

Stockdale Independent School District



District Improvement Plan 2016-2017

2016-2017 Performance Objectives approved by Stockdale ISD Board on October 17, 2016.

District Improvement Plan reviewed by Stockdale ISD Board on October 17, 2016.

DEIC evaluation of programs scheduled for June 7, 2017.

Updated December 7, 2016.

2016-2017 Stockdale ISD Board of Trustees

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Stockdale Independent School District Mission Statement

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

2016 - 2017 Stockdale ISD Districtwide Educational Improvement Committee

Barbara Akin, Title I Teacher, Elementary
Becky Stewart, Business Manager
Bradley Brantley, Elementary Paraprofessional
Brigit Lucas, Title I Teacher, Elementary
Carolyn Martinez, Parent
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Destiny Dougherty, Teacher, Elementary
Jason Cunningham, Teacher, Elementary
Jenna Cotter, Teacher, Junior High
Kerri Darilek, Teacher, High School
Melinda Williams, Teacher, Elementary
Michelle Miller, Teacher, High School
Paul Darilek, Superintendent
Roxanne Moczygemba, District Administrator, Board Designee (SCE)
Sandra Lynn, Administrator, Non-classroom Professional
Sharon Dunn, Jr. High Principal
Sonya Pruski, Counselor, High School
Susan Loep, Counselor, Junior High
Tracy Clapp, Teacher, Elementary
Venicia Monita, ESL Coordinator

Stockdale ISD Needs Assessment 2016 – 2017

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

<ul style="list-style-type: none"> • At-Risk Reports • Attendance Reports • Benchmark Tests • Business Director • Campus Improvement Plan Meetings with Staff Members • Certificates of Training • Class Assignments • College/University/Dual Credit/ Advanced Placement Enrollment • Committee Interviews • Conferences • Content Standards • Courses/Class Assignments • Curriculum (TCMPC Texas Curriculum Management Program Cooperative) Review English/History • Curriculum Director • Discipline Records • Duty Rosters • Enrollment • Ethnicity Reports • Federal System Safeguards • Gender Reports • Graduation, Completion, Dropout, and GED rates • Interviews • ITBS 2014 Results • Map of School • Mobility/Stability • Observations 	<ul style="list-style-type: none"> • Paraprofessional Certifications • Parent Meetings • Parent Surveys • PEIMS Data/Reports • Prekindergarten Registration • Promotion/Retention Rates • Report Card Grades • Schedules • Scope and Sequence per Content Areas • Software • Special Ed/ARD Facilitator • Special Program Reports • STAAR Data 2015 • Staff Development Data • Staff Interviews • Staff Mobility • State-Adopted Resources • Student Interviews • Student Lists • Student Roll • Teacher Certifications • Teacher Lists • Teacher Surveys • Teacher-Student Ratios • TELPAS Results • TPRI, Star Reading & Math • T-TESS Evaluation Data • Withdrawn Students
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Summary of Priority Needs

	Elementary	Junior High	High School
Demographics	<ol style="list-style-type: none"> 1) System to promptly identify needs of homeless students 2) Intervention for migratory students (students here for a short time) 3) Intervention for ESL population 4) Make adjustments for enrollment instability due to oil business 5) Prekindergarten availability 6) Increase resources for low-income students or at-risk students 	<ol style="list-style-type: none"> 1) Continue to monitor STAAR Math scores in 6th, 7th, and 8th grades due to new TEKS and increase scores for Phase II. 2) Increase achievement in STAAR Writing – 7th grade Personal Narrative and Expository for Phase II. 3) Increase achievement in STAAR Science and STAAR Social Studies for Phase II. 4) Continue to monitor special education students' performance on STAAR A due to new state assessments. 5) Improve technology for ALL students to keep up with the 21st Century. 	<ol style="list-style-type: none"> 1) Look at possibility of Pre-AP History for future course selection 2) Need to reduce the number of special education students in the program
Student Achievement	<ol style="list-style-type: none"> 1) Increase achievement in Reading & Math on STAAR in grade 3 2) Increase achievement in Math on STAAR in grade 4 3) Increase instructional time and meet student's individual needs at primary grades 4) Targeted tutoring (homework assistance/practice vs. small group instruction) 5) Implement measures to decrease truancy issues and increase attendance rates 6) Increase achievement in grammar campus-wide 7) Additional profession staff to minimize classroom sizes 8) Improve technology to improve rigor at STAAR grade levels 9) Librarian full time to support reading program in the classroom (AR) 10) Intervention teachers in Reading and Math to decrease Special Ed referrals and boost progress 	<ol style="list-style-type: none"> 1) To increase 8th grade Science and Social Studies STAAR scores to 85%. 2) To increase 7th grade Writing STAAR scores to 85%. 	<ol style="list-style-type: none"> 1) Coordinate with Junior High and ESC 20 to align curriculum 6-12 for ELA. Develop common teaching strategies for ELA 6-12. Develop ELA vocabulary 6-12. 2) Need to provide SAT/ACT prep. 3) Need to improve English EOC Achievements on all tests. 4) Utilize writing techniques to increase improvement for Hispanic and economic disadvantage students in writing. 5) Need to raise students' performances to Advanced Level on the EOC to raise postsecondary readiness standards 6) Need to find ways to get students to utilize/attend tutorials
School Culture and Climate	<ol style="list-style-type: none"> 1) Implementation of the "Leader in Me" to promote student responsibility & growth 2) Continue implementation of anti-bullying program at the classroom level 3) Phones in each classroom for safety purposes 4) Closed in area for Physical Ed and incimate weather 5) Increase student rewards (for student achievement, attendance, etc.) 	<ol style="list-style-type: none"> 1) Continuation of effectively and efficiently implement bullying program school wide. 2) Construction of a new Junior High Gym / new paint and touch ups. 3) Begin to consider expansion of the existing Junior High for more instructional space. 	<ol style="list-style-type: none"> 1) Need to continue to encourage students to maintain a positive culture 2) Implement Shattered Dreams. 3) Need to motivate students to care more about their assignments and grades. 4) Need to survey students/parents on school culture and climate. 5) Analyze data from the OLWEUS survey to determine if changes need to be made based on the data 6) Need to find ways to reach the neutral students 7) Need the good news about our school to be placed in the newspaper, webpage, etc.
Staff Quality, Recruitment and Retention	<ol style="list-style-type: none"> 1) Dedicated intervention teachers to help struggling students 2) Full-time Librarian or paraprofessional 3) Assistant Principal to help with student needs and staff evaluations 4) Professional development opportunities in areas of weakness 	<ol style="list-style-type: none"> 1) Recruit and retain highly effective staff members. 2) Staff development for all teachers to ensure quality instruction for all students – inclusion workshops in all core academics and effective differentiation strategies. 	<ol style="list-style-type: none"> 1) Need to retain and hire highly effective teachers and paraprofessionals 2) Need to continue to have on-campus staff development 3) Administration need to continue to support off-campus staff development 4) Need incentives for staff attendance (snacks, etc.) 5) Need to continue STAAR tutorials during the school year 6) Need to continue summer STAAR remediation for STAAR retesting
Curriculum, Instruction and Assessment	<ol style="list-style-type: none"> 1) Curriculum to align the campus with the district 2) Professional development for intervention strategies for classroom teachers 3) Intervention training for classroom teachers 4) Resources to replace CSCOPE exemplar lessons 5) Online instructional programs for intervention time 6) Technology to teach test-taking on STAAR and increase rigor 6) Implement Shurley Method with fidelity 	<ol style="list-style-type: none"> 1) Encourage all staff to attend workshops to assist their grade level or department needs. 	<ol style="list-style-type: none"> 1) Need to look into offering Pre AP History 2) Participate in Professional Development Opportunities with ESC 20 for ELA department throughout the year. 3) Increase passing standard for ELA overall.
Family and Community Involvement	<ol style="list-style-type: none"> 1) Activities to reach less cooperative parents 2) Include more parents on committees 3) Meetings in the evening to include more parents (more specific in needs) 4) Full-time parent involvement liaison to coordinate activities and build relationships 	<ol style="list-style-type: none"> 1) Increase parental involvement in academic areas and extracurricular activities. 2) Update Junior High website to better inform parents and community members. 	<ol style="list-style-type: none"> 1) 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) 2) HOPE Day
School Context and Organization	<ol style="list-style-type: none"> 1) More parent participation on campus committees 2) More campus teams to be responsible for activities (Action Teams) 3) Increase inclusion time for SpEd students 4) Implement leadership program & continue anti-bullying program 5) Blocking for increased instructional time 6) Additional teacher at 3rd grade to decrease class size 7) Additional teacher at 2nd grade to decrease class size 8) Adjustments to schedule for new district alignment in UIL 	<ol style="list-style-type: none"> 1) Safety security for teachers and students. 	<ol style="list-style-type: none"> 1) Needs of students to be heard maybe by class president (student council) 2) Need to have a plan for severe evacuation practice such as a tornado, where do you go, upstairs 3) Need to practice evacuation and safety drills on a regular basis.
Technology	<ol style="list-style-type: none"> 1) Promethean board or similar technology in each classroom 2) Training for technology curriculum 3) Updated, web-based Waterford reading technology or similar program 4) Personnel to help with technology needs on campus 5) More Lexia licenses 6) iStation or similar program for K-2 7) New student computers for classroom use 8) New teacher laptops for instructional use 	<ol style="list-style-type: none"> 1) More technology training for teachers. 	<ol style="list-style-type: none"> 1) The high school part of the website needs to be updated. 2) Complete technology trainings throughout the year.

Public Education Mission, Objectives, and Goals

MISSION OF TEXAS PUBLIC EDUCATION [Texas Education Code Sec. 4.001 (a)]

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

OBJECTIVES OF TEXAS PUBLIC EDUCATION [Texas Education Code Sec. 4.001 (b)]

The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

PUBLIC EDUCATION ACADEMIC GOALS [Texas Education Code, Sec. 4.002]

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

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Every Student Succeeds Act (ESSA) Goals (Public Law 114-95) not available for 2016 - 2017

2016 – 2017 Stockdale ISD Goals

1. STUDENT PERFORMANCE

- a. Curriculum, Instruction, Assessment
 - i. Reboot TCMPC
- b. Look beyond test scores – soft data
 - i. Report trend data
 - ii. Examine discipline referrals
 - iii. Survey graduates from 1 – 3 years after graduation
- c. Meeting needs of students (college, technical, school, student choice)
 - i. Prepared for college/career/military

2. LEADERSHIP

- a. Partnerships
 - i. Classes for parents held in community (Adult Basic Ed)
- b. Innovation
- c. Communication
- d. Community Relationship
 - i. Churches and City

3. KEY PERSONNEL

- a. Recognizing staff
- b. Recruit & retain
 - i. Quality of life
- c. Right seat on the bus
- d. Communication

4. FINANCE

- a. Conservative spending & efficient
- b. Balance in spending
- c. Partnership opportunities (grants)

5. FACILITIES

- a. Continued maintenance & improvement

Stockdale ISD Measurable Performance Objectives in Grades 3 – 11 for Discussion

Subject	2015 Goals	All Students	Met Goal?	Change	2016 Goals
Reading/ELA	80%	82%	Yes	+2	87%
Mathematics	80%	76%	No	-4	87%
Writing	80%	75%	No	-5	80%
Science	80%	87%	Yes	+7	90%
Social Studies	80%	80%	Yes	0	83%

2015 data taken from 2015 Federal System Safeguards report.

