

Stockdale High School Campus Improvement Plan

2015 - 2016

Last updated 5/28/15

Reviewed by Stockdale ISD Board on November 9, 2015.

Mission Statements

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

SHS Mission Statement: Our mission at Stockdale High School is to empower all students to become lifelong learners and acquire the skills necessary to be responsible, respectful, and productive citizens in a diverse and ever-changing world through a collaborative effort of students, faculty, staff, parents and the community.

2015-2016 Campus Improvement Committee Members

Connie Campbell	Teacher/Science
Gina Deason	Teacher/Math
Josh Heimann	Teacher/CATE/AG
Susan Loep	Teacher/English
Teresa O'Canas	Teacher/Band
Christa Ploch	Teacher/ESL/Resource
Sonya Pruski	Counselor/CATE Director
Ashley Moczygemba	Teacher/Special Ed
James Williams	Teacher/Social Studies
Stephanie Schultz	Parent
Mary Denson	Community Member
Sandy Lynn	Principal

Profile of the Stockdale ISD Graduate

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

A responsible decision maker

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

A confident life-long learner

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

A healthy individual

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

A literate communicator

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

An informed citizen

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

A productive worker

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

A well-rounded individual

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

Comprehensive Needs Assessment Summary - Data Sources Reviewed:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment
- Observations
- Student Interviews
- Staff Interviews
- Certificates of Training
- Student Roll
- PEIMS Data
- Curriculum Director
- Special Ed/ARD Facilitator
- Business Director
- Discipline Records
- Curriculum (TCMPC Texas Curriculum Management Program Cooperative) Review English / History

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<ul style="list-style-type: none"> • Enrollment numbers increased • Programs that meet student needs in both special education and regular classes • Diverse population of students • Good teacher to student ratio 	<ul style="list-style-type: none"> • Need to increase attendance rates to increase student performance. • Need to continue to offer variety of career and technical classes as well as classes to fulfill endorsement classes – look at staffing. • Need to continue to offer Dual Credit and AP courses taught by qualified instructors. • Need to reduce special education population 	<ul style="list-style-type: none"> • With the increased enrollment and with the mandates of House Bill 5, another CATE teacher might be needed • Need to reduce the number of special education students in the program

<p>Student Achievement</p>	<ul style="list-style-type: none"> • Students' scores continue to increase on TELPAS • Composite ACT scores for the past 2 years are above state average • High percentage of students graduating in 4 years • Students passing EOC US History and Biology are between 96 – 100% • Students passing EOC English II increased from previous year 	<ul style="list-style-type: none"> • Need to have more students to participate in dual credit courses • Need to have more students to take ACT/SAT exams • Need students to take advanced courses to prepare for ACT/SAT tests (prep class or Algebra II) • Need to improve English EOC Achievements on all tests. • Need to improve Hispanic and economic disadvantage students in English EOC. • Continue to work on EOC English I performance 	<ul style="list-style-type: none"> • Need to find ways to get students to utilize tutorials. • Need to provide SAT/ACT prep. • Need to improve English EOC Achievements on all tests. • Utilize writing techniques to increase improvement for Hispanic and economic disadvantage students in writing. • Need to raise students' performances to Advanced Level on the EOC to raise postsecondary readiness standards • Need to raise students' performance to Advanced Level on EOC to raise postsecondary readiness standards • Need to find ways to get students to utilize/attend tutorials
<p>School Culture and Climate</p>	<ul style="list-style-type: none"> • Students and teachers feel safe • Extra-Curricular Clubs • Students feel teachers listen • Students didn't think they have been bullied. • Student body is close. • Everyone works well together. • Differences are respected. • Parental involvement is encouraged. 	<ul style="list-style-type: none"> • Students need to respect rules • Teachers don't feel the students respect them • Need ways to reach students that don't want to become involved • Unmotivated students. How to reach? • Need more good news in the paper, webpage, etc. • Shattered Dreams • Engaging all students to create a positive culture 	<ul style="list-style-type: none"> • Need to continue to encourage students to maintain a positive culture • Need to motivated students to care more about their assignments and grades. • Need for parents to realize that staff sees the potential in their son/daughter. • Need to survey students/parents on school culture and climate. • Analyze data from the OLWEUS survey to determine if changes need to be made based on the data • Need to find ways to reach the neutral students • Need the good news about our school to be placed in the newspaper, webpage, etc.
<p>Staff Quality, Recruitment, and Retention</p>	<ul style="list-style-type: none"> • On-campus staff development • Highly qualified staff and paraprofessionals • Mentor Program • Continuing to support staff development • High staff attendance rate • Students' STAAR class program • Summary STAAR remediation during school year and summer 	<ul style="list-style-type: none"> • Continuing or ongoing staff development training • Continue to hire highly qualified staff • Continue new teacher mentor program • Some incentive to keep staff attendance high • Continue STAAR remediation program during the school year and during the summer 	<ul style="list-style-type: none"> • Need to retain and hire highly qualified teachers and paraprofessionals • Need to continue to have on-campus staff development • Administration need to continue to support off-campus staff development • Need incentives for staff attendance (gift cards, snacks, etc.) • Need to continue STAAR tutorials during the school year • Need to continue summer STAAR remediation for STAAR retesting

Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> • Core curriculum • Dual Credits • Forethought (Lesson Plans) • Foundation courses like Study Skills and Co-teaching with Math and English • Delegate groups of 9th grade STAAR remediation 	<ul style="list-style-type: none"> • Enrichment of History and Chemistry at lower levels 	<ul style="list-style-type: none"> • Need Pre AP Chemistry • Need to look into offering Pre AP History
Family and Community Involvement	<ul style="list-style-type: none"> • Lots of opportunities for involvement • Variety of ways to keep parents/community informed • Banquets • Band Concerts • Send-offs 	<ul style="list-style-type: none"> • Need to increase parental involvement. 	<ul style="list-style-type: none"> • Plan a night for parents to come to the school to learn about each class that his/her child is enrolled in; have incentives for parents to participate in planned activities (Passport to Learning) • HOPE Day
School Context and Organization	<ul style="list-style-type: none"> • Parent/teacher conferences (2 times a year) • Bulletin Board provide information to students • Call out to parents to provide information • Passport to learning 	<ul style="list-style-type: none"> • Needs of struggling students in core (all) classes • Schedules to meet the needs of students • How to improve parent involvement with students • Safety drills 	<ul style="list-style-type: none"> • Needs of students to be heard maybe by class president (student council) • Need to have a plan for severe evacuation practice such as a tornado, where do you go, upstairs • Need to practice evacuation and safety drills on a regular basis.
Technology	<ul style="list-style-type: none"> • Network design • Equipment – Promethean Boards, Clickers, One-on-one computers, etc. • Access to Eduphoria! • Google Share • Teachers' Lesson Plans-Forethought • Students' Work • SHS Facebook Page 	<ul style="list-style-type: none"> • The high school part of the website needs to be updated monthly. • Event calendar on the website needs to be completed by all parties as information is known. • Technology Wednesday Professional Development Training for Teachers-monthly • Macs are becoming old, slow, and worn out • Class set of iPads for multimedia applications 	<ul style="list-style-type: none"> • The high school part of the website needs to be updated monthly. • Event calendar on the website needs to be completed by all parties as information is known. • Complete monthly technology trainings. • Need a plan to replace the Business' lab and Journalism's lab • Need a class set of iPads for multimedia applications (especially for the Spanish classes)

SISD Goal 1: Achieve Met Standard and All Safeguards.

Strengthen all high quality instruction in core curricular areas along with all electives that lead to higher academic success, college preparedness, and/or advanced certification for high skilled/high wage occupations with increased options for high school credit at the junior high while meeting the needs of all students. Use a variety of instructional techniques with emphasis on technology and appropriate curriculum.

SHS Goal 1: All teachers in grades 9-12 will teach curriculum that is aligned to the TEKS and incorporates the visions set forth in the Graduate Profile. Strive to offer more rigorous/advanced courses, increase enrollment in CATE courses and provide students with information for post-secondary options. Achieve Met Standard and all state testing.

SHS Objective: To provide an aligned curriculum with scope and sequence for subject matter by viewing year, semester and 6 week periods. Use a variety of technology resources to provide instruction. Strive to make materials accessible to all high school students about post-secondary plans and options.

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
<p>Examine curriculum needs throughout the 2015-2016 school year via:</p> <ul style="list-style-type: none"> • implement TCMPC (Core content) – focus on writing, reading, math and social studies • 2 benchmarks • sample lesson plans (TEKS) • teacher feedback • AP data • PSAT, SAT & ACT data • Look at English vertical Alignment needs 	<p>Staff Development Release time to complete curriculum alignment work TCMPC -\$6,798 Eduphoria-\$6,185 SHARS funds</p>	<p>Department Heads Principal</p>	<p>Benchmark results Teacher made test results Mastery of State testing EOC[All Forms]</p>	<p>Benchmark results each 6 weeks and ongoing from teachers. Teacher feedback is ongoing.</p>
<p>Implement specific “focus” writing/reading activities each six weeks to address short answer, grammar and English EOC essay. (TEA Safeguard Federal Standard 83%)</p>	<p>Local Funds: -Edmentum - \$2,375 -Firelight-\$650</p>	<p>ELA Teachers Principal</p>	<p>Mastery of state Assessment Completed writing and reading assignments. Graphic Organizers</p>	<p>School Year 2015-2016</p>

