

Stockdale Independent School District
Stockdale Elementary
2021-2022 Campus Improvement Plan



Mission Statement

The Mission of Stockdale Elementary is:

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

Value Statement

GREAT HAPPENS HERE!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stockdale Elementary is a PK-5th grade campus with approximately 400 students. The campus is located in a rural area southeast of San Antonio, Texas. The school district is one of the largest employers in the area. Stockdale Elementary has a high level of parent and community involvement. Parents and community organizations regularly participate in school events and activities. Multiple local organizations and agencies provide support and incentives for student engagement and achievement.

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

Stockdale Elementary is characterized by minimal disciplinary infractions. Placements in alternate learning environments such as in school suspension or Alternative Learning environments are rare.

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

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

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

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

Demographics Strengths

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

- Special Ed services for Lifeskills students, Resource for Learning Disabled students and speech for Speech Disabled
- ESL: students that qualify as LEP or ELL are provided pull-out language services or are enrolled in immersion classrooms with teachers who are ESL certified.
- Dyslexia: dyslexic students are provided specialized reading instruction daily, and are screened and monitored early and frequently.
- GT: students identified as gifted & talented receive services from a GT-certified teacher at least twice per week, and the district requires teachers to be GT trained.
- At-risk: struggling students are monitored throughout the year and provided help through intervention services provided by special teachers and/or are referred to the ACE program for enrichment, tutorials, and homework assistance.

Stockdale Elementary also has many other strengths such as:

- a full day of Prekindergarten for not only eligible students, but students may attend on a tuition-basis
- strong intervention programs for at-risk students
- the ACE Afterschool Program to help with tutoring and/or enrichment as needed
- Special Education academic and lifeskill support provided by specially-certified teachers and paraprofessionals.
- Restorative discipline practices, small- group and individual counseling services, and strong parent-school connections allow

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographics of Stockdale Elementary indicate a high population of students who are identified as being economically disadvantaged **Root Cause:** Many students come from families where job prospects and opportunities are limited, due to the rural location of the district and limited employment resources.

Student Learning

Student Learning Summary

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

Students K-3 are assessed using MCLASS in Reading and Math at the beginning, middle, and end of year in Reading and Math. 4th and 5th grade students are assessed Reading using MCLASS. MCLASS also serves as our early screener for Dyslexia. MCLASS connects with Amplify Reading, which is a computer-based skills building program that targets skills based on MCLASS scores and results.

Students K-5 are also assessed using Renaissance Star at the beginning, middle and end of the year which provides grade-level equivalencies for reading and math.

Prekindergarten students are assessed using CIRCLE testing online. Students in Prekindergarten and Kindergarten are given a "skills checklist" that is sent home to parents in lieu of a report card with grades. Grades 1-5 utilize a grading system with report cards sent home to parents to communicate their child's progress. Parents are also provided access to parent portal which gives live notifications of student grades.

Students identified as English Language Learners are typically using TELPAS. ELL progress is monitored using teacher observation, anecdotal notes, and the Summit K-12 program

	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator			
						Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher
STOCKDALE ELEMENTARY	3	0	0	0%	03/01/21	0%	100%	0%	0%
Economic Disadvantage	3	0	0	0%	03/01/21	0%	100%	0%	0%
Hispanic	2	0	0	0%	03/01/21	0%	100%	0%	0%
White	1	0	0	0%	03/01/21	0%	100%	0%	0%
LEP	3	0	0	0%	03/01/21	0%	100%	0%	0%

	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator			
						Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher
STOCKDALE ELEMENTARY	3	20	1551	0%	03/01/21	66.67%	33.33%	0%	0%
Economic Disadvantage	2	24	1597	0%	03/01/21	100%	0%	0%	0%
Hispanic	3	20	1551	0%	03/01/21	66.67%	33.33%	0%	0%
LEP	3	20	1551	0%	03/01/21	66.67%	33.33%	0%	0%

Yearly Progress Indicator

	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator			
						Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels F
STOCKDALE ELEMENTARY	2	14	1457	0%	03/01/21	%	%	%	%
Economic Disadvantage	2	14	1457	0%	03/01/21	%	%	%	%
Hispanic	1	10	1413	0%	03/01/21	%	%	%	%
White	1	17	1501	0%	03/01/21	%	%	%	%
LEP	2	14	1457	0%	03/01/21	%	%	%	%

Yearly Progress Indicator

	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator			
						Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels F
STOCKDALE ELEMENTARY	2	22	1576	0%	03/01/21	%	%	%	%
Economic Disadvantage	2	22	1576	0%	03/01/21	%	%	%	%
Hispanic	2	22	1576	0%	03/01/21	%	%	%	%
LEP	2	22	1576	0%	03/01/21	%	%	%	%
Special Ed Indicator	1	15	1496	0%	03/01/21	%	%	%	%

Yearly Progress Indicator

	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator			
						Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels F
STOCKDALE JR. HIGH	4	22	1578	0%	03/01/21	0%	100%	0%	0%
Economic Disadvantage	4	22	1578	0%	03/01/21	0%	100%	0%	0%
Hispanic	3	23	1593	0%	03/01/21	0%	100%	0%	0%
Two or More Races	1	18	1531	0%	03/01/21	%	%	%	%
LEP	4	22	1578	0%	03/01/21	0%	100%	0%	0%

STAAR Interim tests are used to assess student progress throughout the school year in grades 3-5. Teachers use the results of these tests to monitor progress in skill aquisition and mastery. Grades 3-5 take STAAR tests in Reading, Math, Writing and Science as required by the state.

May 2021 STAAR Mathematics, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE ELEMENTARY	51	20	1448	63.55%	72.55%	43.14%	19.61%	05/01/21
Economic Disadvantage	26	17	1382	53.81%	57.69%	26.92%	7.69%	05/01/21
American Indian/Alaskan Native	1	22	1454	69%	100%	0%	0%	05/01/21
Hispanic	21	17	1390	54.29%	57.14%	33.33%	9.52%	05/01/21
White	29	22	1490	70.07%	82.76%	51.72%	27.59%	05/01/21
LEP	2	13	1297	39%	0%	0%	0%	05/01/21
Special Ed Indicator	9	12	1284	37.22%	22.22%	0%	0%	05/01/21

May 2021 STAAR Reading, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE ELEMENTARY	51	23	1451	66.61%	74.51%	49.02%	23.53%	05/01/21
Economic Disadvantage	26	20	1388	57.58%	61.54%	26.92%	15.38%	05/01/21
American Indian/Alaskan Native	1	18	1345	53%	100%	0%	0%	05/01/21
Hispanic	21	20	1399	57.62%	61.90%	23.81%	14.29%	05/01/21
White	29	25	1493	73.59%	82.76%	68.97%	31.03%	05/01/21
LEP	2	11	1235	32%	0%	0%	0%	05/01/21
Special Ed Indicator	9	13	1260	36.67%	11.11%	0%	0%	05/01/21

May 2021 STAAR Mathematics, Grade 4

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE ELEMENTARY	55	21	1546	60.78%	69.09%	43.64%	23.64%	05/01/21
Economic Disadvantage	29	19	1513	55.24%	55.17%	37.93%	20.69%	05/01/21
Hispanic	27	18	1490	52.33%	59.26%	22.22%	11.11%	05/01/21
White	28	23	1600	68.93%	78.57%	64.29%	35.71%	05/01/21
LEP	2	11	1349	31%	50%	0%	0%	05/01/21
Second Year of Monitoring	1	25	1598	74%	100%	100%	0%	05/01/21
Special Ed Indicator	9	9	1333	25.67%	0%	0%	0%	05/01/21

May 2021 STAAR Reading, Grade 4

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE ELEMENTARY	55	24	1523	66.65%	70.91%	45.45%	30.91%	05/01/21
Economic Disadvantage	29	22	1498	61.41%	62.07%	37.93%	27.59%	05/01/21
Hispanic	27	22	1476	60.78%	66.67%	29.63%	18.52%	05/01/21

