

Stockdale High School Campus Improvement Plan

2016 - 2017

Last updated 9/22/16
SISD Board Reviewed 10/17/16

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.

2016-2017 Campus Improvement Committee Members

Chet Burrier
Janis Clutter
Gina Deason
Georgia Dunn
Katherine Maiorana
Teresa O'Canas
Christa Ploch
Hannah Pridgen
Stephanie Schultz
Bobbie West
James Williams
Sonya Pruski
Sandy Lynn

Science Teacher
Science Teacher
Math Teacher
AG Science/CATE Teacher
Parent
Band Teacher
English/Intervention Teacher
Science Teacher
Business/Parent
Parent
Social Studies Teacher
Counselor
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"> • Added CATE Teacher (AG Science) • 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 	<ul style="list-style-type: none"> • Need to increase attendance rates to increase student performance. • 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. • Need to continue to offer Dual Credit and AP courses taught by qualified instructors. • Need to reduce special education population 	<ul style="list-style-type: none"> • Look at possibility of PreAP History for future course selection • Need to reduce the number of special education students in the program

<p>Student Achievement</p>	<ul style="list-style-type: none"> • Students' scores continue to increase on TELPAS • High percentage of students graduating in 4 years • Students passing EOC/ US History and Biology are between 96 - 100%, Math EOC 90% (first time testers) • Added dual credit course for sophomores • Overall, more students are enrolled in dual credit courses 	<ul style="list-style-type: none"> • Need to have more students to take ACT/SAT exams • Need students to take advanced courses to prepare for ACT/SAT tests (prep class or Algebra II) • Need to improve English EOC Achievements on all tests. • Need to improve Hispanic and economic disadvantage students in English EOC. • Continue to work on EOC English performance 	<ul style="list-style-type: none"> • Coordinate with Junior High and ESC20 to align curriculum 6-12 for ELA. Develop common teaching strategies for ELA 6-12. Develop ELA vocabulary 6-12. • Need to provide SAT/ACT prep. • Need to improve English EOC Achievements on all tests. • Utilize writing techniques to increase improvement for Hispanic and economic disadvantage students in writing. • Need to raise students' performances to Advanced Level on the EOC to raise postsecondary readiness standards • Need to find ways to get students to utilize/attend tutorials
<p>School Culture and Climate</p>	<ul style="list-style-type: none"> • Students and teachers feel safe • Extra-Curricular Clubs • Students feel teachers listen • Students didn't think they have been bullied. • Everyone works well together. • Differences are respected. • Parental involvement is encouraged. • Safe and respectful climate. • School culture and pride is growing. 	<ul style="list-style-type: none"> • Students need to respect rules • 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 	<ul style="list-style-type: none"> • Need to continue to encourage students to maintain a positive culture • Implement Shattered Dreams. • Need to motivated 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 • Need to find ways to reach the neutral students • Need the good news about our school to be placed in the newspaper, webpage, etc.
<p>Staff Quality, Recruitment, and Retention</p>	<ul style="list-style-type: none"> • On-campus staff development • Highly qualified staff and paraprofessionals • Mentor Program • 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 	<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 • Administration need to continue to support off-campus staff development • 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

<p>Curriculum, Instruction, Assessment</p>	<ul style="list-style-type: none"> • Core curriculum • Dual Credits • 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) • Added CATE Teacher (Small Animal/Vet Tech-Emphasis) • Teaming with Area School • High percentage of students earning AP credit 	<ul style="list-style-type: none"> • Enrichment of History at lower levels • Benchmark data (soft data collection) and reflection • Collaboration with ESC20 for Professional Development and Curriculum Alignment for ELA 6-12 • Work toward increasing advanced levels overall in tested areas. • Need to increase overall passing percentage for English. 	<ul style="list-style-type: none"> • Need to look into offering Pre AP History • Participate in Professional Development Opportunities with ESC20 for ELA department throughout the year. • Increase passing standard for ELA overall.
<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 • Parent/Family Members Volunteers-Active with Band 	<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. 	<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
<p>School Context and Organization</p>	<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 • Passport to learning 	<ul style="list-style-type: none"> • Needs of struggling students in core (all) classes • Schedules to meet the needs of students • Work on Improving parent involvement • Safety drills 	<ul style="list-style-type: none"> • Needs of students to be heard maybe by class president (student council) • Need to have a plan for severe evacuation practice such as a tornado, where do you go, upstairs • Need to practice evacuation and safety drills on a regular basis.