Subject	2016 Goals	All Students	Met Goal?	Change	2017 Goals
Reading/ELA	87%	80%	No	-7	87%
Mathematics	87%	81%	No	-6	87%
Writing	80%	79%	Yes	-1	80%
Science	90%	89%	No	-1	90%
Social Studies	83%	82%	Yes	-1	85%

2016 data taken from 2016 System Safeguards report.

Subject	2012 SISD	2012 State	2013 SISD	2013 State	2014 SISD	2014 State	2015 SISD	2015 State	2016 SISD	2016 State	2016 Difference
Reading/ELA	80%	79%	80%	79%	84%	76%	86%	77%	80%	73%	+7
Mathematics	82%	78%	81%	81%	86%	78%	86%	81%	81%	76%	+5
Writing	70%	66%	60%	60%	87%	72%	81%	72%	79%	69%	+10
Science	85%	80%	83%	83%	87%	78%	88%	78%	89%	79%	+10
Social Studies	77%	83%	64%	77%	74%	76%	86%	78%	82%	77%	+5

2015 & 2016 data taken from Index 1: Student Achievement Data Table.

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

		2014	2015	2016	2016 Goals	Difference	Met Goal?	2017 Goals
Reading/ ELA	All Students	84%	82%	80%	87%	-7	No	87%
	Hispanic Group 1	80%	80%	78%	87%	-9	No	87%
	White Group 2	86%	85%	83%	87%	-4	No	87%
	Special Ed	80%	57%	49%	87%	-38	No	87%
	Eco Dis	79%	77%	74%	87%	-13	No	87%
	Level III: Advanced Eco Dis	9%	10%	9%	20%	-12	No	20%
	Level III: Advanced Group 1	13%	18%	13%	20%	-8	No	20%
Level III: Advanced Group 2	15%	13%	19%	20%	-1	No	20%	
Mathematics	All Students	86%	76%	81%	87%	-6	No	87%
	Hispanic Group 1	86%	73%	78%	87%	-9	No	87%
	White Group 2	87%	79%	83%	87%	-4	No	87%
	Special Ed	87%	51%	54%	87%	-33	No	87%
	Eco Dis	84%	68%	75%	87%	-12	No	87%
	Level III: Advanced Eco Dis	8%	*	13%	10%	+3	Yes	10%
	Level III: Advanced Group 1	10%	*	16%	10%	+6	Yes	10%
Level III: Advanced Group 2	19%	17%	22%	20%	+2	Yes	20%	
Writing	All Students	87%	75%	79%	80%	-1	No	80%
	Hispanic Group 1	87%	73%	74%	80%	-6	No	80%
	White Group 2	85%	78%	84%	80%	+4	Yes	80%
	Special Ed	82%	35%	47%	80%	-33	No	80%
	Eco Dis	79%	63%	66%	80%	-14	No	80%
	Level III: Advanced Eco Dis	15%	*	9%	10%	-1	No	10%
	Level III: Advanced Group 1	15%	*	11%	10%	+1	Yes	10%
Level III: Advanced Group 2	*	*	20%	10%	+10	Yes	10%	
Science	All Students	87%	87%	89%	90%	-1	No	90%
	Hispanic Group 1	81%	86%	84%	87%	-3	No	87%
	White Group 2	91%	86%	93%	90%	+3	Yes	90%
	Special Ed	90%	79%	67%	80%	-13	No	80%
	Eco Dis	84%	80%	88%	80%	+8	Yes	80%
	Level III: Advanced Eco Dis	*	10%	5%	15%	-10	No	15%
	Level III: Advanced Group 1	*	16%	9%	18%	-9	No	18%
Level III: Advanced Group 2	9%	14%	14%	15%	-1	No	15%	
Social Studies	All Students	74%	80%	82%	87%	-5	No	87%
	Hispanic Group 1	73%	75%	78%	80%	-2	No	80%
	White Group 2	74%	84%	85%	85%	0	Yes	85%
	Special Ed	89%	59%	55%	80%	-25	No	80%
	Eco Dis	72%	73%	75%	80%	-5	No	80%
	Level III: Advanced Eco Dis	*	17%	19%	20%	-1	No	20%
	Level III: Advanced Group 1	9%	23%	15%	25%	-10	No	25%
Level III: Advanced Group 2	*	25%	28%	30%	-2	No	30%	

2016-2017 Performance Objectives approved by Stockdale ISD Board on October 17, 2016.

2014 data taken from 2014 TAPR and 2015 data taken from 2015 Federal System Safeguards & 2015 State Index 3.

2016 data taken from 2016 Index 1: Student Achievement Data Table & Index 3: Closing Performance Gaps Data Table

Preliminary Stockdale ISD Budgetary Resources for 2016 – 2017

Regular State Aid/Local Tax Revenue (General Operating Fund)		\$8,101,772.00
Cafeteria Fund		\$457,767.00
Debt Service Fund		\$734,787.00
Career and Technology (Carl Perkins)	SSA with La Vernia ISD	\$9,135.00
Career and Technology (regular)		\$294,801.00
ESL (English as a Second Language)		\$8,785.00
GT (Gifted and Talented)		\$16,132.00
High School Allotment		\$62,425.00
IDEA B (Formula)	SSA with GSEC	\$139,602.00
IDEA B (Preschool)	SSA with GSEC	\$1,446.00
Prekindergarten Grant Program		\$22,762.00
Rural and Low Income Schools Program Grant		\$16,397.00
Special Education (state)		\$1,000,530.00
State Compensatory Education		\$330,426.00
Title I, Part A Schoolwide (Improving Basic Programs)		\$150,734.00
Title I, Part C (Migrant)	SSA with Region 20	\$xx,xxx.00
Title II, Part A (Teacher and Principal Training and Recruiting)		\$37,435.00
Title III, Part A (LEP)	SSA with Region 20	\$x,xxx.00

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

Objective #1: All student groups will improve STAAR performance over the previous year’s results.

Objective #2: Achieve a met standard label in each of the four index targets.

Objective #3: Strengthen all high quality instruction in core curricular areas along with all electives that lead to higher academic success, college preparedness, and/or advanced certification for high skilled/high wage occupations with increased options for high school credit at the junior high.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
A. Utilize eduphoria! to disaggregate student data to identify weaknesses in curriculum and student performance	STAAR Results	Teachers	August 2016	Summary of Results
B. Schedule and hold department meetings	Local	Department Heads	Six Weeks	Sign-In Sheets with Agendas
C. Tutoring sessions will be offered for all core subject areas.	SCE	Classroom Teachers	Spring 2017	Tutoring Attendance Sheets
D. Pull-out students who need additional instruction in reading and math.	Title I, Part A 3 FTE	Title I Staff	Fall 2016 Spring 2017	List of Students on each Campus
E. Teachers attend training that will allow them to teach Pre-AP and/or AP advanced classes. (Reading at junior high; Math & Science at high school)	Title II, Part A	Teachers	Summer 2017	Certificates of Attendance
F. Encourage more females to complete male courses in Career and Technology Education	CTE Local	Principal Counselor	Fall 2016 Spring 2017	Completion rate
G. Conduct information sessions about the following: 1) higher education admissions and financial aid opportunities; 2) the TEXAS grant program and the Teach for Texas grant program established under Chapter 56; 3) the need for students to make informed curriculum choices to be prepared for success beyond high school; 4) and sources of information on higher education admissions and financial aid.	Local	Counselor	Spring 2017	Sign-In Sheet
H. Utilize Blackboard Connect to inform parents about students being absent (all campuses)	Local	Principals	Daily	Average Daily Attendance Rates
I. G/T students in grades K – 12 will be served by classroom teachers in regular classroom and with opportunities to meet for group project that will be presented at a GT Showcase	Local	Classroom Teachers Administrators GT Coordinator	Spring 2017	Lesson Plans Sign-In Sheets GT Showcase

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
J. ESL students will be provided instruction by a certified ESL instructor in a pullout setting for grades K – 5 and a class period for grades 6 – 12.	State and Local	ESL Teachers	May 2017	Promotion/final report card
K. Provide opportunities for parental involvement (open house, parent-teacher conferences, etc.)	Local	Principals	August 2016 October 2016 February 2017	Attendance Sheets
L. Provide important information to parents in a language that they understand.	Local	Translators	August 2016	Written Information Translated
M. Provide training for eduphoria! to staff for Forethought	Local	Region 20 consultant	August 2016	Sign-In Sheet ☺
N. Incorporate curriculum on bully prevention (OWLEUS), character education, and peer mediation for conflict resolution	Local	Counselors	Fall 2016 Spring 2017	Lessons presented
O. Provide support to teachers, students, and parents in increasing awareness of issues regarding sexual abuse of children, including knowledge of warning signs, actions a child should take to obtain assistance and available counseling options	Local	Programs Coordinator Counselors	August 2016 Six Weeks	Sign-in sheets from meetings
P. Provide support in violence prevention, conflict resolution, dating violence & prevention, discipline management and suicide prevention/intervention activities	Local	Counselors	Six Weeks	Sign-in sheets from meetings
Q. Section 504 training for campus coordinators	Local	Programs Coordinator	August 2016	Completed training ☺
R. Allow regular education teachers and special education teachers to attend training that will help with math and reading performance scores as well as increasing special education students to be in inclusion settings.	Title II, Part A	Teachers Administrators	June 2017	Completed training Increased #s in inclusion setting
S. Provide TCMPC “Reboot” training for teachers	Local	Programs Coordinator	August 2016	Completed training ☺
T. Provide eduphoria! Aware training for teachers	Title II, Part A	Programs Coordinator	November 2016	Completed training ☺
U. Provide migrant tutor for migrant students	Title I, Part C	Programs Coordinator Migrant Tutor	May 2017	End-of-Year Report
V. Provide suicide prevention training to all staff	Local	Programs Coordinator	October 2016	Completed training ☺

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

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

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
A. Continue partnership with Goliad Special Education Cooperative (GSEC).	IDEA B	Superintendent Business Manager	August 2016	Signed Agreement. 📄
B. Continue partnership with Floresville ISD (SODEXO).	State, Local, and Federal	Superintendent Business Manager	August 2016	Signed Agreement. 📄
C. Continue shared service agreement with La Vernia ISD with Carl Perkins Grant	Carl Perkins	Superintendent Business Manager	August 2016	Signed Agreement 📄
D. Continue agreement with DAEP in Floresville	State and Local	Superintendent Business Manager	August 2016	Signed Agreement 📄
E. Allow area organizations to collaborate with Stockdale ISD by volunteering or other support (Stockdale Education Foundation, Lions Club, Leo Club, parent volunteers, churches, City, etc.)	Personnel	Superintendent Business Manager	Quarterly	List of ways supported
F. Collaborate with Wilson County Office of Emergency Management to prepare and plan for emergencies	Personnel	Superintendent	Quarterly	Meeting attendance
G. Maintain updated website	Local	Technology Director Staff	Daily	Current webpage information
A. Collaborate with other LEAs for ACE Grant at elementary	ACE grant	Elementary Principal	June 2017	Student participation
B. Collaborate with Stockdale EMS and Fire Department to escort students out of town advancing beyond district	Local	Superintendent	October 2016 November 2016 February 2017 April 2017 May 2017	Escort completed
C. Recognize Veterans during a Community Event	Local	Superintendent	November 2016	Event held
D. Allow local non-profits to use district facilities (Stockdale Ex-Students, Wilson County 4-H, Herman Son's, Chamber of Commerce, etc.)	Local	Superintendent	August 2016 to July 2017	Completed Building Requests
E. Football Game Flag Raising (Boy Scouts, Student Council, etc.)	Local	Campus Staff	November 2016	Flag raised 📄
F. Watch DOGS at Elementary	Local	Elementary Staff	May 2017	List of participants
G. Thanksgiving Feast for parents	Local	Food Service	November 2016	Event held 📄
H. HOPE Day at High School, NHS Sheriff's Santa	Local	High School Staff	May 2017	Events held
I. Blood Drive	Local	High School Staff	Fall 2016 Spring 2017	Event held

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

Objective #5: Retain talented and highly effective staff by continuing to recognize achievements that promote collaboration and a positive work environment.

