

Stockdale High School Campus Improvement Plan

2017 - 2018

Last updated 9/29/17

Mission Statements

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

SHS Mission Statement: Our mission at Stockdale High School is to empower all students to become lifelong learners and acquire the skills necessary to be responsible, respectful, and productive citizens in a diverse and ever-changing world through a collaborative effort of students, faculty, staff, parents and the community.

2017-2018 Campus Improvement Committee Members

Chet Burrier	Science Teacher
Janis Clutter	Science Teacher
Mary Denson	Community Member
Georgia Dunin	AG Science/CATE Teacher
Katherine Maiorana	Parent
Teresa O'Canas	Band Teacher
Christa Ploch	English/Intervention Teacher
Hannah Pridgen	Science Teacher
Melissa Rust	Art Teacher
Mireya Soefje	Parent
Bobbie West	Parent
James Williams	Social Studies Teacher
Sonya Pruski	Counselor
Sandy Lynn	Principal

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

Comprehensive Needs Assessment Summary - Data Sources Reviewed:

- **Enrollment**
- **Attendance**
- **Ethnicity**
- **Gender**
- **Mobility/Stability**
- **Special Program**
- **At-Risk by Category**
- **Teacher-Student Ratios**
- **Graduation, Completion, Dropout, and GED rates**
- **Course/Class Assignments**
- **College/University/Dual Credit/Advanced Placement Enrollment**
- **Observations**
- **Student Interviews**
- **Staff Interviews**
- **Certificates of Training**
- **Student Roll**
- **PEIMS Data**
- **Curriculum Director**
- **Special Ed/ARD Facilitator**
- **Business Director**
- **Discipline Records**
- **Curriculum (TCMPC Texas Curriculum Management Program Cooperative) Review English / History**

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<ul style="list-style-type: none"> • ESL Teacher for ELL Demographic • Programs that meet student needs in both special education and regular classes • Diverse population of students • Good teacher to student ratio • Increased Dual Credit student enrollment • Revised Tardy Policy 	<ul style="list-style-type: none"> • Need to increase attendance rates to increase student performance. (Attendance rate is 96.3% 15-16 yr.) • Overall enrollment has slightly decreased from previous year. • Mobility (left during 2016-17 (24 students), Came in (16 students) 	<ul style="list-style-type: none"> • Encourage students to attend school daily (attendance incentives, Truancy Prevention Measures-Truancy Counselor)-local HS funds, grant for truancy counselor (with JJAEP)
Student Achievement	<ul style="list-style-type: none"> • Increasing number of students participating in dual credit courses. • Study with College Board and all junior students participated in the PSAT testing. • Improved overall passing rate of students in English I and English II • More students achieved the highest level (Masters this year) in US History, Algebra I and Biology than previous year • The majority of students overall are receiving credits (fewer students in summer school) 	<ul style="list-style-type: none"> • Need to have more Pre-AP/ AP offerings • Need to encourage students to take the SAT/ACT exams • Need students to take advanced courses to prepare for ACT/SAT tests (prep class or Algebra II) • Students encouraged to take TSI testing for dual credit program. 	<ul style="list-style-type: none"> • Continue to move students from meets grade level on testing to masters grade level. • Recognition for Honor Roll (Brahma Cards) given each six weeks-local funds • Recognition for Honor Roll (4th/5th Six Weeks) & tutoring-gift card drawings-local HS funds • Attendance at tutoring to facilitate achievement in learning (before school/after school) (State Comp Funds)

<p>School Culture and Climate</p>	<ul style="list-style-type: none"> • Parental Involvement (Passport to Learning/Conference Days) • Added Comic Book Club • Students and staff help to keep the campus clean. • Campus Beautification Project-Landscape Project • Anti-Bullying Curriculum (Olweus) • Counselor is highly visible and accessible • Stay Alert online reporting • HOPE Day as community outreach • Scratchpad for parents • Students and teachers feel safe • Extra-Curricular Clubs • Students feel teachers listen • Everyone works well together. • Differences are respected. • Parental involvement is encouraged. • Safe and respectful climate 	<ul style="list-style-type: none"> • Investigate needs from students for interest in clubs or fairs (ex. Science fair or other clubs). • Opportunity for Career Day (opportunities for our students beyond high school). • Enforcing rules fairly and consistently. • Need ways to reach students that don't want to become involved • Unmotivated students. How to reach? • Need more good news in the paper, webpage, etc. • Shattered Dreams • Engaging all students to create a positive culture • Implement more safety drills for practice. 	<ul style="list-style-type: none"> • Need to continue to encourage students to maintain a positive culture • Opportunities to investigate careers beyond high school. • Implement more safety drills for practice. • Implement Shattered Dreams. (work with local fire department/city officials) • Need to motivate students to care more about their assignments and grades. • Need to survey students/parents on school culture and climate. • Analyze data from the OLWEUS survey to determine if changes need to be made based on the data (\$225-State Campus Supply) • Need to find ways to reach the neutral students • Need the good news about our school to be placed in the newspaper, webpage, etc.-(No cost)
<p>Staff Quality, Recruitment, and Retention</p>	<ul style="list-style-type: none"> • On-campus staff development • Highly qualified staff and paraprofessionals • Mentor Program • Teachers attend professional development at request • Continuing to support staff development • High staff attendance rate • Students' STAAR class program • Summary STAAR remediation during school year and summer 	<ul style="list-style-type: none"> • Continuing or ongoing staff development training • Continue to hire highly qualified staff • Continue new teacher mentor program • Some incentive to keep staff attendance high • Continue STAAR remediation program during the school year and during the summer • Continue to develop TTESS Goals and the process 	<ul style="list-style-type: none"> • Need to retain and hire highly qualified teachers and paraprofessionals • Need to continue to have on-campus staff development (Federal-Title II Part A) • Administration need to continue to support off-campus staff development (Federal-Title II-Part A) • Need incentives for staff attendance (snacks, etc.) • Need to continue STAAR tutorials during the school year • Need to continue summer STAAR remediation for STAAR retesting (State Funds-Comp Ed Funds)

