

Stockdale Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

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

Vision

STUDENTS will be EMPOWERED with the necessary SKILLS for SUCCESS!

Value Statement

WE BELIEVE!

Communication brings about harmony between school and community.

A community and school operates to its potential with common goals.

All children deserve equity, respect, caring, dignity, and quality role models.

Family values are important and are reinforced by school and community.

The school and community are partners in educating children.

Our school district provides the best education when board members and staff are proactive rather than reactive.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

STOCKDALE ELEMENTARY

Stockdale Elementary is a PK-5th grade campus with approximately 400 students. The campus is located in a rural area southeast of San Antonio, Texas. The school district is one of the largest employers in the area. Stockdale Elementary has a high level of parent and community involvement. Parents and community organizations regularly participate in school events and activities. Multiple local organizations and agencies provide support and incentives for student engagement and achievement. The student population is 46.8% hispanic and 51.2% white; the remainder of the population is comprised of students identifying as being African American or two or more races. 61.1% of students are classified as being economically disadvantaged, and 45.8% are considered to be at-risk. 6.9% of students at Stockdale Elementary are provided Section 504 services, 5.6% of students are classified as English Language Learners, 4.1% are identified as students having dyslexia, 12.8% receive special education services. Stockdale Elementary is characterized by minimal disciplinary infractions. Placements in alternate learning environments such as in school suspension or Alternative Learning environments are rare. The average class size is less than 21 students. K-5 grades all have 3 teachers per grade level. Pre-K has two classrooms, each with a teacher and an instructional aide. A full day of free Prekindergarten is provided to eligible students along with the opportunity for students to attend on a tuition-basis. The average experience of teachers is 13.6 years, and teacher and staff turn-over rates are typically low. Many teachers are members of the community and are personally vested in the school and the community. Transportation is provided to all students who either live 2 miles away or meet the criteria outlined in the Hazardous Route outlined by the school board. The school partners with the federally funded Afterschool Centers in Education program, which provides tutorials, enrichment and homework assistance to at-risk students on a teacher-referral and/or data-analysis basis. We have a high teacher involvement rate in the ACE program, with many teachers providing tutorials after school.

STOCKDALE JUNIOR HIGH

Stockdale Junior High is a small rural campus that serves 6th - 8th grades with approximately 200 students. Many of our 7th and 8th grade students are involved in JH sports including volleyball, basketball, cross country, football, track and tennis and draw many parents, grandparents and community members to our campus. Our 6th - 8th grade students are also involved in UIL academic events where approximately 70 students participate in speaking, writing, spelling, music, math, science and social studies events and we 1st at the district meet. Our student population is 53.4% Hispanic, 44.2% White and 1.9% with 2 or more races. 46.2% of our population is considered economically disadvantaged while 47.6% of our population is at risk.

16.3% of our students are labeled 504 students, 7.2% English Language Learners, 10.6% dyslexia while 16.3% are labeled Special Education and 15.4% of our students are Gifted and Talented students. Our staff population is comprised of 3.1% African American, 18.5% Hispanic and 78.4% are White of which 18 are classroom teachers and 2 paraprofessionals. 19.2% are males while 80.8% are females. The average experience of our teacher is 15.8% with 6.2% holding a masters degree. The JH campus offers ACE, a federally funded program, which provides tutorials, enrichment and homework assistance before and after school.

STOCKDALE HIGH SCHOOL

Stockdale High School is the ninth through twelfth grade campus that is part of the Stockdale Independent School District. The campus is located in the rural community of Stockdale within its city limits. According to the Fall Collection of school year 2020-2021 PIEMS Student Data Review, the student body consists of 231 for total student enrollment. The percentage of females is 40.96% and males make up the rest at 59.04% of the student body.

