

# Stockdale Independent School District



## District Improvement Plan 2017-2018

2017-2018 Performance Objectives approved by Stockdale ISD Board on November 13, 2017.  
District Improvement Plan reviewed by Stockdale ISD Board on November 13, 2017.

## **2017-2018 Stockdale ISD Board of Trustees**

President	Salvador Urrabazo, Jr.
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### **Stockdale Independent School District Mission Statement**

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

## 2017 - 2018 Stockdale ISD Districtwide Educational Improvement Committee

Becky Stewart, Business Manager, Board Designee (SCE)
Brenda Clancy, Parent
Dana Zella, Parent
Destiny Dougherty, Teacher, Elementary
Jason Cunningham, Teacher, Elementary
Jenna Cotter, Teacher, Junior High
M'Lis Labus, Teacher, Junior High
Janis Clutter, Teacher, High School
Erin Baumann, Teacher, High School
Melinda Williams, Teacher, Elementary
Kim Carver, Teacher, High School
Roxanne Moczygamba, District Administrator
Sandra Lynn, Administrator, Non-classroom Professional
Sharon Dunn, Jr. High Principal
Lee Dockery, Elementary Principal
Venicia Monita, ESL Coordinator

## Stockdale ISD Needs Assessment 2017 – 2018

Information used in order to identify campus and district goals, objectives and strategies included the following:

<ul style="list-style-type: none"> <li>• At-Risk Reports</li> <li>• Attendance Reports</li> <li>• Benchmark Tests</li> <li>• Business Director</li> <li>• Campus Improvement Plan Meetings with Staff Members</li> <li>• Certificates of Training</li> <li>• Class Assignments</li> <li>• College/University/Dual Credit/ Advanced Placement Enrollment</li> <li>• Committee Interviews</li> <li>• Conferences</li> <li>• Content Standards</li> <li>• Courses/Class Assignments</li> <li>• Curriculum (TCMPC Texas Curriculum Management Program Cooperative) Review English/History</li> <li>• Curriculum Director</li> <li>• Discipline Records</li> <li>• Duty Rosters</li> <li>• Enrollment</li> <li>• Ethnicity Reports</li> <li>• Federal System Safeguards</li> <li>• Gender Reports</li> <li>• Graduation, Completion, Dropout, and GED rates</li> <li>• Interviews</li> <li>• ITBS 2014 Results</li> <li>• Map of School</li> <li>• Mobility/Stability</li> <li>• Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Paraprofessional Certifications</li> <li>• Parent Meetings</li> <li>• Parent Surveys</li> <li>• PEIMS Data/Reports</li> <li>• Prekindergarten Registration</li> <li>• Promotion/Retention Rates</li> <li>• Report Card Grades</li> <li>• Schedules</li> <li>• Scope and Sequence per Content Areas</li> <li>• Software</li> <li>• Special Ed/ARD Facilitator</li> <li>• Special Program Reports</li> <li>• STAAR Data 2015</li> <li>• Staff Development Data</li> <li>• Staff Interviews</li> <li>• Staff Mobility</li> <li>• State-Adopted Resources</li> <li>• Student Interviews</li> <li>• Student Lists</li> <li>• Student Roll</li> <li>• Teacher Certifications</li> <li>• Teacher Lists</li> <li>• Teacher Surveys</li> <li>• Teacher-Student Ratios</li> <li>• TELPAS Results</li> <li>• TPRI, Star Reading &amp; Math</li> <li>• T-TESS Evaluation Data</li> <li>• Withdrawn Students</li> </ul>
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## Summary of Priority Needs

	Elementary	Junior High	High School
<b>Demographics</b>	<ol style="list-style-type: none"> <li>1) System to promptly identify needs of homeless students</li> <li>2) Intervention for migratory students (students here for a short time)</li> <li>3) Intervention for ESL population</li> <li>4) Make adjustments in class size for enrollment instability</li> <li>5) Prekindergarten availability</li> <li>6) Increase resources for low-income students or at-risk students</li> </ol>	<ol style="list-style-type: none"> <li>1) Continue to monitor STAAR Math scores in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades due to new TEKS and increase scores to Approaches level.</li> <li>2) Increase achievement in STAAR Writing – 7<sup>th</sup> grade to Approaches – Expository.</li> <li>3) Increase achievement in STAAR Science and STAAR Social Studies.</li> <li>4) Continue to monitor special education students' performance on STAAR.</li> <li>5) Improve technology for ALL students to keep up with the 21<sup>st</sup> Century.</li> </ol>	<ol style="list-style-type: none"> <li>1) Encourage students to attend school daily (attendance incentives, Truancy Prevention Measures-Truancy Counselor)-local HS funds, grant for truancy counselor (with JIAEP)</li> </ol>
<b>Student Achievement</b>	<ol style="list-style-type: none"> <li>1) Increase achievement in Writing on STAAR in grade 4</li> <li>2) Increase achievement in Math on STAAR in grades 3 – 5</li> <li>3) Increase instructional time and meet student's individual needs at primary grades</li> <li>4) Targeted tutoring (homework assistance/practice vs. small group instruction)</li> <li>5) Implement measures to decrease truancy issues and increase attendance rates</li> <li>6) Increase achievement in grammar campus-wide</li> <li>7) Additional profession staff to minimize classroom sizes</li> <li>8) Improve technology to improve rigor at STAAR grade levels</li> <li>9) Librarian full time to support reading program in the classroom (AR)</li> <li>10) Intervention teachers in Reading and Math to decrease Special Ed referrals and boost progress</li> </ol>	<ol style="list-style-type: none"> <li>1) To increase 8<sup>th</sup> grade Science and Social Studies STAAR scores to 75%.</li> <li>2) To increase 7<sup>th</sup> grade Writing STAAR scores to 75%.</li> </ol>	<ol style="list-style-type: none"> <li>1) Continue to move students from meets grade level on testing to masters grade level.</li> <li>2) Recognition for Honor Roll (Brahma Cards) given each six weeks-local funds</li> <li>3) Recognition for Honor Roll (4<sup>th</sup>/5<sup>th</sup> Six Weeks) &amp; tutoring-gift card drawings-local HS funds</li> <li>4) Attendance at tutoring to facilitate achievement in learning (before school/after school) (State Comp Funds)</li> </ol>
<b>School Culture and Climate</b>	<ol style="list-style-type: none"> <li>1) Implementation of the "Leader in Me" to promote student responsibility &amp; growth</li> <li>2) Continue implementation of anti-bullying program at the classroom level</li> <li>3) Phones in each classroom for safety purposes</li> <li>4) Closed in area for Physical Ed and incimate weather</li> <li>5) Increase student rewards (for student achievement, attendance, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>1) Continuation of effectively and efficiently implement bullying program school wide.</li> <li>2) Construction of new science labs for 6<sup>th</sup>, 7<sup>th</sup>, &amp; 8<sup>th</sup> grades.</li> </ol>	<ol style="list-style-type: none"> <li>1) Need to continue to encourage students to maintain a positive culture</li> <li>2) Opportunities to investigate careers beyond high school.</li> <li>3) Implement more safety drills for practice.</li> <li>4) Implement Shattered Dreams. (work with local fire department/city officials)</li> <li>5) Need to motivate students to care more about their assignments and grades.</li> <li>6) Need to survey students/parents on school culture and climate.</li> <li>7) Analyze data from the OLWEUS survey to determine if changes need to be made based on the data (\$225-State Campus Supply)</li> <li>8) Need to find ways to reach the neutral students</li> <li>9) Need the good news about our school to be placed in the newspaper, webpage, etc.-(No cost)</li> </ol>
<b>Staff Quality, Recruitment and Retention</b>	<ol style="list-style-type: none"> <li>1) Dedicated intervention teachers to help struggling students</li> <li>2) Full-time Librarian or paraprofessional</li> <li>3) Assistant Principal to help with student needs and staff evaluations</li> <li>4) Professional development opportunities in areas of weakness for T-TESS Goals</li> </ol>	<ol style="list-style-type: none"> <li>1) Recruit and retain highly effective staff members.</li> <li>2) Staff development for all teachers to ensure quality instruction for all students – inclusion workshops in all core academics and effective differentiation strategies to better serve subgroups.</li> </ol>	<ol style="list-style-type: none"> <li>1) Need to retain and hire highly qualified teachers and paraprofessionals</li> <li>2) Need to continue to have on-campus staff development (Federal-Title II Part A)</li> <li>3) Administration need to continue to support off-campus staff development (Federal-Title II-Part A)</li> <li>4) Need incentives for staff attendance (snacks, etc.)</li> <li>5) Need to continue STAAR tutorials during the school year</li> <li>6) Need to continue summer STAAR remediation for STAAR retesting (State Funds-Comp Ed Funds)</li> </ol>
<b>Curriculum, Instruction and Assessment</b>	<ol style="list-style-type: none"> <li>1) Curriculum to align the campus with the district</li> <li>2) Professional development for intervention strategies for classroom teachers</li> <li>3) Intervention training for classroom teachers</li> <li>4) Resources to replace TEKS Resource lessons</li> <li>5) Online instructional programs for intervention time</li> <li>6) Technology to teach test-taking on STAAR and increase rigor</li> <li>6) Implement The Writing Academy with fidelity</li> </ol>	<ol style="list-style-type: none"> <li>1) Encourage all staff to attend workshops to assist their grade level or department needs.</li> </ol>	<ol style="list-style-type: none"> <li>1) Need to look into offering Pre AP History</li> <li>2) Continue to increase passing standard for ELA overall.</li> <li>3) Increase the number of students that attend tutorials.</li> <li>4) Continue to work with junior high to facilitate ELA vertical alignment and professional development opportunities as a department with common strategies and vocabulary being utilized across the curriculum/department.</li> <li>5) New curriculum in Spanish that will be in implementation for the upcoming school year.</li> </ol>
<b>Family and Community Involvement</b>	<ol style="list-style-type: none"> <li>1) Activities to reach less cooperative parents</li> <li>2) Include more parents on committees</li> <li>3) Meetings in the evening to include more parents (more specific in needs)</li> <li>4) Full-time parent involvement liaison to coordinate activities and build relationships</li> <li>5) Continued use of ACE program support in parent involvement</li> </ol>	<ol style="list-style-type: none"> <li>1) Increase parent involvement in academic areas and extra-curricular activities.</li> <li>2) Update JH Website to better inform parents and community members.</li> </ol>	<ol style="list-style-type: none"> <li>1) Continue to 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)</li> <li>2) HOPE Day (community sponsors)</li> <li>3) Parent Volunteer Day (career focus)</li> </ol>
<b>School Context and Organization</b>	<ol style="list-style-type: none"> <li>1) More parent participation on campus committees</li> <li>2) More campus teams to be responsible for activities (Action Teams)</li> <li>3) Increase inclusion time for SpEd students</li> <li>4) Implement leadership program &amp; continue anti-bullying program</li> <li>5) Blocking for increased instructional time</li> <li>6) Additional teacher at 3<sup>rd</sup> grade to decrease class size</li> <li>7) Additional teacher at 2<sup>nd</sup> grade to decrease class size</li> <li>8) Adjustments to schedule for new district alignment in UIL</li> </ol>	<ol style="list-style-type: none"> <li>1) Safety security for teachers and students.</li> </ol>	<ol style="list-style-type: none"> <li>1) Need do an intruder drill for safety</li> <li>2) Need to have a plan for severe evacuation practice such as a tornado, where do you go, upstairs (work with local fire department)</li> <li>3) Need to practice evacuation and safety drills on a regular basis. (update drill sheet/schedule drills regularly)</li> </ol>
<b>Technology</b>	<ol style="list-style-type: none"> <li>1) Promethean board or similar technology in each classroom</li> <li>2) Training for technology curriculum</li> <li>3) Personnel to help with technology needs on campus</li> <li>4) More Lexia licenses</li> </ol>	<ol style="list-style-type: none"> <li>1) More technology training for teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1) The high school part of the website needs to be updated. (work with technology director)</li> <li>2) Complete technology trainings throughout the year.</li> </ol>

5) Station or similar program for K-2 6) Station for 3 <sup>rd</sup> – 5 <sup>th</sup> grades in Reading and Math 7) New student computers for classroom use 8) New teacher laptops for instructional use	3) Provide professional development for technology and integration into lessons. (Federal-Title II-Part A)
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## Public Education Mission, Objectives, and Goals

### MISSION OF TEXAS PUBLIC EDUCATION [Texas Education Code Sec. 4.001 (a)]

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

### OBJECTIVES OF TEXAS PUBLIC EDUCATION [Texas Education Code Sec. 4.001 (b)]

The objectives of public education are:

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

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

### PUBLIC EDUCATION ACADEMIC GOALS [Texas Education Code, Sec. 4.002]

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

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

**Every Student Succeeds Act (ESSA) Goals (Public Law 114-95) not available for 2017 - 2018**

# Stockdale ISD Measurable Performance Objectives in Grades 3 – 11 for Discussion

Subject	2016 Goals	All Students	Met Goal?	Change	2017 Goals
Reading/ELA	87%	80%	No	-7	87%
Mathematics	87%	81%	No	-6	87%
Writing	80%	79%	No	-1	80%
Science	90%	89%	No	-1	90%
Social Studies	83%	82%	No	-1	83%

2016 data taken from 2016 Federal System Safeguards report.

