

Stockdale Junior High

Campus Improvement Plan

2015 - 2016

Reviewed by Stockdale ISD Board on November 9, 2015.

2015-2016 Stockdale Junior High Campus Improvement Committee

Sharon Dunn	Principal
Karen Coston	Science Teacher
Desiree Cooper	ELA Teacher
Heather DuBose	Counselor
Cathy Dixon	Dyslexia Teacher
Daphne Gordon	Special Education Teacher
Christina May	Community Member
Kenneth Martinez	8 th grade Parent

Stockdale I.S. D. Mission Statement

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

Stockdale Junior High Mission

Stockdale Junior High is committed to providing guidance and instruction to help our students become productive citizens and responsible learners with lifelong goals.

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

High quality instruction, curriculum, and student performance: Strengthen all high quality instruction in core curricular area along with all electives that lead to higher academic success. Use a variety of instructional techniques with emphasis on technology and appropriate curriculum.

SJH Goal #1: All students will score at least 80% or better for grade level state mandated testing areas. (Math, Reading, Science, Social Studies, Writing).

Objective: Math, Reading, Science, Social Studies and Writing teachers will teach TEKS objectives, targeting at-risk students and other subgroups to reach the goal of all students passing Math, Reading, Science, Social Studies and Writing state mandated tests.

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
Students will receive TEKS instruction in math, reading, science, social studies and writing.	TEKS curriculum Supplemental materials Eduphoria \$5,750.00 Workshops for all classroom teachers \$3,000.00	Junior High Staff Principal	Lesson plans Benchmark results Mastery of State Testing	2015-2016
Identify students with non-passing and/or low STAAR scores. Additional enrichment periods will be scheduled for individual students.	TEKS curriculum Think Through Math? Istation Learning Ally Read Naturally	Teachers	Chapter tests	August 2015
Continue to review courses offered to reduce teacher to student ratios.	TEKS Curriculum	Junior High Staff Principal	Analysis of TEKS curriculum	2015-2016

Students progress in TEKS instruction will be determined by practice test and/or benchmark test from Eduphoria / Aware / Cscope	Practice STAAR test Benchmark test	Junior High Staff Principal	Analysis of benchmark results and assessments AEIS report	2015-2016
Curriculum Mapping – Monthly grade level and department meetings with High School to prepare for STAAR	Meetings to discuss/align curriculum	Junior High Staff Instructional Leaders	Teachers attendance – Sign in sheets STAAR results	2015-2016
Incorporate more technology into all areas of curriculum to stimulate and provide hands-on opportunities and increase a higher level of thinking skills	Technology Funds Campus Funds Computer labs -2 Computer On Wheels -2 Digital Curriculum Promethan boards in classrooms Learning.com - \$2,800.00 Brain Pop - \$918.00 Discovery Ed / Videoconference \$1,250.00 Istation - \$3,700.00 IMA funds	Junior High Staff Technology Director Principal	Lesson plans / TEKS Curriculum	2015-2016 Six Weeks
Teachers will be actively involved in daily tasks that require use of computer: grading, discipline referrals, e-mail, reports, teacher web pages, on-line lesson plans (Forethought)	Computers	Junior High Staff Principal	Completion of daily tasks in a timely manner	2015-2016
Tutoring will be offered before school, after school and during intervention period.	STAAR supplemental materials	Junior High Staff Principal	Tutoring Logs Benchmark scores	2015-2016