Objective #6: Strive to lower student to teacher ratio.

Objective #7: Continue to offer high-quality, on-going staff development that results in professional growth for all staff.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
A. Staff will be afforded opportunities to attend staff development that is beneficial in their teaching/work area.	Title II, Part A	Staff	Summer 2016 Fall 2016 Spring 2017	Completion of Staff Development
B. Provide training opportunities for general education teachers regarding individual students with disabilities in their classrooms.	IDEA B State and Local	GSEC Staff	Summer 2016 Fall 2016 Spring 2017	Completion of Training
C. Require all teachers to receive the initial 30 hours GT training by end of first semester or 6 hour GT update in November.	GT Co-Op	Teachers	August 2016 January 2017 May 2017	Completion of Staff Development
D. Conduct Nonviolent Crisis Intervention Training refreshers to trained staff.	IDEA B State and Local	GSEC Staff	August 2016	Completion of Staff Development
E. Instructional classroom paraprofessionals will receive training to meet requirements of NCLB, if any are in need of training.	Title II, Part A	ESC Staff	August 2016 January 2017 May 2017	Certificate of Completion
F. Provide opportunities for staff to participate in wellness programs	Local	Programs Coordinator	October 2016 April 2017	Number of staff completing wellness programs
G. Distribute substitute teacher handbook	Local	Programs Coordinator	September 2016	Returned paperwork
H. Continue to implement teacher of the month on each campus	Local	Administrators	Monthly	Recognize at campus meetings as an agenda item
I. Continue staff recognition at board meetings	Local	Superintendent	Monthly	Certificates of Recognition Distributed
J. Utilize SafeSchools Training online for mandatory staff development	Local	Programs Coordinator	August 2016 May 2016	Completion Reports

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

Objective #8: Maintain financial integrity of the District while achieving an appropriate balance between financial stability and meeting student needs based on the annual audit at the end of each budget year.

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

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
A. Campus administrators continue to work with central office to address instructional needs in a fiscally responsible manner.	All district funds	Campus Administrators Business Manager Superintendent	Monthly	Budget Review
B. All administrators submit their annual budget needs to central office.	All district funds	Campus Administrators Business Manager Superintendent	April 2017	List of Needs
C. Central office review of all District needs.	All district funds	Business Manager Superintendent	February 2017	Proposed Budget
D. Business manager continues to discuss financial report with school board prior to “discuss and consider paying Stockdale ISD bills” in regular board meetings.	Local	Business Manger School Board	Monthly	Board Meeting Minutes
E. Collaborate with Education Foundation to award mini-grants	Local	Superintendent	November 2016	List of Grant Recipients
F. Participate in ACE Grant at elementary	ACE grant	Elementary Principal	May 2017	List of participants

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

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

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
A. Custodial and Maintenance will work with administration to maintain facilities.	Local	Custodial Staff Maintenance Staff Superintendent	Daily	Improvements and upkeep will be noted by viewing
B. Improve grounds appearance	Local	Contractor	Weekly	View grounds
C. Refresh laptops for teachers	Local State	Superintendent Technology Director	August 2016	Distribution of laptops
D. Construction Project to refurbish multi-purpose building into classrooms	Local	Superintendent	January 2017	Completion of project
E. Add wireless access points, update hardware, etc.	RLIS Grant	Technology Director	May 2017	Completion of project

APPENDIX

2014, 2015 & 2016 STAAR Preliminary 3 – 8 and STAAR EOC (from Summary Reports)

Assessment	2014 % to meet Level II: Satisfactory	SISD	State	2015 % to meet Level II: Satisfactory	SISD	State	2016 % to meet Level II: Satisfactory	SISD	State	Difference
Math 3 rd grade	59%	63%	70%	48%	67%	77%	52%	66% c	74% c	-8
Math 4 th grade	60%	77%	70%	48%	70%	73%	50%	64% c	72% c	-8
Math 5 th grade	54%	87% c	88% c	46%	93%	79%	48%	93% c	76% c	+17
Math 6 th grade	42%	85%	79%	35%	81%	75%	37%	76% c	71% c	+5
Math 7 th grade	44%	89%	67%	37%	72%	72%	41%	75% c	67% c	+8
Math 8 th grade	39%	99% c	86% c	43%	94%	75%	46%	72% c	69% c	+3
Algebra I	37%	92%	81%	37%	90%	81%	37%	93% c	77% c	+16
Reading 3 rd grade	53%	72%	76%	50%	69%	77%	53%	66% c	72% c	-6
Reading 4 th grade	52%	86%	74%	52%	89%	74%	55%	76% c	74% c	+2
Reading 5 th grade	54%	91% c	85% c	54%	95%	78%	57%	80% c	72% c	+8
Reading 6 th grade	52%	88%	77%	54%	91%	76%	56%	76% c	68% c	+8
Reading 7 th grade	52%	89%	75%	54%	81%	75%	58%	79% c	69% c	+10
Reading 8 th grade	50%	96% c	89% c	54%	92%	78%	54%	81% c	79% c	+2
Science 5 th grade	59%	88%	73%	59%	93%	72%	59%	94% c	72% c	+22
Science 8 th grade	56%	71%	71%	57%	69%	70%	54%	68% c	73% c	-5
Biology	37%	96%	91%	35%	100%	92%	37%	98% c	87%	+11
Social Studies 8 th grade	50%	55%	62%	50%	70%	64%	52%	68% c	61% c	+7
U. S. History	41%	95%	92%	41%	96%	91%	41%	100% c	91%	+9
Writing 4 th grade	52%	88%	73%	52%	84%	70%	54%	74% c	67% c	+7
Writing 7 th grade	54%	87%	70%	54%	78%	72%	59%	77% c	67% c	+10
English I	53%	74%	62%	55%	74%	63%	51%	73% c	60%	+13
English II	54%	63%	66%	57%	89%	66%	54%	77% c	64%	+13

Student Group	2014 Reading-3	2015 Reading-3 Combined	2016 Reading-3			2014 Reading-4	2015 Reading-4 Combined	2016 Reading-4			2014 Reading-5 Cumulative	2015 Reading-5 Combined	2016 Reading-5		
	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory
All Students	72	69	66	20	66	86	87	76	9	76	91	76	80	28	80
Male	73	66	63	25	63	83	92	68	3	68	92	76	83	28	83
Female	70	72	70	15	70	92	81	85	15	85	90	75	75	29	75
Hispanic/Latino	68	62	59	11	59	88	81	69	6	69	87	67	73	27	73
American Indian or Alaska Native	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	74	78	70	27	70	83	91	85	12	85	95	82	85	29	85
Two or More Races	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Eco. Dis.	71	63	58	12	58	83	80	71	6	71	86	54	71	13	71
Title I, Part A	72	---	68	21	68	86	87	76	9	76	91	76	80	28	80
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
LEP	---	60	---	---	---	---	---	67	0	67	---	---	---	---	---
ESL Program	---	60	---	---	---	---	---	67	0	67	---	---	---	---	---
Special Education	---	33	56	11	56	---	88	29	0	29	67	27	33	0	33
Gifted/Talented	100	100	100	86	100	100	100	100	50	100	---	100	100	82	100
At-Risk	62	64	38	6	38	75	83	53	0	53	85	60	61	0	61

Student Group	2014 Reading-6	2015 Reading-6 Combined	2016 Reading-6			2014 Reading-7	2015 Reading-7 Combined	2016 Reading-7			2014 Reading-8 Cumulative	2015 Reading-8 Combined	2016 Reading-8		
	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Combined Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory
All Students	78	76	79	21	76	91	81	84	20	79	96	87	82	11	81
Male	77	73	73	27	72	92	81	85	15	76	96	83	83	7	81
Female	81	79	88	12	83	90	81	84	26	84	96	95	81	15	81
Hispanic/Latino	74	78	71	19	65	91	74	84	16	81	93	85	72	10	71
American Indian or Alaska Native	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	83	73	83	21	84	90	88	85	25	77	100	88	93	11	93
Two or More Races	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	73	65	61	11	60	91	75	76	16	68	92	86	79	4	76
Title I, Part A	78	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
LEP	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Program	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	---	17	25	0	20	---	50	50	0	36	83	---	14	0	33
Gifted/Talented	---	100	100	50	100	100	---	100	40	100	100	---	---	---	---
At-Risk	11	65	58	0	53	86	43	73	12	66	97	67	53	0	57

Student Group	2014 English I	2015 English I Combined	2016 English I			2014 English II	2015 English II Combined	2016 English II		
	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory
All Students	74	70	73	14	71	63	81	77	6	73
Male	56	74	65	6	61	59	77	77	5	71
Female	93	63	86	27	86	68	85	78	9	75
Hispanic/Latino	70	67	82	7	79	50	85	78	4	75
American Indian or Alaska Native	---	---	---	---	---	---	---	---	---	---
Asian	---	---	---	---	---	---	---	---	---	---
Black or African American	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---	---	---	---	---	---
White	81	71	65	19	63	71	82	75	8	71
Two or More Races	---	80	---	---	---	---	---	---	---	---
Economically Disadvantaged	67	71	74	6	70	48	83	59	4	55
Title I, Part A	---	---	---	---	---	---	---	---	---	---
Migrant	---	---	---	---	---	---	---	---	---	---
LEP	---	---	---	---	---	---	---	---	---	---
ESL Program	---	---	---	---	---	---	---	---	---	---
Special Education	50	50	---	---	0	14	43	---	---	14
Gifted/Talented	100	100	---	---	---	---	100	100	33	100
At-Risk	59	54	44	6	40	49	59	45	0	39
Career/Technical Education	77	69	70	18	67	64	79	80	5	75