May 2021 STAAR Reading, Grade 4

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
White	28	26	1568	72.32%	75%	60.71%	42.86%	05/01/21
LEP	2	12	1292	32%	0%	0%	0%	05/01/21
Second Year of Monitoring	1	34	1749	94%	100%	100%	100%	05/01/21
Special Ed Indicator	9	11	1299	31.44%	11.11%	0%	0%	05/01/21

May 2021 STAAR Writing, Grade 4

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE ELEMENTARY	55	17	3519	53.80%	50.91%	25.45%	3.64%	05/01/21
Economic Disadvantage	29	16	3429	50.66%	48.28%	20.69%	3.45%	05/01/21
Hispanic	27	16	3377	49.22%	44.44%	11.11%	0%	05/01/21
White	28	19	3656	58.21%	57.14%	39.29%	7.14%	05/01/21
LEP	2	13	3141	40.50%	50%	0%	0%	05/01/21
Second Year of Monitoring	1	24	4124	75%	100%	100%	0%	05/01/21
Special Ed Indicator	9	10	2925	32.44%	11.11%	0%	0%	05/01/21

April 2021 STAAR Mathematics, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	43	26	1661	72.84%	88.37%	72.09%	34.88%	04/01/21
Economic Disadvantage	19	24	1610	65.63%	78.95%	57.89%	5.26%	04/01/21
Hispanic	26	26	1660	72.81%	88.46%	73.08%	30.77%	04/01/21
Two or More Races	3	28	1674	78%	100%	100%	0%	04/01/21
White	14	26	1660	71.79%	85.71%	64.29%	50%	04/01/21
LEP	4	24	1603	65.50%	100%	50%	0%	04/01/21
Second Year of Monitoring	2	31	1765	86%	100%	100%	50%	04/01/21
Special Ed Indicator	9	18	1527	51%	44.44%	33.33%	0%	04/01/21

April 2021 STAAR Reading, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	43	27	1601	72.19%	81.40%	51.16%	34.88%	04/01/21
Economic Disadvantage	19	25	1551	65.68%	68.42%	42.11%	26.32%	04/01/21
Hispanic	26	27	1578	70.42%	80.77%	42.31%	30.77%	04/01/21
Two or More Races	3	28	1609	73.67%	66.67%	66.67%	66.67%	04/01/21
White	14	29	1643	75.14%	85.71%	64.29%	35.71%	04/01/21

April 2021 STAAR Reading, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
LEP	4	22	1481	57.75%	50%	0%	0%	04/01/21
Second Year of Monitoring	2	35	1758	92%	100%	100%	100%	04/01/21
Special Ed Indicator	9	19	1446	49.33%	44.44%	11.11%	11.11%	04/01/21

May 2021 STAAR Science, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	43	23	3717	64.44%	69.77%	25.58%	6.98%	05/01/21
Economic Disadvantage	19	22	3608	59.95%	63.16%	21.05%	5.26%	05/01/21
Hispanic	26	22	3655	62.08%	61.54%	23.08%	3.85%	05/01/21
Two or More Races	3	23	3685	63.67%	66.67%	0%	0%	05/01/21
White	14	25	3840	69%	85.71%	35.71%	14.29%	05/01/21
LEP	4	19	3457	53.50%	50%	0%	0%	05/01/21
Second Year of Monitoring	2	32	4342	87.50%	100%	100%	50%	05/01/21
Special Ed Indicator	9	19	3443	53.22%	44.44%	11.11%	0%	05/01/21

Student Learning Strengths

Stockdale Elementary exceeded the state average for passing rates on the STAAR state assessment, in all areas excluding writing. Students showed significant growth this school year, and progress was made in closing covid learning gaps across all grade levels. The campus is departmentalized in those grade levels to concentrate instruction and provide a block schedule to maximize instruction.

Students in Kindergarten through 2nd grade are distributed in self-contained classrooms where instruction takes a more integrated approach. A strong Reading foundation is provided through the Foundations Phonics program as well as the TEKS Resource System. Students are assessed 3 times a year in reading and math using the MCLASS assessment tool, and targeted instruction and intervention is designed using the data provided by these assessments

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

Students in grades 1-5 excel in a variety of ways. They are consistently challenged to read through Accelerated Reader and Royal Reader programs, participate in UIL events, in the 2020-2021 school year, Stooockdale Elementary students completed in virtual academic UIL events, and won the overall district academic UIL competition. 4th and 5th grade student meeting academic standards are invited to apply and become members of the National Elementary Honor Society.

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

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR Passage rates are down approximately 10% in all tested areas. **Root Cause:** Learning loss due to Covid are apparent and continue to be a problem with student and teacher quarantines.

School Processes & Programs

School Processes & Programs Summary

Stockdale Elementary uses the TEKS Resource System for district alignment in core content areas with the exception of Prekindergarten. Prekindergarten uses the most current PK Guidelines along with the Frogstreet Press curriculum. The campus also uses HMH as a RLA curriculum, EnVision, Sharon Wells and Pearlized for math, Pearson for Science, Foundations for Language Arts, and The Writing Academy and Writing Without Tears for Writing. A strong phonics program is provided through the Wilson Foundations Program, which continues to provide a dyslexia curriculum for diagnosed students.

Teachers are evaluated using the T-TESS Evaluation system, which supports teachers in the acquisition of professional goals and development. Responsive Learning Online Library is available to support teachers, along with extensive professional development provided by Federal funds. Teachers, administration, and Interventionists in grade K-3 are systematically completing the Science of Teaching Reading Academy through a hybrid model of intensive coursework provided by Region 20. Half-day PLC's, grade-level meetings, and RtI meetings are routinely used to encourage staff collaboration and continuous professional growth. PLC's focus on targeting instruction for students based on data collection and disaggregation.

The ACE Afterschool program has provided many benefits including tutoring, enrichment, college-readiness programs, parent involvement, and homework assistance. There is also an Academic Liaison which attends RtI meetings to meet the needs of struggling students. School staff and ACE staff work together extensively to provide after school and summer school programs that enrich student learning and address specific learning needs for our students.

Typically, there are a relatively low number of students that fail academically each year (1-3 per grade), so the retention rate remains low. Students that are only failing one subject, per policy, are required to attend summer school and then placed in the next grade. Students that fail two subjects for the year are retained. Due to Covid-19, summer school was extended and opened up on a recommended basis this school year. Teachers evaluated student needs on an individual basis, and suggested summer school attendance for some students who, although they may have passed all subjects during the school year, were still showing significant gaps in learning, due to Covid learning loss. Summer school attendance was higher than in the past, but working with the ACE program, instructional groups stayed very small (4-6 students in a group) and students rotated into ACE enrichment groups.

The campus has a very low turnover rate in personnel.

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

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

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

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

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

School Processes & Programs Strengths

- research-based curriculum in all subjects
- instructional software programs such as Lexia, Accelerated Reader, MCLASS, Amplify Reading, ST Math, IXL, and Keyboarding Without Tears
- current technology in every classroom such as a Promethean Board, Chromebooks, teacher laptop, and other devices.
- Professional Learning Communities focusing on grade-level disaggregation of data and targeting instruction
- Response to Intervention Committee and meetings each 6 weeks to discuss struggling students and determine a course of action to help them
- Every teacher is GT-certified or in the process of certification.
- Leader in Me integrates a strong component of goal-setting for students which is implemented through the Leadership Notebooks that each student keeps
- Goliad Special Ed Cooperative staff to support teachers and students including Speech, LSSP, OT, PT, Auditory specialist and learning diagnostician.
- The ACE Afterschool program to assist in tutoring, enrichment, parent involvement, college-readiness, and homework assistance.
- low turnover rate in personnel; programs are sustained

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Regular and routine differentiated instruction is a challenge for teachers to implement, and students are often provided blanket instruction that is not challenging and/or effective for all. **Root Cause:** Staff needs time, resources, and training to target individual instruction for students.

