

Stockdale Independent School District

District Improvement Plan

2020-2021



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.

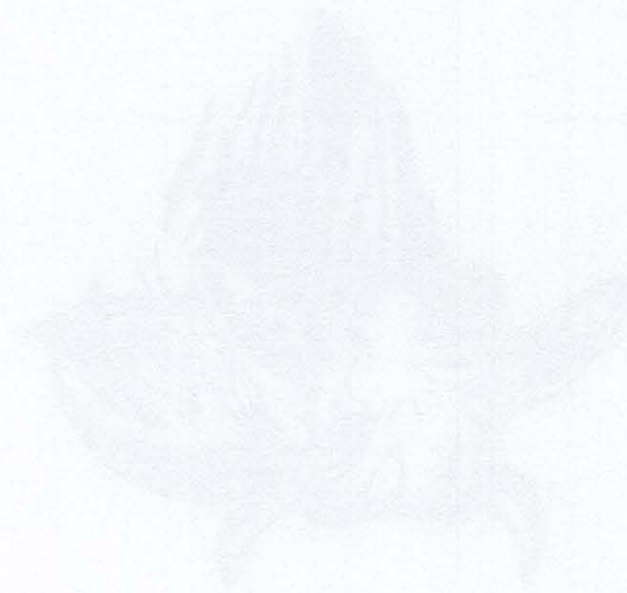


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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stockdale Elementary is a PK-5th grade campus with approximately 400 students. The campus is located in a rural area southeast of San Antonio, Texas. The school district is one of the largest employers in the area. Stockdale Elementary has a high level of parent and community involvement. Parents and community organizations regularly participate in school events and activities. Multiple local organizations and agencies provide support and incentives for student engagement and achievement.

The student population is 46.8% Hispanic and 51.2% White; the remainder of the population is comprised of students identifying as being African American or two or more races. 61.1% of students are classified as being economically disadvantaged, and 45.8% are considered to be at-risk. 6.9% of students at Stockdale Elementary are provided section 504 services, 5.6% of students are classified as English Language Learners, 4.1% are identified as students having dyslexia, 12.8% receive special education services.

Stockdale Elementary is characterized by minimal disciplinary infractions. Placements in alternate learning environments such as in school suspension or Alternative Learning environments are rare. Last school year, only one student required a one day placement in ISS.

The average class size is less than 21 students. K-5 grades all have 3 teachers per grade level. Pre-K has two classrooms, each with a teacher and an instructional aide. A full day of free Prekindergarten is provided to eligible students along with the opportunity for students to attend on a tuition-basis.

The average experience of teachers is 13.6 years, and teacher and staff turn-over rates are typically low. Many teachers are members of the community and are personally vested in the school and the community.

Transportation is provided to all students who either live 2 miles away or meet the criteria outlined in the Hazardous Route outlined by the school board.

The school partners with the federally funded After-school Centers in Education program, which provides tutorials, enrichment and homework assistance to at-risk students on a teacher-referral and/or data-analysis basis. We have a high teacher involvement rate in the ACE program, with many teachers providing tutorials after school.

Stockdale Junior High is a small rural campus that serves 6th - 8th grades with approximately 200 students. Many of our 7th and 8th grade students are involved in JH sports including volleyball, basketball, cross country, football, track and tennis and draw many parents, grandparents and community members to our campus. Our 6th - 8th grade students are also involved in UIL academic events where approximately 70 students participate in speaking, writing, spelling, music, math, science and social studies events and usually place 1st at the district meet.

Our student population is 50.5% Hispanic, 48.5% White and 0.5% American Indian/ 2 or more races. 59.7% of our population is considered economically disadvantaged where 40.3% are non-educationally disadvantaged. 19.9% of our students are labeled 504 students, 4.6% English language learners, 12.2% dyslexia, 51.5% are at risk while 14.3% are labeled Special education and Gifted and Talented students.

Our staff population is comprised of 3.1% African American, 22.7% Hispanic and 74.2% are White of which 18 are classroom teachers and 2 paraprofessionals. 24.2% are males while 75.8% are females. The average experience of our teacher is 9% with 3% holding a masters degree.

The JH campus offers ACE, a federally funded program, which provides tutorials, enrichment and homework assistance before and after school.

Stockdale High School is a ninth through the 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 4, 2020, the student body consists of 232 individuals. Of those students, 50.86% are White, 47.84% are Hispanic/Latino, 0.86% are Black/African American, and 0.43% are considered of mixed ethnicity. The school populations consist of 61.21% male and 38.79% 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 17.24% of the population, whereas 9.91% are considered Gifted and Talented. In 2018 - 2019 the annual dropout rate was 0.43 %, as compared to the 2017-2018 annual dropout rate of 1.3%. This is a decrease in the dropout rate from the prior year. The state's 2017 dropout rate is 6.3%. Approximately, 41.81% of the student population is considered economically disadvantaged, and 24.57% of our students are considered at risk.

There are thirty-eight total staff members at Stockdale High School. There are thirty-four teachers, two office personnel, and two campus administration personnel. This population consists of 61.9% females and 38.1% males. The majority ethnicity of the personnel on campus is white at 70.9%, Hispanic at 27.7%, and African American at 1.4%. 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 of experience with 20+ years becoming a close second. Therefore, 56.8% of the teaching population has more than 11 years of experience.

Teacher Years of Experience

Stockdale ISD places a high priority on 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 2018 was 1,602 with 52.74% being male and 47.26% being female. The race of the Stockdale population is 47.1% Hispanic or Latino, 45.1% White, 1.93% African American, .93% American Indian, and 4.94% other.

The educational levels of the residents over 25 years of age in Stockdale are as follows: 28% do not have a high school diploma, 31.15% are high school graduates, 22.18% have some college but no degree, 3.03% have an Associates degree, 11.52% have a Bachelor's degree, and 4.12% have a graduate or professional degree.

The median income per family in Stockdale Texas is \$61,250.00 per year, whereas the mean income is \$70,900.00 per year.

The most common employment sectors for those who live in Stockdale, Tx, are Manufacturing (17.3%), Health Care & Social Assistance (14.3%), and Construction (8.56%)

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 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 Life skills 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 or are enrolled in immersion classrooms with teachers who are ESL certified.

Dyslexia: dyslexic students are provided specialized reading instruction daily, and are screened and monitored early and frequently.

GT: students identified as gifted & talented receive services from a GT-certified teacher at least twice per week, and the district requires teachers to be GT trained.

At-risk: struggling students are monitored throughout the year and provided help through intervention services provided by special teachers and/or are referred to the ACE program for enrichment, tutorials, and homework assistance.

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 After-school Program to help with tutoring and/or enrichment as needed

Special Education academic and life skill support provided by specially-certified teachers and paraprofessionals

Stockdale Junior High provides services for our Special education, 504, ESL and GT students.

Our special education students are offered resource classes, inclusion support, speech services or Life skills classes by special education certified teachers.

Our ESL students are provided with a 26 minute or a 45 minute daily class instruction depending on availability of campus schedule by an ESL certified Reading Language Arts teacher.

Our GT students are offered a 26 minute class 2-3 days a week from our GT coordinator and are provided daily differentiated instruction by our classroom teachers who are expected to have 30 hours of GT training with a yearly 8 hour refresher.

Our Dyslexia students are provided daily instruction (Wilson Reading Program, Learning Ally) by our dyslexia specialist.

Our At Risk students are offered math, reading and writing enrichment classes to provide extra support with their learning deficiencies and ACE is provided before and after school for supplemental assistance.

*The dropout rate decreased from 1.3% to .43%.

*56.8% of teachers at the high school have more than 11 years of teaching experience.

*100% of high school teachers are highly qualified in their respective fields.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographics of Stockdale Elementary indicate a high population of students who are identified as being economically disadvantaged **Root Cause:** Many students come from families where job prospects and opportunities are limited, due to the rural location of the district and limited employment resources.

Problem Statement 2: Stockdale Junior High's economically disadvantaged percent of 59.7 is higher than the district's and state's percentage and continues to rise yearly. **Root Cause:** The lack of parental involvement and unfavorable home environment begins the root cause followed by lack of intense intervention supports offered at the Junior High campus.

Problem Statement 3: The population of "At-Risk" students has increased from 22.48% to 24.57% from the 2019-2020 school year. **Root Cause:** The lack of programs offered that possibly supports the "At-Risk" student population.

Student Learning

Student Learning Summary

Teachers implement the TEKS Resource System to align campus standards with the district standards. Stockdale Elementary continues to use the Sharon Vells and Pearlized math curriculums to supplement the TEKS resource system in K-5 Math.

In past years, 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. However, due to Covid-19 students were not assessed using ITBS during the 2019-2020 school year. K-2 were given the Texas Primary Reading Inventory at the Beginning and Middle of the school year, but the end of the year testing was not completed due to Covid-19. Typically, these are used to measure growth in reading in fluency, decoding, and comprehension. Early reading inventories for universal screeners were completed using LION for 1st and 2nd grade students. Kinder screenings were not completed due to Covid-19. We expect to test our Kinder students using a TEA approved instrument within the first 20 days of the 2020-2021 school year.

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. Parents are also provided access to parent portal which gives live notifications of student grades.

Students identified as English Language Learners are typically assessed using TELPAS. Due to Covid-19, TELPAS testing is incomplete this year, but students who may possibly be reclassified, will be assessed at the beginning of the 2020-2021 school year to determine reclassification.

Because STAAR tests were not given during the 2019-2020 school year, classroom teachers completed End of Year Performance Evaluations. Teachers used rubrics to rate students on their grade level mastery level of skills in Reading, Math, Science and Social Studies. The chart below summarizes campus ratings by grade level. The achievement gap that exists between our economically disadvantaged students and non economically disadvantaged students is a consistent concern across grade levels. A similar gap exists between students receiving Special education services and those who do not. This trend is in accordance with data from previous years' standardized tests.

2019-2020 End-of-Year Performance Level Evaluation (Math - Kinder)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	59	3	72.88%	88.14%	71.19%	32.20%
Economic Disadvantage	25	2	61%	76%	52%	16%
Hispanic	27	3	67.59%	81.48%	66.67%	22.22%
White	32	3	77.34%	93.75%	75%	40.62%
Female	28	3	72.32%	85.71%	67.86%	35.71%
Male	31	3	73.39%	90.32%	74.19%	29.03%
LEP	3	3	83.33%	100%	66.67%	66.67%
Special Ed Indicator	9	2	52.78%	66.67%	44.44%	0%

2019-2020 End-of-Year Performance Level Evaluation (Reading - Kinder)

Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
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2019-2020 End-of-Year Performance Level Evaluation (Math - Kinder)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	59	3	69.92%	86.44%	66.10%	27.12%
Economic Disadvantage	25	2	59%	76%	52%	8%
Hispanic	27	3	64.81%	81.48%	62.96%	14.81%
White	32	3	74.22%	90.62%	68.75%	37.50%
Female	28	3	70.54%	85.71%	64.29%	32.14%
Male	31	3	69.35%	87.10%	67.74%	22.58%
LEP	3	3	75%	100%	100%	0%
Special Ed Indicator	9	2	50%	66.67%	33.33%	0%

2019-2020 End-of-Year Performance Level Evaluation (Science - Kinder)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	59	4	89.41%	98.31%	89.83%	69.49%
Economic Disadvantage	25	3	81%	96%	76%	52%
Hispanic	27	4	87.96%	100%	85.19%	66.67%
White	32	4	90.63%	96.88%	93.75%	71.88%
Female	28	4	88.39%	100%	89.29%	64.29%
Male	31	4	90.32%	96.77%	90.32%	74.19%
LEP	3	4	100%	100%	100%	100%
Special Ed Indicator	9	3	83.33%	88.89%	77.78%	66.67%

2019-2020 End-of-Year Performance Level Evaluation (Social Studies - Kinder)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	59	4	89.41%	98.31%	89.83%	69.49%
Economic Disadvantage	25	3	81%	96%	76%	52%
Hispanic	27	4	87.96%	100%	85.19%	66.67%
White	32	4	90.63%	96.88%	93.75%	71.88%
Female	28	4	88.39%	100%	89.29%	64.29%
Male	31	4	90.32%	96.77%	90.32%	74.19%
LEP	3	4	100%	100%	100%	100%
Special Ed Indicator	9	3	83.33%	88.89%	77.78%	66.67%

2019-2020 End-of-Year Performance Level Evaluation (Math - 1st Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	50	3	73.50%	96%	70%	28%

2019-2020 End-of-Year Performance Level Evaluation (Math - Kinder)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
Economic Disadvantage	26	3	70.19%	92.31%	61.54%	26.92%
Black/African American	1	3	75%	100%	100%	0%
Hispanic	24	3	70.83%	91.67%	62.50%	29.17%
Two or More Races	2	3	75%	100%	100%	0%
White	23	3	76.09%	100%	73.91%	30.43%
Female	27	3	75%	96.30%	77.78%	25.93%
Male	23	3	71.74%	95.65%	60.87%	30.43%
LEP	3	3	75%	100%	66.67%	33.33%
Special Ed Indicator	5	2	50%	80%	20%	0%

2019-2020 End-of-Year Performance Level Evaluation (Reading - 1st Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	49	3	68.88%	89.80%	59.18%	26.53%
Economic Disadvantage	26	3	68.27%	88.46%	61.54%	23.08%
Black/African American	1	3	75%	100%	100%	0%
Hispanic	23	3	67.39%	82.61%	60.87%	26.09%
Two or More Races	2	3	75%	100%	100%	0%
White	23	3	69.57%	95.65%	52.17%	30.43%
Female	27	3	73.15%	96.30%	74.07%	22.22%
Male	22	3	63.64%	81.82%	40.91%	31.82%
LEP	3	3	66.67%	100%	33.33%	33.33%
Special Ed Indicator	5	2	45%	80%	0%	0%

2019-2020 End-of-Year Performance Level Evaluation (Science - 1st Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	50	3	84.50%	96%	80%	62%
Economic Disadvantage	26	3	82.69%	92.31%	76.92%	61.54%
Black/African American	1	4	100%	100%	100%	100%
Hispanic	24	3	81.25%	91.67%	75%	58.33%
Two or More Races	2	4	87.50%	100%	100%	50%
White	23	3	86.96%	100%	82.61%	65.22%
Female	27	3	87.04%	96.30%	85.19%	66.67%
Male	23	3	81.52%	95.65%	73.91%	56.52%
LEP	3	3	83.33%	100%	66.67%	66.67%

2019-2020 End-of-Year Performance Level Evaluation (Math - Kinder)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
Special Ed Indicator	5	3	65%	80%	40%	40%

2019-2020 End-of-Year Performance Level Evaluation (Social Studies - 1st Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	50	3	84%	96%	78%	62%
Economic Disadvantage	26	3	82.69%	92.31%	76.92%	61.54%
Black/African American	1	4	100%	100%	100%	100%
Hispanic	24	3	81.25%	91.67%	75%	58.33%
Two or More Races	2	4	87.50%	100%	100%	50%
White	23	3	85.87%	100%	78.26%	65.22%
Female	27	4	87.96%	96.30%	88.89%	66.67%
Male	23	3	79.35%	95.65%	65.22%	56.52%
LEP	3	3	83.33%	100%	66.67%	66.67%
Special Ed Indicator	5	3	65%	80%	40%	40%

2019-2020 End-of-Year Performance Level Evaluation (Math - 2nd Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	54	3	73.61%	94.44%	75.93%	24.07%
Economic Disadvantage	25	3	67%	92%	64%	12%
Hispanic	20	3	65%	90%	60%	10%
White	34	3	78.68%	97.06%	85.29%	32.35%
Female	28	3	72.32%	96.43%	75%	17.86%
Male	26	3	75%	92.31%	76.92%	30.77%
LEP	2	3	62.50%	100%	50%	0%
Special Ed Indicator	7	2	50%	57.14%	28.57%	14.29%

2019-2020 End-of-Year Performance Level Evaluation (Reading - 2nd Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	54	3	68.98%	85.19%	75.93%	14.81%
Economic Disadvantage	25	2	61%	76%	64%	4%
Hispanic	20	2	61.25%	75%	65%	5%
White	34	3	73.53%	91.18%	82.35%	20.59%
Female	28	3	73.21%	92.86%	82.14%	17.86%
Male	26	3	64.42%	76.92%	69.23%	11.54%

2019-2020 End-of-Year Performance Level Evaluation (Math - Kinder)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
LEP	2	2	37.50%	50%	0%	0%
Special Ed Indicator	7	1	32.14%	14.29%	14.29%	0%

2019-2020 End-of-Year Performance Level Evaluation (Science - 2nd Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	58	3	71.98%	91.38%	77.59%	18.97%
Economic Disadvantage	29	3	62.93%	86.21%	62.07%	3.45%
Hispanic	23	3	63.04%	82.61%	60.87%	8.70%
White	35	3	77.86%	97.14%	88.57%	25.71%
Female	28	3	75.89%	96.43%	85.71%	21.43%
Male	30	3	68.33%	86.67%	70%	16.67%
LEP	2	2	50%	50%	50%	0%
Special Ed Indicator	11	2	47.73%	63.64%	27.27%	0%

2019-2020 End-of-Year Performance Level Evaluation (Social Studies - 2nd Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	58	3	70.26%	91.38%	74.14%	15.52%
Economic Disadvantage	29	3	62.93%	86.21%	62.07%	3.45%
Hispanic	23	2	61.96%	82.61%	60.87%	4.35%
White	35	3	75.71%	97.14%	82.86%	22.86%
Female	28	3	75%	96.43%	85.71%	17.86%
Male	30	3	65.83%	86.67%	63.33%	13.33%
LEP	2	2	50%	50%	50%	0%
Special Ed Indicator	11	2	43.18%	63.64%	9.09%	0%

2019-2020 End-of-Year Performance Level Evaluation (Math - 3rd Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	53	3	71.23%	88.68%	64.15%	32.08%
Economic Disadvantage	25	2	60%	76%	48%	16%
Hispanic	27	3	62.96%	85.19%	51.85%	14.81%
White	26	3	79.81%	92.31%	76.92%	50%
Female	31	3	74.19%	93.55%	70.97%	32.26%
Male	22	3	67.05%	81.82%	54.55%	31.82%
LEP	3	3	75%	100%	66.67%	33.33%

2019-2020 End-of-Year Performance Level Evaluation (Math - Kinder)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
Special Ed Indicator	2	1	25%	0%	0%	0%

2019-2020 End-of-Year Performance Level Evaluation (Reading - 3rd Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	52	3	67.79%	90.38%	59.62%	21.15%
Economic Disadvantage	24	3	62.50%	79.17%	54.17%	16.67%
Hispanic	27	2	60.19%	85.19%	44.44%	11.11%
White	25	3	76%	96%	76%	32%
Female	31	3	68.55%	93.55%	61.29%	19.35%
Male	21	3	66.67%	85.71%	57.14%	23.81%
LEP	3	3	75%	100%	66.67%	33.33%
Special Ed Indicator	1	3	75%	100%	100%	0%

