# Stockdale Elementary Campus Site-Based Improvement Plan 2017-2018

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# Stockdale Elementary
# Campus Site-Based Planning Team

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| Donna Lee Dockery – Principal | Consuelo Ayala – Educator |
| Robin Burleson – Counselor | Charlotte Laijas - Parent Representative |
| Rhea Rutland – Educator | Veronica Martinez - Parent Representative |
| Barbara Akin - Educator, Dyslexia & Title I | Carolyn Martinez - Parent Representative |
| Venicia Monita - Educator, ESL | Tanya Eller - Educator |
| Brigit Lucas – Educator | Robin Blocker – Early Childhood Educator |
| Destiny Dougherty – Educator | DeNay Simpson - Educator |
| Melinda Williams - Educator, Special Ed. | Kim McInvale - Educator |
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# Comprehensive Needs Assessment
# 2016-2017

Information used in order to identify campus and district goals, objectives and strategies included the following:

- At-Risk Reports
- Attendance Reports
- Benchmark Tests
- Business Director
- Campus Improvement Plan Meetings with Staff Members
- Certificates of Training
- Class Assignments
- Committee Interviews
- Conferences
- Content Standards
- Courses/Class Assignments
- Curriculum (TEKS Resource System)
- Discipline Records
- Duty Rosters
- Enrollment
- Ethnicity Reports
- Federal System Safeguards
- Gender Reports
- Interviews
- ITBS 2014 Results
- Map of School
- Mobility/Stability
- Observations
- Paraprofessional Certifications
- Parent Meetings
- Parent Surveys
- PEIMS Data/Reports
- Prekindergarten Registration
- Promotion/Retention Rates
- Report Card Grades
- Schedules
- Scope and Sequence per Content Areas
- Software
- Special Ed/ARD Facilitator
- Special Program Reports
- STAAR Data 2015
- Staff Development Data
- Staff Interviews
- Staff Mobility
- State-Adopted Resources
- Student Lists
- Student Roll
- Teacher Certifications
- Teacher Lists
- Teacher Surveys
- Teacher-Student Ratios
- TELPAS Results
- TPRI, Star Reading & Math
- T-TESS Evaluation Data
- Withdrawn Students

# Summary of Priority Needs

| | Elementary |
|---|---|
| **Demographics** | 1) System to promptly identify needs of homeless students<br>2) Intervention for migratory students (students here for a short time)<br>3) Intervention for ESL population<br>4) Make adjustments for enrollment instability due to oil business<br>5) Prekindergarten availability<br>6) Increase resources for low-income students or at-risk students |
| **Student Achievement** | 1) Increase achievement in Reading & Math on STAAR in grade 3<br>2) Increase achievement in Math on STAAR in grade 4<br>3) Increase instructional time and meet student's individual needs at primary grades<br>4) Targeted tutoring (homework assistance/practice vs. small group instruction)<br>5) Implement measures to decrease truancy issues and increase attendance rates<br>6) Increase achievement in grammar campus-wide<br>7) Additional profession staff to minimize classroom sizes<br>8) Improve technology to improve rigor at STAAR grade levels<br>9) Librarian full time to support reading program in the classroom (AR)<br>10) Intervention teachers in Reading and Math to decrease Special Ed referrals and boost progress |
| **School Culture and Climate** | 1) Implementation of the "Leader in Me" to promote student responsibility & growth<br>2) Continue implementation of anti-bullying program at the classroom level<br>3) Phones in each classroom for safety purposes<br>4) Closed in area for Physical Ed and inclimate weather<br>5) Increase student rewards (for student achievement, attendance, etc.) |
| **Staff Quality, Recruitment and Retention** | 1) Dedicated intervention teachers to help struggling students<br>2) Full-time Librarian or paraprofessional<br>3) Assistant Principal to help with student needs and staff evaluations<br>4) Professional development opportunities in areas of weakness |
| **Curriculum, Instruction and Assessment** | 1) Curriculum to align the campus with the district<br>2) Professional development for intervention strategies for classroom teachers<br>3) Intervention training for classroom teachers<br>4) Resources to replace CSCOPE exemplar lessons<br>5) Online instructional programs for intervention time<br>6) Technology to teach test-taking on STAAR and increase rigor<br>6) Implement Shurley Method with fidelity |
| **Family and Community Involvement** | 1) Activities to reach less cooperative parents<br>2) Include more parents on committees<br>3) Meetings in the evening to include more parents (more specific in needs)<br>4) Full-time parent involvement liaison to coordinate activities and build relationships |
| **School Context and Organization** | 1) More parent participation on campus committees<br>2) More campus teams to be responsible for activities (Action Teams)<br>3) Increase inclusion time for SpEd students<br>4) Implement leadership program & continue anti-bullying program<br>5) Blocking for increased instructional time<br>6) Additional teacher at 3rd grade to decrease class size<br>7) Additional teacher at 2nd grade to decrease class size<br>8) Adjustments to schedule for new district alignment in UIL |

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| **Technology** | 1) Promethean board or similar technology in each classroom<br>2) Training for technology curriculum<br>3) Updated, web-based Waterford reading technology or similar program<br>4) Personnel to help with technology needs on campus<br>5) More Lexia licenses<br>6) iStation or similar program for K-2<br>7) New student computers for classroom use<br>8) New teacher laptops for instructional use |

**Areas of Strength**:

- Elementary Initiatives
  - Implementation of Response To Intervention process
  - Implemented tiered-instruction in all classes
  - Math intervention classes
  - Accelerated Reading program
  - K-5 Content Specialists (Intervention Teams)
  - Differentiated small group math/reading instruction – pull out programs
  - Targeted STAAR preparation tutoring
  - Wilson Reading Program implemented in small reading groups campus-wide
  - Early Star Literacy & STAR to use in progress monitoring
  - After-school intervention in reading and math for identified students through the ACE Program
  - Benchmark testing
  - Upgrade of audio-visual to increase instructional technology (i.e. Promethean Boards)
  - Parent Portal through TEXIS system
  - Brahma Buddy recognition program during Fall semester
  - Increased instruction time for core subjects
  - Health and Wellness: The Great Body Shop and DrumFit
  - Comprehensive Dyslexia services
  - Expanded counseling services
  - Parent to Parent support group
- Campus Initiatives and Strengths
  - Meeting Highly Qualified requirement
  - Curriculum Alignment Efforts – monthly Professional Learning Community meetings
  - Eduphoria training for disaggregation of data to better target students in need of intervention

