

**Stockdale Independent School District**  
**Stockdale Elementary**  
**2019-2020 Campus Improvement Plan**



# **Mission Statement**

The Mission of Stockdale Elementary is:

- to develop proactive, positive, and productive student leaders.
- to empower families and students to be lifelong leaders in the community.

# **Value Statement**

**GREAT HAPPENS HERE!**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Stockdale Elementary is a PK-5th grade campus with approximately 400 students. The campus is located in a rural area southeast of San Antonio, Texas. The school district is one of the largest employers in the district with a strong parent involvement component to support students.

Per recent data, the population is roughly divided between White (52%) and Hispanic (48%). The Economically-disadvantaged subpop is 57.33%, with 27 ESL students and 176 At-risk students. The population of Gifted and Talented students is 42 and the Special Education population is 46.

The average class size is less than 22 students with usually three teachers at each grade level. A full day of free Prekindergarten is provided to eligible students along with the opportunity for students to attend on a tuition-basis.

Transportation is provided to all students that either live 2 miles away or meets the criteria outlined in the Hazardous Route outlined by the school board. Due to the rural area covered by the district, many students need assistance with this.

### Demographics Strengths

Stockdale Elementary provides special programs to meet the needs of the students. Whether students are already identified as needing a special service, or through the Response to Intervention process, the unique needs of our students take priority. Stockdale Elem provides the following:

- Special Ed services for Lifeskills students, Resource for Learning Disabled students and speech for Speech Disabled
- ESL: students that qualify as LEP or ELL are provided pull-out language services daily
- Dyslexia: dyslexic students are provided specialized reading instruction daily
- GT: students identified as gifted & talented receive services from a GT-certified teacher at least twice per week
- At-risk: struggling students are monitored throughout the year and provided help through intervention services provided by special teachers

Stockdale Elementary also has many other strengths such as:

- a full day of Prekindergarten for not only eligible students, but students may attend on a tuition-basis
- strong intervention programs for at-risk students
- the ACE Afterschool Program to help with tutoring and/or enrichment as needed
- Special Education academic and lifeskill support provided by specially-certified teachers and paraprofessionals

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Many students are identified as special programs such as dyslexic, ESL, or special education. **Root Cause:** Policies are designed to increase the identification of struggling students, and sometimes leads to over-identification.

# Student Academic Achievement

## Student Academic Achievement Summary

Stockdale Elementary was rated as "Met Standard" for the 2017-2018 school year on state accountability. The campus does not have any system safeguards or areas to be addressed immediately. The area that needs attention in general is Third grade Reading, 5th grade Science, and our subpop of Special Education.

Teachers implement the TEKS Resource System to align campus standards with the district standards.

Students in grades Kindergarten through 2nd grade are given the Iowa Test of Basic Skills at the beginning of May. Students are measured based on a full year of growth compared to whether he/she is on grade level. They are also given the Texas Primary Reading Inventory at the Beginning, Middle, and End of the year to measure growth in reading in fluency, decoding, and comprehension.

Prekindergarten students are assessed using CIRCLE testing online, which is similar to TPRI but more comprehensive. Students in Prekindergarten and Kindergarten are given a "skills checklist" that is sent home to parents in lieu of a report card with grades. Grades 1-5 utilize a grading system with report cards sent home to parents to communicate their child's progress.

## Student Academic Achievement Strengths

Stockdale Elementary regularly meets the state standards on state assessment. Particularly in Reading and Mathematics, the campus maintains a strong passing rate for students in grades 3-5. The campus is departmentalized in those grade levels to concentrate instruction and provide a block schedule to maximize instruction.

Students in Kindergarten through 2nd grade are distributed in self-contained classrooms where instruction takes a more integrated approach. A strong Reading foundation is provided through the Foundations Phonics program as well as the TEKS Resource System. Students are assessed three times a year to measure progress on the TPRI and in the Spring with the Iowa Test of Basic Skills.

Prekindergarten is aligned with the Texas Prekindergarten Guidelines. They use the Frogstreet Press Curriculum and monitor progress with CIRCLE testing three times per year.

Students in grades 1-5 excel in a variety of ways. They are consistently challenged to read through Accelerated Reader and Royal Reader programs, participate in UIL events, and the National Elementary Honor Society. They also compete in the Annual Science Fair competition.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Scores on state assessment for Special Education students continue to be low despite targeted support and instruction. **Root Cause:** The assessment is inappropriate for these students because they received modified curriculum due to their disabilities. The provided accommodations are not sufficient to bridge the gap, despite efforts to keep them on grade level.

# School Processes & Programs

## School Processes & Programs Summary

Stockdale Elementary uses the TEKS Resource System for district alignment in core content areas with the exception of Prekindergarten. Prekindergarten uses the most current PK Guidelines along with the Frogstreet Press curriculum. The campus also uses Texas Treasures as a reading curriculum, EnVision for math, Pearson for Science, Foundations for Language Arts, and The Writing Academy for Writing. A strong phonics program is provided through the Wilson Foundations Program, which continues to provide a dyslexia curriculum for diagnosed students in 3rd grade and above.

Teachers are evaluated using the T-TESS Evaluation system, which supports teachers in the acquisition of professional goals and development. The T-TESS Cube Online Library is available to support teachers, along with extensive professional development provided by Federal funds.

The ACE Afterschool program has provided many benefits including tutoring, enrichment, college-readiness programs, parent involvement, and homework assistance. There is also an Academic Liaison which attends RtI meetings to meet the needs of struggling students.

There is a relatively low number of students that fail academically each year (1-3 per grade), so the retention rate remains low. Students that are only failing one subject, per policy, are required to attend summer school and then placed in the next grade. Students that fail two subjects for the year are retained.

The campus has a very low turnover rate in personnel.

The campus uses "Action Teams" to organize activities and delegate responsibilities. This is a component of The Leader in Me. As needs arise, staff volunteer for the appropriate Action Team to take responsibility for the task. The campus has a standing Lighthouse Team which represents the campus efforts for the LIM. There is also a Campus Improvement Committee per policy to work on campus needs and improvement.

