

Stockdale Junior High

Campus Improvement Plan

2017-2018

2017-2018 Stockdale Junior High Campus Improvement Committee

| | |
|-------------------|------------------------------|
| Sharon Dunn | Principal |
| Karen Coston | Science Teacher |
| Desiree Cooper | ELA Teacher |
| Susan Loep | Counselor |
| Cathy Dixon | Dyslexia Teacher |
| Tabitha Borchardt | Special Education Teacher |
| Brenda Clancy | 8 th grade Parent |

Stockdale I.S. D. Mission Statement

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

Stockdale Junior High Mission

Stockdale Junior High is committed to providing guidance and instruction to help our students become productive citizens and responsible learners with lifelong goals.

2017 Distinction Designation Earned:

- *Academic Achievement in ELA/Reading*
- *Academic Achievement in Social Studies*
- *Postsecondary Readiness*

SISD Goal #1: Student Performance: a) Curriculum, Instruction, Assessment – Reboot TCMPC; b) Look beyond test scores – soft data – report trend data, examine discipline referrals, survey of graduates from 1-3 years after graduation; c) Meeting needs of students (college, technical, student choice).

High quality instruction, curriculum, and student performance: Strengthen all high quality instruction in core curricular area along with all electives that lead to higher academic success. Use a variety of instructional techniques with emphasis on technology and appropriate curriculum.

SJH Goal #1: All students will score at least 80% or better for grade level state mandated testing areas. (Math, Reading, Science, Social Studies, Writing).

Objective: Math, Reading, Science, Social Studies and Writing teachers will teach TEKS objectives, targeting at-risk students and other subgroups to reach the goal of all students passing Math, Reading, Science, Social Studies and Writing state mandated tests.

| Activities | Resources | Staff Responsible | Formative/Evaluation Measured Results | Timeline |
|--|--|--------------------------------|---|-------------|
| Students will receive TEKS instruction in math, reading, science, social studies and writing. | TEKS curriculum Supplemental materials Eduphoria \$4,860 Workshops for all classroom teachers | Junior High Staff Principal | Lesson plans Benchmark results Mastery of State Testing | 2017-2018 |
| Identify students with non-passing and/or low STAAR scores. Additional enrichment periods will be scheduled for individual students. | TEKS curriculum Istation- \$680. Learning Ally Read Naturally Study Island | Teachers | Chapter tests | Summer 2017 |

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| Continue to review courses offered to reduce teacher to student ratios. | TEKS Curriculum | Junior High Staff Principal | Analysis of TEKS curriculum | 2017-2018 |
| Students progress in TEKS instruction will be determined by practice test and/or benchmark test from Eduphoria / Aware / TCMPC | Practice STAAR test Benchmark test | Junior High Staff Principal | Analysis of benchmark results and assessments AEIS report | 2017-2018 |
| Curriculum Mapping – Monthly grade level and department meetings with High School to prepare for STAAR English Cohort – 4 days of training | Meetings to discuss/align curriculum Training with HS staff to vertically align English Department – local funds | Junior High Staff Instructional Leaders Region 20 | Teachers attendance – Sign in sheets STAAR results STAAR Reading/Writing Results | 2017-2018 |
| Incorporate more technology into all areas of curriculum to stimulate and provide hands-on opportunities and increase a higher level of thinking skills | Technology Funds Campus Funds Computer labs -2 Computer On Wheels -2 Digital Curriculum Promethan boards in classrooms Learning.com Brain Pop - \$918. Discovery Ed / Videoconference \$1,250. Istation - \$680. Texquest | Junior High Staff Technology Director Principal | Lesson plans / TEKS Curriculum | 2017-2018 Six Weeks |
| Teachers will be actively involved in daily tasks that require use of computer: grading, e-mail, reports, teacher web pages, on-line lesson plans (Forethought) | Computers for all teachers will be maintained for effective use. | Junior High Staff Principal | Completion of daily tasks in a timely manner | 2017-2018 |
| Tutoring will be offered before school, after school and during intervention period. | STAAR supplemental materials | Junior High Staff Principal | Tutoring Logs Benchmark scores | 2017-2018 |