<p>Curriculum, Instruction, Assessment</p>	<ul style="list-style-type: none"> • Access to ESC20 • English Department PD with ESC20 and vertical alignment with Junior High School (5E Model lesson plans) • Core curriculum/CTE courses aligned • Math/Science/SS/English Meetings to coordinate with JH • Dual Credit Program (beginning with 10th grade) • Forethought (Lesson Plans) • Foundation courses like Study Skills and Co-teaching with Math and English • Delegate groups of 10-12th grade STAAR Remediation-Intensive remediation (students not successful on EOC) 	<ul style="list-style-type: none"> • AP classes-research opportunities available • TEKS changes for Health & Spanish (other languages) • Cross-Curricular Activities • Increase the number of students attending tutorials. • Look at possibility of science electives. • Possibility of guest speaker's/workshops opportunities for students to listen to. • Benchmark data (soft data collection) and reflection • Work toward increasing advanced levels overall in tested areas. • Need to increase overall passing percentage for English. Need to continue to offer variety of career and technical classes as well as classes to fulfill endorsement classes (CATE Courses are changing 2017 school year-will need to monitor our course selection carefully)- look at staffing. 	<ul style="list-style-type: none"> • Need to look into offering Pre AP History • Continue to increase passing standard for ELA overall. • Increase the number of students that attend tutorials. • Continue to work with junior high to facilitate ELA vertical alignment and professional development opportunities as a department with common strategies and vocabulary being utilized across the curriculum/department. • New curriculum in Spanish that will be in implementation for the upcoming school year.
<p>Family and Community Involvement</p>	<ul style="list-style-type: none"> • Lots of opportunities for involvement • Variety of ways to keep parents/community informed • Banquets • Band Concerts • Send-offs 	<ul style="list-style-type: none"> • Need to increase parental involvement. • Possible Parent Survey to gain information on ways they would like to be involved-via Survey Monkey. • Parent Volunteer-Career Day (Community Involvement) • Local Business Managers/Owners-Soft Skills they are seeking presentation 	<ul style="list-style-type: none"> • Continue to plan a night for parents to come to the school to learn about each class that his/her child is enrolled in; have incentives for parents to participate in planned activities (Passport to Learning) • HOPE Day (community sponsors) • Parent Volunteer Day (career focus)

School Context and Organization	<ul style="list-style-type: none"> • Parent/teacher conferences (2 times a year) • Bulletin Board provide information to students • Call out to parents to provide information • Remind.com-teachers facilitate communication • Passport to learning • New Teachers assigned mentors • Duty schedules • SHS Updates • Brahma Postcards • Department Head Meetings • Email (Teacher, student) • Computer Roll-Out/Help Desk • Sponsors rotate with the class • Handbook • Support from administration 	<ul style="list-style-type: none"> • Fundraiser concerns • Schedules to meet the needs of students • How to improve parent involvement with students • Safety drills 	<ul style="list-style-type: none"> • Need do an intruder drill for safety • Need to have a plan for severe evacuation practice such as a tornado, where do you go, upstairs (work with local fire department) • Need to practice evacuation and safety drills on a regular basis. (update drill sheet/schedule drills regularly)
Technology	<ul style="list-style-type: none"> • Equipment – Promethean Boards, Clickers, One-on-one computers, etc. • Online testing with student computers (app installed on student computers-students can do online tutorial) • Students have school issued graphing calculator and class set for math/science • Shared vision for use of technology • Technology training opportunities • Access to Eduphoria! • Google Share • Teachers’ Lesson Plans-Forethought • SHS Facebook Page • New student computers (Dell Chromebook & Bags) • Teachers utilize Google Classroom) 	<ul style="list-style-type: none"> • The high school part of the website needs to be updated monthly. • Teachers want training to help utilize technology and integrate into lessons. • Need for headsets with microphone for upcoming TELPAS testing. • Technology Wednesday Professional Development Training for Teachers throughout the year. • Teachers strengthen lessons utilizing technology. 	<ul style="list-style-type: none"> • The high school part of the website needs to be updated. (work with technology director) • Complete technology trainings throughout the year. • Provide professional development for technology and integration into lessons. (Federal-Title II-Part A)

SISD Goal 1: Achieve Met Standards.

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 while meeting the needs of all students. Use a variety of instructional techniques with emphasis on technology and appropriate curriculum.

SHS Goal 1: All teachers in grades 9-12 will teach curriculum that is aligned to the TEKS and incorporates the visions set forth in the Graduate Profile. Strive to offer more rigorous/advanced courses, increase enrollment in CATE courses and provide students with information for post-secondary options. All students achieve Passing Standard (Approaches Grade Level or Met Grade Level) on EOC testing.