<p>Technology</p>	<ul style="list-style-type: none"> • Equipment – Promethean Boards, Clickers, One-on-one computers, etc. • 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. • 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. • Complete technology trainings throughout the year.
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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. Achieve Met Standard and all state 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 2016-2017 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 English vertical Alignment needs 	Staff Development Release time to complete curriculum alignment work TCMPC -\$6,870 Eduphoria-\$6,785 SHARS funds	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.	Local Funds: -Edmentum - \$2,500 -Firelight Measure Up \$1,118 Texas Coach \$861.61	ELA Teachers Principal	Mastery of state Assessment Completed writing and reading assignments. Graphic Organizers	School Year 2016-2017

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 2016-2017
Team teaching implementation for Special Education students in English and Math courses.	Local Funds for Special Education Teacher - \$39,210	Teachers (ELA/Special Education) Math Teachers	Class credits earned. IEP's met. State Assessment passed.	School Year 2016-2017
Monthly meeting with English and Social Studies Department to address student improvement.	NA	ELA Teachers/Math Teachers Social Studies Teachers Principal	Review benchmark results and monitor student performance. Evaluate Hispanic, Economic Disadvantage and Special Education students' performance on current TEKS Course completion (look at each six weeks grades).	School Year 2016-2017
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.	Local Funds	Social Studies Teachers Principal	Completed Study Island reports per objective. Class credit earned.	School Year 2016-2017
Prepare for success on EOC: Vertical alignment and Incorporate technology in classes	Meetings-to discuss alignment/create alignment. For STAAR and technology Study Island \$2,500	Teachers Instructional Leaders	STAAR results Completed technology projects.	School Year 2016-2017

<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 • Added dual credit courses for 10th grade students • Survey Graduates 	<p>HS Allotment Local -AP Fees - \$400</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 2016-2017</p>
<p>Student Recognition Awards- Brahma Cards for Honor Rolls & Attendance</p>	<p>-High School Activity Fund \$1,000</p>	<p>-All High School Teachers Office Staff - All HS Teachers</p>	<p>Completed Brahma Cards Issued each six weeks.</p>	<p>School Year 2016-2017</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 • All teachers need to obtain 30 hours of GT training by December 2015 or if have 30 hours will need 6-hour refresher by August 2015. 	<p>Local High School Budget -GT Funds for Workshops Local Budget -\$16,132 (Total District)</p>	<p>All High School Teachers</p>	<p>Completed Lesson Plans GT Hours completed with certificates GT credits earned</p>	<p>School Year 2016-2017</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-\$12,466</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 2016-2017</p>
<p>Increase elective courses offered using Gradpoint.</p>	<p>Local Funds \$2,396</p>	<p>Counselor</p>	<p>Completion of credit earned</p>	<p>School Year 2016-2017</p>

Summer EOC Academy	Local Funds-\$12,500 Supplemental Materials Measuring Up Materials Jaret Publishing -Edmentum - \$2,500	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)	Local Funds	Remediation Teacher	Increase in grades and students earning credits needed to graduate.	School Year 2016-2017
Student Assistance Center access for students needing individual assistance in 504 and special education.	Regular Funds-\$6,500 Supplemental Materials	SAC Coordinator All Teachers	Student participation reports	School Year 2016-2017
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 2016-2017
Online Credit Recovery Program	GradPoint - \$2,396	Counselor Librarian	Courses completed and credits recovered.	School Year 2016-2017
All identified ESL students will be provided instruction by pullout program for ESL daily.	Local Funds ESL Funds-\$500	ESL Teacher	Progress Reports/Report Cards & communications between teachers & parents.	School Year 2016-2017
Accelerated Instruction: English/Study Skills for At-Risk Students -Instruction by Inclusion	State Compensatory Funds - \$52,010	Remediation Teacher	-Progress Reports -Grades	School Year 2016-2017
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 Quizes/Tests	School Year 2016-2017
Vertical Alignment 6-12 with TCMPC and ESC20 with professional development throughout the year	YAG Documents Department Meetings HS Allotment & Federal Funds-\$9,100	Core Teachers: Math/English/History & Science Teachers	Completed Professional Development Trainings Completed Department Meetings/Discussions (YAG Discussions)	School Year 2016-2017