## School Processes & Programs Strengths

- research-based curriculum in all subjects
- instructional software programs such as Lexia, Accelerated Reader, and iStation for Reading and Math Pk-5
- current technology in every classroom such as a Promethean Board, Chromebooks, teacher laptop, and other devices.
- Professional Learning Communities in ELA/Reading, Math, and Science/Social Studies each month to collaborate and vertically align
- Response to Intervention Committee and meetings each month to discuss struggling students and determine a course of action to help them

- Every teacher is GT-certified or in the process of certification.
- Leader in Me integrates a strong component of goal-setting for students which is implemented through the Leadership Notebooks that each student keeps
- Goliad Special Ed Cooperative staff to support teachers and students including Speech, LSSP, OT, PT, Auditory specialist and learning diagnostician.
- The ACE Afterschool program to assist in tutoring, enrichment, parent involvement, college-readiness, and homework assistance.
- low turnover rate in personnel; programs are sustained

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** There are limited teachers to serve the special needs populations, particularly special education and gifted and talented. **Root Cause:** There is an increase in the number of students with emotional or behavioral issues that affect the educational environment.



# Perceptions

## Perceptions Summary

Stockdale Elementary is fortunate to have a variety of positive attributes that contribute to a student and parent-friendly environment. The campus is small enough to allow teachers and staff to really get to know the students and their families. Community and parent support on the campus includes a strong parent involvement program, strong community support, social and emotional support for students and staff, and a sense of family that creates collaboration and synergy. The campus began a leadership program three years ago which has complemented the Olweus Antibullying Program already in place. Students are taught the 7 Habits of Highly Effective People, so there are minimal discipline problems and students have a secure, stable learning environment. Parents are appreciated and invited to come to many activities on campus including Meet the Teacher, Thanksgiving Feast, Winter Wonderland, Leadership Day, Field Day, and all holiday parties. Parents are also encouraged to volunteer in any way possible to meet their needs. Parents are invited to attend Parent-to-Parent, a weekly parenting class/group that learns about various strategies to help their children. The campus is very supportive of the community through activities such as visiting the Nursing Home, performing a Veteran's Day program, raising money for Senior Citizens and adopting a resident at Christmas, and raising money for the Leukemia Society. We support district athletics through attending every pep rally. Parents and community members support the campus through purchasing fundraiser items and donating to Winter Wonderland. The campus has a highly symbiotic relationship with the community.

## Perceptions Strengths

Stockdale Elementary is fortunate to have many strong programs that support the emotional well-being of the students and staff:

- The Leader in Me program to develop the 7 Habits and strengthen character
- Olweus Anti-bullying program to proactively address any issues with bullying behavior
- Strong Parent Involvement activities such as Parent-to-parent (parent training), Leadership Day, parent conferences, Winter Wonderland, and the volunteer program.
- A full-time school counselor dedicated to the elementary to provide small group counseling and individual counseling, along with counseling lessons for all students in the library.
- the ACE Afterschool Program to help struggling students and provide academic enrichment such as a school newspaper and college awareness.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There is a perception that parent involvement programs are designed for only for struggling students and parents. **Root Cause:**

Stockdale has a very diverse group of socioeconomic families and neighborhoods.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: Stockdale Elementary will show improvement in Reading, specifically third-grade, on the STAAR Assessment.

**Performance Objective 1:** Stockdale Elementary will show improvement in Reading in the subpop of At-risk students.

**Evaluation Data Source(s) 1:** Benchmark assessments, report cards, STAAR scores

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) The campus will use intervention resources such as specialized intervention teachers, software and technology, tutoring, and additional curriculum to increase the levels of Reading in At-Risk students.	2.4, 2.5, 2.6						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

# Addendums



# Stockdale Elementary School

*A Title I, Part A Schoolwide Campus*

*Serving Grades PK-5*

*Campus Improvement Plan*

*State Compensatory Education Programs*

*School Year 2019-2020*



## State Compensatory Education Information for Stakeholders

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

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

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

## Campus Profile

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

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

Based on the Texas Academic Performance Report (TAPR) for school year 18-19, Stockdale Elementary School had a student population of 391 students with the following ethnic characteristics: Hispanic students comprise 46.8 percent of the total student populations, 51.2 percent are white while 1.3 percent identify as two or more races. The socio-economic characteristics are: 61.1 percent economically disadvantaged; 38.9 percent non-educationally disadvantaged; 6.9 percent have been identified for 504 Services; 5.6 percent English language learners (ELL); 4.1 percent students with Dyslexia; 45.8 percent at-risk; and the campus has 17.7 percent mobility.

### Funding Information for Stakeholders

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

the Texas Education Code, Sec. 29.081(a). SCE funds are always allocated to this campus for uses that are allowable under statute and guidance. Stockdale Elementary School complies with this mandate as shown in the attached detailed budget.

### Title I, Part A Schoolwide Program (TEC, Sec. 48.104(k)(2)), (FAR, 6.2.4.9)

SCE funds are used to support this federal campus-based program, which is included in the campus budget and all SCE expenditures are coded to the correct SCE fund code (fund 199), align with the purpose of the SCE program to close achievement gaps between at-risk/not at-risk students and economically disadvantaged/not economically disadvantaged), and follow all generally accepted accounting principles. SCE funds also meet the same guidelines required by the federal statute in that SCE funds are only used in compliance with applicable statutory and regulatory provisions (i.e., Title I requirements). SCE expenditures on this schoolwide campus are supplemental to the costs of the regular education program and do not replace required or allowable federal expenditures.

In this addenda, satisfactory justification is provided to document that the expenses requested are both reasonable in cost and necessary to accomplish the objectives of the project. Without these expenditures, the program would not accomplish its statutory objectives.

### State Criteria

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

- 1) is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 2) is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

- 3) was not advanced from one grade level to the next for one or more school years;^\*
- 4) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- 5) is pregnant or is a parent;
- 6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- 7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- 8) is currently on parole, probation, deferred prosecution, or other conditional release;
- 9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;^
- 10) is a student of limited English proficiency, as defined by Section 29.052;
- 11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- 12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- 13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
- 14) has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

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

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

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

### STAAR Performance, Spring 2018-2019

The State of Texas Assessments of Academic Readiness (STAAR) program was implemented in spring 2012. The annual assessments for Stockdale Elementary School include reading and mathematics in grades 3–5 and writing in grade 4. The TEC §29.081 requires that districts evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 (STAAR) for at-risk students as compared with all other district students. Stockdale Elementary School complies with this mandate in this section on STAAR performance and in the Evaluation section on page 16. The STAAR reporting was modified in the Spring 2018 administration to include four performance labels. **Masters Grade Level** (Passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. **Meets Grade Level** (Passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. **Approaches Grade Level** (Passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. **Does Not Meet Grade Level** identifies students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The following tables compare passing scores (i.e., “Approaches”) for at-risk and not-at-risk students for the spring administrations of 2018 and 2019.