**Campus Areas of Concern:**

- STAAR Reading and Math Grade 3
- STAAR Writing Grade 4
- STAAR Reading scores for the following subgroups: All Students, Hispanic, Econ Disad, & Special Ed
- STAAR Math scores for the following subgroups: All Students, Hispanic, White, Econ Disad, & Special Ed
- STAAR Student Success Initiative at 5th grade
- Economically Disadvantaged
- Facilities (safety and maintenance)
- Technology
- Primary math Assessment
- Library services and resources
- Attendance/Tardies
- Tracking and attention to individual student progress Pre K -5
- Special Programs such as GT and ESL

# TEXAS STATE OBJECTIVES AND GOALS

## ASSURANCE OF SUPPORT OF THE STATE OF TEXAS' MISSION STATEMENT, OBJECTIVES, AND GOALS FOR THE PUBLIC EDUCATION SYSTEM OF TEXAS

**This Campus Improvement Plan has been developed in support of the State of Texas' mission statement, objectives, and goals for the public education system of Texas as they are reflected in the Texas Education Code 4.002. Public Education Academic Goals.**

### Texas Education Code 4.001. Public Education Mission and Objectives

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

(b) The objectives of public education are:

- OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 6: The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 7: School Districts will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

### Texas Education Code 4.002. Public Education Academic goals

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

- Goal 1: The students in the public education system will demonstrate exemplary performance in reading and writing of the English Language.
- Goal 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- Goal 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- Goal 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

# 2017 – 2018 Stockdale ISD Goals

1. STUDENT PERFORMANCE
    a. Curriculum, Instruction, Assessment
        i. Reboot TCMPC
    b. Look beyond test scores – soft data
        i. Report trend data
        ii. Examine discipline referrals
        iii. Survey graduates from 1 – 3 years after graduation
    c. Meeting needs of students (college, technical, school, student choice)
        i. Prepared for college/career/military
2. LEADERSHIP
    a. Partnerships
        i. Classes for parents held in community (Adult Basic Ed)
    b. Innovation
    c. Communication
    d. Community Relationship
        i. Churches and City
3. KEY PERSONNEL
    a. Recognizing staff
    b. Recruit & retain
        i. Quality of life
    c. Right seat on the bus
    d. Communication
4. FINANCE
    a. Conservative spending & efficient
    b. Balance in spending
    c. Partnership opportunities (grants)
5. FACILITIES
    a. Continued maintenance & improvement

# 2016 – 2017 Stockdale ISD Measurable Performance Objectives in Grades 3 – 11

| | | 2014 | 2015 | 2016 | 2016 Goals | Difference | Met Goal? | Elem 2017 Goals |
|---|---|---|---|---|---|---|---|---|
| Reading/ ELA | All Students | 84% | 82% | 80% | 87% | -7 | No | 87% |
| | Hispanic Group 1 | 80% | 80% | 78% | 87% | -9 | No | 80% |
| | White Group 2 | 86% | 85% | 83% | 87% | -4 | No | 87% |
| | Special Ed | 80% | 57% | 49% | 87% | -38 | No | 80% |
| | Eco Dis | 79% | 77% | 74% | 87% | -13 | No | 80% |
| | Level III: Advanced Eco Dis | 9% | 10% | 9% | 20% | -12 | No | 20% |
| | Level III: Advanced Group 1 | 13% | 18% | 13% | 20% | -8 | No | 20% |
| | Level III: Advanced Group 2 | 15% | 13% | 19% | 20% | -1 | No | 20% |
| Mathematics | All Students | 86% | 76% | 81% | 87% | -6 | No | 80% |
| | Hispanic Group 1 | 86% | 73% | 78% | 87% | -9 | No | 80% |
| | White Group 2 | 87% | 79% | 83% | 87% | -4 | No | 85% |
| | Special Ed | 87% | 51% | 54% | 87% | -33 | No | 80% |
| | Eco Dis | 84% | 68% | 75% | 87% | -12 | No | 80% |
| | Level III: Advanced Eco Dis | 8% | * | 13% | 10% | +3 | Yes | 10% |
| | Level III: Advanced Group 1 | 10% | * | 16% | 10% | +6 | Yes | 10% |
| | Level III: Advanced Group 2 | 19% | 17% | 22% | 20% | +2 | Yes | 20% |
| Writing | All Students | 87% | 75% | 79% | 80% | -1 | No | 85% |
| | Hispanic Group 1 | 87% | 73% | 74% | 80% | -6 | No | 80% |
| | White Group 2 | 85% | 78% | 84% | 80% | +4 | Yes | 90% |
| | Special Ed | 82% | 35% | 47% | 80% | -33 | No | 80% |
| | Eco Dis | 79% | 63% | 66% | 80% | -14 | No | 80% |
| | Level III: Advanced Eco Dis | 15% | * | 9% | 10% | -1 | No | 10% |
| | Level III: Advanced Group 1 | 15% | * | 11% | 10% | +1 | Yes | 10% |
| | Level III: Advanced Group 2 | * | * | 20% | 10% | +10 | Yes | 10% |
| Science | All Students | 87% | 87% | 89% | 90% | -1 | No | 95% |
| | Hispanic Group 1 | 81% | 86% | 84% | 87% | -3 | No | 90% |
| | White Group 2 | 91% | 86% | 93% | 90% | +3 | Yes | 95% |
| | Special Ed | 90% | 79% | 67% | 80% | -13 | No | 80% |
| | Eco Dis | 84% | 80% | 88% | 80% | +8 | Yes | 90% |
| | Level III: Advanced Eco Dis | * | 10% | 5% | 15% | -10 | No | 15% |
| | Level III: Advanced Group 1 | * | 16% | 9% | 18% | -9 | No | 18% |
| | Level III: Advanced Group 2 | 9% | 14% | 14% | 15% | -1 | No | 15% |
| Social Studies | All Students | 74% | 80% | 82% | 87% | -5 | No | |
| | Hispanic Group 1 | 73% | 75% | 78% | 80% | -2 | No | |
| | White Group 2 | 74% | 84% | 85% | 85% | 0 | Yes | |
| | Special Ed | 89% | 59% | 55% | 80% | -25 | No | |
| | Eco Dis | 72% | 73% | 75% | 80% | -5 | No | |

**District Goal #1: Student Performance: a) Curriculum, Instruction, Assessment; b) Look beyond test scores—soft data; c) Meeting needs of students (college, technical, student choice).**

**Objective #1:** All student groups will improve STAAR performance over the previous year's results.
**Objective #2:** Achieve a met standard label in each of the four index targets.
**Objective #3:** Strengthen all high quality instruction in core curricular areas along with all electives that lead to higher academic success, college preparedness, and/or advanced certification for high skilled/high wage occupations with increased options for high school credit at the junior high.