Subject	2017 Goals	All Students	Met Goal?	Change	2018 Goals
Reading/ELA	87%	85%	No	-2	87%
Mathematics	87%	89%	Yes	+2	90%
Writing	80%	69%	No	-11	75%
Science	90%	90%	Yes	0	90%
Social Studies	83%	84%	Yes	+1	85%

2017 data taken from 2017 System Safeguards report.

Subject	2012 SISD	2012 State	2013 SISD	2013 State	2014 SISD	2014 State	2015 SISD	2015 State	2016 SISD	2016 State	2017 SISD	2017 State	2017 Difference
Reading/ELA	80%	79%	80%	79%	84%	76%	86%	77%	80%	73%	85%	72%	+13%
Mathematics	82%	78%	81%	81%	86%	78%	86%	81%	81%	76%	89%	79%	+10%
Writing	70%	66%	60%	60%	87%	72%	81%	72%	79%	69%	69%	67%	+2%
Science	85%	80%	83%	83%	87%	78%	88%	78%	89%	79%	90%	79%	+11%
Social Studies	77%	83%	64%	77%	74%	76%	86%	78%	82%	77%	84%	77%	+7%

Data taken from Index 1: Student Achievement Data Table.

# 2017 – 2018 Stockdale ISD Measurable Performance Objectives in Grades 3 – 11

		2014	2015	2016	2017	2017 Goals	Difference	Met Goal?	2018 Goals
Reading/ ELA	All Students	84%	82%	80%	85%	87%	-2	No	87%
	Hispanic Group 1	80%	80%	78%	82%	87%	-5	No	87%
	White Group 2	86%	85%	83%	86%	87%	-1	No	87%
	Special Ed	80%	57%	49%	52%	87%	-35	No	75%
	Eco Dis	79%	77%	74%	78%	87%	-9	No	87%
	Level III: Advanced Eco Dis	9%	10%	9%	14%	20%	-6	No	20%
	Level III: Advanced Group 1	13%	18%	13%	21%	20%	+1	Yes	20%
Level III: Advanced Group 2	15%	13%	19%	25%	20%	+5	Yes	20%	
Mathematics	All Students	86%	76%	81%	89%	87%	+2	Yes	90%
	Hispanic Group 1	86%	73%	78%	85%	87%	-2	No	87%
	White Group 2	87%	79%	83%	92%	87%	+5	Yes	94%
	Special Ed	87%	51%	54%	58%	87%	-31	No	75%
	Eco Dis	84%	68%	75%	82%	87%	-5	No	87%
	Level III: Advanced Eco Dis	8%	*	13%	16%	10%	+6	Yes	10%
	Level III: Advanced Group 1	10%	*	16%	24%	10%	+14	Yes	30%
Level III: Advanced Group 2	19%	17%	22%	29%	20%	+2	Yes	30%	
Writing	All Students	87%	75%	79%	69%	80%	-11	No	80%
	Hispanic Group 1	87%	73%	74%	64%	80%	-16	No	80%
	White Group 2	85%	78%	84%	73%	80%	-7	No	80%
	Special Ed	82%	35%	47%	32%	80%	-48	No	75%
	Eco Dis	79%	63%	66%	54%	80%	-26	No	75%
	Level III: Advanced Eco Dis	15%	*	9%	*	10%	0	n/a	10%
	Level III: Advanced Group 1	15%	*	11%	*	10%	0	n/a	10%
Level III: Advanced Group 2	*	*	20%	14%	10%	+4	Yes	10%	
Science	All Students	87%	87%	89%	90%	90%	0	Yes	90%
	Hispanic Group 1	81%	86%	84%	89%	87%	+2	Yes	87%
	White Group 2	91%	86%	93%	90%	90%	0	Yes	90%
	Special Ed	90%	79%	67%	74%	80%	-6	No	80%
	Eco Dis	84%	80%	88%	81%	80%	+1	Yes	80%
	Level III: Advanced Eco Dis	*	10%	5%	20%	15%	+5	Yes	22%
	Level III: Advanced Group 1	*	16%	9%	16%	18%	-2	No	18%
Level III: Advanced Group 2	9%	14%	14%	36%	15%	+18	Yes	40%	
Social Studies	All Students	74%	80%	82%	84%	87%	-3	No	87%
	Hispanic Group 1	73%	75%	78%	78%	80%	-2	No	80%
	White Group 2	74%	84%	85%	88%	85%	+3	Yes	85%
	Special Ed	89%	59%	55%	58%	80%	-22	No	80%
	Eco Dis	72%	73%	75%	75%	80%	-5	No	80%
	Level III: Advanced Eco Dis	*	17%	19%	20%	20%	0	Yes	22%
	Level III: Advanced Group 1	9%	23%	15%	20%	25%	-5	No	25%
Level III: Advanced Group 2	*	25%	28%	34%	30%	+4	Yes	30%	

2017-2018 Performance Objectives approved by Stockdale ISD Board on November 13, 2017.

2014 data taken from 2014 TAPR and 2015 data taken from 2015 Federal System Safeguards & 2015 State Index 3.

2016 and 2017 data taken from 2016 Index 1: Student Achievement Data Table & Index 3: Closing Performance Gaps Data Table



## Preliminary Stockdale ISD Budgetary Resources for 2017 – 2018

Regular State Aid/Local Tax Revenue	(Fund 199, Rev 5)	\$8,117,484
Cafeteria Fund	(Fund 240)	\$445,811
Debt Service Fund	(Fund 599)	
Career and Technology (Carl Perkins)		SSA with La Vernia ISD
Career and Technology (regular)	(Fund 199, Pic 22)	\$293,936
ESL (English as a Second Language)	(Fund 199, Pic 25)	\$9,184
GT (Gifted and Talented)	(Fund 199, Pic 21)	\$16,192
High School Allotment	(Fund 199, Pic 31)	\$60,550
IDEA B (Formula)		SSA with GSEC
IDEA B (Preschool)		SSA with GSEC
Special Education (state)	(Fund 199, Pic 23)	\$928,425
State Compensatory Education	(Fund 199, Pic 24, 28, 30, 34)	\$350,714
Title I, Part A Schoolwide (Improving Basic Programs)	(Fund 211)	\$170,694
Title I, Part C (Migrant)		SSA with Region 20
Title II, Part A (Teacher and Principal Training and Recruiting)	(Fund 255)	\$26,422
Title III, Part A (LEP)		SSA with Region 20
Title VI, Part B(Rural and Low-Income School Program Grant)	(Fund 270)	\$13,279

\*\*\* Data is from: TxEIS General Ledger Inquiry Account Summaries\*\*\*

**District Goal #1: Build a foundation of Reading, Writing, Mathematics, Science and Social Studies.**

**Objective #1:** All student groups will improve STAAR performance over the previous year’s results.

**Objective #2:** Achieve a met standard label in each of the four index targets.

**Objective #3:** 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.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
A. Utilize eduphoria! to disaggregate student data to identify weaknesses in curriculum and student performance	STAAR Results	Teachers	August 2017	Summary of Results
B. Schedule and hold department meetings	Local	Department Heads	Six Weeks	Sign-In Sheets with Agendas
C. Tutoring sessions will be offered for all core subject areas.	SCE	Classroom Teachers	Spring 2018	Tutoring Attendance Sheets
D. Pull-out students who need additional instruction in reading and math.	Title I, Part A 3 FTE	Title I Staff	Fall 2017 Spring 2018	List of Students on each Campus
E. Teachers attend training that will allow them to teach Pre-AP and/or AP advanced classes. (Reading at junior high; Math & Science at high school)	Title II, Part A	Teachers	Summer 2018	Certificates of Attendance
F. Encourage more females to complete male courses in Career and Technology Education	CTE Local	Principal Counselor	Fall 2017 Spring 2018	Completion rate
G. Conduct information sessions about the following: 1) higher education admissions and financial aid opportunities; 2) the TEXAS grant program and the Teach for Texas grant program established under Chapter 56; 3) the need for students to make informed curriculum choices to be prepared for success beyond high school; 4) and sources of information on higher education admissions and financial aid.	Local	Counselor	Spring 2018	Sign-In Sheet
H. Utilize Blackboard Connect to inform parents about students being absent (all campuses)	Local	Principals	Daily	Average Daily Attendance Rates
I. G/T students in grades K – 12 will be served by classroom teachers in regular classroom and with opportunities to meet for group project that will be presented at a GT Showcase	Local	Classroom Teachers Administrators GT Coordinator	Spring 2018	Lesson Plans Sign-In Sheets GT Showcase

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
J. ESL students will be provided instruction by a certified ESL instructor in a pullout setting for grades K – 5 and a class period for grades 6 – 12.	State and Local	ESL Teachers	May 2018	Promotion/final report card
K. Provide opportunities for parental involvement (open house, parent-teacher conferences, etc.)	Local	Principals	August 2017 October 2017 February 2018	Attendance Sheets
L. Provide important information to parents in a language that they understand.	Local	Translators	August 2017	Written Information Translated
M. Provide training for eduphoria! to staff for Forethought	Local	Region 20 consultant	August 2017	Sign-In Sheet
N. Incorporate curriculum on bully prevention (OWLEUS), character education, and peer mediation for conflict resolution	Local	Counselors	Fall 2017 Spring 2018	Lessons presented
O. Provide support to teachers, students, and parents in increasing awareness of issues regarding sexual abuse of children, including knowledge of warning signs, actions a child should take to obtain assistance and available counseling options	Local	Programs Coordinator  Counselors	August 2017  Six Weeks	Sign-in sheets from meetings
P. Provide support in violence prevention, conflict resolution, dating violence & prevention, discipline management and suicide prevention/intervention activities	Local	Counselors	Six Weeks	Sign-in sheets from meetings
Q. Section 504 training for campus coordinators	Local	Programs Coordinator	August 2017	Completed training
R. Allow regular education teachers and special education teachers to attend training that will help with math and reading performance scores as well as increasing special education students to be in inclusion settings.	Title II, Part A	Teachers Administrators	June 2018	Completed training Increased #s in inclusion setting
S. Provide TCMPC “Reboot” training for teachers	Local	Programs Coordinator	August 2017	Completed training
T. Provide eduphoria! Aware training for teachers	Title II, Part A	Programs Coordinator	November 2017	Completed training
U. Provide migrant tutor for migrant students	Title I, Part C	Programs Coordinator Migrant Tutor	May 2018	End-of-Year Report
V. Provide suicide prevention training to all staff	Local	Programs Coordinator	October 2017	Completed training

**District Goal #2: Leadership: a) Partnerships; b) Innovation; c) Communication; d) Community Relationships.**

**Objective #4:** The District will collaborate with others in the community.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
A. Continue partnership with Goliad Special Education Cooperative (GSEC).	IDEA B	Superintendent Business Manager	August 2018	Signed Agreement.
B. Continue partnership with Floresville ISD (SODEXO).	State, Local, and Federal	Superintendent Business Manager	August 2018	Signed Agreement.
C. Continue shared service agreement with La Vernia ISD with Carl Perkins Grant	Carl Perkins	Superintendent Business Manager	August 2018	Signed Agreement
D. Continue agreement with DAEP in Floresville	State and Local	Superintendent Business Manager	August 2018	Signed Agreement
E. Allow area organizations to collaborate with Stockdale ISD by volunteering or other support (Stockdale Education Foundation, Lions Club, Leo Club, parent volunteers, churches, City, etc.)	Personnel	Superintendent Business Manager	Quarterly	List of ways supported
F. Collaborate with Wilson County Office of Emergency Management to prepare and plan for emergencies	Personnel	Superintendent	Quarterly	Meeting attendance
G. Maintain updated website	Local	Technology Director Staff	Daily	Current webpage information
A. Collaborate with Karnes City ISD and other LEAs for ACE Grant at elementary	ACE grant	Elementary Principal	June 2018	Student participation
B. Collaborate with Stockdale EMS and Fire Department to escort students out of town advancing beyond district	Local	Superintendent	October 2017 November 2017 February 2018 April 2018 May 2018	Escort completed
C. Recognize Veterans during a Community Event	Local	Superintendent	November 2017	Event held
D. Allow local non-profits to use district facilities (Stockdale Ex-Students, Wilson County 4-H, Herman Son's, Chamber of Commerce, etc.)	Local	Superintendent	August 2017 to July 2018	Completed Building Requests
E. Football Game Flag Raising (Boy Scouts, Student Council, etc.)	Local	Campus Staff	November 2017	Flag raised
F. Watch DOGS at Elementary	Local	Elementary Staff	May 2018	List of participants
G. Thanksgiving Feast for parents	Local	Food Service	November 2017	Event held
H. HOPE Day at High School, NHS Sheriff's Santa	Local	High School Staff	May 2018	Events held
I. Blood Drive	Local	High School Staff	Fall 2017 Spring 2018	Event held

### District Goal #3: Recruit, Support, and Retain Faculty and Staff

**Objective #5:** Retain talented and highly effective staff by continuing to recognize achievements that promote collaboration and a positive work environment.