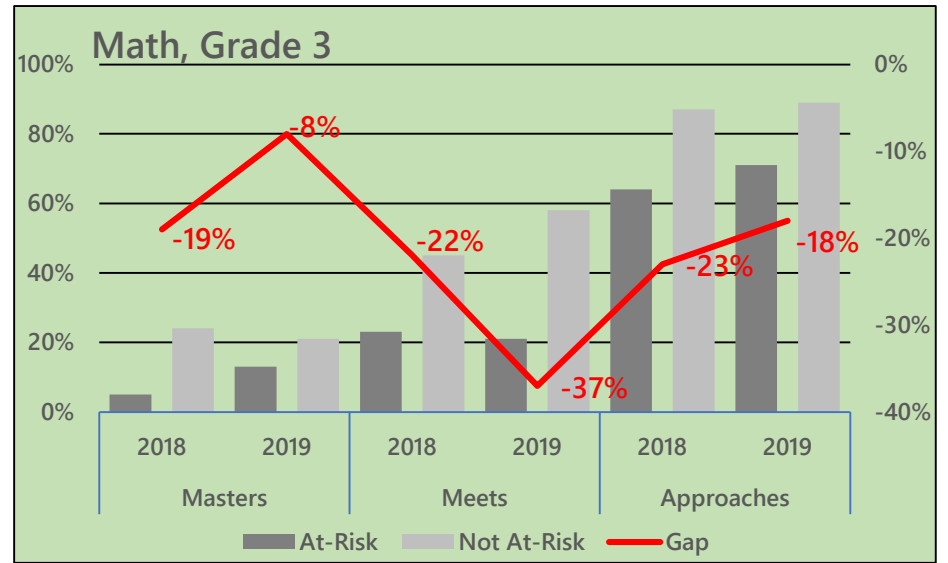
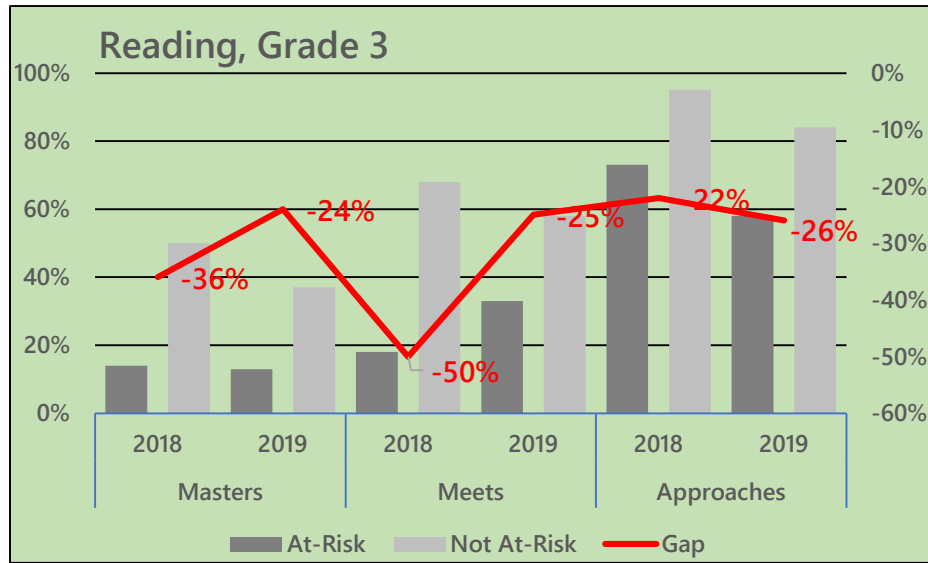
## Focusing on Achievement Gaps

The following bar charts show two-year results for students taking the STAAR assessments. They are intended to focus on achievement gaps (if any) between at-risk and not-at-risk students as well as economically and not economically disadvantaged students rather than overall achievement. Closing achievement gaps for at-risk students should be a main goal of a district's SCE program and a successful SCE program shows a closing of achievement gaps across all STAAR categories. Gap lines that do not show a closing of the gap indicates a need for review and possible modification of the SCE program in the specific grade level and STAAR component. Finally, the STAAR category "Did Not Meet" (Failing) is not shown as this would only repeat the same achievement gap as shown in the "Approaches" (Passing) category.

