

# Stockdale Independent School District

## Stockdale Elementary

### 2020-2021 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 area. Stockdale Elementary has a high level of parent and community involvement. Parents and community organizations regularly participate in school events and activities. Multiple local organizations and agencies provide support and incentives for student engagement and achievement.

The student population is 46.8% hispanic and 51.2% white; the remainder of the population is comprised of students identifying as being African American or two or more races. 61.1% of students are classified as being economically disadvantaged, and 45.8% are considered to be at-risk. 6.9% of students at Stockdale Elementary are provided Section 504 services, 5.6% of students are classified as English Language Learners, 4.1% are identified as students having dyslexia, 12.8% receive special education services.

Stockdale Elementary is characterized by minimal disciplinary infractions. Placements in alternate learning environments such as in school suspension or Alternative Learning environments are rare. Last school year, only one student required a one day placement in ISS.

The average class size is less than 21 students. K-5 grades all have 3 teachers per grade level. Pre-K has two classrooms, each with a teacher and an instructional aide. A full day of free Prekindergarten is provided to eligible students along with the opportunity for students to attend on a tuition-basis.

The average experience of teachers is 13.6 years, and teacher and staff turn-over rates are typically low. Many teachers are members of the community and are personally vested in the school and the community.

Transportation is provided to all students who either live 2 miles away or meet the criteria outlined in the Hazardous Route outlined by the school board.

The school partners with the federally funded Afterschool Centers in Education program, which provides tutorials, enrichment and homework assistance to at-risk students on a teacher-referral and/or data-analysis basis. We have a high teacher involvement rate in the ACE program, with many teachers providing tutorials after school.

### 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 or are enrolled in immersion classrooms with teachers who are ESL certified.
- Dyslexia: dyslexic students are provided specialized reading instruction daily, and are screened and monitored early and frequently.
- GT: students identified as gifted & talented receive services from a GT-certified teacher at least twice per week, and the district requires teachers to be GT trained.
- At-risk: struggling students are monitored throughout the year and provided help through intervention services provided by special teachers and/or are referred to the ACE

program for enrichment, tutorials, and homework assistance.

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:** The demographics of Stockdale Elementary indicate a high population of students who are identified as being economically disadvantaged **Root Cause:** Many students come from families where job prospects and opportunities are limited, due to the rural location of the district and limited employment resources.

# Student Learning

## Student Learning Summary

Teachers implement the TEKS Resource System to align campus standards with the district standards. Stockdale Elementary continues to use the Sharon Wells and Pearlized math curriculums to supplement the TEKS resource system in K-5 Math.

In past years, 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. However, due to Covid-19 students were not assessed using ITBS during the 2019-2020 school year. K-2 were given the Texas Primary Reading Inventory at the Beginning and Middle of the school year, but the end of the year testing was not completed due to Covid-19. Typically, these are used to measure growth in reading in fluency, decoding, and comprehension. Early reading inventories for universal screeners were completed using LION for 1st and 2nd grade students. Kinder screenings were not completed due to Covid-19. We expect to test our Kinder students using a TEA approved instrument within the first 20 days of the 2020-2021 school year.

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. Parents are also provided access to parent portal which gives live notifications of student grades.

Students identified as English Language Learners are typically assessed using TELPAS. Due to Covid-19, TELPAS testing as incomplete this year, but students who may possibly be reclassified, will be assessed at the beginning of the 2020-2021 school year to determine reclassification.

Because STAAR tests were not given during the 2019-2020 school year, classroom teachers completed End of Year Performance Evaluations. Teachers used rubrics to rate students on their grade level mastery level of skills in Reading, Math, Science and Social Studies. The chart below summarizes campus ratings by grade level. The achievement gap that exists between our economically disadvantaged students and non economically disadvantaged students is a consistent concern across grade levels. A similar gap exists between students receiving Special education services and those who do not. This trend is in accordance with data from previous years' standardized tests.

### 2019-2020 End-of-Year Performance Level Evaluation (Math - Kinder)

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
STOCKDALE ELEMENTARY	59	3	72.88%	88.14%	71.19%	32.20%
Economic Disadvantage	25	2	61%	76%	52%	16%
Hispanic	27	3	67.59%	81.48%	66.67%	22.22%
White	32	3	77.34%	93.75%	75%	40.62%
Female	28	3	72.32%	85.71%	67.86%	35.71%
Male	31	3	73.39%	90.32%	74.19%	29.03%
LEP	3	3	83.33%	100%	66.67%	66.67%
Special Ed Indicator	9	2	52.78%	66.67%	44.44%	0%

### 2019-2020 End-of-Year Performance Level Evaluation (Reading - Kinder)

Total Students	Raw Score	Percent Score	Approaches	Meets	Masters
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**2019-2020 End-of-Year Performance Level Evaluation (Math - Kinder)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
STOCKDALE ELEMENTARY	59	3	69.92%	86.44%	66.10%	27.12%
Economic Disadvantage	25	2	59%	76%	52%	8%
Hispanic	27	3	64.81%	81.48%	62.96%	14.81%
White	32	3	74.22%	90.62%	68.75%	37.50%
Female	28	3	70.54%	85.71%	64.29%	32.14%
Male	31	3	69.35%	87.10%	67.74%	22.58%
LEP	3	3	75%	100%	100%	0%
Special Ed Indicator	9	2	50%	66.67%	33.33%	0%

**2019-2020 End-of-Year Performance Level Evaluation (Science - Kinder)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
STOCKDALE ELEMENTARY	59	4	89.41%	98.31%	89.83%	69.49%
Economic Disadvantage	25	3	81%	96%	76%	52%
Hispanic	27	4	87.96%	100%	85.19%	66.67%
White	32	4	90.63%	96.88%	93.75%	71.88%
Female	28	4	88.39%	100%	89.29%	64.29%
Male	31	4	90.32%	96.77%	90.32%	74.19%
LEP	3	4	100%	100%	100%	100%
Special Ed Indicator	9	3	83.33%	88.89%	77.78%	66.67%

**2019-2020 End-of-Year Performance Level Evaluation (Social Studies - Kinder)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
STOCKDALE ELEMENTARY	59	4	89.41%	98.31%	89.83%	69.49%
Economic Disadvantage	25	3	81%	96%	76%	52%
Hispanic	27	4	87.96%	100%	85.19%	66.67%
White	32	4	90.63%	96.88%	93.75%	71.88%
Female	28	4	88.39%	100%	89.29%	64.29%
Male	31	4	90.32%	96.77%	90.32%	74.19%
LEP	3	4	100%	100%	100%	100%
Special Ed Indicator	9	3	83.33%	88.89%	77.78%	66.67%

**2019-2020 End-of-Year Performance Level Evaluation (Math - 1st Grade)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
STOCKDALE ELEMENTARY	50	3	73.50%	96%	70%	28%

**2019-2020 End-of-Year Performance Level Evaluation (Math - Kinder)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Economic Disadvantage	26	3	70.19%	92.31%	61.54%	26.92%
Black/African American	1	3	75%	100%	100%	0%
Hispanic	24	3	70.83%	91.67%	62.50%	29.17%
Two or More Races	2	3	75%	100%	100%	0%
White	23	3	76.09%	100%	73.91%	30.43%
Female	27	3	75%	96.30%	77.78%	25.93%
Male	23	3	71.74%	95.65%	60.87%	30.43%
LEP	3	3	75%	100%	66.67%	33.33%
Special Ed Indicator	5	2	50%	80%	20%	0%

**2019-2020 End-of-Year Performance Level Evaluation (Reading - 1st Grade)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>STOCKDALE ELEMENTARY</b>	49	3	68.88%	89.80%	59.18%	26.53%
Economic Disadvantage	26	3	68.27%	88.46%	61.54%	23.08%
Black/African American	1	3	75%	100%	100%	0%
Hispanic	23	3	67.39%	82.61%	60.87%	26.09%
Two or More Races	2	3	75%	100%	100%	0%
White	23	3	69.57%	95.65%	52.17%	30.43%
Female	27	3	73.15%	96.30%	74.07%	22.22%
Male	22	3	63.64%	81.82%	40.91%	31.82%
LEP	3	3	66.67%	100%	33.33%	33.33%
Special Ed Indicator	5	2	45%	80%	0%	0%