**Objective #6:** Strive to lower student to teacher ratio.

**Objective #7:** Continue to offer high-quality, on-going staff development that results in professional growth for all staff.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
A. Staff will be afforded opportunities to attend staff development that is beneficial in their teaching/work area.	Title II, Part A	Staff	Summer 2017 Fall 2017 Spring 2018	Completion of Staff Development
B. Provide training opportunities for general education teachers regarding individual students with disabilities in their classrooms.	IDEA B State and Local	GSEC Staff	Summer 2017 Fall 2017 Spring 2018	Completion of Training
C. Require all teachers to receive the initial 30 hours GT training by end of first semester or 6 hour GT update.	GT Co-Op	Teachers	August 2017 January 2018 May 2018	Completion of Staff Development
D. Conduct Nonviolent Crisis Intervention Training refreshers to trained staff.	IDEA B State and Local	GSEC Staff	August 2017	Completion of Staff Development
E. Instructional classroom paraprofessionals will receive training to meet requirements of ESSA, if any are in need of training.	Title II, Part A	ESC Staff	August 2017 January 2018 May 2018	Certificate of Completion
F. Provide opportunities for staff to participate in wellness programs	Local	Programs Coordinator	October 2017 April 2018	Number of staff completing wellness programs
G. Distribute substitute teacher handbook	Local	Programs Coordinator	September 2017	Returned paperwork
H. Continue to implement teacher of the month on each campus	Local	Administrators	Monthly	Recognize at campus meetings as an agenda item
I. Continue staff recognition at board meetings	Local	Superintendent	Monthly	Certificates of Recognition Distributed
J. Utilize SafeSchools Training online for mandatory staff development	Local	Programs Coordinator	August 2017 May 2017	Completion Reports

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

**Objective #8:** Maintain financial integrity of the District while achieving an appropriate balance between financial stability and meeting student needs based on the annual audit at the end of each budget year.

**Objective #9:** The District will maintain a passing rating by the Financial Integrity Rating System of Texas (FIRST).

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
A. Campus administrators continue to work with central office to address instructional needs in a fiscally responsible manner.	All district funds	Campus Administrators Business Manager Superintendent	Monthly	Budget Review
B. All administrators submit their annual budget needs to central office.	All district funds	Campus Administrators Business Manager Superintendent	April 2018	List of Needs
C. Central office review of all District needs.	All district funds	Business Manager Superintendent	February 2018	Proposed Budget
D. Business manager continues to discuss financial report with school board prior to “discuss and consider paying Stockdale ISD bills” in regular board meetings.	Local	Business Manger School Board	Monthly	Board Meeting Minutes
E. Collaborate with Education Foundation to award mini-grants	Local	Superintendent	November 2017	List of Grant Recipients
F. Participate in ACE Grant at elementary	ACE grant	Elementary Principal	May 2018	List of participants

**District Goal #5: Facilities: Continued maintenance and improvement.**

**Objective #10:** Provide well-maintained, attractive, safe, accessible facilities and prepare for future facility needs through proper long range planning.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
A. Custodial and Maintenance will work with administration to maintain facilities.	Local	Custodial Staff Maintenance Staff Superintendent	Daily	Improvements and upkeep will be noted by viewing
B. Improve grounds appearance	Local	Contractor	Weekly	View grounds
C. Refresh laptops for teachers	Local State	Superintendent Technology Director	August 2017	Distribution of laptops
D. Energy Optimization Project – Ideal Impact	Local	Superintendent	2017 – 2021 (4 year project)	Completion of project
E. Add wireless access points, update hardware, etc.	RLIS Grant	Technology Director	May 2018	Completion of project
F. Add wireless access to the bus yard for technology use.	Local	Technology Director	August 2019	Completion of project
G. Implementation of Ipads for every driver for data entry into Starstran app.	Local	Transportation Director	October 2018	Use of StarsTran App / Dashboard

## APPENDIX

### 2014, 2015 & 2016 STAAR Preliminary 3 – 8 and STAAR EOC (from Summary Reports)

Assessment	2015 % to meet Level II: Satisfactory	SISD	State	2016 % to meet Level II: Satisfactory	SISD	State	2017 % to meet Level II: Satisfactory	SISD	State	Difference
Math 3 <sup>rd</sup> grade	48%	67%	77%	52%	66% c	74% c	60%	80%c	76%	+4
Math 4 <sup>th</sup> grade	48%	70%	73%	50%	64% c	72% c	64%	89%c	74%	+15
Math 5 <sup>th</sup> grade	46%	93%	79%	48%	93% c	76% c	59%	90%c	86%	+4
Math 6 <sup>th</sup> grade	35%	81%	75%	37%	76% c	71% c	61%	87%	75%	+12
Math 7 <sup>th</sup> grade	37%	72%	72%	41%	75% c	67% c	63%	78%	68%	+10
Math 8 <sup>th</sup> grade	43%	94%	75%	46%	72% c	69% c	63%	86%c	84%	+2
Algebra I	37%	90%	81%	37%	93% c	77% c	56%	93%c	82%	+11
Reading 3 <sup>rd</sup> grade	50%	69%	77%	53%	66% c	72% c	61%	81%c	71%	+10
Reading 4 <sup>th</sup> grade	52%	89%	74%	55%	76% c	74% c	64%	73%c	69%	+4
Reading 5 <sup>th</sup> grade	54%	95%	78%	57%	80% c	72% c	56%	91%c	81%	+10
Reading 6 <sup>th</sup> grade	54%	91%	76%	56%	76% c	68% c	65%	82%	67%	+15
Reading 7 <sup>th</sup> grade	54%	81%	75%	58%	79% c	69% c	61%	74%	72%	+2
Reading 8 <sup>th</sup> grade	54%	92%	78%	54%	81% c	79% c	57%	88%c	84%	+4
Science 5 <sup>th</sup> grade	59%	93%	72%	59%	94% c	72% c	69%	90%c	72%	+18
Science 8 <sup>th</sup> grade	57%	69%	70%	54%	68% c	73% c	59%	73%	74%	-1
Biology	35%	100%	92%	37%	98% c	87%	42%	98%c	85%	+13
Social Studies 8 <sup>th</sup> grade	50%	70%	64%	52%	68% c	61% c	38%	63%	62%	+1
U. S. History	41%	96%	91%	41%	100% c	91%	38%	100%c	92%	+8
Writing 4 <sup>th</sup> grade	52%	84%	70%	54%	74% c	67% c	70%	61%	63%	-2
Writing 7 <sup>th</sup> grade	54%	78%	72%	59%	77% c	67% c	64%	74%	68%	+6
English I	55%	74%	63%	51%	73% c	60%	57%	83%c	60%	+23
English II	57%	89%	66%	54%	77% c	64%	56%	88%c	62%	+26



Student Group	2017 Reading-3			2017 Reading-4			2017 Reading-5		
	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches
All Students	43	34	<b>81</b>	38	17	<b>73</b>	48	24	<b>91</b>
Male	41	36	<b>77</b>	45	21	<b>79</b>	45	17	<b>86</b>
Female	45	32	<b>87</b>	29	13	<b>68</b>	52	31	<b>97</b>
Hispanic/Latino	31	24	<b>72</b>	37	10	<b>77</b>	39	23	<b>87</b>
American Indian or Alaska Native	---	---	---	---	---	---	---	---	---
Asian	---	---	---	---	---	---	---	---	---
Black or African American	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---	---	---	---	---
White	54	46	<b>86</b>	38	22	<b>69</b>	58	27	<b>96</b>
Two or More Races	---	---	---	---	---	---	---	---	---
Eco. Dis.	36	26	<b>79</b>	28	3	<b>69</b>	47	23	<b>87</b>
Title I, Part A	43	34	<b>81</b>	38	17	<b>73</b>	48	24	<b>91</b>
Migrant	---	---	---	---	---	---	---	---	---
LEP	---	---	---	---	---	---	---	---	---
ESL Program	---	---	---	---	---	---	---	---	---
Special Education	---	---	---	---	---	---	---	---	---
Gifted/Talented	92	83	<b>100</b>	75	75	<b>100</b>	---	---	---
At-Risk	---	---	---	---	---	---	---	---	---

Student Group	2017 Reading -6			2017 Reading-7			2017 Reading-8		
	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches
All Students	40	21	<b>82</b>	52	35	<b>74</b>	52	30	<b>88</b>
Male	42	21	<b>81</b>	56	38	<b>74</b>	43	33	<b>83</b>
Female	38	21	<b>83</b>	45	30	<b>75</b>	65	25	<b>95</b>
Hispanic/Latino	39	25	<b>75</b>	56	41	<b>63</b>	44	19	<b>93</b>
American Indian or Alaska Native	---	---	---	---	---	---	---	---	---
Asian	---	---	---	---	---	---	---	---	---
Black or African American	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---	---	---	---	---
White	39	16	<b>87</b>	44	24	<b>84</b>	59	45	<b>82</b>
Two or More Races	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	23	6	<b>84</b>	32	16	<b>56</b>	38	12	<b>81</b>
Title I, Part A	---	---	---	---	---	---	---	---	---
Migrant	---	---	---	---	---	---	---	---	---
LEP	---	---	---	---	---	---	---	---	---
ESL Program	---	---	---	---	---	---	---	---	---
Special Education	---	---	---	---	---	---	---	---	---
Gifted/Talented	100	64	<b>100</b>	100	89	<b>100</b>	100	100	<b>100</b>
At-Risk	17	3	<b>75</b>	27	14	<b>55</b>	31	14	<b>79</b>

Student Group	2017 English I			2017 English II		
	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches
All Students	57	7	<b>83</b>	67	11	<b>88</b>
Male	44	5	<b>72</b>	56	6	<b>79</b>
Female	77	12	<b>100</b>	83	17	<b>100</b>
Hispanic/Latino	61	6	<b>81</b>	79	7	<b>96</b>
American Indian or Alaska Native	---	---	---	---	---	---
Asian	---	---	---	---	---	---
Black or African American	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---	---
White	53	8	<b>84</b>	54	14	<b>79</b>
Two or More Races	---	---	---	---	---	---
Economically Disadvantaged	52	7	<b>83</b>	57	0	<b>87</b>
Title I, Part A	---	---	---	---	---	---
Migrant	---	---	---	---	---	---
LEP	---	---	---	---	---	---
ESL Program	---	---	---	---	---	---
Special Education	---	---	---	---	---	---
Gifted/Talented	---	---	---	---	---	---
At-Risk	32	0	<b>81</b>	32	0	<b>68</b>

