



Stockdale Elementary  
Campus Site-Based  
Improvement  
Plan  
2015-2016

Reviewed by Stockdale ISD Board on November 9, 2015.

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**Stockdale Elementary  
Campus Site-Based Planning Team**

Donna Lee Dockery – Principal	Tracy Clapp – Educator
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Venicia Monita - Educator, ESL	Janice Cutter – Parent Representative
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Brandi Whitener – Educator	Jason Cunningham - Educator
Melinda Williams - Educator, Special Ed.	Lacey Miller - Educator
Barbara Wiatrek - Health Care	Amanda Warrick – Parent Representative
Jason & Kristy James – Business Representative	Malissa McArthur - Educator

# Stockdale Elementary Campus Goals Aligned to District and State Goals

- I. **The Campus will be a safe and secure working and learning environment for all students and staff that works on the whole child.**  
*State Objective 7: School Districts will maintain a safe and disciplined environment conducive to student learning.*
- II. **All students will master or exceed the Texas Essential Knowledge and Skills for their grade level, or as defined on their Individual Education Plan, to achieve an exemplary rating in the Texas State Accountability System.**  
*State Objective 2: Students will be encouraged and challenged to meet their full educational potential.*  
*State Objective 6: The state's students will demonstrate exemplary performance in comparison to national and international standards.*
- III. **The Campus will employ and retain the most qualified staff for professional/non-professional positions.**  
*State Objective 5: Qualified and highly effective personnel will be recruited, developed, and retained.*
- IV. **The Campus will engage and solicit all members of the school community in a partnership for the continuing improvement of our educational system and outcomes.**  
*State Objective 1: Parents will be full partners with educators in the education of their children.*
- V. **The Campus will create and maintain a technologically integrated learning and working environment for all stakeholders based on Best Practices for Instructional Technology and the Texas Essential Knowledge and Skills Curriculum components.**  
*State Objective 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.*  
*State Objective 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.*
- VI. *Additional State Objective 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.*
- VII. *Additional State Objective 4: A well-balanced and appropriate curriculum will be provided to all students.*

## **Comprehensive Needs Assessment 2014-2015**

Stockdale Elementary Campus site-based committee was convened to develop the needs Assessment and to consider Campus strengths and needs based on:

- TAPR data, including all STAAR disaggregated by ethnicity, gender, and socioeconomic status.
- Longitudinal STAAR data
- Summary of student progress among those students not taking STAAR (PreK-2) – TPRI, Achievement test (ITBS), Progress Reports, Benchmarks
- Parental involvement
- Attendance
- Data from special program evaluations
- Teacher and Paraprofessional highly qualified status
- Pass/Fail rates (Report Cards)
- Discipline data
- Staff Development Survey (DEIC committee)
- Parent Survey

In looking at the data, the committee identified strengths and areas of concerns, patterns, trends, and discussed probable causative factors in areas of concern. The AEIS data can be found in the appendix at the back.

### **Areas of Strength:**

- Elementary Initiatives
  - Implementation of Response To Intervention process
  - Implemented tiered-instruction in all classes
  - Math intervention classes
  - Accelerated Reading program
  - K-5 Content Specialists (Intervention Teams)
  - Differentiated small group math/reading instruction – pull out programs
  - Targeted STAAR preparation tutoring
  - Wilson Reading Program implemented in small reading groups campus-wide
  - Early Star Literacy & STAR to use in progress monitoring
  - After-school intervention in reading and math for identified students through the ACE Program
  - Benchmark testing

- Upgrade of audio-visual to increase instructional technology (i.e. Promethean Boards)
- Parent Portal through TEXIS system
- Brahma Buddy recognition program during Fall semester
- Increased instruction time for core subjects
- Health and Wellness: The Great Body Shop and DrumFit
- Comprehensive Dyslexia services
- Expanded counseling services
- Parent to Parent support group
- Campus Initiatives and Strengths
  - Meeting Highly Qualified requirement
  - Curriculum Alignment Efforts – monthly Professional Learning Community meetings
  - Eduphoria training for disaggregation of data to better target students in need of intervention

**Campus Areas of Concern:**

- STAAR Reading and Math Grade 3
- STAAR Writing Grade 4
- STAAR Reading scores for the following subgroups: All Students, Hispanic, Econ Disad, & Special Ed
- STAAR Math scores for the following subgroups: All Students, Hispanic, White, Econ Disad, & Special Ed
- STAAR Student Success Initiative
- Iowa Basic Skills Test K-2
- Economically Disadvantaged
- Facilities (safety and maintenance)
- Technology
- Primary math Assessment
- Library services and resources
- Attendance/Tardies
- Tracking and attention to individual student progress Pre K -5
- Special Programs such as GT and ESL

**Probable Causes:**

- Need to implement Continuous Progress Monitoring of student performance to determine if implementation of Research-based interventions is effective in addressing the student's difficulties.
- Need for increased tracking for at-risk students using research-based programs.

- Need for increased relationship building between teachers and students
- Need for greater directed parental involvement
- Need for better vertical and horizontal alignment of curriculum with priority in core subjects
- Lack of uninterrupted instructional time
- Social/family issues

**TEXAS STATE OBJECTIVES AND GOALS**  
**ASSURANCE OF SUPPORT OF THE STATE OF TEXAS' MISSION STATEMENT, OBJECTIVES, AND GOALS FOR THE PUBLIC**  
**EDUCATION SYSTEM OF TEXAS**

**This Campus Improvement Plan has been developed in support of the State of Texas' mission statement, objectives, and goals for the public education system of Texas as they are reflected in the Texas Education Code 4.002. Public Education Academic Goals.**

**Texas Education Code 4.001. Public Education Mission and Objectives**

- (a) The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that the parental involvement in the school is essential for the maximum educational achievement of a child.
- (b) The objectives of public education are:
- OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
  - OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
  - OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
  - OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
  - OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed, and retained.
  - OBJECTIVE 6: The state's students will demonstrate exemplary performance in comparison to national and international standards.
  - OBJECTIVE 7: School Districts will maintain a safe and disciplined environment conducive to student learning.
  - OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
  - OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**Texas Education Code 4.002. Public Education Academic goals**

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

- Goal 1: The students in the public education system will demonstrate exemplary performance in reading and writing of the English Language.
- Goal 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- Goal 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- Goal 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.



## **GOALS AND OBJECTIVES**

**GOAL #1-SAFETY**---SES will be a safe and secure working and learning environment for all students and staff that works on the whole child.

**Objective 1:** Campus faculty, staff, and students will receive response training and conduct practice drills in various emergency Response scenarios such as: fire, weather, intruder/lock-down, evacuation, etc.

- “Blackboard Connect” phone system to alert and notify parents

**Objective 2:** To ensure coordination with countywide emergency management plans, SES Campus faculty and staff will meet with local law enforcement and emergency management agencies.

**Objective 3:** SES administrators will conduct on-going safety and security audits to evaluate emergency preparedness.

- Evaluate and Secure school exits and entrances for safety concerns
- Address issues of playground safety and access for all students

**Objective 4:** SES faculty and staff will be trained in pro-active campus and classroom management strategies and mediation skills to facilitate an optimum learning environment.