**2019-2020 End-of-Year Performance Level Evaluation (Science - 1st Grade)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>STOCKDALE ELEMENTARY</b>	50	3	84.50%	96%	80%	62%
Economic Disadvantage	26	3	82.69%	92.31%	76.92%	61.54%
Black/African American	1	4	100%	100%	100%	100%
Hispanic	24	3	81.25%	91.67%	75%	58.33%
Two or More Races	2	4	87.50%	100%	100%	50%
White	23	3	86.96%	100%	82.61%	65.22%
Female	27	3	87.04%	96.30%	85.19%	66.67%
Male	23	3	81.52%	95.65%	73.91%	56.52%
LEP	3	3	83.33%	100%	66.67%	66.67%



**2019-2020 End-of-Year Performance Level Evaluation (Math - Kinder)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Special Ed Indicator	5	3	65%	80%	40%	40%
<b>2019-2020 End-of-Year Performance Level Evaluation (Social Studies - 1st Grade)</b>						
	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
STOCKDALE ELEMENTARY	50	3	84%	96%	78%	62%
Economic Disadvantage	26	3	82.69%	92.31%	76.92%	61.54%
Black/African American	1	4	100%	100%	100%	100%
Hispanic	24	3	81.25%	91.67%	75%	58.33%
Two or More Races	2	4	87.50%	100%	100%	50%
White	23	3	85.87%	100%	78.26%	65.22%
Female	27	4	87.96%	96.30%	88.89%	66.67%
Male	23	3	79.35%	95.65%	65.22%	56.52%
LEP	3	3	83.33%	100%	66.67%	66.67%
Special Ed Indicator	5	3	65%	80%	40%	40%

<b>2019-2020 End-of-Year Performance Level Evaluation (Math - 2nd Grade)</b>						
	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
STOCKDALE ELEMENTARY	54	3	73.61%	94.44%	75.93%	24.07%
Economic Disadvantage	25	3	67%	92%	64%	12%
Hispanic	20	3	65%	90%	60%	10%
White	34	3	78.68%	97.06%	85.29%	32.35%
Female	28	3	72.32%	96.43%	75%	17.86%
Male	26	3	75%	92.31%	76.92%	30.77%
LEP	2	3	62.50%	100%	50%	0%
Special Ed Indicator	7	2	50%	57.14%	28.57%	14.29%

<b>2019-2020 End-of-Year Performance Level Evaluation (Reading - 2nd Grade)</b>						
	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
STOCKDALE ELEMENTARY	54	3	68.98%	85.19%	75.93%	14.81%
Economic Disadvantage	25	2	61%	76%	64%	4%
Hispanic	20	2	61.25%	75%	65%	5%
White	34	3	73.53%	91.18%	82.35%	20.59%
Female	28	3	73.21%	92.86%	82.14%	17.86%
Male	26	3	64.42%	76.92%	69.23%	11.54%

**2019-2020 End-of-Year Performance Level Evaluation (Math - Kinder)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
LEP	2	2	37.50%	50%	0%	0%
Special Ed Indicator	7	1	32.14%	14.29%	14.29%	0%

**2019-2020 End-of-Year Performance Level Evaluation (Science - 2nd Grade)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
STOCKDALE ELEMENTARY	58	3	71.98%	91.38%	77.59%	18.97%
Economic Disadvantage	29	3	62.93%	86.21%	62.07%	3.45%
Hispanic	23	3	63.04%	82.61%	60.87%	8.70%
White	35	3	77.86%	97.14%	88.57%	25.71%
Female	28	3	75.89%	96.43%	85.71%	21.43%
Male	30	3	68.33%	86.67%	70%	16.67%
LEP	2	2	50%	50%	50%	0%
Special Ed Indicator	11	2	47.73%	63.64%	27.27%	0%

**2019-2020 End-of-Year Performance Level Evaluation (Social Studies - 2nd Grade)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
STOCKDALE ELEMENTARY	58	3	70.26%	91.38%	74.14%	15.52%
Economic Disadvantage	29	3	62.93%	86.21%	62.07%	3.45%
Hispanic	23	2	61.96%	82.61%	60.87%	4.35%
White	35	3	75.71%	97.14%	82.86%	22.86%
Female	28	3	75%	96.43%	85.71%	17.86%
Male	30	3	65.83%	86.67%	63.33%	13.33%
LEP	2	2	50%	50%	50%	0%
Special Ed Indicator	11	2	43.18%	63.64%	9.09%	0%

**2019-2020 End-of-Year Performance Level Evaluation (Math - 3rd Grade)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
STOCKDALE ELEMENTARY	53	3	71.23%	88.68%	64.15%	32.08%
Economic Disadvantage	25	2	60%	76%	48%	16%
Hispanic	27	3	62.96%	85.19%	51.85%	14.81%
White	26	3	79.81%	92.31%	76.92%	50%
Female	31	3	74.19%	93.55%	70.97%	32.26%
Male	22	3	67.05%	81.82%	54.55%	31.82%
LEP	3	3	75%	100%	66.67%	33.33%

**2019-2020 End-of-Year Performance Level Evaluation (Math - Kinder)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Special Ed Indicator	2	1	25%	0%	0%	0%
<b>2019-2020 End-of-Year Performance Level Evaluation (Reading - 3rd Grade)</b>						
	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
STOCKDALE ELEMENTARY	52	3	67.79%	90.38%	59.62%	21.15%
Economic Disadvantage	24	3	62.50%	79.17%	54.17%	16.67%
Hispanic	27	2	60.19%	85.19%	44.44%	11.11%
White	25	3	76%	96%	76%	32%
Female	31	3	68.55%	93.55%	61.29%	19.35%
Male	21	3	66.67%	85.71%	57.14%	23.81%
LEP	3	3	75%	100%	66.67%	33.33%
Special Ed Indicator	1	3	75%	100%	100%	0%
<b>2019-2020 End-of-Year Performance Level Evaluation (Science - 3rd Grade)</b>						
	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Meets</b>	<b>Masters</b>	
STOCKDALE ELEMENTARY	57	3	75%	77.19%		31.58%
Economic Disadvantage	27	3	69.44%	70.37%		18.52%
Hispanic	30	3	68.33%	73.33%		10%
White	27	3	82.41%	81.48%		55.56%
Female	32	3	77.34%	78.12%		34.38%
Male	25	3	72%	76%		28%
LEP	4	2	56.25%	50%		0%
Special Ed Indicator	6	1	33.33%	16.67%		0%
<b>2019-2020 End-of-Year Performance Level Evaluation (Social Studies - 3rd Grade)</b>						
	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
STOCKDALE ELEMENTARY	57	4	87.72%	98.25%	96.49%	56.14%
Economic Disadvantage	27	3	84.26%	100%	96.30%	40.74%
Hispanic	30	3	84.17%	96.67%	93.33%	46.67%
White	27	4	91.67%	100%	100%	66.67%
Female	32	4	90.63%	100%	96.88%	65.62%
Male	25	3	84%	96%	96%	44%
LEP	4	4	87.50%	100%	100%	50%
Special Ed Indicator	6	3	66.67%	83.33%	83.33%	0%

## 2019-2020 End-of-Year Performance Level Evaluation (Math - Kinder)

**Total Students   Raw Score   Percent Score   Approaches   Meets   Masters**

### 2019-2020 End-of-Year Performance Level Evaluation (Math - 4th Grade)

Total Students   Raw Score   Percent Score   Approaches   Meets   Masters

STOCKDALE ELEMENTARY	49	2	62.24%	73.47%	48.98%	26.53%
Economic Disadvantage	23	2	52.17%	60.87%	34.78%	13.04%
Hispanic	28	2	56.25%	64.29%	42.86%	17.86%
Two or More Races	2	3	62.50%	100%	50%	0%
White	19	3	71.05%	84.21%	57.89%	42.11%
Female	33	2	62.12%	72.73%	48.48%	27.27%
Male	16	3	62.50%	75%	50%	25%
LEP	5	3	80%	100%	80%	40%
Special Ed Indicator	9	1	36.11%	22.22%	11.11%	11.11%

