	Roxanne Moczygemba	Programs and Testing Coordinator
Business Representative	Leroy Sanchez	Business Representative
Community Representative	Dana Zella	Community Representative/Parent
Parent	Brenda Clancy	Community Representative/Parent
Administrator	Sandra Lynn	High School Principal
Classroom Teacher	Michelle Miller	Teacher
Classroom Teacher	Jacquelyn Longino	Teacher
Classroom Teacher	Teresa O'Canas	Teacher
Administrator	Sharon Dunn	Junior High Principal
Classroom Teacher	Jenna Cotter	Teacher
Classroom Teacher	Rebecca Pavlovsky	Teacher
Administrator	Susan Loep	Elementary Principal
Classroom Teacher	Jennifer Cannon	Teacher
Classroom Teacher	Beverly Hummel	Intervention Teacher
Classroom Teacher	Melinda Williams	Special Education Teacher
Classroom Teacher	Meghan Akin	Teacher

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	Intervention Teacher(s)		\$0.00
Sub-Total					\$0.00
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
7	1	7			\$0.00
Sub-Total					\$0.00
199 - General Fund - Other					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Stipends		\$0.00
3	1	2	Stipends		\$0.00
3	2	3	NaviGate - Educ. Foundation Grant		\$0.00
4	1	7	SOCS - Web Hosting		\$0.00
4	1	15			\$0.00
6	1	1			\$0.00

199 - General Fund - Other					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
244 - Vocational Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3			\$0.00
Sub-Total					\$0.00
199-Pic 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Goliad SPED COOP		\$0.00
Sub-Total					\$0.00
199-Pic 24 SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	Increased Learning Time		\$0.00
Sub-Total					\$0.00
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		\$0.00
1	1	11			\$0.00
Sub-Total					\$0.00
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					\$75,836.00

Addendums

Stockdale Independent School District

District Improvement Plan

State Compensatory Education Programs

School Year 2019-2020



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 fourteen 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.*
14. *has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.*

Stockdale ISD has also locally identified students who have been identified for Section 504 services and those who have Dyslexia as at risk. 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.

In accordance with House Bill 3 (HB 3), beginning with the 2019-2020 school year, school districts receive an annual allotment equal to the basic allotment multiplied by one of five weights for students determined to be educationally disadvantaged. As prescribed under the TEC, §48.104 (a–e), these weights are based on the tier assigned in that year to the census block group in which a student who is educationally disadvantaged resides and vary in range from 0.225 to 0.275.

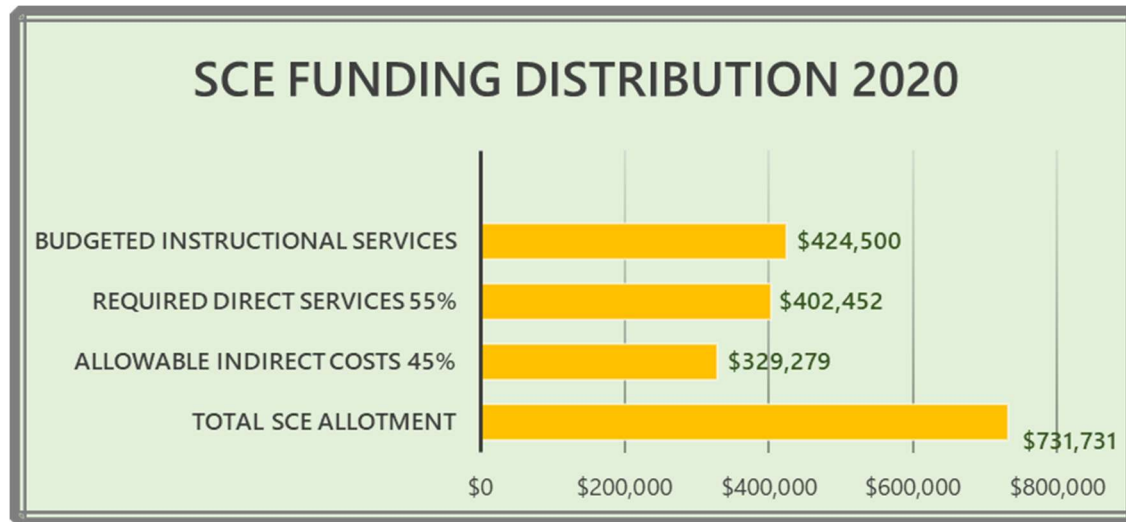
School districts continue to receive an annual allotment for each student who does not have a disability and resides in a residential placement facility in a district in which the student's parent or legal guardian does not reside. School districts also continue to receive an annual allotment for each full-time equivalent student who is in a remedial and support program under the TEC, §29.08, because the student is pregnant.

HB 3 further requires that at least 55 percent of the SCE funds allocated must be used to fund supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under the TEC, Subchapter B, Chapter 39, or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the TEC, §29.081, and all other students.

Additionally, the SCE allotment may continue to be used to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 and its subsequent amendments without considering a campus's low-income percentage. 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*.

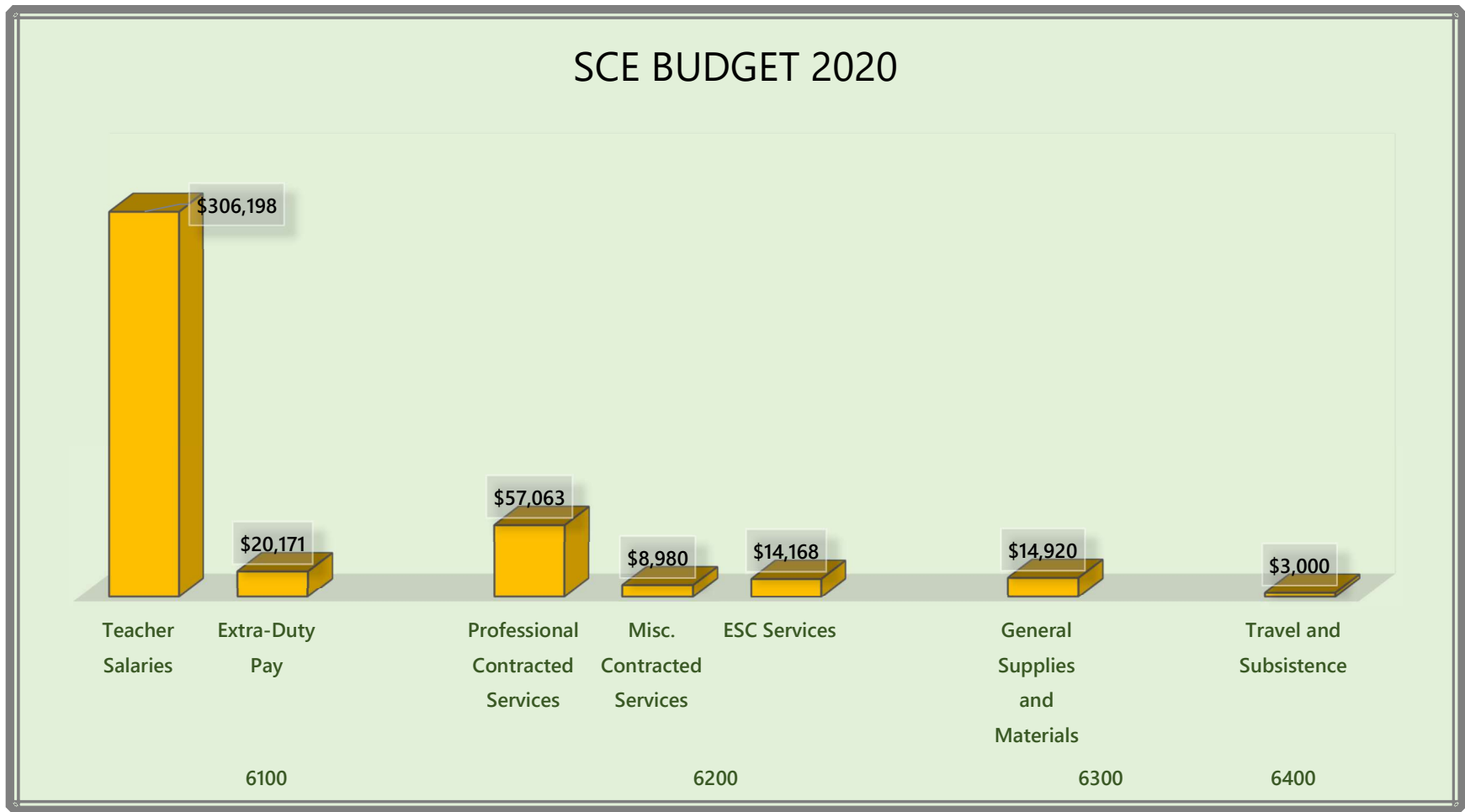
Data Analysis

Funding Analysis of District SCE Services for Fiscal Year 2020



The SCE Funding Analysis table above shows that Stockdale ISD meets and exceeds the required 55% 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 2020