ZAP (<u>Z</u> eros <u>A</u> ren't <u>P</u> ermitted) at least once per month. Morning tutorial service offered to remove zeros received on assignments. After school tutorials for all subjects	SCE Funds \$1,000.00	Selected Teachers	Attendance	2015-2016
Access to SAC (<u>S</u> tudent <u>A</u> ssistance <u>C</u> enter) for 504 and special education students	Special Ed. Budget	Junior High Staff	Weekly report of the number of students who attend	2015-2016
Accelerated Reader, STAR Math, STAR Reading, Star Early Literacy to monitor at risk student's individual performance	SCE Funds Campus Budget \$781.00 - AR \$1,100.00 - STAR Math/Rdng. \$200.00 Star Early Literacy	All Junior High Math and Reading teachers	Individualized student reports Six Weeks Reports	2015-2016
Study Island -- Edmentum for 6 th , 7 th and 8 th grades -- reading, writing, math, science and social studies Brain Pop Discovery Education	SCE Funds \$4,915.00 \$918.00 \$1,250.00	All Junior High Math and Reading teachers	Weekly Usage Reports	2015-2016
Provide ESL services through a pull-out program as students enroll and are in need of ESL service	State and Local Budget Read Naturally Learning Ally	ESL Teacher Testing Coordinator	Increased reading proficiency as measured by RPTE	2015-2016
To assist students with print disabilities To assist special education students with writing compositions	Learning Ally Lexia - \$265.00 Dragon 13 PixWriter	Dyslexia Teacher Selected Teachers	Assistance with AR books Completion of writing compositions	2015-2016

SISD Goal #2: Facilities: Continued maintenance and improvement.

Facilities: 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.

SJH Goal #2: To maintain current facility and plan for future renovation plans.

Objective: To maintain an attractive, safe and accessible facility that maximizes learning opportunities and promotes the need for future renovation.

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
Safety Drills		Principal Counselor Junior High Staff	Completion of drills and evaluations of drills.	2015-2016
Canine Contraband Detection Searches	Local Funds \$2,000.00	Principal	Evidence found	2015-2016
Provide a campus discipline plan	Student Handbook Student Code of Conduct Teacher Handbook Campus Improvement Committee Teacher Referrals ISS District AEP	Junior High Staff Principal DAEP staff	Analysis of discipline referrals each six weeks	2015-2016
Select students who will participate in anger management, substance abuse, social skills, support and stay in school groups	At Risk Funds Teen Connection	Junior High Staff Counselor	Attendance	Daily Weekly Six Weeks
Faculty will wear staff badges within school environment		Junior High Staff		2015-2016

Violence Prevention Intervention / Stay Alert School Safety Hotline	Local Funds	Junior High Staff	Reported Calls	2015-2016
Olweus Bullying Prevention Program	Local Funds \$145.00	Junior High Staff Principal Counselor	Student and faculty surveys	2015-2016
Addition of new classrooms or renovation of multipurpose building for life skills students				
Construction of a new Junior High gym – bats and temperature of existing gym not conducive for spectators				2015-2016

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

Key Personnel: 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.

SJH Goal #3: SJH will retain talented and highly effective personnel.

Objective: To retain quality staff members and promote completion of highly effective staff development opportunities.

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
Encourage effective communication among staff	Emails /Announcements/Monthly staff meetings and department meetings.	Junior High Staff Principal Secretary	Survey	2015-2016
Staff development activities at beginning of school year		Superintendent Principals DEIC Committee	Workshop hours completed and certificates.	2015-2016
Gifted and Talented Training / Refresher Course	Region 20 / Campus Training	Junior High Staff	Training completed and certificates received.	2015-2016
Curriculum Specific Workshops – Inclusion workshop for all staff	Region 20	Junior High Staff	Training completed and certificates received.	2015-2016
Teachers will attend staff development to increase awareness and implementation of IEP, modifications, CPI, transitioning, inclusion etc.	Special Education Budget Region 20 Special Educ. Director	Goliad Co-Op Junior High Staff Principal	Staff development on and off campus	2015-2016

	District workshops Eduphoria / Aware / Forethought			
Teachers will comply with RTI guidelines to better serve all students needing intervention strategies	Special Educ. budget Regular Educ. budget District workshops Eduphoria Learning Ally Read Naturally Istation	Junior High Staff Principal Counselor	Previous year's STAAR raw scores Student Support Meetings	2015-2016
Recognition of Staff at Monthly School Board Meetings		Central Office Principal	Campus Votes for Teacher of the Month Teacher of the Year	2015-2016

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

Finance- 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.

SJH Goal #4: Use financial means efficiently and accurately to meet the student’s needs.