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| Access to SAC (Student Assistance Center) for 504 and special education students | Special Ed. Budget | Junior High Staff | Weekly report of the number of students who attend | 2017-2018 |
| Accelerated Reader, STAR Math, STAR Reading, English in a Flash to monitor at risk student's individual performance | SCE Funds Campus Budget | All Junior High Math and Reading teachers | Individualized student reports Six Weeks Reports | 2017-2018 |
| Study Island – Edmentum for 6 th , 7 th and 8 th grades – reading, writing, math, science and social studies Brain Pop Discovery Education | SCE Funds \$4,860. | All Junior High Math and Reading teachers | Weekly Usage Reports | 2017-2018 |
| Provide ESL services through a pull-out program as students enroll and are in need of ESL service Workshops for ESL Teacher | State and Local Budget Read Naturally Learning Ally Easy English News | ESL Teacher Testing Coordinator | Increased reading proficiency as measured by RPTE | 2017-2018 |
| To assist students with print disabilities To assist special education students with writing compositions | Learning Ally Lexia Dragon 13 PixWriter | Dyslexia Teacher Selected Teachers | Assistance with AR books Completion of writing compositions | 2017-2018 |

SISD Goal #2: Leadership: a) Partnerships – classes for parents held in community b) Innovation; c) Communication; d) Community Relationships – churches and city

Leadership: Each campus administrative 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.

SJH Goal #2: To promote parental and community involvement.

Objective: To connect Stockdale Junior High to parents, local businesses and the community through educational activities.

| Activities | Resources | Staff Responsible | Formative/Evaluation Measured Results | Timeline |
|---|-----------------------------------|---|---------------------------------------|-----------|
| Support and promote Athletic and Band Boosters | Distribute flyers Newspaper | Junior High Staff Principal | Increased attendance at meetings | 2017-2018 |
| Orientation Parent-Teacher Conferences Public School Week Chasing the Dragon Video Positive Action Program with Karnes County | Junior High Website Newspaper | Junior High Staff Principal Counselor | Sign in sheet | 2017-2018 |
| Parent Portal | Junior High Website | Junior High Staff | Posting weekly grades | 2017-2018 |
| Brahma Bulletin – e-mail to parents | | Junior High Secretary | Successful e-mails | 2017-2018 |
| Encourage parents and community members to attend extra-curricular activities | Junior High Website | Principal | Six Weeks | 2017-2018 |
| Visits to local nursing home | Students Teachers Community | Junior High Staff | Participation | 2017-2018 |

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|---|--|-----------------------------------|-----------------------|-----------|
| Mobile Food Pantry with Stockdale Methodist Church | NJHS Students Counselor | NJHS Students Counselor | Participation | 2017-2018 |
| Reflect in Your Future – Project Wisdom ICU Program | Horace Mann Counselor | Horace Mann Counselor | Participation | 2017-2018 |
| Math / Science / Reading Literacy Nights – once per month | Lessons / activities created by classroom teachers | Math / Science / Reading Teachers | Parent Sign In Sheets | 2017-2018 |

SISD Goal #3: Key Personnel: a) recognizing staff; b) recruit and retain- quality of life c) right seat on the bus d) communication

Key Personnel: 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.

SJH Goal #3: SJH will retain talented and highly effective personnel.

Objective: To retain quality staff members and promote completion of highly effective staff development opportunities.

| Activities | Resources | Staff Responsible | Formative/Evaluation Measured Results | Timeline |
|--|---|--|---|-----------|
| Encourage effective communication among staff | Emails /Announcements/Monthly staff meetings and department meetings. | Junior High Principal | Survey | 2017-2018 |
| Staff development activities at beginning of school year – Safe School Trainings | | Superintendent Principals DEIC Committee | Workshop hours completed and certificates. | 2017-2018 |
| Gifted and Talented Training / Refresher Course | Region 20 / Campus Training | Junior High Staff | Training completed and certificates received. | 2017-2018 |
| Curriculum Specific Workshops – Inclusion workshop, At Risk Conference | Region 20 | Junior High Staff | Training completed and certificates received. | 2017-2018 |

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|---|--|--|--|-----------|
| Teachers will attend staff development to increase awareness and implementation of IEP, modifications, CPI, transitioning, inclusion etc. | Special Education Budget Region 20 Special Educ. Director District workshops Eduphoria / Aware / Forethought | Goliad Co-Op Junior High Staff Principal | Staff development on and off campus | 2017-2018 |
| Teachers will comply with RTI guidelines to better serve all students needing intervention strategies | Special Educ. budget Regular Educ. budget District workshops Eduphoria Learning Ally Read Naturally Istation Study Island | Junior High Staff Principal Counselor | Previous year's STAAR raw scores Student Support Meetings | 2017-2018 |
| Recognition of Staff at Monthly School Board Meetings | Monthly Teacher Votes | Central Office Principal | Campus Votes for Teacher of the Month Teacher of the Year | 2017-2018 |

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

Finance- 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 Superior Achievement rating by the Financial Integrity Rating System of Texas (FIRST). The district will seek ways to offset financial worries through partnerships and grant opportunities.