SHS Objective: To provide an aligned curriculum with scope and sequence for subject matter by viewing year, semester and 6 week periods. Use a variety of technology resources to provide instruction. Strive to make materials accessible to all high school students about post-secondary plans and options.

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
Examine curriculum needs throughout the 2017-2018 school year via: <ul style="list-style-type: none"> • Implement TCMPC (Core content) – focus on writing, reading, math and social studies/Reboot TCMPC • 2 benchmarks • Sample lesson plans (TEKS) • Teacher feedback • AP data • PSAT, SAT & ACT data • Look at vertical Alignment needs 	Staff Development Release time to complete curriculum alignment work TCMC-\$6,870 (Code 6239) Eduphoria-\$6,785 (Code 6239)	Department Heads Principal Teachers	Benchmark results Teacher made test results Mastery of State testing EOC[All Forms]	Benchmark results each semester and ongoing from teachers. Teacher feedback is ongoing.

Implement specific "focus" writing/reading activities each six weeks to address short answer, grammar and English EOC essay to promote higher passing rates for reading and address TEA Safeguard. (Activities such as Notice & Note-all classes, Measuring Up STAR English I & II, Cracking the Code-Ploch English I & II).	Local Funds: Measure Up \$2,912.35 (Code 6399) Cracking the Code \$451 (Code 6399)	ELA Teachers Principal	Benchmarks Teacher created assessments Mastery of state Assessment Completed writing and reading assignments. Graphic Organizers ELA-monthly meetings to discuss data results from assessments	School Year 2017-2018
Specialized instruction to address Reading, Writing, Algebra, US History & Biology during STAAR period (3 days per week for 28 minutes each session) Separate reading and writing groups and double US History.	Local Funds Supplemental Materials	ELA, Algebra, Biology & US History Teachers	Completed period activities	School Year 2017-2018
Team teaching implementation for Special Education students in English and Math courses.	Local Funds for Special Education Teacher - \$85,497 (Code 6100)	Teachers (ELA/Special Education) Math Teachers	Class credits earned. IEP's met. State Assessment passed.	School Year 2017-2018
Dyslexia Program offered to specifically work with students identified to develop strategies for reading.	NA	Dyslexia Reading Specialist	Review	School Year 2017-2018 Progress
US History will implement use of Study Island, higher order thinking skills activities, and reviewing effect of historical events (past/current) and their role in history.	Study Island-\$1,600 (Code 6399)	Social Studies Teachers Principal	Completed Study Island reports per objective. Class credit earned.	School Year 2017-2018

<p>Enhance College and Career and Military Readiness:</p> <ul style="list-style-type: none"> • On-Site Visits from Outside Agencies (ex. Military, Banking Institutions, Art Institute, etc) • College Visitations/Tours • 4 year plans in Career Pathways/Endorsements • PSAT, SAT & ACT data- PSAT grant this year (all juniors will test for free with grant) • College Fair at Floresville • Promote Dual Credit with St. Philip's • ASVAB-Testing Onsite • Survey Graduates 	<p>HS Allotment Local -AP Fees – TXVSN Rural Grant for Rural Schools \$5,000 (Code 6200 & Code 6100)</p>	<p>Principal Counselor AP Teacher Dual Credit Proctors</p>	<p>EOC results ACT Scores SAT Scores College credits earned STAAR results Graduate Survey Results</p>	<p>School Year 2017-2018</p>
<p>Boost GT Program:</p> <ul style="list-style-type: none"> • Document Implementations of GT assignment/projects in the classroom • ID students for program • Students will select teacher/mentor for project • All teachers need to obtain 30 hours of GT training by December 2017 or if have 30 hours will need 6-hour refresher by August 2017. 	<p>Local High School Budget -GT Funds for Workshops Local Budget -\$16,192 (Total District) (Code 6100-testing & 6300)</p>	<p>All High School Teachers</p>	<p>Completed Lesson Plans GT Hours completed with certificates GT credits earned</p>	<p>School Year 2017-2018</p>
<p>Promote participation in academic/career-oriented activities. Examples to include leadership seminars, UIL competitions, career development events and leadership development events.</p>	<p>Local Budget-\$13,050 (Codes 6400 & 6300)</p>	<p>CATE Teachers, UIL Coordinator and all high school UIL sponsors</p>	<p>Completion of seminars, trainings, competitions, or leadership events.</p>	<p>School Year 2017-2018</p>
<p>Texas TXVSN Rural Schools Grant- To offer students online AP Courses</p>	<p>Grant Funds \$5,000 (Codes 6200 & 6100)</p>	<p>HS Principal</p>	<p>Completion of credit earned and possible college credits based off AP exam scores.</p>	<p>School Year 2017-2018</p>