Student Group	2014 Math-3	2015 Math-3	2016 Math-3			2014 Math-4	2015 Math-4	2016 Math-4			2014 Math-5 Cumulative	2015 Math-5 Combined	2016 Math-5		
	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Combined Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory
All Students	63	67	66	17	66	77	62	64	12	64	87	78	93	27	93
Male	61	62	63	19	63	78	56	58	3	58	84	85	92	28	92
Female	67	72	70	15	70	75	70	70	22	70	90	65	96	25	96
Hispanic/Latino	54	62	67	11	67	72	52	59	6	59	87	67	88	31	88
American Indian or Alaska Native	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	67	74	63	20	63	79	69	69	19	69	86	86	97	24	97
Two or More Races	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	53	60	61	9	61	71	40	57	9	57	86	65	90	16	90
Title I, Part A	63	67	68	18	68	77	62	64	12	64	87	78	93	27	93
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
LEP	---	60	---	---	---	---	---	50	0	50	---	---	---	---	---
ESL Program	---	60	---	---	---	---	---	50	0	50	---	---	---	---	---
Special Education	---	44	56	0	56	---	13	29	0	29	43	47	56	0	56
Gifted/Talented	100	100	100	86	100	100	100	100	75	100	---	100	100	73	100
At-Risk	43	60	44	6	44	60	34	47	0	47	79	68	86	4	86

Student Group	2014 Math-6	2015 Math-6 Combined	2016 Math-6			2014 Math-7	2015 Math-7 Combined	2016 Math-7			2014 Math-8 Cumulative	2015 Math-8 Combined	2016 Math-8		
	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory
All Students	85	80	83	21	76	89	72	85	17	75	99	94	77	7	72
Male	81	77	84	28	72	89	73	88	17	76	98	94	78	8	76
Female	90	83	82	12	83	89	70	82	18	74	100	95	75	4	67
Hispanic/Latino	86	81	83	33	70	92	65	79	0	73	100	100	63	10	56
American Indian or Alaska Native	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	83	77	82	9	80	90	79	94	41	77	98	88	90	3	90
Two or More Races	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	87	68	71	7	60	91	59	76	14	61	100	93	73	12	66
Title I, Part A	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
LEP	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Program	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	---	33	---	---	30	---	20	40	0	27	---	---	38	0	25
Gifted/Talented	---	100	100	63	100	---	---	100	60	100	100	---	---	---	---
At-Risk	78	71	78	11	60	76	36	73	0	59	97	94	53	5	43

Student Group	2014	2015	2016		
	Algebra I	Algebra I	Algebra I		
	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory
All Students	92	83	93	35	92
Male	88	79	89	35	87
Female	97	89	100	35	100
Hispanic/Latino	93	84	92	28	92
American Indian or Alaska Native	---	---	---	---	---
Asian	---	---	---	---	---
Black or African American	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---
White	93	83	93	43	91
Two or More Races	---	---	---	---	---
Economically Disadvantaged	86	81	92	31	89
Title I, Part A	---	---	---	---	---
Migrant	---	---	---	---	---
LEP	---	---	---	---	---
ESL Program	---	---	---	---	---
Special Education	---	50	---	---	50
Gifted/Talented	100	---	---	---	---
At-Risk	84	68	79	11	76
Career/Technical Education	87	76	87	10	84

Student Group	2014 Writing-4	2015 Writing-4 Combined	2016 Writing-4			2014 Writing-7	2015 Writing-7 Combined	2016 Writing-7		
	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory
All Students	88	76	80	16	74	87	81	78	15	77
Male	83	72	70	9	65	85	81	78	11	75
Female	100	81	88	23	85	89	81	79	21	79
Hispanic/Latino	93	81	71	7	69	88	74	76	16	73
American Indian or Alaska Native	---	---	---	---	---	---	---	---	---	---
Asian	---	---	---	---	---	---	---	---	---	---
Black or African American	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---	---	---	---	---	---
White	83	74	90	29	81	85	88	81	14	81
Two or More Races	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	81	67	67	10	66	77	75	65	8	63
Title I, Part A	88	76	80	8	74	---	---	---	---	---
Migrant	---	---	---	---	---	---	---	---	---	---
LEP	---	---	40	0	50	---	---	---	---	---
ESL Program	---	---	40	0	50	---	---	---	---	---
Special Education	---	38	33	0	43	---	50	33	11	30
Gifted/Talented	100	100	100	75	100	---	---	100	40	100
At-Risk	83	59	62	0	57	69	43	63	15	61

Student Group	2014 Science-5	2015 Science-5 Combined	2016 Science-5			2014 Science-8	2015 Science-8 Combined	2016 Science-8			2014 Biology	2015 Biology Combined	2016 Biology		
	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory
All Students	88	83	94	19	94	71	69	75	3	68	96	100	98	9	98
Male	100	91	95	24	95	81	71	82	3	73	96	100	97	13	97
Female	75	70	92	12	92	52	65	65	4	61	97	100	100	5	100
Hispanic/Latino	86	79	89	14	80	61	70	62	7	53	93	100	100	4	100
American Indian or Alaska Native	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	89	86	97	24	97	78	64	87	0	84	100	100	96	17	96
Two or More Races	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	84	73	91	3	91	66	64	67	4	60	97	100	100	3	100
Title I, Part A	88	83	94	12	94	---	---	---	---	---	---	---	---	---	---
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
LEP	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Program	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	---	60	67	0	67	50	---	33	0	17	88	---	---	---	100
Gifted/Talented	---	100	100	73	100	100	---	---	---	---	100	100	---	---	---
At-Risk	83	76	90	3	90	57	47	43	0	34	96	100	94	0	94
Career/Technical Education	---	---	---	---	---	---	---	---	---	---	98	100	100	10	100

Student Group	2014 Social Studies-8	2015 Social Studies-8 Combined	2016 Social Studies-8			2014 U. S. History	2015 U. S. History Combined	2016 U. S. History		
	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory
All Students	55	62	78	20	68	95	93	100	23	98
Male	58	62	77	19	68	91	97	100	37	95
Female	48	63	79	21	68	97	88	100	13	100
Hispanic/Latino	50	59	70	19	59	92	86	100	14	100
American Indian or Alaska Native	---	---	---	---	---	---	---	---	---	---
Asian	---	---	---	---	---	---	---	---	---	---
Black or African American	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---	---	---	---	---	---
White	54	63	86	21	77	97	97	100	33	95
Two or More Races	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	51	57	61	13	50	93	86	100	28	96
Title I, Part A	---	---	---	---	---	---	---	---	---	---
Migrant	---	---	---	---	---	---	---	---	---	---
LEP	---	---	---	---	---	---	---	---	---	---
ESL Program	---	---	---	---	---	---	---	---	---	---
Special Education	71	---	80	40	33	100	75	---	---	---
Gifted/Talented	100	---	---	---	---	---	---	100	38	100
At-Risk	39	38	65	10	45	94	93	100	33	93
Career/Technical Education	---	---	---	---	---	94	92	100	27	97

NOTES:

1) Meaning of Symbols:

- a. **n/a** = data are not available or not applicable
- b. --- or * = either no students in group or small numbers not reported to protect student confidentiality
- c. **TBD** = to be determined

Addendums:

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan

2016-2017 SSA Migrant Districts Priority for Service (PFS) Action Plan

2016-2017 State Compensatory Education Plan

Foster Care Policy

**2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Center, Region 20**

Education Service

Goal: Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.

Objective: Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	End of Year Status
Required Training	Participate and complete Annual Identification & Recruitment (ID&R) Training and New Generation System (NGS) for Recruiters Training.	August or dates the online state training is released	All ESC MEP Staff	Online state trainings NGS website ID&R & NGS Manuals.	Certificates		
	Participate in Identification & Recruitment (ID&R) series days offered by ESC.	August thru May	Ed Specs	Online state trainings NGS website ID&R & NGS Manuals and updated resources from TEA.	Certificates		
	New employees attend MSIX training offered by ESC 20	Year round	Ed Specs	TEA materials MSIX website	Certificates		

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan **Education Service Center, Region 20**

Goal: Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.

Objective: Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	Final Status
Identification & Recruitment	Brainstorm and plan recruitment strategies for SSAs and Non Project districts and review roles & responsibilities of recruiters.	Year round	MEP staff	ID&R manual and NGS reports	Increased identification of migrant students Recruiter meeting agendas		
Identification & Recruitment	Finalize all forms, documents and logs that will be utilized. Disseminate and train on all forms, documents, and logs, etc.	By September 30, and as needed			Forms that meet Title I Part C Migrant Compliance Report		

**2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Center, Region 20**

Education Service

Goal: Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.

Objective: Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Identification & Recruitment	Contact potential/current eligible migrant families based on family survey leads or referrals.	Year round	Recruiters / SEA / Reviewers	Family, Growers Surveys Community agencies District personnel COEs	Recruiter logs and certified letters sent to parents after three attempts to contact the family; completed COEs, videos		
Identification & Recruitment	Conduct community outreach and contact other federal agencies that serve migrant families.	Year round	Recruiters	Community Agencies listings from leads or websites	Recruiter Logs, Agency Resource List		

**2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Center, Region 20**

Education Service

Goal: Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.

Objective: Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Identification & Recruitment	Visit Local Growers.	Year round	Recruiters including OSY Recruiters	ID&R Manual suggested websites and other leads	Recruiter Logs, increase in Local Growers List		

**2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Center, Region 20**

Education Service

Goal: Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.

Objective: Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	OSY Status
Identification & Recruitment	Locate out of school youth including preschool aged children.	Year round	Recruiters including OSY Recruiter	ID&R Manual, Procedure Manual, NGS, & school records	Recruiter Logs, increase in OSY		

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7/1/2015

**2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Center, Region 20**

Education Service

Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.						
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Identification & Recruitment	Contact current eligible migrant families to determine if new qualifying moves have occurred. Complete new COEs as needed.	July 1- October 1 and as needed	Recruiters	ID&R Manual & COE Family Reports	Completed COEs and documentation of contact attempts on First Contact Spreadsheet, Unique Student Count Report.		
Identification & Recruitment	Review Family Surveys for potential eligible students. Follow procedures as outlined in MEP procedural manual.	Aug to Oct 31 for beginning of the year family surveys and year round	All ESC MEP Staff	ID&R Manual, Procedure Manual, NGS, & school records.	Complete COEs for qualifying family surveys.		
Identification & Recruitment	Recruiter will complete COEs and Supplemental Documentation Form (SDF) for all families with a new Qualifying Arrival Data (QAD) and submit to Eligibility Reviewer.	Year round submit to reviewer within 3 working day from parent signature	Recruiters / SEA / Reviewers	ID&R Manual COE, SDF, SSA Procedures Handbook	Completed COE and SDF for all families having a new QAD		

**2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Center, Region 20**

Education Service

Goal: Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.

Objective: Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Identification & Recruitment	SEA Reviewers review COEs and SDF for QADs after June 1, 2015 to ensure documentation to support all four critical components is included.	Year round	Recruiters, SEA Reviewer, System Specialist	COE, SDF; ID&R Manual; SSA Procedures Handbook	All children enrolled into NGS have been properly verified.		
	Conduct Residency Verification to verify continued residency for all currently eligible children who have not made a new qualifying move during the current reporting period.	Sept 1 – Nov 1 or for 2 year olds turning 3: on or after 3rd birthday, & OSY.	Recruiters, System Specialist, Ed Spec	NGS Guidelines, ID&R manual, NGS Reports, School Records and NGS	Monthly residency verification report		
Coordination	Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff.	Year round	OSY Recruiter / Recruiters / Ed Spec Counselor	ID&R Manual / SSA Procedures Handbook	Community Outreach FAIR passports to visit agencies who provide services. Sign In Sheets from agencies attending our events		

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7/1/2015

**2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Center, Region 20**

Education Service

Goal: Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.