SJH Goal #4: Use financial means efficiently and accurately to meet the student's needs.

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

| Activities | Resources | Staff Responsible | Formative/Evaluation Measured Results | Timeline |
|---|--|---|--|---|
| All requisitions will have principal approval. | Local Junior High Budget | Junior High Staff Principal | Completed Requisitions | 2017-2018 |
| Monitor student daily/ weekly attendance. | Tx Gradebook Attendance Daily/weekly attendance reports Blackboard PEIMS reports | District Testing Coordinator Secretary PEIMS Coordinator Junior High Staff | Improvement of campus attendance derived from PEIMS reports Weekly awards given | Daily Weekly Six Weeks 2017-2018 |
| Acknowledge students during academic assembly with certificates – perfect attendance, A and A/B honor roll. | Daily attendance sheets PEIMS reports | Principal JH Counselor | Daily attendance derived from PEIMS reports | Six Weeks 2017-2018 |

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|---|--|--|---|------------------|
| <p>Notify parent of excessive absenteeism by phone call, home visit, warning letters, meeting with campus attendance committee, and/or filing with truant officer.</p> <p>Blackboard Connect – telephone announcement</p> | <p>Daily attendance sheets PEIMS reports</p> | <p>Junior High Staff Campus Attendance Committee (CIP) Truancy Officer</p> | <p>Improved daily attendance derived from PEIMS reports AEIS report</p> | <p>2017-2018</p> |
|---|--|--|---|------------------|

SISD Goal #5: Facilities: Continued maintenance and improvement.

Facilities: 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.

SJH Goal #5: To maintain current facilities and plan for future renovation plans with student’s health and safety in mind.

Objective: To maintain an attractive, safe and accessible facility that maximizes learning opportunities and promotes the need for future renovation.

| Activities | Resources | Staff Responsible | Formative/Evaluation Measured Results | Timeline |
|---|---|--|--|---|
| Safety Drills | Campus maps and floor plans | Principal Counselor Junior High Staff | Completion of fire drills, evacuation and active shooter drills. | 2017-2018 |
| Canine Contraband Detection Searches | Local Funds \$2,000.00 | Principal | Evidence found | 2017-2018 |
| Provide a campus discipline plan | Student Handbook Student Code of Conduct Teacher Handbook Campus Improvement Committee Teacher Referrals ISS District AEP | Junior High Staff Principal DAEP staff | Analysis of discipline referrals each six weeks | 2017-2018 |
| Select students who will participate in anger management, substance abuse, social skills, support and stay in school groups – Positive Action | At Risk Funds Teen Connection Karnes County Services | Junior High Staff Counselor | Attendance | Daily Weekly Six Weeks 2017-2018 |

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|--|-------------------------|---|-----------------------------|-----------|
| Faculty will wear staff badges within school environment | | Junior High Staff | | 2017-2018 |
| Violence Prevention Intervention / Stay Alert School Safety Hotline | Local Funds | Junior High Staff | Reported Calls | 2017-2018 |
| Olweus Bullying Prevention Program | Local Funds \$780.00 | Junior High Staff Principal Counselor | Student and faculty surveys | 2017-2018 |
| Construction of new Science Labs. Maintain air quality in all classrooms. | | | | 2017-2018 |

Stockdale Junior High School

Campus Improvement Plan

State Compensatory Education Programs

Serving Grades 6-8

School Year 2017-2018



State Compensatory Education Information for Stakeholders

The State Compensatory Education (SCE) Program at Stockdale Junior 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 Junior 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 Junior High School had a student population of 172 students with the following ethnic characteristics: African American students comprise 1.2 percent, Hispanic students comprise 50.6 percent of the total student populations, and 48.3 percent are white. The socio-economic characteristics are: 45.9 percent economically disadvantaged; 54.1 percent non-educationally disadvantaged; 2.9 percent English language learners (ELL); 1 percent students with disciplinary placements; 51.7 percent at-risk; and the campus has 16 percent mobility.

Funding Information for Stakeholders

SCE funds are used to create a compensatory, intensive and accelerated instruction program at Stockdale Junior 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). 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 Junior 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(a). SCE funds are always allocated to this campus for uses that are allowable under statute and guidance. Stockdale Junior High School complies with this mandate as shown in the attached detailed budget.

State Criteria

A student at Stockdale Junior 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.