Summer EOC Academy	Local Funds-\$8,000 (Code 6100) Supplemental Materials Measuring Up Materials Jaret Publishing -Edmentum - \$1,600	Teacher Volunteers (based on EOC needs of students & subject level)	Student participation EOC Summer Retest Results	Summer School Days
Offer local credit study skills class for students with chronic failure to work on skills to earn credits (Rti-level 1&2) Dropout Prevention	Local Funds	Remediation Teacher	Increase in grades and students earning credits needed to graduate.	School Year 2017-2018
Student Assistance Center access for students needing individual assistance in 504 and special education.	Regular Funds-\$8,977 (Code 6100) Supplemental Materials	SAC Coordinator All Teachers	Student participation reports	School Year 2017-2018
Incorporate technology in lessons to provide hands-on activities, varied activities, etc.	Technology Funds Promethean Boards Study Island Digital Curriculum Computers	High School Teachers Principal	TEKS Curriculum Lesson Plans	School Year 2017-2018
Online Credit Accrual & Recovery Program	GradPoint - \$2,396 (Code 6399)	Counselor Librarian	Courses completed and credits recovered.	School Year 2017-2018
All identified ESL students will be provided instruction by pullout program for ESL daily. New Tools utilized for instruction (CPEN, Quicktionary D-Fine)	Local Funds ESL Funds-\$250, \$90 (Code 6399)	ESL Teacher	Progress Reports/Report Cards & communications between teachers & parents.	School Year 2017-2018
Accelerated Instruction: English/Study Skills for At-Risk Students -Instruction by Inclusion	State Compensatory Funds - \$52,110	Remediation Teacher	-Progress Reports -Grades	School Year 2017-2018
Instructional Strategy: Incorporate spiraling of key objectives in English/Math to promote student learning of objectives.	Teacher created materials Internet State adopted materials	Math/English Teachers	Assignments Writing Samples Quizzes/Tests	School Year 2017-2018
Promote positive attendance with students to lead to learning and higher attendance rates. Work closely with Truancy Prevention Coordinator.	Local Funds- Grant with JJAEP-truancy prevention measures	Teachers Principal Grant Coordinator for Campus	Completed Brahma Rewards Consultation with Coordinator Improved Attendance Rates	School Year 2017-2018

Work with ESC20 Specialist in secondary ELA to provide specialized professional development for reading/writing to address strategies that can be incorporated into the classroom to help promote student growth and address TEA Safeguards.	\$2,600-Code 6411	Principal ELA Teachers ESC 20 Staff-Consultant	Professional Development completed certificates in Eduphoria Benchmark tests Implemented strategies in the classroom & in lesson plans Mastery of state testing	School Year 2017-2018
Adult Hunter's Education and Safety Course-AG ED	Student/Adult Pays Fee	AG Teacher	Completed Coursework/Certification Card	Fall 2017

SISD Goal 2: Each campus administrative leadership team, in conjunction with the Superintendent and central office will strive to work collaboratively with each other and with the community to promote innovative partnerships and community relations to ensure the success of all students.

SHS Goal 2: Improve communication between students, faculty, parents and community members and promote partnerships within the community and surrounding areas.

Objective: Increase partnership efforts between faculty members and parents by effective communication.

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
Maintain regular parent communication: <ul style="list-style-type: none"> • Brahma Notes-Postcards mailed home (six per teacher per six weeks) • Progress Reports/Report Cards • Scratchpad-Daily parent email • Scratchpad-Utilize any Adult Education Information that we may receive from community • Utilize Parent Portal for grades • Updated Website • Teachers utilize Remind.com • Teachers Utilizing Google Classroom/Google Sites 	High School budget-\$1,000 Postage (Code 6399)	Principal High School Teachers Office Staff	Completed newsletters and mailed/passed out newsletters.	School Year 2017-2018
Parent Night (Passport to learning) to increase parental involvement in school academic and activities.	High School budget	High School Teachers	Completed log/sign-in sheet and parent meetings, sign-in sheets for parent volunteers.	School Year Oct. 4, 2017
Blackboard to include call outs in Spanish when necessary.	High School budget-\$600 (Code 6499)	Office staff and High School Teachers	Completed call log and messages	School Year 2017-2018

Dual Credit with St. Philip's	High School Allotment (Code 6399)	Counselor	Completed Plans & Pathways	School Year 2017-2018
HOPE. Day-to promote positive school climate, model volunteerism and helping others.	-High School Activity Fund Local High School budget-\$250 -Donations from community members	Co-Chair Michelle Miller Co-Chair All High School -Teachers -Students	Completed HOPE Day activities.	School Year May 2018
Increase student participation in extra-curricular activities.	\$1,000 UIL Banquet (Code 6499)	All High School Staff Club Sponsors	Completed UIL results Sign-in sheets for club meetings and completed club competitions. UIL Banquet Participation	School Year 2017-2018
Website – To keep students, parents, and community members informed	NA	Technology Director	Weekly updated webpages	School Year 2017-2018
Facebook – To keep students, parents, and community members informed Facebook-FFA, Stockdale Athletics, Band Boosters, Faculty Only	NA	Teacher	Updated as needed	School Year 2017-2018
Marquee sign to announce upcoming events	NA	Principal	Updated weekly	School Year 2017-2018
Emails: To teachers SHS Update Emails: Teachers to parents	NA	Principal Teachers	SHS-Weekly Emails Teacher Emails-As Needed	School Year 2017-2018
Continued connections with community organizations (churches, Leo's & Lions, 4H, project graduation, Sherriff Santa, Senior Citizen Luncheon, etc.)	NA	Principal Counselor HS Staff/Teachers	Completed Collections Completed Projects/Events	Throughout School Year 2017-2018
Increase student awareness in opportunities for promoting unity and community involvement.	HS Budget-if needed	Teachers Principal	Mr. Heimann-Refugio Project (community collection) Mrs. O'Canas-Band (playing at community functions during year)	Throughout School Year 2017-2018

SISD Goal 3: Retain talented and highly effective staff by continuing to recognize achievements that promote collaboration and a positive work environment. Strive to lower student to teacher ratio. Continue to offer high-quality, on-going staff development that results in professional growth for all staff.