### 2019-2020 End-of-Year Performance Level Evaluation (Reading - 4th Grade)

Total Students   Raw Score   Percent Score   Approaches   Meets   Masters

STOCKDALE ELEMENTARY	49	3	64.29%	81.63%	48.98%	26.53%
Economic Disadvantage	23	2	54.35%	69.57%	34.78%	13.04%
Hispanic	28	3	63.39%	85.71%	46.43%	21.43%
Two or More Races	2	3	62.50%	100%	50%	0%
White	19	3	65.79%	73.68%	52.63%	36.84%
Female	33	3	65.91%	84.85%	54.55%	24.24%
Male	16	2	60.94%	75%	37.50%	31.25%
LEP	5	3	65%	80%	60%	20%
Special Ed Indicator	9	2	38.89%	22.22%	22.22%	11.11%

### 2019-2020 End-of-Year Performance Level Evaluation (Science - 4th Grade)

Total Students   Raw Score   Percent Score   Approaches   Meets   Masters

STOCKDALE ELEMENTARY	49	3	64.80%	75.51%	53.06%	30.61%
Economic Disadvantage	23	2	57.61%	69.57%	34.78%	26.09%
Hispanic	28	2	59.82%	71.43%	46.43%	21.43%
Two or More Races	2	3	62.50%	100%	50%	0%
White	19	3	72.37%	78.95%	63.16%	47.37%
Female	33	3	67.42%	78.79%	60.61%	30.30%
Male	16	2	59.38%	68.75%	37.50%	31.25%

**2019-2020 End-of-Year Performance Level Evaluation (Math - Kinder)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
LEP	5	3	65%	80%	40%	40%
Special Ed Indicator	9	2	41.67%	44.44%	22.22%	0%

**2019-2020 End-of-Year Performance Level Evaluation (Social Studies - 4th Grade)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
STOCKDALE ELEMENTARY	49	3	67.35%	83.67%	55.10%	30.61%
Economic Disadvantage	23	2	57.61%	73.91%	39.13%	17.39%
Hispanic	28	3	64.29%	85.71%	46.43%	25%
Two or More Races	2	3	62.50%	100%	50%	0%
White	19	3	72.37%	78.95%	68.42%	42.11%
Female	33	3	71.97%	87.88%	66.67%	33.33%
Male	16	2	57.81%	75%	31.25%	25%
LEP	5	3	65%	100%	40%	20%
Special Ed Indicator	9	2	44.44%	33.33%	33.33%	11.11%

**2019-2020 End-of-Year Performance Level Evaluation (Math - 5th Grade)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
STOCKDALE ELEMENTARY	67	3	69.78%	86.57%	61.19%	31.34%
Economic Disadvantage	32	3	64.84%	84.38%	46.88%	28.12%
Hispanic	29	3	64.66%	86.21%	51.72%	20.69%
White	38	3	73.68%	86.84%	68.42%	39.47%
Female	39	3	65.38%	84.62%	53.85%	23.08%
Male	28	3	75.89%	89.29%	71.43%	42.86%
LEP	3	2	58.33%	100%	33.33%	0%
Special Ed Indicator	6	2	37.50%	50%	0%	0%

**2019-2020 End-of-Year Performance Level Evaluation (Reading - 5th Grade)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
STOCKDALE ELEMENTARY	67	3	73.13%	88.06%	68.66%	35.82%
Economic Disadvantage	32	3	64.06%	78.12%	53.12%	25%
Hispanic	29	3	73.28%	89.66%	72.41%	31.03%
White	38	3	73.03%	86.84%	65.79%	39.47%
Female	39	3	71.79%	84.62%	66.67%	35.90%
Male	28	3	75%	92.86%	71.43%	35.71%

**2019-2020 End-of-Year Performance Level Evaluation (Math - Kinder)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
LEP	3	3	66.67%	100%	66.67%	0%
Special Ed Indicator	6	1	33.33%	33.33%	0%	0%

**2019-2020 End-of-Year Performance Level Evaluation (Science - 5th Grade)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
STOCKDALE ELEMENTARY	67	3	79.48%	95.52%	77.61%	44.78%
Economic Disadvantage	32	3	72.66%	90.62%	68.75%	31.25%
Hispanic	29	3	80.17%	96.55%	86.21%	37.93%
White	38	3	78.95%	94.74%	71.05%	50%
Female	39	3	78.21%	97.44%	74.36%	41.03%
Male	28	3	81.25%	92.86%	82.14%	50%
LEP	3	3	75%	100%	100%	0%
Special Ed Indicator	6	2	37.50%	50%	0%	0%

**2019-2020 End-of-Year Performance Level Evaluation (Social Studies - 5th Grade)**

	<b>Total Students</b>	<b>Raw Score</b>	<b>Percent Score</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
STOCKDALE ELEMENTARY	67	3	78.36%	94.03%	73.13%	46.27%
Economic Disadvantage	32	3	71.09%	87.50%	62.50%	34.38%
Hispanic	29	3	79.31%	93.10%	82.76%	41.38%
White	38	3	77.63%	94.74%	65.79%	50%
Female	39	3	76.28%	94.87%	69.23%	41.03%
Male	28	3	81.25%	92.86%	78.57%	53.57%
LEP	3	3	66.67%	100%	66.67%	0%
Special Ed Indicator	6	2	37.50%	50%	0%	0%

**Student Learning 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 typically 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.

Teachers monitor students progress and bring academic concerns to RtI committee for evaluation and academic services. Intensive and targeted intervention is provided to close educational gaps through small group pull out intervention programs provided by both classroom teachers and intervention specialists.

At Risk students attend the after school ACE program, which regularly collects and evaluates data, closing educational gaps for targeted students.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Students identified as being economically disadvantaged routinely perform below other students in the classroom and on standardized tests. **Root Cause:** When the basic needs of students are not being met, it is difficult for them to focus and concentrate on their learning environment. Differentiation strategies and compassionate intervention is needed to address basic emotional needs of students and the engage them fully in the academic process.

# 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 HMH as a RLA curriculum, EnVision, Sharon Wells and Pearlized for math, Pearson for Science, Foundations for Language Arts, and The Writing Academy and Writing Without Tears 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.

Typically, there are 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. Due to Covid-19 and the challenges of distance education, some end of the year grades were not necessarily reflective of year-long student performance. In addition, summer school was not offered this school year due to Covid-19.

The campus has a very low turnover rate in personnel.

Stockdale Elementary is a Leader In Me school. All staff and students participate in the common language and skill set based upon the 7 Habits of Highly Effective People. Student and Staff strengths and leadership abilities are recognized, nurtured, and utilized as a part of the daily culture. The 7 Habits are integrated into all lesson plans and are also directly taught in mini lessons.

Stockdale Elementary is in the process of developing a comprehensive counseling program which will address the social-emotional, academic, and career and college readiness needs of the campus.

Last school year, students were provided fine arts and technology enrichment opportunities both in the classroom and through their "specials".

Two intervention teachers and a dyslexia practitioner serve the student population, providing remediation for students through the RtI or Section 504 process. Students are regularly monitored and screened for progress. The Section 504 coordinator works closely with all staff including nursing, intervention, teachers, and support staff to identify and help serve students who may have a disability that affects their learning.

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:** Students have limited exposure to a Fine Arts curriculum which would allow them to make useful and meaningful connections to academic content, developing multiple areas of the brain. **Root Cause:** Funding for a full-time Fine Arts teacher is not available, so teachers try to integrate this into their academic lessons, but teachers often feel pressed for time and these important components of educational development are inadvertently left out.