- OLWEUS Anti-bullying Program
- The Leader in Me Program
- Connection counseling services

**Objective 5:** SES will focus on building the whole child by working on physical and character-building activities as well as academic.

- The Great Body Shop
- Field Day, Goals for Presidential and National Physical Fitness Awards
- Red Ribbon Week PK-5; Ronald McDonald program PK-1
- Elementary Student Council and Elementary National Honor Society

**GOAL #2-ACADEMICS**-- All students will master or exceed the Texas Essential Knowledge and skills for their grade level, or as defined on their Individual Education Plan, to achieve a Met Standard (or comparable) in the new Texas State Accountability System.

**Objective 1:** SES learning community will raise the level of academic performance for all students.

- Utilize after and before school tutoring to maximize student instruction
- Use benchmark testing to evaluate progress and plan instruction
- Tiered Instruction for students who are struggling in math or reading
- Data Disaggregation (Eduphoria) that results in grouping and research-based intervention
- Implement designated intervention time period in class schedules for all grade levels
- Self-contained classroom instruction for Kindergarten through 3<sup>rd</sup> grade students to maximize instructional time
- Creating in-house goals of on-level performance on nationally-normed Achievement Tests for Primary grades.
- Maximize instructional time, minimize distractions and time out of class

**Objective 2:** The SES will continue the ongoing effort to vertically and horizontally align the curriculum.

- Implementation of CSCOPE curriculum across the campus
- Content-Area teachers collaborating across grade-levels in monthly meetings (PLCs)

### **GOAL #3—HIGHLY QUALIFIED STAFF**

**Objective 1:** All SES students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.

- 100% of the Core Area Teachers are highly qualified throughout the school year. Keep all highly qualified teachers.
- 100% of Instructional Paraprofessionals are meeting highly qualified standards of the school year. Keep Instructional Paraprofessionals highly qualified.
- 100% of New Hires will be highly qualified prior to employment.
- NCLB Indicator 3.1: The percentage of classes being taught by highly qualified teachers in aggregate and in high poverty schools will be 100%.
- NCLB Indicator 3.2: The percentage of teachers receiving high quality professional development will be 100%.
- NCLB Indicator 3.3: The percentage of instructional paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are highly qualified will be 100%.

### **GOAL #4—COMMUNITY/SCHOOL/PARENT PARTNERSHIP--SES will engage and solicit all members of the school community in a partnership for the continuing improvement of our educational system and outcomes.**

**Objective 1:** SES will develop and utilize a variety of strategies to communicate with parents and community members regarding student and campus achievements.

- District and campus websites
- Campus Marquee with weekly announcements
- Phone reach system using “Blackboard Connect” to keep parents informed
- Parent conferences at least twice per year on each student
- Monthly Calendar of Activities and Campus/Grade level Newsletters
- Newspaper article/photo coverage for student/teacher achievements
- Honor Rolls
- Parent Portal/Renaissance Learning
- Progress Reports every three weeks; Report Cards at Six-week intervals
- Campus-wide Weekly folder for important communication (Tuesday Take-home Folder)

**Objective 2:** SES will increase opportunities for parent and community participation in school-wide activities.

- Wilson County News Calendar Announcements
- PTO and/or Elementary Parent Boosters
- Parent volunteer activities
- Parent to Parent training group
- RSVP – Retired Senior Citizens
- Parent Involvement Activities such as: Meet the Teacher; Family Fun Nights; Homecoming/Pep Rallies; Thanksgiving Feast; Winter Wonderland; Field Trips; Field Day; Special Olympics; School parties

**GOAL #5—TECHNOLOGY**--SES will create and maintain a technologically integrated learning and working environment for all stakeholders based on Best Practices for Instructional Technology and the Texas Essential Knowledge and Skills Curriculum components.

**Objective 1:** SES will develop a plan to address and implement state mandated technology goals, instructional goals, technology TEKS, student and teacher accessibility.

- Technology Department will provide training for technology use
- Continued Teacher Training to Include ELMOS, LCD projectors, PowerPoint, software
- Continued implementation of Promethean Boards in the classroom
- Updated Computer Lab and Classroom Computers
- Improved Teacher Internet Site Access and website
- Increase Student Computer Ratio
- The campus principal and the technology director will work together to plan where each TEK will be implemented
- Increase technology available in the classroom by getting ELMOS and LCD projectors for each elementary teacher

**Objective 2:** SES will study levels of instructional technology and student competency.

- Surveys
- Technology Assessment

## Stockdale Elementary Campus Improvement Plan 2015-2016

**Program:** Campus Improvement Plan

**Campus Goal:** I. The Campus will be a safe and secure working and learning environment for all students and staff that works on the whole child.

**State Objective:** 6. School Districts will maintain a safe and disciplined environment conducive to student learning.

**Objective:** 1. Campus faculty, staff, and students will receive Response training and conduct practice drills in various emergency Response scenarios such as: fire, weather, intruder/lock-down, evacuation, etc.

**Summative Evaluation:** Training Certificates, Drill Records, Analysis and Debriefing.

Activities/Strategies	Staff Responsible	Timeline	Resources	Formative Evaluation
<ul style="list-style-type: none"> <li>• Fire Drills</li> <li>• Intruder/Lock Down Drills</li> <li>• Evacuation Procedures</li> </ul>	Administrators Staff  SISD Maintenance and Transportation Departments	May, 2016	Faculty Meetings  Emergency Response Crisis Management	Periodic Safety Meetings

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**State Objective:** 6. School Districts will maintain a safe and disciplined environment conducive to student learning.

**Objective:** 2. SES will ensure coordination with countywide emergency management plans, SISD Campus faculty and staff will meet with local law enforcement and emergency management agencies.

**Summative Evaluation:** Meeting Agendas and Minutes, documentation per specific program

Activities/Strategies	Staff Responsible	Timeline	Resources	Formative Evaluation
Planning and Coordination Meetings with Law Enforcement Personnel and Emergency Management Agencies	Administrators Staff SISD Maintenance and Transportation Departments Anti Drug Coalition	May, 2016	Wilson County Law Enforcement Agencies and Emergency Response Units Anti drug Coalition Safe and Drug Free Schools	SISD Representatives Attendance at Safety Council Meetings

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**State Objective:** 6. School Districts will maintain a safe and disciplined environment conducive to student learning.

**Objective:** 3.SISD campus administrators will conduct on-going safety and security audits to evaluate emergency preparedness.

- Evaluate and Secure school exits and entrances for safety concerns

**Summative Evaluation:** Secured Exterior Entry, Survey and Audit Reports

Activities/Strategies	Staff Responsible	Timeline	Resources	Formative Evaluation
<ul style="list-style-type: none"> <li>• Limit Number of Building Entry Access Points</li> <li>• Playground Safety</li> <li>• Fire Extinguisher Checks</li> <li>• Required check in at the Elementary entrance to provide controlled access</li> </ul>	<p style="text-align: center;">Administrators Staff</p> <p>SISD Maintenance and Custodial Departments</p>	<p style="text-align: center;">May, 2016</p>	<p style="text-align: center;">IDENT-A-KID Activity Funds</p>	<p style="text-align: center;">Daily Visual/Physical Checks Surveys and Security Audits</p>

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**State Objective:** 6. School Districts will maintain a safe and disciplined environment conducive to student learning.