Student Group	2017 Math-3			2017 Math-4			2017 Math-5		
	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches
All Students	48	24	<b>80</b>	52	28	<b>89</b>	66	33	<b>90</b>
Male	51	21	<b>82</b>	58	36	<b>94</b>	69	34	<b>83</b>
Female	44	28	<b>78</b>	45	19	<b>84</b>	62	31	<b>97</b>
Hispanic/Latino	38	14	<b>66</b>	47	23	<b>90</b>	55	23	<b>84</b>
American Indian or Alaska Native	---	---	---	---	---	---	---	---	---
Asian	---	---	---	---	---	---	---	---	---
Black or African American	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---	---	---	---	---
White	61	34	<b>89</b>	56	31	<b>88</b>	77	46	<b>96</b>
Two or More Races	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	44	13	<b>77</b>	47	16	<b>88</b>	57	20	<b>83</b>
Title I, Part A	48	24	<b>80</b>	52	28	<b>89</b>	66	33	<b>90</b>
Migrant	---	---	---	---	---	---	---	---	---
LEP	---	---	---	---	---	---	---	---	---
ESL Program	---	---	---	---	---	---	---	---	---
Special Education	---	---	---	---	---	---	---	---	---
Gifted/Talented	100	67	<b>100</b>	100	88	<b>100</b>	100	75	<b>100</b>
At-Risk	---	---	---	---	---	---	---	---	---

Student Group	2017 Math-6			2017 Math-7			2017 Math-8		
	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches
All Students	40	19	<b>87</b>	46	30	<b>78</b>	56	18	<b>86</b>
Male	44	26	<b>84</b>	50	35	<b>79</b>	53	20	<b>83</b>
Female	33	8	<b>92</b>	40	20	<b>75</b>	60	15	<b>90</b>
Hispanic/Latino	43	18	<b>82</b>	41	37	<b>67</b>	52	7	<b>93</b>
American Indian or Alaska Native	---	---	---	---	---	---	---	---	---
Asian	---	---	---	---	---	---	---	---	---
Black or African American	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---	---	---	---	---
White	37	18	<b>89</b>	48	20	<b>88</b>	59	32	<b>77</b>
Two or More Races	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	26	6	<b>84</b>	24	12	<b>56</b>	42	4	<b>81</b>
Title I, Part A	---	---	---	---	---	---	---	---	---
Migrant	---	---	---	---	---	---	---	---	---
LEP	---	---	---	---	---	---	---	---	---
ESL Program	---	---	---	---	---	---	---	---	---
Special Education	---	---	---	---	---	---	---	---	---
Gifted/Talented	100	64	<b>100</b>	89	89	<b>100</b>	100	80	<b>100</b>
At-Risk	11	0	<b>81</b>	14	9	<b>64</b>	34	0	<b>76</b>

Student Group	2017 Algebra I		
	% Meets	% Masters	% Approaches
All Students	66	32	<b>93</b>
Male	58	22	<b>92</b>
Female	80	50	<b>95</b>
Hispanic/Latino	56	30	<b>93</b>
American Indian or Alaska Native	---	---	---
Asian	---	---	---
Black or African American	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---
White	76	34	<b>93</b>
Two or More Races	---	---	---
Economically Disadvantaged	56	36	<b>88</b>
Title I, Part A	---	---	---
Migrant	---	---	---
LEP	---	---	---
ESL Program	---	---	---
Special Education	---	---	---
Gifted/Talented	100	67	<b>100</b>
At-Risk	---	---	---

Student Group	2017 Writing-4			2017 Writing-7		
	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches
All Students	34	6	<b>61</b>	46	13	<b>74</b>
Male	33	9	<b>64</b>	38	12	<b>74</b>
Female	34	3	<b>59</b>	60	15	<b>75</b>
Hispanic/Latino	30	0	<b>57</b>	41	11	<b>67</b>
American Indian or Alaska Native	---	---	---	---	---	---
Asian	---	---	---	---	---	---
Black or African American	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---	---
White	37	13	<b>63</b>	52	16	<b>80</b>
Two or More Races	---	---	---	---	---	---
Economically Disadvantaged	19	0	<b>50</b>	24	8	<b>52</b>
Title I, Part A	34	6	<b>61</b>	---	---	---
Migrant	---	---	---	---	---	---
LEP	---	---	---	---	---	---
ESL Program	---	---	---	---	---	---
Special Education	---	---	---	---	---	---
Gifted/Talented	100	38	<b>100</b>	89	67	<b>100</b>
At-Risk	---	---	---	---	---	---

Student Group	2017 Science-5			2017 Science-8			2017 Biology		
	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches
All Students	53	31	<b>90</b>	45	10	<b>73</b>	74	30	<b>98</b>
Male	55	24	<b>90</b>	50	17	<b>73</b>	68	30	<b>97</b>
Female	52	38	<b>90</b>	38	0	<b>71</b>	83	29	<b>100</b>
Hispanic/Latino	45	23	<b>87</b>	30	0	<b>74</b>	76	24	<b>100</b>
American Indian or Alaska Native	---	---	---	---	---	---	---	---	---
Asian	---	---	---	---	---	---	---	---	---
Black or African American	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---	---	---	---	---
White	65	42	<b>92</b>	61	22	<b>70</b>	72	34	<b>97</b>
Two or More Races	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	48	32	<b>84</b>	23	4	<b>58</b>	75	21	<b>100</b>
Title I, Part A	53	31	<b>90</b>	---	---	---	---	---	---
Migrant	---	---	---	---	---	---	---	---	---
LEP	---	---	---	---	---	---	---	---	---
ESL Program	---	---	---	---	---	---	---	---	---
Special Education	---	---	---	---	---	---	---	---	---
Gifted/Talented	100	75	<b>100</b>	100	60	<b>100</b>	---	---	---
At-Risk	---	---	---	---	---	---	---	---	---



Student Group	2017 Social Studies-8			2017 U.S. History		
	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches
All Students	35	22	<b>63</b>	75	35	<b>100</b>
Male	37	30	<b>63</b>	89	42	<b>100</b>
Female	33	10	<b>62</b>	50	23	<b>100</b>
Hispanic/Latino	30	11	<b>59</b>	75	30	<b>100</b>
American Indian or Alaska Native	---	---	---	---	---	---
Asian	---	---	---	---	---	---
Black or African American	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---	---
White	43	35	<b>65</b>	73	32	<b>100</b>
Two or More Races	---	---	---	---	---	---
Economically Disadvantaged	19	12	<b>50</b>	63	26	<b>100</b>
Title I, Part A	---	---	---	---	---	---
Migrant	---	---	---	---	---	---
LEP	---	---	---	---	---	---
ESL Program	---	---	---	---	---	---
Special Education	---	---	---	---	---	---
Gifted/Talented	80	80	<b>100</b>	100	63	<b>100</b>
At-Risk	17	10	<b>43</b>	57	17	<b>100</b>

**NOTES:**

**1) Meaning of Symbols:**

- a. **n/a** = data are not available or not applicable
- b. --- or \* = either no students in group or small numbers not reported to protect student confidentiality
- c. **TBD** = to be determined

# Addendums:

2017-2018 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan

2017-2018 SSA Migrant Districts Priority for Service (PFS) Action Plan

2017-2018 State Compensatory Education Plan

Foster Care Policy

Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.						
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Required Training	Participate and complete Annual Identification & Recruitment (ID&R) Training and New Generation System (NGS) for Recruiters Training.	August or dates the online state training is released	All ESC MEP Staff	Online state trainings NGS website ID&R & NGS Manuals.	Certificates		
	Participate in Identification & Recruitment (ID&R) series days offered by ESC.	August thru May	Ed Specs	Online state trainings NGS website ID&R & NGS Manuals and updated resources from TEA.	Certificates		
	New employees attend MSIX training offered by ESC 20	Year round	Ed Specs	TEA materials MSIX website	Certificates		
Identification & Recruitment	Brainstorm and plan recruitment strategies for SSAs and Non Project districts and review roles & responsibilities of recruiters.	Year round	MEP staff	ID&R manual and NGS reports	Increased identification of migrant students Recruiter meeting agendas		
Identification & Recruitment	Finalize all forms, documents and logs that will be utilized. Disseminate and train on all forms, documents, and logs, etc.	By September 30, and as needed	MEP staff	ID&R manual and NGS reports	Forms that meet Title I Part C Migrant Compliance Report		

<p><b>Goal:</b></p>	<p>Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.</p>						
<p><b>Objective:</b></p>	<p>Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.</p>						
<p>Evidence of Need</p>	<p>Required Activity</p>	<p>Timeline</p>	<p>Staff Responsible</p>	<p>Resource</p>	<p>Evaluation of Program &amp; Impact</p>	<p>Mid-Year Status</p>	<p>EOY Status</p>
<p>Identification &amp; Recruitment</p>	<p>Contact potential/current eligible migrant families based on family survey leads or referrals.</p>	<p>Year round</p>	<p>Recruiters / SEA / Reviewers</p>	<p>Family, Growers Surveys Community agencies District personnel COEs</p>	<p>Recruiter logs and letters sent to parents after three attempts to contact the family; completed COEs.</p>		
<p>Identification &amp; Recruitment</p>	<p>Conduct community outreach and contact other federal agencies that serve migrant families.</p>	<p>Year round</p>	<p>Recruiters</p>	<p>Community Agencies listings from leads or websites</p>	<p>Recruiter Logs, Agency Resource List</p>		
<p>Identification &amp; Recruitment</p>	<p>Visit Local Growers.</p>	<p>Year round</p>	<p>Recruiters including OSY Recruiters</p>	<p>ID&amp;R Manual suggested websites and other leads</p>	<p>Recruiter Logs &amp; increase in Local Growers List</p>		
<p>Identification &amp; Recruitment</p>	<p>Locate out of school youth including preschool aged children.</p>	<p>Year round</p>	<p>Recruiters including OSY Recruiter</p>	<p>ID&amp;R Manual, Procedure Manual, NGS, &amp; school records</p>	<p>Recruiter Logs, increase in OSY</p>		

2017-2018 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan

Education Service Center, Region 20

Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.						
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Identification & Recruitment	Contact current eligible migrant families to determine if new qualifying moves have occurred. Complete new COEs as needed.	July 1- October 1 and as needed	Recruiters	ID&R Manual & COE Family Reports	Completed COEs and documentation of contact attempts on First Contact Spreadsheet, Unique Student Count Report.		
Identification & Recruitment	Review Family Surveys for potential eligible students. Follow procedures as outlined in MEP procedural manual.	Aug to Oct 31 for beginning of the year family surveys and year round	All ESC MEP Staff	ID&R Manual, Procedure Manual, NGS, & school records.	Complete COEs for qualifying family surveys.		
Identification & Recruitment	Recruiter will complete COEs and Supplemental Documentation Form (SDF) for all families with a new Qualifying Arrival Data (QAD) and submit to Eligibility Reviewer.	Year round submit to reviewer within 3 working day from parent signature	Recruiters / SEA / Reviewers	ID&R Manual COE, SDF, SSA Procedures Handbook	Completed COE and SDF for all families having a new QAD		
Identification & Recruitment	SEA Reviewers review COEs and SDF for QADs after June 1, 2015 to ensure documentation to support all four critical components is included.	Year round	Recruiters, SEA Reviewer, System Specialist	COE, SDF; ID&R Manual; SSA Procedures Handbook	All children enrolled into NGS have been properly verified.		

Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.						
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Identification & Recruitment	Conduct Residency Verification to verify continued residency for all currently eligible children who have not made a new qualifying move during the current reporting period.	Sept 1 – Nov 1 or for 2 year olds turning 3: on or after 3rd birthday, & OSY.	Recruiters, System Specialist, Ed Spec	NGS Guidelines, ID&R manual, I NGS Reports, School Records and NGS	Monthly residency verification report.		
Interagency Coordination	Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff.	Year round	OSY Recruiter / Recruiters / Ed Spec Counselor	ID&R Manual / SSA Procedures Handbook	Community Outreach FAIR passports to visit agencies who provide services. Sign In Sheets from agencies attending our events.		
	Share and exchange information with parents, students, and district staff regarding High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) sites and Teaching and Mentoring Communities (TMC).	Year round	MEP staff	ID&R Manual / District Staff	Increase in services provided to migrant High School students by community organizations. Referrals.		
Quality Control	Follow protocol for COEs that warrant further review by TEA as outlined in the ID & R Manual	Year round	Ed Spec	ID& R manual	Compliance with TEA requirements		
Quality Control	Provide ID&R awareness and support to SSA MEP staff as specific needs are observed throughout the year.	Year round	Ed Spec	ID & R Manual; SSA Procedures Handbook; Second Reviewer Form	Sign in Sheets from SSA Contact meetings; and MEP Program Overviews.		