The ethnic identification of the student body consists of:

Ethnicity/Race Distribution	Count	Percentage
White	107	46.32%
Hispanic/Latino	121	52.38 %
Black or African American	2	0.87%
Two or More	1	0.43%

There were no students identified as Asian, American Indian, Alaska Native or Native Hawaiian/Other Pacific Islander. The district has one migrant student who attends the high school campus. There was no immigrant student enrolled. Dropouts of the 2019-2020 SY was one student as reported in the Student Data Review. The percentage rate was listed as N/A. In the 2019-2020 SY, there were 63 seniors attending high school. Of the 63 students, 60 graduated.

Student Information is as follows:

Identifier	Count	Percentage	Details
At Risk	75	32.47%	
Military connected	2	0.87%	
Foster care	2	0.87%	
Economic Disadvantaged	95	41.13%	73/Regular Ed./31.60% and 22/Special Ed/9.52%

Identifier	Count	Percentage	Details
LEP	6	2.60%	4/Regular Ed/1.73% and 2/Special Ed/0.87%
Special Education	40	17.32%	
ESL	6	2.60%	
Gifted and Talented	31	13.42%	

There were no students enrolled in Bilingual Education, Alternative language, Title 1, RDSPD or PPCD programs according to the 2020-2021 Fall Collection Student Data Review. When comparing student demographic data beginning with SY 2016-2017 to the most recent data of SY 2020-2021, there have been only slight variations in most identifiers. The dropout rates fluctuated year to year, but still remained significantly lower than the state dropout rates for the same years. Graduation rates were higher than the state graduation rates.

Dropout Rates	2016	2017	2018	2019	2020
Campus	1.8%	0.0%	0.8%	0.0%	N/A (actual reported dropout was 1 student)
State	6.6%	6.3%	1.9%	1.9%	N/A

Student Information Continued:

Advanced Dual Credit Course Completion	2016	2017	2018	2019
Campus	16.1%	21%	24.1%	25.6%

STAAR Performance 2018/2019

STAAR scores higher than state averages:

	2018	2018	2019	2019
English I	State	Campus	State	Campus
Approaches	65%	72%	68%	73%
Meets	44%	51%	50%	59%

	2018	2018	2019	2019
Masters	7%	9%	11%	18%

	2018	2018	2019	2019
Algebra I	State	Campus	State	Campus
Approaches	83%	90%	85%	86%
Meets	55%	63%	61%	67%

	2018	2018	2019	2019
Biology	State	Campus	State	Campus
Approaches	87%	88%	88%	97%
Meets	59%	59%	62%	72%
Masters	24%	22%	25%	33%

	2018	2018	2019	2019
US History	State	Campus	State	Campus
Approaches	92%	98%	93%	98%
Meets	70%	83%	73%	79%
Masters	40%	44%	45%	49%

College Readiness

College Ready Graduates	2017	2018	2019
State	47%	50%	53%
Campus	40%	32.2%	32%

Stockdale High School Demographics are as follows:

- 28 total teachers at Stockdale High School
- 1.6 professional support personnel
- 1.3 Campus Administrators
- N/A Central Administrators
- 6 Educational Aides.

This population consists of 56.4% female and 43.5% males.

The majority ethnicity of the personnel on campus is white at 72.4% and Hispanic at 27.6%.

Teaching Years of Experience

Teaching experience ranges from 1 year to more than 20 years. The breakdown is as follows:

- 31.2% teachers have over 20 years of experience
- 24.6% teachers have between 11-20 years of experience
- 21% teachers have 6-10 years of experience
- 23.2% teachers have 1-5 years of experience

Community

Stockdale's estimated population is 1,649, with a median household income of \$64,432 (Male median income/\$43,000 and Female median income/\$20,648). Of the residents, 16.2 % people are living in poverty, 15.4 % are without health insurance, and of the population 25 years and over:

- 33.7% have a high school degree,
- 25.3% have some college but no college degree,
- 5.8% have an associate's degree
- 13.6% have a Bachelor's degree,
- 4.3% have a graduate or professional degree

The following represents the race percentages of Stockdale residents:

- 91.5% White
- 1% Black
- 0.2 % American Indian or Alaska Native
- 1.3% Some other race
- 6% Two or more races