**Objective:** 4.SISD Campus faculty and staff will be trained in pro-active campus and classroom management strategies/mediation skills to facilitate an optimum learning environment.

- OLWEUS Anti-bullying program
- The Leader in Me Program
- Connections counseling services
- Wilson County Juvenile Probation Dept
- Motivational/Reward Programs
- ACE Afterschool Program

**Summative Evaluation:** Reduced Number of Discipline Referrals, Improved Attendance Rating 97% Goal, Data, Reduced Discipline Referrals

Activities/Strategies	Staff Responsible	Timeline	Resources	Formative Evaluation
<ul style="list-style-type: none"> <li>• OLWEUS Core Team Training</li> <li>• ACE Afterschool Program</li> <li>• The Leader in Me</li> <li>• Connections/MHMR counseling services</li> <li>• Wilson Cty Juvenile Probation Dept Attendance Counseling</li> <li>• Motivational/Reward Programs</li> </ul>	<p style="text-align: center;">Administrators Counselor Teachers ACE Staff</p>	<p style="text-align: center;">May, 2016</p>	<p style="text-align: center;">OLWEUS Resource Site</p> <p style="text-align: center;">ACE Grant Title I funds</p> <p style="text-align: center;">MHMR</p> <p style="text-align: center;">Connections</p> <p style="text-align: center;">Campus Fundraising/Activity Funds</p>	<p style="text-align: center;">Reduction in Student Absences and disciplinary referrals</p> <p style="text-align: center;">Surveys for bullying per OLWEUS program</p> <p style="text-align: center;">Increase number of students on honor roll and passing state assessment</p> <p style="text-align: center;">Parent/student surveys</p>

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**State Objective:** 6. School Districts will maintain a safe and disciplined environment conducive to student learning.

**Objective:** 5. SES will focus on building the whole child by working on physical and character-building activities as well as academic.

- The Great Body Shop
- Field Day
- Elementary Student Council
- DrumFit Program
- Goals for Presidential and National Physical Fitness Awards

**Summative Evaluation:** Increased numbers of students receiving Presidential and National Physical Fitness awards. Increased positive results on Fitness Gram evaluation

Activities/Strategies	Staff Responsible	Timeline	Resources	Formative Evaluation
<ul style="list-style-type: none"> <li>• Outside Recess implemented</li> <li>• Track &amp; Field Day implementation</li> <li>• Goals for Presidential and National Physical Fitness Awards</li> <li>• DrumFit Program</li> </ul>	Administrators Teachers Physical Education Teachers	August 2015	Facilities PE Supplies Student Activity Fund	Increased numbers of students receiving Presidential and National Physical Fitness awards.  Increased positive results on Fitness Gram evaluation  Students receive awards for competition on Field Day



## Stockdale Elementary Campus Improvement Plan 2015-2016

**Program:** Campus Improvement Plan

**Campus Goal:** II. All students will master or exceed the Texas Essential Knowledge and Skills for their grade level, or as defined on their Individual Education Plan, to maintain an exemplary rating in the Texas State Accountability System.

**State Objective:** 2: Students will be encouraged and challenged to meet their full educational potential.

**State Objective:** 6: The state's students will demonstrate exemplary performance in comparison to national and international standards.

**Objective:** 1. SES learning community will raise the level of academic performance for all students.

- Utilize before and after school tutoring to maximize student instruction
- Use benchmark testing to evaluate progress and plan instruction
- Tiered Instruction for students who are struggling in math or reading
- Data Disaggregation using Eduphoria that results in grouping and research-based interventions
- Implement a designated "intervention" period in the schedule for special programs like GT and ESL

**Summative Evaluation:** Increased Academic Proficiency, AEIS, Increased academic Proficiency, STAAR Scores, and AEIS Rating, Increased Academic Achievement and Attendance

Activities/Strategies	Staff Responsible	Timeline	Resources	Formative Evaluation
Targeted tutoring per prior student test performance in Reading & Math for: All Students, Hispanic, Economically Disadvantaged and Special Education	Administrator Grade Level Teachers Special Ed Teachers Intervention Teachers	May, 2016	SCE Funds Title I, Part A funds ACE Program SHARS funding	Increased Passing Percentages on STAAR Tests, including subgroups Lexia Reading, AR Reading & Math, eStaR
Reduced Class size at appropriate grade levels	Administrators Classroom reduction teacher	August, 2015	General Fund	Increased student achievement
Tutorials for SSI grade levels	Administrator Grade level Teachers	Every Six Weeks  Daily  Daily	Certified Instructor  ACE Program SHARS funding	Improved Student Grade Records and STAAR Mastery
Staff Development Opportunities to Assist Faculty with Curriculum, Disaggregating Data, and Implementing Best Instructional Practices	Administrator Grade Level Teachers Staff	May, 2016	ESC 20 Workshops Independent Contractors Title II, Pt. A	Increased percentages on Norm and Criterion Referenced Tests

## Stockdale Elementary Campus Improvement Plan 2015-2016

**Program:** Campus Improvement Plan

**Campus Goal:** II. All students will master or exceed the Texas Essential Knowledge and Skills for their grade level, or as defined on their Individual Education Plan, to maintain a Met Standard rating (or comparable) in the new Texas State Accountability System.

**State Objective:** 2: Students will be encouraged and challenged to meet their full educational potential.

**State Objective:** 6: The state's students will demonstrate exemplary performance in comparison to national and international standards.

**Objective:** 2. The SES will continue the ongoing effort to vertically and horizontally align the curriculum.

- Implementation of CSCOPE curriculum

- Content-Area teachers collaborating across grade-levels in monthly meetings (PLCs)

- Response to Intervention implemented through regular meetings and designated class period

**Summative Evaluation:** Increase AEIS Rating to Exemplary, Increased TAKS Math Passing Rates, and Increased Academic Proficiency

Activities/Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation
Implement RTI	Administrator Teachers Intervention Specialists	August, 2015	Tier II teacher/student resources Wilson Reading Program Title I, Part A funds	Increased percentages on Norm and Criterion Referenced Tests
Implement a designated "intervention" period in the schedule to accommodate special programs like GT and ESL; target subgroups in Rdg/Math	Administrator Teachers	August 2015	Student Data	Increased percentages on Norm and Criterion Referenced Tests Lower percentages in Special Education Increase in Level III scores for GT students
Math Benchmarks will be used at each grade level to progress monitor and target intervention for subgroups (All students, Hispanic, white, ED, SE)	Administrator Teachers	August 2015	Student Data Mentoring Minds	Increased percentages on Norm and Criterion Referenced Tests
Make sure that vertical alignment meetings are held.	Administrator Teachers	August 2015	Paraprofessionals	Increased percentages on Norm and Criterion Referenced Tests.
Disaggregate the ITBS data and make sure those students who are on grade level in core subjects increases each year.	Administrator Teachers	August 2015	ITBS testing State and Local funding \$5,000	Increased percentages of students on grade level on the test in core subjects.
Have a rigorous curriculum that supports 87% of students reaching mastery on the STAAR assessment, particularly failing subgroups; Leader in Me program	Administrators Teachers	August 2015	CSCOPE curriculum Region 20 SHARS Title I funds	Increased on all portions of the STAAR test.