**Goal:** Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.

**Objective:** Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Quality Control	Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven years from the date eligibility ends.	Year round	MEP staff	ID&R Manual; NGS Manual; SSA Procedures Handbook	Compliance with Records Retention policies by April 30.		
Quality Control	Validate eligibility through re-interview process according to instructions set forth by TEA.	As directed by the State MEP	MEP staff	TEA Eligibility Validation Instructions	100 percent accuracy rate		
Evaluation	Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes in subsequent ID&R plan for continuous improvement.	Nov. 30	MEP Staff	ESC-20 Quality Services Survey; Parent Advisory Council (PAC); Parent Survey; Student Survey; SSA Contacts Survey	Identified strengths and weaknesses to redesign the services provided by ESC-20 MEP.		



## Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

<b>Priority for Service Criteria</b>	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li> <li>• For students in grades K-2, who have been retained, or are overage for their current grade level.</li> </ul>

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

**NOTE:** This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: ESC Region 20

# Priority for Service (PFS) Action Plan

Filled Out By: MEP Team

Region: 20

Date: 07/31/2017

School Year: 2017 - 2018

*Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Pan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).*

<p><b>Goal(s):</b></p> <p>Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.</p>	<p><b>Objective(s):</b></p> <p>100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are on PFS.</b>			
<ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	Monthly	System Specialists	NGS Monthly Reports
<ul style="list-style-type: none"> <li>Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	Annual	Migrant Coordinator Educational Specialists	Priority Service Action Plan
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).</li> </ul>	Annual	Educational Specialists	Copy of District Improvement Plan

		District Designee	showing insertion of PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Communicate the progress and determine needs of PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul>	Monthly	Educational Specialists System Specialists District Designee	Emails to district contacts with PFS Reports
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.</li> </ul>	Annual Community Outreach PAC Meetings	Educational Specialists Recruiters Migrant Tutors	PFS Criteria Letter Sign in sheets from Community Outreach Recruiter Logs
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.</li> </ul>	Year Round Individual meetings/phone calls with parents as needed (case by case) Community Outreach PAC Meetings	Educational Specialists Migrant Tutors Recruiters	Parent evaluations/feedback Counselor follow-up Phone logs Email documentation Mail out list

Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Provide services to PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	Year Round	ESC Migrant Counselors  Educational Specialists  Recruiters  Migrant Tutors	ESC Migrant Counselor logs  Recruiter logs  Tutor logs  NGS Supplemental Count Report
<ul style="list-style-type: none"> <li>▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	Year Round	ESC Migrant Counselors  Educational Specialists  Recruiters  Migrant Tutors  District Designee	ESC Migrant Counselor logs  Recruiter logs  Tutor logs  NGS Supplemental Count Report
<ul style="list-style-type: none"> <li>▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	Year Round	Migrant Coordinator  Educational Specialists	Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version).

\_\_\_\_\_  
LEA Signature

\_\_\_\_\_  
Date Completed

\_\_\_\_\_  
ESC Signature

\_\_\_\_\_  
Date Received

# Stockdale Independent School District

*District Improvement Plan*

*State Compensatory Education Programs*

*School Year 2017-2018*



## State Compensatory Education Information for Stakeholders

In accordance with the Texas Education Code (TEC), Sec. 11.252, Stockdale ISD annually reviews its improvement plan and conducts a comprehensive needs assessment to “guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the (most current) achievement indicators.”

The State Compensatory Education (SCE) program in Texas is designed to assist students identified as being in at-risk situations to achieve the same academic levels as their non-at-risk peers. Another specific goal of the SCE program is to reduce the dropout rate and, correspondingly, increase the graduation rate of students. All of this is partly accomplished through the efficient and effective use of state-provided funds used to supplement the basic educational program at each campus. The role of the district in this process is to allocate these supplemental funds to each campus and provide support to ensure that each campus has all the personnel, professional development and instructional resources required to achieve the program’s goal of reducing or eliminating any disparity between at-risk and the non-at-risk students on the state-mandated assessment instruments—currently the STAAR tests. Stockdale ISD uses the thirteen following statutory criteria to identify students for SCE services.

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

- 1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;*
- 2. is in grade 7, 8, 9, 10, 11, or 12 and 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. was not advanced from one grade level to the next for one or more school years;*
- 4. 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;*

5. *is pregnant or is a parent;*
6. *has been placed in an alternative education program in accordance with Sec. 37.006 during the preceding or current school year;*
7. *has been expelled in accordance with Sec.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 Sec.29.052;*
11. *is in the custody or care of the Department of Protective and Regulatory 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. Sec.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 in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.*

In order to ensure the most effective campus support, Stockdale ISD coordinates SCE expenditures based on its own comprehensive needs assessment, which takes into account the needs reported by each campus. When possible, the district allows campuses to utilize their SCE allocation “to support their Title I, Part A schoolwide programs provided the campus has a low-income percentage of forty percent or higher and is eligible under Title I of the Elementary and Secondary Education Act of 1965”. In such cases, the district still meets all allowable use-of-funds requirements detailed in the Texas Education Code (TEC) Sec.42.152(c)(c-1)(c-2) as well as the program requirements outlined in TEC 29, Subchapter C and the mandates of Module 9 of the Financial Accountability System Resource Guide (FASRG). TEC 29, Subchapter C requires the district to use student performance data resulting from the STAAR assessment instruments and achievement tests “to design and implement appropriate compensatory, intensive, or accelerated

instructional services for students in the district's schools that enable the students to be performing at grade level at the conclusion of the next regular school term." The district does not use SCE funds to support Title I, Part A programs at the district level.

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 or other assessment administered under TEC, Sec. 39.023(c). 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 required for graduation or other assessment administered under TEC, Sec. 39.023(c) are made prior to budgeting SCE funds for any other purpose.

Stockdale ISD ensures that each campus regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services. This process ensures that students who enter 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.

In order to best inform instruction and improve the achievement of students in at-risk situations, Stockdale ISD conducts data analysis of student achievement as well as other measurable factors to provide more accurate feedback on which SCE program decisions will be made.

At least fifty-two percent of the Stockdale ISD allotment is used to provide direct services to students for specific interventions identified in the Programs and Services sections of each campus improvement plan.

The amount of SCE funds received by Stockdale ISD is based on:

- the number of students reported on the free- or reduced-price lunch count from the average of the district's best six-months' enrollment from the previous school year

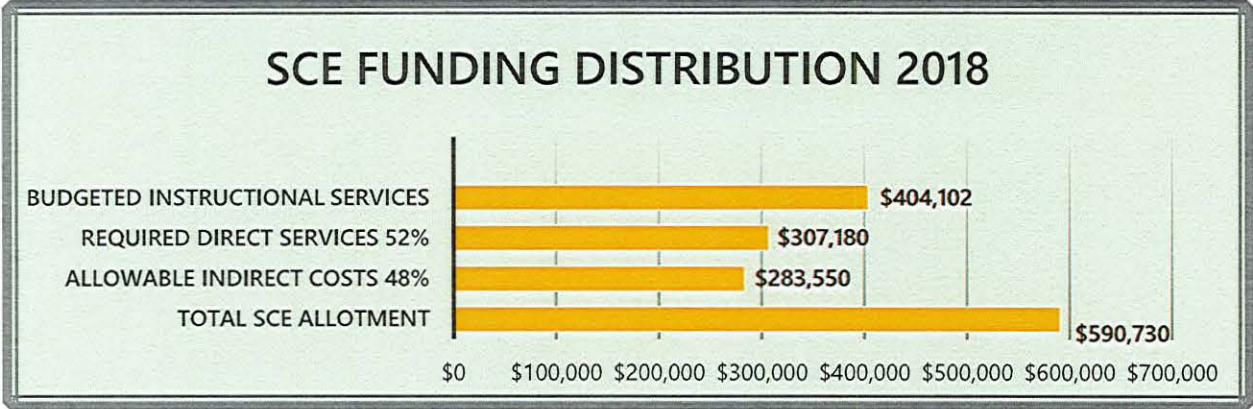


- an annual allotment for students who reside in a residential placement facility in a district in which the student's parent or legal guardian does not reside; and
- an annual allotment for pregnant students or students who are parents that attend school full time and participate in a program under Section 29.081 of Texas Education Code (TEC).
- an annual allotment for military dependent students [42.152(c)]

According to TAC, Title 19, Part 2, Chapter 105, Subchapter B, §105.11, "no more than 48% of each school district's Foundation School Program (FSP) special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to compensatory education (SCE). Indirect costs may be attributed to the following expenditure function codes: 34--Student Transportation; 41--General Administration; 81--Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency publication, *Financial Accountability System Resource Guide*." Stockdale ISD complies with this mandate as shown in the attached detailed budget.

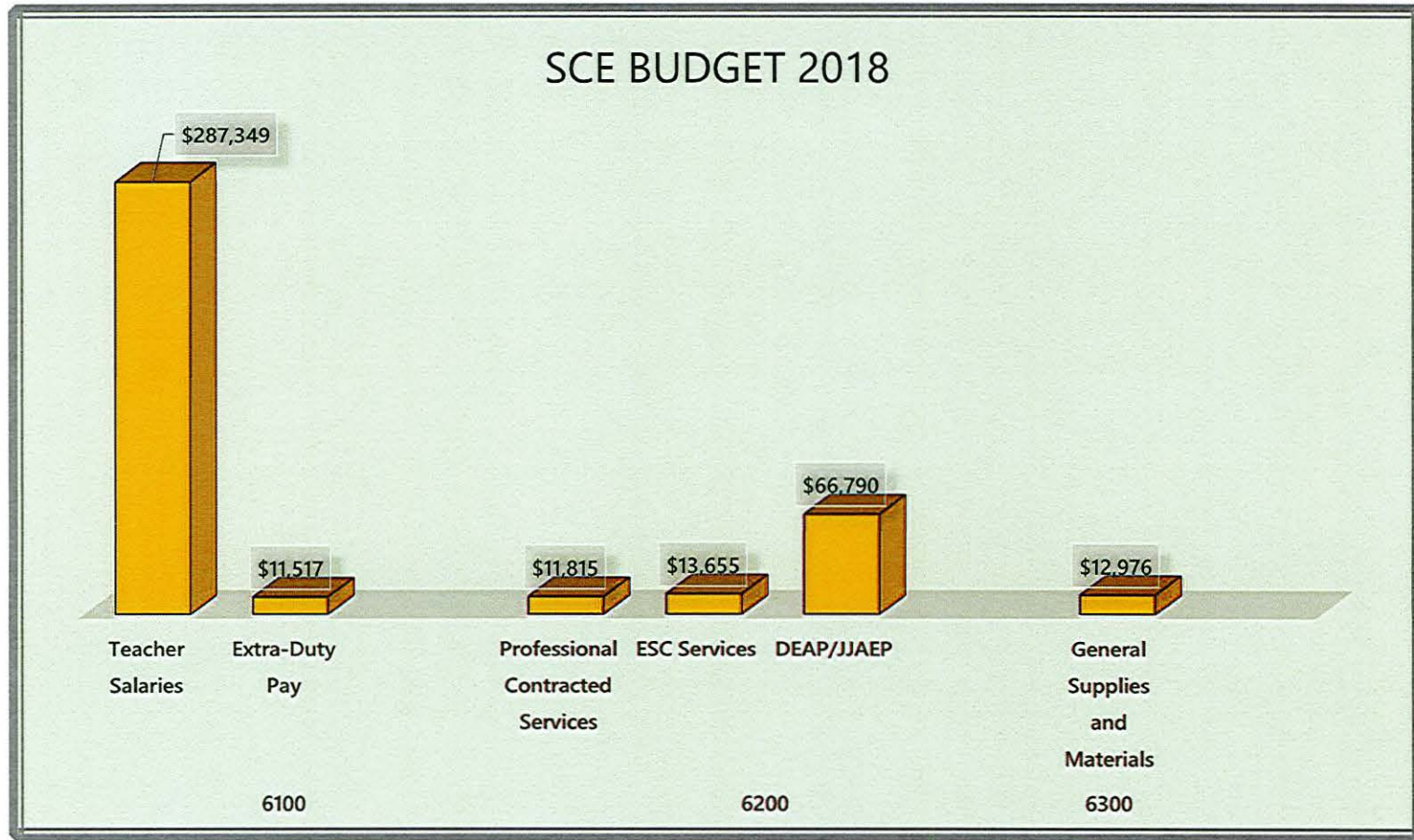
Data Analysis

Funding Analysis of District SCE Services for Fiscal 2018



The SCE Funding Analysis table above shows that Stockdale ISD meets and exceeds the required 52% direct services to students. In addition, the total budget exceeds the current allocation illustrating the district’s commitment to improving the achievement of at-risk students.