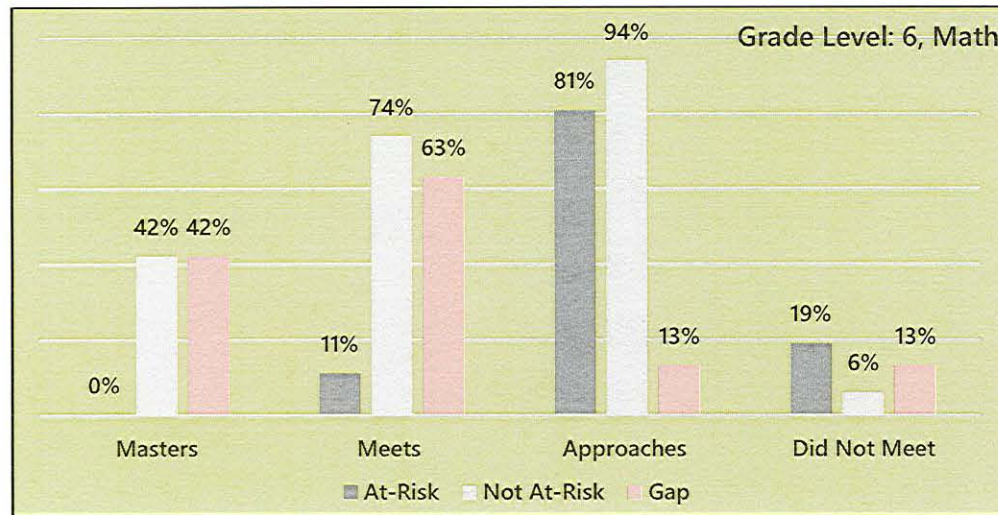
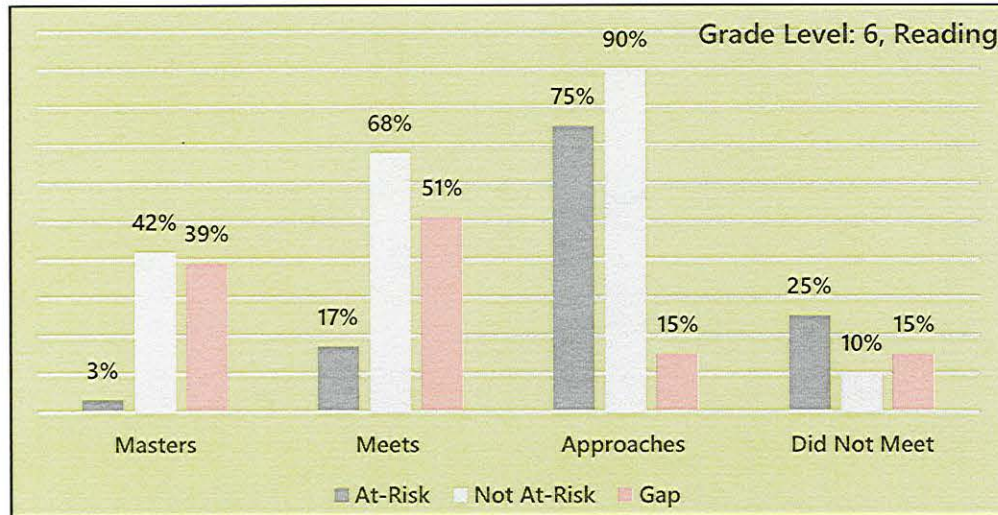
Identification of students for SCE services takes place as needed during the school year to identify those students who become eligible for services after the start of the year as well as to exit students from the SCE Program when circumstances allow. Students with disabilities are considered in an at-risk 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 Junior High School include reading and mathematics in grades 6, 7 and 8, writing in grade 7, and science and social studies in grade 8. 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 Junior High School complies with this mandate in this section on STAAR performance and in the Evaluation section on page 14. 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.