SHS Goal 3: To retain quality teachers and actively hire qualified and effective personnel. Professional Development opportunities for all staff will be ongoing throughout the school year and teachers will be encouraged to attend.

Objective: To retain all quality staff members and encourage all teachers to participate in quality professional development.

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
Promote unity among teachers (ex. Luncheons, meetings, increased communications)	Emails/Correspondence SHS Updates	Principal-Sandy Lynn Teachers HS Staff	End of Year Questionnaire	School Year 2017-2018
Offer high-quality Staff Development Activities: <ul style="list-style-type: none"> • On Campus at beginning of school year • Online Professional Development • Activities Available through library • Technology training including CPI • GT Training • ESC 20 workshops • Summer Activities • Monthly tech training • Regional Math Meetings • Darkness To Light Training • TCMPC PD Days with English Department for alignment 	ESC 20 - HS Allotment (Code 6399) Title II Part A \$4,000 (Code 6411)	Superintendent Principals DEIC Committee Core Teachers:Math/Science/History & Science	Workshop Hours completed and certificates obtained. Completed On-Site Professional Development Trainings with ESC-20	August 2017 Department Meetings Throughout the Year to Discuss YAG Progress

Mentoring for new teachers to the district or campus	NA	Assigned teacher	End of the year Questionnaire at summative	School Year 2017-2018
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SISD Goal 4: Maintain financial integrity of the District while achieving an appropriate balance between conservative and efficient spending to meet student needs based on the annual audit at the end of each budget year. The District will maintain a A/Superior rating by the Financial Integrity Rating System of Texas (FIRST). The district will seek ways to offset financial worries through partnerships and grant opportunities.

SHS Goal 4: Use financial means accordingly to accurately meet student’s needs while maintaining a A/Superior rating by FIRST.

Objective: To remain within the allotted budget given for the school year and purchase instructional materials that will best meet the needs of our high school students.

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
All Requisitions will have principal approval.	Local High School Instructional Supply Budget- \$95,135 (Code 6399) High School Allotment- \$62,425 (Code 6399)	All High School Teachers & Principal	Completed Requisitions	School Year 2017-2018
Local Foundation Grants	Education Grant Funds	Principal Teachers	Completed Grant Forms Submitted Grants that are issued.	Fall 2017 & Spring 2018

SISD Goal 5: Provide well-maintained, attractive, safe, accessible facilities and prepare for future facility needs through proper long range planning. Ensure continued maintenance and improvement of existing facilities.

SHS Goal 5: To maintain our current facility and any future needs.

Objective: To maintain a safe school.

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
Drug Dog Searches Continue on monthly basis.	High School budget-\$1,900 (Code 6200)	Principal-Sandy Lynn	Completed Searches and monthly reports	School Year 2017-2018
Hallway Displays/Student Work Hallway Bulletin Board Displays	High School budget	High School Teachers	Completed work samples	School Year 2017-2018
All teachers assigned to monitor halls/classrooms between each passing period. Teachers assigned to monitor students before school, during lunch and after school to promote safety.	High School budget	High School Teachers Principal Counselor Office Staff	Completed duty times & safety monitored and evaluated	School Year 2017-2018
Safety Initiatives: <ul style="list-style-type: none"> School Issued Parking Decals/Permits Teacher ID Badges Raptor Liminex-Go Guardian Monitoring Systems STOP!T 	High School budget HS Allotment-\$240 (Code 6399) Raptor-\$1,600-(Code 6499) STOP!T-\$400 (Code 6499) Go Guardian-\$2,130 (Code 6399)	Principal Office Staff Technology Help Coordinator	Decals/Badges Issued Report Issued Monitoring Reports	School Year 2017-2018
Increase attention to cleaning and maintenance.	School budget	Maintenance Staff/Custodial Staff.	Observation	School Year 2017-2018

Violence Prevention Intervention: <ul style="list-style-type: none"> • Stay Alert School Safety Hotline • STOP!T • Bullying Prevention • Dating Bullying • Olweus Survey • Olweus Cyberbullying Program 	NA Bully Prevention Program/Olweus Program \$235 STOP!T-\$400 (Code 6400) Olweus Cyberbullying Program	Superintendent Counselor	Completed Contacts Completed Program Completed Survey Report	School Year 2017-2018
Mental Health First Aid-Darkness to Light (Online Training Completed)	Online Training	All Teachers & Staff	Completed Training/Certificate	Fall 2017
Random Drug Testing	Local Funds \$5,000 (Code 6239)	Superintendent Principal	Completed Testing and Reports Given to Superintendent	School Year 2017-2018
Active Shooter Training for Staff	N/A	All Teachers & Staff	Completed Training	August 2017
Pregnancy Related Services for high school students that are in need of services (upcoming parent).	N/A	HS Counselor	Completed PRS Forms	School Year 2017-2018
Restorative practice-"Be Present" Conference	N/A	HS Teachers/students	Completed "Be Present" Forms	Goal-within 2-3 work days of conflict
DAEP campus provided to students assigned to alternative campus.	\$ 6,460 –cost for entire district seats (Codes-DAEP 199116222, 1999562222)	HS Principal DAEP Principal	Completed days assigned to DAEP. Progress Reports with attendance and grades.	School Year 2017-2018