| STRATEGIES/ACTIVITIES | RESOURCES | PERSON RESPONSIBLE | TIMELINE | FORMATIVE EVALUATION |
|---|---|---|---|---|
| A. Utilize before and after school tutoring to maximize student instruction. | 21st Century Grant – ACE After school program | Teachers<br>Administrator<br>Grant Personnel | Spring 2018 | Attendance records<br>RtI monitoring |
| B. Schedule and hold department meetings (PLCs) | Local | Department Heads | Six Weeks | Sign-In Sheets with Agendas |
| C. Tutoring sessions/intervention will be offered for all core subject areas. | SCE | Classroom Teachers | Spring 2018 | Tutoring Attendance Sheets |
| D. Pull-out students who need additional instruction in reading and math. | Title I, Part A<br>3 FTE | Title I Staff | Fall 2017<br>Spring 2018 | List of Students on each Campus through RtI |
| E. Data disaggregation using Eduphoria that results in grouping and research-based intervention | Local | Teachers<br>Administrator | Spring 2018 | PLC meetings<br>Lesson plans |
| F. Benchmark testing to evaluate progress and target instruction | Local<br>TEKS Resource System | Teachers<br>Administrator | Spring 2018 | Benchmark results (Eduphoria)<br>Unit Tests through TEKS Resource System |
| G. Implementation of the TEKS Resource System curriculum across the campus | Local | Teachers<br>Administrator | Daily | Lesson plans<br>T-TESS Observations |
| H. Utilize Blackboard Connect to inform parents about students being absent (all campuses) | Local | Principals | Daily | Average Daily Attendance Rates |
| I. G/T students in grades K – 5 will be served by classroom teachers in regular classroom, intervention, and campus/area Science Fair | Local | Classroom Teachers<br>Administrators | Spring 2018 | Lesson Plans<br>Sign-In Sheets<br>Science Fair |

| STRATEGIES/ACTIVITIES | RESOURCES | PERSON RESPONSIBLE | TIMELINE | FORMATIVE EVALUATION |
|---|---|---|---|---|
| J. ESL students will be provided instruction by a certified ESL instructor in a pullout setting for grades K – 5 and a class period for grades 6 – 12. | State and Local | ESL Teacher | May 2018 | Promotion/final report card |
| K. Provide opportunities for parental involvement (open house, parent-teacher conferences, Parent2Parent training, etc.) | Local<br>21st Century grant (ACE) | Principal<br>ACE Program Director<br>Counselor | Minimum of monthly activities through May 2018 | Attendance Sheets<br>Parent Surveys |
| L. Provide important information to parents in a language that they understand. | Local | Translators | August 2017 | Written Information Translated |
| M. Provide training for Eduphoria to staff for Forethought | Local | Region 20 consultant | August 2017 | Sign-In Sheet |
| N. Incorporate curriculum on bully prevention (OWLEUS), character education, and peer mediation for conflict resolution | Local | Counselors | Fall 2017<br>Spring 2018 | Lessons presented |
| O. Implement the "Leader in Me" program campus-wide for character development including guidance from the Lighthouse Team | Local<br>Title II, Part A | Administrator<br>All Staff | May 2018 | Sign-in sheets from meetings<br>Lesson plans<br>Lighthouse Team meetings |
| P. Participation in Elem Student Council and National Elementary Honor Society | Activity | Sponsors<br>Administrator | May 2018 | Participation |
| Q. Refresh technology – Chromebooks in the classroom; Computers on Wheels (COW) for classroom use | Local | Technology Director | August 2017 | Signed agreements |
| R. Allow regular education teachers and special education teachers to attend training that will help with math and reading performance scores as well as increasing special education students to be in inclusion settings. | Title II, Part A | Teachers<br>Administrators | June 2018 | Completed training<br>Increased #s in inclusion setting |
| S. Provide TCMPC "Reboot" training for teachers | Local | Programs Coordinator | August 2017 | Sign-in sheets |
| T. Provide Eduphoria Aware training for teachers | Title II, Part A | Programs Coordinator | August 2017 | Sign-in sheets |
| U. Provide tutoring for migrant students | Title I, Part C | Administrator<br>Migrant Tutor | May 2018 | End-of-Year Report |
| | | | | |

**District Goal #2: Leadership: a) Partnerships; b) Innovation; c) Communication; d) Community Relationships.**

**Objective #4:** The District will collaborate with others in the community.

| STRATEGIES/ACTIVITIES | RESOURCES | PERSON RESPONSIBLE | TIMELINE | FORMATIVE EVALUATION |
|---|---|---|---|---|
| A. Continue partnership with Goliad Special Education Cooperative (GSEC). | IDEA B | Superintendent Business Manager | August 2017 | Signed Agreement. |
| B. Continue partnership with Floresville ISD (SODEXO). | State, Local, and Federal | Superintendent Business Manager | August 2017 | Signed Agreement. |
| C. Conduct ESL and GED classes for parents through ACE | 21st Century grant | Grant Director Administrator | May 2018 | Attendance sheets |
| D. Continue agreement with DAEP in Floresville | State and Local | Superintendent Business Manager | August 2017 | Signed Agreement |
| E. Allow area organizations to collaborate with Stockdale ISD by volunteering or other support (Stockdale Education Foundation, Lions Club, Leo Club, parent volunteers, churches, City, etc.) | Personnel | Superintendent Business Manager Campus administrator | Quarterly | List of ways supported |
| F. Collaborate with Wilson County Office of Emergency Management to prepare and plan for emergencies | Personnel | Superintendent | Quarterly | Meeting attendance |
| G. Maintain updated website | Local | Technology Director Staff | Daily | Current webpage information |
| A. Collaborate with other LEAs for 21st Century Grant (ACE Program) | ACE grant | Elementary Principal | June 2018 | Student participation |
| B. Leadership Day | Activity | Lighthouse Team | Spring 2018 | Attendance records |
| C. Recognize Veterans during a Community Event | Local | Superintendent Campus Administrators Teachers | November 2017 | Event held |
| D. Allow local non-profits to use district facilities (Stockdale Ex-Students, Wilson County 4-H, Herman Son's, Chamber of Commerce, etc.) | Local | Superintendent | August 2017 to July 2018 | Completed Building Requests |
| E. Winter Wonderland | Activity | Campus Staff | December 2017 | Records |
| F. Watch D.O.G.S. volunteer program | Activity | Counselor | May 2018 | List of participants |
| G. Thanksgiving Feast for parents | Local | Food Service | November 2017 | Event held |
| H. Blackboard Connect call-out phone system | Local | Administrator | May 2018 | Records |
| I. Designated Take-home folders and planners | Local | Administrator | May 2018 | Newsletters, calendars, etc. |

**District Goal #3 Key Personnel: a) recognizing staff; b) recruit and retain; c) right seat on the bus; d) Communication**