Perceptions

Perceptions Summary

Stockdale Elementary is a family-oriented work and educational environment. The school culture supports individual differences and staff and students are trained to look for the individual strengths in themselves and in others. Stockdale Elementary is a Leader-in-Me campus and the ideals of the program are becoming deeply ingrained in the school's culture. The general consensus is that teachers and staff love coming to work, and students love coming to school. Teachers and staff are deeply committed to the students and families and many personal connections are made within the walls of the school. Although Covid restrictions made parent and community involvement less accessible this school year, parent involvement is typically high, and the turn-out to school-sponsored events is very high. End of the year parent survey results were generally very positive, and parents feel well-informed about events at school. Results of the survey can be viewed at the following link: https://docs.google.com/spreadsheets/d/14o68Q_umTMGBRGo8jIFm90ZUaC4UsXjDBYGYnTVnCdQ/edit?usp=sharing Teachers and staff use the remind app, Tuesday folders, Blackboard Remind, phone calls and emails to maintain frequent communication with students and their families.

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

Perceptions Strengths

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

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

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

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

Evaluation Data Sources: Benchmark assessments, report cards, STAAR scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will use intervention resources such as specialized intervention teachers, software and technology, tutoring, and additional curriculum to increase the levels of Reading in At-Risk students.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Addendums



STOCKDALE ELEMENTARY SCHOOL

State Compensatory Education Program Addendum

A Title I, Part A Schoolwide Campus
Serving Grades EE-05

Fiscal, School Year 2021-2022

Special section of the campus improvement plan developed to document the activities, budget, and evaluation of the state compensatory education program.

STATE COMPENSATORY EDUCATION PROGRAM OF STOCKDALE ELEMENTARY SCHOOL

To satisfy, [Texas Education Code Sec. 11.252](#), Stockdale Elementary School annually reviews and revises its district and campus improvement plans, and conducts a comprehensive needs assessment to, “guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to achievement indicators.” This addendum to the improvement plan, reflects the continuous nature of the needs assessment process to enhance academic improvement, as well as provide a programmatic review of the [State Compensatory Education \(SCE\) program](#) to ensure fidelity in fiscal efficiency and programmatic effectiveness.

[Texas House Bill 3 \(HB3\)](#), as passed by the 86th Texas Legislature, determined that the purpose of State Compensatory Education allotment is to provide school districts, and open-enrollment charter schools, funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally-disadvantaged students and all other students; as well as at-risk students and all non-at-risk students. The statute requires that at least 55 percent of SCE funds be allocated to fund supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR and STAAR EOC exams] administered under the [TEC, Subchapter B, Chapter 39.023\(c\)](#), or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the [TEC, §29.081](#), and all other students.

Campus Profile

An annual needs assessment is conducted at both the district and campus levels. Stockdale Elementary School utilizes a site-based decision-making committee comprised of administrators, teachers, parents, community members, and business representatives. The needs assessment is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities, and to ensure that the use of resources is carefully planned, supplemental and cost effective. Data collected is disaggregated by all student groups served by the campus, within the categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment determines the measurable district and campus performance objectives for all appropriate student achievement indicators for all student populations. Several data sets are utilized during the comprehensive needs assessment process including, but not limited to, fiscal analysis student demographics, academic achievement data, graduation/completion rates and evaluation of program strategies.

Based on the 19-20 Texas Academic Performance Report (TAPR), Stockdale Elementary School has a total student population of 381 students. Of the total population of students, ethnic distributions are as follows: 47% Hispanic and 51.4% White. Additional characteristics of the total population include: 53.8% Economically Disadvantaged, 46.2% Non-Educationally Disadvantages, 5.2% English Learners, and 8.1% Section 504 students. Specific to the scope of funding support, 40.7% of students are considered at risk.

State Criteria

The [TEC, §29.081](#) utilizes the following criteria to define a student as [“at risk of dropping out of school” in PEIMS](#) if the student is under twenty-six years of age and who:

- (1) Was not advanced from one grade level to the next for one or more school years [even if by parent choice]
- (2) If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
- (3) Did not perform satisfactorily on an assessment instrument administered to the student under TEC, 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 [once identified by this criterion, the student remains “at-risk” their entire K-12 education]
- (4) If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
- (5) Is pregnant or is a parent
- (6) Has been placed in an alternative education program in accordance with [Section 37.006](#) during the preceding or current school year
- (7) Has been expelled in accordance with [Section 37.007](#) during the preceding or current school year
- (8) Is currently on parole, probation, deferred prosecution, or other conditional release
- (9) Was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school [once identified by this criterion, the student remains “at-risk” their entire K-12 education]
- (10) Is a student of limited English proficiency, as defined by [Section 29.052](#)
- (11) Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
- (12) Is homeless, as defined by [42 U.S.C. Section 11302](#), and its subsequent amendments
- (13) Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation

(14) Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by [Section 1.07, Penal Code](#)

(15) is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under [Section 39.0548](#).

Stockdale Elementary School ensures regular monitoring of individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within an "at-risk" category after the school year begins, will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program, as applicable to the identifier itself.

Funding Information

SCE funds are used to create a compensatory, intensive, and accelerated instruction program at Stockdale Elementary School. SCE funds may also be used to fund a disciplinary alternative education program, and to support a Title I, Part A Schoolwide program. The Texas Education Code, Sec. 28.0211(a-1), also requires districts to provide remediation to any student in grades 3-8 who fails a STAAR assessment. Students who pass a course but fail the assessment for that course may require additional instruction in that course even after they are no longer enrolled. Delivering accelerated instruction to students in these instances presents an additional funding challenge. The Texas Education Agency has ruled that funding to meet this state-mandated requirement may come from a campus's SCE allotment. The SCE allotment at Stockdale Elementary School is supplementary to the regular education program and supports such activities as program and student evaluation, instructional materials and equipment and other supplies required for quality accelerated instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class size, and individualized instruction (e.g., tutorials). This campus also uses its SCE allocation to fully support the intent and purpose outlined in the Texas Education Code, Sec. 29.081(a). SCE funds are always allocated to this campus for uses that are allowable under statute and guidance. Stockdale Elementary School complies with this mandate as shown in the attached detailed budget.

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

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

and do not replace required or allowable federal expenditures. Additionally, the campus coordinates accelerated instructional programs to provide supports to meet the demands of HB454.

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

Students Identified for SCE Program by State Criterion for School Year 2021-2022

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

Stockdale Elementary			Readiness Test		Not Advanced		Failed STAAR		LEP		DPRS		Homeless		Residential Placement		Incarcerated		Dys/504	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PK	35	9%	9	26%	0	0%			2	6%	0	0%	2	6%	0	0%	1	3%	0	0%
K	70	18%	21	30%	5	7%			2	3%	1	1%	1	1%	0	0%	3	4%	0	0%
1	50	13%	12	24%	7	14%			1	2%	2	4%	0	0%	0	0%	1	2%	0	0%
2	52	14%	23	44%	4	8%			2	4%	0	0%	1	2%	0	0%	2	4%	0	0%
3	54	14%	25	46%	3	6%	0	0%	3	6%	0	0%	1	2%	0	0%	2	4%	2	4%
4	59	16%			8	14%	18	31%	1	2%	0	0%	1	2%	0	0%	2	3%	2	3%
5	59	16%			8	14%	33	56%	2	3%	1	2%	0	0%	0	0%	1	2%	2	3%
Totals	379	100%	90	24%	35	9%	51	13%	13	3%	4	1%	6	2%	0	0%	12	3%	6	2%

COVID-19, STAAR/STAAR EOC, Accountability and Addressing Learning Loss

On March 16, 2020, in response to the COVID-19 pandemic, Texas' Governor Abbott waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year. As a result, all districts and campuses were labeled "Not Rated: Declared State of Disaster" for purposes of accountability in 2020. Under Texas Administrative Code (TAC) §101.2009, the superintendent must establish the instruments and procedures to be used to determine which students are at risk. Given that the 2020 STAAR administrations were cancelled, the 2020 at risk determination were made through means that did not involve state testing results from that school year. TEA guidance stated that in the absence of 2020 STAAR results, any student who was identified in the PEIMS Fall 2019 submission as "at-risk" based on the TEC, §29.081(d)(3), continued to be identified as "at-risk" in the Fall 2020 PEIMS submission. Student Success Initiative (SSI) promotion/retention requirements found in the Texas Education Code (TEC), §28.0211 were waived for the 2019–2020 school year.