Specialized instruction to address Reading, Writing, Algebra, US History & Biology during STAAR period (3 days per week for 28 minutes each session) Separate reading and writing groups and double US History.	Local Funds Supplemental Materials	ELA, Algebra, Biology & US History Teachers	Completed period activities	School Year 2015-2016
Team teaching implementation for Special Education students in basic English to address TEA Safeguards in Reading.	Local Funds for Special Education Teacher - \$37,925	Teachers (ELA/Special Education) Math Teachers	Class credits earned. IEP's met. State Assessment passed.	School Year 2015-2016
Monthly meeting with English and Social Studies Department to address TEA Safeguards for student improvement.	NA	ELA Teachers/Math Teachers Social Studies Teachers Principal	Review benchmark results and monitor student performance. Evaluate Hispanic, Economic Disadvantage and Special Education students' performance on current TEKs Course completion (look at each six weeks grades).	School Year 2015-2016
US History will implement use of Study Island, higher order thinking skills activities, and reviewing effect of historical events (past/current) and their role in history.	Local Funds	Social Studies Teachers Principal	Completed Study Island reports per objective. Class credit earned.	School Year 2015-2016
Prepare for success on EOC: Vertical alignment and Incorporate technology in classes	Meetings-to discuss alignment/create alignment. For STAAR and technology.	Teachers Instructional Leaders	STAAR results Completed technology projects.	School Year 2015-2016
Enhance College and Career-Readiness: <ul style="list-style-type: none"> On-Site Visits From Outside Agencies (ex. Military, Banking Institutions, Art Institute, etc College Visitations/Tours 	HS Allotment Local -AP Fees - \$400	Principal	EOC results ACT Scores SAT Scores College credits earned STAAR results	School Year 2015-2016

<ul style="list-style-type: none"> • 4 year plans in Career Pathways/Endorsements • PSAT, SAT & ACT data • College Fair at Floresville • Promote Dual Credit with St. Philip's 				
Student Recognition Awards- Brahma Cards for Honor Rolls & Attendance	-High School Activity Fund \$1,000	-All High School Teachers Office Staff - All HS Teachers	Completed Brahma Cards Issued each six weeks.	School Year 2015-2016
Boost GT Program: <ul style="list-style-type: none"> • Document Implementations of GT assignment/projects in the classroom • ID students for program • All teachers need to obtain 30 hours of GT training by December 2015 or if have 30 hours will need 6-hour refresher by August 2015. 	Local High School Budget -GT Funds for Workshops Local Budget -\$15,550 (Total District)	All High School Teachers	Completed Lesson Plans GT Hours completed with certificates GT credits earned	School Year 2015-2016
Promote participation in academic/career-oriented activities. Examples to include leadership seminars, UIL competitions, career development events and leadership development events.	Local Budget-\$10,200	CATE Teachers, UIL Coordinator and all high school UIL sponsors	Completion of seminars, trainings, competitions, or leadership events.	School Year 2015-2016
Increase elective courses offered using Gradpoint.	Local Funds \$4,700	Counselor	Completion of credit earned	School Year 2015-2016
Summer EOC Academy	Local Funds-\$12,500 Supplemental Materials Measuring Up Materials Jaret Publishing -Edmentum - \$2,375	Teacher Volunteers (based on EOC needs of students & subject level)	Student participation EOC Summer Retest Results	Summer School Days
Offer local credit study skills class for students with chronic failure to work on skills to earn credits (Rti-level 1&2)	Local Funds	Remediation Teacher	Increase in grades and students earning credits needed to graduate.	School Year 2015-2016
Student Assistance Center access for students needing individual assistance in 504 and special education.	Regular Funds-\$6,500 Supplemental Materials	SAC Coordinator All Teachers	Student participation reports	School Year 2015-2016
Incorporate technology in lessons to	Technology Funds	High School Teachers	TEKS Curriculum	School Year

provide hands-on activities, varied activities, etc.	Promethean Boards Study Island Digital Curriculum Computers	Principal	Lesson Plans	2015-2016
Online Credit Recovery Program	GradPoint - \$2,396	Counselor Librarian	Courses completed and credits recovered.	School Year 2015-2016
All identified ESL students will be provided instruction by pullout program for ESL daily.	Local Funds ESL Funds-\$500	ESL Teacher	Progress Reports/Report Cards & communications between teachers & parents.	School Year 2015-2016
Accelerated Instruction: English/Study Skills for At-Risk Students -Instruction by Inclusion	State Compensatory Funds - \$51,070 Supplies-\$2,000	Remediation Teacher	-Progress Reports -Grades	School Year 2015-2016
Instructional Strategy: Incorporate spiraling of key objectives in English/Math to promote student learning of objectives. (TEA Safeguard Math/Reading Standard 83%)	Teacher created materials Internet State adopted materials	Math/English Teachers	Assignments Writing Samples Quizzes/Tests	School Year 2015-2016

SISD Goal 2: Provide well-maintained, attractive, safe, accessible facilities and prepare for future facility needs through proper long range planning. Ensure continued maintenance and improvement of existing facilities.

SHS Goal 2: To maintain our current facility and plan for our future new high school building.

Objective: To maintain a safe school.