2019-2020 End-of-Year Performance Level Evaluation (Science - 3rd Grade)

	Total Students	Raw Score	Percent Score	Meets	Masters
STOCKDALE ELEMENTARY	57	3	75%	77.19%	31.58%
Economic Disadvantage	27	3	69.44%	70.37%	18.52%
Hispanic	30	3	68.33%	73.33%	10%
White	27	3	82.41%	81.48%	55.56%
Female	32	3	77.34%	78.12%	34.38%
Male	25	3	72%	76%	28%
LEP	4	2	56.25%	50%	0%
Special Ed Indicator	6	1	33.33%	16.67%	0%

2019-2020 End-of-Year Performance Level Evaluation (Social Studies - 3rd Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	57	4	87.72%	98.25%	96.49%	56.14%
Economic Disadvantage	27	3	84.26%	100%	96.30%	40.74%
Hispanic	30	3	84.17%	96.67%	93.33%	46.67%
White	27	4	91.67%	100%	100%	66.67%
Female	32	4	90.63%	100%	96.88%	65.62%
Male	25	3	84%	96%	96%	44%
LEP	4	4	87.50%	100%	100%	50%
Special Ed Indicator	6	3	66.67%	83.33%	83.33%	0%

2019-2020 End-of-Year Performance Level Evaluation (Math - Kinder)

Total Students Raw Score Percent Score Approaches Meets Masters

2019-2020 End-of-Year Performance Level Evaluation (Math - 4th Grade)

Total Students Raw Score Percent Score Approaches Meets Masters

STOCKDALE ELEMENTARY	49	2	62.24%	73.47%	48.98%	26.53%
Economic Disadvantage	23	2	52.17%	60.87%	34.78%	13.04%
Hispanic	28	2	56.25%	64.29%	42.86%	17.86%
Two or More Races	2	3	62.50%	100%	50%	0%
White	19	3	71.05%	84.21%	57.89%	42.11%
Female	33	2	62.12%	72.73%	48.48%	27.27%
Male	16	3	62.50%	75%	50%	25%
LEP	5	3	80%	100%	80%	40%
Special Ed Indicator	9	1	36.11%	22.22%	11.11%	11.11%

2019-2020 End-of-Year Performance Level Evaluation (Reading - 4th Grade)

Total Students Raw Score Percent Score Approaches Meets Masters

STOCKDALE ELEMENTARY	49	3	64.29%	81.63%	48.98%	26.53%
Economic Disadvantage	23	2	54.35%	69.57%	34.78%	13.04%
Hispanic	28	3	63.39%	85.71%	46.43%	21.43%
Two or More Races	2	3	62.50%	100%	50%	0%
White	19	3	65.79%	73.68%	52.63%	36.84%
Female	33	3	65.91%	84.85%	54.55%	24.24%
Male	16	2	60.94%	75%	37.50%	31.25%
LEP	5	3	65%	80%	60%	20%
Special Ed Indicator	9	2	38.89%	22.22%	22.22%	11.11%

2019-2020 End-of-Year Performance Level Evaluation (Science - 4th Grade)

Total Students Raw Score Percent Score Approaches Meets Masters

STOCKDALE ELEMENTARY	49	3	64.80%	75.51%	53.06%	30.61%
Economic Disadvantage	23	2	57.61%	69.57%	34.78%	26.09%
Hispanic	28	2	59.82%	71.43%	46.43%	21.43%
Two or More Races	2	3	62.50%	100%	50%	0%
White	19	3	72.37%	78.95%	63.16%	47.37%
Female	33	3	67.42%	78.79%	60.61%	30.30%
Male	16	2	59.38%	68.75%	37.50%	31.25%

2019-2020 End-of-Year Performance Level Evaluation (Math - Kinder)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
LEP	5	3	65%	80%	40%	40%
Special Ed Indicator	9	2	41.67%	44.44%	22.22%	0%

2019-2020 End-of-Year Performance Level Evaluation (Social Studies - 4th Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	49	3	67.35%	83.67%	55.10%	30.61%
Economic Disadvantage	23	2	57.61%	73.91%	39.13%	17.39%
Hispanic	28	3	64.29%	85.71%	46.43%	25%
Two or More Races	2	3	62.50%	100%	50%	0%
White	19	3	72.37%	78.95%	68.42%	42.11%
Female	33	3	71.97%	87.88%	66.67%	33.33%
Male	16	2	57.81%	75%	31.25%	25%
LEP	5	3	65%	100%	40%	20%
Special Ed Indicator	9	2	44.44%	33.33%	33.33%	11.11%

2019-2020 End-of-Year Performance Level Evaluation (Math - 5th Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	67	3	69.78%	86.57%	61.19%	31.34%
Economic Disadvantage	32	3	64.84%	84.38%	46.88%	28.12%
Hispanic	29	3	64.66%	86.21%	51.72%	20.69%
White	38	3	73.68%	86.84%	68.42%	39.47%
Female	39	3	65.38%	84.62%	53.85%	23.08%
Male	28	3	75.89%	89.29%	71.43%	42.86%
LEP	3	2	58.33%	100%	33.33%	0%
Special Ed Indicator	6	2	37.50%	50%	0%	0%

2019-2020 End-of-Year Performance Level Evaluation (Reading - 5th Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	67	3	73.13%	88.06%	68.66%	35.82%
Economic Disadvantage	32	3	64.06%	78.12%	53.12%	25%
Hispanic	29	3	73.28%	89.66%	72.41%	31.03%
White	38	3	73.03%	86.84%	65.79%	39.47%
Female	39	3	71.79%	84.62%	66.67%	35.90%
Male	28	3	75%	92.86%	71.43%	35.71%

2019-2020 End-of-Year Performance Level Evaluation (Math - Kinder)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
LEP	3	3	66.67%	100%	66.67%	0%
Special Ed Indicator	6	1	33.33%	33.33%	0%	0%

2019-2020 End-of-Year Performance Level Evaluation (Science - 5th Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	67	3	79.48%	95.52%	77.61%	44.78%
Economic Disadvantage	32	3	72.66%	90.62%	68.75%	31.25%
Hispanic	29	3	80.17%	96.55%	86.21%	37.93%
White	38	3	78.95%	94.74%	71.05%	50%
Female	39	3	78.21%	97.44%	74.36%	41.03%
Male	28	3	81.25%	92.86%	82.14%	50%
LEP	3	3	75%	100%	100%	0%
Special Ed Indicator	6	2	37.50%	50%	0%	0%

2019-2020 End-of-Year Performance Level Evaluation (Social Studies - 5th Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	67	3	78.36%	94.03%	73.13%	46.27%
Economic Disadvantage	32	3	71.09%	87.50%	62.50%	34.38%
Hispanic	29	3	79.31%	93.10%	82.76%	41.38%
White	38	3	77.63%	94.74%	65.79%	50%
Female	39	3	76.28%	94.87%	69.23%	41.03%
Male	28	3	81.25%	92.86%	78.57%	53.57%
LEP	3	3	66.67%	100%	66.67%	0%
Special Ed Indicator	6	2	37.50%	50%	0%	0%

Stockdale Junior High students did not take STAAR due to the COVID19 pandemic.

Below are Stockdale Junior High End of the Year Performance results for 2019-2020 school year:

2019-2020 End-of-Year Performance Level Evaluation (Math - 6th Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	68	3	69.12%	95.59%	60.29%	20.59%	05/21/20

2019-2020 End-of-Year Performance Level Evaluation (Math - 6th Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
Economic Disadvantage	32	3	63.28%	93.75%	50%	9.38%	05/21/20
Hispanic	30	3	63.33%	90%	50%	13.33%	05/21/20
Two or More Races	3	3	66.67%	100%	66.67%	0%	05/21/20
White	35	3	74.29%	100%	68.57%	28.57%	05/21/20
Female	31	3	70.16%	96.77%	61.29%	22.58%	05/21/20
Male	37	3	68.24%	94.59%	59.46%	18.92%	05/21/20
LEP	3	2	50%	100%	0%	0%	05/21/20
Special Ed Indicator	10	2	47.50%	70%	20%	0%	05/21/20

2019-2020 End-of-Year Performance Level Evaluation (Reading - 6th Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	68	3	73.16%	94.12%	61.76%	36.76%	05/21/20
Economic Disadvantage	32	3	67.19%	93.75%	53.12%	21.88%	05/21/20
Hispanic	30	3	68.33%	90%	53.33%	30%	05/21/20
Two or More Races	3	3	75%	100%	100%	0%	05/21/20
White	35	3	77.14%	97.14%	65.71%	45.71%	05/21/20
Female	31	3	75%	96.77%	64.52%	38.71%	05/21/20
Male	37	3	71.62%	91.89%	59.46%	35.14%	05/21/20
LEP	3	2	41.67%	66.67%	0%	0%	05/21/20
Special Ed Indicator	10	2	42.50%	60%	10%	0%	05/21/20

2019-2020 End-of-Year Performance Level Evaluation (Math - 7th Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	71	3	65.49%	88.73%	57.75%	15.49%	05/21/20
Economic Disadvantage	34	2	61.76%	79.41%	52.94%	14.71%	05/21/20
Hispanic	39	3	63.46%	84.62%	53.85%	15.38%	05/21/20

2019-2020 End-of-Year Performance Level Evaluation (Math - 7th Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
Two or More Races	1	4	100%	100%	100%	100%	05/21/20
White	31	3	66.94%	93.55%	61.29%	12.90%	05/21/20
Female	34	3	64.71%	88.24%	58.82%	11.76%	05/21/20
Male	37	3	66.22%	89.19%	56.76%	18.92%	05/21/20
LEP	4	2	43.75%	75%	0%	0%	05/21/20
Special Ed Indicator	11	2	50%	63.64%	27.27%	9.09%	05/21/20

2019-2020 End-of-Year Performance Level Evaluation (Reading - 7th Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	71	3	71.83%	92.96%	67.61%	26.76%	05/21/20
Economic Disadvantage	34	3	63.24%	85.29%	55.88%	11.76%	05/21/20
Hispanic	39	3	68.59%	94.87%	56.41%	23.08%	05/21/20
Two or More Races	1	4	100%	100%	100%	100%	05/21/20
White	31	3	75%	90.32%	80.65%	29.03%	05/21/20
Female	34	3	73.53%	91.18%	73.53%	29.41%	05/21/20
Male	37	3	70.27%	94.59%	62.16%	24.32%	05/21/20
LEP	4	2	37.50%	50%	0%	0%	05/21/20
Special Ed Indicator	11	2	56.82%	81.82%	36.36%	9.09%	05/21/20

2019-2020 End-of-Year Performance Level Evaluation (Math - 8th Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	65	3	71.92%	95.38%	67.69%	24.62%	05/21/20
Economic Disadvantage	33	3	66.67%	90.91%	54.55%	21.21%	05/21/20
American Indian/Alaskan Native	1	4	100%	100%	100%	100%	05/21/20
Hispanic	40	3	68.75%	95%	62.50%	17.50%	05/21/20
White	24	3	76.04%	95.83%	75%	33.33%	05/21/20
Female	32	3	76.56%	93.75%	81.25%	31.25%	05/21/20
Male	33	3	67.42%	96.97%	54.55%	18.18%	05/21/20

2019-2020 End-of-Year Performance Level Evaluation (Math - 8th Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
LEP	6	3	66.67%	100%	66.67%	0%	05/21/20
Special Ed Indicator	10	2	47.50%	80%	10%	0%	05/21/20

2019-2020 End-of-Year Performance Level Evaluation (Reading - 8th Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	65	4	88.46%	98.46%	87.69%	67.69%	05/21/20
Economic Disadvantage	33	3	82.58%	96.97%	78.79%	54.55%	05/21/20
American Indian/Alaskan Native	1	4	100%	100%	100%	100%	05/21/20
Hispanic	40	3	86.25%	97.50%	82.50%	65%	05/21/20
White	24	4	91.67%	100%	95.83%	70.83%	05/21/20
Female	32	4	96.09%	100%	96.88%	87.50%	05/21/20
Male	33	3	81.06%	96.97%	78.79%	48.48%	05/21/20
LEP	6	4	87.50%	100%	83.33%	66.67%	05/21/20
Special Ed Indicator	10	2	60%	90%	40%	10%	05/21/20

2019-2020 End-of-Year Performance Level Evaluation (Science - 8th Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	65	3	66.15%	89.23%	58.46%	16.92%	05/21/20
Economic Disadvantage	33	2	60.61%	84.85%	42.42%	15.15%	05/21/20
American Indian/Alaskan Native	1	3	75%	100%	100%	0%	05/21/20
Hispanic	40	3	62.50%	87.50%	52.50%	10%	05/21/20
White	24	3	71.88%	91.67%	66.67%	29.17%	05/21/20
Female	32	3	71.09%	93.75%	68.75%	21.88%	05/21/20
Male	33	2	61.36%	84.85%	48.48%	12.12%	05/21/20
LEP	6	2	54.17%	66.67%	50%	0%	05/21/20
Special Ed Indicator	10	2	40%	50%	10%	0%	05/21/20

2019-2020 End-of-Year Performance Level Evaluation (Social Studies - 8th Grade)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	65	3	69.62%	93.85%	60%	24.62%	05/21/20
Economic Disadvantage	33	3	65.91%	90.91%	54.55%	18.18%	05/21/20
American Indian/Alaskan Native	1	3	75%	100%	100%	0%	05/21/20
Hispanic	40	3	66.88%	95%	55%	17.50%	05/21/20
White	24	3	73.96%	91.67%	66.67%	37.50%	05/21/20
Female	32	3	73.44%	96.88%	65.62%	31.25%	05/21/20
Male	33	3	65.91%	90.91%	54.55%	18.18%	05/21/20
LEP	6	3	62.50%	83.33%	50%	16.67%	05/21/20
Special Ed Indicator	10	2	52.50%	80%	30%	0%	05/21/20

Looking at the STAAR scores from 2017-2019 there has been no more than a 2% 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 5 – 11% percent from year to year, with English I having a 10% increase, and English II having a 10% decrease in passing rates from 2018 to 2019. The English I and II tests also have a lower average passing rate than the other three tests.

	2017	2018	2019	2020**
Algebra I	93	92	91	84
Biology	98	98	96	98
English I	83	72	82	87
English II	88	83	73	96
US History	100	98	98	90

**2020 EOY Performance Level Evaluations data provided by the teachers of Stockdale High school.

Masters, Meets, and Approaches are all considered passing levels.

STAAR	Did Not Meet Grade Level			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
	2018	2019	2020**	2018	2019	2020**	2018	2019	2020**	2018	2019	2020**
Algebra I	8	9	16	92	91	84	72	74	34	42	37	10
Biology	12	4	2	88	96	98	59	78	84	22	33	4
English I	28	18	13	72	82	87	51	65	55	9	22	17
English II	17	27	4	72	73	96	68	62	65	11	9	22
US History	2	2	10	98	98	90	83	80	76	44	50	12

**2020 EOY Performance Level Evaluations data provided by the teachers of Stockdale High school.

Algebra I

	2017	2018	2019	2020**
Algebra I	93	92	91	84

**2020 EOY Performance Level Evaluations data provided by the teachers of Stockdale High school.

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

- In 2019 70%(-4% from 2018) of male students meet grade-level performance standards, while 73 %(-10% from 2018) of female students met grade-level performance standards.
- In 2019 40 %(+5%) of male students mastered grade-level performance standards, while 33 %(-11%) 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 2019 38 %(-5% from 2018 and 2016) of white students mastered grade-level performance standards, while 37 %(-2% from 2018, but a +9% from 2016) of Hispanic/Latino students mastered grade-level performance standards.
- In 2019 30 %(+2% from 2018, and -6% from 2017) of Economically Disadvantaged students mastered grade-level performance standards, while 37 %(+9% from 2018, and +5% from 2017) of All students mastered grade-level performance standards.

Percentage Above or Below State Scores in Algebra

	Approaches	Meets	Masters
All	+7	+9	-2
Male	+10	+14	+5
Female	+5	+6	-11

	Approaches	Meets	Masters
Hispanic	+6	+4	+1
White	+6	+12	-9
Economically Disadvantaged	+7	+3	-1
Special Ed	+40	+13	+4
At-Risk	+11	+10	+12

Biology

	2017	2018	2019	2020**
Biology	98	88	96	98

*2020 EOY Performance Level Evaluations data provided by the teachers of Stockdale High school.

Comparison of the overall passing rate in **Biology** for the academic year ending in 2019 to the previous year ending in 2018, there was an increase of 8% in 2018, there was a 88% passing rate of the STAAR test. In 2019, the passing rate increased to 96%.

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

In 2019, 80%(+20% from 2018 and +12% from 2017) of male students met grade-level performance standards, while 75%(+4% from 2018 and -13% from 2017) of female students met grade-level performance standards.

In 2019, 29%(+13% from 2018 and +8% from 2017) of economically disadvantaged students attained a Master's level.

In 2019, 38%(+27% from 2018) of Hispanic students attained Masters level.

In 2019, 35%(0% from 2018) of White students attained a Master's level.

In 2019, the following percentages apply for Meets grade level performances: 61% of economically disadvantaged students and 78% of all students.

Percentage Above or Below State Scores in Biology

	Approaches	Meets	Masters
All	+8	+15	+12

	Approaches	Meets	Masters
Male	+12	+19	+24
Female	+5	+9	-6
Hispanic	+11	+17	+20
White	+1	+5	-2
Economically Disadvantaged	+10	+8	+13
Special Ed	+43	+25	+7
At-Risk	+11	+12	-7

English I

	2017	2018	2019	2020**
English I	83	72	82	87

****2020 EOY Performance Level Evaluations data provided by the teachers of Stockdale High school.**

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

In 2019 57 %(+8% from 2018) of male students meet grade-level performance standards, while 76 %(+5% from 2018) of female students met grade-level performance standards.

In 2019 20 %(+14% from 2018) of male students mastered grade-level performance standards, while 24 %(+10% from 2018) of female students mastered grade-level performance standards.

In 2019 22 %(+10% from 2018 and +3% from 2016) of white students mastered grade-level performance standards, while 22% (+15% from 2018) of Hispanic/Latino students mastered grade-level performance standards.