Stockdale High School Best Practices

- A Handbook issued to all students with the Student Code of Conduct on their computer.
- Monitor student attendance daily. Alert Now Call notifies parent(s) and student when there are excessive absences. Attendance committee will meet to determine requirements needed to make-up hours to receive credit. Excessive absences and unexcused absences will be filed on in court with truancy officer.
- The counselor and registrar monitor students that are at risk of dropping out each six weeks and semester.
- The Journalism Class creates a school newspaper to promote a positive school climate.
- Safety drills will be preformed to practice safety procedures in the event of a real school emergency.
- STOP!T has been added to each student computer in compliance with David's Law to allow students an opportunity to report anonymously any reports of bullying.
- The high school has added a restorative practice of "Be Present" Conference with the teacher and student after a conflict when a student is placed in ISS before the student returns to the classroom.

Stockdale High School

Campus Improvement Plan

State Compensatory Education Programs

Serving Grades 9-12

School Year 2017-2018



State Compensatory Education Information for Stakeholders

The State Compensatory Education (SCE) Program at Stockdale High 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 High 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 High School had a student population of 236 students with the following ethnic characteristics: Hispanic students comprise 43.2 percent of the total student populations, 53 percent are white and 2.5 percent identify as two or more races. The socio-economic characteristics are: 46.6 percent economically disadvantaged; 53.4 percent non-educationally disadvantaged; 1.3 percent English language learners (ELL); .4 percent students with disciplinary placements; 31.4 percent at-risk; and the campus has 16.4 percent mobility.

Funding Information for Stakeholders

SCE funds are used to create a compensatory, intensive and accelerated instruction program at Stockdale High School. SCE funds may also be used to fund a disciplinary alternative education program and to pay the costs associated with placing students in a juvenile justice alternative education program (but not for base level services). Texas Education Code, Sec. 29.081(b) also requires districts to provide remediation to any student 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 High 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(b)(b-1)(b-2). SCE funds are always allocated to this campus for uses that are allowable under statute and guidance. Stockdale High School complies with this mandate as shown in the attached detailed budget.

State Criteria

A student at Stockdale High 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.

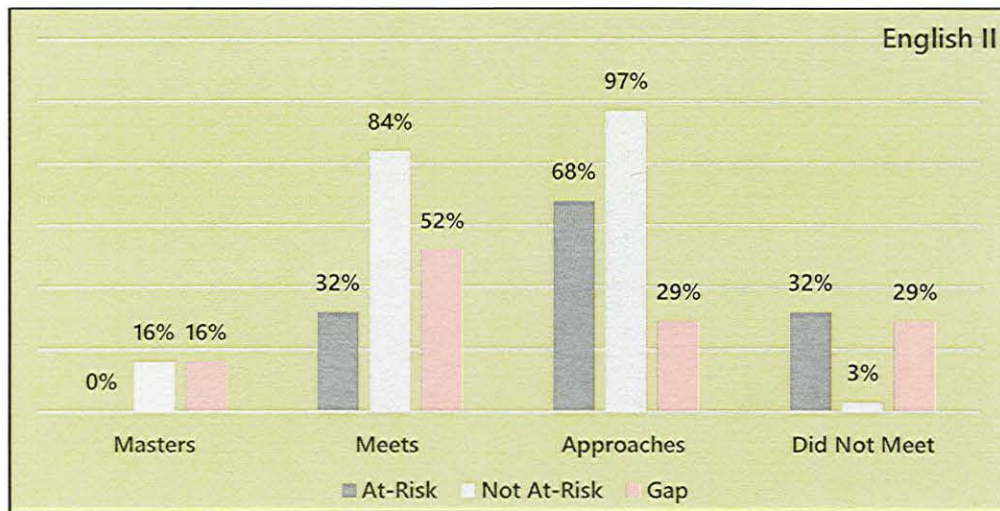
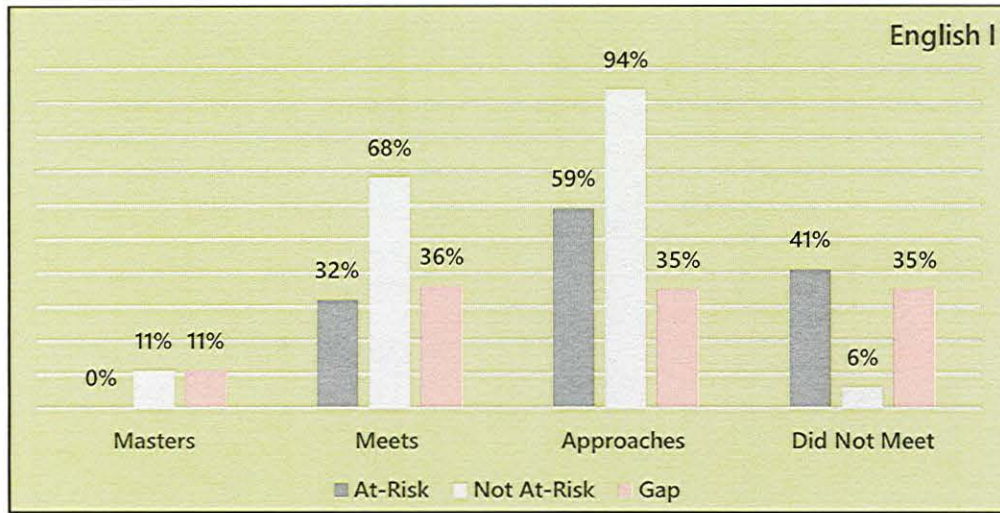
*Excludes students who did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the parents.