Technology: All students are afforded the opportunity to be issued a graphing calculator for home and math and science classrooms have class sets of calculators. All students have 1:1 student laptops.	HS Allotment Funds- previously purchased (Spring 16)	Math/Science Teachers	Home Issued Forms For Calculators Class Sets of Calculators	School Year 2016-2017
Adult Hunter's Education and Safety Course-AG ED	Student/Adult Pays Fee	AG Teacher	Completed Coursework/Assessment/Receive Certification Card	Fall 2016

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	Principal High School Teachers Office Staff	Completed newsletters and mailed/passed out newsletters.	School Year 2016-2017
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 2016-2017
Blackboard to include call outs in Spanish when necessary.	High School budget-\$600	Office staff and High School Teachers	Completed call log and messages	School Year 2016-2017

Dual Credit with St. Philip's	High School Allotment Local High School Budget	Counselor	Completed Plans & Pathways	School Year 2016-2017
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	Kerri Darilek Co-Chair Michelle Miller Co-Chair All High School -Teachers -Students	Completed HOPE Day activities.	School Year 2016-2017
Increase student participation in extra-curricular activities.	\$1,000 UIL Banquet	All High School Staff Club Sponsors	Completed UIL results Sign-in sheets for club meetings and completed club competitions. UIL Banquet Participation	School Year 2016-2017
Website – To keep students, parents, and community members informed	NA	Technology Director	Weekly updated webpages	School Year 2016-2017
Facebook – To keep students, parents, and community members informed Facebook-FFA, Stockdale Athletics, Band Boosters, Faculty Only	NA	Teacher	Updated as needed	School Year 2016-2017
Marquee sign to announce upcoming events	NA	Principal	Updated weekly	School Year 2016-2017
Emails: To teachers SHS Update Emails: Teachers to parents	NA	Principal Teachers	SHS-Weekly Emails Teacher Emails-As Needed	School Year 2016-2017
Continued connections with community organizations (churches, Leo's & Lions, 4H, project graduation, Blue Santa, etc.)	NA	Principal Counselor HS Staff/Teachers	Completed Collections Completed Projects/Events	Throughout School Year 2016-2017

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 2016-2017

<p>Offer high-quality Staff Development Activities:</p> <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 • Professional Development New TEKS Math/Social Studies • Regional Math Meetings • Mental Health First Aid Training • TCMPC Reboot • TCMPC PD Days with English Department for alignment 	<p>ESC 20 - HS Allotment Title II Part A \$6,686</p>	<p>Superintendent Principals DEIC Committee Core Teachers:Math/Science/History & Science</p>	<p>Workshop Hours completed and certificates obtained. Completed On-Site Professional Development Trainings with ESC-20</p>	<p>August 2016 Department Meetings Throughout the Year to Discuss YAG Progress</p>
<p>Departmental meetings to break down benchmark data. Staff meetings to discuss benchmark strategies.</p>	<p>NA</p>	<p>All teachers Principal and teachers</p>	<p>Benchmark scores Review of materials submitted to principal each six weeks.</p>	<p>School Year 2016-2017</p>
<p>Teacher Use Computers for grades/attendance/email Promethean Instruction</p>	<p>NA</p>	<p>High School Teachers</p>	<p>Completed attendance daily and grades per week required.</p>	<p>School Year 2016-2017</p>
<p>Mentoring for new teachers to the district or campus</p>	<p>NA</p>	<p>Assigned teacher</p>	<p>End of the year Questionnaire at summative</p>	<p>School Year 2016-2017</p>