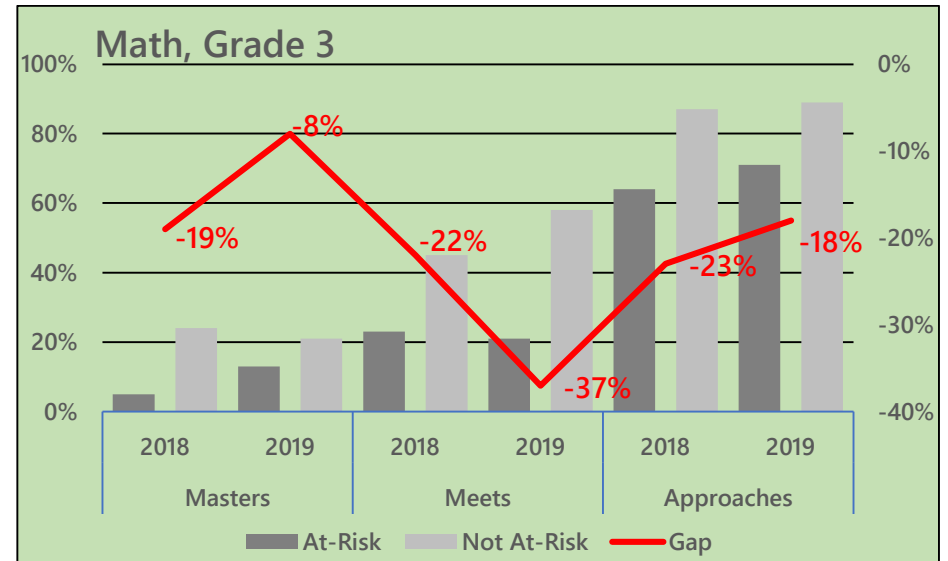
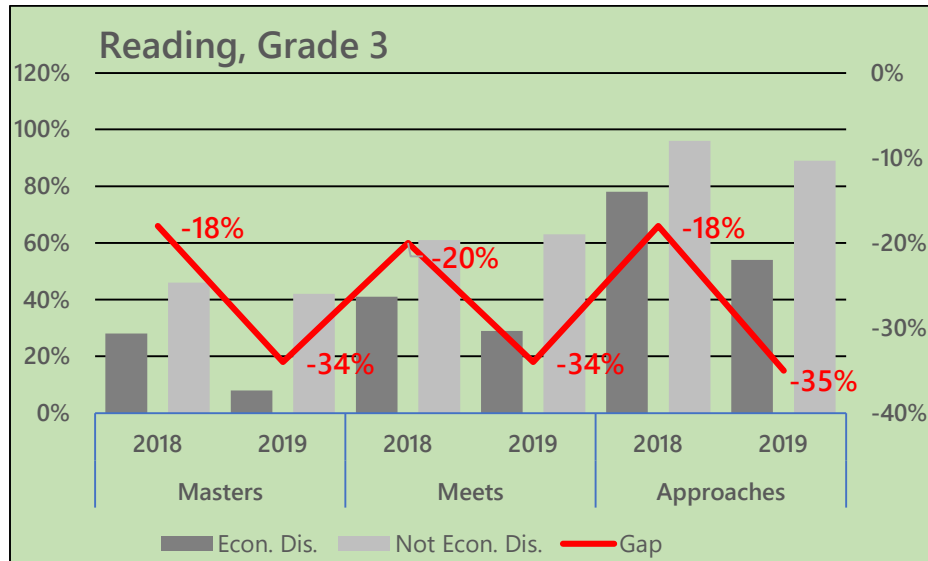
# STAAR Performance by Grade and Subject, Spring 2018-2019

## Grade 3

### At Risk/Not At Risk



### Economically Disadvantaged/Not Economically Disadvantaged

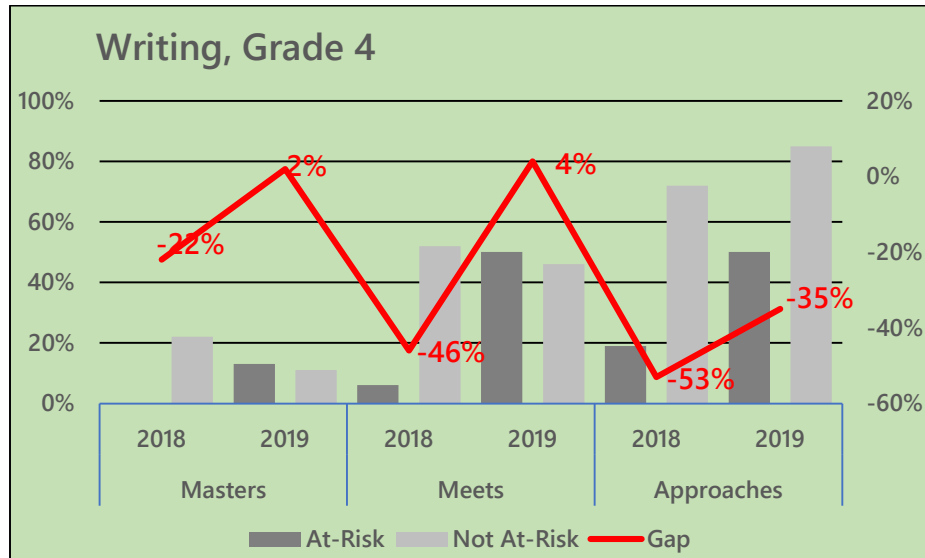
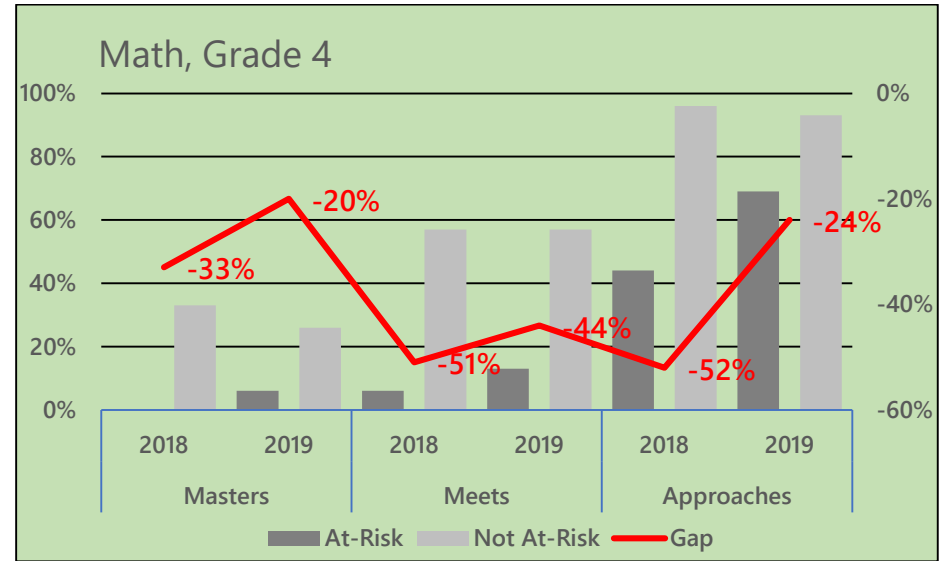
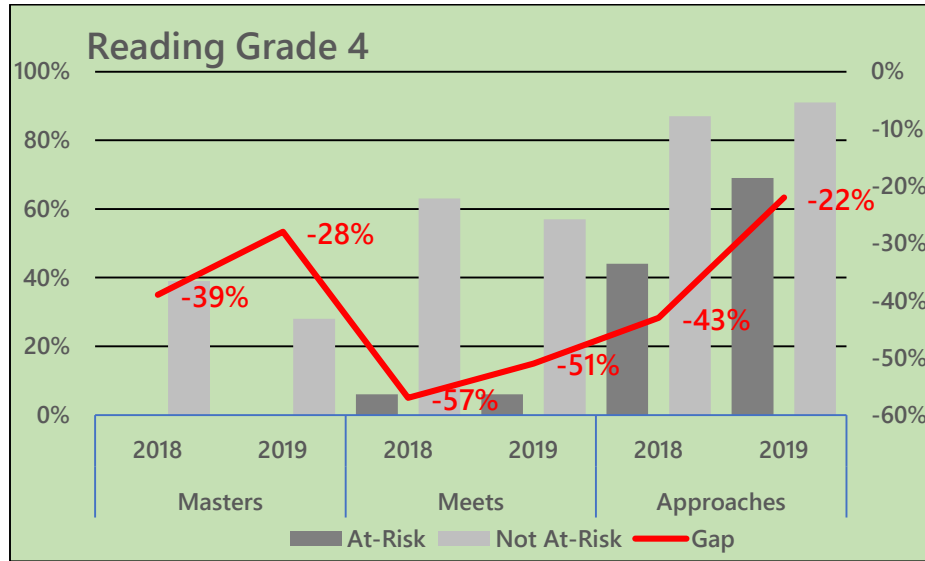