Demographics Strengths

STOCKDALE ELEMENTARY

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

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

Stockdale Elementary also has many other strengths such as:

- a full day of Prekindergarten for not only eligible students, but students may attend on a tuition-basis
- strong intervention programs for at-risk students
- the ACE Afterschool Program to help with tutoring and/or enrichment as needed

- Special Education academic and lifeskill support provided by specially-certified teachers and paraprofessionals.
- Restorative discipline practices, small- group and individual counseling services, and strong parent-school connections allow

STOCKDALE JUNIOR HIGH

Stockdale Junior High provides services for our Special Education, 504, ESL and GT students. Our special education students are offered resource classes, inclusion support, speech services or Lifeskills classes by special education certified teachers. Our ESL students are provided a 45 minute daily class instruction by an ESL certified Reading Language Arts teacher and a 45 minute class for all ESL students. All Junior High Core Content teachers have earned their ESL supplemental with the exception of 1 Core Content teacher. Our GT students are offered a 26 minute class 2-3 days a week from our GT coordinator and are provided daily differentiated instruction by our classroom teachers who are expected to have 30 hours of GT training with a yearly 8 hour refresher. Our Dyslexia students are provided daily instruction (Wilson Reading Program, Learning Ally) by our dyslexia specialist. Our students were offered math, reading and writing enrichment classes to provide extra support, but with our new 7 period schedule this extra time has been eliminated thus creating a need for an interventionist at our campus to provide this extra support.

STOCKDALE HIGH SCHOOL

1. The Gifted and Talented Program grew in participation percentage of student population from 9.91% to 13.42%.
2. 76.8 % of the teaching staff have more than 5 years of teaching experience with the highest percentage coming from 31% who have 20 years of more of teaching experience.
3. Dual credit completion went from 16.1 to 24.1% increase from 2015/2016 to 2017/2018.
4. In 2018 and 2019 we are consistently scoring at or above state level in approaches, meets, and masters with the exception of Algebra I who has students who had Algebra I in 8th grade. The only other exception was scoring 2 points below the state on masters in Biology in 2018.

Problem Statements Identifying Demographics Needs

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

Problem Statement 2: Stockdale Junior High's special education population has increased from 14.3% to 16.3% and our 504/Dyslexia % continues to rise yearly as well. **Root**

Cause: The lack of parental involvement and unfavorable home environment begins the root cause followed by lack of intense intervention supports offered at the Junior High campus.

Problem Statement 3: College Readiness percentages for Stockdale High School graduates have been declining despite the state averages increasing. **Root Cause:** Students need more support and resources specializing in College Readiness.

Student Learning

Student Learning Summary

STOCKDALE ELEMENTARY

Teachers implement the TEKS Resource System to align campus standards with the district standards. Stockdale Elementary continues to use the Sharon Wells and Pearlized math curriculums to supplement the TEKS resource system in K-5 Math. Students K-3 are assessed using MCLASS in Reading and Math at the beginning, middle, and end of year in Reading and Math. 4th and 5th grade students are assessed Reading using MCLASS. MCLASS also serves as our early screener for Dyslexia. MCLASS connects with Amplify Reading, which is a computer-based skills building program that targets skills based on MCLASS scores and results. Students K-5 are also assessed using Renaissance Star at the beginning, middle and end of the year which provides grade-level equivalencies for reading and math. Prekindergarten students are assessed using CIRCLE testing online. Students in Prekindergarten and Kindergarten are given a "skills checklist" that is sent home to parents in lieu of a report card with grades. Grades 1-5 utilize a grading system with report cards sent home to parents to communicate their child's progress. Parents are also provided access to parent portal which gives live notifications of student grades. Students identified as English Language Learners are typically using TELPAS. ELL progress is monitored using teacher observation, anecdotal notes, and the Summit K-12 program.