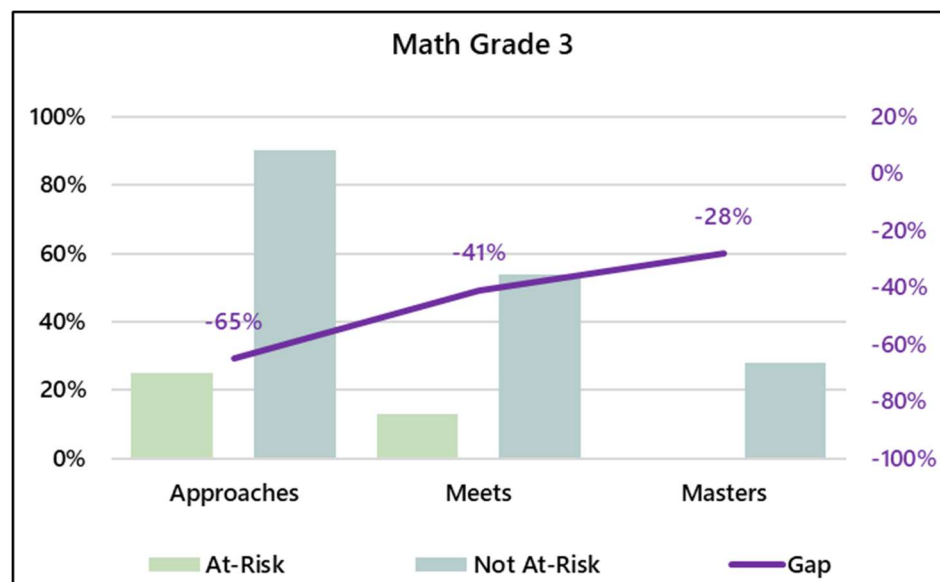
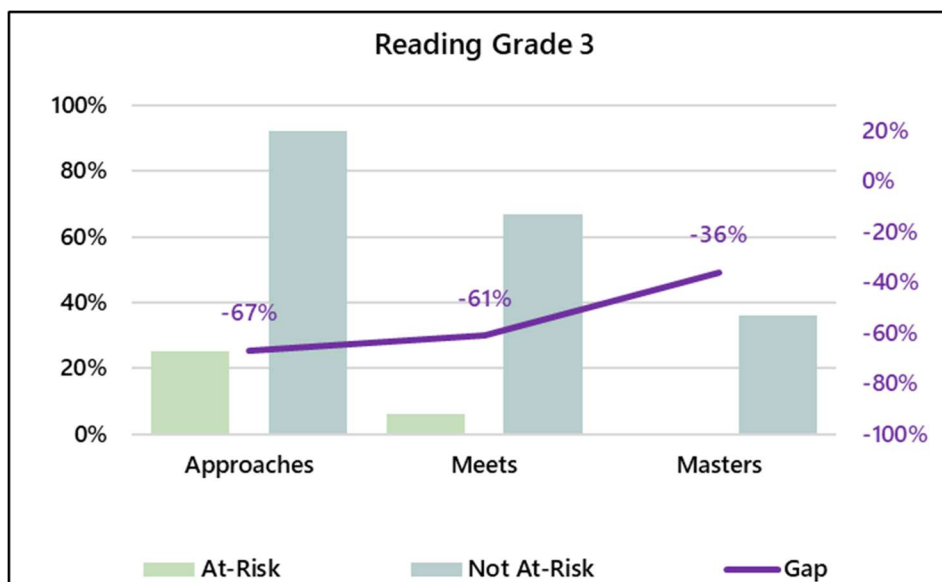
On June 28, 2021, the Texas Education Agency (TEA) released spring 2021 State of Texas Assessments of Academic Readiness (STAAR) results. The results include exams in mathematics and reading for grades 3–5, 5th grade science and 5th grade social studies. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level. Performance labels of Masters, Meets, or Approaches indicate satisfactory achievement on the assessment. **Masters Grade Level** (Passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. **Meets Grade Level** (Passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. **Approaches Grade Level** (Passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. **Does Not Meet Grade Level** identifies students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The following tables compare passing scores (i.e., "Approaches") for at-risk and not-at-risk students for the 2021 spring administration.

As a result of the learning disruptions caused by the COVID-19 pandemic, the number of students not meeting grade level increased from 2019 across all subject areas and grade levels across Texas. In response to dramatically accelerate student learning, House Bill 4545 was established. Stockdale Elementary School follows the district established TASB Board policies (EHBC and EIE) along with local procedures to address accelerated learning. Additionally, Stockdale Elementary School has prioritized learning loss during the comprehensive needs assessment process and uses accelerated learning committees to identify students in need of supplemental supports. The campus is committed to provide all children significant opportunity to receive a fair, equitable and high-quality education, and to close educational achievement gaps.