Objective: Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Interagency C	Share and exchange information with parents, students, and district staff regarding High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) sites and Teaching and Mentoring Communities (TMC).	Year round	MEP staff	ID&R Manual / District Staff	events. Increase in services provided to migrant High School students by community organizations. Referrals.		
	Follow protocol for COEs that warrant further review by TEA as outlined in the ID & R Manual	Year round	Ed Spec	ID& R manual	Compliance with TEA requirements		

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan **Education Service Center, Region 20**

Goal: Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.

Objective: Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Quality Control	Provide ID&R awareness and support to SSA MEP staff as specific needs are observed throughout the year.	Year round	Ed Spec	ID & R Manual; SSA Procedures Handbook; Second Reviewer Form	Sign in Sheets from SSA Contact meetings; and MEP Program Overviews.		
Quality Control	Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven years from the date eligibility ends.	Year round	MEP staff	ID&R Manual; NGS Manual; SSA Procedures Handbook	Compliance with Records Retention policies by April 30.		

**2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Center, Region 20**

Education Service

Goal: Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.

Objective: Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Quality Control	Validate eligibility through re-interview process according to instructions set forth by TEA.	As directed by the State MEP	MEP staff	TEA Eligibility Validation Instructions	100 percent accuracy rate		
Evaluation	Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes in subsequent ID&R plan for continuous improvement.	Nov. 30	MEP Staff	ESC-20 Quality Services Survey; Parent Advisory Council (PAC); Parent Survey; Student Survey; SSA Contacts Survey	Identified strengths and weaknesses to redesign the services provided by ESC-20 MEP.		

2016-2017 SSA Migrant Districts Priority for Service (PFS) Action Plan Education Service Center, Region 20

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304 (d)]

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet both of the following criteria:

Criteria for 2016-2017

Grades 3-12, Ungraded (UG) or Out of School (OS)	Students who failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level; and have their education interrupted during the previous or current regular school year.
Grades K-3	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level and have their education interrupted during the previous or current regular school year.

2016-2017 SSA Migrant Districts Priority for Service (PFS) Action Plan

Goal(s):

Objective(s):

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status

On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

	Monthly	System Specialists	NGS Monthly Reports		
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The PFS Action Plan must include the following:

When, in your school year calendar, the district's MEP Contact will provide each campus principal, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.

Provide SSA migrant contacts a copy of the PFS criteria, monthly updated NGS PFS reports, and expectation of procedures to follow with PFS students.	Monthly	Ed Spec Supervisors, System Specialists, District Designee	Emails to district contacts with PFS Reports		
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Goal(s):

Objective(s):

<p>Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.</p>	<p>100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.</p>				
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Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
<p>Provide all parents a copy of the PFS criteria, what it means, and implications for the student to ensure awareness.</p>	<p>All parent who attend the Community Outreach Fair will be provided a copy in August.. Parents who do not attend the Community Fair</p>	<p>Ed Spec Supervisors, Recruiters</p>	<p>PFS Criteria Letter, Sign in sheets from Community Outreach; recruiter logs</p>		

When, in your school year calendar, the district MEP contact, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.

<p>Provide parents of PFS students with the knowledge of local and state requirements for promotion, graduation and post-secondary opportunities.</p>	<p>Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed (case by case)</p>	<p>Campus Designee, migrant tutors, ESC-20 MEP Team</p>	<p>Counselor follow-up, student feedback, Agendas, Sign-In sheets; tutor timesheets</p>		
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2016-2017 SSA Migrant Districts Priority for Service (PFS) Action Plan

Goal(s):

Objective(s):

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.	100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.				
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Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
Provide parents of PFS students an update on the academic progress of their child.	Individual meetings/phone calls with parents as needed (case by case)	Ed Spec Supervisors, Tutors, District Contact, Campus Administrator or Campus Designee	Parent evaluations/ feedback, Counselor follow-up, phone logs, email documentation, mail out list		
Provide parents of PFS students information about available community and/ or social services.	Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed (case by case)	Ed Spec Supervisors, Recruiters, Tutors, District Designee	Parent evaluations/ feedback, Counselor follow-up, tutor feedback, student feedback		

How the district's MEP contact will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.

SSA districts will develop a set of written procedures that outline a variety of strategies for migrant students with late entry and/or early withdrawal and saved course slots in elective and core subject areas. (Required Activity "m")	August thru November	District Contact or appropriate district designee; Ed Spec	Written procedures from a group of SSA districts 42		
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Goal(s):

Objective(s):

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status

How the district's MEP contact will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.

Collect and analyze sources of student data (transcripts, testing data) to determine progress toward graduation.	Year Round	ESC Counselor, Ed Spec Supervisor, System Specialists, Migrant tutors	Increased number of students completing partial credit and/or passing state assessments. Not on time for Graduation Report.		
Provide appropriate placement/ programs for students not meeting the state content standards or mastering TEKS objectives. Ex: tutoring, state assessments, remediation, Online migrant coursework, credit recovery (Nova Net, Plato, FLEX, night school, etc.), summer school, or community resources/ services.	Year Round	District designee, Ed Spec, Ed Spec Supervisor, ESC Counselor	Increased number of students completing partial credit and/or passing state assessments. Partial Credit Report, Retention Report, Formal/Informal Assessment		

2016-2017 SSA Migrant Districts Priority for Service (PFS) Action Plan

Goal(s):

Objective(s):

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
ESC-20 MEP staff and district staff will coordinate to provide resources and tools to promote student academic success.	Year Round	Ed Spec, Ed Spec Supervisor, Migrant Tutors, Recruiters, ESC Counselors	NGS Supplemental Count Report		
Identify dropout students/ out-of-school youth (OSY) and provide information regarding options for obtaining diploma/ GED.	Year Round	OSY Recruiter, Ed Spec Supervisor, District Designee	Identify and provide information regarding options to 100% of OSY students. Supplemental Report, OSY Report, Student Termination Report		

What federal, state and local programs service Priority for Service students?

Identify state, federal, and local programs that serve PFS students during the current school year in order to ensure migrant services are supplemental.	Year Round	Ed Spec Supervisor, District designee	Completed Documentation for Supplemental Tutoring Form from each SSA district on file (or district version).		
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Goal(s):

Objective(s):

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
How, in your school year calendar, district and campus staff members will receive training on the unique needs of PFS students.					
Provide an opportunity for campus counselors to participate in the Migrant Counselor Overview session to analyze migrant student educational needs.	Year Round	ESC Counselor	Increase the number of participants to this session by 100%. Sign In sheets from overviews provided.		
Provide on-line and face to face opportunities for district/campus staff to attend staff development for enhancing their knowledge of the migrant student population including migrant student needs. Videos, Face to Face overviews.	Year Round	Ed Spec Supervisor, ESC Counselors	Increase the number of participants at the ESC sessions/ contact meetings by 100%. Participant evaluations. Participant feedback. Sign-In sheets.		

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2016-2017 SSA Migrant Districts Priority for Service (PFS) Action Plan

Goal(s):

Objective(s):

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status

The MEP Contact will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	July	Ed Spec Supervisors, District Designee	Copy of DIP showing insertion of PFS Action Plan		
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Stockdale Independent School District

District Improvement Plan Addendum

State Compensatory Education Programs

School Year 2016-2017

State Compensatory Education Information for Stakeholders

In accordance with the Texas Education Code (TEC), Sec. 11.252, Stockdale ISD annually reviews its improvement plan and conducts a comprehensive needs assessment to “guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the (most current) achievement indicators.”

The State Compensatory Education (SCE) program in Texas is designed to assist students identified as being in at-risk situations to achieve the same academic levels as their non-at-risk peers. Another specific goal of the SCE program is to reduce the dropout rate and, correspondingly, increase the graduation rate of students. All of this is partly accomplished through the efficient and effective use of state-provided funds used to supplement the basic educational program at each campus. The role of the district in this process is to allocate these supplemental funds to each campus and provide support to ensure that each campus has all the personnel, professional development and instructional resources required to achieve the program’s goal of reducing or eliminating any disparity between at-risk and the non-at-risk students on the state-mandated assessment instruments—currently the STAAR tests. In addition to the following statutory criteria to identify students for SCE services Stockdale ISD also utilizes identification for Dyslexia and Section 504 services as local criteria.

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

- 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 Sec. 37.006 during the preceding or current school year;*
7. *has been expelled in accordance with Sec.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 Sec.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. Sec.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.*

In order to ensure the most effective campus support, Stockdale ISD coordinates SCE expenditures based on its own comprehensive needs assessment, which takes into account the needs reported by each campus. When possible, the district allows campuses to utilize their SCE allocation "to support their Title I, Part A schoolwide programs provided the campus has a low-income percentage of forty percent or higher and is eligible under Title I of the Elementary and Secondary Education Act of 1965". In such cases, the district still meets all allowable use-of-funds requirements detailed in the Texas Education Code (TEC) Sec.42.152(c)(c-1)(c-2) as well as the program requirements outlined in TEC 29, Subchapter C and the mandates of Module 9 of the Financial Accountability System

Resource Guide (FASRG). TEC 29, Subchapter C requires the district to use student performance data resulting from the STAAR assessment instruments and achievement tests "to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the district's schools that enable the students to be performing at grade level at the conclusion of the next regular school term." The district does not use SCE funds to support Title I, Part A programs at the district level.

In accordance with TEC, Sec. 29.081(b)(b-1)(b-2), Stockdale ISD provides accelerated instruction for students failing an end-of-course (E-O-C) assessment or other assessment administered under TEC, Sec. 39.023(c). 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 required for graduation or other assessment administered under TEC, Sec. 39.023(c) are made prior to budgeting SCE funds for any other purpose.

Stockdale ISD ensures that each campus regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services. This process ensures that students who enter an "at-risk" category after the school year begins will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program.

In order to best inform instruction and improve the achievement of students in at-risk situations, Stockdale ISD conducts data analysis of student achievement as well as other measurable factors to provide more accurate feedback on which SCE program decision will be made.

At least fifty-two percent of the Stockdale ISD allotment is used to provide direct services to students for specific interventions identified in the Programs and Services sections of the campus plan.