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 High School Allotment- \$62,425	All High School Teachers & Principal	Completed Requisitions	School Year 2016-2017
Local Foundation Grants		Principal Teachers	Completed Grant Forms Submitted Grants that are issued.	Fall 2016 & Spring 2017

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	Principal-Sandy Lynn	Completed Searches and monthly reports	School Year 2016-2017
Hallway Displays/Student Work Hallway Bulletin Board Displays	High School budget	High School Teachers	Completed work samples	School Year 2016-2017
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 2016-2017
Safety Initiatives: <ul style="list-style-type: none"> School Issued Parking Decals/Permits Teacher ID Badges Identa Kid Liminex-Go Guardian Monitoring System 	High School budget HS Allotment-\$240 (Identa Kid) \$1,800	Principal Office Staff Technology Help Coordinator	Decals/Badges Issued Report Issued Monitoring Reports	School Year 2016-2017
Increase attention to cleaning and maintenance.	School budget	Maintenance Staff/Custodial Staff.	Observation	School Year 2016-2017

Violence Prevention Intervention: <ul style="list-style-type: none"> • Stay Alert School Safety Hotline • Bullying Prevention • Dating Bullying • Olweus Survey • Olweus Cyberbullying Program 	NA Bully Prevention Program/Olweus Program \$235 Olweus Cyberbullying Program	Superintendent Counselor	Completed Contacts Completed Program Completed Survey Report	School Year 2016-2017
Mental Health First Aid	TEA Grant-Free Training	All Teachers & Staff	Completed Training/Certificate	August 2016
Random Drug Testing	Local Funds \$5,000	Superintendent Principal	Completed Testing and Reports Given to Superintendent	School Year 2016-2017

Stockdale High School Best Practices

- Students have school issued Dell Chromebooks.
- 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. In addition, articles are sent to the local newspaper to promote school activities or student success.
- Safety drills will be preformed to practice safety procedures in the event of a real school emergency.

Stockdale High School

Campus Improvement Plan Addendum

State Compensatory Education Programs

Serving Grades 9-12

School Year 2016-2017

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.

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.

Stockdale High School has a student population of approximately 231 students with the following ethnic characteristics: Hispanic students comprise 43.2 percent of the total student populations, and 53 percent are white while 2.5 percent are identified with 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.