Percentage Above or Below State Scores in English I

	Approaches	Meets	Masters
All	+19	+16	+10
Male	+26	+15	+12
Female	+10	+18	+8
Hispanic	+16	+14	+15
White	+13	+7	+1

	Approaches	Meets	Masters
Economically Disadvantaged	+15	+3	+1
Special Ed	+11	-8	-1
At-Risk	+15	+4	-2

English II

	2017	2018	2019	2020**
English II	88	83	73	96

****2020 EOY Performance Level Evaluations data provided by the teachers of Stockdale High school.**

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

- In 2019 49%(-20% from 2018) of male students meet grade-level performance standards, while 85 %(+7% from 2018) of female students met grade-level performance standards.
- In 2019 6 %(0% from 2018) of male students mastered grade-level performance standards, while 15 %(-2% from 2018) of female students mastered grade-level performance standards.
- In 2019 42 % (-15% from 2018 and -3% from 2016) of At-Risk students achieved Approaches while 73 %(-10% from 2018 and-4% from 2016) of all students achieved Level II: Satisfactory.
- In 2019 100 %(+4% from 2018) of female students were approaching grade-level performance standards, while only 57 %(-21% from 2018) of male students were approaching grade-level performance standards.

Percentage Above or Below State Scores in English II

	Approaches	Meets	Masters
All	+6	+10	+1
Male	-4	+4	0
Female	+54	+27	+4
Hispanic	+9	+10	-5
White	-6	+3	+7
Economically Disadvantaged	0	+3	0

	Approaches	Meets	Masters
Special Ed	+9	+11	0
At-Risk	-5	0	-1

JS History

	2017	2018	2019	2020**
US History	100	98	98	90

****2020 EOY Performance Level Evaluations data provided by the teachers of Stockdale High school.**

Comparison of the scores in **U.S. History** of the academic year ending in 2019 to the previous year ending in 2018, there was no overall change to the passing rate. The passing rate still remains at 98%(-2% from 2017)

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

In 2019, 98%(0% from 2018) of all students scored Approaching grade-level performance.

In 2019, 97%(-3% from 2018) of male students approached grade-level performance standards, while 100%(+5 from 2018) of female students approached grade-level performance standards.

In 2019, 54%(+29% from 2018) of economically disadvantaged students attained a Master's level.

In 2019, 42%(+1 from 2018) of Hispanic students attained Masters level.

In 2019, 59%(+18% increase from 2018) of White students attained a Masters level.

In 2019, the following percentages apply for Meets grade level performances: 81% of economically disadvantaged students and 80% of all students.

In 2019, 100%(0% change from 2018) of Special Ed Indicator students attained At Approaching grade-level performance or above, with 71%(+31% from 2018) of the students At Meets level.

Percentage Above or Below State Scores in US History

	Approaches	Meets	Masters
All	+5	+5	+3
Male	+5	+1	-5
Female	+6	+9	+14
Hispanic	+5	+7	+1

	Approaches	Meets	Masters
White	+3	-3	-3
Economically Disadvantaged	+3	+15	+19
Special Ed	+34	+39	+30
At Risk	+9	+7	+13

ACT

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
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
2019**	17.04	20.2	18.16	20.5	17.95	21.3	17.25	20.7	17.75	20.5

**Data sample Fall, 2019 only.

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.

2019-2020 COVID-19 Pandemic

From March 16, 2020, to May 29, 2020, distant learning was put into effect for Stockdale ISD.

The district established two forms of learning for students which included paper packets or online learning through Google Classroom.

The paper packets were available to those students with limited to no internet accessibility.

Google Classroom was offered to the students from their teachers, but the specifications and uniformity were inconsistent from teacher to teacher, which ultimately altered lesson delivery.

Reteaching and tutorials were not available to students who lacked in the mastery of concepts.

Assignments were reduced as well as modified due to the nature of the situation.

Modified grading was also implemented to Pass/Fail.

Student Learning Strengths

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 gr

5th Grade Math and Reading: Approaches were above 90%, Masters were 20% or higher

7th Grade Math and Reading: Approaches were 89% or above, Masters were 15% or higher

8th Grade Math and Reading: Approaches were 95% or above, Masters were 25% or higher

8th Grade Science and Social Studies: Approaches were 89% or above, Masters were 17% or higher

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 typically 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 JIL events, and the National Elementary Honor Society. They also compete in the Annual Science Fair competition.

Teachers monitor students progress and bring academic concerns to RtI committee for evaluation and academic services. Intensive and targeted intervention is provided to close educational gaps through small group pull out intervention programs provided by both classroom teachers and intervention specialists.

At Risk students attend the after school ACE program, which regularly collects and evaluates data, closing educational gaps for targeted students.

11th Grade Math and Reading: Approaches were 90%, Masters were 20% or higher
10th Grade Math and Reading: Approaches were 89% or above, Masters were 15% or higher
9th Grade Math and Reading: Approaches were 95% or above, Masters were 25% or higher
8th Grade Science and Social Studies: Approaches were 89% or above, Masters were 17% or higher

When reviewing the EOC data, the categories Approaches, Meets, and Masters, Stockdale High School was above the state average in almost every subject.

Stockdale High School outscored the state in most subjects and categories with the indicators Special Education, At Risk, Economically Disadvantaged, and Hispanic.

Economically Disadvantaged students showed an increase in the Master's level in Algebra I, Biology, and US History.

Hispanics showed an increase in the Master's level in Biology, English I, and US History.

Stockdale High School provided ACT testing on campus two times during the 2019-2020 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students identified as being economically disadvantaged routinely perform below other students in the classroom and on standardized tests. **Root Cause:** When the basic needs of students are not being met, it is difficult for them to focus and concentrate on their learning environment. Differentiation strategies and compassionate intervention is needed to address basic emotional needs of students and to engage them fully in the academic process.

Problem Statement 2: Economic Disadvantage and Special Education Indicator % scores are below 60%. **Root Cause:** Due to unfavorable home environments and lack of intensive interventions scores are substandard.

Problem Statement 3: There will be apparent gaps across the board in all grade levels and subjects, resulting from students being out of "in-class instruction", due to the COVID-19 pandemic from March 16, 2020 through the end of the school year, May 29, 2020. **Root Cause:** Distant learning at Stockdale High School varied from teacher-to-teacher, subject-to-subject, and each student's situation in learning also varied, which ultimately may produce the large gaps in learning for the next school year, as well as the years to come.

Problem Statement 4: 1 or more special populations tend to underperform compared to their peers on state assessments. **Root Cause:** Special populations do not have additional

supports in place to allow for proper growth.

District Processes & Programs

District Processes & Programs Summary

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 HMH as a RLA curriculum, EnVision, Sharon Wells and Pearlized for math, Pearson for Science, Foundations for Language Arts, and The Writing Academy and Writing Without Tears 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 After-school 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.

Typically, there are 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. Due to Covid-19 and the challenges of distance education, some end of the year grades were not necessarily reflective of year-long student performance. In addition, summer school was not offered this school year due to Covid-19.

The campus has a very low turnover rate in personnel.

Stockdale Elementary is a Leader In Me school. All staff and students participate in the common language and skill set based upon the 7 Habits of Highly Effective People. Student and Staff strengths and leadership abilities are recognized, nurtured, and utilized as a part of the daily culture. The 7 Habits are integrated into all lesson plans and are also directly taught in mini lessons.

Stockdale Elementary is in the process of developing a comprehensive counseling program which will address the social-emotional, academic, and career and college readiness needs of the campus.

Last school year, students were provided fine arts and technology enrichment opportunities both in the classroom and through their "specials".

Two intervention teachers and a dyslexia practitioner serve the student population, providing remediation for students through the RtI or Section 504 process. Students are regularly monitored and screened for progress. The Section 504 coordinator works closely with all staff including nursing, intervention, teachers, and support staff to identify and help serve students who may have a disability that affects their learning.

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 uses TCMPC (Texas Curriculum Management Program Cooperative) to align curriculum vertically and horizontally. Teachers are encouraged to use it early 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 and enrichment

classes are 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 and the enrichment classes are offered to students who failed the STAAR assessment. Due to COVID19 this year, the students that were previously enrolled in the enrichment classes will remain enrolled for the upcoming school year. 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 with electives and enrichment courses. We still strive to meet the needs of our special student populations through course offerings, but feel an intensive intervention teacher is necessary to support the growing % of special education / 504 students and differentiation training for all classroom teachers.

Stockdale ISD's district calendar will allow PLC's to be offered once every six weeks to enhance the needs of the Junior High Staff.

Technology is utilized in every classroom with a Promethean board and LCD projectors. All Junior High students have access to chrome books to utilize throughout the day in all of their classes. We will be able to effectively use Study Island, Accelerated Math and Reading, Istation, Learning Ally, learning.com, Discovery Ed, Brain Pop, and study.com to assist with instructional and intervention support. During COVID19, our teachers provided distance learning to our students using Google Classroom. Due to COVID-19, the need for student technology increased. The district has implemented a one-to-one initiative and will utilize Title IV funds to purchase technology and technology supplies so that Junior High students may have individual laptops and supplies they need for in-school and connectivity for remote instruction to participate in a well-rounded educational experience.

Many students were able to interact with this mode of teaching, but some students lacked internet accessibility and were provided paper packets for their learning.

In May 2020, a Processes and Programs Teacher Survey was conducted among Stockdale High School faculty.

15 teacher responses were collected and this data is compiled below.

District Curriculum

93.3% of teachers implement the required district curriculum in their classes.

100% of teachers that do not have the required curriculum implement the TEKS in their planning.

Student Assessment

Out of the 15 teacher responses, these are the percentages of each assessment type.

33.3% of teachers use teacher-made tests.

20% of teachers use the Eduphoria Test Bank.

40% of teachers use STAAR released tests.

100% 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, Quizzes online quizzes, progress reports, report cards, benchmarks, and EP 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.

There was at least a 20 percent increase in teachers who believed that goal-setting geared specifically for the students had been implemented.

Goal Setting

100% of teachers participate in goal-setting for increased student performance.

100% of teachers feel they do set goals geared specifically toward student performance.

46.7% of teachers feel that the majority of students participate in goal-setting for themselves.

53.3% of teachers feel that no students set goals for themselves.

Improving Student Achievement

100% 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 Chromebooks”, 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 the 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

73.3% 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, Chromebooks, teacher laptop, and other devices.
- Professional Learning Communities in ELA/Reading, Math, and Science/Social Studies each month to collaborate and vertically align.
- Response to Intervention Committee and meetings each month to discuss struggling students and determine a course of action 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 After-school program to assist in tutoring, enrichment, parent involvement, college-readiness, and homework assistance.
- low turnover rate in personnel; programs are sustained.

Highly qualified staff

30 Hours of GT training for all staff members

Well aligned curriculum - use of TCMPC, state adopted textbooks and several computer programs for assistance in core content areas
Staff development opportunities at the beginning of the school year, during PLC days per district calendar and offerings at Region 20
Class sizes under 25 students
High student participation in extra curricular - sports and UIL
Academic intervention through ACE and enrichment periods
Low teacher turnover

Of the teachers who responded to the "processes and programs" survey:

All of the teachers participate in goal-setting for increased student performance.

All of the teachers feel they do set goals geared specifically toward student performance.

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

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Students have limited exposure to a Fine Arts curriculum which would allow them to make useful and meaningful connections to academic content, developing multiple areas of the brain. **Root Cause:** Funding for a full-time Fine Arts teacher is not available, so teachers try to integrate this into their academic lessons, but teachers often feel pressed for time and these important components of educational development are inadvertently left out.

Problem Statement 2: Stockdale Junior High's At-Risk population is 51.5% and continues to rise yearly so offering intensive support is mandatory. **Root Cause:** Low socio-economic family environments with parents having limited higher learning thus lacking educational support for their school aged children.

Problem Statement 3: Although all teachers feel they participate in goal-setting for increased student performance, almost half of the staff surveyed feels no students are participating in goal setting for themselves. **Root Cause:** There are not designated times teachers are making for goal setting opportunities.

Problem Statement 4: Some teachers may need to take 1 or more certification exams to be fully certified by SBEC. **Root Cause:** Teachers need access to a certification test prep process or program to allow for easy access and support for preparing for required certification exams.

Perceptions

Perceptions Summary

Stockdale Elementary is a family-oriented work and educational environment. The school culture supports individual differences and staff and students are trained to look for the individual strengths in themselves and in others. Stockdale Elementary is a Leader-in-Me campus and the ideals of the program are becoming deeply ingrained in the school's culture. The transition in leadership this year seemed to be easy for administration and staff, and the general consensus is that teachers and staff love coming to work, and students love coming to school. Teachers and staff are deeply committed to the students and families and many personal connections are made within the walls of the school. Parent involvement is high, and the turn-out to school-sponsored events is very high. During distance education, teachers logged over 2000 weekly contacts with students and parents via a Google form which can be found at the following link: https://docs.google.com/forms/d/1swIN6NMk2_Io6Ju0r4wJJpJfDvN2ik5YEC8SINXI-Y8/edit#responses. End of the year parent survey results were generally very positive, and parents feel well-informed about events at school. In addition to the weekly communication log used during distance education, teachers and staff also used the remind app, Tuesday folders, Blackboard Remind, phone calls and emails to maintain frequent communication with students and their families. The end of year data report from the remind app highlights the extensive communication efforts made by educators at Stockdale Elementary:

REMIND Communication at STOCKDALE EL in 2019-2020:

- Senders: 43
- Recipients: 464
- Total messages delivered: 476214

We strive to be a campus where all students and families feel welcome and appreciated, and our outreach services are extensive; however we can improve in areas such as communication and programs for the families of our English language learners, and increasing parent involvement and participation from our most at-risk students.

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 - some of these events were not held due to COVID19. Parents are involved in athletic/campus fundraisers, LLS and our annual Diabetes Walk. (Our annual Diabetes walk was not held due to COVID19). Parental involvement is noted at athletic events, but declines in daily school activities.

National Junior Honor Society assists with the Mobil Food Pantry at the First United Methodist Church.

Student Council assists with Red Ribbon Week themes 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. Although we have made improvements with designing an evacuation plan and using Navigate we are still striving to maximize our student safety. The staff members feel an emergency evacuation plan is a top priority.

Attendance Rate:

Attendance Rate	Campus	Hispanic	White
2018-19	95.57%	95.99%	95.03%
2017-18	95.60%	96.10%	95.10%
2016-17	96.20%	96.50%	95.80%

Annual Dropout Rate	Campus	Hispanic	White
2018-19	0.43%	0.43%	0.00%
2017-18	0.80%	0.80%	0.80%
2016-17	0.00%	0.00%	0.00%

Behavior Data:

	Out of School Suspension day Limit	(3- In-School Suspension	DAEP Placement (Stu. Not Expelled)	Discipline Data						
				Court Ordered JJAEP Placement	Parent Conference	Student Conference	Verbal Warning/ reprimand	Withdrawal of privileges	Lunch Detention	After School Detention
2019-20	2	59	4					2	6	
2018-19	2	96	5			6	1		7	1
2017-18	2	68	7	2	3	1	1	1	12	2

Graduation Data:

	Graduation Data			
	Campus	Hispanic	White	Black
Graduated				
2018-19	98.18%	95.83%	100%	100%
2017-18	96.60%	95.50%	97.00%	0%
2016-17	100%	100%	100%	0%
Dropped Out				
2018-19	1.82%	1.82%	0%	0%
2017-18	3.40%	4.50%	3.00%	0%
2016-17	0%	0%	0%	0%

Staff Engagement:

Staff Turnover Rate

	Total Staff	Teacher Turnover
--	-------------	------------------

2018-19	25	4
2017-18	24	4

Parent/Guardian Engagement:

Parent-Teacher Conference October 1st, 2019 - 49 parents in attendance

Parent-Teacher Conference February 18, 2020 - 39 parents in attendance

20% decrease from fall to spring

Various ways Stockdale High School consults with employers, business leaders, philanthropic organizations, or individuals with expertise in engaging parents and family members in education include: FFA Boosters, Band Boosters, UIL, Athletic Boosters

The 2020 Ratings were waived for this year.

Barriers that prevent participation by parents/guardians include: Language, Low Socio-Economic, Migrant working families, Education

2019-2020 Perceptions

The following results were generated from a teacher-created survey:

**The data only depicts the input from 48 students out of the entire Stockdale High School. Due to the COVID-19 situation, data was difficult to obtain:

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12.5%	45.8%	27.1%	%	%

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
23.4%	34%	19.1%	14.9%	8.5%

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
29.2%	29.2%	16.7%	18.8%	

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
16.7%	47.9%	25%	8.3%	0%

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
25%	27.1%	27.1%	14.6%	0%

6. Students feel safe at Stockdale High School.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
20.8%	50%	8.3%	18.8%	0%

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
27.1%	41.7%	22.9%	0%	0%

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
20.8%	43.8%	25%	8.3%	0%

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
37.5%	25%	14.6%	16.7%	

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8.3%	33.3%	35.4%		16.7%

Perceptions Strengths

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 Leadership Team, 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 After-school Program to help struggling students and provide academic enrichment such as a school newspaper and college awareness.
- Strong staff morale and a positive culture of growth as educators. Teachers help teachers and many teachers are pursuing higher educational degrees and certifications.

Welcoming campus

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

ACE program before and after school

Stockdale Junior High teacher morale has improved over the years due to consistent leadership and open communication with all staff members. Staff members are vested in our youth and our community. Our place of work is our second family and this reflects with our hard work and dedication to our students.

Based on the perceptions survey given:

54.6% of the students responded, "They were proud to say they attended Stockdale High School."

58.8% of the students responded, "They felt they were encouraged to think critically in their classes."

54.6% of the students responded, "They feel encouraged to produce excellent work in all of their classes."

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Authentic parent involvement from our most at-risk students is limited. **Root Cause:** Diverse opportunities for all parents to be involved in a way that fits their schedule are limited and need to be extended to meet the needs of working parents.

Problem Statement 2: Stockdale Junior High's parental involvement remains steady at athletic events, but declines with academic and daily involvement. **Root Cause:** Many parents are working parents and school events need to be offered at convenient times for all parents.

Problem Statement 3: Based off of the past years data, parental involvement at Stockdale High School has been on the decline. **Root Cause:** Parents feel they are not needed, don't have the time, and/or don't know how they can be more involved at Stockdale High School.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Local Accountability Systems (LAS) data
- Annual Measurable Achievement Objectives (AMAO) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree,

graduating with completed IEP and workforce readiness

- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- 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
- Equity data
- TTESS data
- T-PSS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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










Performance Objective 1: To meet or exceed Region 20 and State performance on Grade 3 Reading.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Student Achievement Outcomes

Summative Evaluation: None

<p>Strategy 1: Utilize eduphoria! to disaggregate student data to identify weaknesses in curriculum and student performance</p> <p>Strategy's Expected Result/Impact: Data-driven instruction that strengthens lesson delivery on low performing objectives to lead to increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Eduphoria Access and Training - 199-Pic 24 SCE - \$7,550</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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Formative			Summative														
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<p>Strategy 2: Collaborate with Karnes City ISD and other LEAs for ACE Grant at Elementary and Junior High campuses.</p> <p>Strategy's Expected Result/Impact: Increased learning time will allow targeted intervention time for at-risk students resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: 21st Century Grant - 265 - 21st Century - \$32,344</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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<p>Strategy 3: Schedule and hold department meetings</p> <p>Strategy's Expected Result/Impact: Increased collaboration among teachers both vertically and horizontally to disaggregate data and plan to meet the needs of students.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Salaries / Teacher Work days - 199 - General Fund - Other</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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Strategy 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.