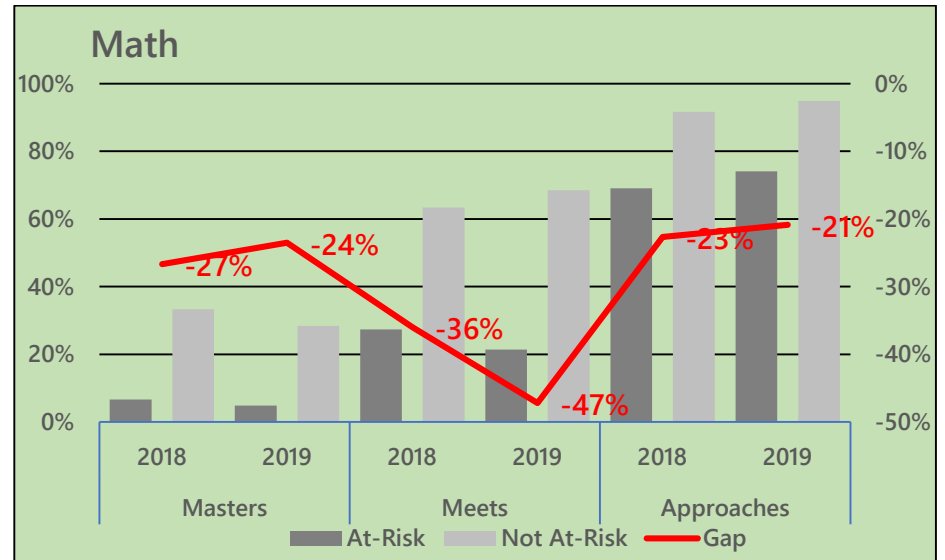
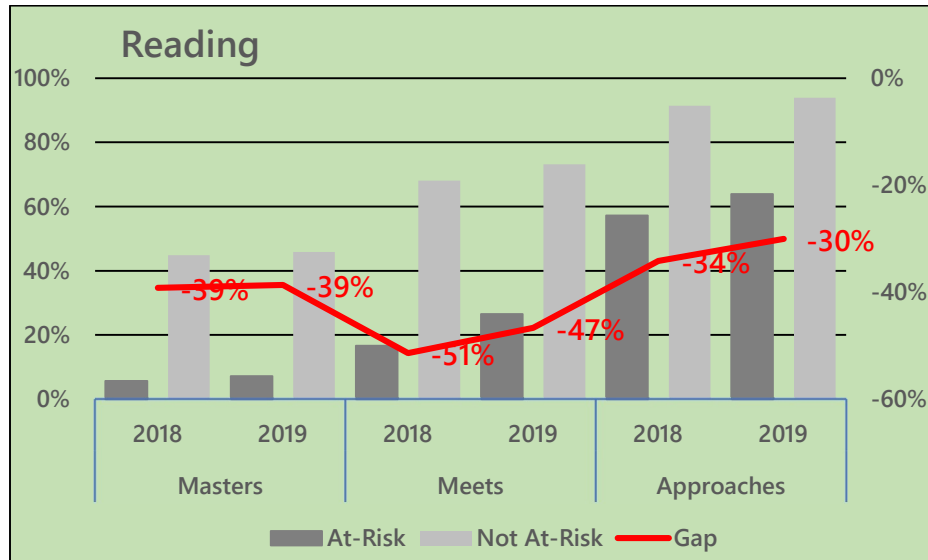


Number of Students Identified for the SCE Program by State Criterion for School Year 2019- 2020

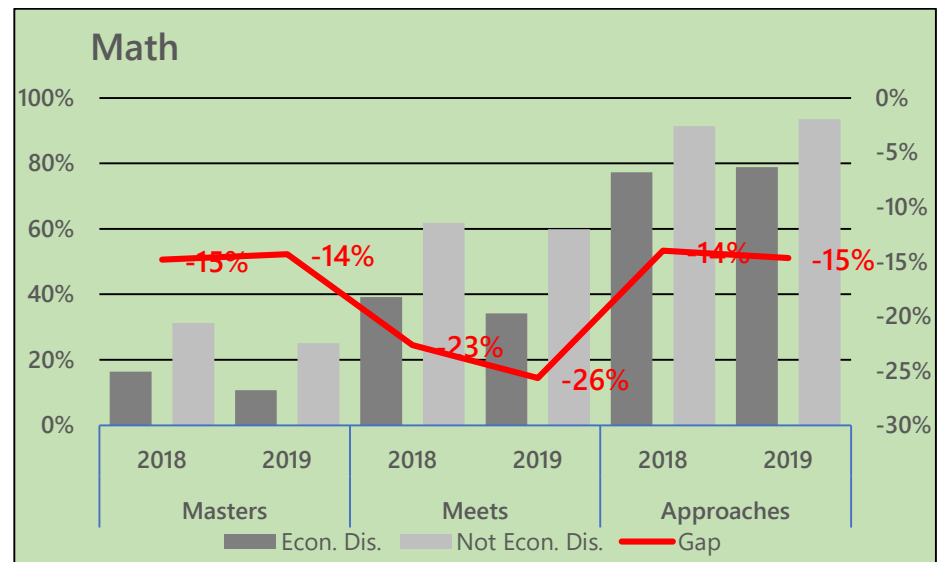
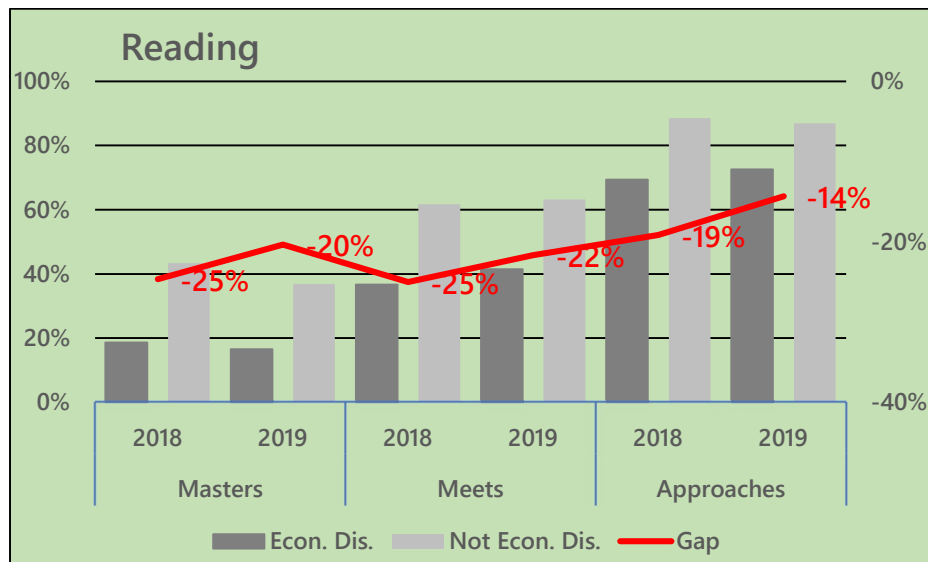
Stockdale			Readiness Test		<70 Average		Not Advanced		Failed STAAR		Pregnant/ Parent		AEP		Expelled		Parole/ Probation		Dropped Out		LEP		DPRS		Homeless		Residential Placement		Incarcerated		Local Criterion Dyslexia		Local Criterion Section 504			
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PK	46	6%	15	33%			0	0%			0	0%	0	0%	0	0%	0	0%	0	0%	1	2%	0	0%	3	7%	0	0%	0	0%	0	0%	0	0%		
K	60	7%	14	23%			2	3%			0	0%	0	0%	0	0%	0	0%	0	0%	3	5%	1	2%	3	5%	0	0%	0	0%	0	0%	2	3%		
1	52	6%	23	44%			2	4%			0	0%	0	0%	0	0%	0	0%	0	0%	4	8%	1	2%	0	0%	0	0%	0	0%	0	0%	1	2%		
2	54	7%	22	41%			7	13%			0	0%	0	0%	0	0%	0	0%	0	0%	2	4%	0	0%	0	0%	0	0%	0	0%	2	4%	2	4%		
3	55	7%	25	45%			5	9%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	5	9%	0	0%	0	0%	0	0%	0	0%	7	13%	9	16%		
4	48	6%					1	2%	11	23%	0	0%	0	0%	0	0%	0	0%	0	0%	5	10%	0	0%	2	4%	0	0%	0	0%	5	10%	5	10%		
5	68	8%					3	4%	21	31%	0	0%	0	0%	0	0%	0	0%	0	0%	3	4%	0	0%	2	3%	0	0%	0	0%	7	10%	12	18%		
6	67	8%					0	0%	11	16%	0	0%	0	0%	0	0%	0	0%	0	0%	4	6%	0	0%	0	0%	0	0%	0	0%	5	7%	12	18%		
7	74	9%			0	0%	13	18%	38	51%	0	0%	0	0%	0	0%	0	0%	0	0%	5	7%	0	0%	1	1%	0	0%	1	1%	10	14%	14	19%		
8	67	8%			2	3%	8	12%	32	48%	0	0%	5	7%	0	0%	0	0%	0	0%	6	9%	0	0%	5	7%	0	0%	0	0%	6	9%	9	13%		
9	70	8%			8	11%	11	16%	15	21%	0	0%	3	4%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	7	10%	15	21%		
10	46	6%			5	11%	6	13%	2	4%	0	0%	1	2%	0	0%	0	0%	0	0%	1	2%	0	0%	0	0%	0	0%	0	0%	7	15%	8	17%		
11	55	7%			5	9%	5	9%	6	11%	0	0%	2	4%	0	0%	0	0%	0	0%	1	2%	0	0%	0	0%	0	0%	0	0%	3	5%	4	7%		
12	63	8%			2	3%	7	11%	3	5%	0	0%	0	0%	0	0%	0	0%	0	0%	2	3%	0	0%	1	2%	0	0%	0	0%	7	11%	7	11%		
	825	100%	99	12%	22	3%	70	8%	139	17%	0	0%	11	1%	0	0%	0	0%	0	0%	43	5%	2	0%	17	2%	0	0%	1	0%	66	8%	100	12%		