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
Drug Dog Searches Continue on monthly basis.	High School budget-\$2,280	Principal-Sandy Lynn	Completed Searches and monthly reports	School Year 2015-2016
Hallway Displays/Student Work Hallway Bulletin Board Displays	High School budget	High School Teachers	Completed work samples	School Year 2015-2016
All teachers assigned to monitor halls between each passing period. Teachers assigned to monitor students before school, during lunch and after school to promote safety.	High School budget	High School Teachers Principal Counselor Office Staff	Completed duty times & safety monitored and evaluated	School Year 2015-2016
Safety Initiatives: <ul style="list-style-type: none"> School Issued Parking Decals/Permits Teacher ID Badges Identa Kid 	High School budget HS Allotment-\$240 (Identa Kid)	Principal Office Staff	Decals/Badges Issued Report Issued	School Year 2015-2016
Increase attention to cleaning and maintenance.	School budget	Maintenance Staff/Custodial Staff.	Observation	School Year 2015-2016
Violence Prevention Intervention: <ul style="list-style-type: none"> Stay Alert School Safety Hotline Bullying Prevention Olweus Survey Olweus Cyberbullying Program 	NA Bully Prevention Program/Olweus Program \$237 Olweus Cyberbullying Program \$1500	Superintendent Counselor	Completed Contacts Completed Program Completed Survey Report	School Year 2015-2016
Mental Health First Aid	TEA Grant-Free Training	All Teachers & Staff	Completed Training/Certificate	August 2015

SISD Goal 3: Retain talented and highly effective staff by continuing to recognize achievements that promote collaboration and a positive work environment. Strive to lower student to teacher ratio. Continue to offer high-quality, on-going staff development that results in professional growth for all staff.

SHS Goal 3: To retain quality teachers and actively hire qualified and effective personnel. Professional Development opportunities for all staff will be ongoing throughout the school year and teachers will be encouraged to attend.

Objective: To retain all quality staff members and encourage all teachers to participate in quality professional development.

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
Promote unity among teachers (ex. Luncheons, meetings, increased communications)	Emails/Correspondence SHS Updates	Principal-Sandy Lynn Teachers HS Staff	End of Year Questionnaire	School Year 2015-2016
Offer high-quality Staff Development Activities: <ul style="list-style-type: none"> • on Campus at beginning of school year • Online Professional Development • Activities Available through library • Technology training including CPI • GT Training • ESC 20 workshops • Summer Activities • Monthly tech training • Professional Development New TEKS Math/Social Studies • Regional Math Meetings • Mental Health First Aid Training 	ESC 20 - HS Allotment Title II Part A \$9,000	Superintendent Principals DEIC Committee	Workshop Hours completed and certificates obtained.	August 2015

Departmental meetings to break down benchmark data. Staff meetings to discuss benchmark strategies.	NA	All teachers Principal and teachers	Benchmark scores Review of materials submitted to principal each six weeks.	School Year 2015-2016
Teacher Use Computers for grades/attendance/email Promethean Instruction	NA	High School Teachers	Completed attendance daily and grades per week required.	School Year 2015-2016
Mentoring for new teachers to the district or campus	NA	Assigned teacher	End of the year Questionnaire at summative	School Year 2015-2016

SISD Goal 4: Maintain financial integrity of the District while achieving an appropriate balance between conservative and efficient spending to meet student needs based on the annual audit at the end of each budget year. The District will maintain a Superior Achievement rating by the Financial Integrity Rating System of Texas (FIRST). The district will seek ways to offset financial worries through partnerships and grant opportunities.

SHS Goal 4: Use financial means accordingly to accurately meet student’s needs while maintaining a superior Achievement rating by FIRST.

Objective: To remain within the allotted budget given for the school year and purchase instructional materials that will best meet the needs of our high school students.

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
All Requisitions will have principal approval.	Local High School Instructional Supply Budget- \$122,715 High School Allotment- \$66,715	All High School Teachers & Principal	Completed Requisitions	School Year 2015-2016

SISD Goal 5: Each campus administrative team, in conjunction with the Superintendent and central office will strive to work collaboratively with each other and with the community to promote innovative partnerships and community relations to ensure the success of all students.

SHS Goal 5: Improve communication between students, faculty, parents and community members and promote partnerships within the community and surrounding areas.

Objective: Increase partnership efforts between faculty members and parents by effective communication.

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
Maintain regular parent communication: <ul style="list-style-type: none"> Brahma Notes-Postcards mailed home (six per teacher per six weeks) Scratchpad-Daily parent email Utilize Parent Portal for grades Updated Website Teachers Utilizing Google Classroom/Google Sites 	High School budget-\$1,000 Postage	Principal High School Teachers Office Staff	Completed newsletters and mailed/passed out newsletters.	School Year 2015-2016
Parent Night (Passport to learning) to increase parental involvement in school academic and activities.	High School budget	High School Teachers	Completed log/sign-in sheet and parent meetings, sign-in sheets for parent volunteers.	School Year 2015-2016
Blackboard to include call outs in Spanish when necessary.	High School budget-\$502.90	Office staff and High School Teachers	Completed call log and messages	School Year 2015-2016
Dual Credit with St. Philip's	High School Allotment Local High School Budget	Counselor	Completed Plans & Pathways	School Year 2015-2016
HOPE. Day-to promote positive school climate, model volunteerism and helping others.	-High School Activity Fund Local High School budget-\$250	Kerri Darilek Co-Chair Michelle Miller Co-Chair All High School	Completed HOPE Day activities.	School Year 2015-2016