Strategy's Expected Result/Impact: Training teachers appropriately for advanced course work will yield higher student success rates on the respective examinations, such as, AP.

Staff Responsible for Monitoring: Campus Administrators

Funding Sources: Professional Development - 255 - Title II, Part A, TPTR


Reviews			
Formative			Summative
Nov	Feb	May	June

Strategy 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.

Strategy's Expected Result/Impact: To ensure that G/T services are being provided.

Staff Responsible for Monitoring: Campus Administrators

Funding Sources: Campus Coordinator Stipends / Lab Supplies - 199-Pic 21 Gifted and Talented Education - \$5,000


Reviews			
Formative			Summative
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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.

Strategy's Expected Result/Impact: To ensure ESL services are being provided.

Staff Responsible for Monitoring: Campus Administrators

Funding Sources: Campus Coordinator Stipends / ESL Certification - 199-Pic 25 Bilingual Education - \$4,500


Reviews			
Formative			Summative
Nov	Feb	May	June
			

Strategy 7: Provide important information to parents in a language that they understand.

Strategy's Expected Result/Impact: This strategy will assist in eliminating any linguistic barriers that may exist.

Staff Responsible for Monitoring: District and Campus Administrators

Funding Sources: Campus Interpreters - 199-Pic 25 Bilingual Education - \$1,500

Reviews			
Formative			Summative
Nov	Feb	May	June
			




Strategy 8: Provide differentiation training to support RDA and Equity Plans as designed.



















Strategy's Expected Result/Impact: Through appropriate training, teachers will better be able to meet students needs.

Staff Responsible for Monitoring: Special Programs and Testing Coordinator and Campus Administrators

Results Driven Accountability - Equity Plan

Funding Sources: Professional Development - 255 - Title II, Part A, TPTR

Reviews			
Formative			Summative
Nov	Feb	May	June
			

<p>Strategy 9: Provide Section 504 training for campus coordinators.</p> <p>Strategy's Expected Result/Impact: Allow a platform for the dissemination of information from the district to the campus.</p> <p>Staff Responsible for Monitoring: Special Programs and Testing Coordinator</p> <p>Funding Sources: - 255 - Title II, Part A, TPTR</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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<p>Strategy 10: Allow regular education teachers and special education teachers to attend training that will support an inclusion instructional setting.</p> <p>Strategy's Expected Result/Impact: Through appropriate inclusion training, teacher and inclusion teacher can work more effectively together to meet the needs of students and increase student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Professional Development - 255 - Title II, Part A, TPTR</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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<p>Strategy 11: Provide TCMPC (TEKS Resource System) access and monitor use every 6 weeks..</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Special Programs and Testing Coordinator and Campus Administrators</p> <p>Funding Sources: TEKS Resource System Access - 199-Pic 24 SCE - \$7,296</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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<p>Strategy 12: Tutoring sessions will be offered for all core subject areas.</p> <p>Strategy's Expected Result/Impact: Clarification on misunderstood TEKS that will lead to increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Increased Learning Time - 199-Pic 24 SCE - \$1,500</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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<p>Strategy 13: Pull-out students who need additional instruction in reading and math.</p> <p>Strategy's Expected Result/Impact: Increased learning time in weak subject area to eliminate misconceptions that leads to increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Intervention Teacher(s) - 211 - Title I, Part A - \$162,766</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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Goal 1: To build a foundation of Reading, Writing, Mathematics, Science and Social Studies.

Performance Objective 2: To meet or exceed Region 20 and State performance on Grade 3 Mathematics.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Student Achievement Outcomes

Summative Evaluation: None

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

Performance Objective 3: To meet or exceed Region 20 and State performance on All Grades All Subjects.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR/EOC Student Achievement Outcomes

Summative Evaluation: None

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

Performance Objective 1: To ensure access to every student so that they may have the opportunity to graduate having met at least one of the following CCMR Indicators:

- Meet TSI criteria (SAT/ACT/TSIA) in reading and mathematics
- Complete a course for dual credit
- Earn industry certification
- Enlist in the United States Armed Forces

HB3 Goal

Evaluation Data Sources: None


Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: By providing multiple information sessions, parents and students have opportunities to become informed on topics relating to the education of their children.

Staff Responsible for Monitoring: Campus Administrator and Counselors

Funding Sources: - 199-Pic38 College, Career, and Military Readiness


Reviews			
Formative			Summative
Nov	Feb	May	June
			

Strategy 2: Encourage more females to complete male courses in Career and Technology Education

Strategy's Expected Result/Impact: Informing student populations will allow equal access to instructional programming.

Staff Responsible for Monitoring: Campus Administrators

Funding Sources: - 199-Pic 22 Career and Technology Education

Reviews			
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0%

No Progress



Accomplished



Continue/Modify



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

Targeted or ESF High Priority

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


Summative Evaluation: None

Strategy 1: Identify and implement industry certifications diversified areas, including, but not limited to, EMT, Welding, Microsoft Office and Excel.

Strategy's Expected Result/Impact: Students would leave high school with an employable skill in the event they chose not to go to college.

Staff Responsible for Monitoring: Administrators

Funding Sources: Program costs, Certifications, and Supplies - 199-Pic38 College, Career, and Military Readiness - \$35,279

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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 a ACT, TSIA and TSIA 2 Testing Site.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: To administer and maintain testing site requirements to host student testing for ACT, TSIA and TSIA2

Strategy's Expected Result/Impact: Scheduled Administered exams at Stockdale High School

Staff Responsible for Monitoring: None








Funding Sources: Student exam costs - 199-Pic38 College, Career, and Military Readiness - \$2,500

Reviews			
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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.

<p>Strategy 1: Provide opportunities for staff to participate in wellness programs Strategy's Expected Result/Impact: By embracing a wellness program benefits for all can be achieved by maintaining a healthier lifestyle. Staff Responsible for Monitoring: Admin PLC for their respective campuses or departments</p>	Reviews			
<p>Strategy 2: Continue to implement teacher of the month on each campus Strategy's Expected Result/Impact: Teacher Recognition Staff Responsible for Monitoring: Campus Administrators Funding Sources: Stipends - 199 - General Fund - Other - \$1,650</p>	Formative		Summative	
<p>Strategy 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. Strategy's Expected Result/Impact: By recognizing great work, district culture, climate, and moral increase providing an environment where individuals thrive. Staff Responsible for Monitoring: Superintendent</p>	Nov 	Feb	May	June
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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.













<p>Strategy 1: Staff will be afforded opportunities to attend staff development that is relevant and beneficial to the areas in which they serve.</p> <p>Strategy's Expected Result/Impact: Growing teachers/staff leads to student achievement growth and increases in moral.</p> <p>Staff Responsible for Monitoring: District and Campus Administrators</p> <p>Funding Sources: Professional Development - 255 - Title II, Part A, TPTR</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td colspan="4" style="text-align: center;">  35% </td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June	 35%			
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<p>Strategy 2: Require all teachers to receive the initial 30 hours GT training by end of first semester or 6 hour GT update.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Special Programs and Testing Coordinator and Campus Administrators</p> <p>Funding Sources: GT COOP (R20) - 199-Pic 21 Gifted and Talented Education - \$3,550</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td colspan="4" style="text-align: center;">  35% </td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June	 35%			
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<p>Strategy 3: Conduct safety and security training as appropriate to support the district emergency operations plan.</p> <p>Strategy's Expected Result/Impact: The Emergency Operations Plan will be executed with planned drills to include evacuation and relocation.</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Funding Sources: NaviGate - 199 - General Fund - Other - \$3,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td colspan="4" style="text-align: center;">  35% </td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June	 35%			
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<p>Strategy 4: Instructional classroom paraprofessionals will receive training to meet requirements of ESSA, if any are in need of training.</p> <p>Strategy's Expected Result/Impact: Training will allow for ESSA Compliance.</p> <p>Staff Responsible for Monitoring: Special Programs and Testing Coordinator and Campus Administrators</p> <p>Funding Sources: Professional Development - 255 - Title II, Part A, TPTR</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td colspan="4" style="text-align: center;">  35% </td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June	 35%			
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



<p>Strategy 5: Utilize SafeSchools Training online for mandatory staff development</p> <p>Strategy's Expected Result/Impact: Easy single point access for all mandatory staff development</p> <p>Staff Responsible for Monitoring: Superintendent and Special Programs and Testing Coordinator</p> <p>Funding Sources: Access to SafeSchools - 199 - General Fund - Other - \$2,400</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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<p>Strategy 6: Utilize 240 Tutoring to assist with preparation of faculty and staff that are requiring 1 or more SBEC certifications.</p> <p>Strategy's Expected Result/Impact: Teachers will be better prepared when scheduling and taking SBEC Certification exams, thus yielding a higher pass %.</p> <p>Staff Responsible for Monitoring: Special Programs and Testing Coordinator</p> <p>Funding Sources: 240 Tutoring - 199 - General Fund - Other - Function 11 - \$800</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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<p>Strategy 7: Per House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, all kindergarten through third grade teachers and principals must attend a "teacher literacy achievement academy" by the 2022 - 2023 school year.</p> <p>Strategy's Expected Result/Impact: To increase teacher knowledge and implementation of evidence-based practices to positively impact Goal student literacy achievement.</p> <p>Staff Responsible for Monitoring: Superintendent and Elementary Principal</p> <p>Funding Sources: Reading Academy Staff Development - 199-Pic 36 Early Education Allotment - \$21,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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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.





<p>Strategy 1: Continue partnership with Goliad Special Education Cooperative (GSEC). Strategy's Expected Result/Impact: High quality services for our at-risk special education students. Staff Responsible for Monitoring: Superintendent Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: Goliad SPED COOP Pro Rata Share - 199-Pic 23 Special Education - \$247,071</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Continue partnership with Floresville ISD (SODEXO). Strategy's Expected Result/Impact: Access to support and resources to ensure our food service program is adequately equipped to meet the rigorous standards of federal programming. Staff Responsible for Monitoring: Superintendent Funding Sources: Consulting Services - 240 - Child Nutrition - \$14,587</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Continue shared service agreement with La Vernia ISD. Strategy's Expected Result/Impact: Allows access to Career and Technology Federal Funds (Carl Perkins Funds) Staff Responsible for Monitoring: High School Counselor Funding Sources: - 244 - Carl Perkins - \$9,848</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: Continue agreement with DAEP in Floresville Strategy's Expected Result/Impact: Will allow for our district to meet the needs of students that are in alternative school placements. Staff Responsible for Monitoring: Superintendent Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: Floresville DAEP & JJAEP - 199-Pic 28 SCE, At-Risk - \$42,429</p>	Reviews			
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<p>Strategy 5: Allow area organizations (Stockdale Education Foundation, Lions Club, Leo Club, parent volunteers, churches, City, etc.) to collaborate with Stockdale ISD through:</p> <ol style="list-style-type: none"> 1) Volunteering 2) Inclusion in Extra-Curricular Events 3) Use of district facilities 4) or other support as identified by administrators <p>Strategy's Expected Result/Impact: Builds positive and supportive relationships among the school and community.</p> <p>Staff Responsible for Monitoring: District and Campus Administrators</p> <p>Title I Schoolwide Elements: 3.1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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<p>Strategy 6: Collaborate with Wilson County Office of Emergency Management to prepare and plan for emergencies</p> <p>Strategy's Expected Result/Impact: Will eliminate miscommunication in the event of an emergency so that students and staff can be kept safe.</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Title I Schoolwide Elements: 3.1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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<p>Strategy 7: Maintain updated website</p> <p>Strategy's Expected Result/Impact: To provide relevant and up-to-date information regarding Stockdale ISD.</p> <p>Staff Responsible for Monitoring: Webmaster</p> <p>Title I Schoolwide Elements: 3.1</p> <p>Funding Sources: SOCS - Web Hosting / Stipend - 199 - General Fund - Other - \$4,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: To incorporate the community in celebrating and supporting the successes of those students in athletics.</p> <p>Staff Responsible for Monitoring: Athletic Director</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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<p>Strategy 9: Recognize Veterans during a Community Event</p> <p>Strategy's Expected Result/Impact: To show gratitude and appreciation to our veterans for their service in our armed forces.</p> <p>Staff Responsible for Monitoring: Administrators</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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<p>Strategy 10: Watch DOGS at Elementary</p> <p>Strategy's Expected Result/Impact: Way to involve and incorporate male role models.</p> <p>Staff Responsible for Monitoring: Elementary Principal</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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Nov	Feb	May	June														

<p>Strategy 11: Thanksgiving Feast for parents</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Child Nutrition Director</p>		<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
Reviews																		
Formative			Summative															
Nov	Feb	May	June															
																		
<p>Strategy 12: HOPE Day at High School, NHS Sheriff's Santa</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: High School Principal</p>		<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
Reviews																		
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Nov	Feb	May	June															
<p>Strategy 13: Incorporate curriculum on character education (Character Network), Leader in Me and peer mediation for conflict resolution.</p> <p>Strategy's Expected Result/Impact: This program will assist in building a positive school culture and climate that does not condone bullying.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Leader in Me - 199 - General Fund - Other - \$5,000</p>		<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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Formative			Summative															
Nov	Feb	May	June															
																		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: To provide multiple opportunities for parents to be involved and receive information regarding their child(ren)'s educational progress and opportunities.</p> <p>Staff Responsible for Monitoring: Special Programs and Testing Coordinator and Campus Administrators</p> <p>Title I Schoolwide Elements: 3.1</p>		<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
Reviews																		
Formative			Summative															
Nov	Feb	May	June															
																		
<p>Strategy 15: Utilize Blackboard Connect to inform parents about students being absent (all campuses)</p> <p>Strategy's Expected Result/Impact: By increasing attendance, seat time of students is also increased leading to increased academic achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: web access - 199 - General Fund - Other - \$2,050</p>		<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue															

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.

Strategy 1: Maintain State & Federal Grants Policies & Procedures Manual Strategy's Expected Result/Impact: Harmonious procedures that meet the need of both the district and campus. Staff Responsible for Monitoring: Business Manager	Reviews			
	Formative			Summative
	Nov 	Feb	May	June
Strategy 2: Ensure that internal controls are established, maintained, and modified as necessary in the separation of duties. Strategy's Expected Result/Impact: Reduced liability and potential loss for the district. Staff Responsible for Monitoring: Superintendent & Business Manager	Reviews			
	Formative			Summative
	Nov 	Feb	May	June
Strategy 3: Central office review of all District needs. Strategy's Expected Result/Impact: To ensure that resources are equitable and appropriate. Staff Responsible for Monitoring: Superintendent and Business Manager	Reviews			
	Formative			Summative
	Nov 	Feb	May	June
Strategy 4: Distribution of allocations on a per student basis, such as, student enrollment percentage. Strategy's Expected Result/Impact: To ensure fair and equitable access to funds are realized and available. Staff Responsible for Monitoring: Business Manager	Reviews			
	Formative			Summative
	Nov 	Feb	May	June

Strategy 5: Update and adjust administrative regulations to ensure alignment with board policy.

Strategy's Expected Result/Impact: To ensure financial integrity that is supported by board policy.


Staff Responsible for Monitoring: Superintendent


Reviews			
Formative			Summative
Nov	Feb	May	June
			


Strategy 6: The District will maintain a passing rating on the Financial Integrity Rating System of Texas (FIRST).


Strategy's Expected Result/Impact: None


Staff Responsible for Monitoring: Superintendent and Business Manager

Reviews			
Formative			Summative
Nov	Feb	May	June
			

 No Progress




 Accomplished







 Continue/Modify

 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.

<p>Strategy 1: Custodial and Maintenance will work with administration to maintain facilities. Strategy's Expected Result/Impact: To maintain neat and clean facilities. Staff Responsible for Monitoring: District and Campus Administrators Funding Sources: Salary / Supplies / Repair - 199 - General Fund - Other - \$493,749</p>	Reviews			
	Formative			Summative
	Nov 	Feb	May	June
<p>Strategy 2: Refresh laptops for HS students. Strategy's Expected Result/Impact: To provide equipment for teachers that is up-to-date and relevant for maximizing instructional programming. Staff Responsible for Monitoring: Technology Director Funding Sources: Chromebook Lease - 199 - General Fund - Other - \$31,435</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June
<p>Strategy 3: Energy Optimization Project - Ideal Impact Strategy's Expected Result/Impact: To reduce energy cost by \$150,000 / year compared to base line year. Staff Responsible for Monitoring: Superintendent Funding Sources: Time Warrant Payment - 199 - General Fund - Other - \$95,608</p>	Reviews			
	Formative			Summative
	Nov 	Feb	May	June
<p>Strategy 4: Maintain and update technology and technology infrastructure as needed. Strategy's Expected Result/Impact: To ensure technology and technology infrastructure is maintained and updated with industry standards. Staff Responsible for Monitoring: Technology Director</p>	Reviews			
	Formative			Summative
	Nov 	Feb	May	June

Strategy 5: Intentional spending on A/C equipment for preventative maintenance, repair, and/or replacement. Strategy's Expected Result/Impact: Extended Life of A/C Units Cost savings on investments of Energy Efficient Units. Staff Responsible for Monitoring: Superintendent and Maintenance Director Funding Sources: A/C - 199 - General Fund - Other - \$75,000	Reviews			
	Formative			Summative
	Nov	Feb	May	June
	 35%			
Strategy 6: Strategic spending and/or budgeting to acquire buses through time warrants. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Superintendent and Business Manager Funding Sources: Time Warrant Payment - 199 - General Fund - Other - \$106,770	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 7: Maximize use of funds acquired by our recent school bond. Strategy's Expected Result/Impact: Allow us to invest in multiple projects that will serve the district for years to come. Staff Responsible for Monitoring: Superintendent	Reviews			
	Formative			Summative
	Nov	Feb	May	June
	 35%			
 No Progress  Accomplished  Continue/Modify  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.