# STAAR Performance by Grade and Subject, Spring 2018-2019 (Cont.)

## Grade 4

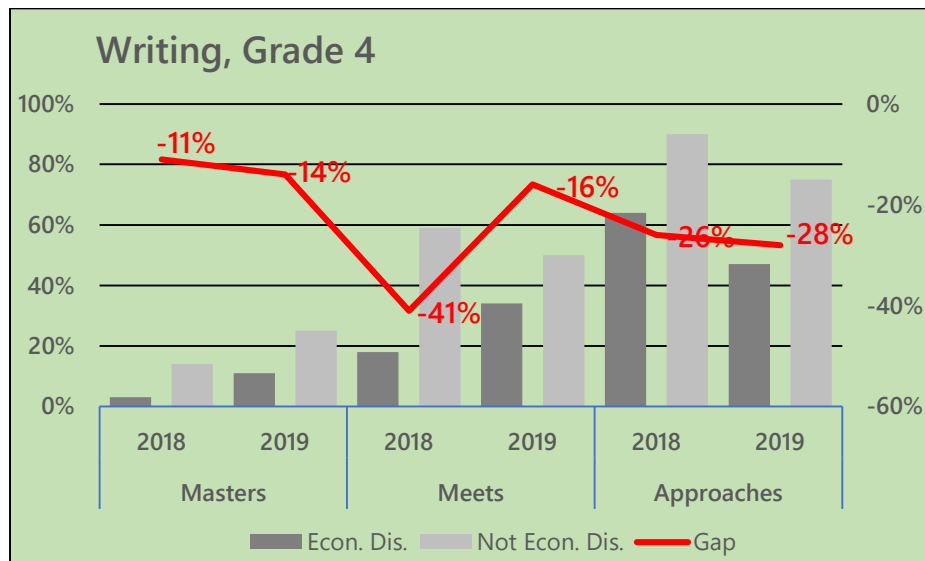
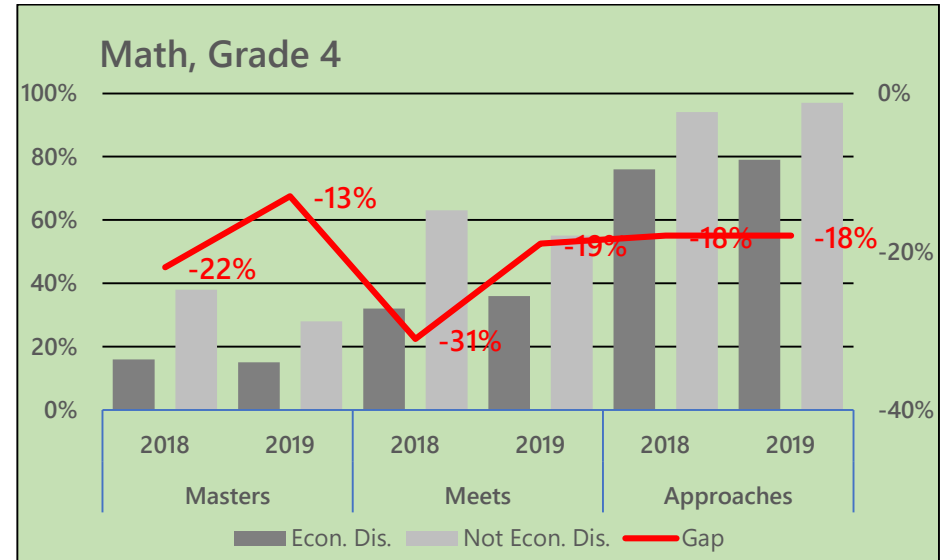
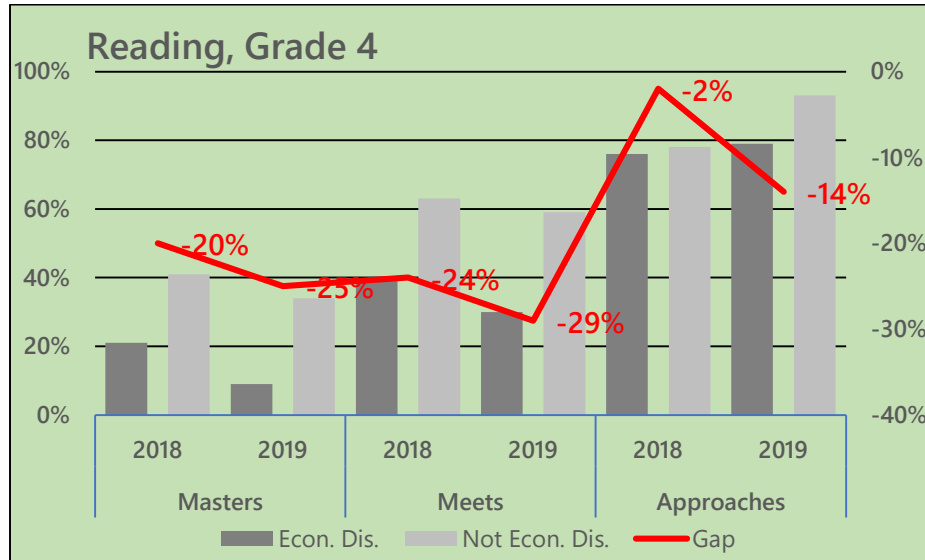
### At Risk/Not At Risk