## Stockdale Elementary Campus Improvement Plan 2015-2016

**Program:** Campus Improvement Plan

**Campus Goal:** III. The Campus will employ and retain the most qualified staff for professional/non-professional positions.

**State Objective:** 5. Qualified and highly effective personnel will be recruited, developed, and retained.

- Objective:**
1. All SES students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.
  - 100% of Core Area Teachers will be highly qualified by the end of the school year.
  - 100% of Instructional Paraprofessionals will meet the highly qualified standards by the end of the school year.
  - 100% of New Hires will be highly qualified prior to employment.
  - NCLB Indicator 3.1: The percentage of classes being taught by highly qualified teachers in aggregate and in high poverty schools will be 100%.
  - NCLB Indicator 3.2: The percentage of teachers receiving high quality professional development will be 100%.
  - NCLB Indicator 3.3: The percentage of instructional paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are highly qualified will be 100%.

**Summative Evaluation:** Highly Qualified Teacher Surveys, Teacher Retention Percentages, Records and Workshop Certificates

Activities/Strategies	Staff Responsible	Timeline	Resources	Formative Evaluation
Maintain Percentage of Highly Qualified Teachers to Ensure that all Core Subject Area Teachers are Highly Qualified by end of school year 2015-2016	Campus Principal	May, 2016	Title I, Part A Title II, Part A Local Funds ESC, Region 20	Verify Faculty Certification Status HQ Plans for Non-Certified Teachers
Attract and Retain Highly Qualified Teachers <ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Mentoring</li> <li>• Employee Transfer Benefits</li> </ul>	Superintendent Campus Principal	May, 2016	Title I, Part A Title II, Part A Local Funds ESC, Region 20	Verify Faculty Certification Status
Increase Percentages of Highly Qualified Teachers Receiving Professional Development <ul style="list-style-type: none"> <li>• Prof. Dev, including appropriate contracts</li> <li>• ESC Shared Service Arrangements</li> </ul>	Superintendent Campus Principal	May, 2016	Title I, Part A Title II, Part A Local Funds ESC, Region 20	Professional Development Workshops
Ensure that low-income and minority students are not taught by teachers who are not "highly qualified" <ul style="list-style-type: none"> <li>• Homogenous Groupings</li> <li>• Ensure all teachers are Highly Qualified</li> <li>• Team Teaching</li> <li>• Inclusion</li> </ul>	Superintendent Campus Principal Federal Programs Coordinator	October, 2015	Title I, Part A Title II, Part A Local Funds ESC, Region 20 Goliad Special Education Coop SHARS	Certification Status Check and Course Assignments

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**Campus Goal:** IV. The Campus will engage and solicit all members of the school community in a partnership for the continuing improvement of our educational system and outcomes.

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

**Objective:** 1. SES will develop and utilize a variety of strategies to communicate with parents and community members regarding student and campus achievements.

- District and campus websites
- Parent Conferences
- Newsletters and WCN articles
- School Marquee with important information
- “Blackboard Connect” phone system
- Newspaper article/photo coverage for student/teacher achievements
- Honor Rolls
- Parent Connection/Grade Speed/Renaissance Learning
- Progress Reports
- Campus and departmental reports at board meetings

**Summative Evaluation:** Student Handbooks Reflecting Community Standards, Community and Parent Awareness of Student Activities and Accomplishments, Newspaper Articles, Passing Rates, Website

Activities/Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation
SES will provide informative articles to the WCN newspaper on a timely basis regarding all school events to include: <ul style="list-style-type: none"> <li>• Honor Rolls</li> <li>• Coverage of school events</li> </ul>	Principal Staff	May, 2016	Grade Speed and RSCCC Reports Events Calendars	Local Press Coverage
SES will provide timely student academic progress data to parents/guardians via Parent Portal	Principal Teachers PEIMS staff	September, 2015	Texas Gradebook	Completion of Parent Connection Forms
Update Campus Websites, School Marquee, and School Announcement phone system	Administrators Teachers Technology personnel	August 2015	Web Hosting Local Funds \$950 Blackboard Connect	Website Construction Regular messaging

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**Campus Goal:** IV. The Campus will engage and solicit all members of the school community in a partnership for the continuing improvement of our educational system and outcomes.

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

**Objective:** 2. SES will increase opportunities for parent and community participation in school-wide activities.

- WCN Calendar Announcements
- Parent to Parent and/or Elementary Parent Boosters
- Parent volunteer activities
- RSVP

**Summative Evaluation:** Meeting Sign In Sheets and Agendas, Increased Membership and Funding for Program, Increased Attendance and Achievement for At-Risk Student Population, Increased Passing Rates of All Students

Activities/Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation
Parent Training in State Standards of Special Programs Availability	Superintendent Administrators Directors Specialists	August, 2015 to May, 2016	Region 20 ESC Goliad SPED Cooperative	School Board Presentation and Board Approval
Annual Review and Revision of Student Compact and Parent Involvement Policy	Administrators Site Based Committees	August, 2015	Title I Compliance Guide	School Board Presentation and Board Approval
Parent to Parent Group to Increase Parental Involvement, including the Leader in Me training	Administrators	August, 2015 to May, 2016	P2P resources ACE Program Leader in Me	Log of Parent Contacts Meeting Sign In Sheets
Support Team Meetings Held at All Levels for Students Who are in Need of Intervention	Administrators Coordinator of Student Services Teachers	August, 2016	Student Data ACE Program	Support Team Sign in Sheets and Schedules

## Stockdale Elementary Campus Improvement Plan 2015-2016

**Program:** Campus Improvement Plan

**Campus Goal:** V. The Campus will create and maintain a technologically integrated learning and working environment for all stakeholders based on Best Practices for Instructional Technology and the Texas Essential Knowledge and Skills Curriculum components.

**State Objective:** 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

**State Objective:** 9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**Objective:** 1. SES will develop a plan to address and implement state mandated technology goals, instructional goals, technology TEKS, student and teacher accessibility.

- Technology Department will provide training for technology use
- Continued Teacher Training to Include ELMOS-LCD projectors, PowerPoint, software
- Updated Computer Lab and Promethean Boards in the classroom
- Improved Teacher Internet Site Access and website
- The principal and technology director will work together to plan where each TEK will be implemented.
- Increase Student Computer Ratio
- Get ELMOS and LCD projectors for each Elementary teacher to better use technology

**Summative Evaluation:** Staff Surveys and Questionnaires, Survey Usage Logs, Calendars, Questionnaires, STAR charts, Campus Technology Plan, Increased Instructional Technology Use

Activities/Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation
Complete a Campus-Wide Needs Assessment for Instructional Hardware and Software	Administration and Staff	August, 2015	Surveys	Analysis Summary Report to Staff and Superintendent STAR Chart Input
Campus Analysis Directed at Connecting Instructional Technology Expansion with Campus Technology Plan	Technology Director Site Based Committees	August, 2015	Surveys	Campus Technology Plan
Continued implementation of technology in the classroom through computers and Promethean Boards	Administrators Staff Technology Personnel	August 2015	District funds Activity funds	STAR Chart Input Lesson plans

## Stockdale Elementary Campus Improvement Plan 2015-2016

**Program:** Campus Improvement Plan

**Campus Goal:** V. The Campus will create and maintain a technologically integrated learning and working environment for all stakeholders based on Best Practices for Instructional Technology and the Texas Essential Knowledge and Skills Curriculum components.