Targeted or ESF High Priority

Evaluation Data Sources: Safety and Security Committee Evaluation

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Law Enforcement presence that could deter or prevent unsafe behaviors.</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Funding Sources: Shared Service Agreement - 199 - General Fund - Other - \$43,939.92</p>	Reviews			
	Formative			Summative
	Nov 	Feb	May	June
<p>Strategy 2: Establishment of threat assessment team(s) per 86th Legislative outcomes.</p> <p>Strategy's Expected Result/Impact: Implementation of a process to evaluate threats that arise within the district.</p> <p>Staff Responsible for Monitoring: None</p>	Reviews			
	Formative			Summative
	Nov 	Feb	May	June
<p>Strategy 3: Utilize NaviGate district-wide for our emergency operations plan, drill logs, and parent reunification.</p> <p>Strategy's Expected Result/Impact: A unified place for all safety and security needs.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Reviews			
	Formative			Summative
	Nov 	Feb	May	June
<p>Strategy 4: Utilize STOPit Solutions for our Anti-Bullying Campaign.</p> <p>Strategy's Expected Result/Impact: Anonymous reporting for students for safety and security concerns as well as anti-bullying.</p> <p>Staff Responsible for Monitoring: None</p> <p>Funding Sources: STOPit web access - 199 - General Fund - Other - \$1,000</p>	Reviews			
	Formative			Summative
	Nov 	Feb	May	June

Strategy 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

Strategy's Expected Result/Impact: Annual training for teachers in conjunction with community resources, early identification and communication will assist in identifying resources for those in need.

Staff Responsible for Monitoring: District and Campus Administrators

Reviews			
Formative			Summative
Nov	Feb	May	June

Strategy 6: Provide support in violence prevention, conflict resolution, dating violence & prevention, discipline management and suicide prevention/intervention activities

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Counselors

Reviews			
Formative			Summative
Nov	Feb	May	June

Strategy 7: Provide suicide prevention training to all staff

Strategy's Expected Result/Impact: Appropriate training will equip teachers with the necessary knowledge to identify and seek help when they are impacted.

Staff Responsible for Monitoring: Superintendent and Special Programs and Testing Coordinator

Funding Sources: - 255 - Title II, Part A, TPTR

Reviews			
Formative			Summative
Nov	Feb	May	June

Strategy 8: Incorporate curriculum on bully prevention (OWLEUS),

Funding Sources: - 199 - General Fund - Other - \$0

Reviews			
Formative			Summative
Nov	Feb	May	June

0% No Progress Accomplished Continue/Modify 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.

Targeted or ESF High Priority

Evaluation Data Sources: Needs Assessments completed at both campus and district level.

Summative Evaluation: None




<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: To ensure that G/T Services are being provided.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
Reviews																	
Formative			Summative														
Nov	Feb	May	June														
																	
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: To ensure ESL services are being provided.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
Reviews																	
Formative			Summative														
Nov	Feb	May	June														
																	
<p>Strategy 3: Section 504 training for campus coordinators</p> <p>Strategy's Expected Result/Impact: To ensure updates and services are being implemented as intended</p> <p>Staff Responsible for Monitoring: Special Programs and Testing Coordinator</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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Formative			Summative														
Nov	Feb	May	June														
																	
<p>Strategy 4: Allow regular education teachers and special education teachers to attend training that will support an inclusion instructional setting.</p> <p>Strategy's Expected Result/Impact: Through appropriate inclusion training, teacher and inclusion teacher can work more effectively together to meet the needs of students and increase student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	June				
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Formative			Summative														
Nov	Feb	May	June														
																	

Strategy 5: Support EL students by purchasing and using SummitK12 to encourage growth in Listening-Speaking Mastery.

Strategy's Expected Result/Impact: Growth will be shown on the TELPAS Listening-Speaking Mastery

Staff Responsible for Monitoring: Special programs and Testing Coordinator

Funding Sources: SummitK12 - Title III

Reviews			
Formative			Summative
Nov	Feb	May	June
			

0%

No Progress



Accomplished



Continue/Modify



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.

Targeted or ESF High Priority

Evaluation Data Sources: District Compensation Plan

Summative Evaluation: Met Objective

RDA Strategies

Goal	Objective	Strategy	Description
1	1	8	Provide differentiation training to support RDA and Equity Plans as designed.

District Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	Intervention Teacher(s)		\$162,766.00
Sub-Total					\$162,766.00
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
7	1	7			\$0.00
Sub-Total					\$0.00
199 - General Fund - Other					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Salaries / Teacher Work days		\$0.00
3	1	2	Stipends		\$1,650.00
3	2	3	NaviGate		\$3,000.00
3	2	5	Access to SafeSchools		\$2,400.00
3	2	6	240 Tutoring	Function 11	\$800.00
4	1	7	SOCS - Web Hosting / Stipend		\$4,000.00
4	1	13	Leader in Me		\$5,000.00
4	1	15	web access		\$2,050.00
6	1	1	Salary / Supplies / Repair		\$493,749.00
6	1	2	Chromebook Lease		\$31,435.00
6	1	3	Time Warrant Payment		\$95,608.00
6	1	5	A/C		\$75,000.00

199 - General Fund - Other

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	6	Time Warrant Payment		\$106,770.00
7	1	1	Shared Service Agreement		\$43,939.92
7	1	4	STOPit web access		\$1,000.00
7	1	8			\$0.00
Sub-Total					\$866,401.92

244 - Carl Perkins

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3			\$9,848.00
Sub-Total					\$9,848.00

199-Pic 23 Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Goliad SPED COOP Pro Rata Share		\$247,071.00
Sub-Total					\$247,071.00

199-Pic 24 SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Eduphoria Access and Training		\$7,550.00
1	1	11	TEKS Resource System Access		\$7,296.00
1	1	12	Increased Learning Time		\$1,500.00
Sub-Total					\$16,346.00

199-Pic 28 SCE, At-Risk

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4	Floresville DAEP & JJAEP		\$42,429.00
Sub-Total					\$42,429.00

199-Pic 25 Bilingual Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Campus Coordinator Stipends / ESL Certification		\$4,500.00
1	1	7	Campus Interpreters		\$1,500.00
Sub-Total					\$6,000.00

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	Campus Coordinator Stipends / Lab Supplies		\$5,000.00
3	2	2	GT COOP (R20)		\$3,550.00
Sub-Total					\$8,550.00
265 - 21st Century					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	21st Century Grant		\$32,344.00
Sub-Total					\$32,344.00
199-Pic 36 Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	7	Reading Academy Staff Development		\$21,000.00
Sub-Total					\$21,000.00
199-Pic38 College, Career, and Military Readiness					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	2	1	Program costs, Certifications, and Supplies		\$35,279.00
2	3	1	Student exam costs		\$2,500.00
Sub-Total					\$37,779.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	5	SummitK12		\$0.00
Sub-Total					\$0.00
240 - Child Nutrition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Consulting Services		\$14,587.00
Sub-Total					\$14,587.00

240 - Child Nutrition

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total					\$1,465,121.92

Addendums

Stockdale
Independent School District

State Compensatory Education Programs
School Year 2020-2021

STATE COMPENSATORY EDUCATION PROGRAM OF STOCKDALE ISD

To satisfy, Texas Education Code Sec. 11.252, Stockdale ISD annually reviews and revises its district and campus improvement plans 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." This addendum to the improvement plan, reflects the continuous nature of the needs assessment process to enhance academic improvement, as well as, provide a programmatic review of the State Compensatory Education (SCE) program to ensure fidelity in fiscal efficiency and programmatic effectiveness.

House Bill 3 (HB3), as passed by the 86th Texas Legislature, determined that the purpose of State Compensatory Education allotment is to provide school districts and open-enrollment charter schools funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students and all other students; as well as, at-risk students and all other students. The statute 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 [currently, the STAAR exams] 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.

Community and District Profile

Stockdale Independent School District is a public-school district based in Stockdale, Texas (USA) and serves students in east central Wilson County. Previously an area named High Prairie, Free Timber and Bunker's Store, Stockdale was named after Fletcher Stockdale, the lieutenant governor of Texas, when the town was established in 1863. In 1898 the San Antonio and Mexican Gulf Railroad reached Stockdale. The town was incorporated in 1919, and Stockdale's annual Watermelon Jubilee began in 1937. As of the last census, the median income for a household in the city was \$30,337

An annual needs assessment is conducted at both the district and campus levels. Stockdale ISD utilizes a site-based decision-making committee comprised of administrators, teachers, parents, community members, and business representatives. The needs assessment is

conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities, and to ensure that the use of resources is carefully planned, supplemental and cost effective. Data collected is disaggregated by all student groups served by the campus, including categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment determines the measurable district and campus performance objectives for all appropriate student achievement indicators for all student populations.

State Criteria

Texas Education Code Sec. 29.081 defines a student as “at risk of dropping out of school” if the student is under twenty-six years of age and who:

- (1) was not advanced from one grade level to the next for one or more school years;
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, 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) 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;
- (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- (7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school;

- (10) is a student of limited English proficiency, as defined by Section 29.052;
- (11) is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;
- (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, cottage home operation, specialized child-care home, or general residential operation; or
- (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. Stockdale ISD ensures that each campus regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within 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, as applicable to the identifier itself.

Funding Information

House Bill 3 reworked the formula for calculating districts' annual SCE allotment to a tiered multiplier system. School districts receive an SCE allotment equal to the basic allotment multiplied by one of five weights for students determined to be educationally disadvantaged. These weights are based on the tier assigned to the census block group in which a student who is educationally disadvantaged resides and are prescribed under the Texas Education Code, §48.104 (a–e). To generate SCE funds the students must first meet the eligibility requirements for compensatory education (i.e. be classified as educationally/economically disadvantaged). For the purpose of this new system, the terms "educationally disadvantaged" and "economically disadvantaged" are interchangeable. Students who meet the criteria as educationally disadvantaged are reported as such in the PEIMS Fall submission. These students create an increase in SCE funding based on their census block group and are weighted on a scale of 0.225 up to 0.275 in additional SCE funds. Districts and other stakeholders can

determine block groups using TEA's Census Block Group Tools found at: <https://tea.texas.gov/texas-schools/general-information/census-block-group-tools>.

The district provides accelerated instruction to a student enrolled in the district who has taken an end-of-course assessment instrument administered under Section 39.023(c) and has not performed satisfactorily on the assessment instrument or who is at risk of dropping out of school. The district offers, before the next scheduled administration of the assessment instrument, without cost to the student, additional accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on an end-of-course assessment instrument required for graduation. The district sufficiently budgets specific funds for accelerated instruction.

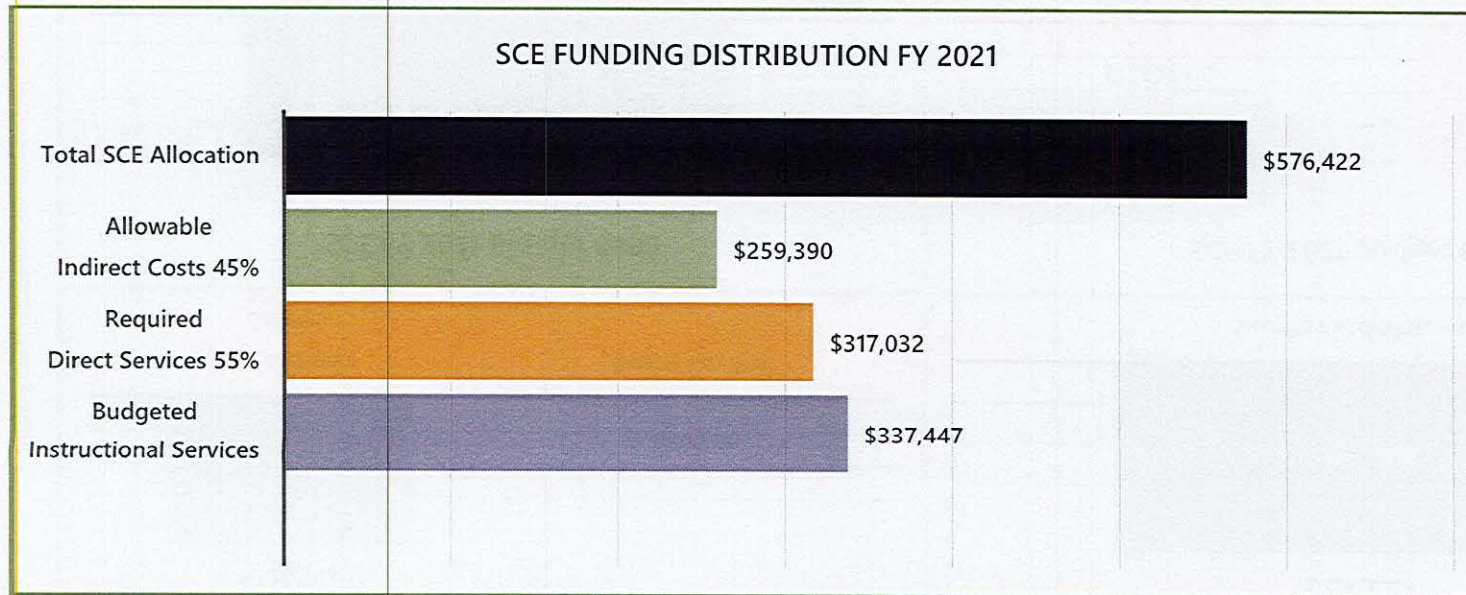
Direct program expenditures of state compensatory education funds at Stockdale ISD: 1) support the intent and purpose of the program, 2) are allowable under statute and guidance, and 3) and are directly related to specific interventions identified in the appropriate district and campus improvement plans. Additionally, the SCE allotment is used to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 and its subsequent amendments at Stockdale Elementary. 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*.

ANALYTICS

Several data sets are utilized during the comprehensive needs assessment process including, but not limited to, fiscal analysis student demographics, academic achievement data, graduation/completion rates and evaluation of program strategies.

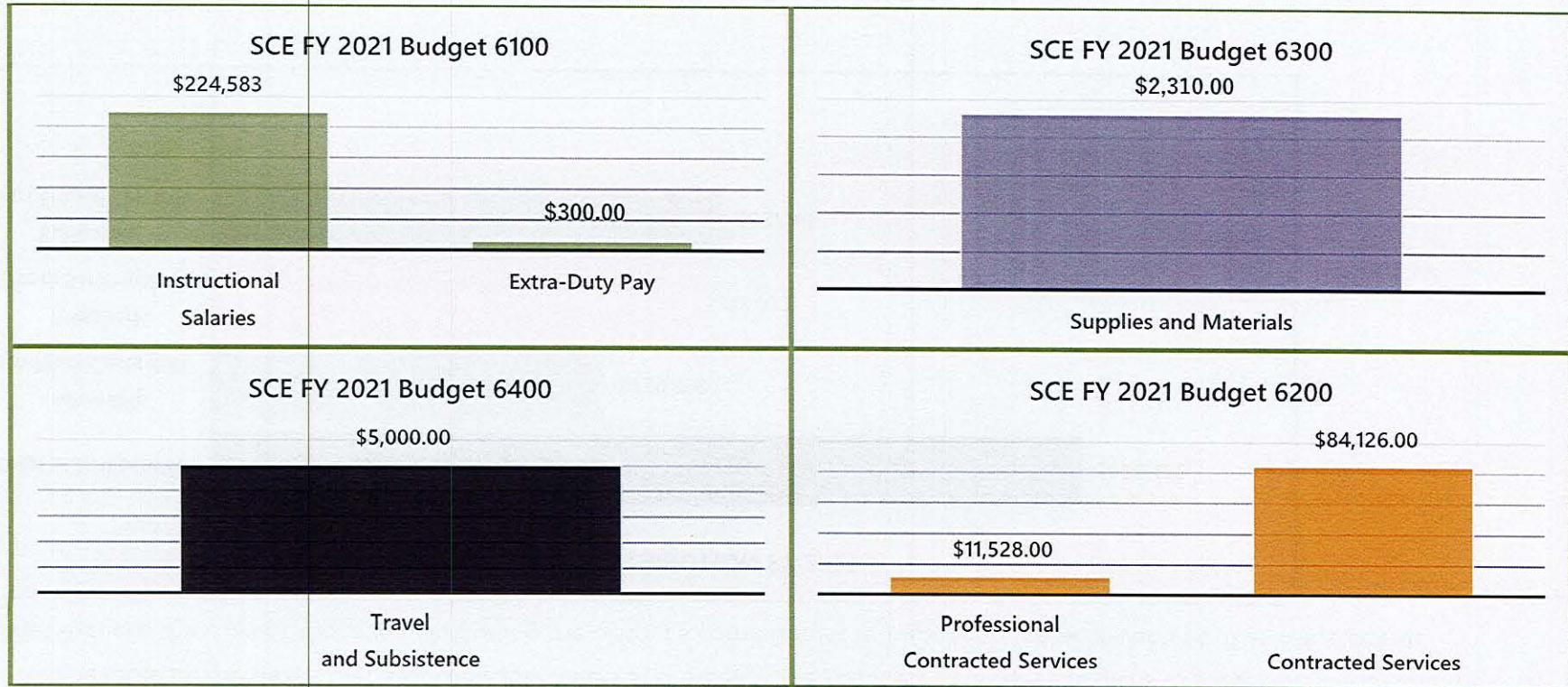
District SCE Funded Services for Fiscal Year End 2021

The table below 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 of SCE Program Activities by Category for FY 2021

The table below represents district planned expenditures by budget category: 6100 (personnel), 6200 (contracted services), 6300 (supplies/materials) and 6400 (travel/miscellaneous).



Students Identified for SCE Program by State Criterion for School Year 2020-2021

The following table represents the number and percentage of students identified in each of the fourteen "At-Risk" categories. Depending on the indicator, students can be counted in more than one category.