**Objective #5:** Retain talented and highly effective staff by continuing to recognize achievements that promote collaboration and a positive work environment.
**Objective #6:** Strive to lower student to teacher ratio.
**Objective #7:** Continue to offer high-quality, on-going staff development that results in professional growth for all staff.

| STRATEGIES/ACTIVITIES | RESOURCES | PERSON RESPONSIBLE | TIMELINE | FORMATIVE EVALUATION |
|---|---|---|---|---|
| A. Staff will be afforded opportunities to attend staff development that is beneficial in their teaching/work area. | Title II, Part A | Administrator | Summer 2017<br>Fall 2017<br>Spring 2018 | Training Certificates |
| B. Provide training opportunities for general education teachers regarding individual students with disabilities in their classrooms. | IDEA B<br>State and Local | GSEC Staff | Summer 2017<br>Fall 2017<br>Spring 2018 | Training Certificates |
| C. Require all teachers to receive the initial 30 hours GT training by end of first semester or 6 hour GT update in November. | GT Co-Op | Teachers<br>Administrators | August 2017<br>January 2018<br>May 2018 | Training Certificates |
| D. Conduct Nonviolent Crisis Intervention Training refreshers to trained staff. | IDEA B<br>State and Local | GSEC Staff | August 2017 | Training Certificates/Card |
| E. Instructional classroom paraprofessionals will receive training to meet requirements of NCLB, if any are in need of training. | Title II, Part A | ESC Staff | August 2017<br>January 2018<br>May 2018 | Certificate of Completion |
| F. Provide opportunities for staff to participate in wellness programs | Local | Administrator<br>Programs Coordinator | October 2017<br>April 2018 | Number of staff completing wellness programs |
| G. "Teachers Observing Teachers" program | Local | Administrator<br>Teachers | May 2018 | Sign up calendar |
| H. Continue to implement teacher of the month on each campus | Local | Administrator | Monthly | Recognize at campus meetings as an agenda item |
| I. Adjust staff positions to accommodate class size (four teachers at 3rd grade) | Local | Administrator | August 2017 | Staff ratio |
| J. Monthly Birthday Luncheons & other social activities | Local | Counselor<br>Social Committee | Spring 2018 | Number participating |

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

**Objective #8:** 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.
**Objective #9:** The District will maintain a passing rating by the Financial Integrity Rating System of Texas (FIRST).

| STRATEGIES/ACTIVITIES | RESOURCES | PERSON RESPONSIBLE | TIMELINE | FORMATIVE EVALUATION |
|---|---|---|---|---|
| A. Campus administrators continue to work with central office to address instructional needs in a fiscally responsible manner. | All district funds | Campus Administrator<br>Business Manager<br>Superintendent | Monthly | Budget Review |
| B. Administrator submits an annual budget needs estimation to central office. | All district funds | Campus Administrator<br>Business Manager<br>Superintendent | April 2018 | List of Needs |
| C. Campus conducts fundraisers for campus needs | Activity | Administrator | May 2018 | Records of sales |
| D. Business manager continues to discuss financial report with school board. | Local | Business Manger<br>School Board | Monthly | Board Meeting Minutes |
| E. Collaborate with Education Foundation to award mini-grants | Local | Superintendent | November 2017 | List of Grant Recipients |
| F. Implement the 21st Century grant (ACE program) | 21st Century grant | Administrator | May 2018 | List of participants<br>Attendance at collaboration meetings |

**District Goal #5: Facilities: Continued maintenance and improvement.**

**Objective #10:** Provide well-maintained, attractive, safe, accessible facilities and prepare for future facility needs through proper long range planning.

| STRATEGIES/ACTIVITIES | RESOURCES | PERSON RESPONSIBLE | TIMELINE | FORMATIVE EVALUATION |
|---|---|---|---|---|
| A. Custodial and Maintenance will work with administration to maintain facilities. | Local | Custodial Staff<br>Maintenance Staff<br>Superintendent | Daily | Improvements and upkeep will be noted by reports |
| B. Improve grounds appearance | Local | Contractor | Weekly | View grounds |
| C. Student laptops for classrooms | Local<br>State | Superintendent<br>Technology Director | August 2017 | Distribution of laptops |
| D. Address issues of playground safety (mulch under equipment) | Activity | Administrator | May 2018 | Completion of project |
| E. Add wireless access points, update hardware, etc. | RLIS Grant | Technology Director | May 2018 | Completion of project |

# Profile of the Stockdale ISD Graduate

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

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

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

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

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

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

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

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

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# Stockdale Elementary School

*A Title I, Part A Schoolwide Campus*

*Serving Grades EE-5*

*Campus Improvement Plan*

*State Compensatory Education Programs*

*School Year 2017-2018*

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## State Compensatory Education Information for Stakeholders

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

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

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

## Community and Campus Profile

An annual needs assessment is conducted by Stockdale Elementary School that includes the principal and the site-based decision-making committee comprised of teachers, parents, community members, and business representatives. The needs assessment is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities, and to ensure that the use of resources is carefully planned, supplemental and cost effective. Data collected is disaggregated by all student groups served by

the campus, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs. The needs assessment determines the measurable district performance objectives for all appropriate student achievement indicators for all student populations.

Based on the 2016 TAPR, Stockdale Elementary School had a student population of 395 students with the following ethnic characteristics: Hispanic students comprise 48.1 percent of the total student populations, and 50.9 percent are white. The socio-economic characteristics are: 57.7 percent economically disadvantaged; 43.3 percent non-educationally disadvantaged; 5.6 percent English language learners (ELL); 42.3 percent at-risk; and the campus has 15.1 percent mobility.

## Funding Information for Stakeholders

SCE funds are used to create a compensatory, intensive and accelerated instruction program at Stockdale Elementary School. SCE funds may also be used to fund a disciplinary alternative education program, to pay the costs associated with placing students in a juvenile justice alternative education program (but not for base level services), and to support a Title I, Part A Schoolwide program at a campus at which at least 40 percent of the students are educationally disadvantaged. The Texas Education Code, Sec. 28.0211(a-1), also requires districts to provide remediation to any student in grades 3-8 who fails a STAAR assessment. Students who pass a course but fail the assessment for that course may require additional instruction in that course even after they are no longer enrolled. Delivering accelerated instruction to students in these instances presents an additional funding challenge. The Texas Education Agency has ruled that funding to meet this state-mandated requirement may come from a campus's SCE allotment. The SCE allotment at Stockdale Elementary School is supplementary to the regular education program and supports such activities as program and student evaluation, instructional materials and equipment and other supplies required for quality accelerated instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class size, and individualized instruction (e.g., tutorials). This campus also uses its SCE allocation to fully support the intent and purpose outlined in the Texas Education Code, Sec. 29.081(a). SCE funds are always allocated to this campus for uses that are allowable under statute and guidance. Stockdale Elementary School complies with this mandate as shown in the attached detailed budget.