# Perceptions

## Perceptions Summary

Stockdale Elementary is a family-oriented work and educational environment. The school culture supports individual differences and staff and students are trained to look for the individual strengths in themselves and in others. Stockdale Elementary is a Leader-in-Me campus and the ideals of the program are becoming deeply ingrained in the school's culture. The transition in leadership this year seemed to be easy for administration and staff, and the general consensus is that teachers and staff love coming to work, and students love coming to school. Teachers and staff are deeply committed to the students and families and many personal connections are made within the walls of the school. Parent involvement is high, and the turn-out to school-sponsored events is very high. During distance education, teachers logged over 2000 weekly contacts with students and parents via a google form which can be found at the following link: [https://docs.google.com/forms/d/1swlN6NMk2\\_Io6Ju0r4wJpJfDvN2ik5YEC8SINXI-Y8/edit#responses](https://docs.google.com/forms/d/1swlN6NMk2_Io6Ju0r4wJpJfDvN2ik5YEC8SINXI-Y8/edit#responses). End of the year parent survey results were generally very positive, and parents feel well-informed about events at school. In addition to the weekly communication log used during distance education, teachers and staff also used the remind app, Tuesday folders, Blackboard Remind, phone calls and emails to maintain frequent communication with students and their families. The end of year data report from the remind app highlights the extensive communication efforts made by educators at Stockdale Elementary:

### REMIND Communication at STOCKDALE EL in 2019-2020:

- Senders: 43
- Recipients: 464
- Total messages delivered: 476214

We strive to be a campus where all students and families feel welcome and appreciated, and our outreach services are extensive; however we can improve in areas such as communication and programs for the families of our english language learners, and increasing parent involvement and participation from our most at-risk students.

## 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 Leadership Team, 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.
- Strong staff morale and a positive culture of growth as educators. Teachers help teachers and many teachers are pursuing higher educational degrees and certifications.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Authentic parent involvement from our most at-risk students is limited. **Root Cause:** Diverse opportunities for all parents to be involved in a way that fits their schedule are limited and need to be extended to meet the needs of working parents.

# 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

## 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

## Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

## Student Data: Student Groups

- 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

## Employee Data

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data


# 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 Sources:** Benchmark assessments, report cards, STAAR scores

<b>Strategy 1:</b> 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. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# Addendums

# Stockdale Elementary School

A Title I, Part A Schoolwide Campus

Serving Grades EE - 05

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State Compensatory Education Programs

School Year 2020-2021



## STATE COMPENSATORY EDUCATION INFORMATION FOR STAKEHOLDERS

To satisfy Texas Education Code Sec. 11.253, Stockdale Elementary annually reviews and revises its campus 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.” This addendum to the campus improvement plan, reflects the continuous nature of the needs assessment process to enhance academic improvement, as well as, provide a programmatic review of the State Compensatory Education (SCE) program to ensure fidelity in fiscal efficiency and programmatic effectiveness.

House Bill 3 (HB3), as passed by the 86th Texas Legislature, determined that the purpose of State Compensatory Education allotment is to provide school districts and open-enrollment charter schools funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students and all other students; as well as, at-risk students and all other students. The statute requires that at least 55 percent of the SCE funds allocated must be used to fund supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR exams] administered under the TEC, Subchapter B, Chapter 39, or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the TEC, §29.081, and all other students.

### 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 administrators, 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, and populations served by special programs, including students in special education programs. The needs assessment determines the measurable campus performance objectives for all appropriate student achievement indicators for all student populations.

According to the latest released Texas Academic Performance Report (TAPR) for school year 18-19 (which is the most-recently published report), 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.

## State Criteria

Texas Education Code Sec. 29.081 defines a student as “at risk of dropping out of school” if the student is under twenty-six years of age and who:

- (1) was not advanced from one grade level to the next for one or more school years(\*);
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, 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) 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;
- (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (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 in 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 Family and Protective 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;
- (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, cottage home operation, specialized child-care home, or general residential operation; or
- (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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Stockdale Elementary School ensures regular monitoring of individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within 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, as applicable to the identifier itself.

## Funding Information

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.

## Students Identified for SCE Program by State Criterion for School Year 2020-2021

The following table represents the number and percentage of students identified in each of the fourteen "At-Risk" categories. Depending on the indicator, students can be counted in more than one category.

Stockdale Elementary			Readiness Test		Not Advanced		Failed STAAR		LEP		DPRS		Homeless		Residential Placement		Incarcerated		Local Criterion Section 504		Local Criterion Dyslexia	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PK	28	8%	10	36%	0	0%			1	4%	1	4%	0	0%	0	0%	1	4%	0	0%	0	0%
K	49	14%	16	33%	1	2%			1	2%	0	0%	3	6%	0	0%	2	4%	0	0%	0	0%
1	59	17%	23	39%	5	8%			3	5%	0	0%	2	3%	0	0%	2	3%	5	8%	0	0%
2	47	14%	16	34%	1	2%			3	6%	0	0%	2	4%	0	0%	2	4%	6	13%	5	11%
3	57	17%	19	33%	6	11%	0	0%	2	4%	0	0%	0	0%	0	0%	3	5%	5	9%	3	5%
4	55	16%			6	11%	0	0%	2	4%	0	0%	0	0%	0	0%	2	4%	14	25%	9	16%
5	48	14%			1	2%	11	23%	2	4%	0	0%	1	2%	0	0%	2	4%	6	13%	6	13%
	343	100%	84	24%	20	6%	11	3%	14	4%	1	0.29%	8	2%	0	0%	14	4%	36	10%	23	7%

## 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, writing in grade 4, and science in grade 5. 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 the evaluation section of this addendum. 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.

## State of Disaster and 2019-2020 Accountability Ratings

In response to the COVID-19 pandemic, Governor Abbott announced on March 16, 2020, that he has waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year. As a result, all districts and campuses will be labeled “Not Rated: Declared State of Disaster” for 2020. Under Texas Administrative Code (TAC) §101.2009, the superintendent must establish the instruments and procedures to be used to determine which students are at-risk. Given that the STAAR administrations for April, May, and June 2020 were cancelled, the at-risk determination needed to be made through means that do not involve state testing results **from the current year**. According to TEA guidance, in the absence of 2020 STAAR results, any student who was identified in the PEIMS Fall 2019 submission as “at risk” based on the TEC, §29.081(d)(3), will continue to be identified as “at risk” in the Fall 2020 PEIMS submission. In addition, Student Success Initiative (SSI) promotion/retention requirements found in the Texas Education Code (TEC), §28.0211 have been waived for the 2019–2020 school year. Stockdale Elementary School will still provide early notice to parents or guardians of students in fourth grade identified to be at risk of failure on the first administration of an assessment required for grade advancement in the next school

year. Stockdale ISD policies prioritize certain student groups to be provided with on-site instruction when safe to do so, including for students in grades K-2, students most likely to have suffered a COVID slide (SPED, EL, at-risk, and students with significant learning gaps), and students with limited or no access to the internet. The following tables compare STAAR assessment scores for at-risk and not-at-risk students for the spring administrations of 2018-2019, the most recent available STAAR assessment results.

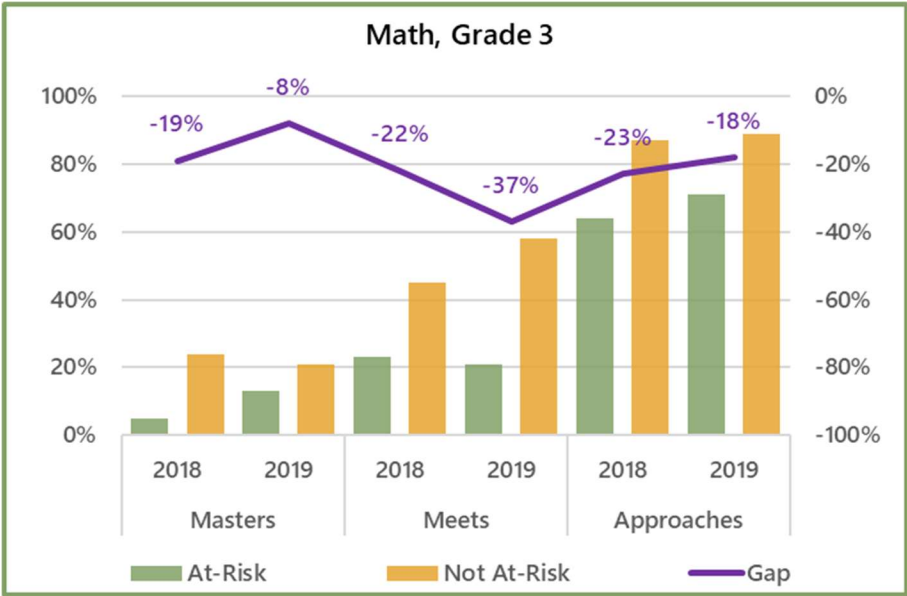
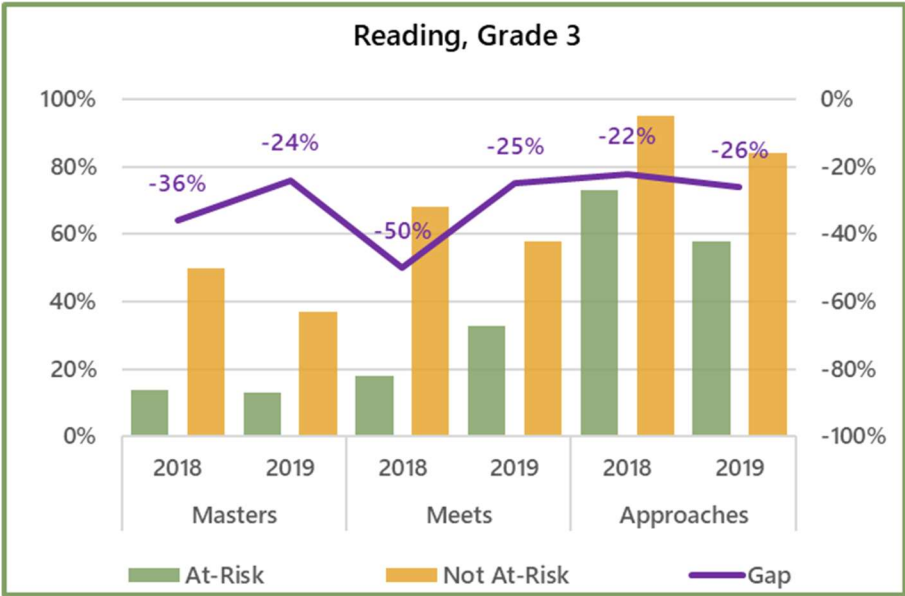
## Focusing on Achievement Gaps