Stockdale ISD			Readiness Test		<70 Average		Not Advanced		Failed STAAR		Pregnant/Parent		AEP		Parole/Probation		LEP		DPRS		Homeless		Residential Placement		Incarcerated		Local Criterion Section 504		Local Criterion Dyslexia	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PK	28	4%	10	36%			0	0%			0	0%	0	0%	0	0%	1	4%	1	4%	0	0%	0	0%	1	4%	0	0%	0	0%
K	49	6%	16	33%			1	2%			0	0%	0	0%	0	0%	1	2%	0	0%	3	6%	0	0%	2	4%	0	0%	0	0%
1	59	8%	23	39%			5	8%			0	0%	0	0%	0	0%	3	5%	0	0%	2	3%	0	0%	2	3%	5	8%	0	0%
2	47	6%	16	34%			1	2%			0	0%	0	0%	0	0%	3	6%	0	0%	2	4%	0	0%	2	4%	6	13%	5	11%
3	57	7%	19	33%			6	11%	0	0%	0	0%	0	0%	0	0%	2	4%	0	0%	0	0%	0	0%	3	5%	5	9%	3	5%
4	55	7%					6	11%	0	0%	0	0%	0	0%	0	0%	2	4%	0	0%	0	0%	0	0%	2	4%	14	25%	9	16%
5	48	6%					1	2%	11	23%	0	0%	0	0%	0	0%	2	4%	0	0%	1	2%	0	0%	2	4%	6	13%	6	13%
6	67	9%					3	4%	20	30%	0	0%	0	0%	0	0%	3	4%	0	0%	0	0%	0	0%	0	0%	12	18%	7	10%
7	59	8%			0	0%	2	3%	17	29%	0	0%	0	0%	0	0%	3	5%	0	0%	3	5%	0	0%	0	0%	11	19%	4	7%
8	76	10%			2	3%	10	13%	36	47%	0	0%	1	1%	0	0%	6	8%	2	3%	1	1%	0	0%	0	0%	13	17%	10	13%
9	67	9%			8	12%	9	13%	17	25%	0	0%	2	3%	1	1%	4	6%	0	0%	4	6%	1	1%	0	0%	7	10%	5	7%
10	66	8%			12	18%	10	15%	10	15%	0	0%	3	5%	0	0%	1	2%	1	2%	1	2%	0	0%	0	0%	8	12%	4	6%
11	46	6%			8	17%	6	13%	5	11%	1	2%	1	2%	0	0%	0	0%	1	2%	1	2%	0	0%	0	0%	11	24%	7	15%
12	53	7%			12	23%	3	6%	4	8%	0	0%	0	0%	0	0%	1	2%	0	0%	1	2%	0	0%	0	0%	5	9%	2	4%
	777	100%	84	11%	42	5%	63	8%	120	15%	1	0.13%	7	1%	1	0.13%	32	4%	5	1%	19	2%	1	0.13%	14	2%	103	13%	62	8%

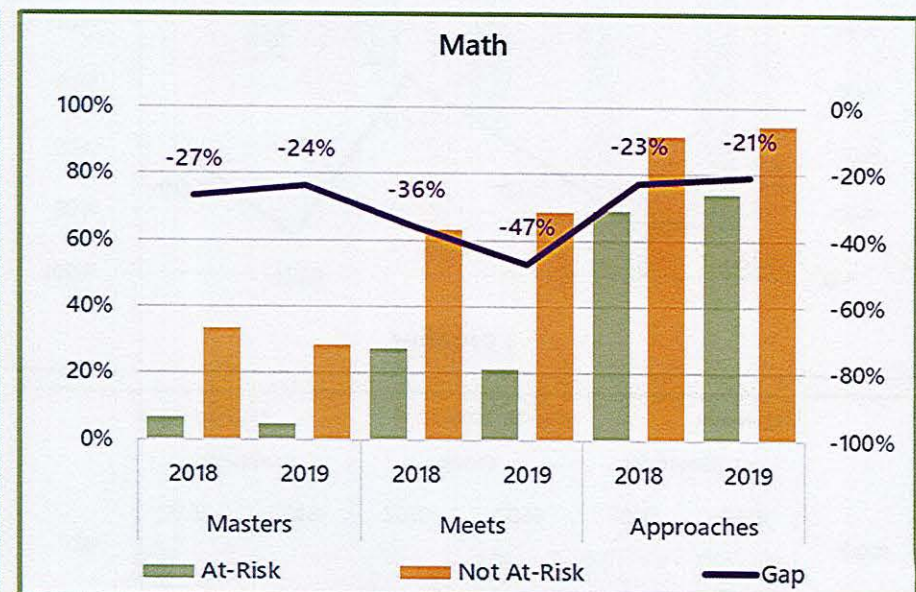
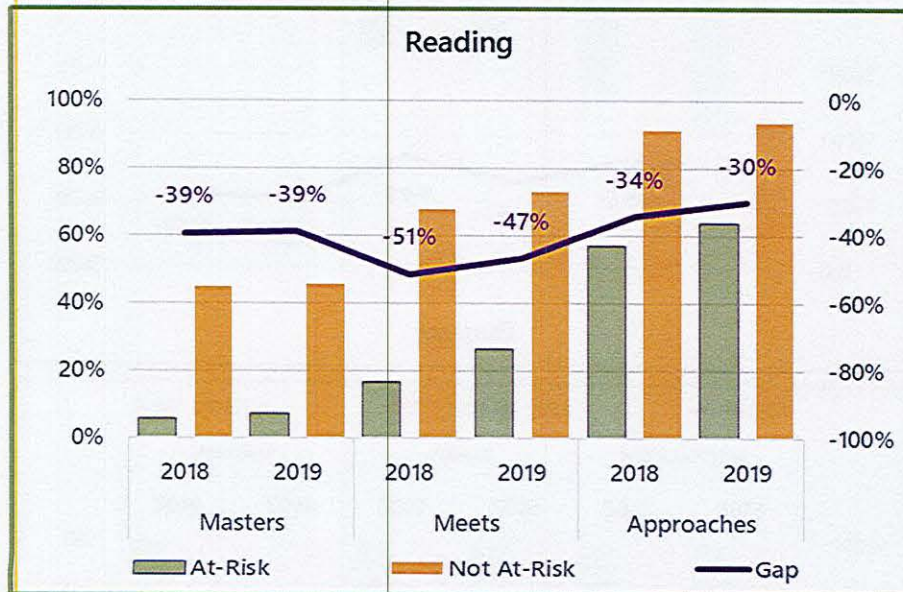
State of Disaster and 2019-2020 Accountability Ratings

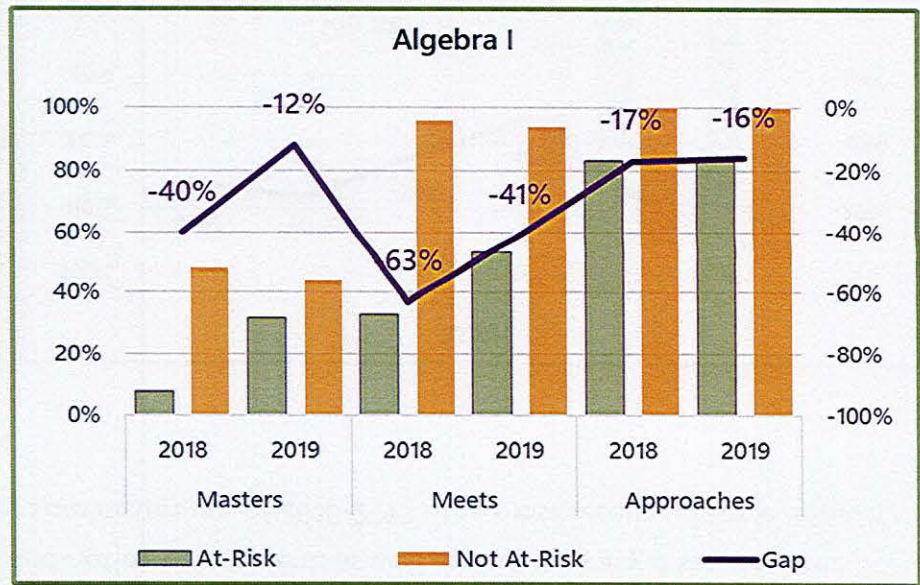
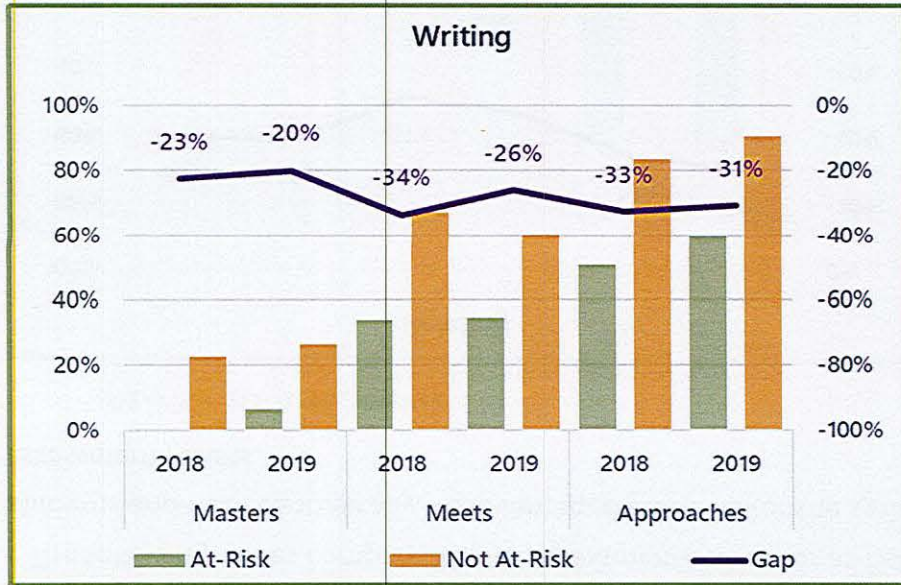
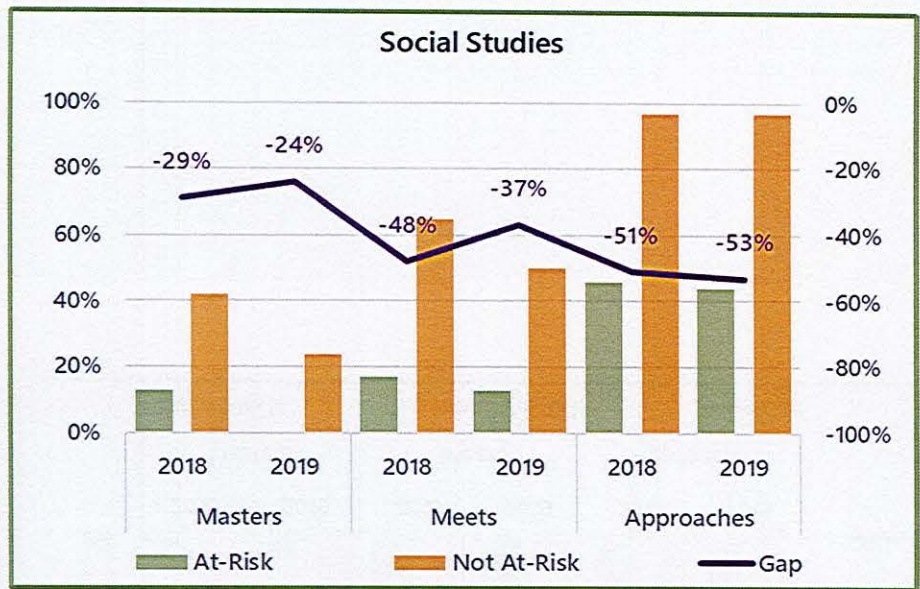
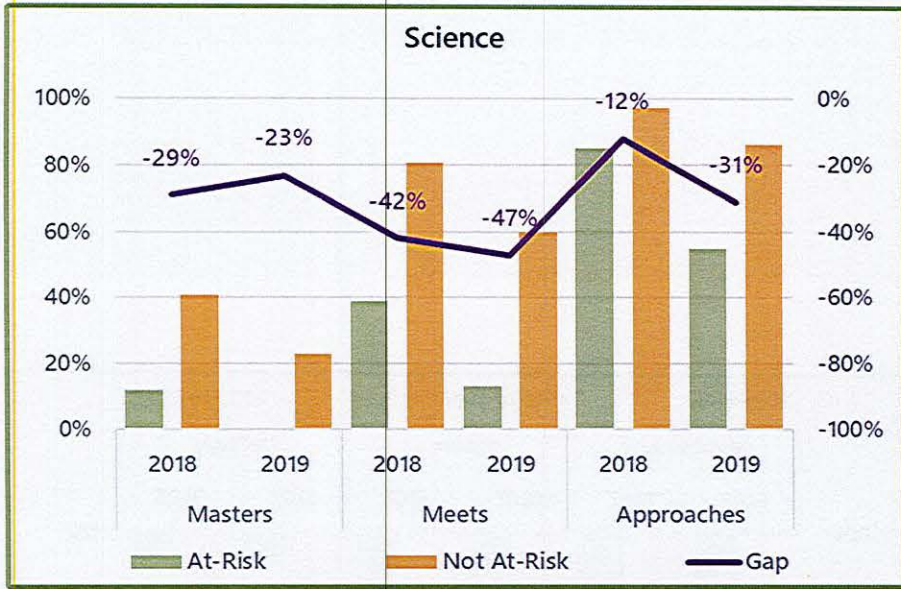
In response to the COVID-19 pandemic, Governor Abbott announced on March 16, 2020, that he has waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year. As a result, all districts and campuses will be labeled “Not Rated: Declared State of Disaster” for 2020. Under Texas Administrative Code (TAC) §101.2009, the superintendent must establish the instruments and procedures to be used to determine which students are at-risk. Given that the STAAR administrations for April, May, and June 2020 were cancelled, the at-risk determination needed to be made through means that do not involve state testing results **from the current year**. According to TEA guidance, in the absence of 2020 STAAR results, any student who was identified in the PEIMS Fall 2019 submission as “at risk” based on the TEC, §29.081(d)(3), will continue to be identified as “at risk” in the Fall 2020 PEIMS submission. In addition, Student Success Initiative (SSI) promotion/retention requirements found in the Texas Education Code (TEC), §28.0211 have been waived for the 2019–2020 school year. Stockdale ISD will still provide early notice to parents or guardians of students in grades 4 and 7 identified to be at risk of failure on the first administration of an assessment required for grade advancement in the next school year. Stockdale ISD policies prioritize certain student groups to be provided with on-site instruction when safe to do so, including for students in grades K-2, students most likely to have suffered a COVID slide (SPED, EL, at-risk, and students with significant learning gaps), and students with limited or no access to the internet. The following tables compare STAAR assessment scores for at-risk and not-at-risk students for the spring administrations of 2018-2019, the most recent available STAAR assessment results.

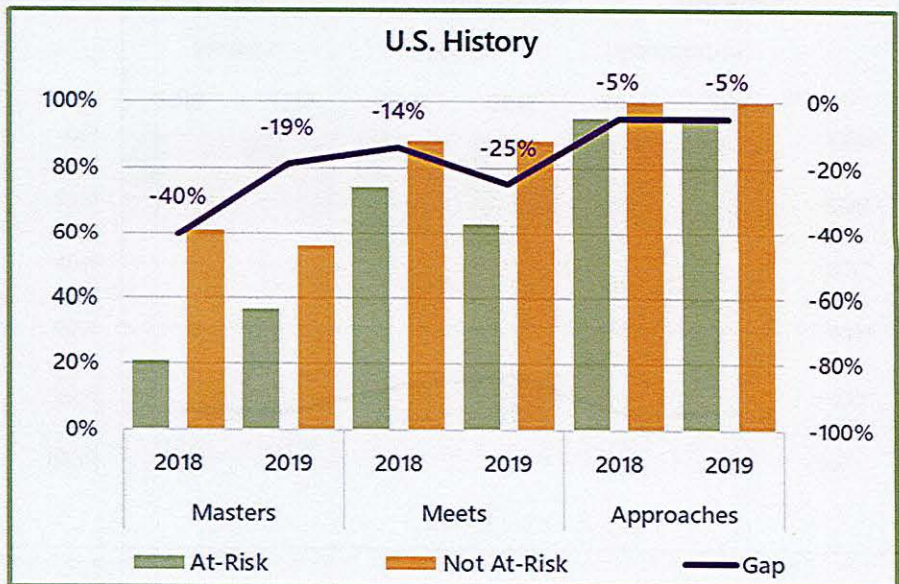
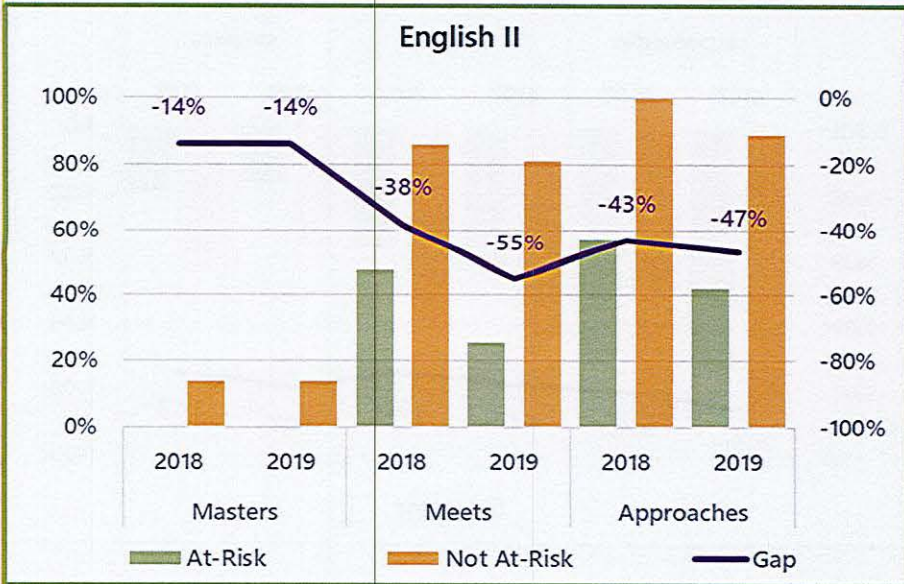
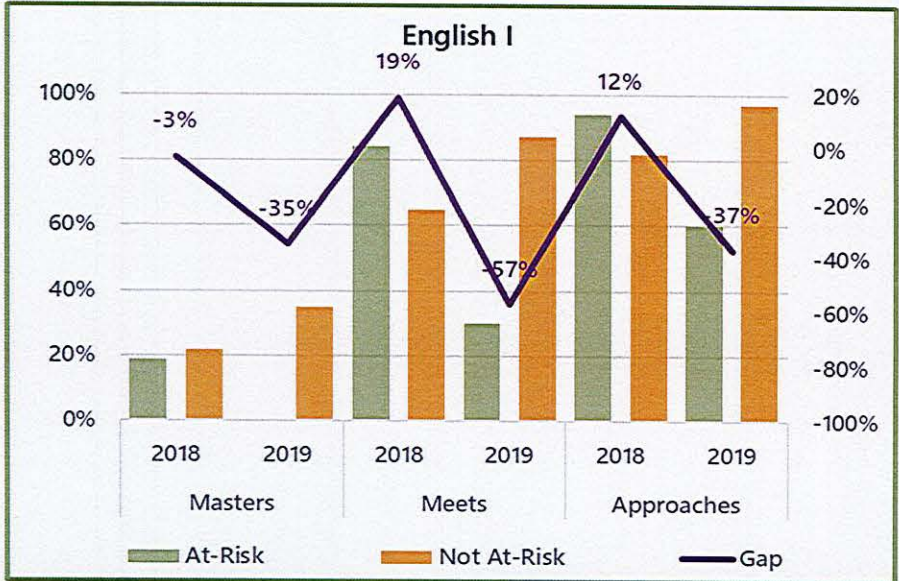
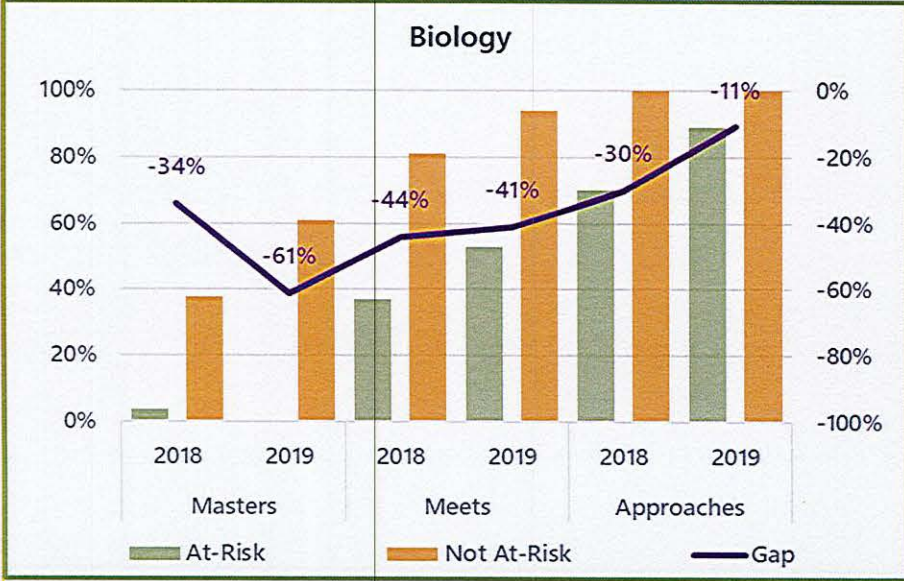
District STAAR Results, Two-Year Comparison of Academic Year End 2019 and 2020 [*]

* The following tables compare STAAR assessment scores for at-risk and not-at-risk student, as well as economically disadvantaged students and not economically disadvantaged students for the spring administrations of 2018-2019 - the most recent available STAAR assessment results.