The amount of SCE funds received by Stockdale ISD is based on:

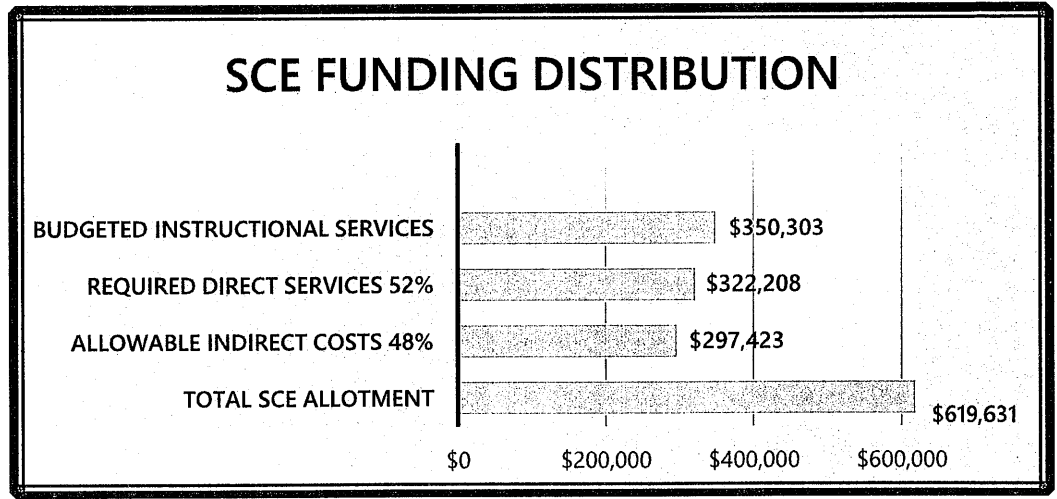
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- the number of students reported on the free- or reduced-price lunch count from the average of the district's best six-months' enrollment from the previous school year
- an annual allotment for students who reside in a residential placement facility in a district in which the student's parent or legal guardian does not reside; and
- an annual allotment for pregnant students or students who are parents that attend school full time and participate in a program under Section 29.081 of Texas Education Code (TEC).
- an annual allotment for military dependent students [42.152(c)]

According to TAC, Title 19, Part 2, Chapter 105, Subchapter B, §105.11, "no more than 48% of each school district's Foundation School Program (FSP) special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to compensatory education (SCE). Indirect costs may be attributed to the following expenditure function codes: 34--Student Transportation; 41--General Administration; 81--Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency publication, *Financial Accountability System Resource Guide*." Stockdale ISD complies with this mandate as shown in the attached detailed budget.

Data Analysis

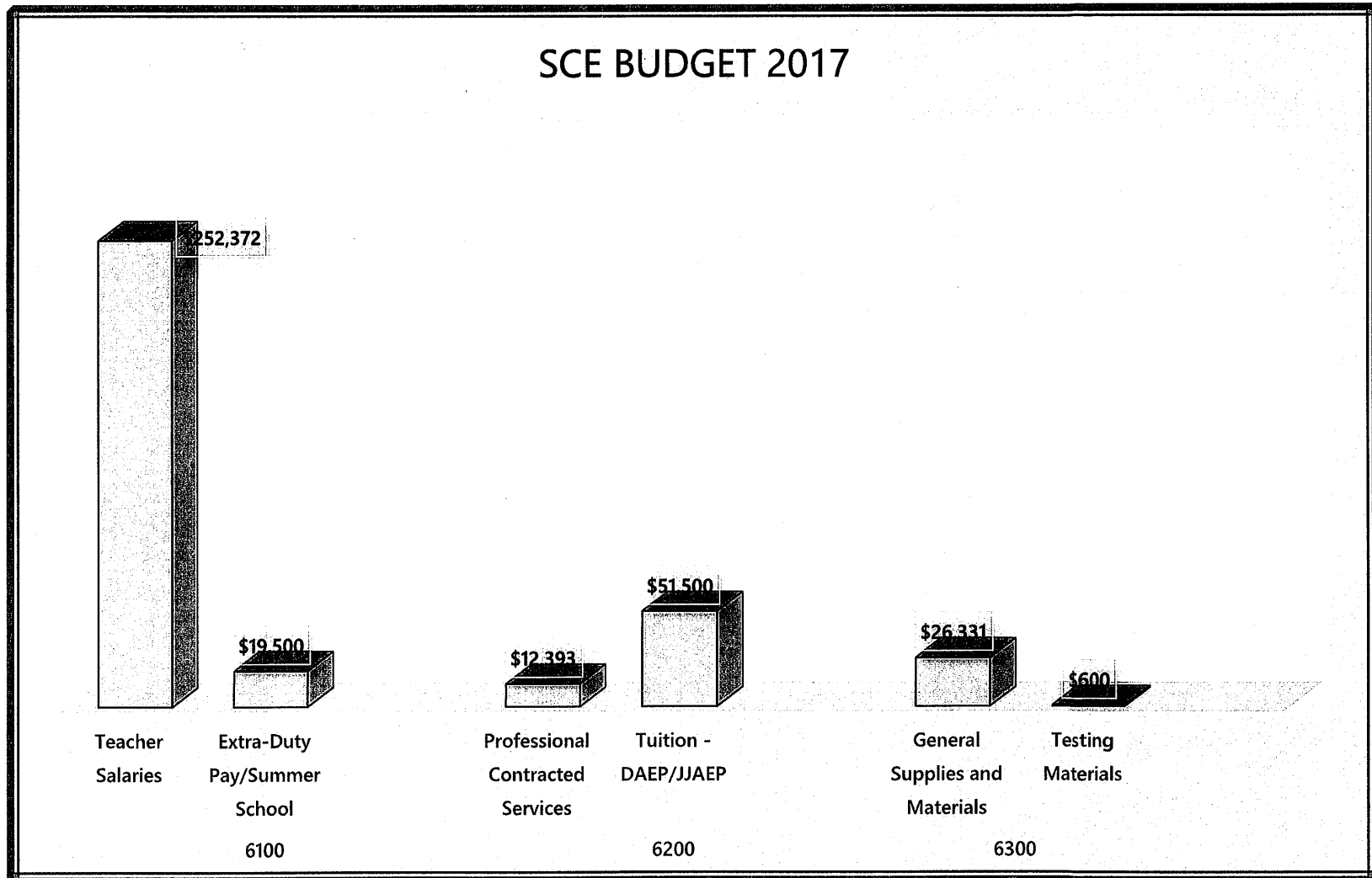
Funding Analysis of District SCE Services for Fiscal 2017



The SCE Funding Analysis table above shows that Stockdale ISD meets and exceeds the required 52% direct services to students. In addition, the total budget exceeds the current allocation illustrating the district's commitment to improving the achievement of at-risk students.

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District Planned Expenditures on SCE Program Activities by Category for Fiscal 2017



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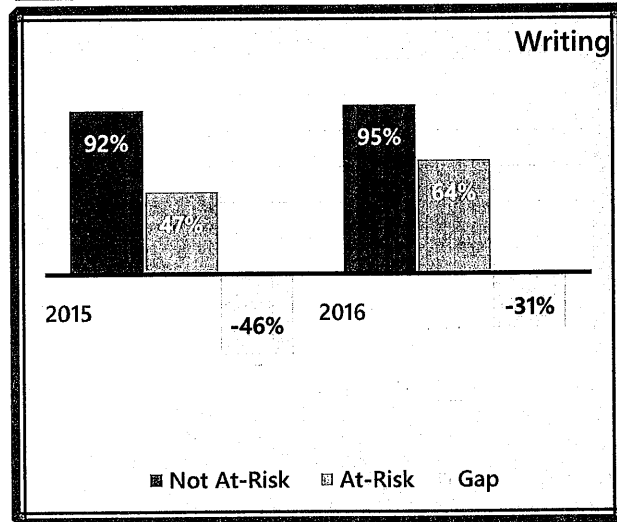
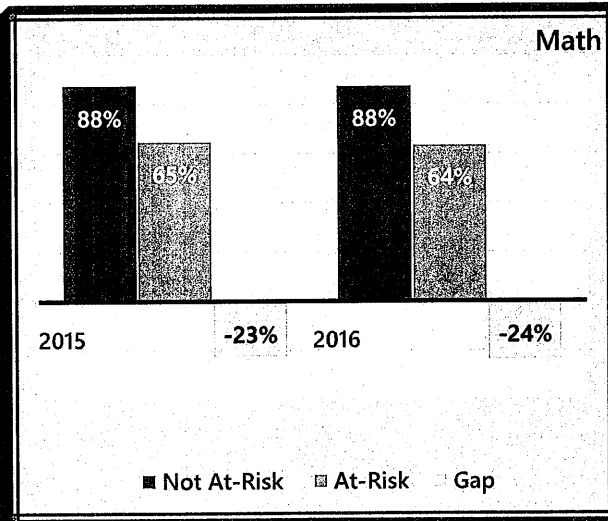
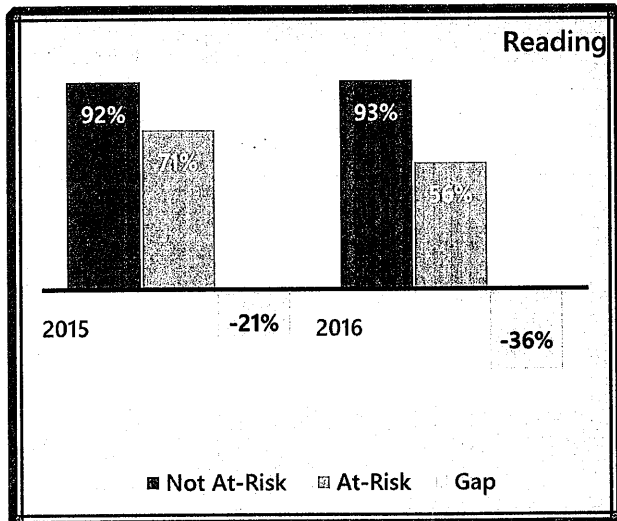
Number of Students Identified for the SCE Program by State Criterion for School Year 2016- 2017

Stockdale ISD			Readiness Test		<70 Average		Not Advanced		Failed STAAR		AEP		Parole/ Probation		LEP		DPRS		Homeless		Residential Placement	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PK	33	4%	0	0%			0	0%			0	0%	0	0%	0	0%	0	0%	2	6%	0	0%
K	59	7%	13	22%			0	0%			0	0%	0	0%	5	8%	0	0%	2	3%	0	0%
1	49	6%	33	67%			1	2%			0	0%	0	0%	5	10%	0	0%	2	4%	0	0%
2	59	7%	14	24%			1	2%			0	0%	0	0%	2	3%	1	2%	2	3%	0	0%
3	69	9%	22	32%			3	4%	2	3%	0	0%	0	0%	2	3%	0	0%	0	0%	0	0%
4	66	8%					13	20%	22	33%	0	0%	0	0%	0	0%	0	0%	1	2%	0	0%
5	62	8%					14	23%	19	31%	0	0%	0	0%	4	6%	1	2%	2	3%	0	0%
6	61	8%					7	11%	28	46%	0	0%	0	0%	1	2%	2	3%	2	3%	0	0%
7	55	7%			2	4%	6	11%	21	38%	0	0%	0	0%	1	2%	0	0%	1	2%	2	4%
8	52	7%			1	2%	9	17%	24	46%	3	6%	0	0%	1	2%	2	4%	1	2%	1	2%
9	67	8%			6	9%	9	13%	7	10%	0	0%	0	0%	2	3%	0	0%	1	1%	0	0%
10	57	7%			6	11%	8	14%	14	25%	1	2%	1	2%	1	2%	0	0%	0	0%	0	0%
11	65	8%			8	12%	8	12%	13	20%	1	2%	0	0%	0	0%	0	0%	0	0%	0	0%
12	42	5%			7	17%	2	5%	1	2%	0	0%	0	0%	0	0%	0	0%	1	2%	0	0%
	796	100%	82	10%	30	4%	81	10%	151	19%	5	1%	1	0%	24	3%	6	1%	17	2%	3	0%

In addition to the above students identified using state criteria, Stockdale ISD has locally identified 74 students for Dyslexia services along with 54 students eligible for services under Section 504.