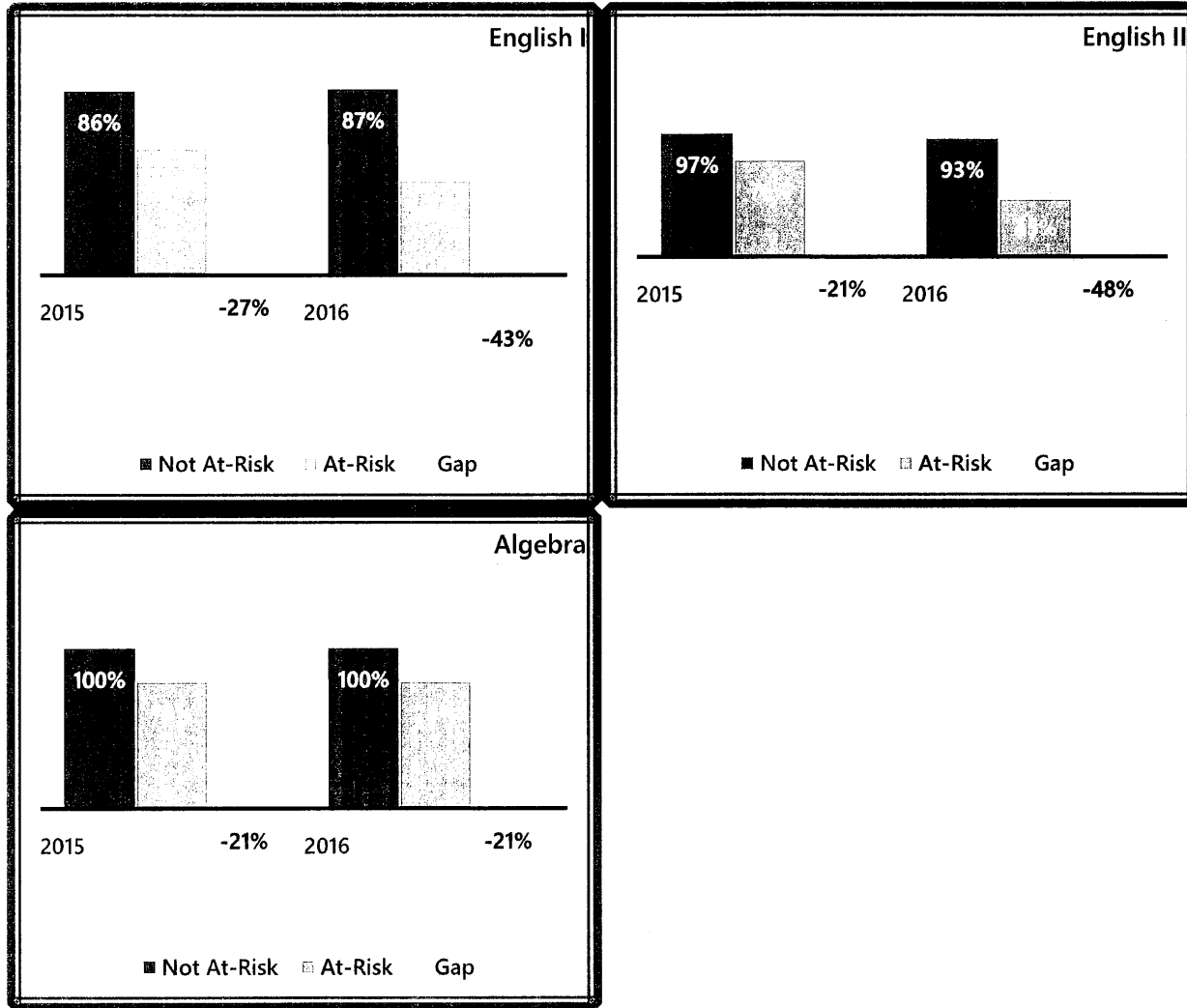
*Excludes students who did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the parents.

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. Stockdale ISD use two additional criteria – Dyslexia and Section 504 – as local criteria to identify students for SCE services. Under these criteria the high school has identified 33 students as needing Dyslexia services and 25 students eligible for Section 504.

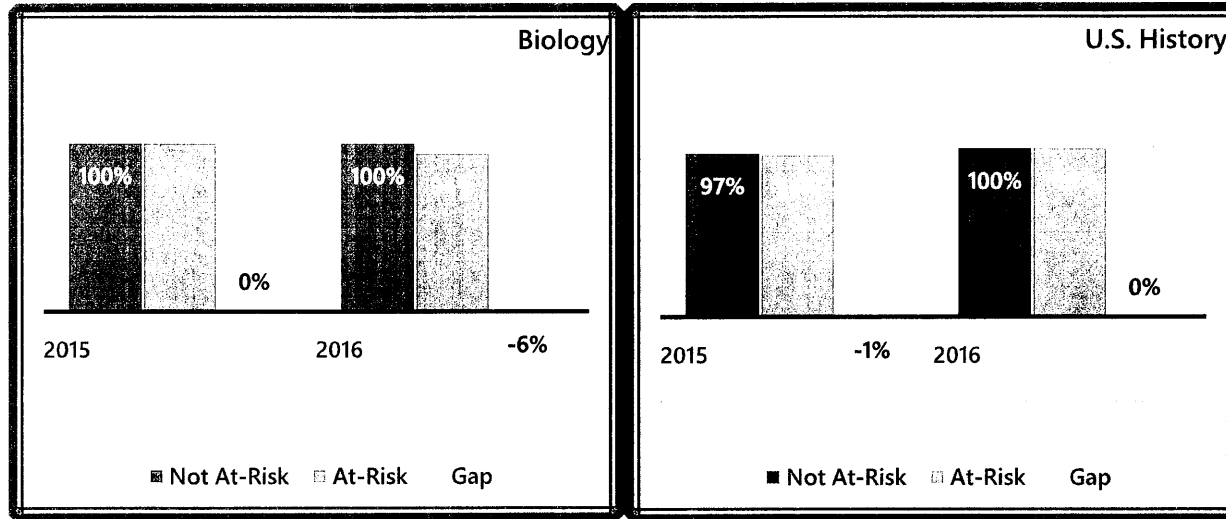
STAAR Performance, Spring 2015-2016

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 11.