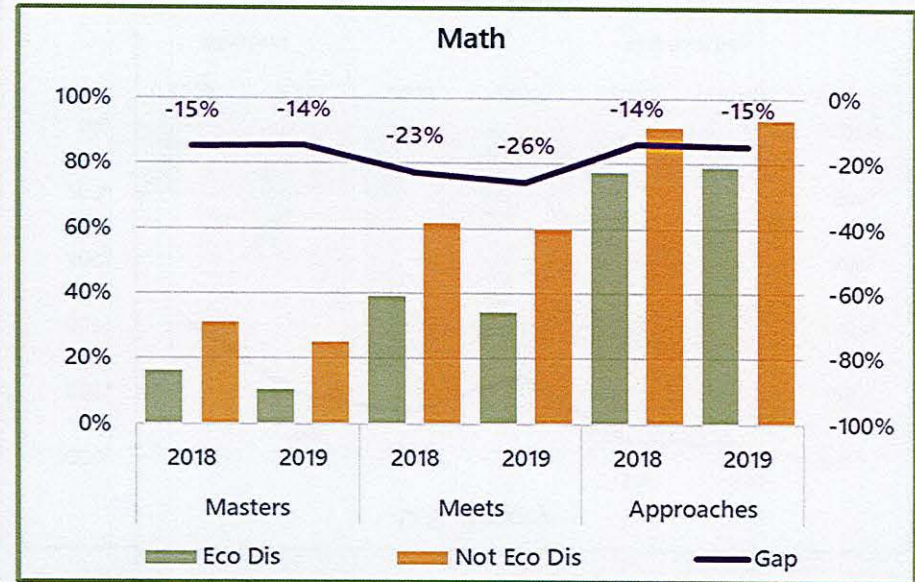
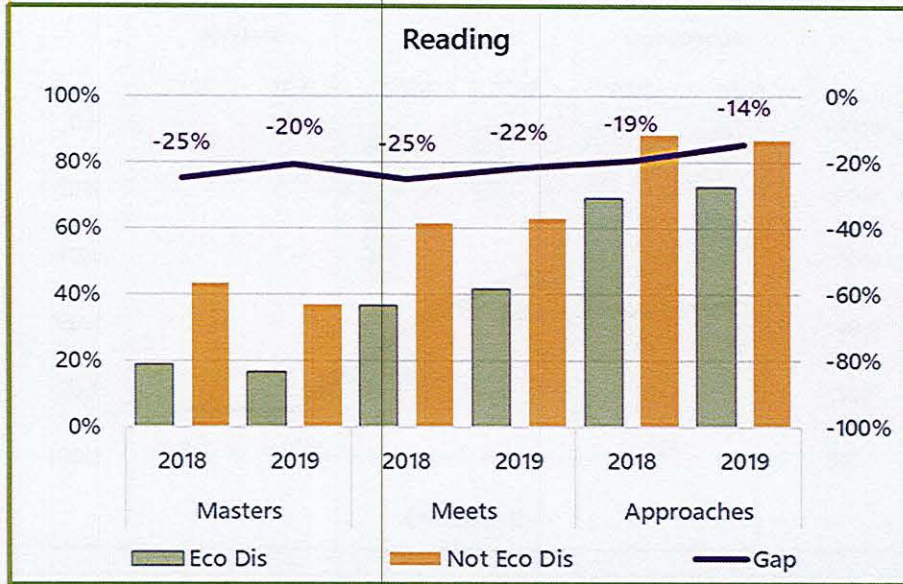
At-risk to not at-risk

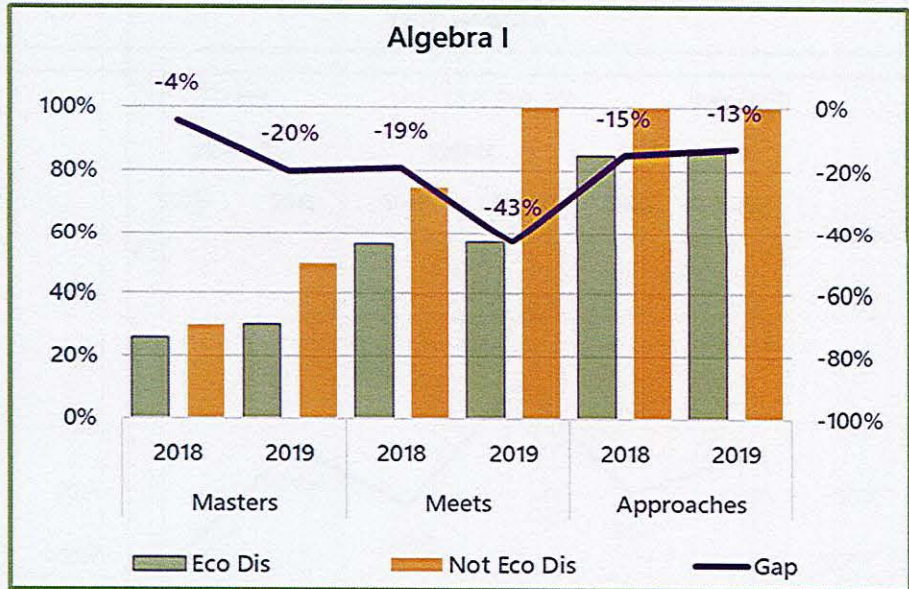
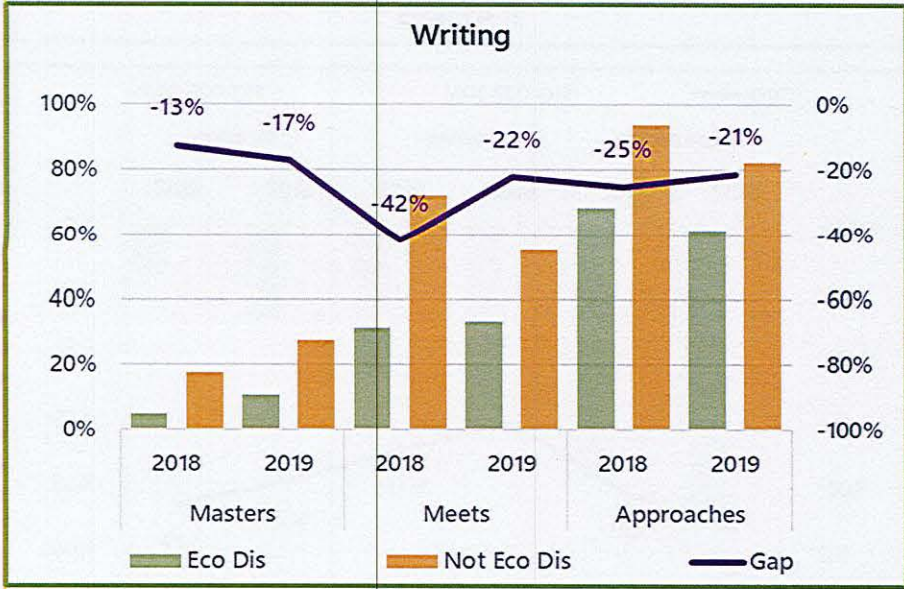
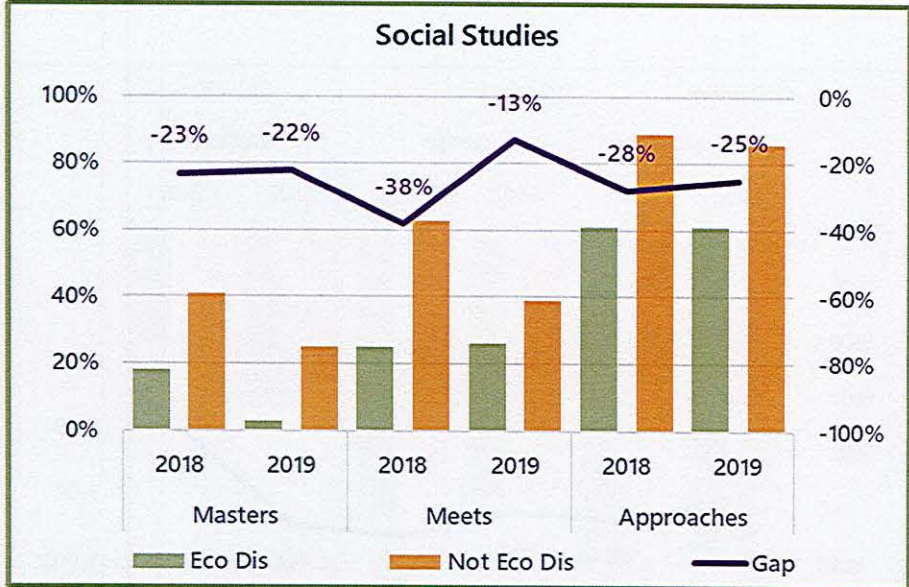
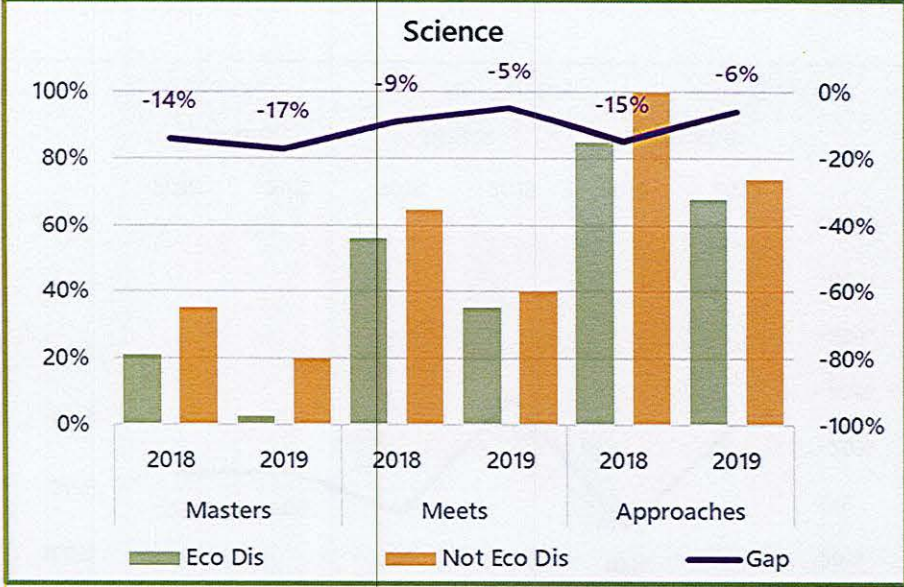


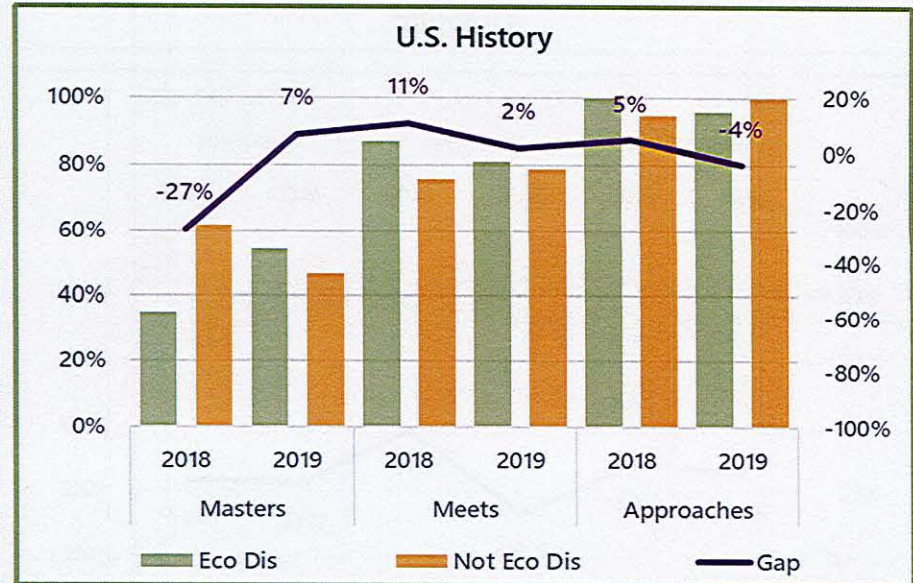
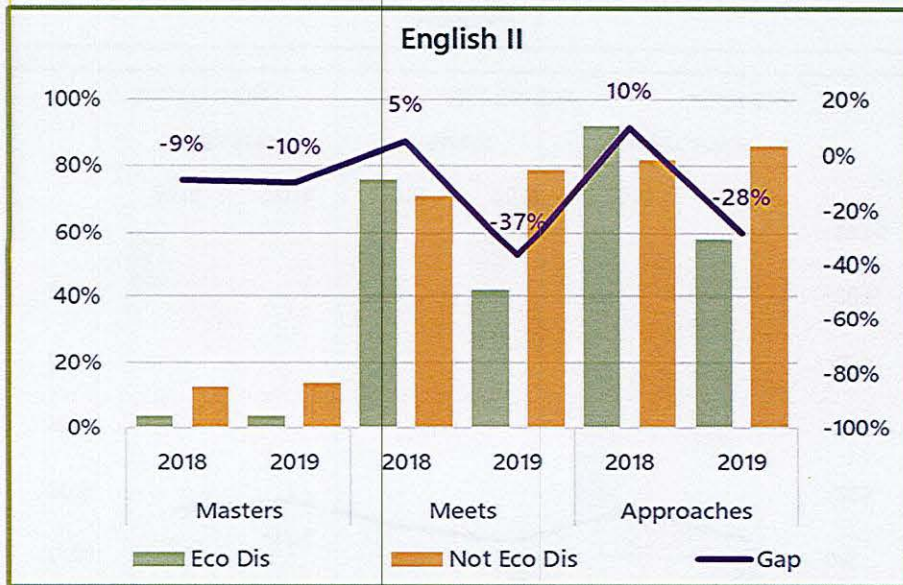
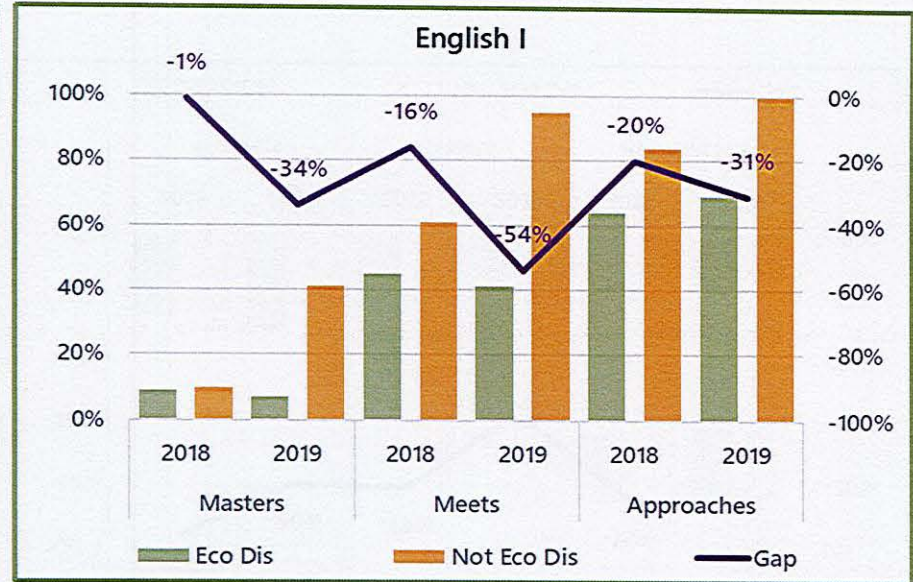
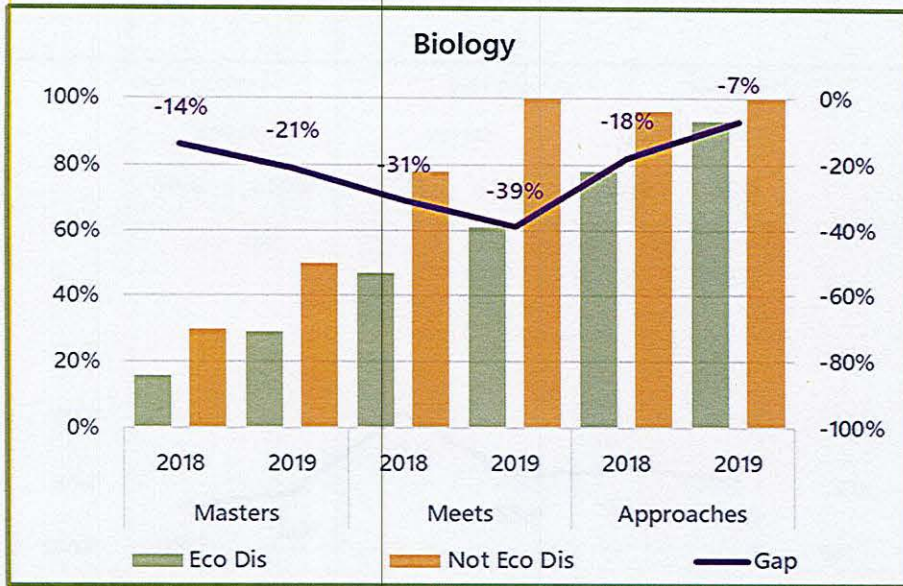