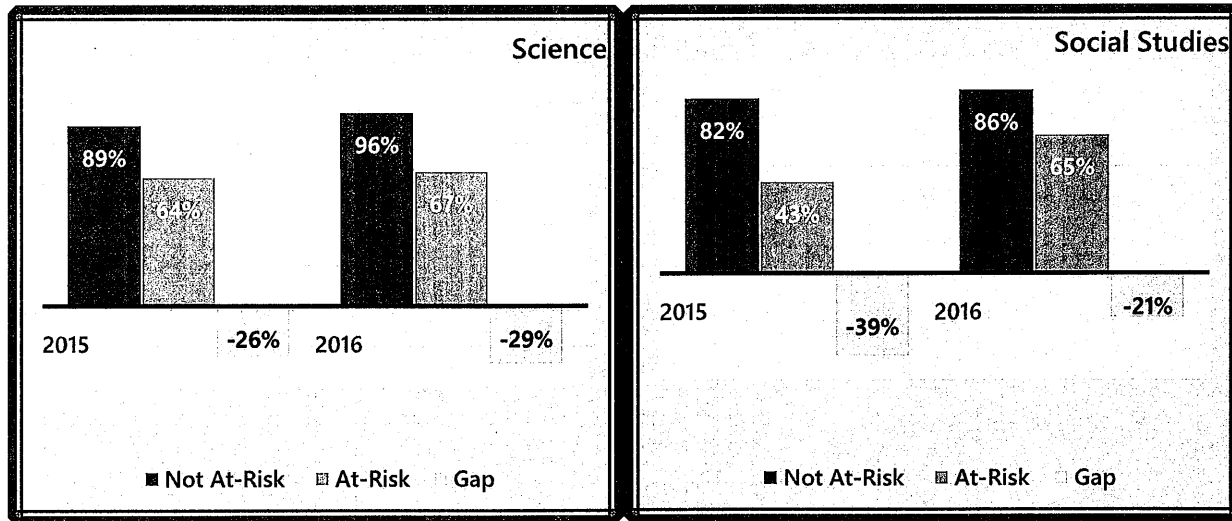
54

District STAAR Results, Spring 2015-2016

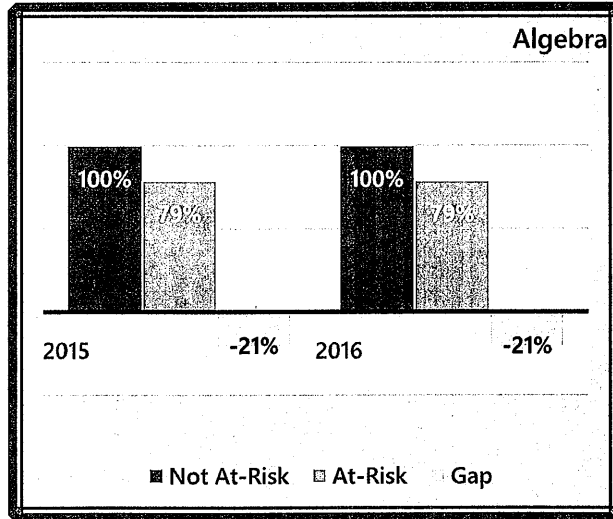
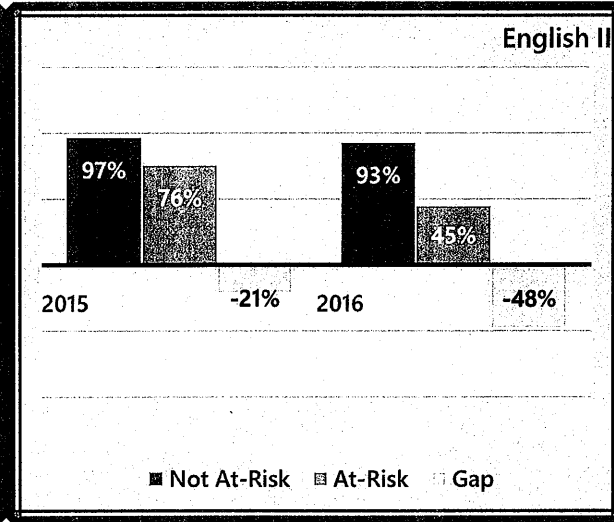
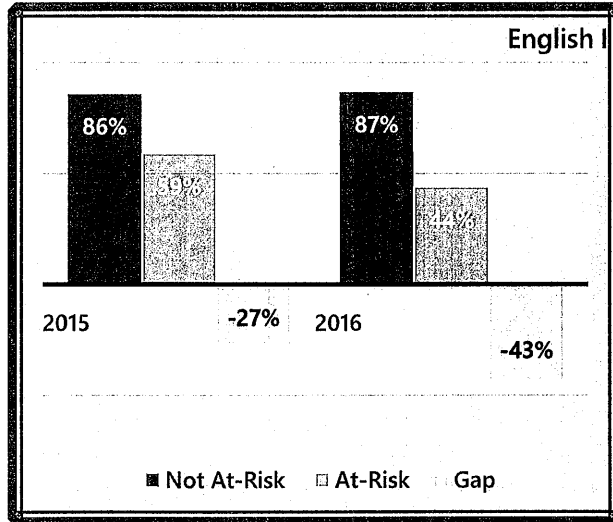


55

District STAAR Results, Spring 2015-2016 (cont.)

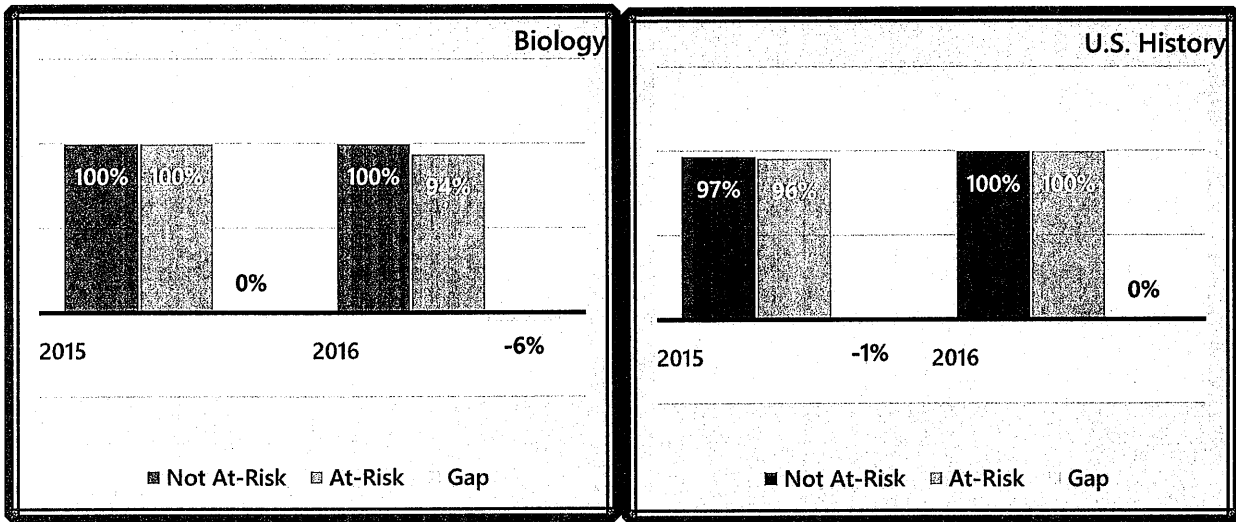


STAAR E-O-C Performance by Subject, Spring 2015-2016



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



SCE-Funded District-Level Programs and Services at Stockdale ISD

It is the responsibility of Stockdale ISD to provide fiscal and academic support to each of its campuses in order to ensure the successful implementation of the SCE program and to assist the campuses in achieving their goals and objectives. Each campus conducts its own SCE-funded instructional activities and these may be viewed in each campus's improvement plan. What follows is a description of supplemental SCE-funded activities that benefit the district as a whole and ensure success and compliance of the overall SCE program.

Summative Assessment: Meet or exceed state passing rates on STAAR

<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>
Consulting - SCE-funded supplemental consulting by SAFE Services LLC for compensatory programs focusing on compliance, evaluation and enhancing strategies to achieve program goals.	Contracted services \$12,393	N/A	Maintain compliance with all state mandates related to SCE funding and programs	Annually	Program compliance
Tutoring – Extra duty pay for certified teachers to offer supplemental instructional time before and after school to reinforce TEKS concepts taught during regular school day with emphasis on STAAR success	Extra duty pay \$5,500	NA	Passing grades	Each six weeks	Grade reports
Instructional Resources – Supplemental instructional software (Cscope and Eduphoria) to support programs for at risk students	Supplies \$6,870, \$6,785	NA	Passing grades	Each six weeks	Passing final grades
DAEP – Supplemental instructional setting provided for students with disciplinary issues	Contracted services \$45,000	NA	Passing grades/on-target credit accrual	Each six weeks	Passing final grades/on-target credit accrual
JJAEP – Costs incurred to place SISD students in JJAEP instructional facility.	Contracted services \$6,500	NA	Passing grades/on-target credit accrual	Each six weeks	Passing final grades/on-target credit accrual

2015-2016 State Compensatory Education Program Evaluation

As required by TEC, Sec. 29.081(b)(1), Stockdale ISD evaluates the effectiveness of its state compensatory education program, the results of which are included in this 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 ISD 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 ISD chooses to use a combination of two types of evaluations: Continuous Improvement and Performance Data. The continuous improvement is evaluated through the formative processes described in the Programs and Strategies section above. Evaluation of performance data is accomplished through data analysis as part of the summative evaluation process. By taking a learning approach to evaluation, continuous improvement's primary purpose becomes to support learning that can ultimately lead to effective decision making and improvement in campus-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency's ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly-trained in the field of statistical analysis. As part of the SCE evaluation, the 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, with the performance data type of evaluation, 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
AEP/DAEP	On target credit accrual	1	1	100.00%

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-Funded Program	Evaluation Criteria	# of participating students	# of successful students	% successful
Reading Intervention Program	Passing grade English	171	169	98.83%
After-school Tutorials	Passing STAAR	102	82	80.39%
Summer School	Promotion	12	12	100.00%

SCE-Funded Program	Evaluation Criteria	# of participating students	# of successful students	% successful
After-school Tutorials	Passing STAAR	129	122	94.57%
Summer School	Promotion	12	10	83.33%
Instructional Support	Promotion	404	391	96.78%

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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 ISD is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements 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 ISD 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 ISD does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The 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 2017