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.

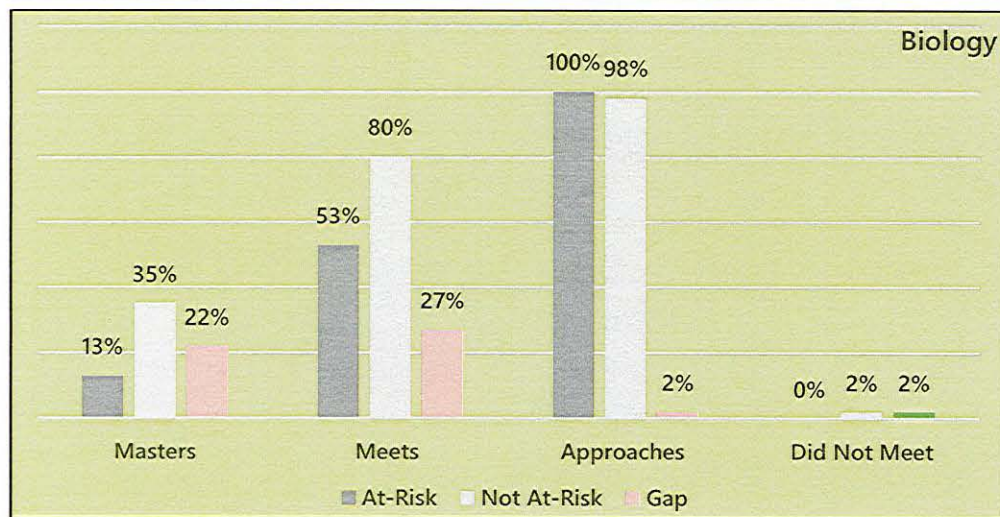
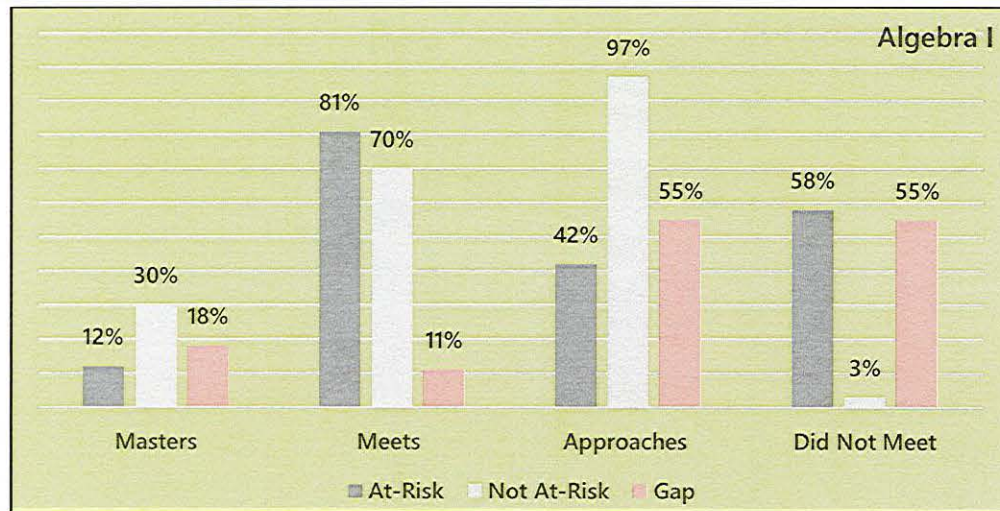
STAAR Performance, Spring 2016-2017

The State of Texas Assessments of Academic Readiness (STAAR) program was implemented in spring 2012. The annual assessments for Stockdale High School include English I, English II, Algebra I, Biology and U.S. History. 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 High School complies with this mandate in this section on STAAR performance and in the Evaluation section on page 12. 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.

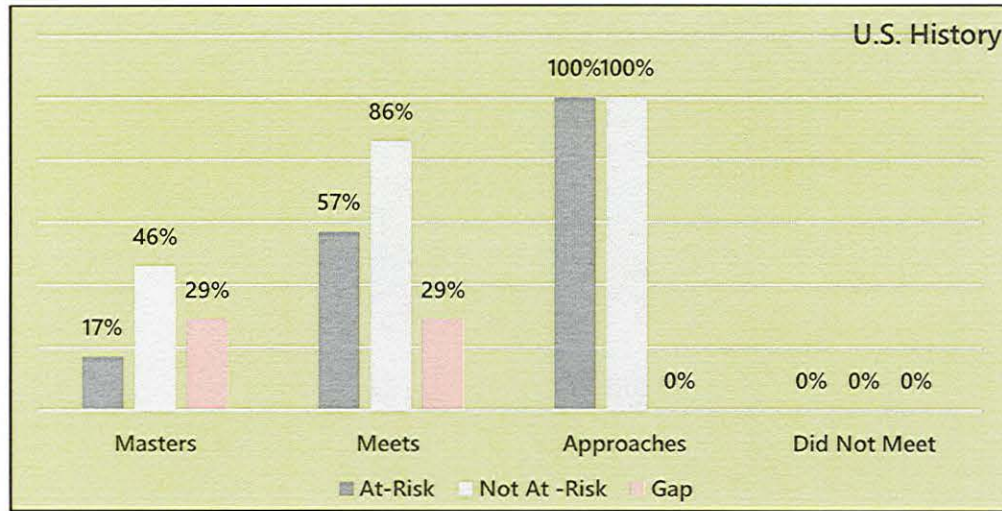
STAAR E-O-C Performance by Subject, Spring 2017



STAAR E-O-C Performance by Subject, Spring 2017 (Cont.)