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.

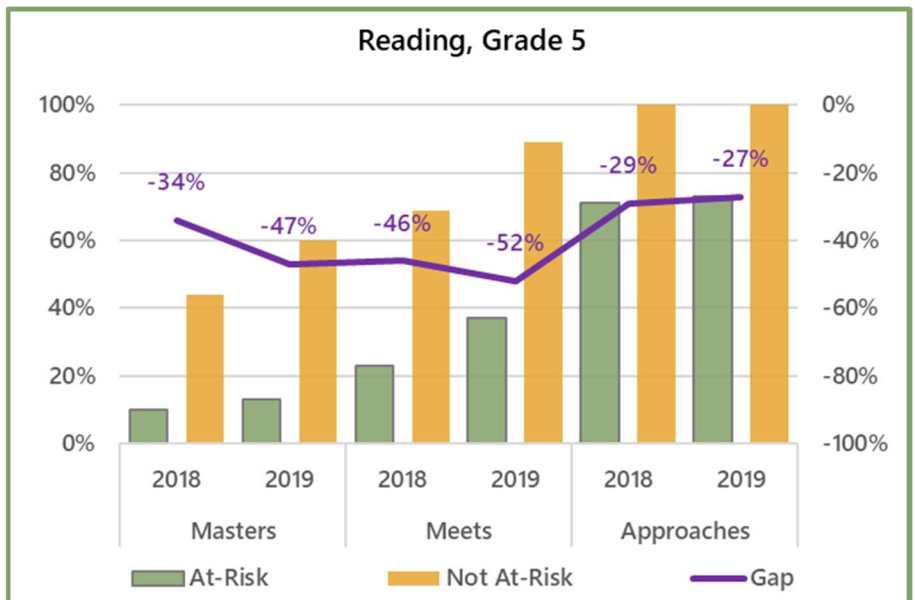
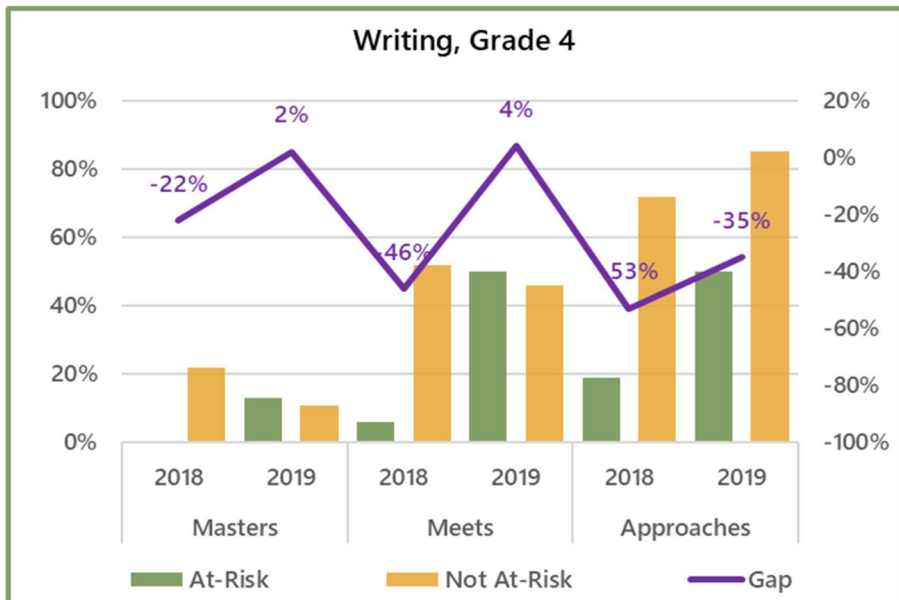
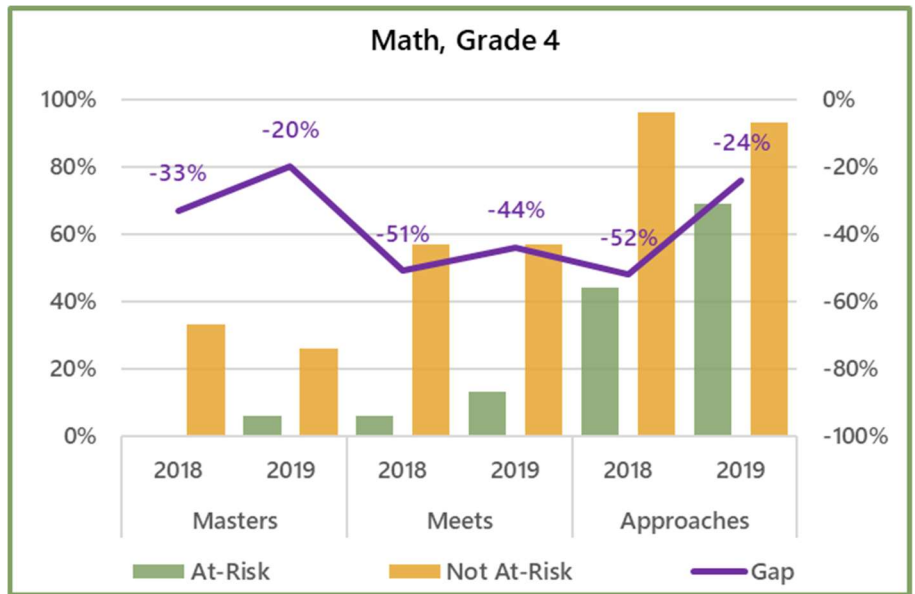
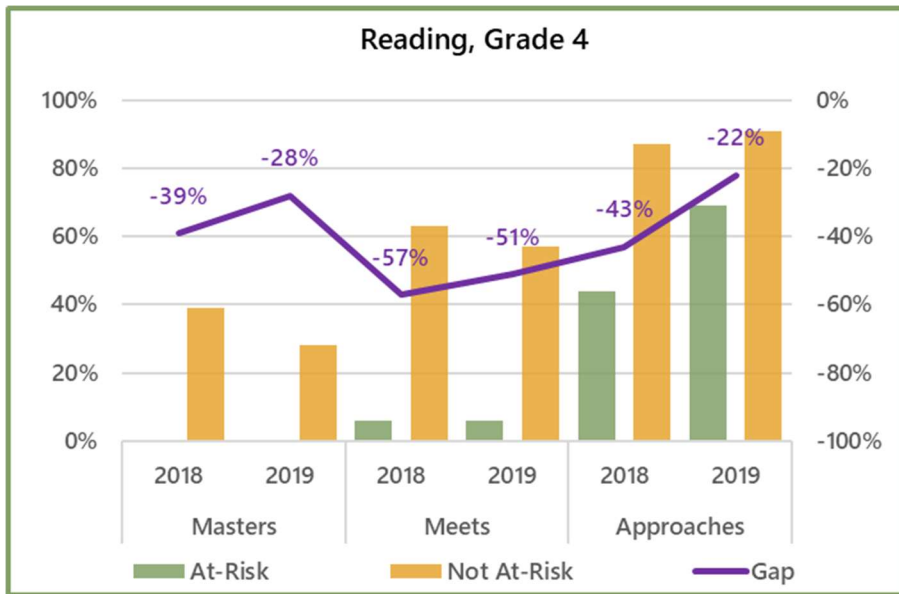
### Campus STAAR Results, Two-Year Comparison of Academic Year End 2018 and 2019 [\*]