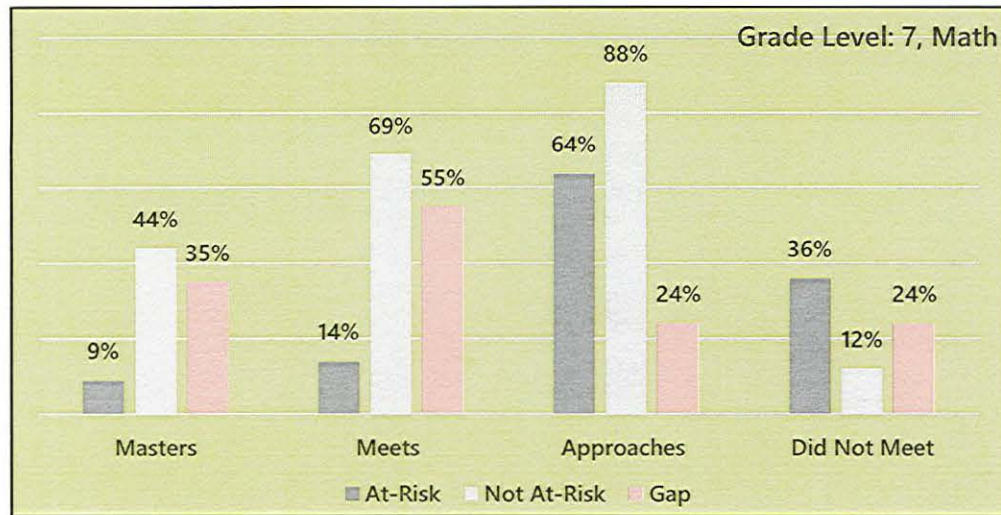
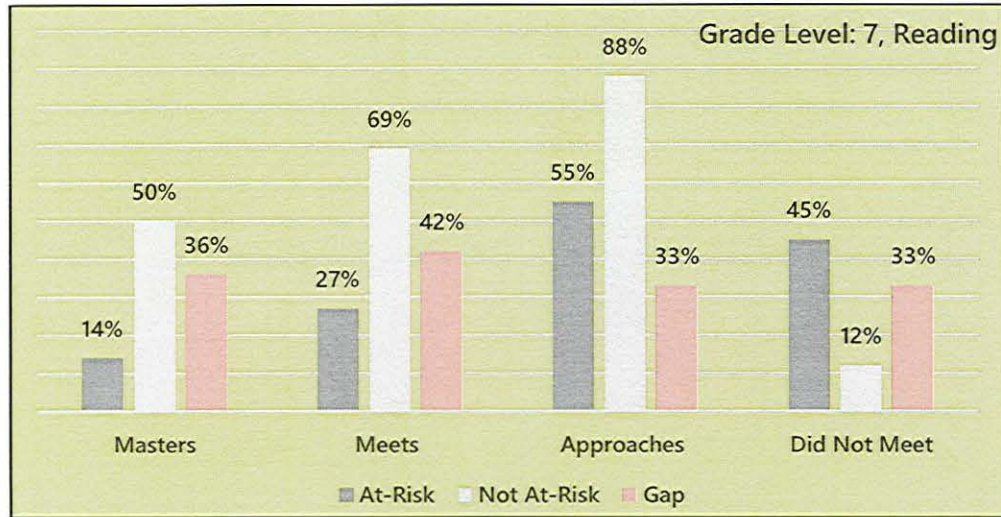
STAAR Performance by Grade and Subject, Spring 2017

Grade 6



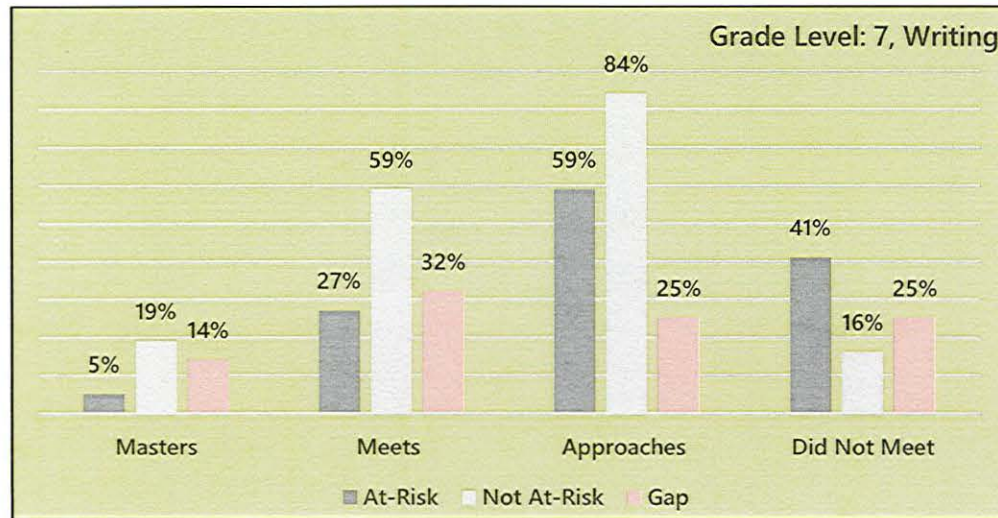
STAAR Performance by Grade and Subject, Spring 2017 (Cont.)