**State Objective:** 8. Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

**State Objective:** 9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**Objective:** 2. SES will study levels of instructional technology and student competency.

- Surveys
- Technology Assessment

**Summative Evaluation:** List

Activities/Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation
Staff survey will help implement needed changes	Principal	June 2015	Surveys STAR Chart	Staff Survey and TTESS evaluations

## **Profile of the Stockdale ISD Graduate**

*A graduate of the Stockdale Independent School District is expected to be accountable for his/her actions as:*

### **A responsible decision maker**

- Who uses creative problem-solving and conflict resolution skills effectively
- Who uses critical thinking, knowledge, reflections and reasoning to effectively evaluate information and make informed decisions

### **A confident life-long learner**

- Who demonstrates mastery of skills in all academic areas
- Who analyzes, evaluates, and applies new information
- Who is an inquisitive and resourceful self-learner

### **A healthy individual**

- Who practices emotional and physical wellness, including nutrition, hygiene, personal responsibility, and physical fitness
- Who demonstrates responsible life management skills in social, interpersonal and family relationships
- Who manages time, money, environmental and other resources in a responsible and effective manner

### **A literate communicator**

- Who is proficient in academic and technological skills
- Who effectively expresses ideas using a variety of methods, including written and spoken languages, mathematics, science and the arts
- Who is provided the opportunity to become bilingual
- Who uses appropriate social and interpersonal skills to effectively communicate in a global society

### **An informed citizen**

- Who promotes democratic principles in a multicultural society
- Who demonstrates patriotism and citizenship through community service and participation in the democratic process
- Who understands, respects, and values all cultures
- Who stays informed on current events

### **A productive worker**

- Who generates quality goods and services
- Who demonstrates adaptability
- Who practices a good work ethic
- Who demonstrates leadership and cooperative work skills
- Who takes ownership of his/her future through goal setting, decision making, and efforts aimed at continual improvement

### **A well-rounded individual**

- Who is guided by honorable values, morals, and ethics
- Who demonstrates an appreciation of, and participation in, the arts
- Who displays a genuine awareness and respect of global and cultural differences.





## **Stockdale Elementary School 2015-2016**

### **Campus Improvement Plan Title I Addendum**

**District:** Stockdale ISD

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

#### **Title I Compliance Checklist**

<b>Evidence of Compliance</b>	<b>School Goal Where Met</b>
Data disaggregation & needs identification	Comprehensive Needs Assessment pgs. 5-7 TAKS Longitudinal Data pg.8
Schoolwide instructional strategies	Goal #2 – pg. 11                      Obj. 1 – pg. 19 Goal #5 – pg. 13                      Obj. 2 – pg. 20 Obj. 1 – pg. 24
Instruction by highly qualified staff	Goal #3 – pg. 12 Obj. 1 – pg. 21

Professional Development offered	Goal #2 – pg. 11 Obj. 1 – pg. 19; Obj. 2 – pg. 20	Goal #3 – pg. 12 Obj. 1 – pg. 21
Attracting highly qualified teachers	Goal #3 – pg. 12 Obj. 1 – pg. 21	
Strategies for parental involvement	Goal #4 – pg. 12, 13 Obj. 1 & 2 – pg. 22 & 23	
Measures to include teachers in the use of assessment	Goal #2 - Obj. 1 – pg. 19 Obj. 2 – pg. 20	
Effective, timely, additional assistance for students experiencing difficulty	Goal #2: Obj. 1 – pg.19 Obj. 2 – pg. 20	
Coordination of federal, state, and local services	Goal #1 – pg. 11 Goal #2 – pg. 11 Goal #4 – pg. 12	

# STOCKDALE ELEMENTARY

**STOCKDALE ISD**

CD#: 247906-101

Grades: PK-5

Title I School-wide Program

STATE COMPENSATORY EDUCATION:

AN ADDENDUM TO THE CAMPUS IMPROVEMENT PLAN

SCHOOL YEAR 2015-2016

# CONTENTS

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## CAMPUS PROFILE AND NEEDS ASSESSMENT

Stockdale Elementary serves approximately three hundred ninety six students in grades PK through 5. Over fifty-one percent of students (51.81%) meet the low-income criteria for eligibility for free or reduced-price lunches at this campus (2015-16 NCLB Application-SC5000).

Using the state's criteria to identify students in at-risk situations, Stockdale Elementary has found two students in grade 2, ten students in grade 3 (18%) and fifteen students in grade 4 (25%) and six in grade 5 (10%) who have not advanced from one grade to the next for one or more years.

Three students in grade 3, twenty-two students in grade 4 (36%) and twenty-six students in grade 5 (45%) have previously performed unsatisfactorily on STAAR and have not achieved 110% of the performance standard on subsequent administrations.

Thirty students in grade K (60%), twenty-four students in grade 1 (36%), twenty-four students in grade 2 (37%) and four students in grade 3 (7%) have failed a readiness assessment during this school year.

Twenty-four students (6%) at the Elementary campus have been identified as limited English proficiency (LEP).

Two elementary students are in the custody or care of the Texas Department of Family and Protective services or have been referred to that department during this school year.

Seven students (2%) have been identified as being homeless.

Using local criteria the Elementary campus has found sixteen students who are identified as dyslexic and eighteen students have been identified as eligible for services under Section 504.

Stockdale Elementary conducts an annual needs assessment to identify students who have not made, or are not making satisfactory academic progress and students with non-academic problems which may inhibit academic success (see Appendix A: Needs Assessment). This information is used to set priorities and goals, to allocate available financial and support resources, and to determine whether the redirection of the SCE programs and services is needed.

## DESCRIPTION OF SCE PROGRAMS AND SERVICES, 2015-2016

### STOCKDALE ELEMENTARY-#101

Objective: To reduce the dropout rate and decrease any disparity in performance on state assessments between students at risk of dropping out of school and all other district students.

Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Instructional support – Instructional aide provides assistance to students in the classroom in small groups or one-on-one.	Instructional aides 3.5 FTE	Principal	Each semester of SY 15-16	Semester grades	Promotion
After-School Tutorials—Students failing one or more parts of the STAAR or who are struggling to master lessons, receive additional instruction in core subject areas. Tutors reinforce concepts taught during the regular class period. Students receive assistance in mastering TEKS objectives with 30-60 minutes of after school tutoring.	Extra-duty Pay	Principal	Each semester of SY 15-16	Six Weeks and Semester grades	Passing STAAR
Summer School – A summer program offers extended learning time for students who are at risk of failing to be promoted.	Extra duty pay	Principal	Each week of summer 2016	Progress reports	Promotion
Reading/Dyslexia Teacher-supplemental intervention support for students at risk of falling behind in reading/language arts.	Teacher 1.0 FTE	Principal	Each semester of SY 15-16	Semester grades	Passing STAAR

## USE OF OTHER RESOURCES FOR COMPENSATORY ACTIVITIES

### FEDERAL PROGRAMS

1. ESEA, TITLE I, PART A – The Stockdale Elementary campus operates a Title I, Part A schoolwide campus where these funds are used to upgrade the entire instructional program: in the areas of reading/ELA and math. Other planned Title I program activities include individualize instructional activities. Students in at-risk situations are provided supplemental interventions designed to address their specific needs by closing the achievement gap between these students and all students.
2. ESEA, TITLE II, PART A: Teacher and Principal Training and Recruiting Fund – The district utilizes these funds to provide professional development in core academic subject areas.

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## APPENDICES

APPENDIX A: NEEDS ASSESSMENT

APPENDIX B: STUDENT PERFORMANCE ON THE STAAR

APPENDIX C: EVALUATION OF THE 2014-2015 PROGRAM

APPENDIX D: ASSURANCES AND GOOD PRACTICES

APPENDIX E: STATE COMPENSATORY EDUCATION BUDGET



## APPENDIX A: NEEDS ASSESSMENT

This table presents the number and percentage of students at each grade level who have been identified under each of the state and local criteria as being at risk of dropping out of school.

The Texas Education Code (TEC §29.081) provides criteria for identifying students who are “at risk,” that is, those who are eligible to receive SCE services. As amended by S.B. 702 and H.B. 2703, “student at risk of dropping out of school” includes each student under 26 years of age who:

- (1) was not advanced from one grade level to the next for one or more school years (excluding students who did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the students’ parents);
- (2) if the student is in grades 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 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 Texas 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; or

(13) resided in the preceding school year or resides in the current school year in a residential placement facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

**NUMBER AND PERCENTAGE OF STUDENTS IN AT-RISK SITUATIONS  
IDENTIFIED BY CRITERION**

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Grade	# of Students	Not Promoted		Failed STAAR		Failed Readiness (PK-3)		LEP		Care of DFPS		Homeless		Dyslexia		504	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%		
PK	40	0	0%			0	0%	5	13%	0	0%	0	0%	0	0%	0	0
K	50	0	0%			30	60%	4	8%	0	0%	3	6%	0	0%	0	0
1	66	0	0%			24	36%	2	3%	1	2%	2	3%	1	1%	1	1
2	65	2	3%			24	37%	4	6%	0	0%	1	2%	1	1%	1	1
3	56	10	18%	3	5%	4	7%	2	4%	0	0%	1	2%	3	3%	2	2
4	61	15	25%	22	36%			5	8%	1	2%	0	0%	7	7%	5	5
5	58	6	10%	26	45%			2	3%	0	0%	0	0%	4	4%	9	9
<b>Total</b>	<b>396</b>	<b>33</b>	<b>8%</b>	<b>51</b>	<b>13%</b>	<b>82</b>	<b>21%</b>	<b>24</b>	<b>6%</b>	<b>2</b>	<b>1%</b>	<b>7</b>	<b>2%</b>	<b>16</b>	<b>18</b>	<b>18</b>	<b>18</b>

## APPENDIX B: STUDENT PERFORMANCE ON THE STAAR

The following tables and graphs present the percentage of students making satisfactory performance on the Reading, Math, Writing, Science, Social Studies, and Language Arts sections of the STAAR. The results for the At Risk students are compared with the results for Not At Risk students. The goal of State Compensatory Education is to increase the academic performance of students identified as being in at risk situations, to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 between students at risk of dropping out of school and all other district students, as well as to reduce the dropout rate of identified students in at risk situations. The tables are arranged by grade levels to facilitate the analysis of the results for each campus and grade level.