STAAR E-O-C Performance by Subject, Spring 2015-2016



STAAR E-O-C Performance by Subject, Spring 2015-2016 (cont.)



At-Risk Students by Criterion for School Year 2016-2017

Stockdale HS			<70 Average		Not Advanced		Failed STAAR		AEP		Parole/ Probation		LEP		Homeless	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade Level	Total Enrollment	Percentage of Enrollment														
9	67	29%	6	9%	9	13%	7	10%	0	0%	0	0%	2	3%	1	1%
10	57	25%	6	11%	8	14%	14	25%	1	2%	1	2%	1	2%	0	0%
11	65	28%	8	12%	8	12%	13	20%	1	2%	0	0%	0	0%	0	0%
12	42	18%	7	17%	2	5%	1	2%	0	0%	0	0%	0	0%	1	2%
	231	100%	27	12%	27	12%	35	15%	2	1%	1	0%	3	1%	2	1%

*In addition to the state criteria above, Stockdale HS has identified 33 students as needing Dyslexia services and 25 students eligible for Section 504 using those as local at-risk criteria.

Programs and Services at Stockdale High School Funded by SCE

Summative Assessment: Passing STAAR Spring 2017;

Identified Strategies	Supplemental Financial Resources	Supplemental Fulltime Equivalency	Measurable Performance Objectives	Timelines For Monitoring Strategies	Formative Evaluation
<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 \$6,500</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 \$57,945 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 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. Stockdale ISD funds evidence-based professional development activities for campus personnel.

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. Stockdale ISD has joined a shared services agreement with nearby district to participate in the Carl Perkins fund source which supplements the CTE program.

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.

2015-2016 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. While collecting and organizing the data is important, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the 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.

2015-2016 State Compensatory Education Program Evaluation (Cont.)

SCE-Funded Program	Evaluation Criteria	# of participating students	# of successful students	% successful
After-school Tutorials	Passing STAAR EOC	48	38	79.17%
STAAR Academy	Promotion	21	7	33.33%
Summer School	On-target credit accrual	6	6	100.00%
ELA Intervention Program	English Credits Earned	15	15	100.00%

SCE Budget, 2016-2017

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 2017

Stockdale High

199-11-6118-00-001-7-24-0-00	Teacher/Professional Extra Duty Pay	\$9,500.00
199-11-6119-00-001-7-24-0-00	Teacher/Professional Salary	\$52,010.00
199-11-6141-00-001-7-24-0-00	Social Security/Medicare	\$2,340.45
199-11-6142-00-001-7-24-0-00	Health/Life Insurance	\$36.00
199-11-6143-00-001-7-24-0-00	Worker's Comp.	\$182.04
199-11-6145-00-001-7-24-0-00	Unemployment Comp.	\$0.00
199-11-6146-00-001-7-24-0-00	TRS Care	\$3,380.65
		<hr/>
		\$67,449.14
		<hr/>
199-11-6339-00-001-7-24-0-00	Testing Materials	\$200.00
		<hr/>
		\$200.00
		<hr/>
	Campus 001 Subtotal:	\$67,649.14

Stockdale ISD 247906

Fund 199 State Compensatory Education
Fiscal Year 2017

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	\$52,010.00	1.000	\$36.00	\$2,340.45	\$182.04	\$0.00	\$3,380.65	\$60,649.14
Campus 001 Subtotal:		FTE - 1	\$52,010.00		\$36.00	\$2,340.45	\$182.04	\$0.00	\$3,380.65	\$60,649.14