District STAAR Results, Spring 2018-2019

At Risk/Not At Risk

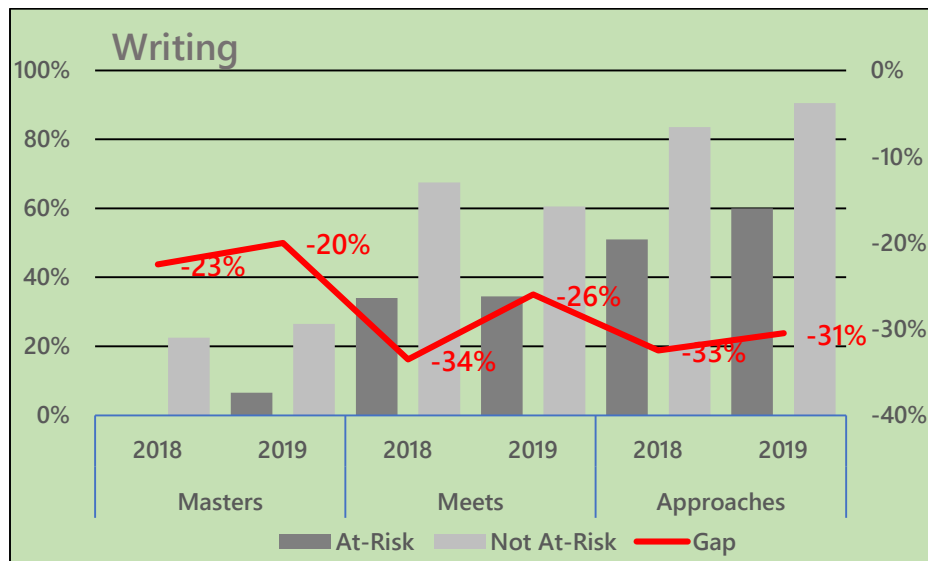
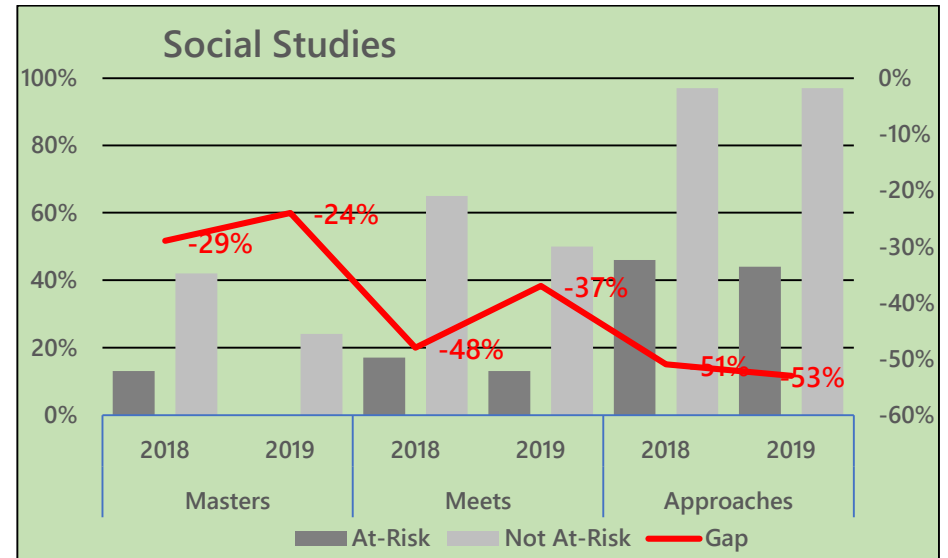
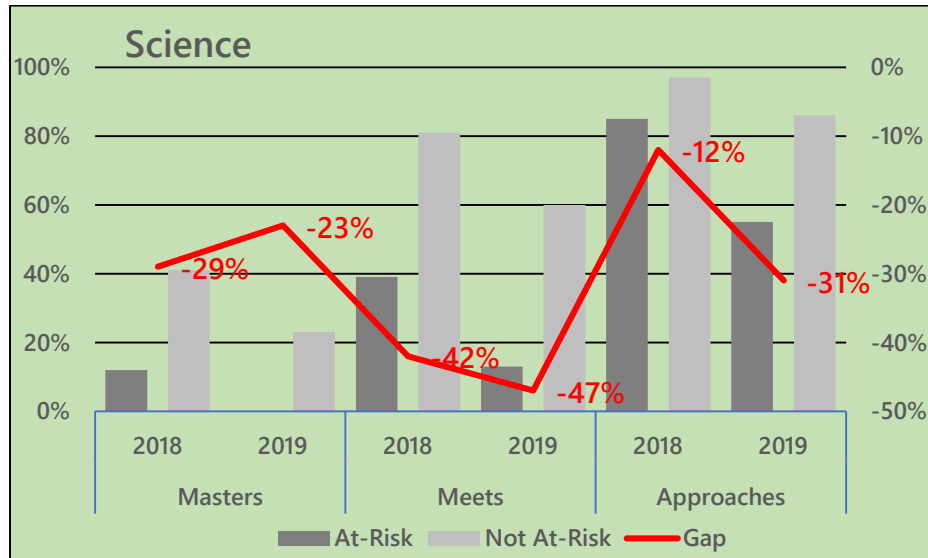