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

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
All requisitions will have principal approval	Local Junior High Budget	Junior High Staff Principal	Completed Requisitions	2015-2016
Monitor student daily attendance	Tx Gradebook Attendance Daily attendance reports Blackboard PEIMS reports	District Testing Coordinator Secretary PEIMS Coordinator Junior High Staff	Improvement of campus attendance derived from PEIMS reports	Daily Weekly Six Weeks
Acknowledge students during academic assembly with certificates – perfect attendance	Daily attendance sheets PEIMS reports	Principal JH Counselor	daily attendance derived from PEIMS reports	Six Weeks

<p>Notify parent of excessive absenteeism by phone call, home visit, warning letters, meeting with campus attendance committee, and/or filing with truant officer</p> <p>Blackboard Connect – telephone announcement</p>	<p>Daily attendance sheets PEIMS reports</p>	<p>Junior High Staff Campus Attendance Committee (CIP) Truancy Officer</p>	<p>Improved daily attendance derived from PEIMS reports AEIS report</p>	<p>2015-2016</p>
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SISD Goal #5: Leadership: a) Partnerships; b) Innovation; c) Communication; d) Community Relationships

Leadership: 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.

SJH Goal #5: To promote parental and community involvement.

Objective: To connect Stockdale Junior High to parents, local businesses and the community through educational activities.

Activities	Resources	Staff Responsible	Formative/Evaluation Measured Results	Timeline
Support and promote Athletic and Band Boosters	Distribute flyers Newspaper	Junior High Staff Principal	Increased attendance at meetings	2015-2016
Orientation Parent-Teacher Conferences Public School Week	Junior High Website Newspaper	Junior High Staff Principal	Sign in sheet	2015-2016
Parent Portal	Junior High Website	Junior High Staff	Posting weekly grades	2015-2016
Brahma Bulletin – e-mail to parents		Junior High Secretary	Successful e-mails	2015-2016
Encourage parents and community members to attend extra-curricular activities	Junior High Website	Principal	Six Weeks	2015-2016
Drug awareness activities promoting Red Ribbon Week	Junior High Website Newspaper Posters Community businesses	Principal Counselor	Student participation	October 2015

Visits to local nursing home	Students Teachers Community	Junior High Staff	Participation	2015-2016
Math / Science / Reading Literacy Nights	Lessons / activities created by classroom teachers	Math / Science / Reading Teachers	Parent Sign In Sheets	2015-2016

STOCKDALE JUNIOR HIGH SCHOOL

STOCKDALE ISD

CDN: 247906-041

Grades: 6-8

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

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CAMPUS PROFILE AND NEEDS ASSESSMENT

Stockdale Junior High School serves approximately one hundred seventy-three students in grades 6 through 8. Over fifty-five percent of students (55.93%) 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 Junior High School has found eight students in grade 6 (16%), eight students in grade 7 (16%) and ten students in grade 8 (14%) who have not advanced from one grade to the next for one or more years.

Eleven students in grade 6 (22%), twenty-four students in grade 7 (47%) and eight students in grade 8 (11%) have performed unsatisfactorily on STAAR and have not achieved 110% of the performance on subsequent administrations.

Two students have been placed in an alternative education program during this or the previous school year.

Five students at the Junior High have been identified as limited English proficiency (LEP).

Five students are homeless.

The Junior High campus has used local criteria to identify thirteen students as dyslexic and twenty-two students who are eligible for services under Section 504.

Stockdale Junior 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 JUNIOR HIGH SCHOOL-#041

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 TEKS concepts taught during the regular class period.	Extra duty pay	Principal	Each semester of SY 15-16	Semester grades	Passing STAAR
Summer School – A summer program offers extended learning time to meet TEKS objectives, for students who are at risk of failing to be promoted.	Extra duty pay	Principal	Each week of summer 2016	Progress reports	Promotion
Core Subject Intervention (English pull out program) – Certified teacher and/or instructional aide works one-on-one or in small groups to assist students who are having difficulty to master STAAR objectives.	Certified teachers 1.0 FTE Instructional aide 1.0 FTE	Principal	Each semester of SY 15-16	Semester grades	Passing STAAR ELA

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 junior high staff may participate.