	-Donations from community members	-Teachers -Students		
Increase student participation in extra-curricular activities.	\$900 UIL Banquet	All High School Staff Club Sponsors	Completed UIL results Sign-in sheets for club meetings and completed club competitions. UIL Banquet Participation	School Year 2015-2016
Website – To keep students, parents, and community members informed	NA	Technology Director	Weekly updated webpages	School Year 2015-2016
Facebook – To keep students, parents, and community members informed	NA	Teacher	Updated as needed	School Year 2015-2016

Stockdale High School Best Practices

- A Handbook issued to all students with the Student Code of Conduct on their computer.
- Monitor student attendance daily. Alert Now Call notifies parent(s) and student when there are excessive absences. Attendance committee will meet to determine requirements needed to make-up hours to receive credit. Excessive absences and unexcused absences will be filed on in court with truancy officer.
- The counselor and registrar monitor students that are at risk of dropping out each six weeks and semester.
- The Journalism Class creates a school newspaper to promote a positive school climate.
- Safety drills will be preformed to practice safety procedures in the event of a real school emergency.

STOCKDALE HIGH SCHOOL

STOCKDALE ISD

Grades: 9-12

CDN# 247906-001

STATE COMPENSATORY EDUCATION:
AN ADDENDUM TO THE CAMPUS IMPROVEMENT PLAN
SCHOOL YEAR 2015-2016

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CAMPUS PROFILE AND NEEDS ASSESSMENT

Stockdale High School serves approximately two hundred thirty-two students in grades 9 through 12 with 46.03% of students 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 High School has found ten students in grade 9 (17%), eleven students in grade 10, five students in grade 11 (10%) and ten students in grade 12 (18%) who have not advanced from one grade to the next for one or more years.

Four students (7%) in grade 9, five students in grade 10 (7%), five students in grade 11 (10%) and three students in grade 12 (5%) have or have had a semester average below 70 in two or more foundation courses during this or the previous school year.

Twelve students in grade 9 (21%), seventeen students in grade 10 (24%), six students in grade 11 (13%) and six students in grade 12 (11%) have previously performed unsatisfactorily on STAAR (TAKS)/EOC and have not achieved 110% of the performance standard on subsequent administrations.

Five high school students have been placed in an alternative education program during this or the prior school year.

Three students have been identified as meeting the limited English proficiency (LEP) criteria.

One student is in the care or custody of the Texas Department of Family and Protective Services or have been referred to that department this year.

Five high school students have been identified as being homeless.

Using local criteria, the high school has found twenty-three students have been identified as dyslexic and twenty-eight students are eligible for services under Section 504.

Stockdale High School 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 HIGH SCHOOL-#001

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
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.	Extra duty pay	Principal	Each semester of SY 15-16	Semester grades	Passing STAAR (EOC)
STAAR Academy – A summer program offers extended learning time for students who are at risk of not graduating due to assessment requirements.	Extra duty pay	Principal	Each week of summer 2016	Progress reports	Promotion
Core Subject Intervention (English pull out program) -- Certified teacher works one-on-one or in small groups to provide intensive remediation for students who are having difficulty to master TEKS objectives.	Certified teacher 1.0 FTE	Principal	Each semester of SY15-16	Semester grades ELA	Passing STAAR/EOC English
Summer School Program – Online credit recovery program for students at risk of not graduating or not advancing to the next grade level	Certified teacher`	Principal	Summer 2016	Weekly Progress Reports	Credits Earned

USE OF OTHER RESOURCES FOR COMPENSATORY ACTIVITIES

FEDERAL PROGRAMS

1. ESEA, TITLE II, PART A (Teacher and Principal Training and Recruiting Fund) – The district utilizes these funds to provide professional development in which the high school staff may participate.
2. TITLE I PART C CARL PERKINS CAREER & TECHNICAL EDUCATION: Students in at-risk situations in grades 9-12 benefit from the district's participation in a consortium, Shared Service Arrangement with LaVernia ISD. The funds are coordinated with the minimum foundation program in the areas of English, Science, Math, Social Studies. This program provides supplemental funds to support the Career and Technology Education program at the High School.

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**

Grade	# of Students	Not Promoted		Below 70 Avg		Failed STAAR		AEP		Parole		LEP		Care of DFPS		Homeless		Dyslexia #	504 #
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
9	58	10	17%	4	7%	12	21%	0	0%	0	0%	1	2%	1	2%	0	0%	5	6
10	70	11	16%	5	7%	17	24%	4	6%	0	0%	1	1%	0	0%	0	0%	6	11
11	48	5	10%	5	10%	6	13%	1	2%	0	0%	0	0%	0	0%	4	8%	7	7
12	56	10	18%	3	5%	6	11%	0	0%	1	2%	1	2%	0	0%	1	2%	5	4
Total	232	36	16%	17	7%	41	18%	5	2%	1	0%	3	1%	1	0%	5	2%	23	28