Economically Disadvantaged/Not Economically Disadvantaged



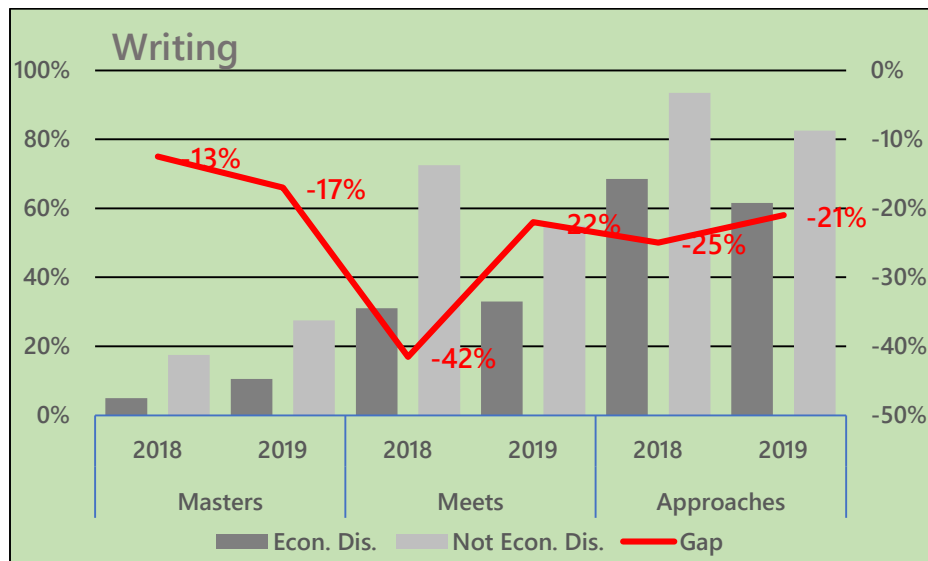
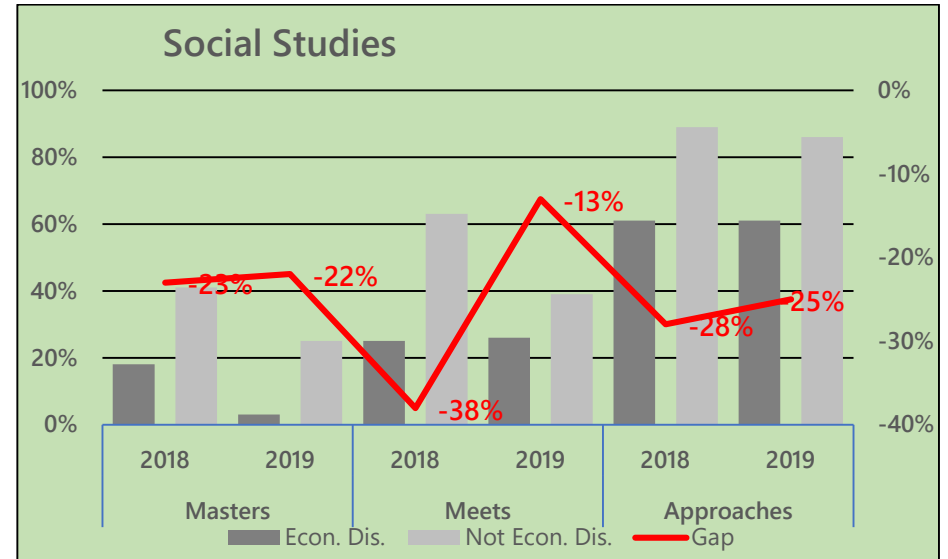
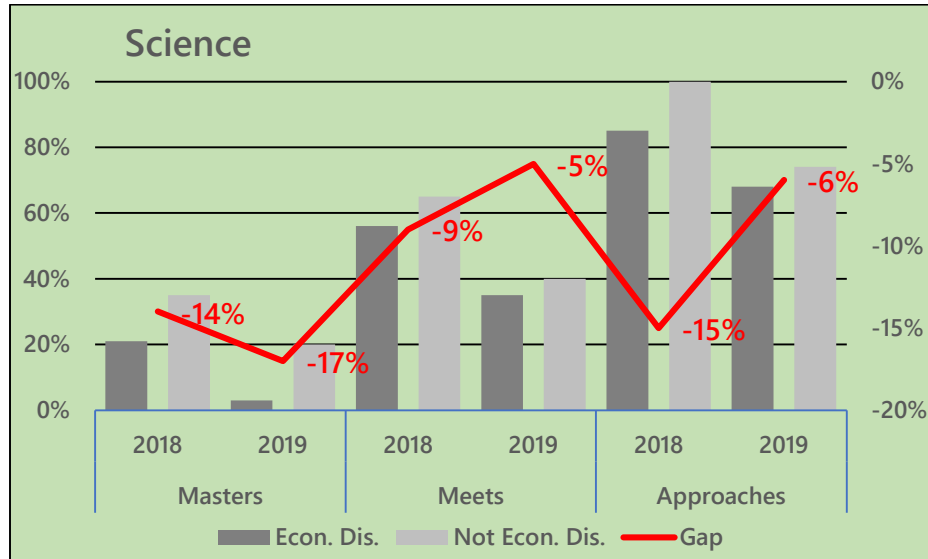
District STAAR Results, Spring 2018-2019 (continued)

At Risk/Not At Risk



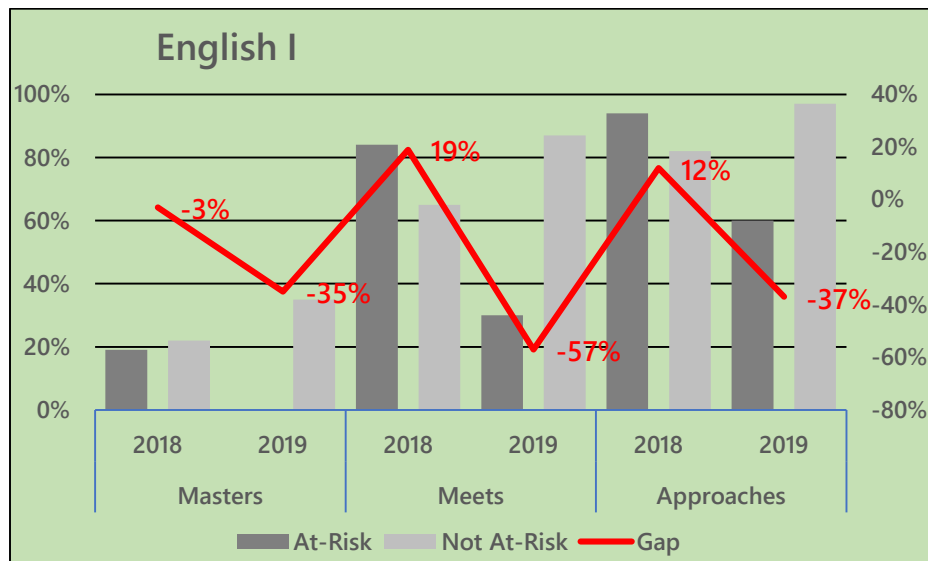
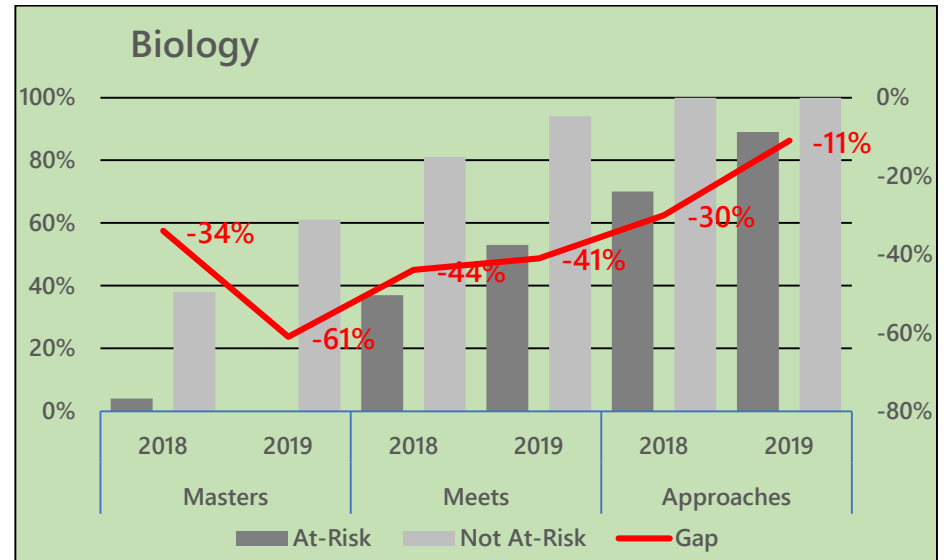
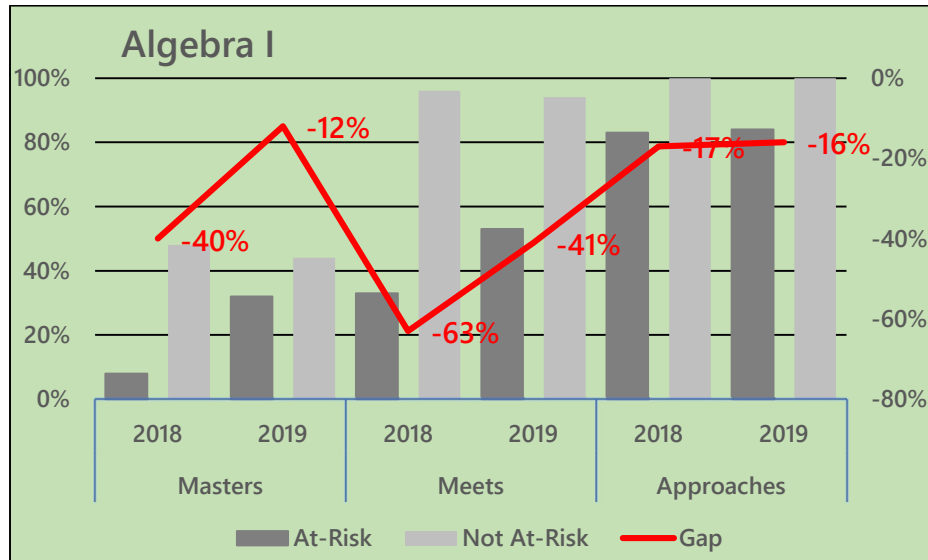
District STAAR Results, Spring 2018-2019 (continued)