## Title I, Part A Schoolwide Program (TEC 42.152(c))

In accordance with TEC 42.152(c), this campus uses SCE funds to support its Title I, Part A Schoolwide Program. SCE is a state-mandated program and though state law provides flexibility with the use of SCE funds on Title I, Part A campuses with an enrollment where at least 40 percent of the students are educationally disadvantaged, SCE funds are used only to support the Title I, Part A educational program, are part of the campus budget, can be tracked back to the SCE fund code, and follow all generally accepted accounting principles. Under this flexibility, SCE funds at this campus are only used to incorporate instructional strategies that are scientifically-based and are effective in teaching low-achieving students.

## State Criteria

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

1) is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2) is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3) was not advanced from one grade level to the next for one or more school years;^*
4) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5) is pregnant or is a parent;
6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;

7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
8) is currently on parole, probation, deferred prosecution, or other conditional release;
9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;^
10) is a student of limited English proficiency, as defined by Section 29.052;
11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

^Students identified by criterion #3 and/or #9 remain at risk of dropping out of school for the remainder of their public K-12 education.

*Excludes students who did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the parents.

Identification of students for SCE services takes place as needed during the school year to identify those students who become eligible for services after the start of the year as well as to exit students from the SCE Program when circumstances allow. Students with disabilities are considered in an at-risk situation only if the student meets at least one of the state criteria and not due to the disability. This campus does not use local criteria to identify students for SCE services.

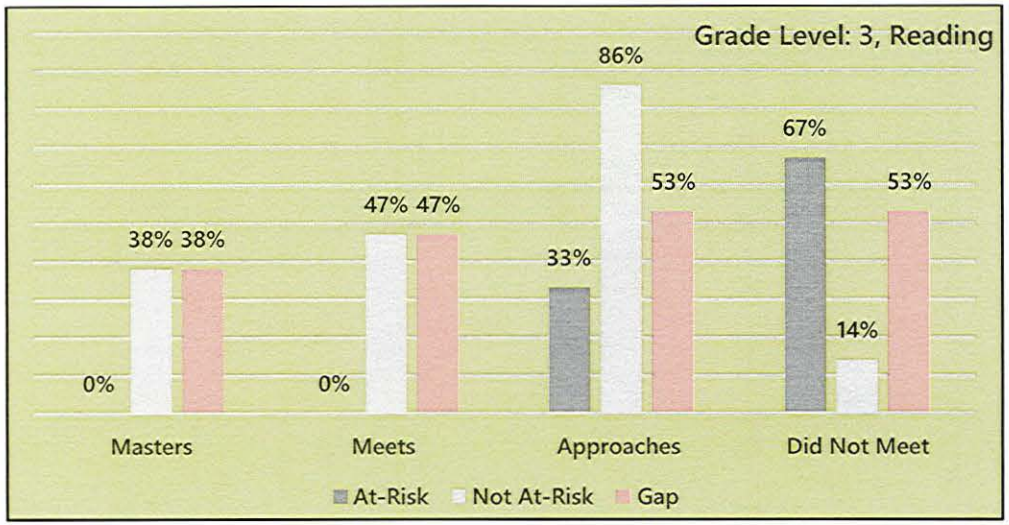
## STAAR Performance, Spring 2016-2017

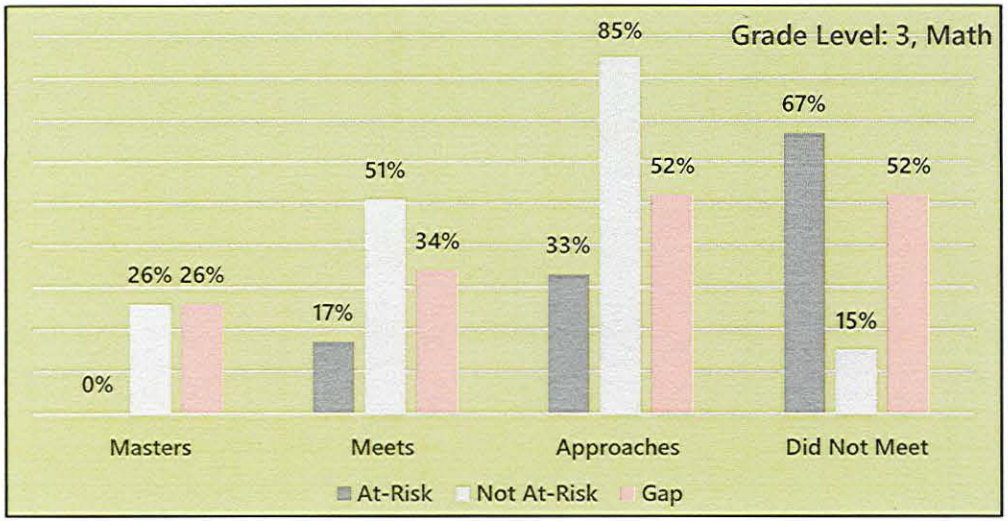
The State of Texas Assessments of Academic Readiness (STAAR) program was implemented in spring 2012. The annual assessments for Stockdale Elementary School include reading and mathematics in grades 3–5 and writing in grade 4. The TEC §29.081 requires that districts evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 (STAAR) for at-risk students as compared with all other district

students. Stockdale Elementary School complies with this mandate in this section on STAAR performance and in the Evaluation section on page 15. The STAAR reporting was modified for the Spring 2017 administration making it impracticable to compare the latest results with earlier STAAR administrations. The following tables show all four new performance labels. **Masters Grade Level** (Passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. **Meets Grade Level** (Passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. **Approaches Grade Level** (Passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. **Does Not Meet Grade Level** identifies students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention.