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		Failed STAAR		AEP		LEP		Homeless		Dyslexia		504 #
		#	%	#	%	#	%	#	%	#	%	#	%	
6	51	8	16%	11	22%	0	0%	2	4%	1	2%	4		8
7	51	8	16%	24	47%	2	4%	1	2%	1	2%	3		7
8	71	10	14%	8	11%	0	0%	2	3%	3	4%	6		7
Total	173	26	15%	43	25%	2	1%	5	3%	5	3%	13		22

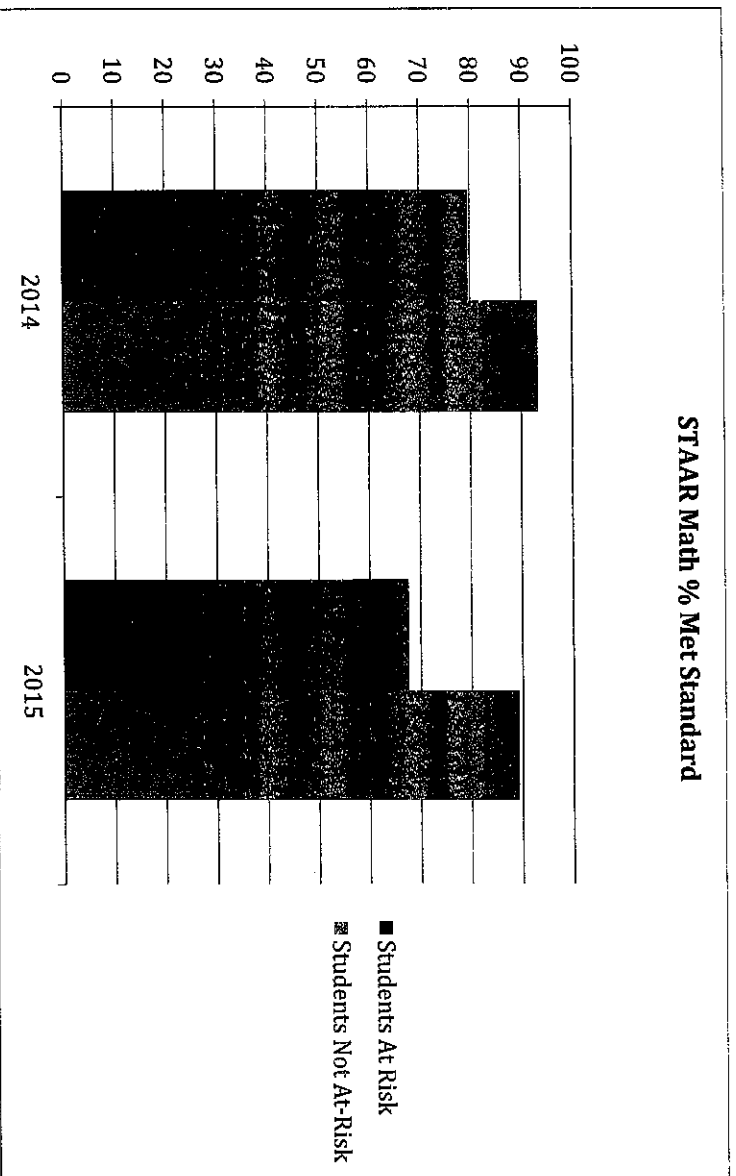
APPENDIX B: STUDENT PERFORMANCE ON THE STAAR

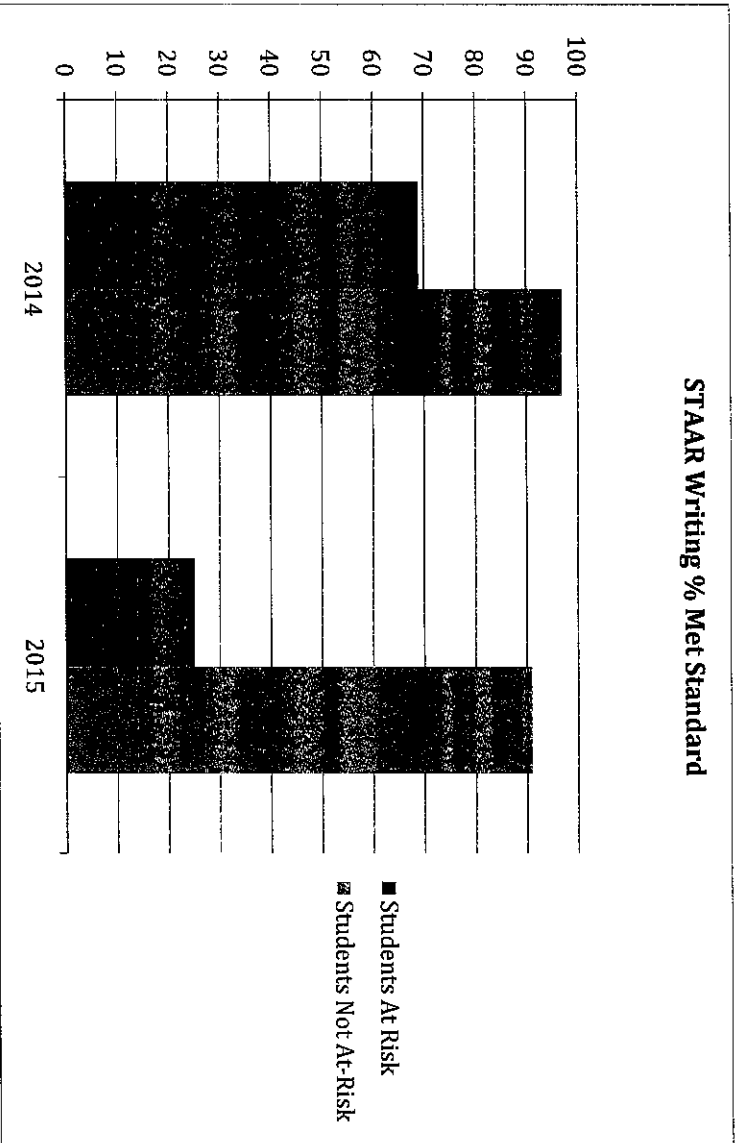