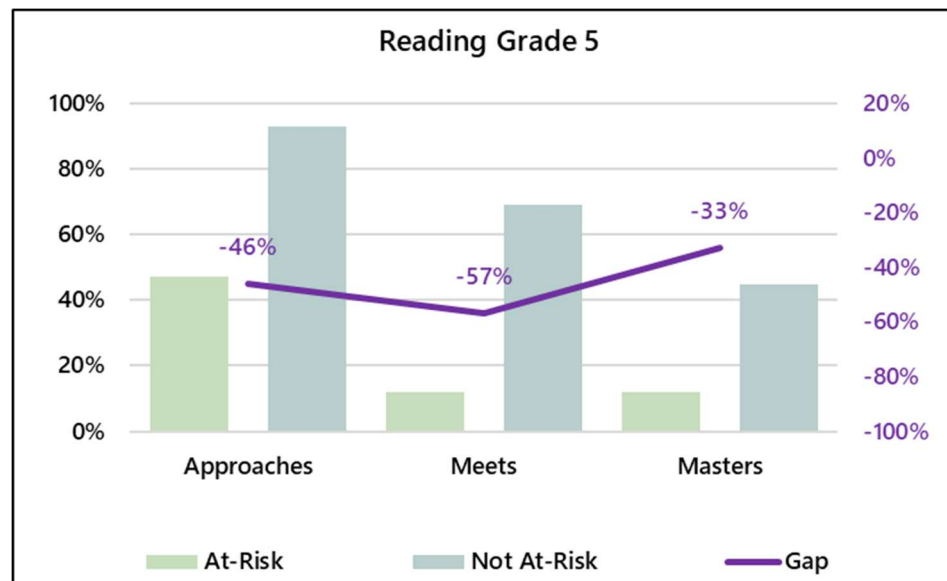
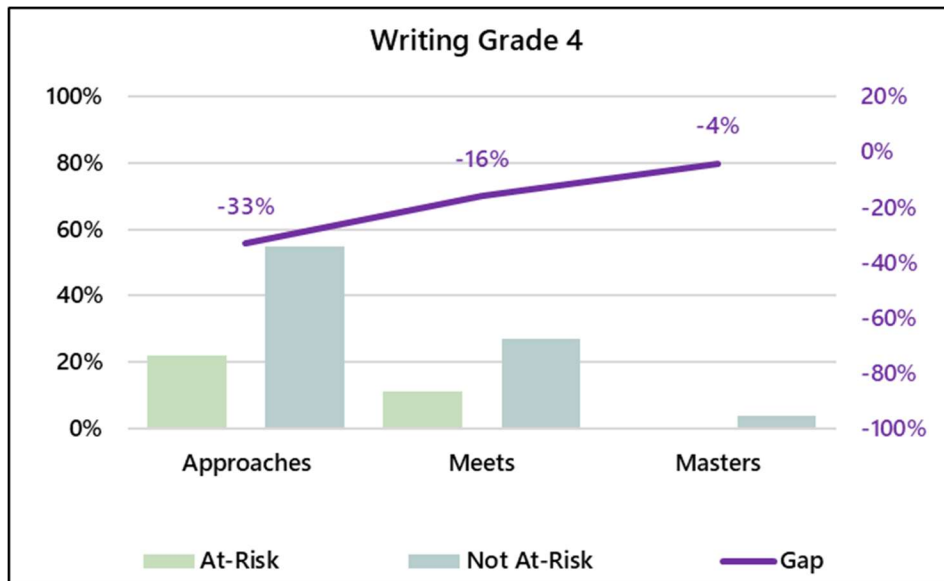
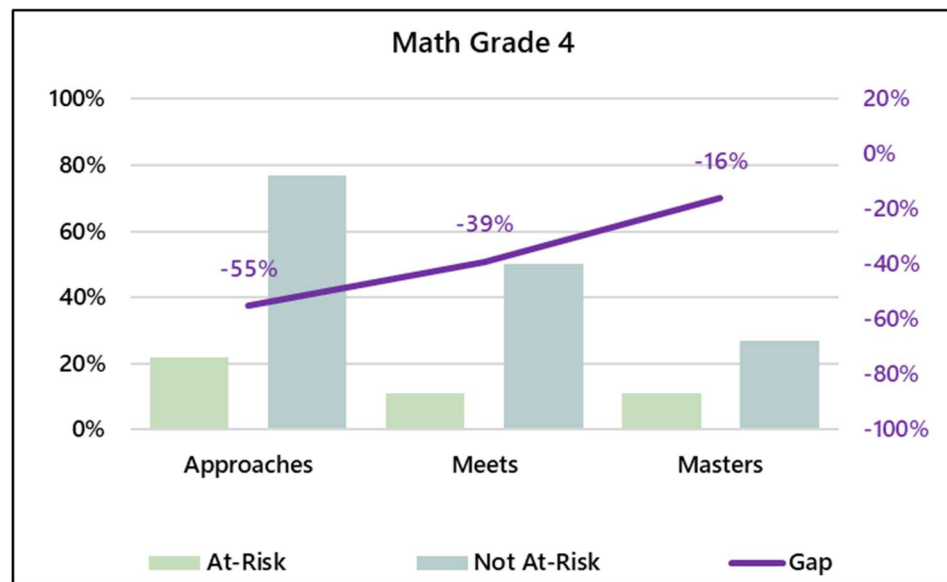
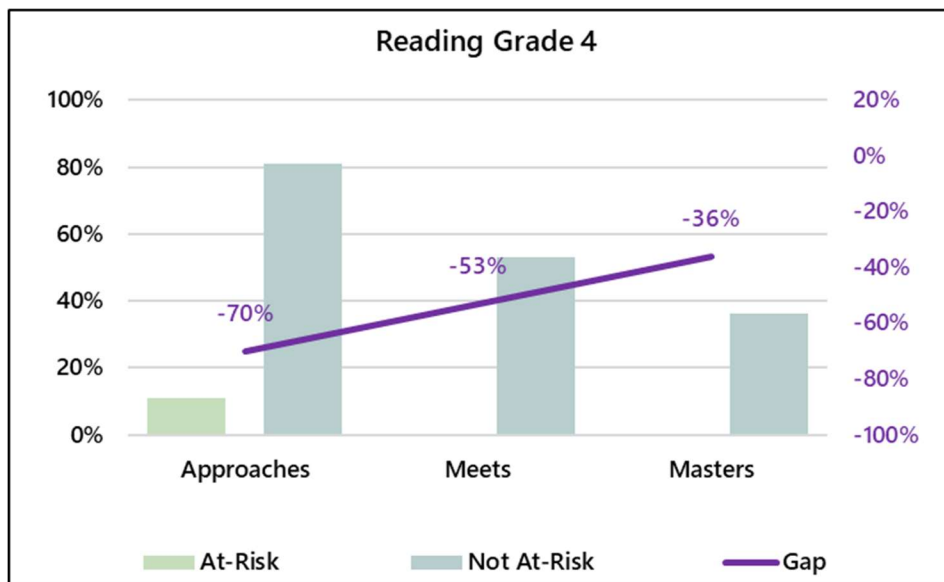
Campus STAAR Results 2020-2021

The following tables compare STAAR assessment data from the [TEA Analytic Portal](#) for at-risk and not at-risk students, as well as economically-disadvantaged students and not economically-disadvantaged students for the 2020-2021 spring administrations of STAAR. This raw assessment data has not been filtered for accountability purposes.

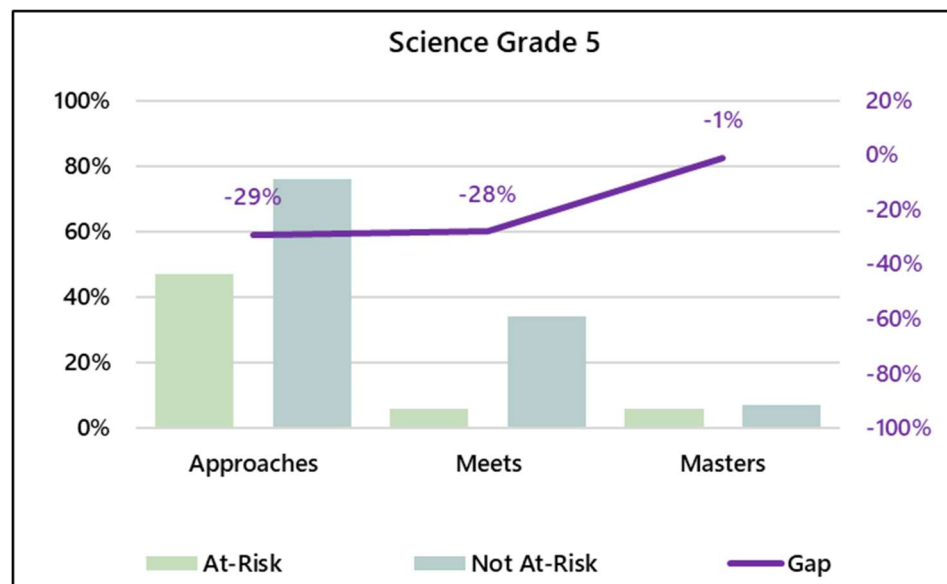
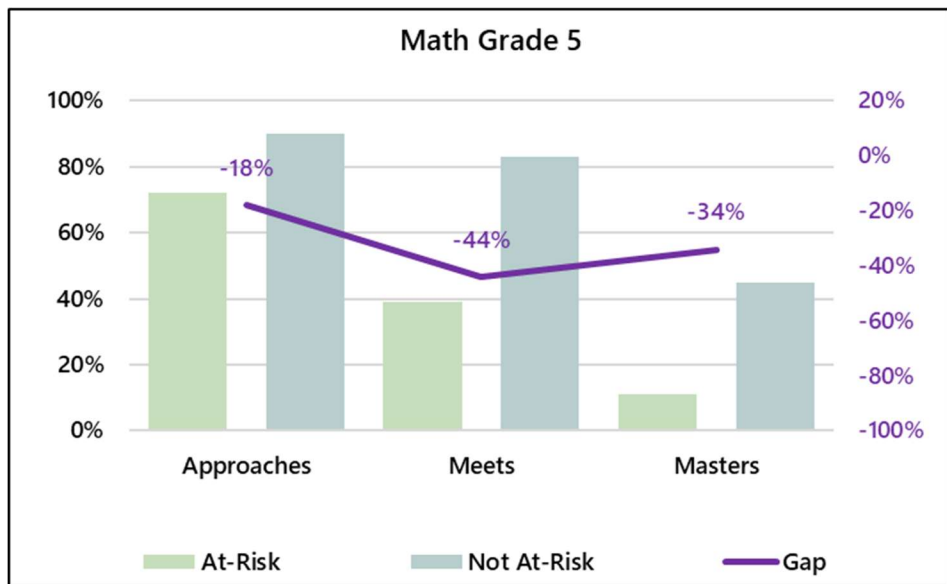
At risk compared to not at risk