Economically Disadvantaged/Not Economically Disadvantaged



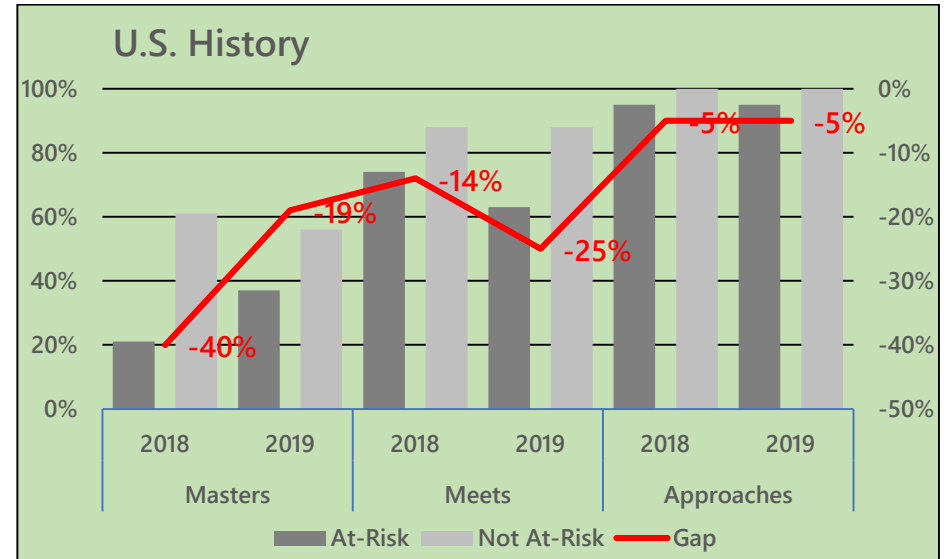
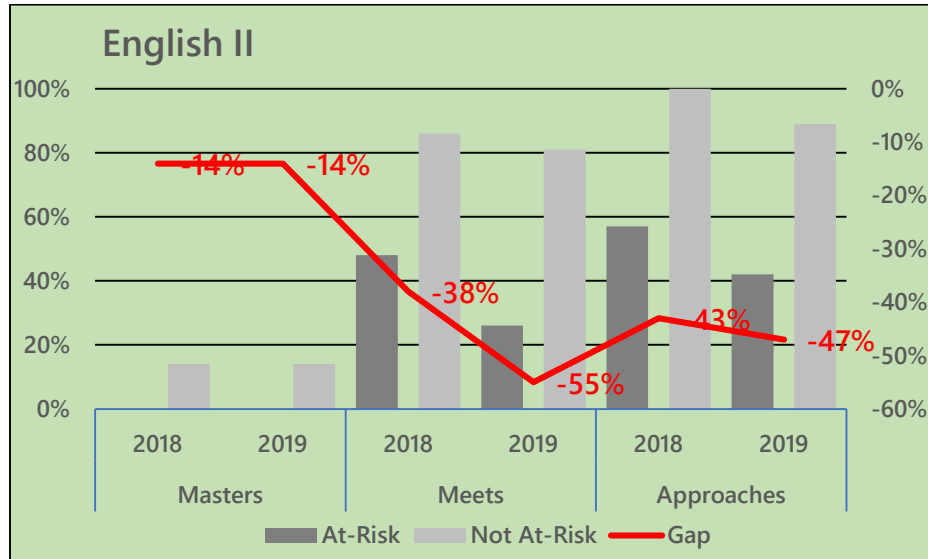
District STAAR Results, Spring 2018-2019 (continued)

At Risk/Not At Risk

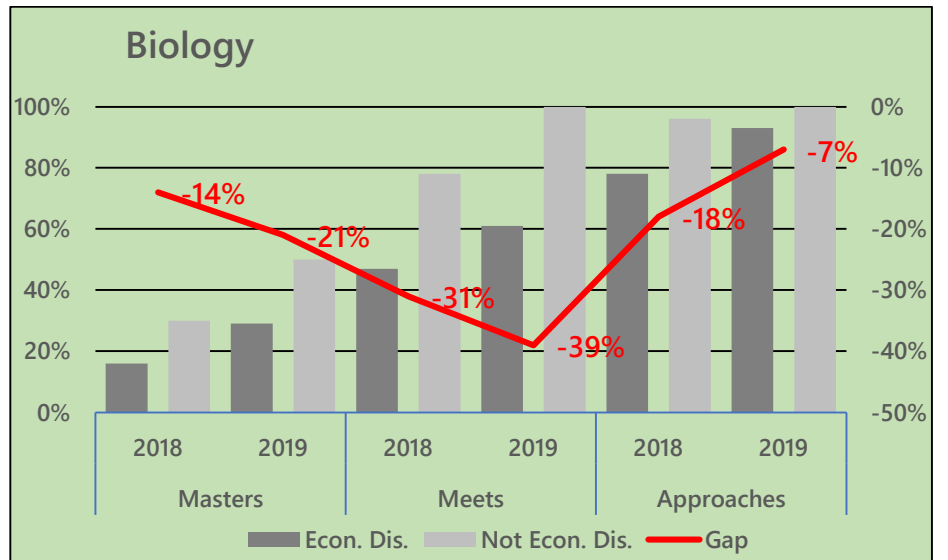
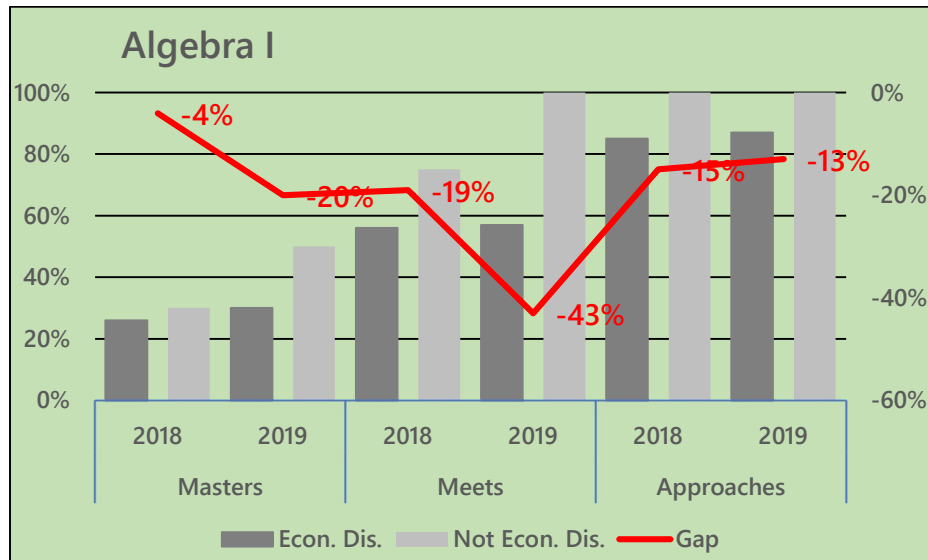


District STAAR Results, Spring 2019-2020 (continued)