## STAAR Performance by Grade and Subject, Spring 2017

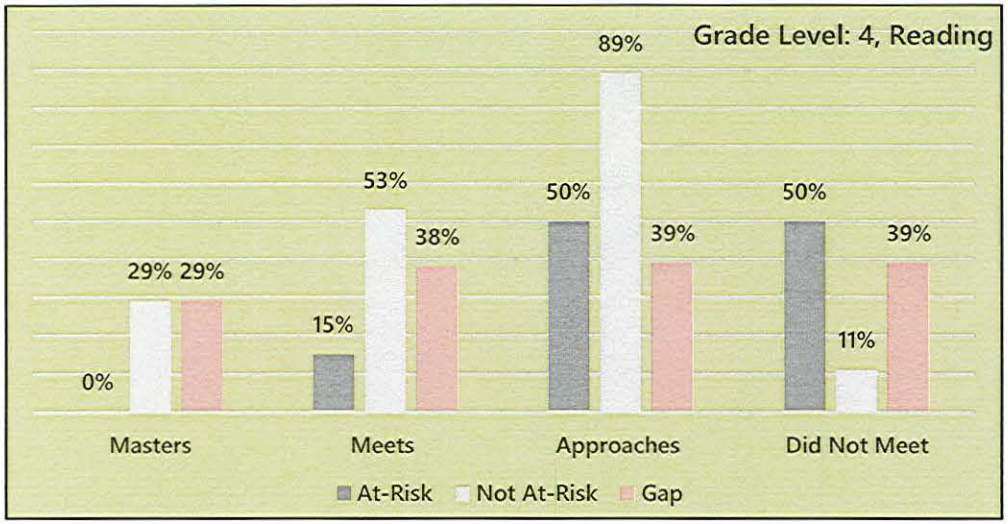
### Grade 3

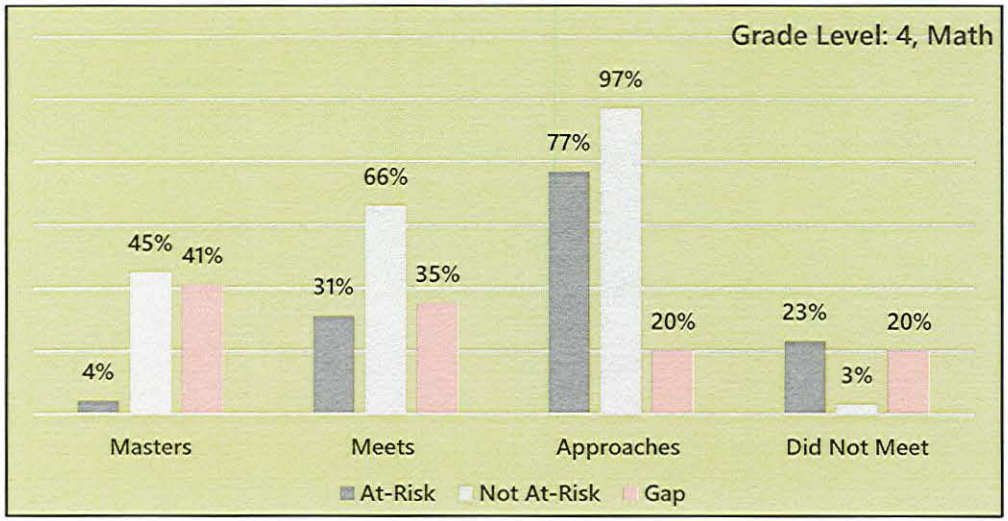


## STAAR Performance by Grade and Subject, Spring 2017 (Cont.)

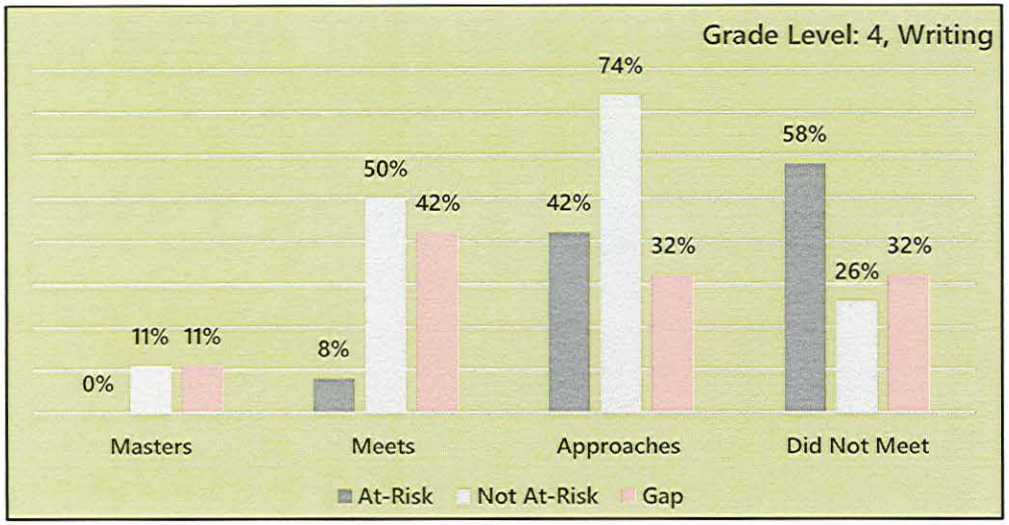
Grade 4



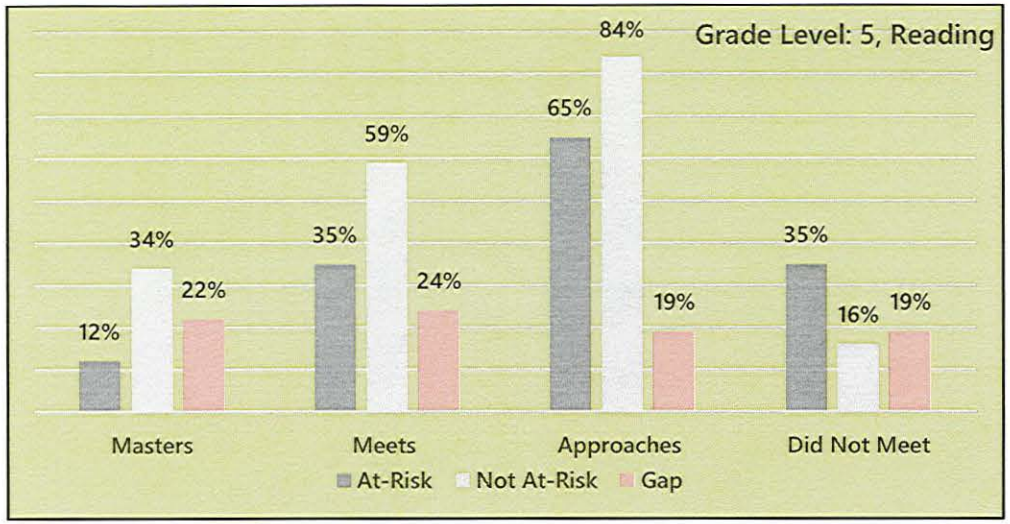
## STAAR Performance by Grade and Subject, Spring 2017 (Cont.)