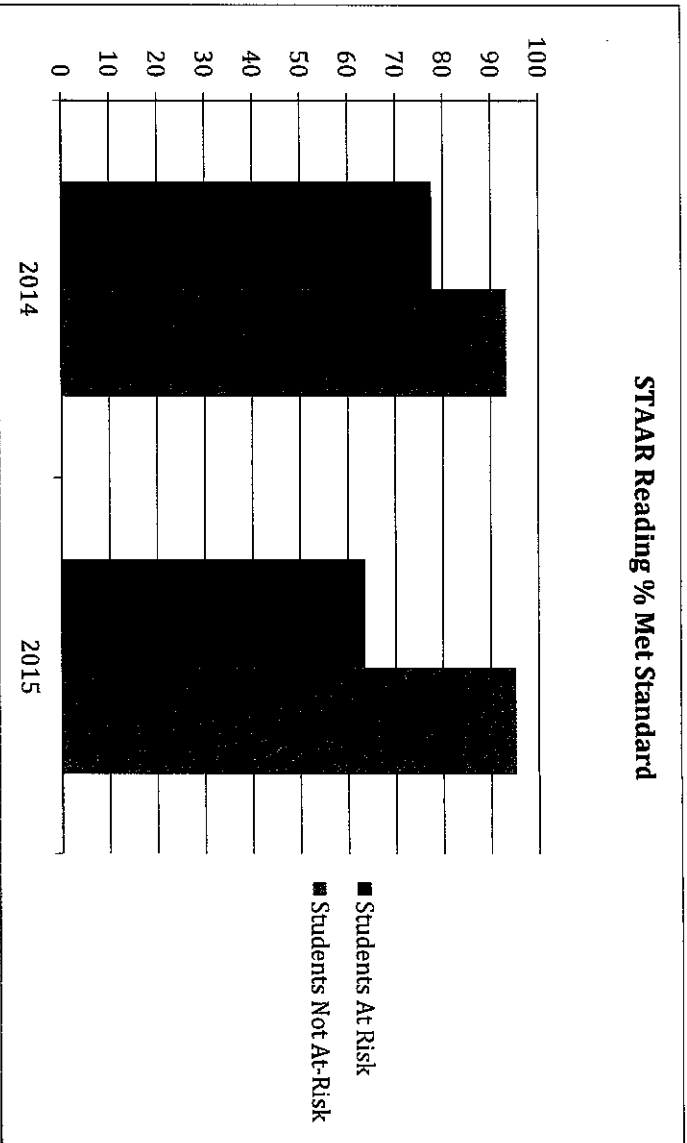
The following tables and graphs present the percentage of students making satisfactory performance on the Reading, Math, Writing, Science, Social Studies, and Language Arts sections of the STAAR. The results for the At Risk students are compared with the results for Not At Risk students. The goal of 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.