At Risk/Not At Risk

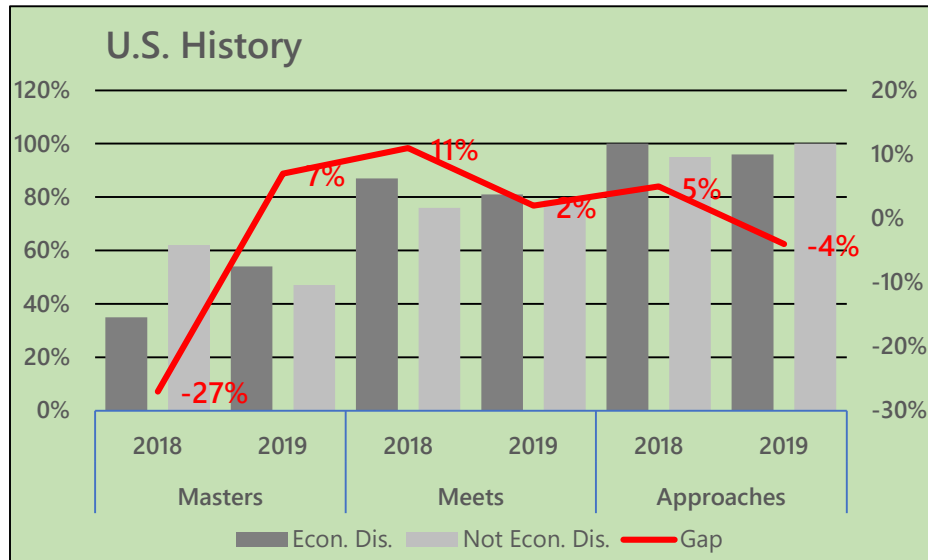
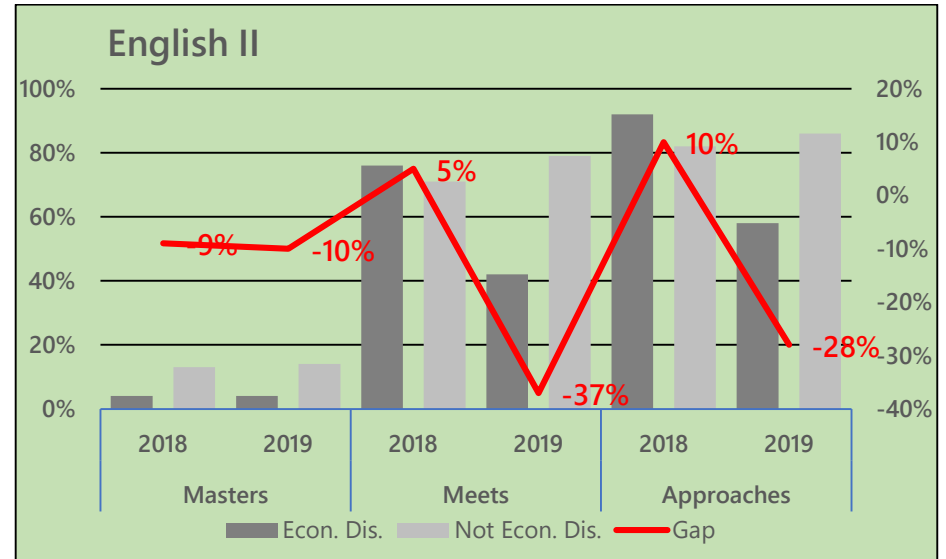
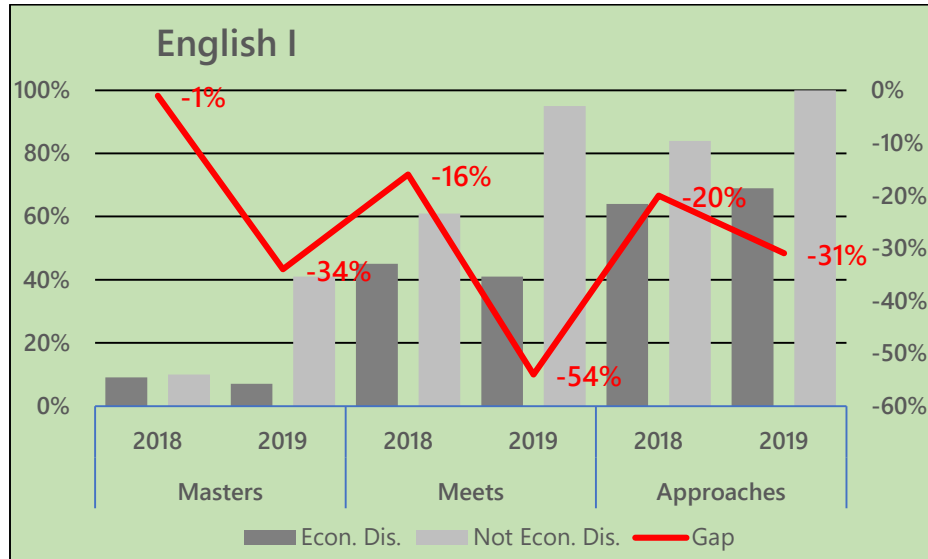


Economically Disadvantaged/Not Economically Disadvantaged



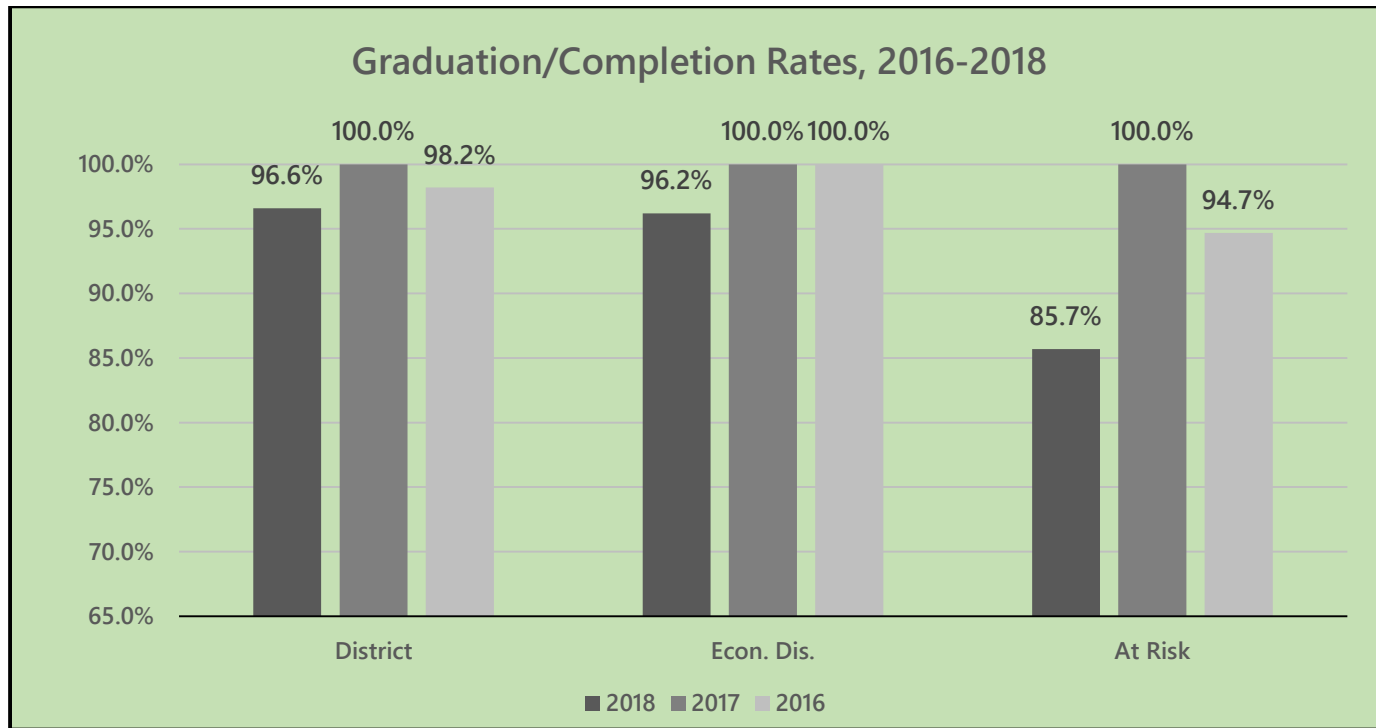
District STAAR Results, Spring 2019-2020 (continued)

Economically Disadvantaged/Not Economically Disadvantaged



Graduation/Completion Rates, 2016-2018

The Texas Education Code, Subchapter B, Chapter 39, requires districts to compare the disparity in the rates of high school completion between students who are economically disadvantaged and students who are not economically disadvantaged, and between students at risk of dropping out of school, as defined by the TEC, § 29.081, and all other students. The table below provides this comparison and is based on the latest data provided by the Texas Education Agency.



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 passing rates

<i>Identified Strategies</i>	<i>Supplemental Financial Resources</i>	<i>Supplemental Fulltime Equivalency</i>	<i>Measurable Performance Objectives</i>	<i>Timelines For Monitoring Strategies</i>	<i>Formative Evaluation</i>
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 \$14,634	N/A	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 \$14,168	NA	Passing grades	Each Six Weeks	Report Card Grades
DAEP – Supplemental instructional setting provided for students with disciplinary issues to support students with on-time graduation.	Contracted Services \$32,429	NA	Passing grades/On-target credit accrual	Each Six Weeks	Report Card Grades/Credit Accrual/Promotion
JJAEP – Costs incurred to place SISD students in JJAEP instructional facility.	Contracted Services \$10,000	NA	Passing grades/On-target credit accrual	Each Six Weeks	Report Card Grades/Credit Accrual/Promotion
Section 504 Services – Supplemental contracted services to meeting instructional and other needs of students identified under Section 504.	Contracted Services \$2,080	NA	Passing Grades	Each Six Weeks	Report Card Grades

2018-2019 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.