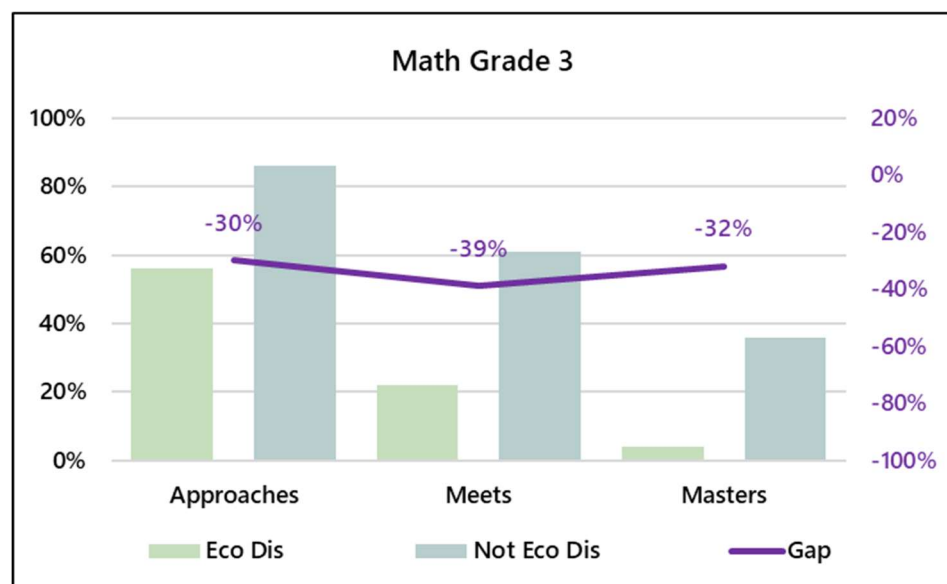
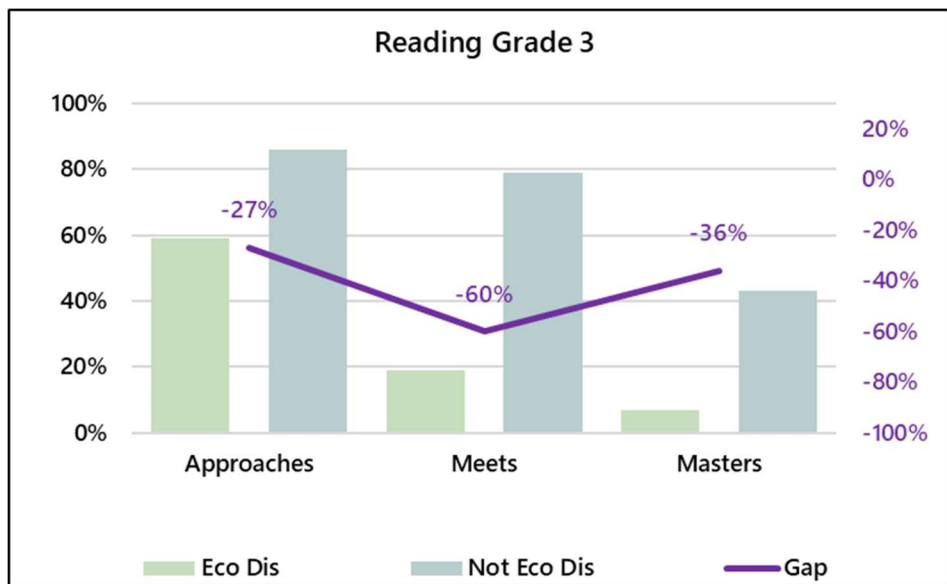
At risk compared to not at risk (continued)



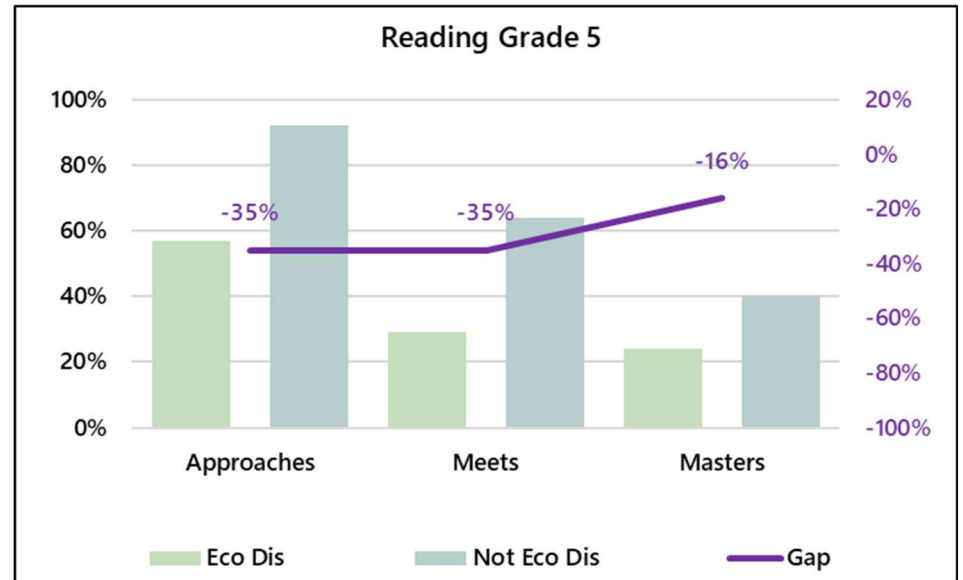
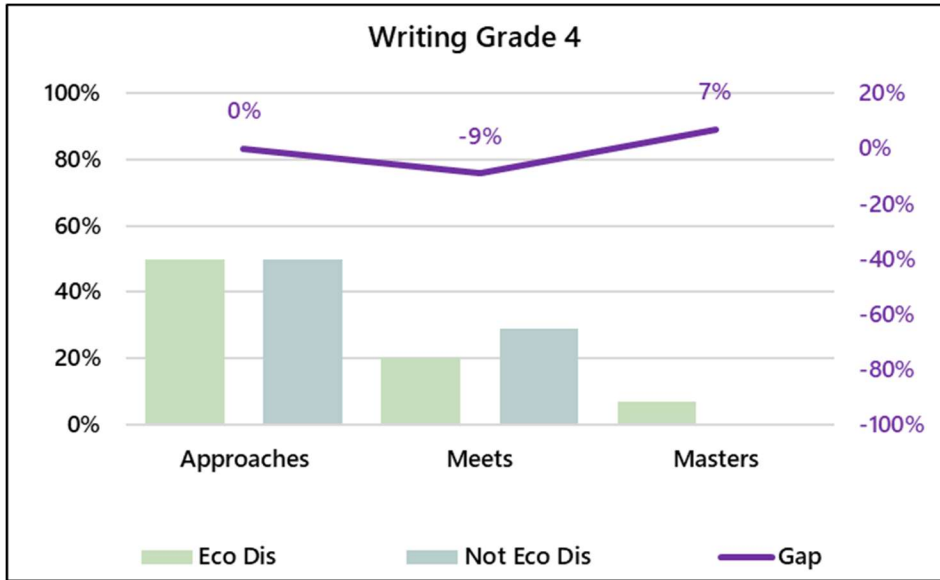
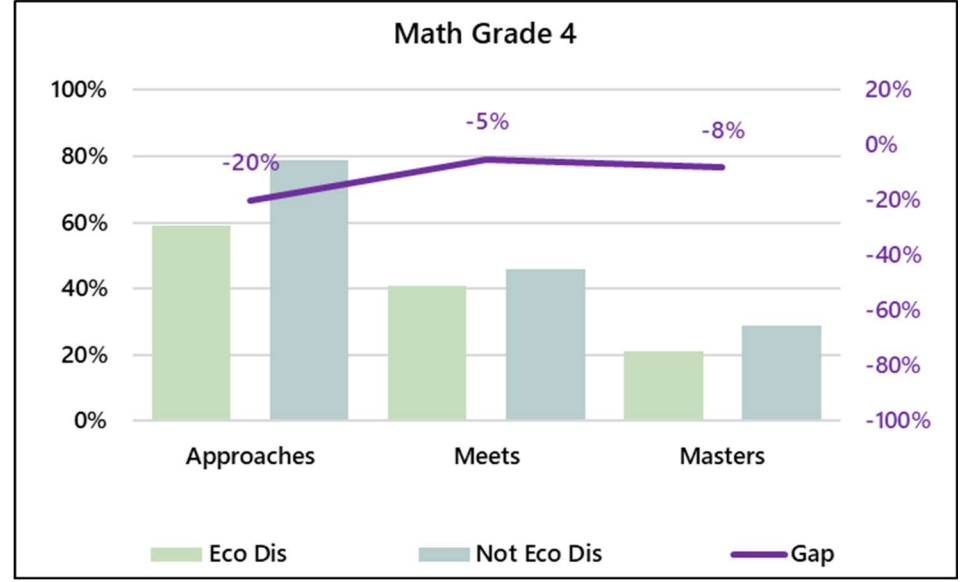
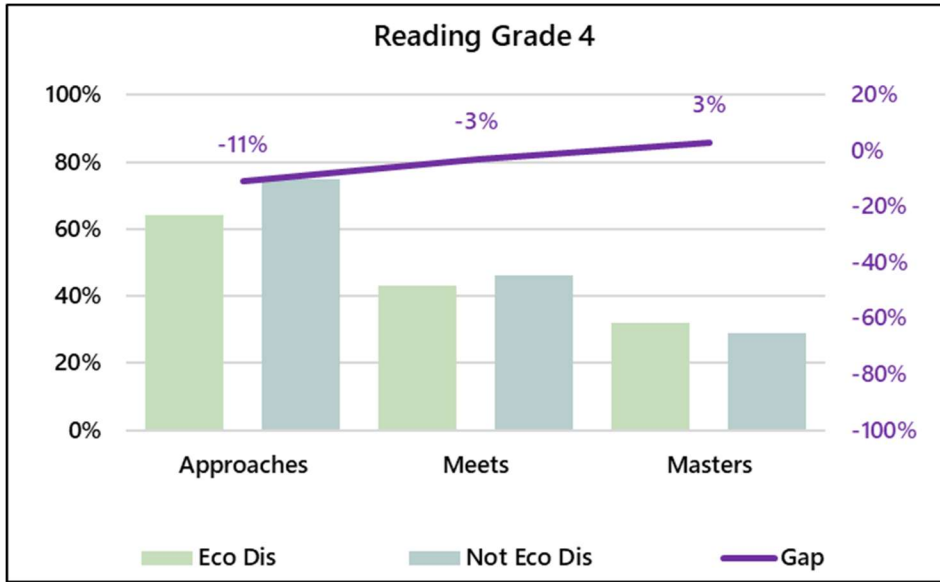
At risk compared to not at risk (continued)