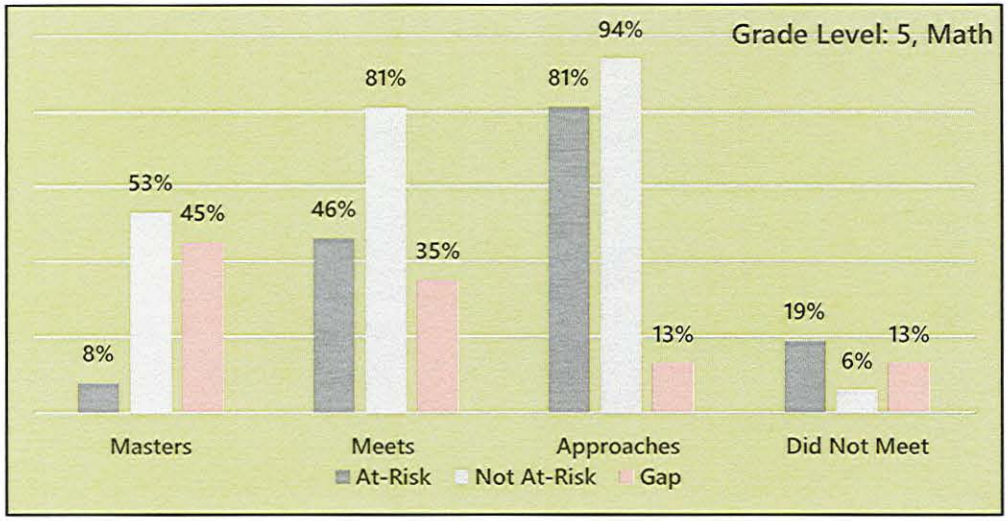
Grade 4



## STAAR Performance by Grade and Subject, Spring 2017 (Cont.)

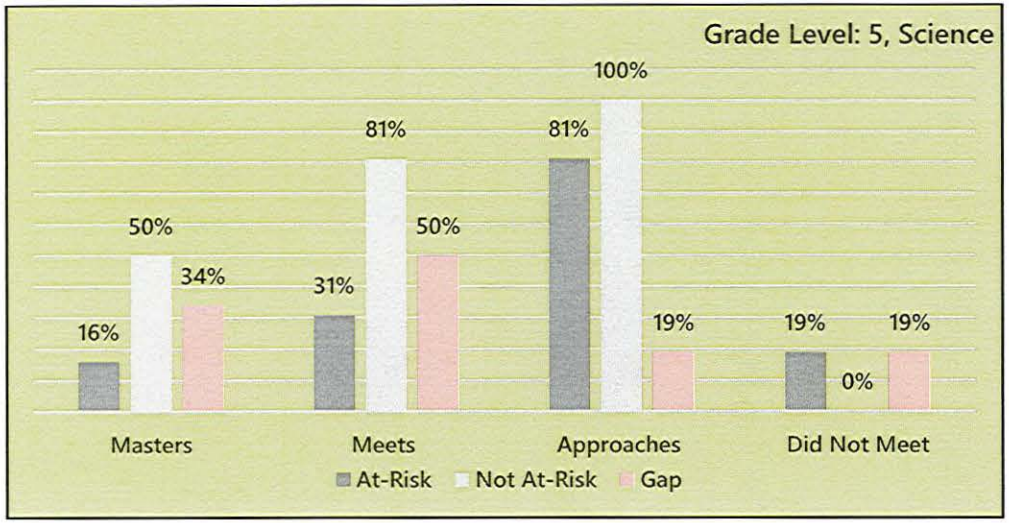
### Grade 5



## STAAR Performance by Grade and Subject, Spring 2017 (Cont.)

### Grade 5



## At-Risk Students by Criterion for School Year 2017-2018

| Stockdale Elementary | | | Readiness Test | | Not Advanced | | Failed STAAR | | LEP | | Homeless | | Local Criterion/ Dyslexia | | Local Criterion/ 504 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Total Enrollment | Percentage of Enrollment | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| PK | 38 | 10% | 0 | 0% | 0 | 0% | | | 3 | 8% | 3 | 8% | 0 | 0% | 0 | 0% |
| K | 51 | 13% | 27 | 53% | 0 | 0% | | | 2 | 4% | 4 | 8% | 0 | 0% | 0 | 0% |
| 1 | 58 | 15% | 34 | 59% | 3 | 5% | | | 5 | 9% | 2 | 3% | 0 | 0% | 0 | 0% |
| 2 | 49 | 13% | 26 | 53% | 2 | 4% | | | 5 | 10% | 1 | 2% | 1 | 2% | 1 | 2% |
| 3 | 61 | 16% | 21 | 34% | 2 | 3% | 0 | 0% | 5 | 8% | 1 | 2% | 3 | 5% | 4 | 7% |
| 4 | 70 | 18% | | | 5 | 7% | 18 | 26% | 3 | 4% | 1 | 1% | 5 | 7% | 7 | 10% |
| 5 | 62 | 16% | | | 13 | 21% | 27 | 44% | 3 | 5% | 3 | 5% | 6 | 10% | 7 | 11% |
| | 389 | 100% | 108 | 28% | 25 | 6% | 45 | 12% | 26 | 7% | 15 | 4% | 15 | 4% | 19 | 5% |

## Programs and Services at Stockdale Elementary School Funded by SCE

***Summative Assessment:*** Passing STAAR Spring 2018; TPRI Results

| *Identified Strategies* | *Supplemental Financial Resources* | *Supplemental Fulltime Equivalency* | *Measurable Performance Objectives* | *Timelines For Monitoring Strategies* | *Formative Evaluation* |
|---|---|---|---|---|---|
| **Reading Intervention** - Supplemental accelerated instruction in Reading/ELA to support students in mastery of TEKS and success on STAAR. | Salaries $57,990<br>Supplies $200 | 1 FTE Certified teacher | Passing grades in Reading | Each six weeks | Report card grades |
| **Summer School** – Extended school year offering supplemental instructional time for students to master grade-level TEKS and STAAR assessments. | Extra duty pay $5,000 | NA | Progress reports | Weekly | Promotion |
| **Full Day PK** - Additional instructional time expands required half day PK program to a full day. Includes supplemental aide who offers instructional support for students one-on-one or in small groups under direct supervision of classroom teacher. | Salaries $94,790 | 1 FTE Certified Teacher<br>2 FTEs Instructional aides | Progress reports | Each six weeks | On-target readiness |

## Other Programs That Support SCE-Funded Activities

Federal and state government agencies provide an abundance of program funding and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at-risk situations.

*Federally-Funded Programs*

**Title I, Part A**—This funding pays for resources to assist the campus's students from low-income families and to improve education quality and help ensure all children meet the state's student performance standards. Title I, Part A programs use effective methods and instructional strategies that are grounded in scientific research.

**Title II, Part A**—This federal funding targets the improvement of student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies and to increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Scientifically-based professional development interventions conducted by the district for campus personnel result in improved student achievement and a well-trained staff.