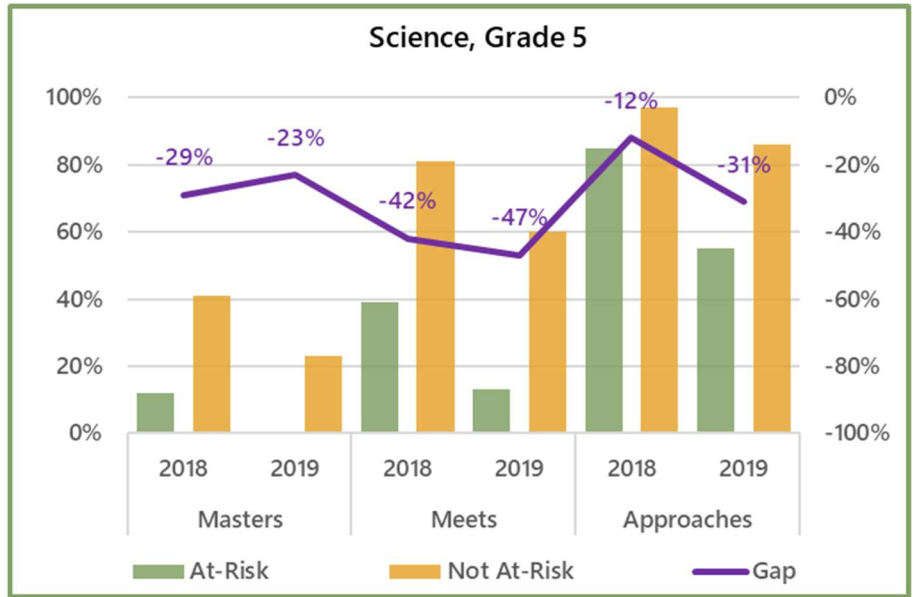
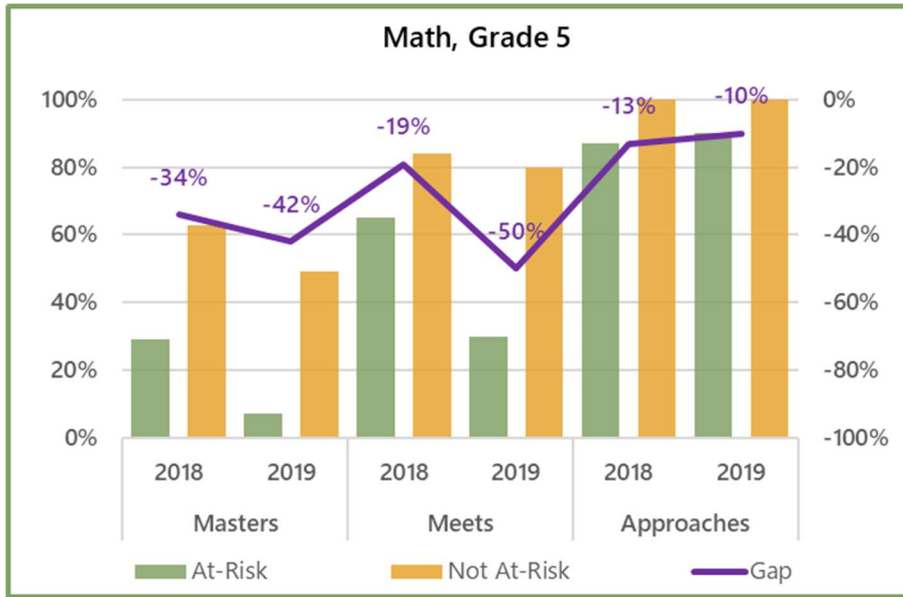
\* The following tables compare STAAR assessment scores for at-risk and not-at-risk students as well as economically disadvantaged students and not economically disadvantaged students for the spring administrations of 2018-2019 - the most recent available STAAR assessment results.

#### At-risk to not at-risk

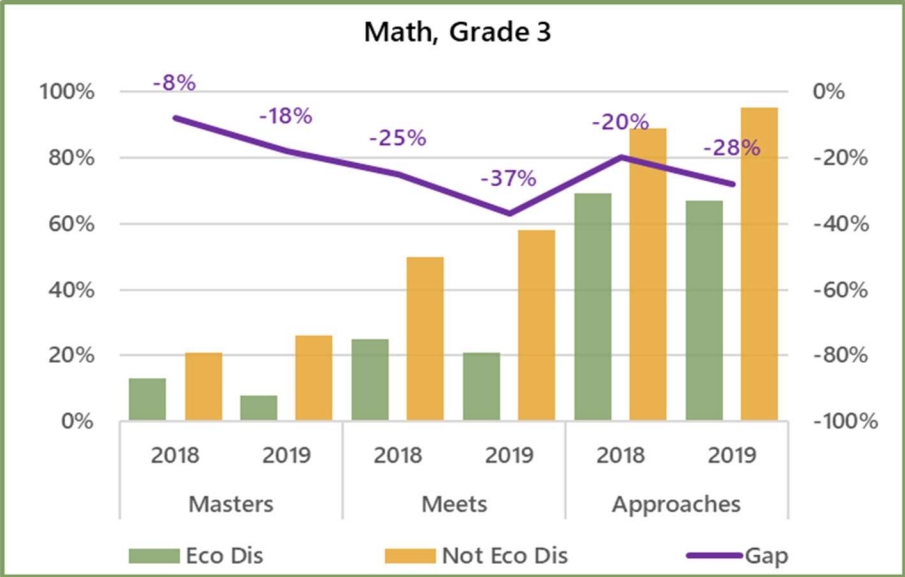
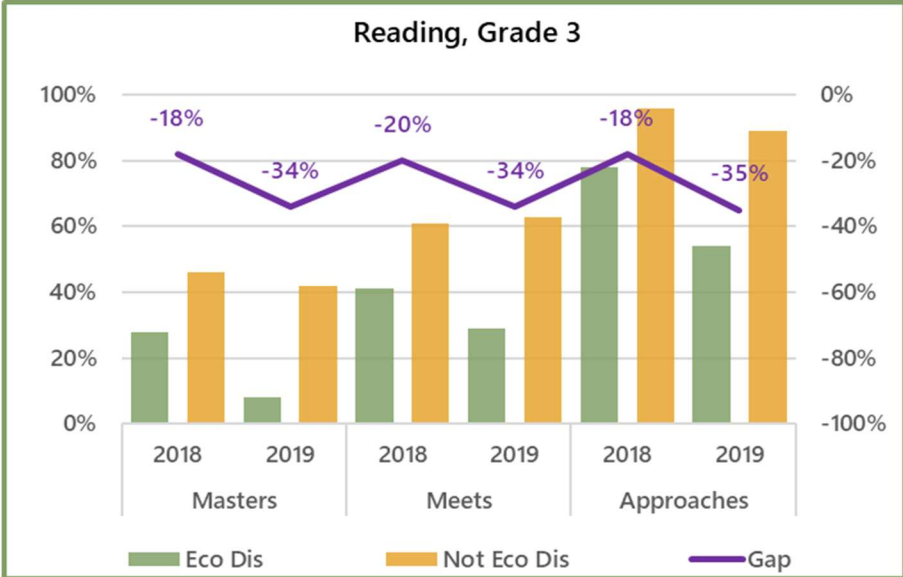