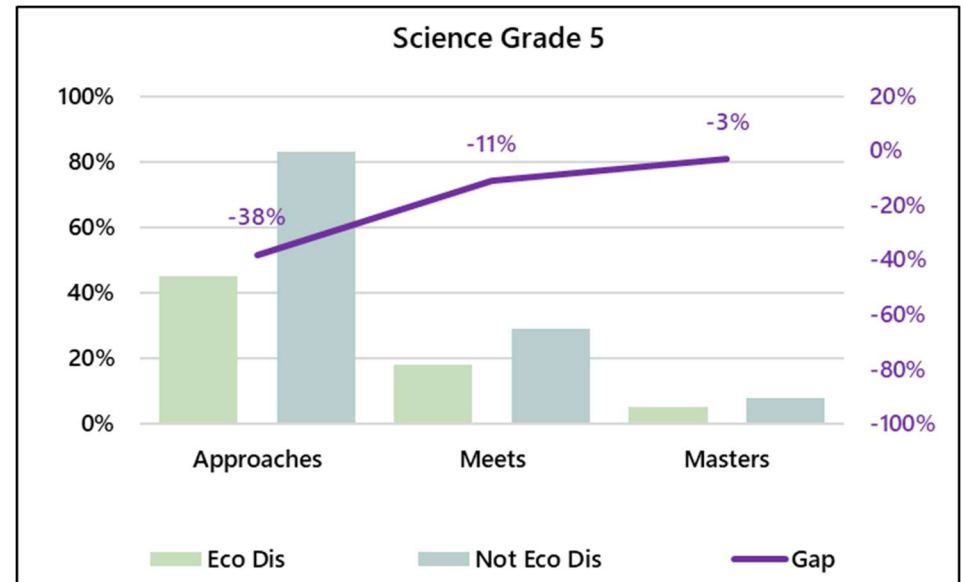
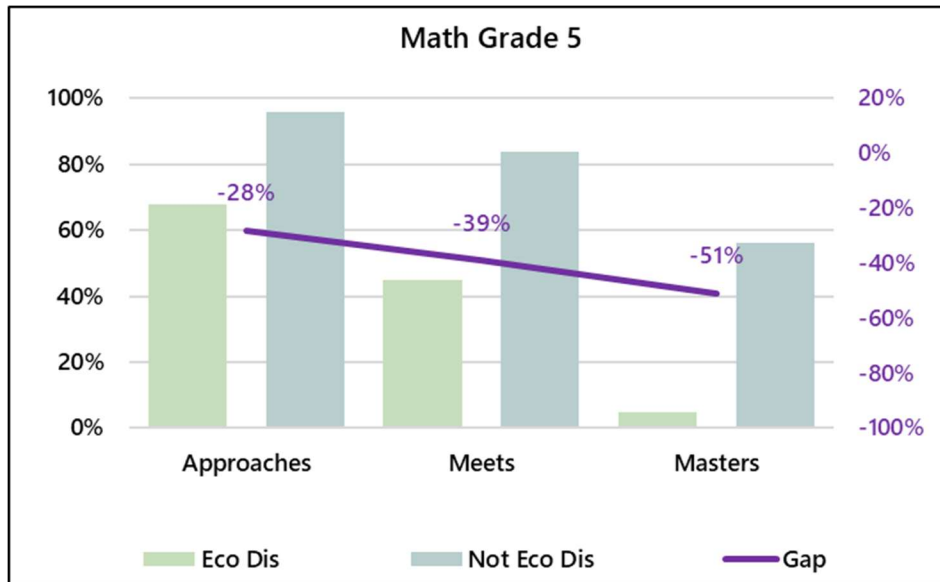
Economically disadvantaged compared to not economically disadvantaged



Economically disadvantaged compared to not economically disadvantaged (continued)



Economically disadvantaged compared to not economically disadvantaged (continued)



Programs and Services of Stockdale Elementary School Funded by SCE

Stockdale Elementary School receives fiscal and academic support from the district to ensure the successful implementation of the SCE program to achieve campus goals and objectives. The campus conducts its own SCE-funded instructional activities which may be viewed in the campus improvement plan. Below is a description of supplemental 2021-2022 SCE-funded activities that support at-risk students at Stockdale Elementary School.

Summative Evaluation Includes: STAAR Spring 2022

2021-2022 Stockdale Elementary School Programs and Services					
SCE-Funded Program Name	Supplemental Financial Resources	Supplemental Fulltime Equivalency	Measurable Performance Objectives	Timelines For Monitoring Strategies	Formative Evaluation
Pre-Kindergarten – Extended-day PK provides more instructional time for early learners.	\$117,000 Payroll SCE	1 FTE Certified Teacher 2 FTE Instructional Aides	On-target Kindergarten readiness test	Each semester	Kindergarten readiness assessment
Instructional Support – Instructional aides work with at-risk students or those who have had learning loss and need assistance with TEKS mastery and success on STAAR.	\$46,858 Payroll ESSER III	2 FTE Instructional Aides	Passing report card grades	Each grade reporting period	Report card grades
Summer School – Extended year learning opportunity for students to master grade-level TEKS.	\$5,000 SCE \$20,900 ESSER III extra duty pay	NA	Passing progress reports	Weekly	Progress reports
Tutorials – Accelerated instruction for students who need assistance with TEKS mastery to pass STAAR.	\$500 SCE extra duty pay	NA	Passing report card grades	Each grade reporting period	Report card grades

Other Programs That Support SCE-Funded Activities

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

Federally-Funded Programs

Title I, Part A (Fund 211)—Funding provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards.