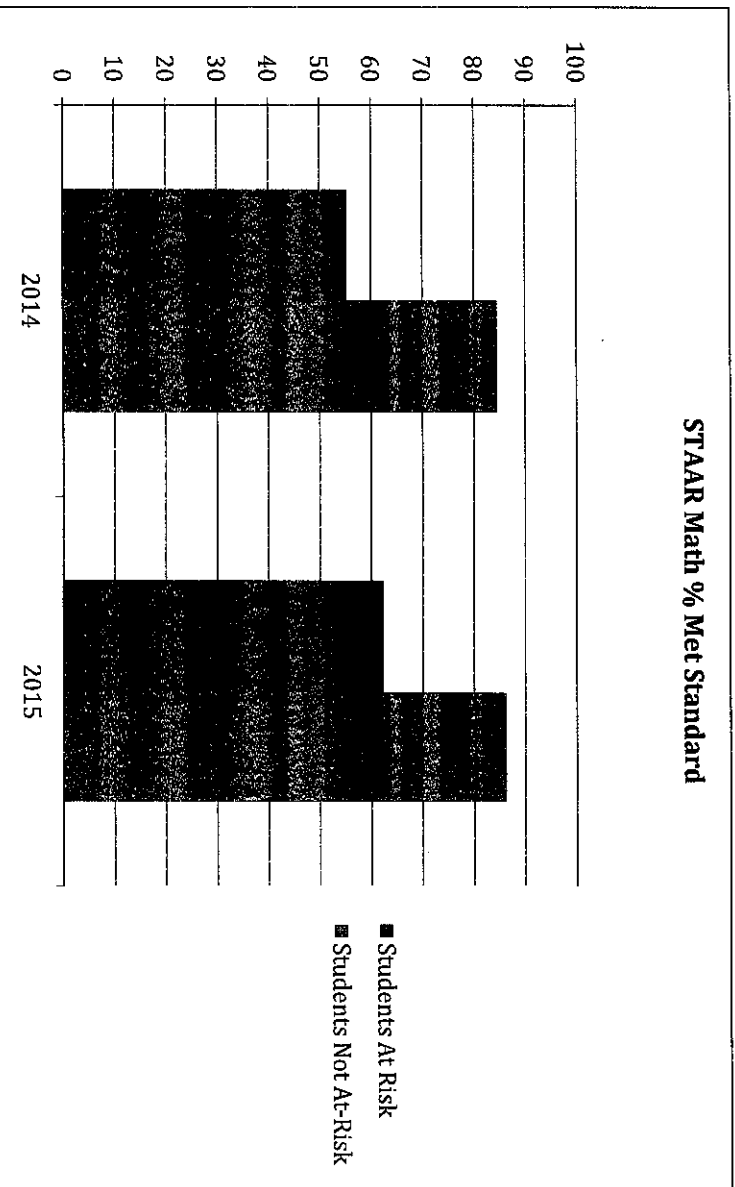
# STUDENT PERFORMANCE ON THE STAAR

## State Compensatory Education Program

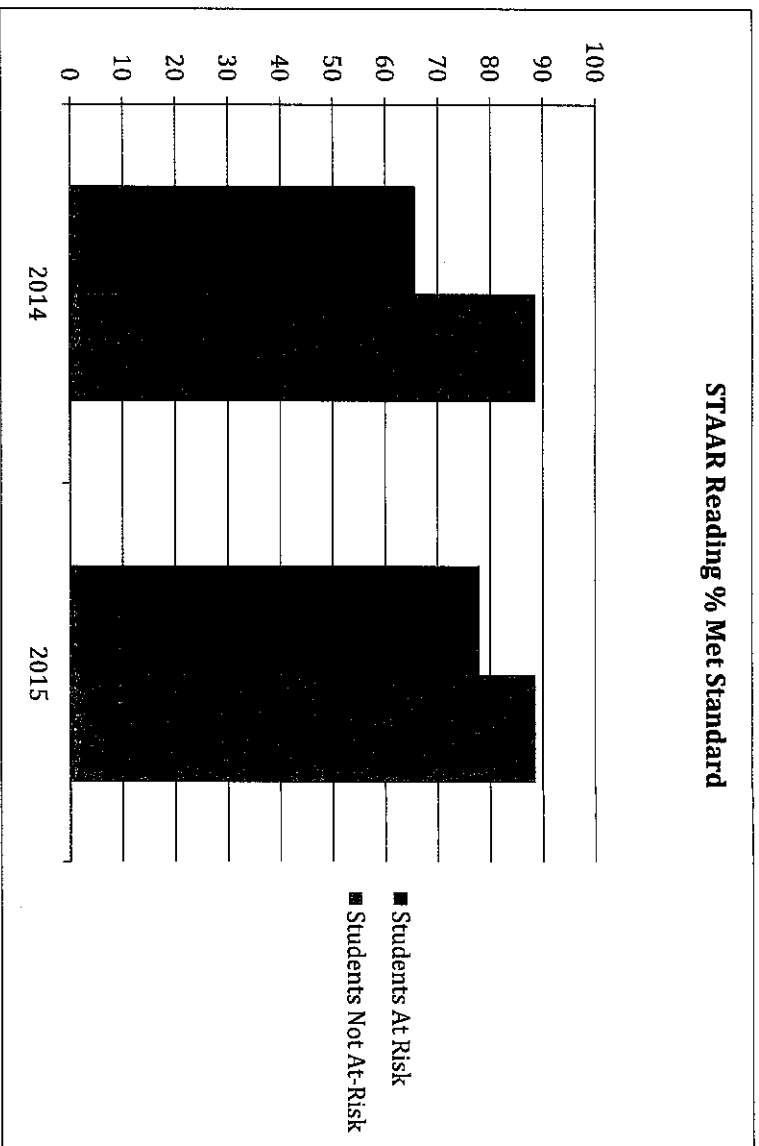
At Risk Students Academic Comparison - Grades 3-5 - State Assessment Results  
Elementary

	Math		Reading/ELA		Writing		Science		Social Studies	
	% Met Standard	% Met Standard	% Met Standard	% Met Standard	% Met Standard	% Met Standard	% Met Standard	% Met Standard	% Met Standard	% Met Standard
<b>Third Grade</b>	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	36	60	60	64						
Students Not At-Risk	69	72	74	72						
<b>Fourth Grade</b>	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	62	41	70	83	80	68				
Students Not At-Risk	85	91	92	94	92	93				
<b>Fifth Grade</b>	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	68	86	67	87			83	80		
Students Not At-Risk	100	96	100	100			94	100		