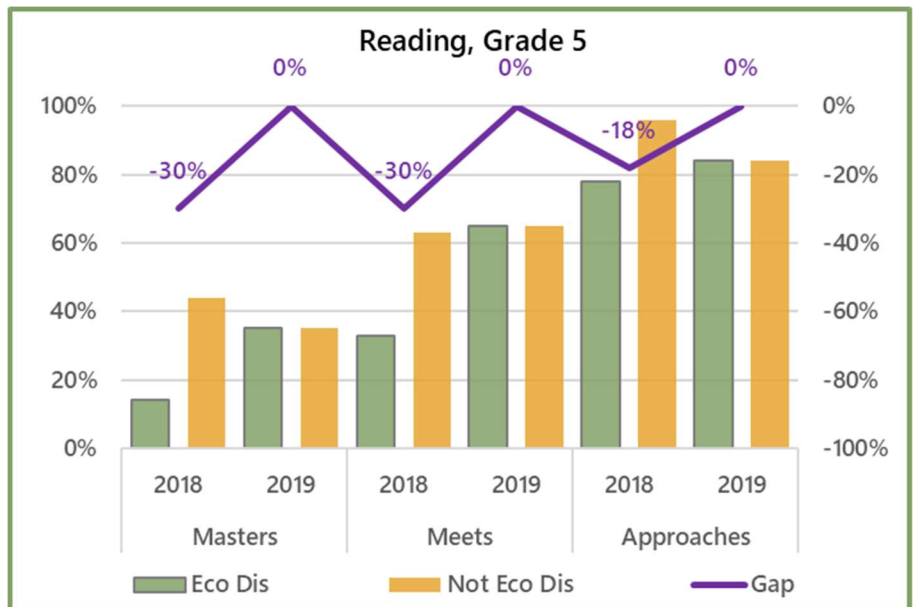
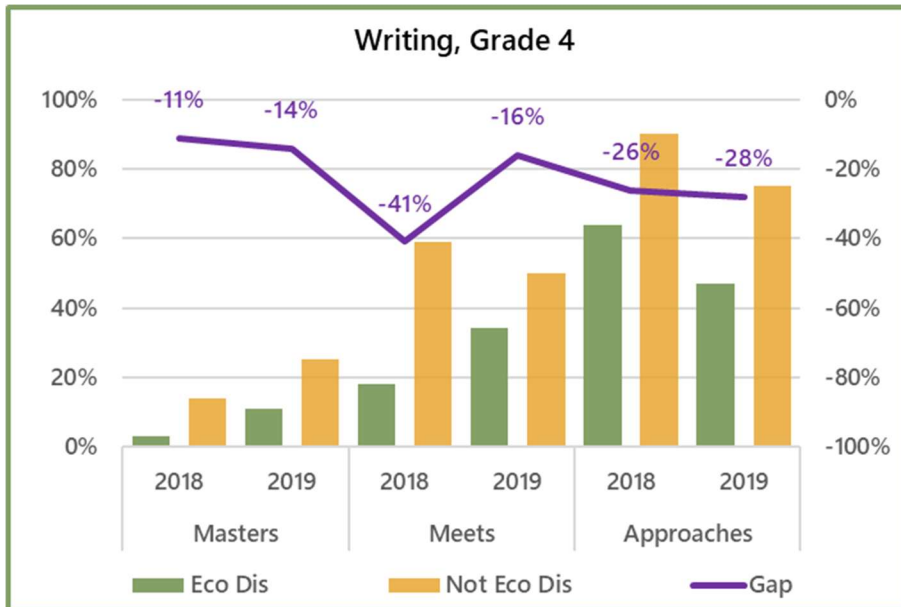
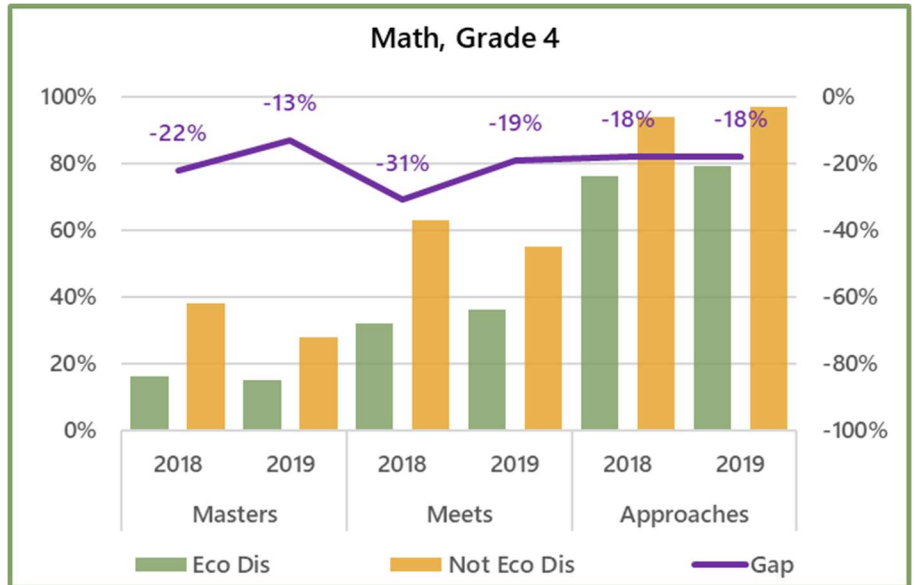
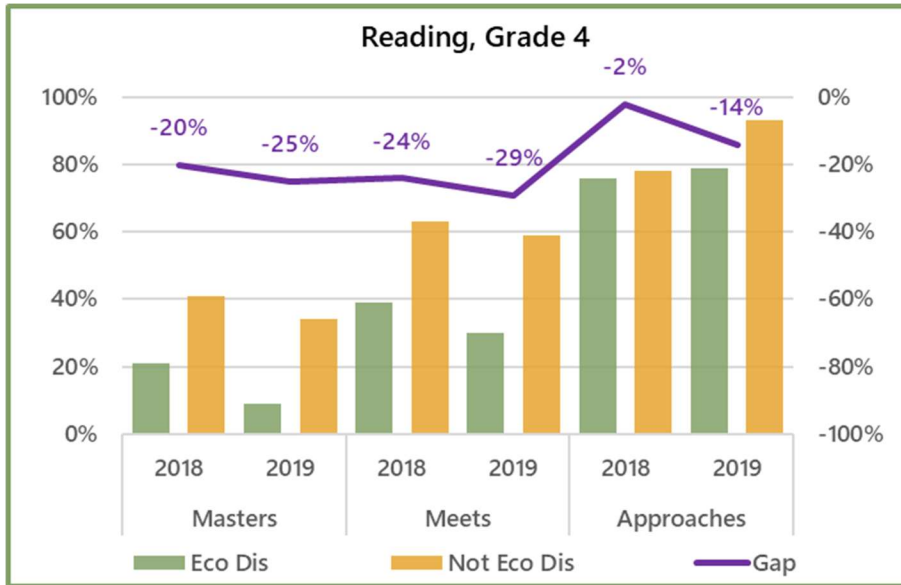