Grade 7



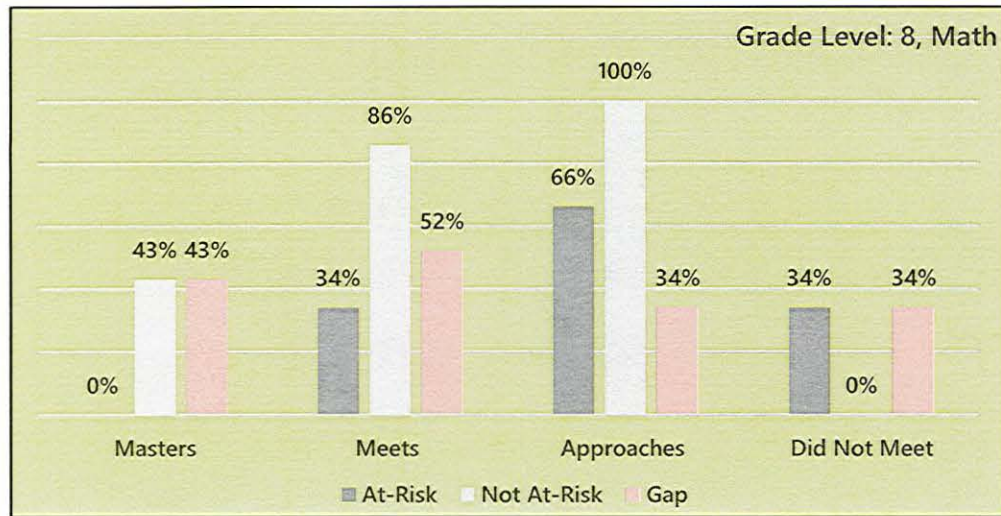
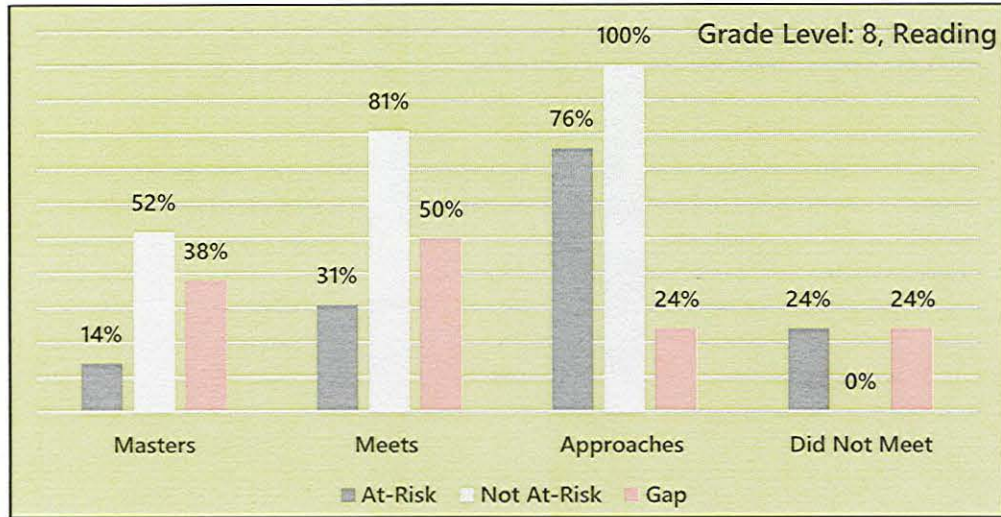
STAAR Performance by Grade and Subject, Spring 2017 (Cont.)