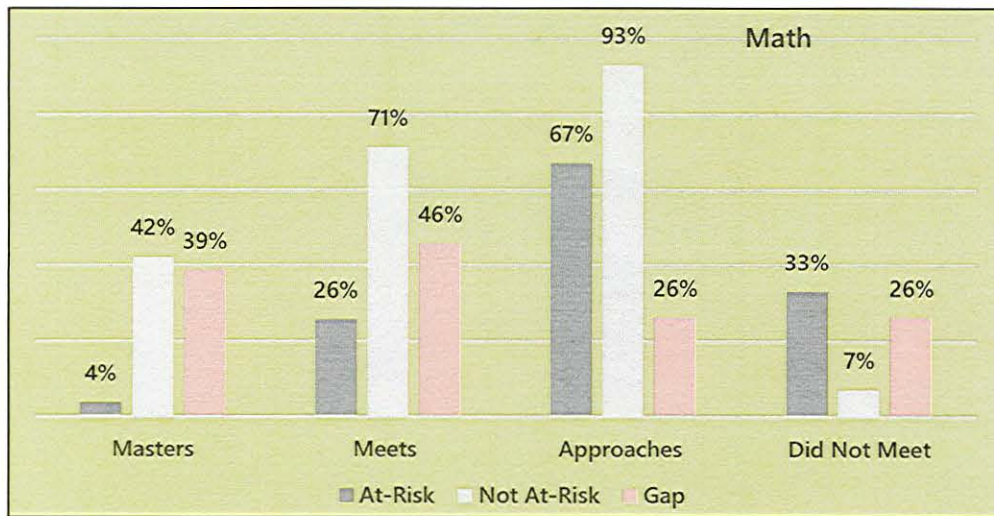
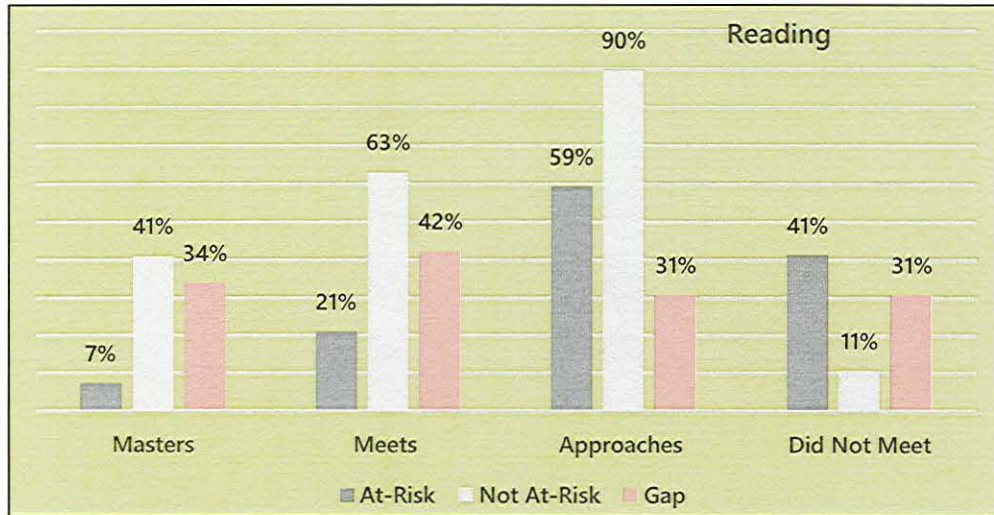
District Planned Expenditures on SCE Program Activities by Category for Fiscal 2018



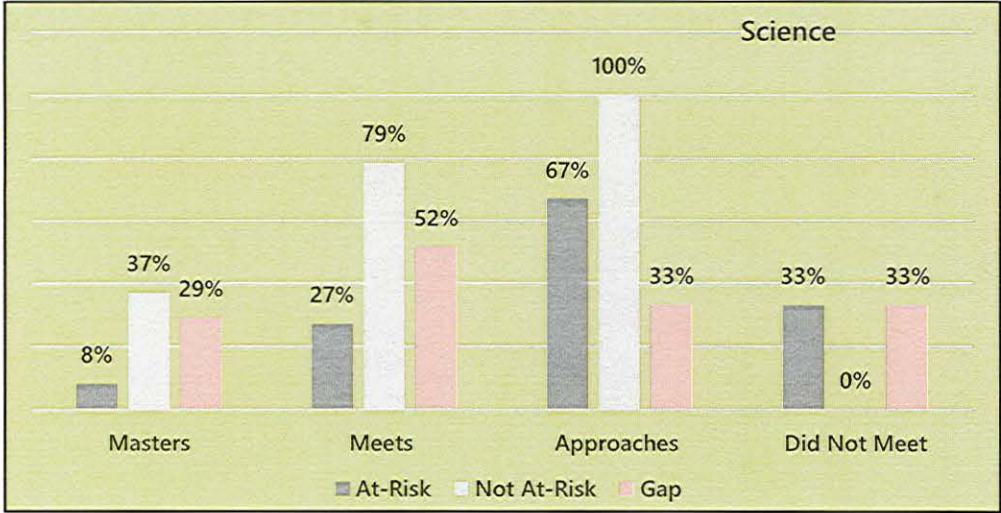
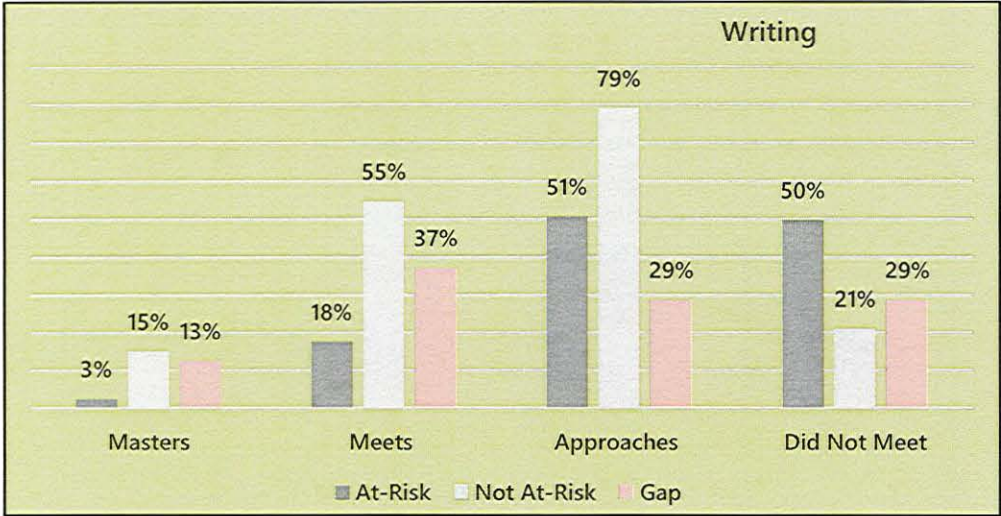
## Number of Students Identified for the SCE Program by State Criterion for School Year 2017- 2018

Stockdale ISD			Readiness Test		<70 Average		Not Advanced		Failed STAAR		Pregnant/ Parent		AEP		Parole/ Probation		LEP		Homeless		Local Criterion/ Dyslexia		Local Criterion/ 504	
			Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
PK	38	5%	0	0%			0	0%			0	0%	0	0%	0	0%	3	8%	3	8%	0	0%	0	0%
K	51	6%	27	53%			0	0%			0	0%	0	0%	0	0%	2	4%	4	8%	0	0%	0	0%
1	58	7%	34	59%			3	5%			0	0%	0	0%	0	0%	5	9%	2	3%	0	0%	0	0%
2	49	6%	26	53%			2	4%			0	0%	0	0%	0	0%	5	10%	1	2%	1	2%	1	2%
3	61	7%	21	34%			2	3%	0	0%	0	0%	0	0%	0	0%	5	8%	1	2%	3	5%	4	7%
4	70	8%					5	7%	18	26%	0	0%	0	0%	0	0%	3	4%	1	1%	5	7%	7	10%
5	62	7%					13	21%	27	44%	0	0%	0	0%	0	0%	3	5%	3	5%	6	10%	7	11%
6	68	8%					11	16%	20	29%	0	0%	1	1%	0	0%	5	7%	3	4%	6	9%	5	7%
7	68	8%			5	7%	8	12%	19	28%	0	0%	1	1%	0	0%	2	3%	5	7%	7	10%	17	25%
8	55	7%			3	5%	6	11%	16	29%	1	2%	3	5%	3	5%	1	2%	2	4%	6	11%	11	20%
9	61	7%			7	11%	7	11%	22	36%	0	0%	1	2%	0	0%	1	2%	6	10%	4	7%	9	15%
10	68	8%			3	4%	9	13%	11	16%	1	1%	1	1%	1	1%	2	3%	1	1%	7	10%	9	13%
11	57	7%			7	12%	7	12%	10	18%	0	0%	1	2%	1	2%	0	0%	1	2%	4	7%	7	12%
12	61	7%			8	13%	8	13%	3	5%	0	0%	1	2%	0	0%	0	0%	0	0%	5	8%	11	18%
	827	100%	108	13%	33	4%	81	10%	146	18%	2	0%	9	1%	5	1%	37	4%	33	4%	54	7%	88	11%

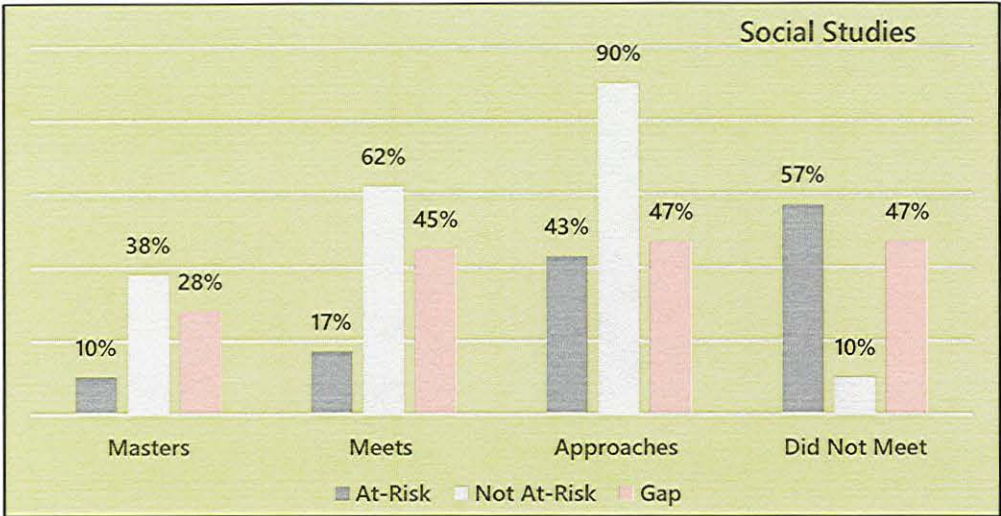
## District STAAR Results, Grades 3-8, Spring 2016-2017