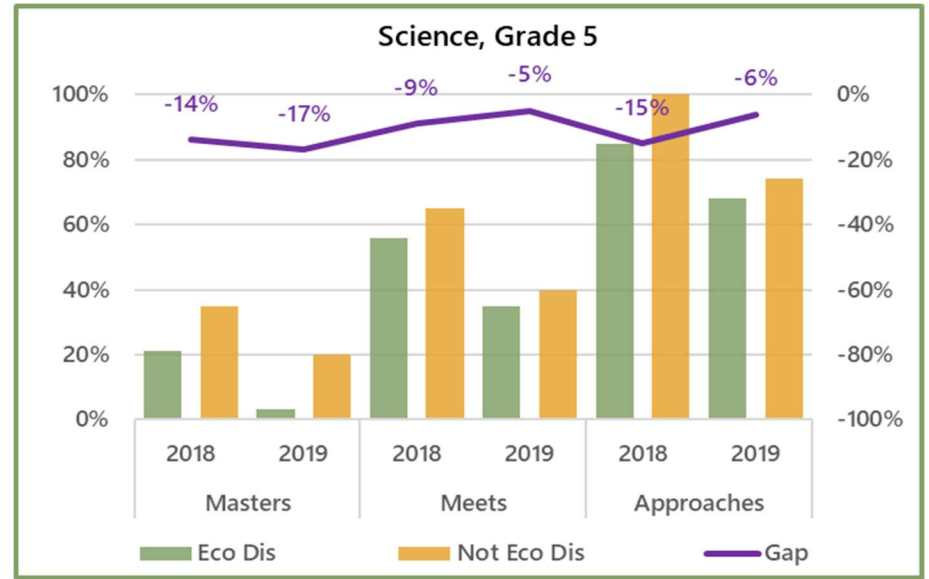
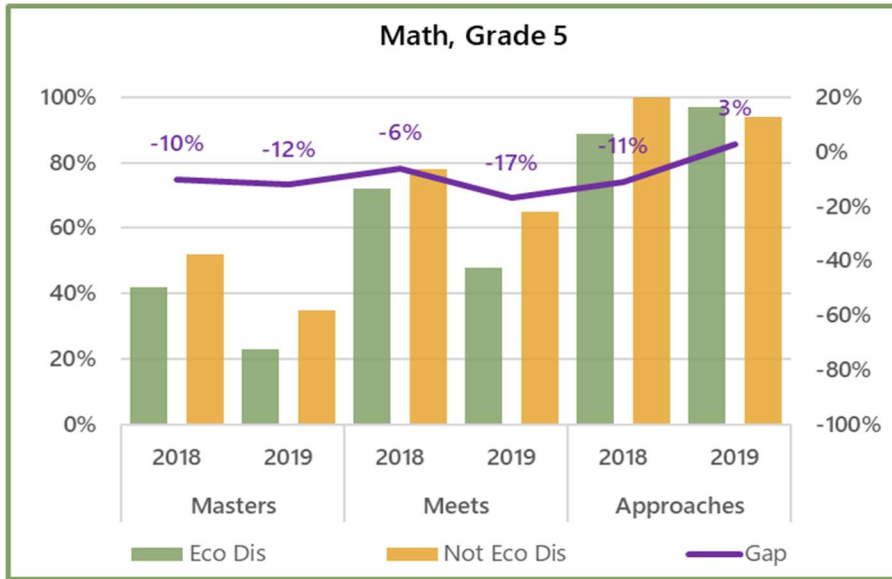




# Economically Disadvantaged to Not Economically Disadvantaged







## SCE Funded Programs and Services at Stockdale Elementary School

*Summative Assessment: Passing STAAR Spring 2021*

Identified Strategies	Supplemental Financial Resources	Supplemental Fulltime Equivalency	Measurable Performance Objectives	Timelines For Monitoring Strategies	Formative Evaluation
<b>Full Day PK</b> – Supplemental staff provides additional instructional time to expand required half-day PK program to full day. Includes supplemental aides who offer support for students one-on-one or in small groups, under direct supervision of classroom teacher.	Payroll \$52,124	Instructional aides 2 FTE	Kindergarten readiness	Each six weeks	On-target skills
<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 \$32,405	Instructional aide 1 FTE	Promotion	Each six weeks	Report card grades
<b>Summer School</b> – Extended school year to provide added instructional time for students to master grade-level TEKS and state assessments.	Extra duty pay \$5,200	NA	Promotion	Weekly	Progress reports

## 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**—provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards.

**Title II, Part A**— is to increase student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools. The district uses half of these funds to support the Title IV program under the flexibility offered through the funding transferability option.

**Title IV, Part A (Student Support and Academic Enrichment)** – SSAEP is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology and the district chooses to primarily focus these funds on meeting technology needs.

**IDEA-B Formula**— provides supplemental resources to help LEAs ensure that eligible students (ages 3-21) with disabilities are provided with a free appropriate public education as required by federal statute.

**IDEA-B Preschool** — provides supplemental resources to help LEAs ensure that eligible students (ages 3-5) with disabilities are provided with a free appropriate public education as required by federal statute.

### *State-Funded Programs*

**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.



## 2019-2020 State Compensatory Education Program Evaluation

As required by TEC, Sec. 29.081(b)(1), Stockdale Elementary evaluates the effectiveness of its state compensatory education program, the results of which are included in this district improvement plan. The evaluation allows the district 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 gauges the effectiveness of its designated SCE program and includes the results of such evaluation in this district improvement plan.

The TEC does not specify the minimum standard or design for an evaluative process; however, Stockdale Elementary 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 district-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 district staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to 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 district staff to seek patterns and to provide 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.

## 2019-2020 State Compensatory Education Program Evaluation (Cont.)

Stockdale Elementary						
SCE-Funded Program	Evaluation Criteria	# of participating students	# of successful students	% successful	Amount Budgeted	Modify (yes no)
Reading Intervention	Teacher EOY	53	28	53%	\$56,165	Yes, change assessment measure & implement Mclass & Amplify Reading
Summer School	Promotion	*	*	NA	NA	No
Full Day PK	K Readiness	44	44	100%	\$40,700	No

\*Program did not occur due to COVID-19 school closure.

## SCE Budget, 2020-2021

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 coordinates the budget request process and provides approved allocations to the campuses. Stockdale Elementary 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 as outlined in the FASRG. The accounting practices of the district that are implemented by the campuses are consistent with cost principles, and provide for adequate documentation to support costs charged to the SCE budget.

TEC, Section 48.104(k)(1)(A) allows districts to use SCE funding to provide supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion, between students who are educationally disadvantaged and students who are not educationally disadvantaged.

Stockdale Elementary 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 district's regular education programs with compensatory, intensive, and/or accelerated instruction.

# Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2021

## Personnel Detail



### Stockdale Elementary

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Eva Arellano	Aide	PK	\$21,019.00	1.000	\$3,500.00	\$304.78	\$74.55	\$0.00	\$1,366.23	\$26,264.56
Jennifer Kelly McGuffin	Aide	PK	\$20,645.00	1.000	\$3,500.00	\$299.35	\$73.23	\$0.00	\$1,341.93	\$25,859.51
Penny Cantrell	Instructional Aide	Instructional Support	\$26,689.00	1.000	\$3,500.00	\$386.99	\$94.67	\$0.00	\$1,734.78	\$32,405.44
<b>Campus 101 Subtotal:</b>		<b>FTE - 3</b>	<b>\$68,353.00</b>		<b>\$10,500.00</b>	<b>\$991.12</b>	<b>\$242.45</b>	<b>\$0.00</b>	<b>\$4,442.94</b>	<b>\$84,529.51</b>

# Stockdale ISD 247906

Fund 199 State Compensatory Education

## Campus Detail



Fiscal Year 2021

Stockdale Elementary	Acct Title	Activity	Cost
199-11-6118-00-101-1-30-0-01	Teacher/Professional Extra Duty Pay	Summer School	\$5,200.00
199-11-6129-00-101-1-34-0-00	Support Personnel Salary	PK	\$41,664.00
199-11-6129-00-101-1-30-0-00	Support Personnel Salary	Instructional Support	\$26,689.00
199-11-6141-00-101-1-34-0-00	Social Security/Medicare	PK	\$604.13
199-11-6141-00-101-1-30-0-00	Social Security/Medicare	Instructional Support	\$386.99
199-11-6142-00-101-1-34-0-00	Health/Life Insurance	PK	\$7,000.00
199-11-6142-00-101-1-30-0-00	Health/Life Insurance	Instructional Support	\$3,500.00
199-11-6143-00-101-1-34-0-00	Worker's Comp.	PK	\$147.78
199-11-6143-00-101-1-30-0-00	Worker's Comp.	Instructional Support	\$94.67
199-11-6146-00-101-1-34-0-00	TRS Care	PK	\$2,708.16
199-11-6146-00-101-1-30-0-00	TRS Care	Instructional Support	\$1,734.78
			<hr/>
			<b>\$89,729.51</b>
		<b>Campus 101 Total:</b>	<hr/> <b>\$89,729.51</b>

# Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2021

## Campus Detail



### Total by Class Object:

61XX \$89,729.51

### Total by Function:

11 \$89,729.51

### Total by Activity:

Instructional Support \$32,405.44

PK \$52,124.07

Summer School \$5,200.00