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

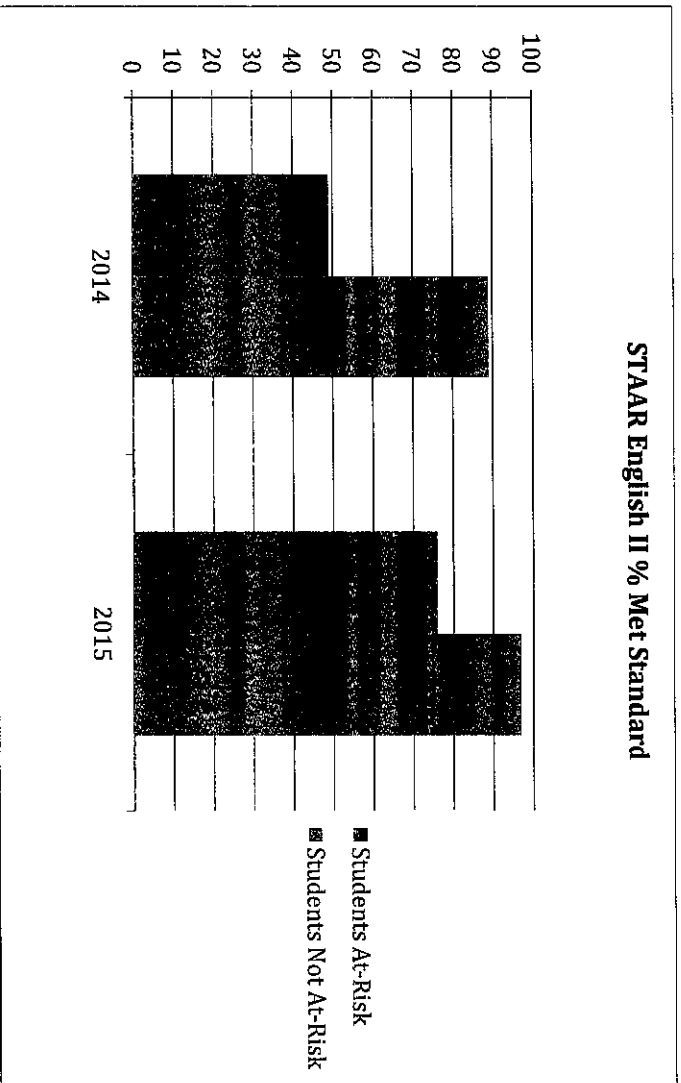
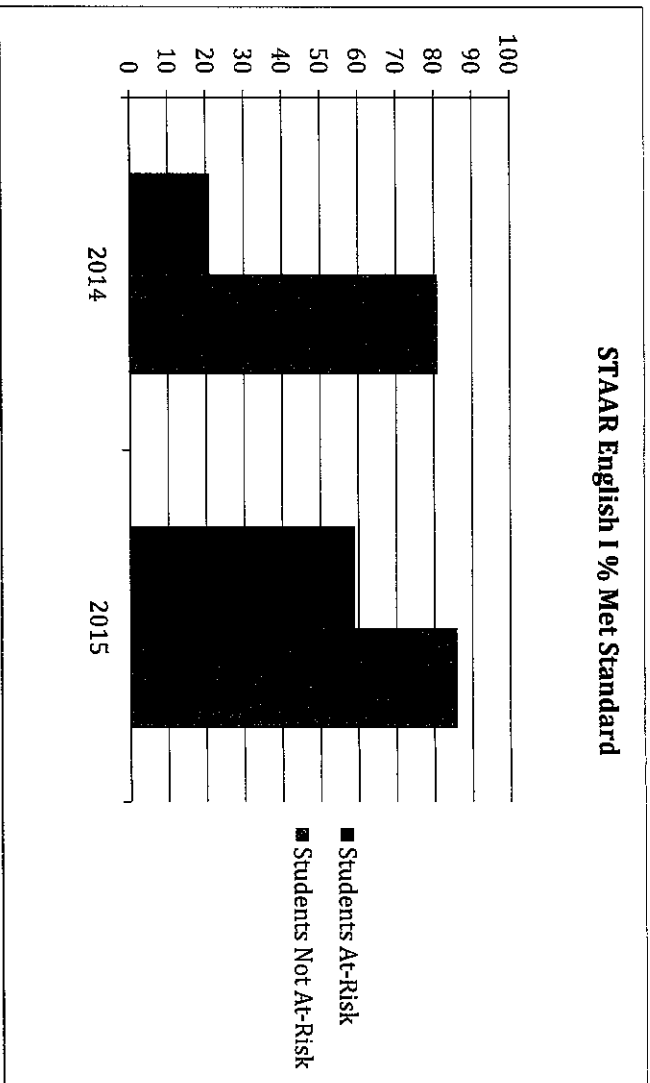
English I		
% Met Standard		
	2014	2015
Students At-Risk	21	59
Students Not At-Risk	81	86