Title I, Part C (Fund 212) – Funding provides supplemental instructional and support services for migrant students and out of school migrant youth. (Region 20 SSA)

Title II, Part A (Fund 255)— This program increases student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools.

Title III, Part A ELA (Fund 263)— These funds are used to develop programs for limited English proficient students to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards. (Region 20 SSA)

Title IV, Part A (Student Support and Academic Enrichment (Fund 289) – SSAEP is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology.

Title V, Part B, Subpart 2 Rural and Low-Income School Program (Fund 269)—This program addresses the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants; and receive formula allocations in amounts too small to be effective in meeting their intended purpose

IDEA-B Formula (Fund 224)—This program provides supplemental resources to help LEAs ensure that eligible students (ages 3-21) with disabilities are provided with a free appropriate public education as required by federal statute.

IDEA-B Preschool (Fund 225)—This program also provides supplemental resources to help LEAs ensure that eligible students (ages 3-5) with disabilities are provided with a free appropriate public education as required by federal statute.

ESSER II (Fund 281) and ESSER III (Fund 282)— The intent and purpose of these funds is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

State-Funded Programs

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

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

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

2020-2021 State Compensatory Education Program Evaluation Process

As required by TEC, Sec. 29.081(b)(1), Stockdale Elementary School evaluates the effectiveness of its state compensatory education program, the results of which are included in this addendum to the district improvement plan. The evaluation allows the district to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school.

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

State Compensatory Education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The Texas Education Code does not specify the minimum standard or design for an evaluative process; however, Stockdale Elementary School chooses to use a combination of two types of evaluations: Continuous Improvement and Performance Data. Continuous Improvement is evaluated through the formative processes described in the Programs and Strategies section. Performance Data is evaluated through data analysis as part of the summative evaluation process. By taking a learning approach to evaluation, continuous improvement's primary purpose becomes the method to support learning that can ultimately lead to effective decision-making and improvement in district-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency's ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly trained in the field of statistical analysis. As part of the SCE evaluation, the district staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to students' needs. While collecting and organizing the data is important, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the district staff to seek patterns and to provide opportunities for student and school growth, as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs that target strategies for assisting students identified as being at risk of failing or dropping out of school.

2020-2021 State Compensatory Education Program Evaluation

SCE-Funded Program Name	Evaluation Criteria	Number of Participating Students	Number of Successful Students	Percentage of Students Successful	Total Expenditure	Estimated Per Pupil Expenditure	Effective (Yes/No)
Instructional Support (Aides)	Passing Final Grades and Promotion	112	93	83%	\$32,405	\$289	Yes
Summer School	Pre/Post Test Progress	80	75	94%	\$5,200	\$65	Yes
Full Day PK	Kindergarten Readiness	28	28	100%	\$52,124	\$1862	Yes

SCE Budget, 2021-2022

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office coordinates the budget request process and provides approved allocations to the campuses. Stockdale Elementary School is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements as outlined in the [Financial Accountability System Resource Guide \(FASRG\)](#). The accounting practices of the district that are implemented by the campuses are consistent with cost principles and provide for adequate documentation to support costs charged to the SCE budget.

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

Stockdale Elementary School does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide support programs and/or services

that supplement the regular education program so that students at risk of dropping out of school can succeed in school. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. All expenditures are reasonable and necessary to achieve the state goal of the SCE program: to supplement the campus' regular education programs with compensatory, intensive, and/or accelerated instruction.

In accordance with TEC, Sec. 29.081(b)(b-1) (b-2), Stockdale ISD provides accelerated instruction for students failing an end of course (E-O-C) assessment required for graduation and for all students identified as being at risk of dropping out of school (TEC, Sec. 28.0211 (a-1)). This instruction is in the applicable subject area and occurs before or after school or outside normal school operations as deemed appropriate. Allocations for accelerated instruction for students failing an E-O-C assessment required for graduation are made prior to budgeting SCE funds for any other purpose.



State Compensatory Education 2021-2022
Fund 199 Budget - Campus Detail Report
Stockdale ISD (CDN 247906) - Stockdale Elementary (101)

Account Code	Account Title	Activity Description	Cost
199-11-6118-00-101-2-30-0-00	Teacher/Professional Extra Duty Pay	Tutorials	\$500.00
199-11-6118-00-101-2-30-0-00	Teacher/Professional Extra Duty Pay	Summer School	\$5,000.00
199-11-6119-00-101-2-34-0-00	Teacher/Professional Salary	PK	\$55,750.00
199-11-6129-00-101-2-34-0-00	Support Personnel Salary	PK	\$42,584.00
199-11-6141-00-101-2-34-0-00	Social Security/Medicare	PK	\$1,425.84
199-11-6142-00-101-2-34-0-00	Health/Life Insurance	PK	\$10,500.00
199-11-6143-00-101-2-34-0-00	Worker's Comp.	PK	\$348.79
199-11-6146-00-101-2-34-0-00	TRS Care	PK	\$6,391.71
61xx Subtotal:			\$122,500.34
Campus 101 Total:			\$122,500.34

Campus Summary by Object, Function, Activity

Total by Class Object:

61XX \$122,500.34

Total by Activity:

PK \$117,000.34

Summer School \$5,000.00

Tutorials \$500.00

Total by Function:

11 \$122,500.34



State Compensatory Education 2021-2022
Fund 282 Budget - Campus Detail Report
Stockdale ISD (CDN 247906) - Stockdale Elementary (101)

Account Code	Account Title	Activity Description	Cost
282-11-6118-00-101-2-24-0-00	Teacher/Professional Extra Duty Pay	Summer School	\$20,900.00
282-11-6129-00-101-2-24-0-00	Support Personnel Salary	Instructional Support	\$36,802.00
282-11-6141-00-101-2-24-0-00	Social Security/Medicare	Instructional Support	\$533.63
282-11-6142-00-101-2-24-0-00	Health/Life Insurance	Instructional Support	\$7,000.00
282-11-6143-00-101-2-24-0-00	Worker's Comp.	Instructional Support	\$130.54
282-11-6146-00-101-2-24-0-00	TRS Care	Instructional Support	\$2,392.13
61xx Subtotal:			\$67,758.30
Campus 101 Total:			\$67,758.30

Campus Summary by Object, Function, Activity

Total by Class Object:

61XX \$67,758.30

Total by Activity:

Instructional Support \$46,858.30
 Summer School \$20,900.00

Total by Function:

11 \$67,758.30

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2022

Personnel Detail



Stockdale Elementary

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Social Security/Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Eva Arellano	Aide	PK	\$21,479.00	1.000	\$3,500.00	\$311.45	\$76.19	\$0.00	\$1,396.13	\$26,762.77
Jennifer Cannon	Teacher	PK	\$27,875.00	0.500	\$1,750.00	\$404.19	\$98.87	\$0.00	\$1,811.87	\$31,939.94
Jennifer Kelly McGuffin	Aide	PK	\$21,105.00	1.000	\$3,500.00	\$306.02	\$74.86	\$0.00	\$1,371.82	\$26,357.71
Robin Blocker	Teacher	PK	\$27,875.00	0.500	\$1,750.00	\$404.19	\$98.87	\$0.00	\$1,811.87	\$31,939.94
Campus 101 Subtotal:		FTE - 3	\$98,334.00		\$10,500.00	\$1,425.84	\$348.79	\$0.00	\$6,391.71	\$117,000.34