2018-2019 State Compensatory Education Program Evaluation (Cont.)

Stockdale ISD					
SCE-Funded Program	Evaluation Criteria	# of participating students	# of successful students	% successful	Modify (yes no)
AEP/DAEP	On target credit accrual	13	11	85%	no
Instructional Resources (Cscope/Eduphoria)	Promotion	662	646	98%	no
JJAEP	On target credit accrual	3	2	67%	no

SCE Budget, 2019-2020

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 2020

Budget Detail



Stockdale High (001)	Acct Title	Activity	Cost
199-11-6118-00-001-0-30-0-00	Teacher/Professional Extra Duty Pay	Summer School	\$3,000.00
199-11-6118-00-001-0-24-0-01	Teacher/Professional Extra Duty Pay	STAAR Remediation	\$5,000.00
199-11-6118-00-001-0-24-0-02	Teacher/Professional Extra Duty Pay	Tutorials	\$1,500.00
199-11-6119-00-001-0-24-0-00	Teacher/Professional Salary	Reading Intervention	\$56,950.00
199-11-6141-00-001-0-24-0-00	Social Security/Medicare	Reading Intervention	\$825.78
199-11-6142-00-001-0-24-0-00	Health/Life Insurance	Reading Intervention	\$2,732.00
199-11-6143-00-001-0-24-0-00	Worker's Comp.	Reading Intervention	\$202.00
199-11-6146-00-001-0-24-0-00	TRS Care	Reading Intervention	\$4,271.25
		Sub Object 61 Subtotal:	\$74,481.03
199-11-6299-00-001-0-24-0-00	Misc. Contract Services	Edgenuity	\$3,860.00
		Sub Object 62 Subtotal:	\$3,860.00
199-31-6339-00-001-0-24-0-00	Testing Materials	Dyslexia	\$200.00
199-11-6399-00-001-0-24-0-00	General Supplies	Supplies	\$5,000.00
		Sub Object 63 Subtotal:	\$5,200.00
199-13-6411-00-001-0-24-0-03	Emp. Travel/Subsistence	Professional Development	\$1,000.00
		Sub Object 64 Subtotal:	\$1,000.00
		Campus 001 Subtotal:	\$84,541.03

Stockdale ISD 247906

Fund 199 State Compensatory Education
Fiscal Year 2020

Budget Detail



Stockdale Junior High (041)	Acct Title	Activity	Cost
199-11-6118-00-041-0-24-0-02	Teacher/Professional Extra Duty Pay	Summer School	\$5,000.00
199-11-6118-00-041-0-24-0-03	Teacher/Professional Extra Duty Pay	Tutorials	\$200.00
199-11-6119-00-041-0-24-0-00	Teacher/Professional Salary	Reading Improvement	\$56,200.00
199-11-6119-00-041-0-24-0-00	Teacher/Professional Salary	Math Improvement	\$11,007.75
199-11-6119-00-041-0-24-0-00	Teacher/Professional Salary	Content Mastery	\$21,021.00
199-11-6141-00-041-0-24-0-00	Social Security/Medicare	Math Improvement	\$159.61
199-11-6141-00-041-0-24-0-00	Social Security/Medicare	Reading Improvement	\$814.90
199-11-6141-00-041-0-24-0-00	Social Security/Medicare	Content Mastery	\$304.80
199-11-6142-00-041-0-24-0-00	Health/Life Insurance	Content Mastery	\$1,750.00
199-11-6142-00-041-0-24-0-00	Health/Life Insurance	Math Improvement	\$470.00
199-11-6142-00-041-0-24-0-00	Health/Life Insurance	Reading Improvement	\$1,782.00
199-11-6143-00-041-0-24-0-00	Worker's Comp.	Content Mastery	\$74.56
199-11-6143-00-041-0-24-0-00	Worker's Comp.	Math Improvement	\$39.04
199-11-6143-00-041-0-24-0-00	Worker's Comp.	Reading Improvement	\$199.34
199-11-6146-00-041-0-24-0-00	TRS Care	Content Mastery	\$1,576.58
199-11-6146-00-041-0-24-0-00	TRS Care	Math Improvement	\$825.58
199-11-6146-00-041-0-24-0-00	TRS Care	Reading Improvement	\$4,215.00
Sub Object 61 Subtotal:			\$105,640.17
199-11-6299-00-041-0-24-0-02	Misc. Contract Services	Lexia Reading	\$3,040.00
Sub Object 62 Subtotal:			\$3,040.00

Stockdale ISD 247906

Fund 199 State Compensatory Education
Fiscal Year 2020

Budget Detail



Stockdale Junior High (041)	Acct Title	Activity	Cost
199-31-6339-00-041-0-24-0-00	Testing Materials	Dyslexia	\$200.00
199-11-6399-00-041-0-24-0-04	General Supplies	Study Island	\$5,320.00
199-11-6399-00-041-0-24-0-00	General Supplies	Supplies	\$2,000.00
		Sub Object 63 Subtotal:	\$7,520.00
199-13-6411-00-041-0-24-0-00	Emp. Travel/Subsistence	Professional Development	\$1,000.00
		Sub Object 64 Subtotal:	\$1,000.00
		Campus 041 Subtotal:	\$117,200.17

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2020

Budget Detail



Stockdale Elementary (101)	Acct Title	Activity	Cost
199-11-6118-00-101-0-30-0-00	Teacher/Professional Extra Duty Pay	Tutorials	\$200.00
199-11-6118-00-101-0-30-0-01	Teacher/Professional Extra Duty Pay	Summer School	\$5,271.00
199-11-6119-00-101-0-30-0-00	Teacher/Professional Salary	Reading Intervention	\$48,662.50
199-11-6129-00-101-0-30-0-00	Support Personnel Salary	Instructional Support	\$40,116.00
199-11-6129-00-101-0-34-0-00	Support Personnel Salary	PK	\$37,176.00
199-11-6141-00-101-0-34-0-00	Social Security/Medicare	PK	\$539.05
199-11-6141-00-101-0-30-0-00	Social Security/Medicare	Instructional Support	\$581.68
199-11-6141-00-101-0-30-0-00	Social Security/Medicare	Reading Intervention	\$705.61
199-11-6142-00-101-0-34-0-00	Health/Life Insurance	PK	\$64.00
199-11-6142-00-101-0-30-0-00	Health/Life Insurance	Reading Intervention	\$2,975.00
199-11-6142-00-101-0-30-0-00	Health/Life Insurance	Instructional Support	\$64.00
199-11-6143-00-101-0-30-0-00	Worker's Comp.	Reading Intervention	\$172.61
199-11-6143-00-101-0-34-0-00	Worker's Comp.	PK	\$131.86
199-11-6143-00-101-0-30-0-00	Worker's Comp.	Instructional Support	\$142.29
199-11-6146-00-101-0-34-0-00	TRS Care	PK	\$2,788.20
199-11-6146-00-101-0-30-0-00	TRS Care	Instructional Support	\$3,008.70
199-11-6146-00-101-0-30-0-00	TRS Care	Reading Intervention	\$3,649.69
Sub Object 61 Subtotal:			\$146,248.19
199-31-6339-00-101-0-30-0-00	Testing Materials	Dyslexia	\$200.00
199-11-6399-00-101-0-30-0-01	General Supplies	Supplies	\$2,000.00

Stockdale ISD 247906

Fund 199 State Compensatory Education
Fiscal Year 2020

Budget Detail



Stockdale Elementary (101)	Acct Title	Activity	Cost
		<i>Sub Object 63 Subtotal:</i>	\$2,200.00
199-13-6411-00-101-0-30-0-00	Emp. Travel/Subsistence	Professional Development	\$1,000.00
		<i>Sub Object 64 Subtotal:</i>	\$1,000.00
		Campus 101 Subtotal:	\$149,448.19