Grade 7



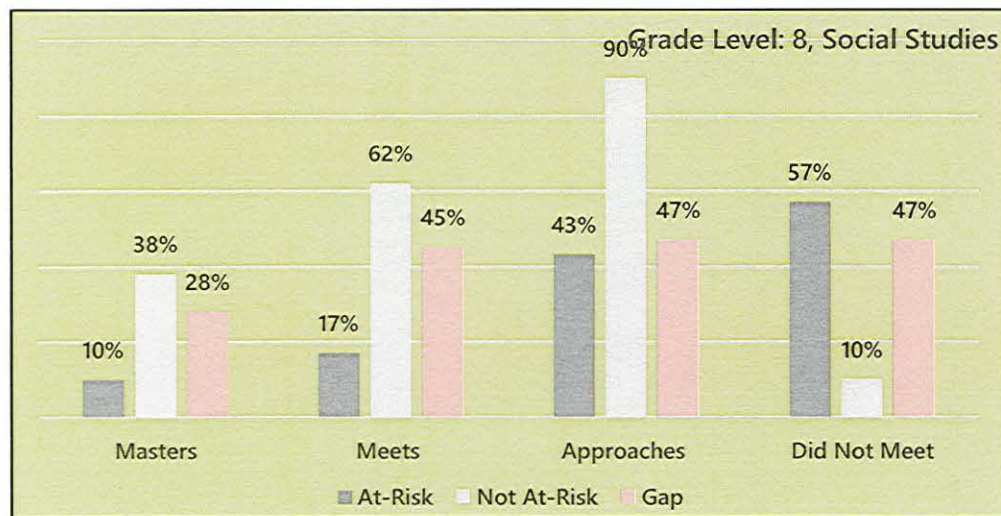
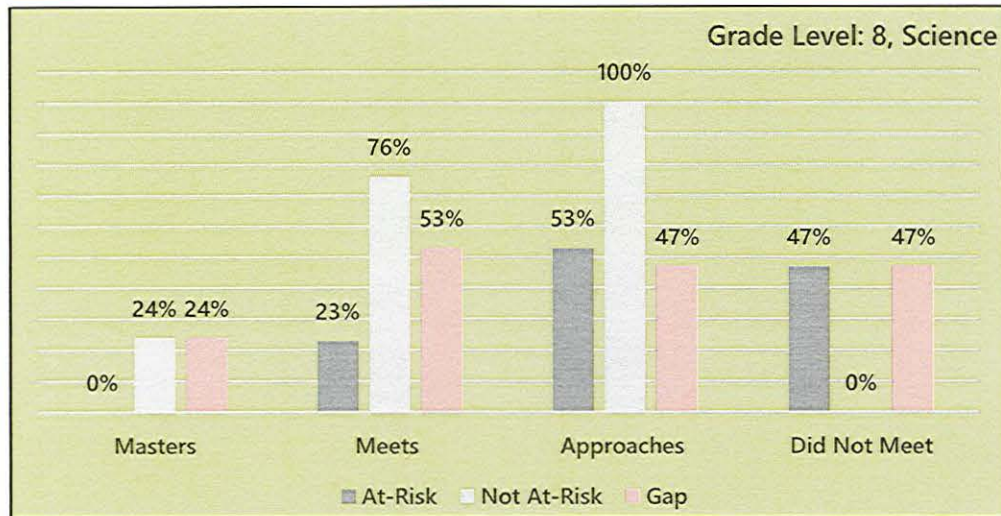
STAAR Performance by Grade and Subject, Spring 2017 (Cont.)

Grade 8



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

Grade 8



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

| Stockdale Junior High | | | <70 Average | | Not Advanced | | Failed STAAR | | Pregnant/Parent | | AEP | | Parole/Probation | | LEP | | Homeless | | Local Criterion/Dyslexia | | Local Criterion/504 | |
|-----------------------|------------------|--------------------------|-------------|----|--------------|-----|--------------|-----|-----------------|----|-----|----|------------------|----|-----|----|----------|----|--------------------------|-----|---------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade Level | Total Enrollment | Percentage of Enrollment | | | | | | | | | | | | | | | | | | | | |
| 6 | 68 | 36% | | | 11 | 16% | 20 | 29% | 0 | 0% | 1 | 1% | 0 | 0% | 5 | 7% | 3 | 4% | 6 | 9% | 5 | 7% |
| 7 | 68 | 36% | 5 | 7% | 8 | 12% | 19 | 28% | 0 | 0% | 1 | 1% | 0 | 0% | 2 | 3% | 5 | 7% | 7 | 10% | 17 | 25% |
| 8 | 55 | 29% | 3 | 5% | 6 | 11% | 16 | 29% | 1 | 2% | 3 | 5% | 3 | 5% | 1 | 2% | 2 | 4% | 6 | 11% | 11 | 20% |
| | 191 | 100% | 8 | 4% | 25 | 13% | 55 | 29% | 1 | 1% | 5 | 3% | 3 | 2% | 8 | 4% | 10 | 5% | 19 | 10% | 33 | 17% |

Programs and Services at Stockdale Junior 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> |
|--|---|--|--|--|-----------------------------|
| Reading Intervention – Supplemental accelerated instruction in Reading/ELA to support students in mastery of TEKS and success on STAAR. | Salaries \$58,740 Supplies \$200 | 1 FTE Certified teacher | Passing grades in Reading | Each six weeks | Reading report card grades |
| Student Assistance Center – Individualized instructional program for struggling students to reinforce core-content essential skills. | Salaries \$22,062 | 1 FTE Instructional aide | Passing grades | Each six weeks | Report card grades |
| Study Island – Individualized computer assisted instructional program targeting mastery of essential skills. | Supplies \$5,000 | NA | TEKS mastery | Every three weeks | Progress reports |
| 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 |