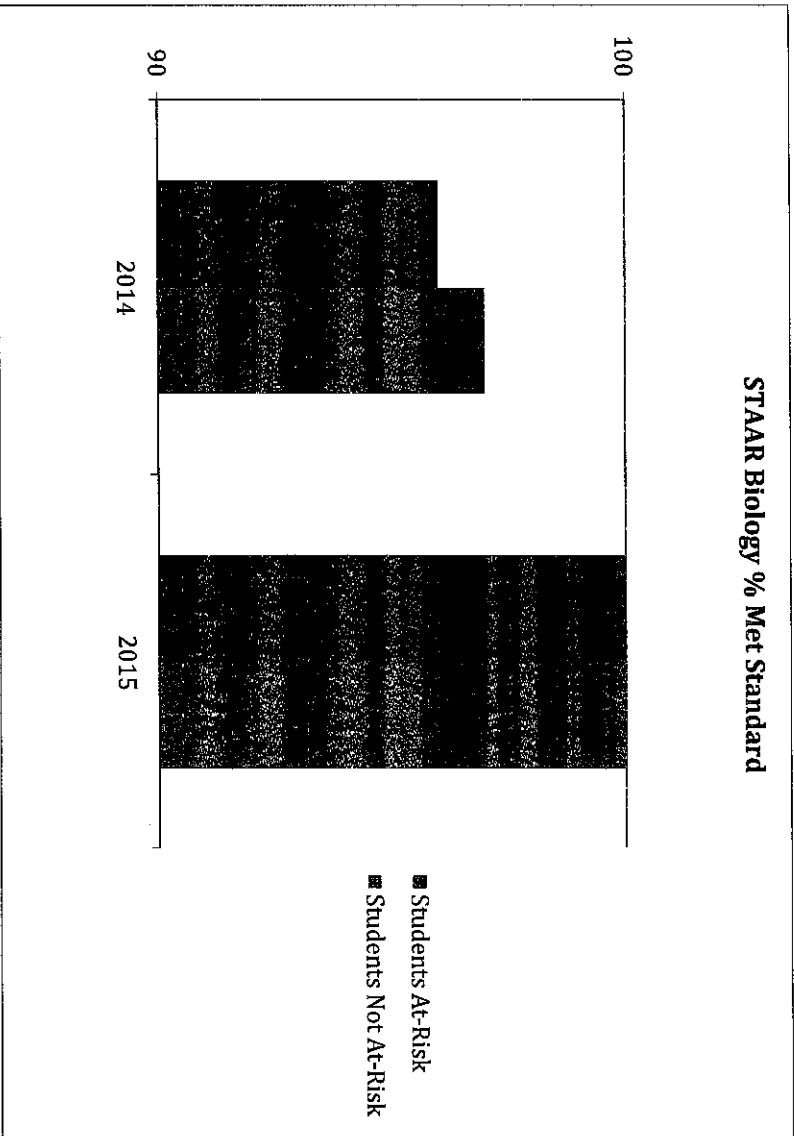
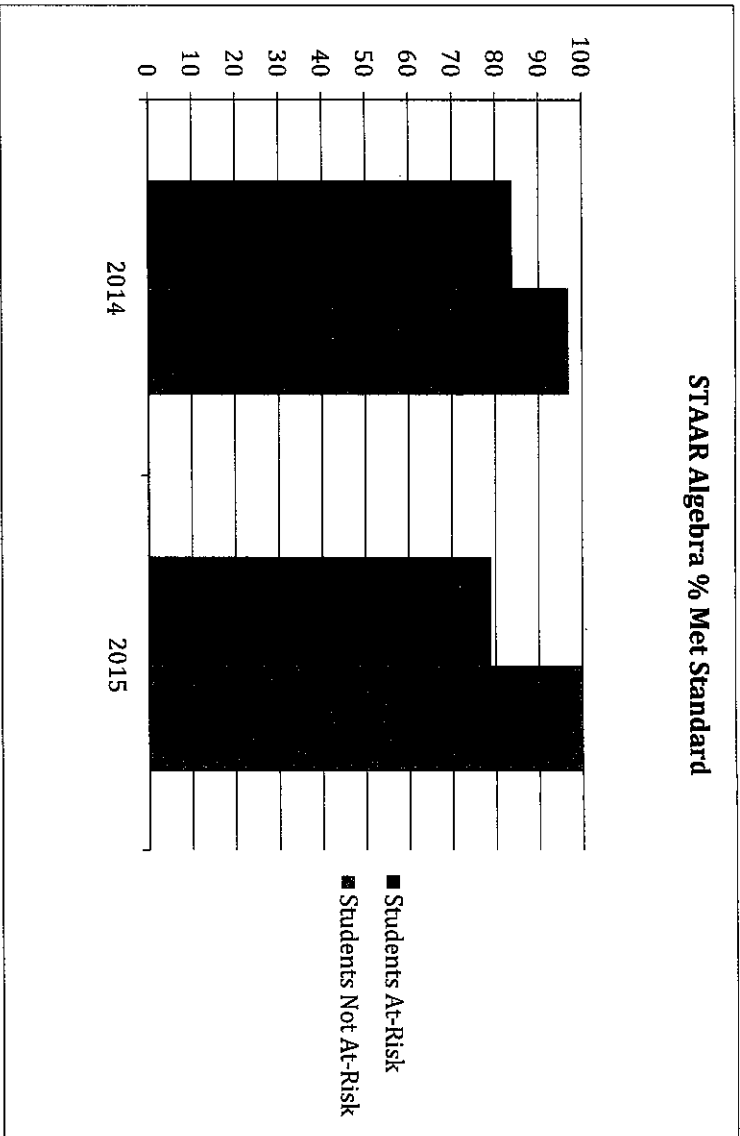
English II		
% Met Standard		
	2014	2015
Students At-Risk	49	76
Students Not At-Risk	89	97