# STAAR Performance by Grade and Subject, Spring 2018-2019 (Cont.)

## Grade 4

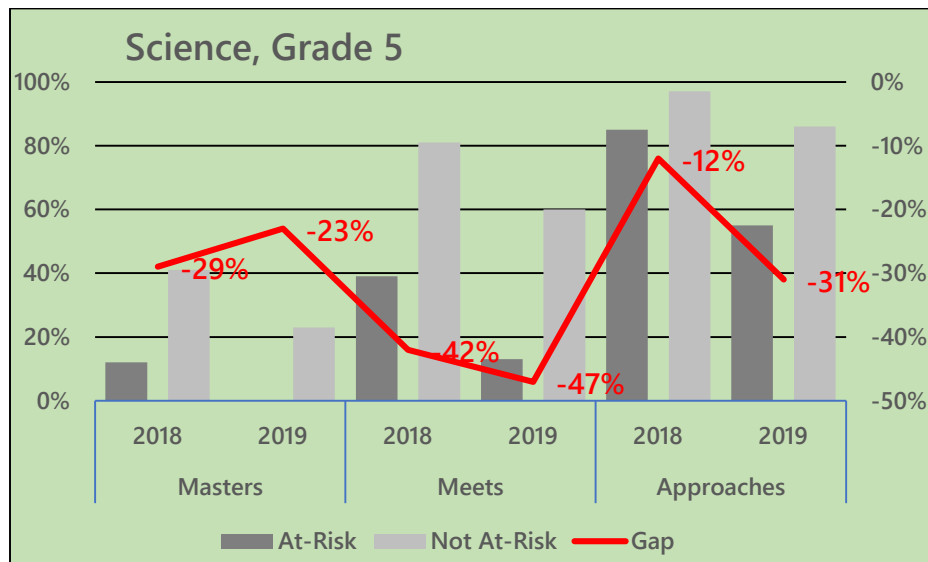
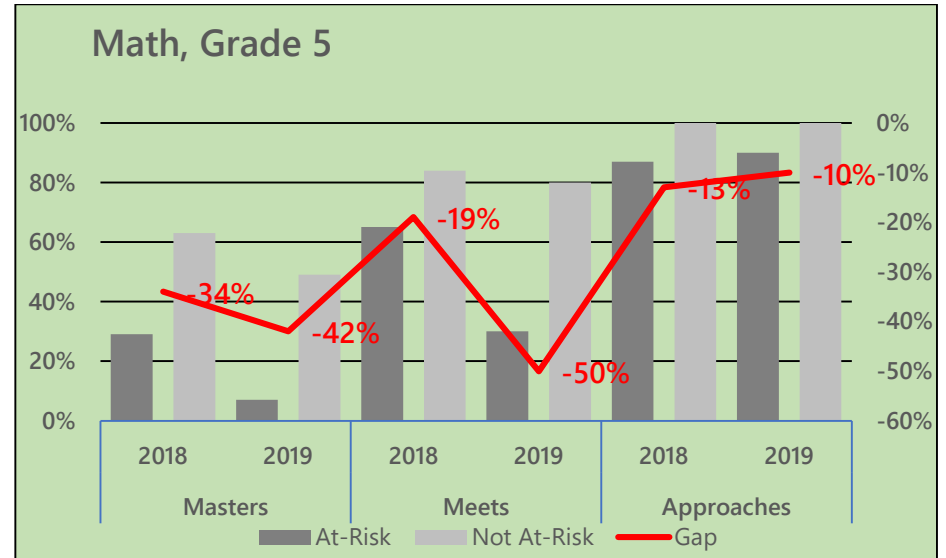
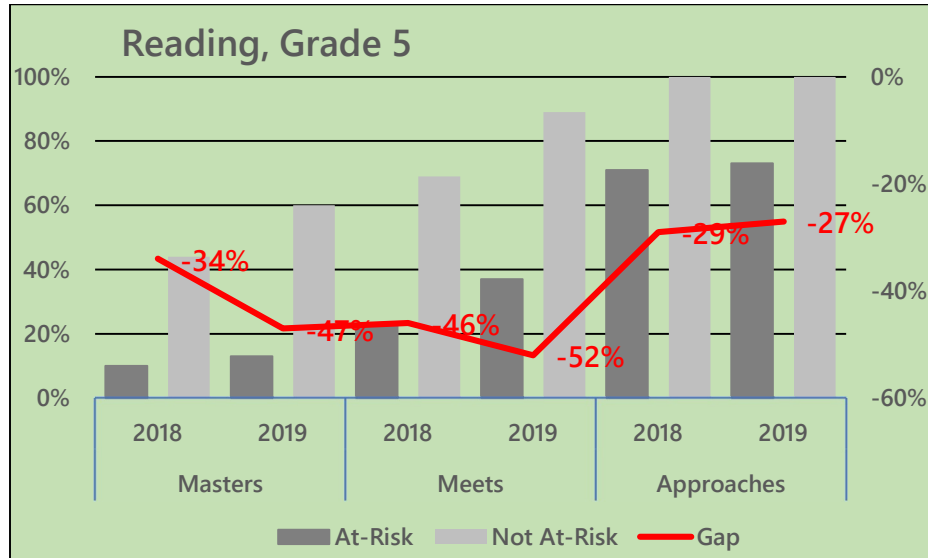
### Economically Disadvantaged/Not Economically Disadvantaged