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 Junior 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 Junior 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 Junior 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 JH | | | | | | |
|---------------------------|-----------------------|-----------------------------|--------------------------|--------------|-----------------|-----------------|
| SCE-Funded Program | Evaluation Criteria | # of participating students | # of successful students | % successful | Amount Budgeted | Modify (yes no) |
| Reading Intervention | Passing grade English | 172 | 167 | 97.09% | \$57,279 | Yes |
| Student Assistance Center | Passing STAAR | 47 | 15 | 31.91% | \$22,310 | Yes |
| Study Island | Passing STAAR | 172 | 124 | 72.09% | \$5,000 | Yes |
| Summer School | Promotion | 10 | 9 | 90.00% | \$5,000 | 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 Junior 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 Junior 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 Junior 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.

Stockdale ISD 247906

Fund 199 State Compensatory Education
Fiscal Year 2018

Campus Detail



| Stockdale Junior High | Acct Title | Activity | Cost |
|------------------------------|-------------------------------------|------------------------|-------------|
| 199-11-6118-00-041-8-24-0-00 | Teacher/Professional Extra Duty Pay | Summer School | \$5,000.00 |
| 199-11-6119-00-041-8-24-0-00 | Teacher/Professional Salary | Reading Intervention | \$51,710.00 |
| 199-11-6129-00-041-8-24-0-00 | Support Personnel Salary | Content Mastery Center | \$17,845.00 |
| 199-11-6141-00-041-8-24-0-00 | Social Security/Medicare | Content Mastery Center | \$258.75 |
| 199-11-6141-00-041-8-24-0-00 | Social Security/Medicare | Reading Intervention | \$749.80 |
| 199-11-6142-00-041-8-24-0-00 | Health/Life Insurance | Reading Intervention | \$32.00 |
| 199-11-6142-00-041-8-24-0-00 | Health/Life Insurance | Content Mastery Center | \$2,736.00 |
| 199-11-6143-00-041-8-24-0-00 | Worker's Comp. | Reading Intervention | \$183.42 |
| 199-11-6143-00-041-8-24-0-00 | Worker's Comp. | Content Mastery Center | \$63.30 |
| 199-11-6145-00-041-8-24-0-00 | Unemployment Comp. | Content Mastery Center | \$0.00 |
| 199-11-6145-00-041-8-24-0-00 | Unemployment Comp. | Reading Intervention | \$0.00 |
| 199-11-6146-00-041-8-24-0-00 | TRS Care | Content Mastery Center | \$1,159.93 |
| 199-11-6146-00-041-8-24-0-00 | TRS Care | Reading Intervention | \$3,361.15 |
| | | | <hr/> |
| | | | \$83,099.33 |
| 199-11-6339-00-041-8-24-0-00 | Testing Materials | | \$200.00 |
| 199-11-6399-00-041-8-24-0-00 | General Supplies | Technology Supplies | \$1,376.00 |
| 199-11-6399-00-041-8-24-0-00 | General Supplies | Study Island | \$5,000.00 |
| | | | <hr/> |
| | | | \$6,576.00 |
| | | | <hr/> |
| | | Campus 041 Total: | \$89,675.33 |

Stockdale ISD 247906

Fund 199 State Compensatory Education
Fiscal Year 2018

Personnel Detail



Stockdale Junior High

| Name | Position | Activity | Salary Funded | FTE | Health/Life Insurance | Social Security/Medicare | Workers Comp. | Unemployment Comp. | TRS | Total Salary and Benefits Funded |
|-----------------------------|----------|------------------------|--------------------|-------|-----------------------|--------------------------|-----------------|--------------------|-------------------|----------------------------------|
| Cathy Dixon | Teacher | Reading Intervention | \$51,710.00 | 1.000 | \$32.00 | \$749.80 | \$183.42 | \$0.00 | \$3,361.15 | \$58,740.36 |
| Helen Fidler | Aide | Content Mastery Center | \$17,845.00 | 1.000 | \$2,736.00 | \$258.75 | \$63.30 | \$0.00 | \$1,159.93 | \$22,062.97 |
| Campus 041 Subtotal: | | FTE - 2 | \$69,555.00 | | \$2,768.00 | \$1,008.55 | \$246.71 | \$0.00 | \$4,521.07 | \$80,803.33 |