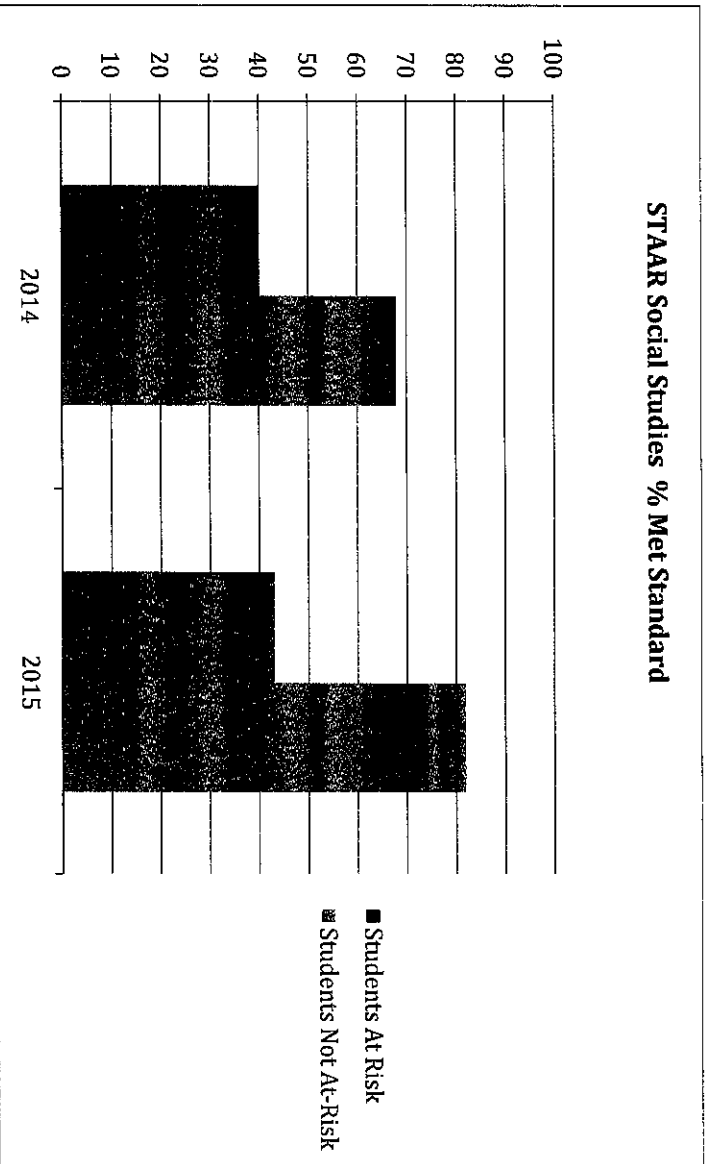
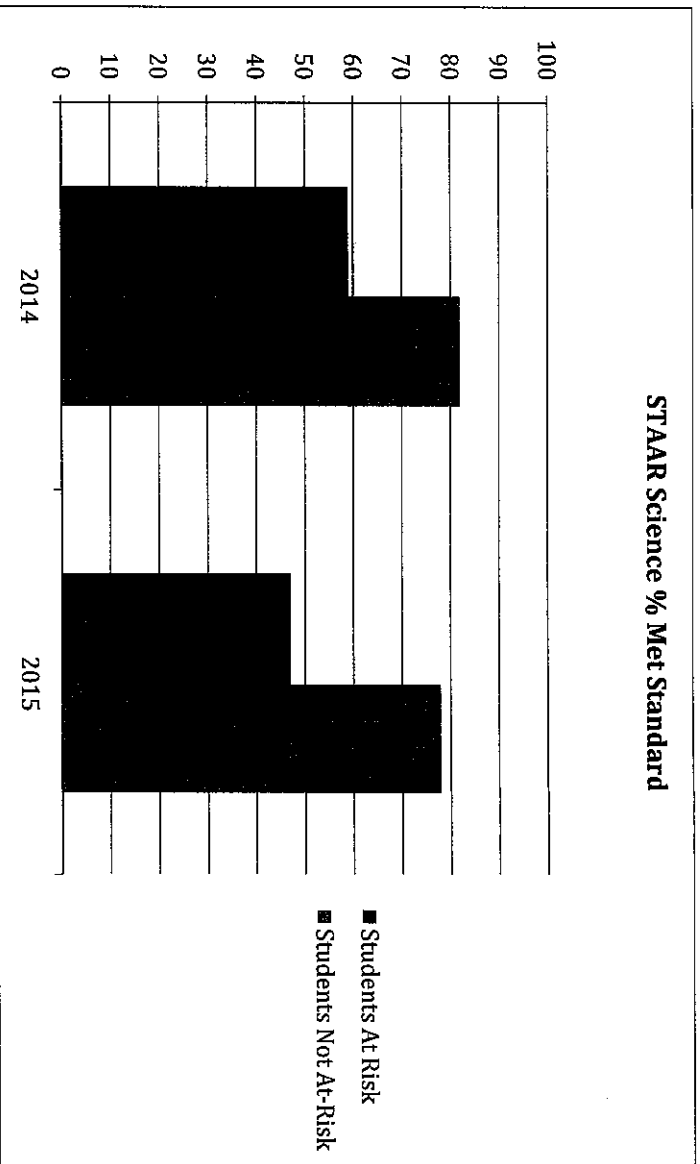
STUDENT PERFORMANCE ON THE STAAR