# STAAR Performance by Grade and Subject, Spring 2018-2019 (Cont.)

## Grade 5

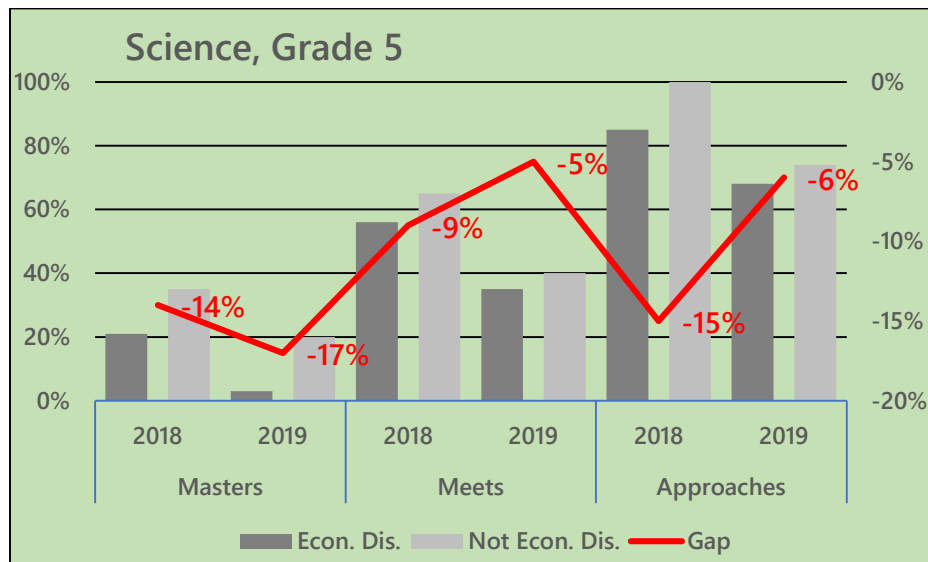
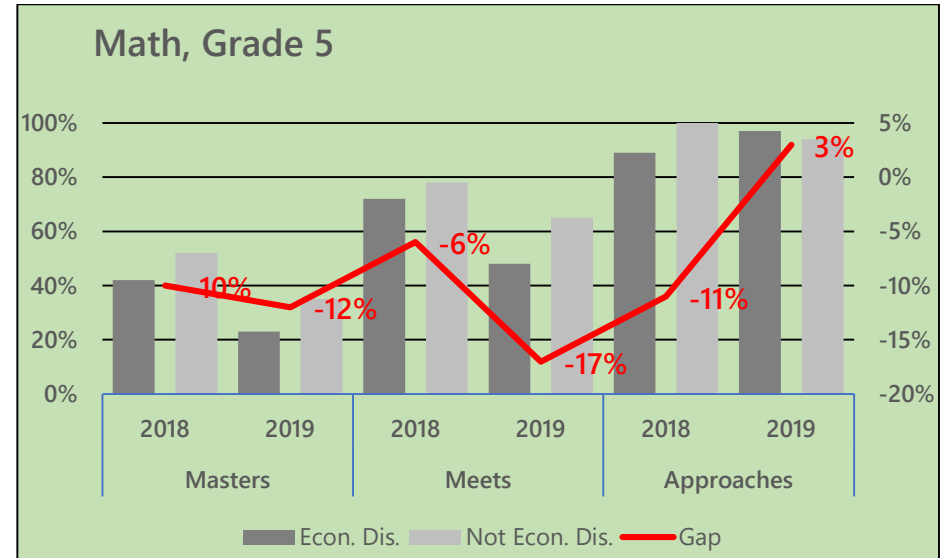
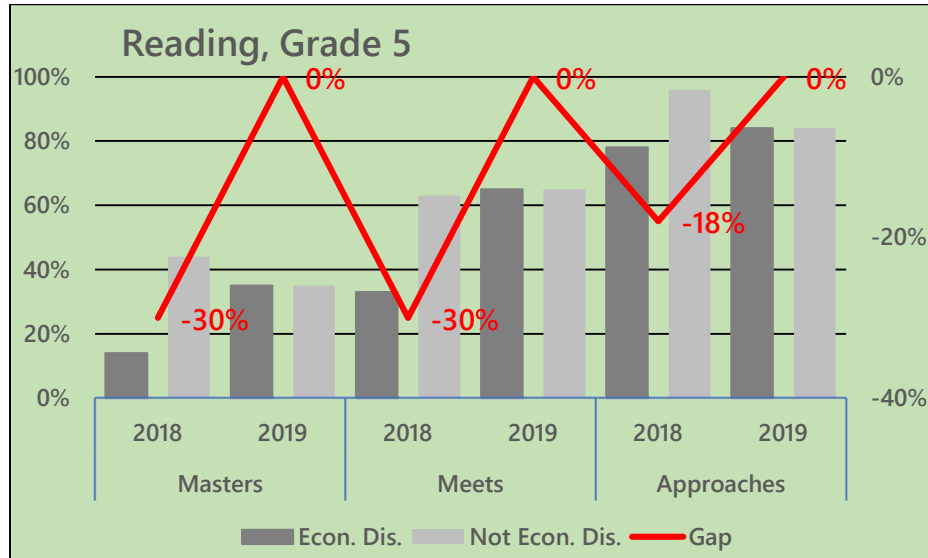
### At Risk/Not At Risk



# STAAR Performance by Grade and Subject, Spring 2018-2019 (Cont.)

## Grade 5

### Economically Disadvantaged/Not Economically Disadvantaged



## At-Risk Students by Criterion for School Year 2019-2020

Stockdale Elementary			Readiness Test		Not Advanced		Failed STAAR		LEP		DPRS		Homeless		Local Criterion Dyslexia		Local Criterion Section 504	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PK	46	12%	15	33%	0	0%			1	2%	0	0%	3	7%	0	0%	0	0%
K	60	16%	14	23%	2	3%			3	5%	1	2%	3	5%	0	0%	2	3%
1	52	14%	23	44%	2	4%			4	8%	1	2%	0	0%	0	0%	1	2%
2	54	14%	22	41%	7	13%			2	4%	0	0%	0	0%	2	4%	2	4%
3	55	14%	25	45%	5	9%	0	0%	5	9%	0	0%	0	0%	7	13%	9	16%
4	48	13%			1	2%	11	23%	5	10%	0	0%	2	4%	5	10%	5	10%
5	68	18%			3	4%	21	31%	3	4%	0	0%	2	3%	7	10%	12	18%
	383	100%	99	26%	20	5%	32	8%	23	6%	2	1%	10	3%	21	5%	31	8%

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

**Summative Assessment:** Passing STAAR Spring 2020; TPRI Results Fall 2019

<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>
<b>Reading Intervention</b> - Supplemental accelerated instruction in Reading/ELA to support students in mastery of TEKS and success on STAAR.	Payroll \$56,165 PD \$1,000 Supplies \$200	Certified Teacher 1 FTE	Report Card Grade- Reading	Each Six Weeks	Passing Final Grade in Reading
<b>Full Day PK</b> - Additional instructional time expands required half day PK program to a full day. Includes supplemental aides who offer instructional support for students one-on-one or in small groups, under direct supervision of classroom teacher.	Payroll \$40,679	Instructional Aides 2 FTEs	Progress reports	Each Six Weeks	On-target Kinder Readiness
<b>Instructional Support</b> - Supplemental aides offer instructional support for students one-on-one or in small groups, under direct supervision of classroom teacher.	Payroll \$43,912	Instructional Aides 2 FTEs	Report Card Grades	Each Six Weeks	Passing Final Report Card Grades
<b>Summer School</b> – Extended school year offering supplemental instructional time for students to master grade-level TEKS and STAAR assessments.	Extra duty pay \$5,271	NA	Progress Reports	Weekly	Promotion

## Other Programs That Support SCE-Funded Activities

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

### *Federally-Funded Programs*

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

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

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

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

### *State-Funded Programs*

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

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

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

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



## 2018-2019 State Compensatory Education Program Evaluation

As required by TEC, Section 29.081(c), Stockdale Elementary School evaluates the effectiveness of its state compensatory education program, the results of which are included in this campus improvement plan. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school.