Economically disadvantaged to not economically disadvantaged

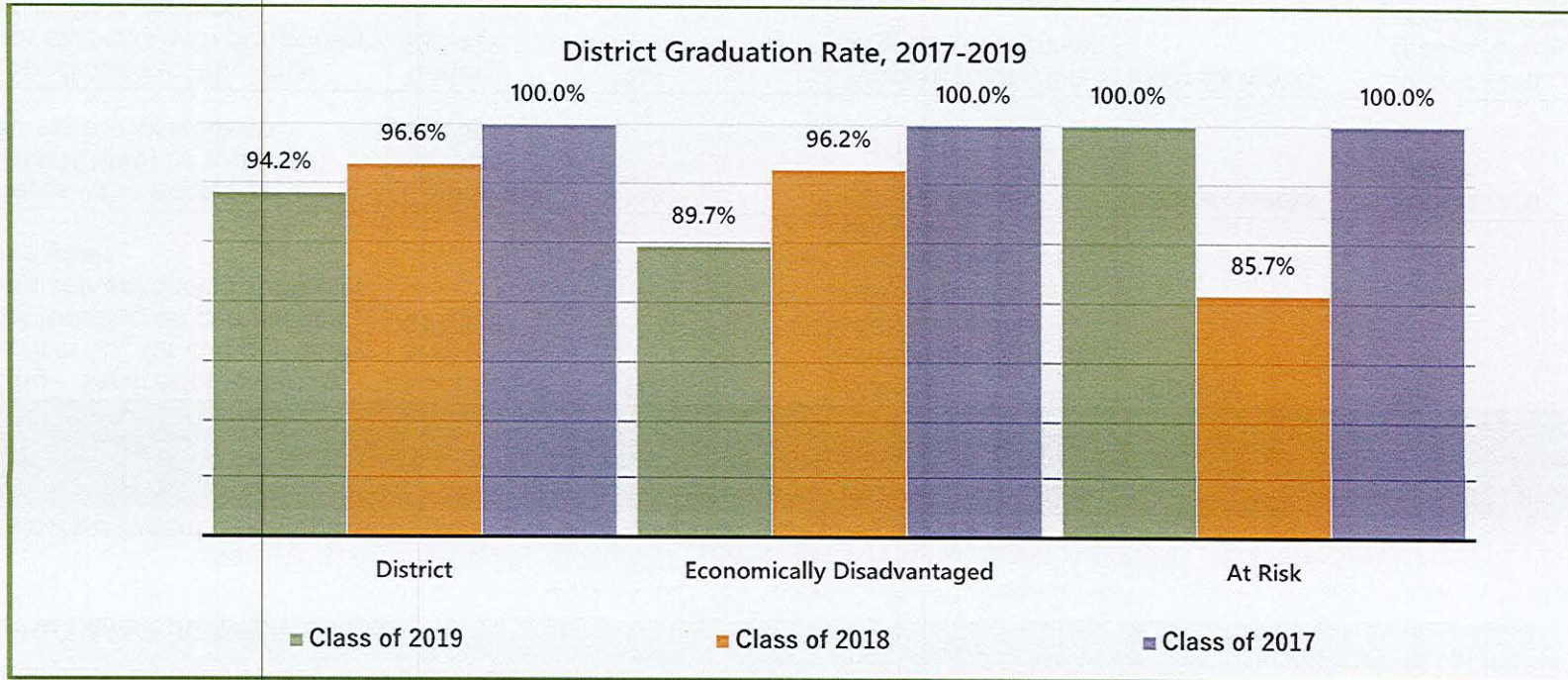






District Graduation/Completion Rates, 2017-2019

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 of 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 plan. Below is a description of supplemental SCE-funded activities that benefit the whole district.

Summative Assessment. STAAR passing rates

Identified Strategies	Supplemental Financial Resources	Supplemental Fulltime Equivalency	Measurable Performance Objectives	Timelines For Monitoring Strategies	Formative Evaluation
Consulting – Services provided by SAFE Services LLC for compensatory programs focusing on compliance, evaluation and enhancing strategies to achieve goals.	Contracted services \$11,528	NA	Maintain compliance with all state mandates related to SCE funding and programs	Annually	NA
ESC Services – Contracted services (Eduphoria/TCMPC) to support programs for at-risk students.	Contracted services \$14,846	NA	Passing grades	Each six weeks	Report card grades
DAEP – Specialized instructional setting for students with disciplinary issues to facilitate on-time graduation.	Tuition \$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.	Tuition \$10,000	NA	Passing grades/On target credit accrual	Each six weeks	Report card grades/Credit accrual/Promotion
Section 504 Services – Supplemental contracted services for meeting instructional and other needs of students identified under Section 504.	Contracted services \$1,826	NA	Passing grades	Each six weeks	Report card grades

2019-2020 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 students' needs. While collecting and organizing the data is important the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the district staff to seek patterns and to provide 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.

2019-2020 State Compensatory Education Program Evaluation (Cont.)

Stockdale ISD						
SCE-Funded Program	Evaluation Criteria	# of participating students	# of successful students	% successful	Amount Budgeted	Modify (yes no)
AEP/DAEP	SES-Discipline Records, SJH-On Target Credit/Promotion, SHS-On Target for Credits	6	6	100%	\$32,429	No
Instructional Resources (Cscope/Eduphoria)	SES-Teacher EOY Performance Evaluation, SJH & SHS-Promotion	342	297	87%	\$14,168	Yes, CSCOPE needs to be changed to TCMPC
JJAEP	SES-Discipline Records, SJH-On Target Credit/Promotion, SHS-On Target for Credits	0	0	NA	NA	No

*Many programs did not occur or were reduced in scope due to COVID-19 school closures

SCE Budget, 2020-2021

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 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 as outlined in 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.

TEC, Section 48.104(k)(1)(A) allows districts to use SCE funding to provide supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion, between students who are educationally disadvantaged and students who are not educationally disadvantaged.

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 2021

Budget Detail



Stockdale High (001)	Acct Title	Activity	Cost
199-11-6118-00-001-1-24-0-02	Teacher/Professional Extra Duty Pay	Tutorials	\$1,500.00
199-11-6118-00-001-1-30-0-00	Teacher/Professional Extra Duty Pay	Summer School	\$3,000.00
199-11-6119-00-001-1-24-0-00	Teacher/Professional Salary	Reading Intervention	\$57,250.00
199-11-6129-00-001-1-24-0-00	Support Personnel Salary	Instructional Support	\$20,654.00
199-11-6141-00-001-1-24-0-00	Social Security/Medicare	Reading Intervention	\$830.13
199-11-6141-00-001-1-24-0-00	Social Security/Medicare	Instructional Support	\$299.48
199-11-6142-00-001-1-24-0-00	Health/Life Insurance	Instructional Support	\$3,500.00
199-11-6142-00-001-1-24-0-00	Health/Life Insurance	Reading Intervention	\$3,500.00
199-11-6143-00-001-1-24-0-00	Worker's Comp.	Instructional Support	\$73.26
199-11-6143-00-001-1-24-0-00	Worker's Comp.	Reading Intervention	\$203.07
199-11-6146-00-001-1-24-0-00	TRS Care	Reading Intervention	\$3,721.25
199-11-6146-00-001-1-24-0-00	TRS Care	Instructional Support	\$1,342.51
		Sub Object 61 Subtotal:	\$95,873.69
199-11-6299-00-001-1-24-0-00	Misc. Contract Services	Edgenuity	\$10,000.00
		Sub Object 62 Subtotal:	\$10,000.00
		Campus 001 Subtotal:	\$105,873.69

Stockdale ISD 247906



Fund 199 State Compensatory Education
 Fiscal Year 2021

Budget Detail

Stockdale Junior High (041)	Acct Title	Activity	Cost
199-11-6118-00-041-1-24-0-03	Teacher/Professional Extra Duty Pay	Tutorials	\$200.00
199-11-6118-00-041-1-24-0-02	Teacher/Professional Extra Duty Pay	Summer School	\$5,000.00
199-11-6119-00-041-1-24-0-00	Teacher/Professional Salary	Math Enrichment	\$11,195.00
199-11-6119-00-041-1-24-0-00	Teacher/Professional Salary	Reading Enrichment	\$30,923.00
199-11-6141-00-041-1-24-0-00	Social Security/Medicare	Math Enrichment	\$162.33
199-11-6141-00-041-1-24-0-00	Social Security/Medicare	Reading Enrichment	\$448.38
199-11-6142-00-041-1-24-0-00	Health/Life Insurance	Math Enrichment	\$876.00
199-11-6142-00-041-1-24-0-00	Health/Life Insurance	Reading Enrichment	\$2,188.00
199-11-6143-00-041-1-24-0-00	Worker's Comp.	Math Enrichment	\$39.71
199-11-6143-00-041-1-24-0-00	Worker's Comp.	Reading Enrichment	\$109.68
199-11-6146-00-041-1-24-0-00	TRS Care	Math Enrichment	\$727.68
199-11-6146-00-041-1-24-0-00	TRS Care	Reading Enrichment	\$2,010.00
		Sub Object 61 Subtotal:	\$53,879.77
199-11-6299-00-041-1-24-0-02	Misc. Contract Services	Lexia/Read Naturally/Istation	\$4,655.00
		Sub Object 62 Subtotal:	\$4,655.00
199-11-6399-00-041-1-24-0-00	General Supplies	Study Island	\$2,310.00
		Sub Object 63 Subtotal:	\$2,310.00
		Campus 041 Subtotal:	\$60,844.77

Stockdale ISD 247906



Fund 199 State Compensatory Education
 Fiscal Year 2021

Budget Detail

Stockdale Elementary (101)	Acct Title	Activity	Cost
199-11-6118-00-101-1-30-0-01	Teacher/Professional Extra Duty Pay	Summer School	\$5,200.00
199-11-6129-00-101-1-34-0-00	Support Personnel Salary	PK	\$41,664.00
199-11-6129-00-101-1-30-0-00	Support Personnel Salary	Instructional Support	\$26,689.00
199-11-6141-00-101-1-34-0-00	Social Security/Medicare	PK	\$604.13
199-11-6141-00-101-1-30-0-00	Social Security/Medicare	Instructional Support	\$386.99
199-11-6142-00-101-1-34-0-00	Health/Life Insurance	PK	\$7,000.00
199-11-6142-00-101-1-30-0-00	Health/Life Insurance	Instructional Support	\$3,500.00
199-11-6143-00-101-1-30-0-00	Worker's Comp.	Instructional Support	\$94.67
199-11-6143-00-101-1-34-0-00	Worker's Comp.	PK	\$147.78
199-11-6146-00-101-1-30-0-00	TRS Care	Instructional Support	\$1,734.78
199-11-6146-00-101-1-34-0-00	TRS Care	PK	\$2,708.16
		Sub Object 61 Subtotal:	\$89,729.51
		Campus 101 Subtotal:	\$89,729.51

Stockdale ISD 247906

Fund 199 State Compensatory Education
Fiscal Year 2021

Budget Detail



District (999)	Acct Title	Activity	Cost
199-11-6222-00-999-1-24-0-00	Public School Tuition	DAEP	\$32,429.00
199-95-6222-00-999-1-28-0-00	Public School Tuition	JJAEP	\$10,000.00
199-11-6239-00-999-1-24-0-01	Education Service Center Services	Eduphoria	\$7,550.00
199-11-6239-00-999-1-24-0-00	Education Service Center Services	TCMPC TEKS	\$7,296.00
199-21-6291-00-999-1-24-0-00	Consulting Services	SAFE Services	\$11,528.00
199-11-6299-00-999-1-24-0-01	Misc. Contract Services	Success Ed 504	\$1,826.00
		<i>Sub Object 62 Subtotal:</i>	\$70,629.00
		Campus 999 Subtotal:	\$70,629.00



Total by Class Object:

61XX	\$239,482.98
62XX	\$85,284.00
63XX	\$2,310.00

Total by Function:

11	\$305,548.98
21	\$11,528.00
95	\$10,000.00

Total by Activity:

DAEP	\$32,429.00
Edgenuity	\$10,000.00
Eduphoria	\$7,550.00
Instructional Support	\$58,274.69
JJAEP	\$10,000.00
Lexia/Read Naturally/Istatio	\$4,655.00
Math Enrichment	\$13,000.71
PK	\$52,124.07
Reading Enrichment	\$35,679.06
Reading Intervention	\$65,504.44
SAFE Services	\$11,528.00
Study Island	\$2,310.00
Success Ed 504	\$1,826.00
Summer School	\$13,200.00
TCMPC TEKS	\$7,296.00
Tutorials	\$1,700.00

Total by Campus and District:

Campus 001 Subtotal:	\$105,873.69
Campus 041 Subtotal:	\$60,844.77
Campus 101 Subtotal:	\$89,729.51
Campus 999 Subtotal:	\$70,629.00
Stockdale ISD Total:	\$327,076.98

Stockdale ISD 247906

Fund 199 State Compensatory Education
 Fiscal Year 2021

Personnel Detail



Stockdale High

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Christa Ploch	Teacher	Reading Intervention	\$57,250.00	1.000	\$3,500.00	\$830.13	\$203.07	\$0.00	\$3,721.25	\$65,504.44
Aria Vidal	Instructional Aide	Instructional Support	\$20,654.00	1.000	\$3,500.00	\$299.48	\$73.26	\$0.00	\$1,342.51	\$25,869.25
Campus 001 Subtotal:		FTE - 2	\$77,904.00		\$7,000.00	\$1,129.61	\$276.33	\$0.00	\$5,063.76	\$91,373.69

Personnel Detail



Stockdale Junior High

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Christina Tamez	Teacher	Reading Enrichment	\$5,890.00	0.125	\$438.00	\$85.41	\$20.89	\$0.00	\$382.85	\$6,817.15
Christelle Sekul	Teacher	Reading Enrichment	\$12,015.00	0.250	\$875.00	\$174.22	\$42.62	\$0.00	\$780.98	\$13,887.81
Becca Pavlovsky	Teacher	Reading Enrichment	\$13,018.00	0.250	\$875.00	\$188.76	\$46.17	\$0.00	\$846.17	\$14,974.11
Delley Aguespack	Teacher	Math Enrichment	\$5,187.00	0.125	\$438.00	\$75.21	\$18.40	\$0.00	\$337.16	\$6,055.76
Tommy Chambers	Teacher	Math Enrichment	\$6,008.00	0.125	\$438.00	\$87.12	\$21.31	\$0.00	\$390.52	\$6,944.95
Campus 041 Subtotal:		FTE - 0.875	\$42,118.00		\$3,064.00	\$610.71	\$149.39	\$0.00	\$2,737.67	\$48,679.77

Stockdale ISD 247906

Fund 199 State Compensatory Education
Fiscal Year 2021

Personnel Detail



Stockdale Elementary

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Carla Arellano	Aide	PK	\$21,019.00	1.000	\$3,500.00	\$304.78	\$74.55	\$0.00	\$1,366.23	\$26,264.56
Jennifer Kelly McGuffin	Aide	PK	\$20,645.00	1.000	\$3,500.00	\$299.35	\$73.23	\$0.00	\$1,341.93	\$25,859.51
Johnny Cantrell	Instructional Aide	Instructional Support	\$26,689.00	1.000	\$3,500.00	\$386.99	\$94.67	\$0.00	\$1,734.78	\$32,405.44
Campus 101 Subtotal:		FTE - 3	\$68,353.00		\$10,500.00	\$991.12	\$242.45	\$0.00	\$4,442.94	\$84,529.51

Personnel Detail



	FTE	Salary Funded	Health/Life Insurance	Social Security/Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits
Campus 001 Subtotal:	2.000	\$77,904.00	\$7,000.00	\$1,129.61	\$276.33	\$0.00	\$5,063.76	\$91,373.69
Campus 041 Subtotal:	0.875	\$42,118.00	\$3,064.00	\$610.71	\$149.39	\$0.00	\$2,737.67	\$48,679.77
Campus 101 Subtotal:	3.000	\$68,353.00	\$10,500.00	\$991.12	\$242.45	\$0.00	\$4,442.94	\$84,529.51
Stockdale ISD Total:	5.875	\$188,375.00	\$20,564.00	\$2,731.44	\$668.17	\$0.00	\$12,244.37	\$224,582.98

**2020-2021 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, 2021 for ID&R training or as determined by TEA. NGS training: August 25-27, 2020
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 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<u>H. Other</u>		
III. 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
<u>C. Other</u>		
IV. 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
<u>B. Other</u>		
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
<u>B. Other</u>		

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 style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), 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 style="text-align: center;"><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.

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: ESC Region 20
Region: 20

Priority for Service (PFS) Action Plan

Filled Out By: MEP Team

Date: 09/16/20

School Year: 2020 - 2021

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 for 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 students information on the Priority for Service criteria. 	Annual PAC Meetings	Educational Specialists Recruiters Migrant Tutors	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. 	Year Round Individual meetings/phone calls with parents as needed (case by case) PAC Meetings	Educational Specialists Migrant Counselor Migrant Tutors District Contact, Campus Administrator or Campus Designee	Parent evaluations/feedback Counselor follow-up Phone logs Email documentation Mail out list PAC Sign-In Sheets Tutor Logs	

Provide services to PFS migrant students.

<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 Educational Specialists Recruiters Migrant Tutors</p>	<p>ESC Migrant Counselor logs Recruiter logs Tutor logs NGS Supplemental Count Report 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 to instructional services as well as social workers and community social services/agencies. 	<p>Year Round</p>	<p>ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors District Designee</p>	<p>ESC Migrant Counselor Logs Recruiter Logs Tutor Logs NGS Supplemental Count Report PFS Progress Review Forms</p>
<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. 	<p>Year Round</p>	<p>Migrant Coordinator Educational Specialists</p>	<p>Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version). PFS Student Review Forms</p>

LEA Signature

Date Completed

ESC Signature

Date Received

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the specific procedures and protocols that must be followed when recording transactions. This includes details on how to properly document each entry, the required approvals, and the frequency of updates.

3. The third part of the document addresses the role of the accounting department in maintaining these records. It describes the responsibilities of the staff and the tools and systems used to manage the data effectively.

4. The final part of the document provides a summary of the key points and offers recommendations for ongoing improvement. It encourages regular audits and reviews to ensure that the record-keeping process remains robust and reliable.

5. In conclusion, the document stresses that accurate record-keeping is not just a regulatory requirement but a fundamental aspect of good business practice. It is essential for making informed decisions and ensuring the long-term success of the organization.