Stockdale ISD 247906

Fund 199 State Compensatory Education
Fiscal Year 2020

Budget Detail



District (999)	Acct Title	Activity	Cost
199-11-6222-00-999-0-24-0-00	Public School Tuition	DAEP	\$32,429.00
199-95-6222-00-999-0-28-0-00	Public School Tuition	JJAEP	\$10,000.00
199-11-6239-00-999-0-24-0-00	Education Service Center Services	Eduphoria	\$7,250.00
199-11-6239-00-999-0-24-0-00	Education Service Center Services	Cscope	\$6,918.00
199-21-6291-00-999-0-24-0-00	Consulting Services	SAFE Services	\$14,634.00
199-11-6299-00-999-0-24-0-01	Misc. Contract Services	Success Ed 504	\$2,080.00
		<i>Sub Object 62 Subtotal:</i>	\$73,311.00
		Campus 999 Subtotal:	\$73,311.00

Stockdale ISD 247906

Fund 199 State Compensatory Education
Fiscal Year 2020

Budget Detail



District (999)	Acct Title	Activity	Cost
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Total by Class Object:

61XX	\$326,369.39
62XX	\$80,211.00
63XX	\$14,920.00
64XX	\$3,000.00

Total by Activity:

Content Mastery	\$24,726.94
Cscope	\$6,918.00
DAEP	\$32,429.00
Dyslexia	\$600.00
Edgenuity	\$3,860.00
Eduphoria	\$7,250.00
Instructional Support	\$43,912.67
JJAEP	\$10,000.00
Lexia Reading	\$3,040.00
Math Improvement	\$12,501.99
PK	\$40,699.12
Professional Development	\$3,000.00
Reading Improvement	\$63,211.24
Reading Intervention	\$121,146.43
SAFE Services	\$14,634.00
STAAR Remediation	\$5,000.00
Study Island	\$5,320.00
Success Ed 504	\$2,080.00
Summer School	\$13,271.00
Supplies	\$9,000.00
Tutorials	\$1,900.00

Total by Campus and District:

Campus 001 Subtotal:	\$84,541.03
Campus 041 Subtotal:	\$117,200.17
Campus 101 Subtotal:	\$149,448.19
Campus 999 Subtotal:	\$73,311.00
Stockdale ISD Total:	\$424,500.39

Total by Function:

11	\$396,266.39
13	\$3,000.00
21	\$14,634.00
31	\$600.00
95	\$10,000.00

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2020

Personnel Detail



Stockdale High

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Social Security/Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Christa Ploch	Teacher	Reading Intervention	\$56,950.00	1.000	\$2,732.00	\$825.78	\$202.00	\$0.00	\$4,271.25	\$64,981.03
Campus 001 Subtotal:		FTE - 1	\$56,950.00		\$2,732.00	\$825.78	\$202.00	\$0.00	\$4,271.25	\$64,981.03

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2020

Personnel Detail



Stockdale Junior High

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Social Security/Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Cathy Dixon	Teacher	Reading Improvement	\$28,175.00	0.500	\$32.00	\$408.54	\$99.94	\$0.00	\$2,113.13	\$30,828.60
David Dunn	Teacher	Content Mastery	\$21,021.00	0.500	\$1,750.00	\$304.80	\$74.56	\$0.00	\$1,576.58	\$24,726.94
Mary Stoll	Teacher	Reading Improvement	\$28,025.00	0.500	\$1,750.00	\$406.36	\$99.40	\$0.00	\$2,101.88	\$32,382.64
Shelley Waguespack	Teacher	Math Improvement	\$5,117.75	0.125	\$32.00	\$74.21	\$18.15	\$0.00	\$383.83	\$5,625.94
Tammy Golla	Teacher	Math Improvement	\$5,890.00	0.125	\$438.00	\$85.41	\$20.89	\$0.00	\$441.75	\$6,876.05
Campus 041 Subtotal:		FTE - 1.75	\$88,228.75		\$4,002.00	\$1,279.32	\$312.95	\$0.00	\$6,617.16	\$100,440.17

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2020

Personnel Detail



Stockdale Elementary

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Social Security/Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Barbara Akin	Teacher	Reading Intervention	\$48,662.50	0.850	\$2,975.00	\$705.61	\$172.61	\$0.00	\$3,649.69	\$56,165.40
Diana Sanchez	Instructional Aide	Instructional Support	\$19,488.00	1.000	\$32.00	\$282.58	\$69.12	\$0.00	\$1,461.60	\$21,333.30
Eva Arellano	Aide	PK	\$18,775.00	1.000	\$32.00	\$272.24	\$66.59	\$0.00	\$1,408.13	\$20,553.96
Jennifer Kelly McGuffin	Aide	PK	\$18,401.00	1.000	\$32.00	\$266.81	\$65.27	\$0.00	\$1,380.08	\$20,145.16
Penny Cantrell	Instructional Aide	Instructional Support	\$20,628.00	1.000	\$32.00	\$299.11	\$73.17	\$0.00	\$1,547.10	\$22,579.37
Campus 101 Subtotal:		FTE - 4.85	\$125,954.50		\$3,103.00	\$1,826.34	\$446.76	\$0.00	\$9,446.59	\$140,777.19

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2020

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	\$56,950.00	\$2,732.00	\$825.78	\$202.00	\$0.00	\$4,271.25	\$64,981.03
Campus 041 Subtotal:	1.750	\$88,228.75	\$4,002.00	\$1,279.32	\$312.95	\$0.00	\$6,617.16	\$100,440.17
Campus 101 Subtotal:	4.850	\$125,954.50	\$3,103.00	\$1,826.34	\$446.76	\$0.00	\$9,446.59	\$140,777.19
Stockdale ISD Total:	7.600	\$271,133.25	\$9,837.00	\$3,931.43	\$961.71	\$0.00	\$20,334.99	\$306,198.39

2019-2020 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. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> 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, 2020 for ID&R training or as determined by TEA. NGS training: October 1, 2019
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> 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. <u>Finalize all forms, documents, logs.</u> 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. <u>Make recruiter assignments.</u> 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. <u>Conduct ID&R.</u> 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. <u>Complete COEs.</u> 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. <u>Review of COEs.</u> 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. <ul style="list-style-type: none"> • 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. <u>Conduct residency verification.</u> 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		
II. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> 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. <u>Develop calendar and maps.</u> 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		
V. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> 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. <u>Written quality control procedures.</u> 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. <u>Eligibility review.</u> 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. <u>Monitor and address ongoing training needs for ID&R.</u> 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. <u>Maintain up-to-date records on file.</u> 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. <u>Annual eligibility validation.</u> 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. <u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	Staff: ESC, District Designee	December
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	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)	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> ● 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
Region: 20

Priority for Service (PFS) Action Plan

Filled Out By: MEP Team
Date: 09/05/19

School Year: 2019 - 2020

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 Plan 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).

<p>Goal(s):</p> <p>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.</p>	<p>Objective(s):</p> <p>100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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			

<ul style="list-style-type: none"> 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.			
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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 PAC Meetings	Educational Specialists Recruiters Migrant Tutors	PFS Criteria Letter Agreement (Nov 2019 Mail out) PAC Sign-In Sheets Recruiter Logs/Google Contact Log Tutor Logs

<ul style="list-style-type: none"> 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. 	<p>Year Round</p> <p>Individual meetings/phone calls with parents as needed (case by case)</p> <p>PAC Meetings</p>	<p>Educational Specialists</p> <p>Migrant Counselor</p> <p>Migrant Tutors</p> <p>District Contact, Campus Administrator or Campus Designee</p>	<p>Parent evaluations/feedback</p> <p>Counselor follow-up</p> <p>Phone logs</p> <p>Email documentation</p> <p>Mail out list</p> <p>PAC Sign-In Sheets</p> <p>Tutor Logs</p>
<h2>Required Strategies</h2>	<h3>Timeline</h3>	<h3>Person(s) Responsible</h3>	<h3>Documentation</h3>
<p>Provide services to PFS migrant students.</p>			
<ul style="list-style-type: none"> 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. 	<p>Year Round</p>	<p>ESC Migrant Counselors</p> <p>Educational Specialists</p> <p>Recruiters</p> <p>Migrant Tutors</p>	<p>ESC Migrant Counselor logs</p> <p>Recruiter logs</p> <p>Tutor logs</p> <p>NGS Supplemental Count Report</p> <p>PFS Progress Review Forms</p>
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access 	<p>Year Round</p>	<p>ESC Migrant Counselors</p> <p>Educational Specialists</p>	<p>ESC Migrant Counselor Logs</p> <p>Recruiter Logs</p>

to instructional services as well as social workers and community social services/agencies.		Recruiters Migrant Tutors District Designee	Tutor Logs NGS Supplemental Count Report PFS Progress Review Forms
<ul style="list-style-type: none"> 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