The analysis of the SCE program is aimed at revealing any disparity between the performance on assessment instruments between students at risk of dropping out of school and all other district students. It also uncovers differences in the rates of high school completion between students at risk of dropping out of school and all other district students.

State Compensatory Education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. Stockdale Elementary School gauges the effectiveness of its designated SCE program and includes the results of such evaluation in this campus improvement plan.

The TEC does not specify the minimum standard or design for an evaluative process; however, Stockdale Elementary School chooses to use a combination of two types of evaluations: Continuous Improvement and Performance Data. The continuous improvement is evaluated through the formative processes described in the Programs and Strategies section above. Evaluation of performance data is accomplished through data analysis as part of the summative evaluation process. 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. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to their individual students' needs. While collecting and organizing the data is important, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the campus staff to seek patterns and opportunities for student and

school growth as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs that target strategies for assisting students identified as being at risk of failing or dropping out of school.

### 2018-2019 State Compensatory Education Program Evaluation (Cont.)

Stockdale Elementary					
SCE-Funded Program	Evaluation Criteria	# of participating students	# of successful students	% successful	Modify (yes no)
Reading Intervention	TPRI	159	139	87%	no
Summer School	Promotion	15	14	93%	no
Full Day PK	Passing K Readiness	40	33	83%	no

## SCE Budget, 2019-2020

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

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

# Stockdale ISD 247906

Fund 199 State Compensatory Education

## Campus Detail



Fiscal Year 2020

Stockdale Elementary	Acct Title	Activity	Cost
199-11-6118-00-101-0-30-0-01	Teacher/Professional Extra Duty Pay	Summer School	\$5,271.00
199-11-6118-00-101-0-30-0-00	Teacher/Professional Extra Duty Pay	Tutorials	\$200.00
199-11-6119-00-101-0-30-0-00	Teacher/Professional Salary	Reading Intervention	\$48,662.50
199-11-6129-00-101-0-30-0-00	Support Personnel Salary	Instructional Support	\$40,116.00
199-11-6129-00-101-0-34-0-00	Support Personnel Salary	PK	\$37,176.00
199-11-6141-00-101-0-30-0-00	Social Security/Medicare	Instructional Support	\$581.68
199-11-6141-00-101-0-30-0-00	Social Security/Medicare	Reading Intervention	\$705.61
199-11-6141-00-101-0-34-0-00	Social Security/Medicare	PK	\$539.05
199-11-6142-00-101-0-34-0-00	Health/Life Insurance	PK	\$64.00
199-11-6142-00-101-0-30-0-00	Health/Life Insurance	Instructional Support	\$64.00
199-11-6142-00-101-0-30-0-00	Health/Life Insurance	Reading Intervention	\$2,975.00
199-11-6143-00-101-0-30-0-00	Worker's Comp.	Reading Intervention	\$172.61
199-11-6143-00-101-0-34-0-00	Worker's Comp.	PK	\$131.86
199-11-6143-00-101-0-30-0-00	Worker's Comp.	Instructional Support	\$142.29
199-11-6145-00-101-0-30-0-00	Unemployment Comp.	Instructional Support	\$0.00
199-11-6145-00-101-0-30-0-00	Unemployment Comp.	Reading Intervention	\$0.00
199-11-6145-00-101-0-34-0-00	Unemployment Comp.	PK	\$0.00
199-11-6146-00-101-0-30-0-00	TRS Care	Instructional Support	\$3,008.70
199-11-6146-00-101-0-30-0-00	TRS Care	Reading Intervention	\$3,649.69
199-11-6146-00-101-0-34-0-00	TRS Care	PK	\$2,788.20
			<hr/>
			<b>\$146,248.19</b>
199-31-6339-00-101-0-30-0-00	Testing Materials	Dyslexia	\$200.00

# Stockdale ISD 247906

Fund 199 State Compensatory Education

## Campus Detail



Fiscal Year 2020

199-11-6399-00-101-0-30-0-01	General Supplies	Supplies	\$2,000.00
			<hr/>
			<b>\$2,200.00</b>
199-13-6411-00-101-0-30-0-00	Emp. Travel/Subsistence	Professional Development	\$1,000.00
			<hr/>
			<b>\$1,000.00</b>
		<b>Campus 101 Total:</b>	<hr/> <b>\$149,448.19</b>

# Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2020

## 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	\$48,662.50	0.850	\$2,975.00	\$705.61	\$172.61	\$0.00	\$3,649.69	\$56,165.40
Diana Sanchez	Instructional Aide	Instructional Support	\$19,488.00	1.000	\$32.00	\$282.58	\$69.12	\$0.00	\$1,461.60	\$21,333.30
Eva Arellano	Aide	PK	\$18,775.00	1.000	\$32.00	\$272.24	\$66.59	\$0.00	\$1,408.13	\$20,553.96
Jennifer Kelly McGuffin	Aide	PK	\$18,401.00	1.000	\$32.00	\$266.81	\$65.27	\$0.00	\$1,380.08	\$20,145.16
Penny Cantrell	Instructional Aide	Instructional Support	\$20,628.00	1.000	\$32.00	\$299.11	\$73.17	\$0.00	\$1,547.10	\$22,579.37
<b>Campus 101 Subtotal:</b>		<b>FTE - 4.85</b>	<b>\$125,954.50</b>		<b>\$3,103.00</b>	<b>\$1,826.34</b>	<b>\$446.76</b>	<b>\$0.00</b>	<b>\$9,446.59</b>	<b>\$140,777.19</b>