Budget Detail



Stockdale High

199-11-6118-00-001-7-24-0-00	Teacher/Professional Extra Duty Pay	Summer School	\$3,000.00
199-11-6118-00-001-7-24-0-00	Teacher/Professional Extra Duty Pay	STAAR Remediation	\$6,500.00
199-11-6119-00-001-7-24-0-00	Teacher/Professional Salary	Reading Intervention	\$52,010.00
199-11-6141-00-001-7-24-0-00	Social Security/Medicare	Reading Intervention	\$2,340.45
199-11-6142-00-001-7-24-0-00	Health/Life Insurance	Reading Intervention	\$36.00
199-11-6143-00-001-7-24-0-00	Worker's Comp.	Reading Intervention	\$182.04
199-11-6145-00-001-7-24-0-00	Unemployment Comp.	Reading Intervention	\$0.00
199-11-6146-00-001-7-24-0-00	TRS Care	Reading Intervention	\$3,380.65
			<hr/>
			\$67,449.14
199-11-6339-00-001-7-24-0-00	Testing Materials		\$200.00
			<hr/>
			\$200.00
		Campus 001 Subtotal:	\$67,649.14

Stockdale ISD 247906

Fund 199 - State Compensatory Education
Fiscal Year 2017

Budget Detail



Stockdale Junior High

199-11-6118-00-041-7-24-0-00	Teacher/Professional Extra Duty Pay	Summer School	\$5,000.00
199-11-6119-00-041-7-24-0-00	Teacher/Professional Salary	Reading Intervention	\$51,410.00
199-11-6129-00-041-7-24-0-00	Support Personnel Salary	Student Assistance Center	\$17,580.00
199-11-6141-00-041-7-24-0-00	Social Security/Medicare	Student Assistance Center	\$791.10
199-11-6141-00-041-7-24-0-00	Social Security/Medicare	Reading Intervention	\$2,313.45
199-11-6142-00-041-7-24-0-00	Health/Life Insurance	Reading Intervention	\$36.00
199-11-6142-00-041-7-24-0-00	Health/Life Insurance	Student Assistance Center	\$2,736.00
199-11-6143-00-041-7-24-0-00	Worker's Comp.	Reading Intervention	\$179.94
199-11-6143-00-041-7-24-0-00	Worker's Comp.	Student Assistance Center	\$61.53
199-11-6145-00-041-7-24-0-00	Unemployment Comp.	Reading Intervention	\$0.00
199-11-6145-00-041-7-24-0-00	Unemployment Comp.	Student Assistance Center	\$0.00
199-11-6146-00-041-7-24-0-00	TRS Care	Student Assistance Center	\$1,142.70
199-11-6146-00-041-7-24-0-00	TRS Care	Reading Intervention	\$3,341.65
			\$84,592.37
199-11-6339-00-041-7-24-0-00	Testing Materials		\$200.00
199-11-6399-00-041-7-24-0-00	General Supplies	Study Island	\$5,000.00
199-11-6399-00-041-7-24-0-00	General Supplies	Technology Supplies	\$1,376.00
			\$6,576.00
		Campus 041 Subtotal:	\$91,168.37

Stockdale ISD 247906

Fund 199 - State Compensatory Education
Fiscal Year 2017

Budget Detail



Stockdale Elementary

199-11-6118-00-101-7-24-0-00	Teacher/Professional Extra Duty Pay	Summer School	\$5,000.00
199-11-6119-00-101-7-30-0-00	Teacher/Professional Salary	Reading Intervention	\$50,810.00
199-11-6119-00-101-7-34-0-00	Teacher/Professional Salary	PK	\$25,255.00
199-11-6129-00-101-7-34-0-00	Support Personnel Salary	PK	\$15,979.00
199-11-6141-00-101-7-30-0-00	Social Security/Medicare	Reading Intervention	\$2,286.45
199-11-6141-00-101-7-34-0-00	Social Security/Medicare	PK	\$1,855.53
199-11-6142-00-101-7-30-0-00	Health/Life Insurance	Reading Intervention	\$2,736.00
199-11-6142-00-101-7-34-0-00	Health/Life Insurance	PK	\$4,104.00
199-11-6143-00-101-7-34-0-00	Worker's Comp.	PK	\$144.32
199-11-6143-00-101-7-30-0-00	Worker's Comp.	Reading Intervention	\$177.84
199-11-6145-00-101-7-34-0-00	Unemployment Comp.	PK	\$0.00
199-11-6145-00-101-7-30-0-00	Unemployment Comp.	Reading Intervention	\$0.00
199-11-6146-00-101-7-30-0-00	TRS Care	Reading Intervention	\$3,302.65
199-11-6146-00-101-7-34-0-00	TRS Care	PK	\$2,680.21
			<hr/>
			\$114,330.99
199-11-6339-00-101-7-30-0-00	Testing Materials		\$200.00
199-11-6399-00-101-7-30-0-00	General Supplies	Technology Supplies	\$2,000.00
199-11-6399-00-101-7-30-0-00	General Supplies		\$4,300.00
			<hr/>
			\$6,500.00
			<hr/>
		Campus 101 Subtotal:	\$120,830.99

Stockdale ISD 247906

Fund 199 - State Compensatory Education
Fiscal Year 2017

Budget Detail



District

199-11-6119-00-999-7-24-0-00	Teacher/Professional Salary	Tutorials	\$5,500.00
			\$5,500.00
199-99-6222-00-999-7-28-0-00	Public School Tuition	JJAEP	\$6,500.00
199-99-6222-00-999-7-24-0-00	Public School Tuition	DAEP	\$45,000.00
199-21-6291-00-999-7-24-0-00	Consulting Services	SAFE Services	\$12,393.00
			\$63,893.00
199-11-6399-00-999-7-24-0-00	General Supplies	Eduphoria	\$6,785.00
199-11-6399-00-999-7-24-0-00	General Supplies	Cscope	\$6,870.00
			\$13,655.00
		Campus 999 Subtotal:	\$83,048.00

Stockdale ISD 247906

Fund 199 - State Compensatory Education
Fiscal Year 2017

Budget Detail



District

Total by Class Object:		Total by Function:			
61XX	\$271,872.49	11	\$298,803.49	Campus 001 Subtotal:	\$67,649.14
62XX	\$63,893.00	21	\$12,393.00	Campus 041 Subtotal:	\$91,168.37
63XX	\$26,931.00	99	\$51,500.00	Campus 101 Subtotal:	\$120,830.99
				Campus 999 Subtotal:	\$83,048.00
					<hr/>
				Stockdale ISD Total:	\$362,696.49

Stockdale ISD 247906

Fund 199 State Compensatory Education

Personnel Detail

Fiscal Year 2017



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

Stockdale ISD 247906

Fund 199 - State Compensatory Education
 Fiscal Year 2017

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	\$51,410.00	1.000	\$36.00	\$2,313.45	\$179.94	\$0.00	\$3,341.65	\$59,981.04
Helen Tillery	Aide	Student Assistance Center	\$17,580.00	1.000	\$2,736.00	\$791.10	\$61.53	\$0.00	\$1,142.70	\$22,311.33
Campus 041 Subtotal:		FTE - 2	\$68,990.00		\$2,772.00	\$3,104.55	\$241.47	\$0.00	\$4,484.35	\$82,292.37

Stockdale ISD 247906

Fund 199 - State Compensatory Education
 Fiscal Year 2017

Personnel Detail



Stockdale Elementary

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Social Security/Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Barbara Akin	Teacher	Reading Intervention	\$50,810.00	1.000	\$2,736.00	\$2,286.45	\$177.84	\$0.00	\$3,302.65	\$59,312.94
Eva Arellano	Aide	PK	\$15,979.00	1.000	\$2,736.00	\$719.06	\$55.93	\$0.00	\$1,038.64	\$20,528.62
Jennifer Cannon	Teacher	PK	\$25,255.00	0.500	\$1,368.00	\$1,136.48	\$88.39	\$0.00	\$1,641.57	\$29,489.44
Campus 101 Subtotal:		FTE - 2.5	\$92,044.00		\$6,840.00	\$4,141.98	\$322.15	\$0.00	\$5,982.86	\$109,330.99

Stockdale ISD 247906

Fund 199 State Compensatory Education

Personnel Detail

Fiscal Year 2017



	FTE	Salary Funded	Health/Life Insurance	Social Security/Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits
Campus 001 Subtotal:	1.000	\$52,010.00	\$36.00	\$2,340.45	\$182.04	\$0.00	\$3,380.65	\$60,649.14
Campus 041 Subtotal:	2.000	\$68,990.00	\$2,772.00	\$3,104.55	\$241.47	\$0.00	\$4,484.35	\$82,292.37
Campus 101 Subtotal:	2.500	\$92,044.00	\$6,840.00	\$4,141.98	\$322.15	\$0.00	\$5,982.86	\$109,330.99
Stockdale ISD Total:	5.500	\$213,044.00	\$9,648.00	\$9,586.98	\$745.65	\$0.00	\$13,847.86	\$252,272.49

Foster Care Policy:

Upon notification by the state and/or a child welfare agency that it has designated a point-of-contact person, Stockdale ISD has designated Roxanne Moczygemba as the local point-of-contact person whose responsibilities will include ensuring streamlined communication and collaboration with the child welfare point of contact; the smooth implementation of the provisions of the Every Student Succeeds Act (Public Law No: 114-95); and, if a school change is warranted, smooth transitions of children by connecting them with their new school communities.

As part of Stockdale ISD's school stability plan, each foster child's individual case is considered on its own factors to determine continued enrollment in the foster child's school of origin. Collaboration will take into account the proximity of the placement to the child's school and to ensure the child can remain in the school of origin if it is in the child's best interest.

Factors taken into consideration during the collaboration to determine the foster child's best interest will at least include:

- preferences of the child, child's parents and/or education decision-maker;
- the safety of the foster child;
- the child's attachment to the school of origin;
- the placement of siblings;
- the special needs of the foster child;
- the history of school transfers and district transfer policy; and
- the effect of the commute on the child's well-being and education.

Disagreements over best interest will be resolved through collaboration with the child welfare agency to develop dispute resolution processes at the local level, as well as to ensure that the child remains in the school of origin to the extent feasible and appropriate while disputes are resolved.

All efforts involved in collaboration and dispute resolution will be fully documented including meetings, phone calls, emails and any other method of communication.

Stockdale ISD fully collaborates with the state and/or local child welfare agency to develop and implement clearly written procedures governing how transportation to maintain children in foster care in their school of origin, when in their best interest, will be provided, arranged and funded.

Transportation procedures developed through this collaboration will:

- Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with the child welfare agency's authority to use child welfare funding for school of origin transportation.
- Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if:
 - the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; or
 - the LEA agrees to pay for the cost of such transportation; or
 - the LEA and the local child welfare agency agree to share the cost of such transportation.

Additional costs are defined as the difference between what Stockdale ISD would otherwise spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.

Determinations of additional costs will be made based at least on the following factors:

- The district's student transportation policy;
- Whether the student in foster care is eligible for transportation from the district for some other reason, such as a disability.

- The district's calculation of a standard cost of transportation for students who are not otherwise eligible for transportation;
- The district's estimated administrative costs involved in the logistics of providing transportation; (includes additional staff time in coordinating transportation and informing other students on the bus when new bus stops change their pick-up and drop-off times).

All transportation procedures will continue to apply to children in foster care for the duration of their time in foster care.