State Compensatory Education Program At Risk Students Academic Comparison - Grades 6-8 - State Assessment Results Jr. High

	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
Sixth Grade	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	78	73	67	86						
Students Not At-Risk	86	91	93	95						
Seventh Grade	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	76	36	75	30	69	25				
Students Not At-Risk	97	82	97	91	97	91				
Eighth Grade	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	85	94	91	75			59	47	40	43
Students Not At-Risk	97	95	90	100			82	78	68	82







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 Junior High State Compensatory Education Program Evaluation				
PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Core-Subject Intervention (Reading/ELA)	Passing final grades	68	52	76%
After-School Tutorials	Passing STAAR	60	33	55%
Summer School	Promotion	5	3	60%

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
041 STOCKDALE J H		
199-11-6119-00-041-6-24-0-00	Instrl / Salaries--Prof Prsnl	\$50,270.00
199-11-6129-00-041-6-24-0-00	Instrl / Salaries--Sup Prsnl	\$17,033.00
199-11-6141-00-041-6-24-0-00	Instrl / Soc Sec/Medicare	\$975.89
199-11-6142-00-041-6-24-0-00	Instrl / Grp Health/Life Insur	\$2,808.00
041 STOCKDALE J H Total		\$71,086.89

TECS Personnel Summary Detail

247-906

**FY2016 State Compensatory Education
STOCKDALE J H**

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
Dixon, Cathy	Teacher	06 - 08	Reading/Dyslexia	187 / 187	1	50,270.00	11	6119	50,270.00	Ded	728.91	36.00	0.00	0.00	0.00	51,034.91
Tillery, Helen	Aide	06 - 08	Instructional Support	187 / 187	1	17,033.00	11	6129	17,033.00	Ded	246.98	2,772.00	0.00	0.00	0.00	20,051.98
041 STOCKDALE J H Total									\$67,303.00		975.89	2,808.00	0.00	0.00	0.00	\$71,086.89