Algebra I		
% Met Standard		
	2014	2015
Students At-Risk	84	79
Students Not At-Risk	97	100

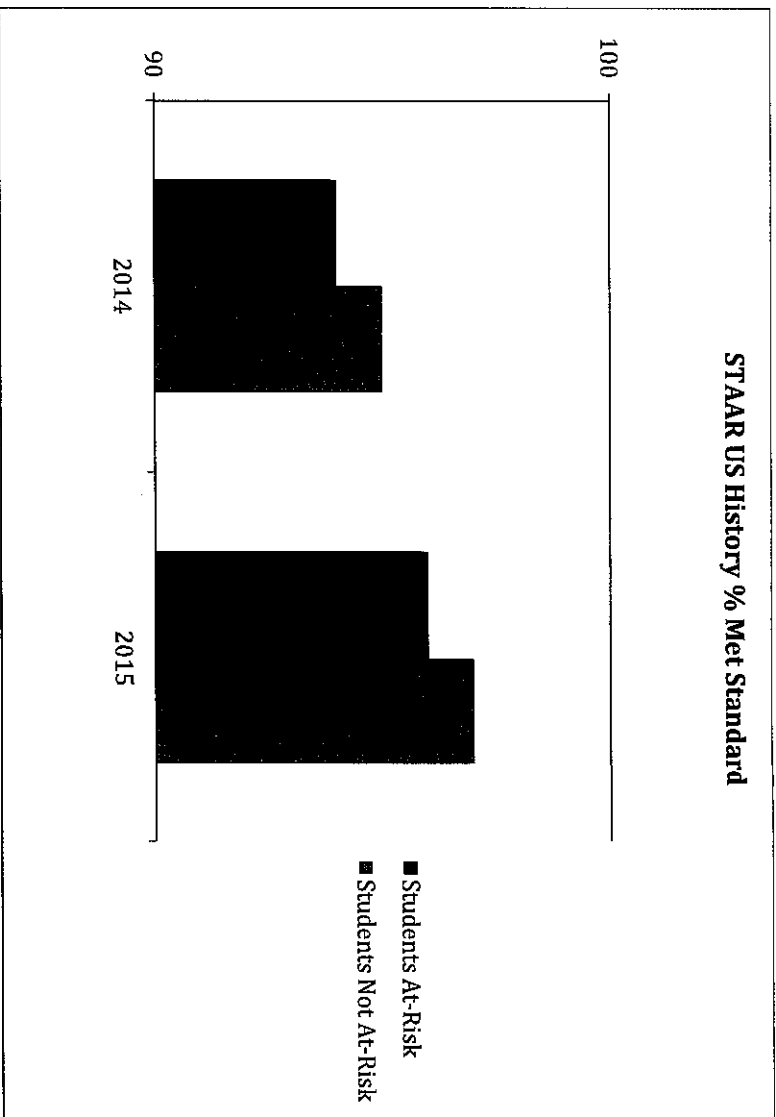
Biology		
% Met Standard		
	2014	2015
Students At-Risk	96	100
Students Not At-Risk	97	100

US History		
% Met Standard		
	2014	2015
Students At-Risk	94	96
Students Not At-Risk	95	97





STAAR US History % 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

2014-2015 Stockdale ISD Stockdale High School State Compensatory Education Program Evaluation				
PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
After-School Tutorials	Passing STAAR	34	20	59%
Summer STAAR Academy	Promotion	28	12	43%
Core Subject Intervention (ELA)	Passing final grade in ELA	240	211	88%

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 ISD's at risk criteria.

COORDINATION OF FUNDING

All federal, state, and local funds received by Stockdale ISD 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.

The district sufficiently funds the accelerated instructional activities for students who have failed to perform satisfactorily on an end-of-course (EOC) assessment as identified in the programs and activities section and prioritizes SCE funding for those activities per TEC §28.0217 .

TECS Budget Worksheet
FY2016 State Compensatory Education

Stockdale ISD
247-906

Account Code	Account Title	Total Amount Budgeted for FY2016
001 STOCKDALE H S		
199-11-6129-00-001-6-24-0-00	Instrl / Salaries--Sup Prsnl	\$51,070.00
199-11-6141-00-001-6-24-0-00	Instrl / Soc Sec/Medicare	\$740.51
199-11-6142-00-001-6-24-0-00	Instrl / Grp Health/Life Insur	\$36.00
		<hr/>
	001 STOCKDALE H S Total	\$51,846.51

TECS Personnel Summary Detail

247-906

**FY2016 State Compensatory Education
STOCKDALE H S**

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
Ploch, Christa	Teacher	09 - 12	ELA/ESL	187 / 187	1	51,070.00	11	6129	51,070.00	Ded	740.51	36.00	0.00	0.00	0.00	51,846.51
001 STOCKDALE H S Total									\$51,070.00		740.51	36.00	0.00	0.00	0.00	\$51,846.51