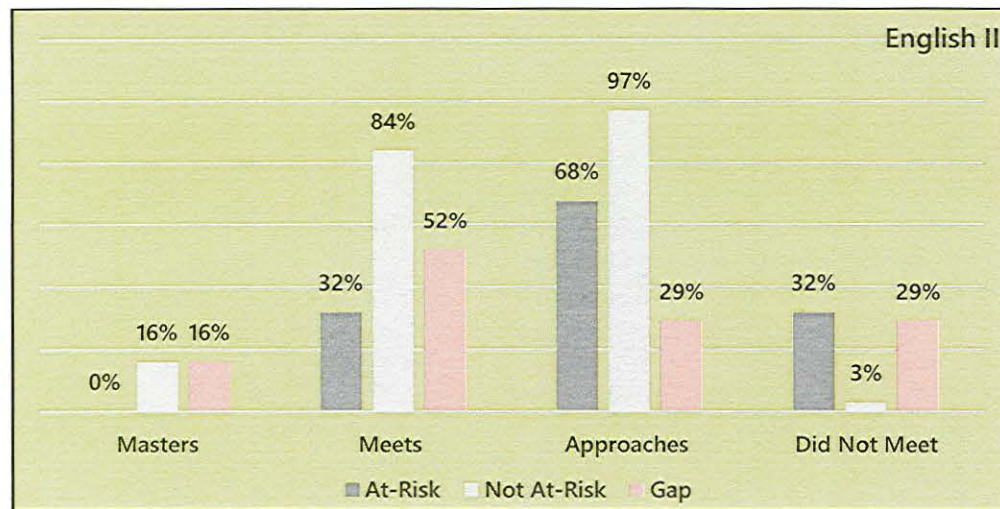
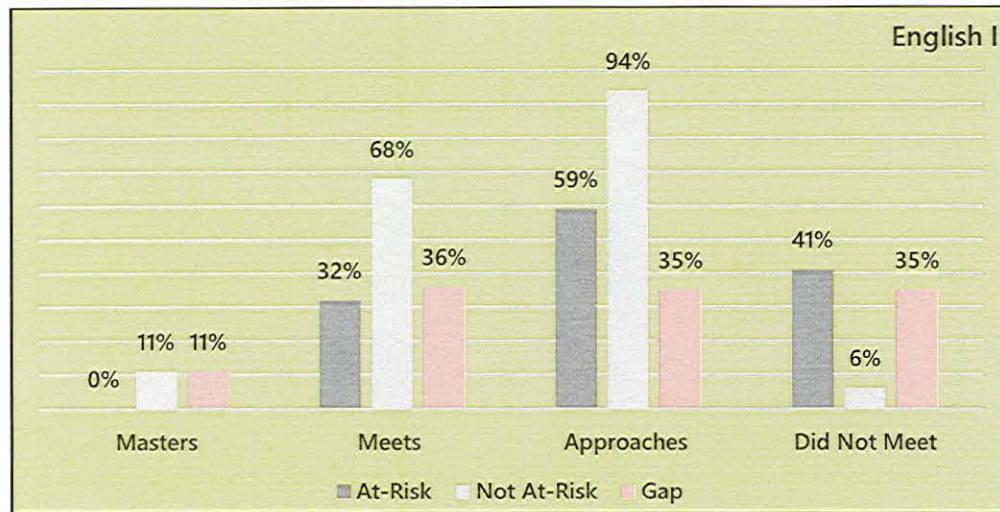
District STAAR Results, Grades 3-8, Spring 2016-2017 (Cont.)



District STAAR Results, Grades 3-8, Spring 2016-2017 (Cont.)

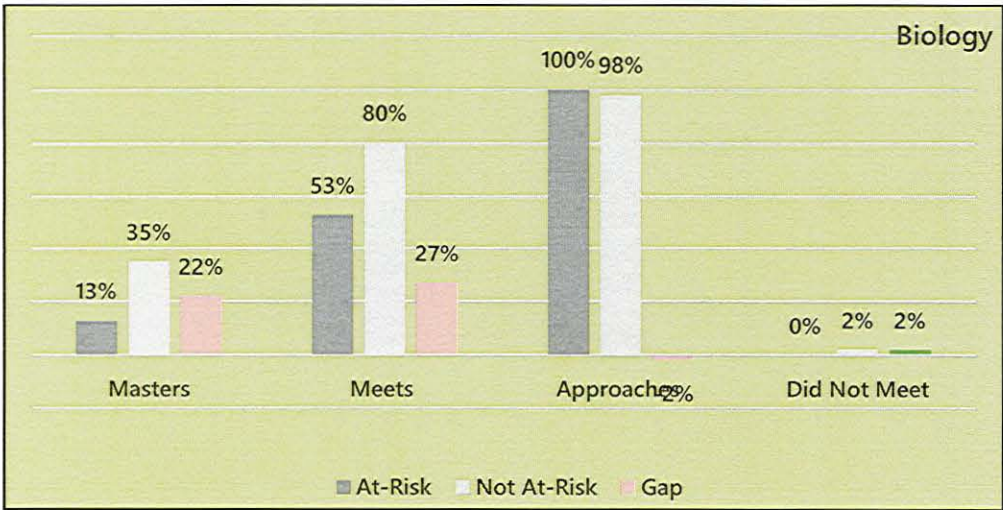
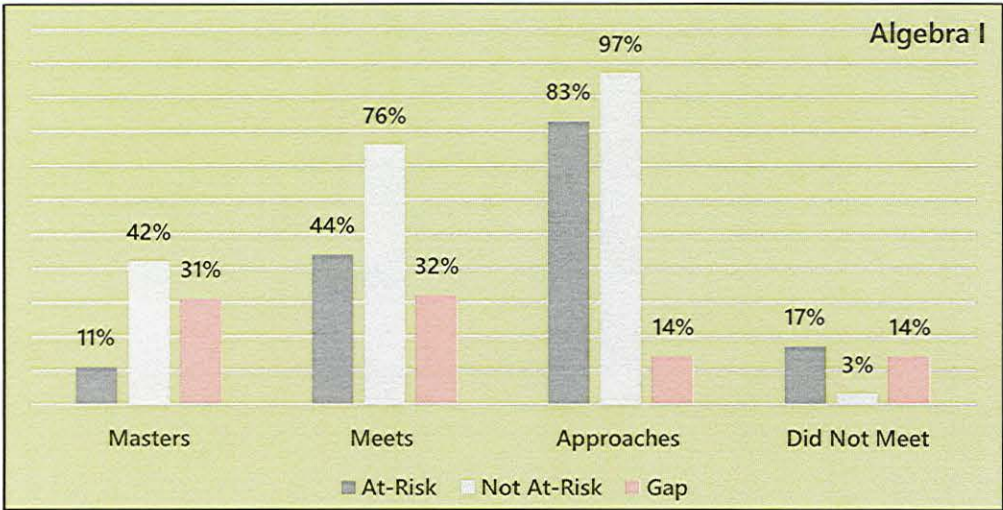


## District STAAR Results, End-of-Course, Spring 2017

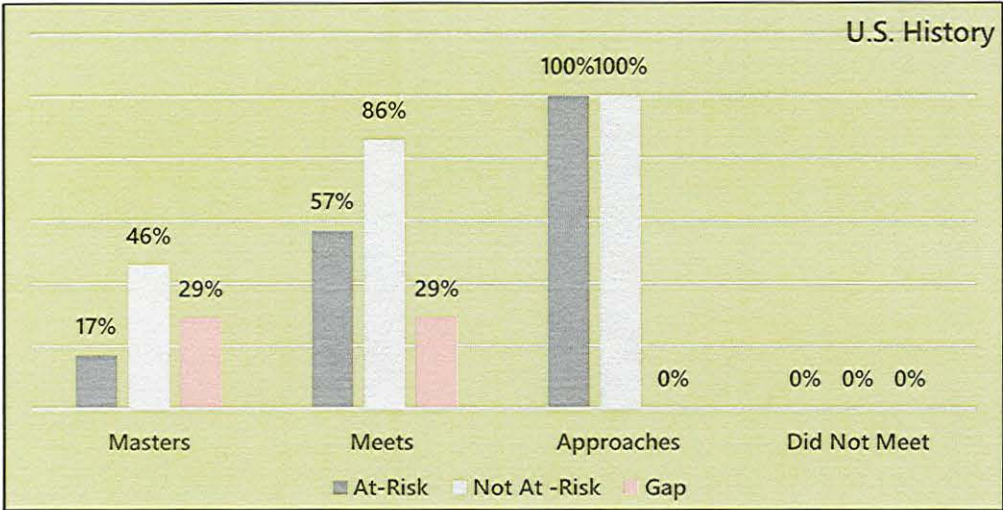




District STAAR Results, End-of-Course, Spring 2017 (Cont.)



District STAAR Results, End-of-Course, Spring 2017 (Cont.)



## SCE-Funded District-Level Programs and Services at Stockdale ISD

It is the responsibility of Stockdale ISD to provide fiscal and academic support to each of its campuses in order to ensure the successful implementation of the SCE program and to assist the campuses in achieving their goals and objectives. Each campus conducts its own SCE-funded instructional activities and these may be viewed in each campus’s improvement plan. What follows is a description of supplemental SCE-funded activities that benefit the district as a whole and ensure success and compliance of the overall SCE program.

**Summative Assessment:** Meet or exceed state passing rates on STAAR

<i>Identified Strategies</i>	<i>Supplemental Financial Resources</i>	<i>Supplemental Fulltime Equivalency</i>	<i>Measurable Performance Objectives</i>	<i>Timelines For Monitoring Strategies</i>	<i>Formative Evaluation</i>
Consulting - SCE-funded supplemental consulting by SAFE Services LLC for compensatory programs focusing on compliance, evaluation and enhancing strategies to achieve program goals.	Contracted services \$11,815	N/A	Maintain compliance with all state mandates related to SCE funding and programs	Annually	Program compliance
ESC Support Services – Supplemental contracted services (Cscope and Eduphoria) to support programs for at risk students	Contracted Services \$13,655	NA	Passing grades	Each six weeks	Passing final grades
DAEP – Supplemental instructional setting provided for students with disciplinary issues	Contracted services \$60,290	NA	Passing grades/on-target credit accrual	Each six weeks	Passing final grades/on-target credit accrual
JJAEP – Costs incurred to place SISD students in JJAEP instructional facility.	Contracted services \$6,500	NA	Passing grades/on-target credit accrual	Each six weeks	Passing final grades/on-target credit accrual

## 2016-2017 State Compensatory Education Program Evaluation

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

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

State Compensatory Education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. Stockdale ISD gauges the effectiveness of its designated SCE program and includes the results of such evaluation in this district improvement plan.

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

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency's ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly-trained in the field of statistical analysis. As part of the SCE evaluation, the district staff integrates and adapts data analysis to provide meaningful information that helps teachers

and administrators adjust to their individual students' needs. While collecting and organizing the data is important, with the performance data type of evaluation, 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 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.

### 2016-2017 State Compensatory Education Program Evaluation (Cont.)

Stockdale ISD						
SCE-Funded Program	Evaluation Criteria	# of participating students	# of successful students	% successful	Amount Budgeted	Modify (yes no)
AEP/DAEP	On target credit accrual	10	9	90.00%	\$45,000	no
Tutoring	Promotion	301	287	95.35%	\$5,500	no
Instructional Resources (Cscope/Eduphoria)	Promotion	644	629	97.67%	\$13,655	no
JJAEP	On target credit accrual	0	0	NA	\$6,500	no

## SCE Budget, 2017-2018

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 then coordinates the budget request process and provides approved allocations to the campuses. Stockdale ISD 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 set down in Module 9 of the FASRG. The accounting practices of the district that are implemented by the campuses are consistent with cost principles, and provide for adequate documentation to support costs charged to the SCE budget.

In determining whether certain positions, programs, strategies or activities may be funded with SCE dollars, Stockdale ISD bases budget determinations on the purpose of the SCE program being to improve student performance through direct instructional services to students at risk of dropping out of school. Stockdale ISD 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 district uses SCE funds only to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. All expenditures are reasonable and necessary to achieve the state goal of the SCE program: to supplement the district's regular education programs with compensatory, intensive, and/or accelerated instruction.

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.