	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator					TELPAS Composite Rating			
						Lower/Same Level	1 Higher	2 Levels Higher	3 Levels Higher	No Rating	Beginning	Intermediate	Advanced	Advance High
STOCKDALE ELEMENTARY	3	0	0	0%	03/01/21	0%	100%	0%	0%	0%	0%	0%	33.33%	66.67%
Economic Disadvantage	3	0	0	0%	03/01/21	0%	100%	0%	0%	0%	0%	0%	33.33%	66.67%
Hispanic	2	0	0	0%	03/01/21	0%	100%	0%	0%	0%	0%	0%	50%	50%
White	1	0	0	0%	03/01/21	0%	100%	0%	0%	0%	0%	0%	0%	100%
LEP	3	0	0	0%	03/01/21	0%	100%	0%	0%	0%	0%	0%	33.33%	66.67%

	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator					TELPAS Composite Rating			
						Lower/Same Level	1 Higher	2 Higher	3 Higher	No Rating	Beginning	Intermediate	Advanced	Advance High
STOCKDALE ELEMENTARY	3	20	1551	0%	03/01/21	66.67%	33.33%	0%	0%	0%	0%	33.33%	66.67%	0%
Economic Disadvantage	2	24	1597	0%	03/01/21	100%	0%	0%	0%	0%	0%	50%	50%	0%
Hispanic	3	20	1551	0%	03/01/21	66.67%	33.33%	0%	0%	0%	0%	33.33%	66.67%	0%
LEP	3	20	1551	0%	03/01/21	66.67%	33.33%	0%	0%	0%	0%	33.33%	66.67%	0%

	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator					TELPAS Composite Rating			
						Lower/Same Level	1 Higher	2 Higher	3 Higher	No Rating	Beginning	Intermediate	Advanced	Advance High
STOCKDALE ELEMENTARY	2	14	1457	0%	03/01/21	%	%	%	0%	0%	0%	50%	50%	0%
Economic Disadvantage	2	14	1457	0%	03/01/21	%	%	%	0%	0%	0%	50%	50%	0%
Hispanic	1	10	1413	0%	03/01/21	%	%	%	0%	0%	0%	100%	0%	0%
White	1	17	1501	0%	03/01/21	%	%	%	0%	0%	0%	0%	100%	0%
LEP	2	14	1457	0%	03/01/21	%	%	%	0%	0%	0%	50%	50%	0%

	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator					TELPAS Composite Rating			
						Lower/Same Level	1 Higher	2 Higher	3 Higher	No Rating	Beginning	Intermediate	Advanced	Advance High
STOCKDALE ELEMENTARY	2	22	1576	0%	03/01/21	%	%	%	0%	0%	0%	50%	0%	50%
Economic Disadvantage	2	22	1576	0%	03/01/21	%	%	%	0%	0%	0%	50%	0%	50%
Hispanic	2	22	1576	0%	03/01/21	%	%	%	0%	0%	0%	50%	0%	50%
LEP	2	22	1576	0%	03/01/21	%	%	%	0%	0%	0%	50%	0%	50%

	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator				TELPAS Composite Rating				
						Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher	No Rating	Beginning	Intermediate	Advanced	Advance High
Special Ed Indicator	1	15	1496	0%	03/01/21	0%	0%	0%	0%	0%	0%	100%	0%	0%

	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator				TELPAS Composite Rating				
						Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher	No Rating	Beginning	Intermediate	Advanced	Advance High
STOCKDALE JR. HIGH	4	22	1578	0%	03/01/21	0%	100%	0%	0%	0%	0%	0%	50%	50%
Economic Disadvantage	4	22	1578	0%	03/01/21	0%	100%	0%	0%	0%	0%	0%	50%	50%
Hispanic	3	23	1593	0%	03/01/21	0%	100%	0%	0%	0%	0%	0%	33.33%	66.67%
Two or More Races	1	18	1531	0%	03/01/21	0%	0%	0%	0%	0%	0%	0%	100%	0%
LEP	4	22	1578	0%	03/01/21	0%	100%	0%	0%	0%	0%	0%	50%	50%