STAAR E-O-C Performance by Subject, Spring 2017 (Cont.)



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

Stockdale High			<70 Average		Not Advanced		Failed STAAR		Pregnant/ Parent		AEP		Parole/ Probation		LEP		Homeless		Local Criterion/ Dyslexia		Local Criterion/ 504	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
9	61	25%	7	11%	7	11%	22	36%	0	0%	1	2%	0	0%	1	2%	6	10%	4	7%	9	15%
10	68	28%	3	4%	9	13%	11	16%	1	1%	1	1%	1	1%	2	3%	1	1%	7	10%	9	13%
11	57	23%	7	12%	7	12%	10	18%	0	0%	1	2%	1	2%	0	0%	1	2%	4	7%	7	12%
12	61	25%	8	13%	8	13%	3	5%	0	0%	1	2%	0	0%	0	0%	0	0%	5	8%	11	18%
	247	100%	25	10%	31	13%	46	19%	1	0%	4	2%	2	1%	3	1%	8	3%	20	8%	36	15%

Programs and Services at Stockdale High School Funded by SCE

Summative Assessment: Passing STAAR Spring 2018

<i>Identified Strategies</i>	<i>Supplemental Financial Resources</i>	<i>Supplemental Fulltime Equivalency</i>	<i>Measurable Performance Objectives</i>	<i>Timelines For Monitoring Strategies</i>	<i>Formative Evaluation</i>
<p>STAAR Remediation—Sec. 29.081(b). Students who have not performed satisfactorily on the STAAR assessment instrument receive small-group and/or one-on-one instruction from a certified teacher who provides tutorials in mastering the appropriate TEKS.</p>	<p>Extra duty pay \$5,000</p>	<p>NA</p>	<p>Passing STAAR practice tests</p>	<p>Each six weeks</p>	<p>Passing STAAR practice tests</p>
<p>Reading Intervention - Supplemental accelerated instruction in Reading/ELA to support students in mastery of TEKS and success on STAAR.</p>	<p>Salaries \$56,469 Supplies \$200</p>	<p>1 FTE Certified teacher</p>	<p>Passing grades in English</p>	<p>Each six weeks</p>	<p>Report card grades</p>
<p>Summer School – Extended school year offering supplemental instructional time for students to master grade-level TEKS and STAAR assessments.</p>	<p>Extra duty pay \$3,000</p>	<p>NA</p>	<p>Progress reports</p>	<p>Weekly</p>	<p>Promotion</p>

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 High 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 High 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 High 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 HS						
SCE-Funded Program	Evaluation Criteria	# of participating students	# of successful students	% successful	Amount Budgeted	Modify (yes no)
STAAR Remediation	Passing STAAR EOC	56	48	85.71%	\$6,500	No
Reading Intervention	Promotion	8	8	100.00%	\$57,949	No
Summer School	On-target credit accrual	7	7	100.00%	\$3,000	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 High 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 High 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 High 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)(b-1)(b-2), Stockdale High School 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. 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

Campus Detail

Fiscal Year 2018



Stockdale High	Acct Title	Activity	Cost
199-11-6118-00-001-8-24-0-01	Teacher/Professional Extra Duty Pay	STAAR Remediation	\$5,000.00
199-11-6118-00-001-8-24-0-00	Teacher/Professional Extra Duty Pay	Summer School	\$3,000.00
199-11-6119-00-001-8-24-0-00	Teacher/Professional Salary	Reading Intervention	\$52,110.00
199-11-6141-00-001-8-24-0-00	Social Security/Medicare	Reading Intervention	\$755.60
199-11-6142-00-001-8-24-0-00	Health/Life Insurance	Reading Intervention	\$32.00
199-11-6143-00-001-8-24-0-00	Worker's Comp.	Reading Intervention	\$184.83
199-11-6145-00-001-8-24-0-00	Unemployment Comp.	Reading Intervention	\$0.00
199-11-6146-00-001-8-24-0-00	TRS Care	Reading Intervention	\$3,387.15
			<hr/>
			\$64,469.58
199-11-6339-00-001-8-24-0-00	Testing Materials		\$200.00
			<hr/>
			\$200.00
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		Campus 001 Total:	\$64,669.58

Stockdale ISD 247906

Fund 199 State Compensatory Education
Fiscal Year 2018

Personnel Detail



Stockdale High

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Social Security/Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Christa Ploch	Teacher	Reading Intervention	\$52,110.00	1.000	\$32.00	\$755.60	\$184.83	\$0.00	\$3,387.15	\$59,173.58
Campus 001 Subtotal:		FTE - 1	\$52,110.00		\$32.00	\$755.60	\$184.83	\$0.00	\$3,387.15	\$59,173.58