# Stockdale ISD 247906

Fund 199 State Compensatory Education  
Fiscal Year 2018

## Budget Detail



Stockdale High	Acct Title	Activity	Cost
199-11-6118-00-001-8-24-0-01	Teacher/Professional Extra Duty Pay	STAAR Remediation	\$5,000.00
199-11-6118-00-001-8-24-0-00	Teacher/Professional Extra Duty Pay	Summer School	\$3,000.00
199-11-6119-00-001-8-24-0-00	Teacher/Professional Salary	Reading Intervention	\$52,110.00
199-11-6141-00-001-8-24-0-00	Social Security/Medicare	Reading Intervention	\$755.60
199-11-6142-00-001-8-24-0-00	Health/Life Insurance	Reading Intervention	\$32.00
199-11-6143-00-001-8-24-0-00	Worker's Comp.	Reading Intervention	\$184.83
199-11-6145-00-001-8-24-0-00	Unemployment Comp.	Reading Intervention	\$0.00
199-11-6146-00-001-8-24-0-00	TRS Care	Reading Intervention	\$3,387.15
			<hr/>
			\$64,469.58
199-11-6339-00-001-8-24-0-00	Testing Materials		\$200.00
			<hr/>
			\$200.00
		Campus 001 Subtotal:	\$64,669.58

# Stockdale ISD 247906

Fund 199 State Compensatory Education  
Fiscal Year 2018

## Budget Detail



Stockdale Junior High	Acct Title	Activity	Cost
199-11-6118-00-041-8-24-0-00	Teacher/Professional Extra Duty Pay	Summer School	\$5,000.00
199-11-6119-00-041-8-24-0-00	Teacher/Professional Salary	Reading Intervention	\$51,710.00
199-11-6129-00-041-8-24-0-00	Support Personnel Salary	Content Mastery Center	\$17,845.00
199-11-6141-00-041-8-24-0-00	Social Security/Medicare	Reading Intervention	\$749.80
199-11-6141-00-041-8-24-0-00	Social Security/Medicare	Content Mastery Center	\$258.75
199-11-6142-00-041-8-24-0-00	Health/Life Insurance	Content Mastery Center	\$2,736.00
199-11-6142-00-041-8-24-0-00	Health/Life Insurance	Reading Intervention	\$32.00
199-11-6143-00-041-8-24-0-00	Worker's Comp.	Content Mastery Center	\$63.30
199-11-6143-00-041-8-24-0-00	Worker's Comp.	Reading Intervention	\$183.42
199-11-6145-00-041-8-24-0-00	Unemployment Comp.	Reading Intervention	\$0.00
199-11-6145-00-041-8-24-0-00	Unemployment Comp.	Content Mastery Center	\$0.00
199-11-6146-00-041-8-24-0-00	TRS Care	Content Mastery Center	\$1,159.93
199-11-6146-00-041-8-24-0-00	TRS Care	Reading Intervention	\$3,361.15
			<b>\$83,099.33</b>
199-11-6339-00-041-8-24-0-00	Testing Materials		\$200.00
199-11-6399-00-041-8-24-0-00	General Supplies	Technology Supplies	\$1,376.00
199-11-6399-00-041-8-24-0-00	General Supplies	Study Island	\$5,000.00
			<b>\$6,576.00</b>
		<b>Campus 041 Subtotal:</b>	<b>\$89,675.33</b>



# Stockdale ISD 247906

Fund 199 State Compensatory Education  
Fiscal Year 2018

## Budget Detail



Stockdale Elementary	Acct Title	Activity	Cost
199-11-6118-00-101-8-30-0-00	Teacher/Professional Extra Duty Pay	Summer School	\$5,000.00
199-11-6119-00-101-8-30-0-00	Teacher/Professional Salary	Reading Intervention	\$51,110.00
199-11-6119-00-101-8-34-0-00	Teacher/Professional Salary	PK	\$49,940.00
199-11-6129-00-101-8-34-0-00	Support Personnel Salary	PK	\$32,407.00
199-11-6141-00-101-8-30-0-00	Social Security/Medicare	Reading Intervention	\$741.10
199-11-6141-00-101-8-34-0-00	Social Security/Medicare	PK	\$1,194.03
199-11-6142-00-101-8-30-0-00	Health/Life Insurance	Reading Intervention	\$2,736.00
199-11-6142-00-101-8-34-0-00	Health/Life Insurance	PK	\$5,504.00
199-11-6143-00-101-8-34-0-00	Worker's Comp.	PK	\$292.08
199-11-6143-00-101-8-30-0-00	Worker's Comp.	Reading Intervention	\$181.29
199-11-6145-00-101-8-34-0-00	Unemployment Comp.	PK	\$0.00
199-11-6145-00-101-8-30-0-00	Unemployment Comp.	Reading Intervention	\$0.00
199-11-6146-00-101-8-30-0-00	TRS Care	Reading Intervention	\$3,322.15
199-11-6146-00-101-8-34-0-00	TRS Care	PK	\$5,352.55
			<hr/>
			\$157,780.20
199-11-6339-00-101-8-30-0-00	Testing Materials		\$200.00
199-11-6399-00-101-8-30-0-00	General Supplies	Technology Supplies	\$2,000.00
199-11-6399-00-101-8-30-0-01	General Supplies		\$4,000.00
			<hr/>
			\$6,200.00
			<hr/>
		Campus 101 Subtotal:	\$163,980.20

# Stockdale ISD 247906

Fund 199 State Compensatory Education  
Fiscal Year 2018

## Budget Detail



District	Acct Title	Activity	Cost
199-99-6222-00-999-8-28-0-00	Public School Tuition	JJAEP	\$6,500.00
199-99-6222-00-999-8-24-0-00	Public School Tuition	DAEP	\$60,290.00
199-11-6239-00-999-8-24-0-00	Education Service Center Services	Eduphoria	\$6,785.00
199-11-6239-00-999-8-24-0-00	Education Service Center Services	Cscope	\$6,870.00
199-21-6291-00-999-8-24-0-00	Consulting Services	SAFE Services	\$11,815.00
			<hr/>
			\$92,260.00
		Campus 999 Subtotal:	\$92,260.00

# Stockdale ISD 247906

Fund 199 State Compensatory Education  
Fiscal Year 2018

## Budget Detail



District	Acct Title	Activity	Cost
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Total by Class Object:		Total by Function:			
61XX	\$305,349.12	11	\$331,980.12	Campus 001 Subtotal:	\$64,669.58
62XX	\$92,260.00	21	\$11,815.00	Campus 041 Subtotal:	\$89,675.33
63XX	\$12,976.00	99	\$66,790.00	Campus 101 Subtotal:	\$163,980.20
				Campus 999 Subtotal:	\$92,260.00
				Stockdale ISD Total:	<hr/> <b>\$410,585.12</b>

# Stockdale ISD 247906

Fund 199 State Compensatory Education  
Fiscal Year 2018

## Personnel Detail



### Stockdale High

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Social Security/Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Christa Ploch	Teacher	Reading Intervention	\$52,110.00	1.000	\$32.00	\$755.60	\$184.83	\$0.00	\$3,387.15	\$59,173.58
<b>Campus 001 Subtotal:</b>		<b>FTE - 1</b>	<b>\$52,110.00</b>		<b>\$32.00</b>	<b>\$755.60</b>	<b>\$184.83</b>	<b>\$0.00</b>	<b>\$3,387.15</b>	<b>\$59,173.58</b>

# Stockdale ISD 247906

Fund 199 State Compensatory Education  
Fiscal Year 2018

## Personnel Detail



### Stockdale Junior High

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Social Security/Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Cathy Dixon	Teacher	Reading Intervention	\$51,710.00	1.000	\$32.00	\$749.80	\$183.42	\$0.00	\$3,361.15	\$58,740.36
Helen Fidler	Aide	Content Mastery Center	\$17,845.00	1.000	\$2,736.00	\$258.75	\$63.30	\$0.00	\$1,159.93	\$22,062.97
<b>Campus 041 Subtotal:</b>		<b>FTE - 2</b>	<b>\$69,555.00</b>		<b>\$2,768.00</b>	<b>\$1,008.55</b>	<b>\$246.71</b>	<b>\$0.00</b>	<b>\$4,521.07</b>	<b>\$80,803.33</b>

# Stockdale ISD 247906

Fund 199 State Compensatory Education  
Fiscal Year 2018

## 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
Barbara Akin	Teacher	Reading Intervention	\$51,110.00	1.000	\$2,736.00	\$741.10	\$181.29	\$0.00	\$3,322.15	\$58,090.53
Eva Arellano	Aide	PK	\$16,353.00	1.000	\$2,736.00	\$237.12	\$58.00	\$0.00	\$1,062.95	\$20,447.07
Jennifer McGuffin	Instructional Aide	PK	\$16,054.00	1.000	\$32.00	\$232.78	\$56.94	\$0.00	\$1,043.51	\$20,123.24
Robin Blocker	Teacher	PK	\$49,940.00	1.000	\$2,736.00	\$724.13	\$177.14	\$0.00	\$3,246.10	\$56,823.37
<b>Campus 101 Subtotal:</b>		<b>FTE - 4</b>	<b>\$133,457.00</b>		<b>\$8,240.00</b>	<b>\$1,935.13</b>	<b>\$473.37</b>	<b>\$0.00</b>	<b>\$8,674.70</b>	<b>\$155,484.20</b>

# Stockdale ISD 247906

Fund 199 State Compensatory Education  
Fiscal Year 2018

## Personnel Detail



	FTE	Salary Funded	Health/Life Insurance	Social Security/Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits
Campus 001 Subtotal:	1.000	\$52,110.00	\$32.00	\$755.60	\$184.83	\$0.00	\$3,387.15	\$59,173.58
Campus 041 Subtotal:	2.000	\$69,555.00	\$2,768.00	\$1,008.55	\$246.71	\$0.00	\$4,521.07	\$80,803.33
Campus 101 Subtotal:	4.000	\$133,457.00	\$8,240.00	\$1,935.13	\$473.37	\$0.00	\$8,674.70	\$155,484.20
Stockdale ISD Total:	7.000	\$255,122.00	\$11,040.00	\$3,699.27	\$904.92	\$0.00	\$16,582.93	\$295,461.12

## **Foster Care Policy:**

Upon notification by the state and/or a child welfare agency that it has designated a point-of-contact person, **Stockdale ISD** has designated **Roxanne Moczygemba** as the local point-of-contact person whose responsibilities will include ensuring streamlined communication and collaboration with the child welfare point of contact; the smooth implementation of the provisions of the Every Student Succeeds Act (Public Law No: 114-95); and, if a school change is warranted, smooth transitions of children by connecting them with their new school communities.

As part of **Stockdale ISD's** school stability plan, each foster child's individual case is considered on its own factors to determine continued enrollment in the foster child's school of origin. Collaboration will take into account the proximity of the placement to the child's school and to ensure the child can remain in the school of origin if it is in the child's best interest.

Factors taken into consideration during the collaboration to determine the foster child's best interest will at least include:

- preferences of the child, child's parents and/or education decision-maker;
- the safety of the foster child;
- the child's attachment to the school of origin;
- the placement of siblings;
- the special needs of the foster child;
- the history of school transfers and district transfer policy; and
- the effect of the commute on the child's well-being and education.

Disagreements over best interest will be resolved through collaboration with the child welfare agency to develop dispute resolution processes at the local level, as well as to ensure that the child remains in the school of origin to the extent feasible and appropriate while disputes are resolved.



All efforts involved in collaboration and dispute resolution will be fully documented including meetings, phone calls, emails and any other method of communication.

**Stockdale ISD** fully collaborates with the state and/or local child welfare agency to develop and implement clearly written procedures governing how transportation to maintain children in foster care in their school of origin, when in their best interest, will be provided, arranged and funded.

Transportation procedures developed through this collaboration will:

- Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with the child welfare agency's authority to use child welfare funding for school of origin transportation.
- Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if:
  - the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; or
  - the LEA agrees to pay for the cost of such transportation; or
  - the LEA and the local child welfare agency agree to share the cost of such transportation.

Additional costs are defined as the difference between what **Stockdale ISD** would otherwise spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.

Determinations of additional costs will be made based at least on the following factors:

- The district's student transportation policy;
- Whether the student in foster care is eligible for transportation from the district for some other reason, such as a disability.

- The district's calculation of a standard cost of transportation for students who are not otherwise eligible for transportation;
- The district's estimated administrative costs involved in the logistics of providing transportation; (includes additional staff time in coordinating transportation and informing other students on the bus when new bus stops change their pick-up and drop-off times).

All transportation procedures will continue to apply to children in foster care for the duration of their time in foster care.