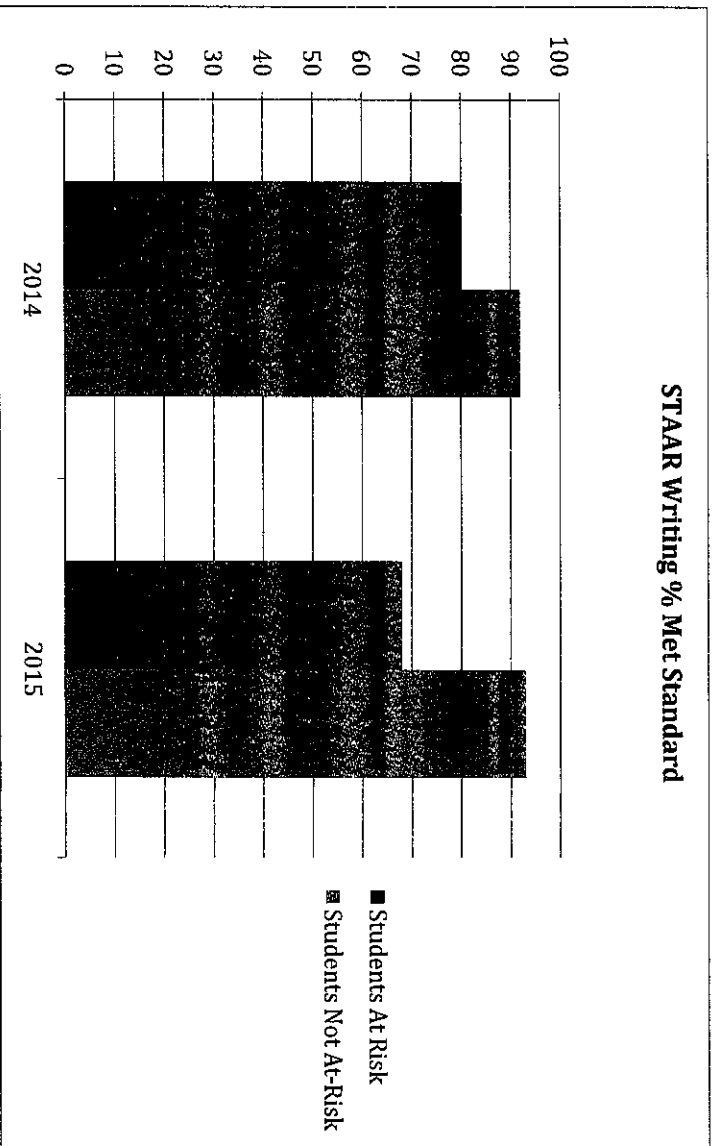
STAAR Math % Met Standard



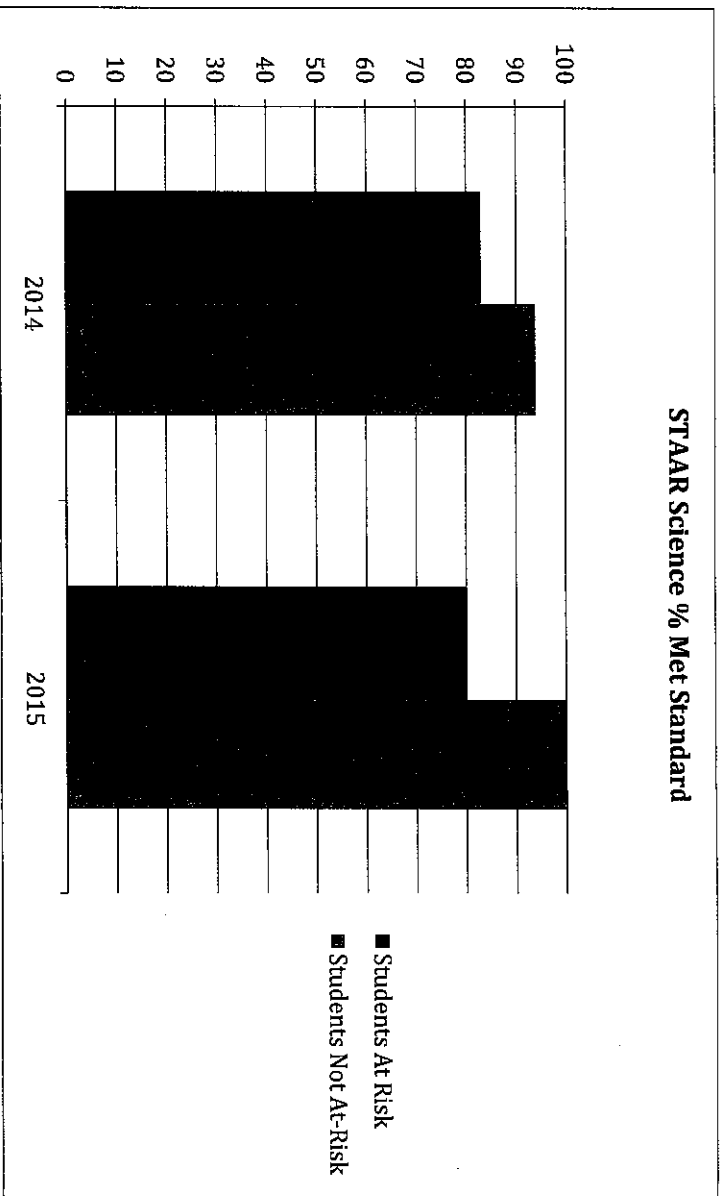
**STAAR Reading % Met Standard**



**STAAR Writing % Met Standard**



### STAAR Science % Met Standard



## APPENDIX C: EVALUATION OF THE 2014-2015 PROGRAMS

The following table presents the number of students served in each of the programs/ services provided under State Compensatory Education funding and the percentage of these students who met the criteria established by Stockdale ISD to determine their success in the program.



EVALUATION OF 2014-2015 PROGRAM

2014-15 Stockdale ISD Elementary School State Compensatory Education Program Evaluation				
PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Summer School	Promotion	18	10	56%
Instructional Support	Promotion	404	352	87%
After School Tutorials	Promotion	145	106	73%
Intervention	Promotion	34	18	53%

## **APPENDIX D: ASSURANCES AND GOOD PRACTICES**

### **STATE AND LOCAL EFFORT**

State and local funds are used to provide the regular education program of instruction for all students to include the general operating costs of instruction, which includes expenses related to buildings, maintenance, and utilities, as well as salaries and related expenses for instructional and support staff and instructional materials.

### **IMPROVEMENT AND ENHANCEMENT**

State Compensatory Education funds are used to improve and enhance the regular program of instruction for students who are at risk of academic failure or of dropping out of school as defined in the state rules and Stockdale LSD's at risk criteria.

### **COORDINATION OF FUNDING**

All federal, state, and local funds received by Stockdale LSD will be coordinated to ensure that all of the programs are operated in an effective and efficient manner. All students are guaranteed equal access to all foundation programs and services. The integrity of supplemental programs is maintained.

### **COORDINATION OF INSTRUCTION**

Instruction will be coordinated between and among regular classroom teachers and special program staff who are serving students in the same content area. Instructional coordination will be skill and concept specific for activities that include assessment, instructional activities and on-going monitoring of student progress. Special emphasis is given to collaborative planning between regular classroom teachers and the staff of the special programs.

## APPENDIX E: STATE COMPENSATORY EDUCATION BUDGET

Authority for funding for the State Compensatory Education program is found in the Texas Education Code (TEC) Section 42.152. For each student who is educationally disadvantaged or who is a student who does not have a disability and resides in a residential placement facility in a district in which the student's parent or legal guardian does not reside, a district is entitled to an annual allotment equal to the adjusted basic allotment multiplied by 0.2. The adjusted basic allotment is multiplied by 2.41 for each full-time equivalent student who is in a remedial and support program under §29.081 because the student is pregnant.

For purposes of funding, the number of educationally disadvantaged students is determined by averaging the best six months' enrollment in the national school lunch program of free or reduced-price lunches for the preceding school year. Determination of the number of such students is based on the number of students actually receiving free or reduced-price lunches as submitted to the Texas Education Agency (TEA) on monthly reimbursement claims. Section 52 of HB3646 amends Texas Education Code Section 52.152 (c) to increase the indirect cost rate or administrative allowable to forty-eight percent (48%); however, each district must use at least fifty-two percent (52%) of its allotment for instructional purposes.

**TECS Budget Worksheet**  
 FY2016 State Compensatory Education

**Stockdale ISD**  
 247-906

Account Code	Account Title	Total Amount Budgeted for FY2016
<b>101 STOCKDALE EL</b>		
199-11-6119-00-101-6-24-0-00	Instrl / Salaries--Prof Prsnl	\$49,270.00
199-11-6129-00-101-6-24-0-00	Instrl / Salaries--Sup Prsnl	\$52,979.50
199-11-6141-00-101-6-24-0-00	Instrl / Soc Sec/Medicare	\$1,482.61
199-11-6142-00-101-6-24-0-00	Instrl / Grp Health/Life Insur	\$2,862.00
<b>101 STOCKDALE EL Total</b>		<b>\$106,594.11</b>

**TECS Personnel Summary Detail**

**247-906**

**FY2016 State Compensatory Education  
STOCKDALE EL**

**Stockdale ISD**

Name	Position	Grade Span	Subject Area	Days Cont/ Paid	FTE	Annual Salary	Func Code	Obj Code	Salary Funded	Deduc. Code	SS/ Med (6141)	Health/ Life (6142)	Work Comp (6143)	Unemp Comp (6145)	TRS (6146)	Salary/ Benefits Funded
Aide, Vacant	Aide PK Part time	EE - 05	PK Aide	187 / 187	0.5	7,293.00	11	6129	3,646.50	Ded	52.87	18.00	0.00	0.00	0.00	3,717.37
Akin, Barbara	Teacher	EE - 05	Reading/Dyslexia	187 / 187	1	49,270.00	11	6119	49,270.00	Ded	714.41	36.00	0.00	0.00	0.00	50,020.41
Arellano, Eva	Aide	EE - 05	Instructional Support PK	187 / 187	1	15,432.00	11	6129	15,432.00	Ded	223.76	2,736.00	0.00	0.00	0.00	18,391.76
McGuffin, Jennifer	Aide	EE - 05	Instructional Support PK	187 / 187	1	15,133.00	11	6129	15,133.00	Ded	219.43	36.00	0.00	0.00	0.00	15,388.43
White, Martina	Aide	EE - 05	Instructional Support	187 / 187	1	18,768.00	11	6129	18,768.00	Ded	272.14	36.00	0.00	0.00	0.00	19,076.14
<b>101 STOCKDALE EL Total</b>									<b>\$102,249.50</b>		<b>1,482.61</b>	<b>2,862.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>\$106,594.11</b>