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

**Career and Technical Education (CTE)**—Career and technical education programs offer a coordinated, balanced sequence of courses that provide students with coherent and rigorous content related to a variety of career paths. CTE content is aligned with challenging academic standards and the current, relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

*State-Funded Programs*

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

**Gifted & Talented (G/T)**—A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

**Bilingual**—Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs through the use of these supplemental state funds that help defray the extra costs of the programs.

**Special Education**—This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.

## 2016-2017 State Compensatory Education Program Evaluation

As required by TEC, Section 29.081(c), Stockdale Elementary School evaluates the effectiveness of its state compensatory education program, the results of which are included in this campus improvement plan. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school.
The analysis of the SCE program is aimed at revealing any disparity between the performance on assessment instruments between students at risk of dropping out of school and all other district students. It also uncovers differences in the rates of high school completion between students at risk of dropping out of school and all other district students.

State Compensatory Education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. Stockdale Elementary School gauges the effectiveness of its designated SCE program and includes the results of such evaluation in this campus improvement plan.
The TEC does not specify the minimum standard or design for an evaluative process; however, Stockdale Elementary School chooses to use a combination of two types of evaluations: Continuous Improvement and Performance Data. The continuous improvement is evaluated through the formative processes described in the Programs and Strategies section above. Evaluation of performance data is accomplished through data analysis as part of the summative evaluation process.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to their individual students' needs. Deep analysis of the performance data allows the campus staff to seek patterns and opportunities for student and school growth as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs that target strategies for assisting students identified as being at risk of failing or dropping out of school.

## 2016-2017 State Compensatory Education Program Evaluation (Cont.)

**Stockdale Elementary**

| SCE-Funded Program | Evaluation Criteria | # of participating students | # of successful students | % successful | Amount Budgeted | Modify (yes no) |
|---|---|---|---|---|---|---|
| Reading Intervention | TPRI | 52 | 46 | 88.46% | $59,311 | no |
| Summer School | Promotion | 15 | 14 | 93.33% | $5,000 | no |
| Full Day PK | Passing K Readiness | 34 | 32 | 94.12% | $50,017 | no |

## SCE Budget, 2017-2018

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office then coordinates the budget request process and provides approved allocations to this campus. Stockdale Elementary School is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements set down in Module 9 of the FASRG. The accounting practices of the district that are implemented by this campus are consistent with cost principles, and provide for adequate documentation to support costs charged to the SCE budget. In determining whether certain positions, programs, strategies or activities may be funded with SCE dollars, Stockdale Elementary School bases budget determinations on the purpose of the SCE program being to improve student performance through direct instructional services to students at risk of dropping out of school.

Stockdale Elementary School does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. All expenditures are reasonable and necessary to achieve the state goal of the SCE program: to supplement the campus's regular education program with compensatory, intensive, and/or accelerated instruction.

In accordance with TEC, Sec. 29.081(b), Stockdale Elementary School provides accelerated instruction for students who are enrolled and are at risk of dropping out of school. This instruction is in the applicable subject area and occurs before or after school or outside normal school operations as deemed appropriate.

# Stockdale ISD 247906

Fund 199 State Compensatory Education **Campus Detail**

Fiscal Year 2018

S&FE SERVICES

| Stockdale Elementary | Acct Title | Activity | Cost |
|---|---|---|---|
| 199-11-6118-00-101-8-30-0-00 | Teacher/Professional Extra Duty Pay | Summer School | $5,000.00 |
| 199-11-6119-00-101-8-30-0-00 | Teacher/Professional Salary | Reading Intervention | $51,110.00 |
| 199-11-6119-00-101-8-34-0-00 | Teacher/Professional Salary | PK | $49,940.00 |
| 199-11-6129-00-101-8-34-0-00 | Support Personnel Salary | PK | $32,407.00 |
| 199-11-6141-00-101-8-30-0-00 | Social Security/Medicare | Reading Intervention | $741.10 |
| 199-11-6141-00-101-8-34-0-00 | Social Security/Medicare | PK | $1,194.03 |
| 199-11-6142-00-101-8-34-0-00 | Health/Life Insurance | PK | $5,504.00 |
| 199-11-6142-00-101-8-30-0-00 | Health/Life Insurance | Reading Intervention | $2,736.00 |
| 199-11-6143-00-101-8-34-0-00 | Worker's Comp. | PK | $292.08 |
| 199-11-6143-00-101-8-30-0-00 | Worker's Comp. | Reading Intervention | $181.29 |
| 199-11-6145-00-101-8-30-0-00 | Unemployment Comp. | Reading Intervention | $0.00 |
| 199-11-6145-00-101-8-34-0-00 | Unemployment Comp. | PK | $0.00 |
| 199-11-6146-00-101-8-30-0-00 | TRS Care | Reading Intervention | $3,322.15 |
| 199-11-6146-00-101-8-34-0-00 | TRS Care | PK | $5,352.55 |
| | | | $157,780.20 |
| 199-11-6339-00-101-8-30-0-00 | Testing Materials | | $200.00 |
| 199-11-6399-00-101-8-30-0-01 | General Supplies | | $4,000.00 |
| 199-11-6399-00-101-8-30-0-00 | General Supplies | Technology Supplies | $2,000.00 |
| | | | $6,200.00 |
| | | Campus 101 Total: | $163,980.20 |

# Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2018

## Personnel Detail

S&FE SERVICES

**Stockdale Elementary**

| Name | Position | Activity | Salary Funded | FTE | Health/Life Insurance | Social Security/ Medicare | Workers Comp. | Unemploy-ment Comp. | TRS | Total Salary and Benefits Funded |
|---|---|---|---|---|---|---|---|---|---|---|
| Barbara Akin | Teacher | Reading Intervention | $51,110.00 | 1.000 | $2,736.00 | $741.10 | $181.29 | $0.00 | $3,322.15 | $58,090.53 |
| Eva Arellano | Aide | PK | $16,353.00 | 1.000 | $2,736.00 | $237.12 | $58.00 | $0.00 | $1,062.95 | $20,447.07 |
| Jennifer McGuffin | Instructional Aide | PK | $16,054.00 | 1.000 | $32.00 | $232.78 | $56.94 | $0.00 | $1,043.51 | $20,123.24 |
| Robin Blocker | Teacher | PK | $49,940.00 | 1.000 | $2,736.00 | $724.13 | $177.14 | $0.00 | $3,246.10 | $56,823.37 |
| | **Campus 101 Subtotal:** | FTE - 4 | **$133,457.00** | | **$8,240.00** | **$1,935.13** | **$473.37** | **$0.00** | **$8,674.70** | **$155,484.20** |