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

May 2021 STAAR Mathematics, Grade 3

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

May 2021 STAAR Reading, Grade 3

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

May 2021 STAAR Mathematics, Grade 4

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

May 2021 STAAR Reading, Grade 4

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE ELEMENTARY	55	24	1523	66.65%	70.91%	45.45%	30.91%	05/01/21
Economic Disadvantage	29	22	1498	61.41%	62.07%	37.93%	27.59%	05/01/21
Hispanic	27	22	1476	60.78%	66.67%	29.63%	18.52%	05/01/21
White	28	26	1568	72.32%	75%	60.71%	42.86%	05/01/21
LEP	2	12	1292	32%	0%	0%	0%	05/01/21

May 2021 STAAR Reading, Grade 4

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Second Year of Monitoring	1	34	1749	94%	100%	100%	100%	05/01/21
Special Ed Indicator	9	11	1299	31.44%	11.11%	0%	0%	05/01/21

May 2021 STAAR Writing, Grade 4

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

April 2021 STAAR Mathematics, Grade 5

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

April 2021 STAAR Reading, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	43	27	1601	72.19%	81.40%	51.16%	34.88%	04/01/21
Economic Disadvantage	19	25	1551	65.68%	68.42%	42.11%	26.32%	04/01/21
Hispanic	26	27	1578	70.42%	80.77%	42.31%	30.77%	04/01/21
Two or More Races	3	28	1609	73.67%	66.67%	66.67%	66.67%	04/01/21
White	14	29	1643	75.14%	85.71%	64.29%	35.71%	04/01/21
LEP	4	22	1481	57.75%	50%	0%	0%	04/01/21
Second Year of Monitoring	2	35	1758	92%	100%	100%	100%	04/01/21
Special Ed Indicator	9	19	1446	49.33%	44.44%	11.11%	11.11%	04/01/21

May 2021 STAAR Science, Grade 5

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

STOCKDALE JUNIOR HIGH

In 2019, our 6th grade math scores were 75% approaches, we are now at 73.53%. In 2019, we had 10.94% masters and today our masters is 4.41%. This is definitely an area of opportunity for growth.

May 2021 STAAR Mathematics, Grade 6

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	68	19	1596	49.90%	73.53%	30.88%	4.41%	05/01/21

May 2021 STAAR Mathematics, Grade 6

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Economic Disadvantage	32	17	1560	43.94%	59.38%	15.62%	3.12%	05/01/21
Hispanic	29	18	1585	48.48%	75.86%	31.03%	0%	05/01/21
White	39	19	1605	50.95%	71.79%	30.77%	7.69%	05/01/21
LEP	3	15	1536	39.33%	33.33%	0%	0%	05/01/21
Special Ed Indicator	8	10	1461	27%	12.50%	0%	0%	05/01/21

In 2019, our reading scores for economically disadvantaged at approaches was 57%. In 2021, our econ. disadvantaged is sitting at 53%.

In 2019, our econ. disadvantage masters % was 7.14%, in 2021 our masters is 9.38% which is a small increase from previous years.

May 2021 STAAR Reading, Grade 6

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	68	26	1585	66.46%	70.59%	35.29%	14.71%	05/01/21
Economic Disadvantage	32	23	1532	58.91%	53.12%	25%	9.38%	05/01/21
Hispanic	29	26	1583	65.76%	68.97%	31.03%	13.79%	05/01/21
White	39	27	1587	66.97%	71.79%	38.46%	15.38%	05/01/21
LEP	3	21	1492	52.67%	33.33%	0%	0%	05/01/21
Special Ed Indicator	8	16	1427	40.25%	25%	0%	0%	05/01/21

In 2019, 79% math, in 2021 we are sitting at a 51%. Much learning loss noted and needs to be addressed in the 2021-2022 school year.

May 2021 STAAR Mathematics, Grade 7

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	62	20	1636	51%	67.74%	29.03%	9.68%	05/01/21
Economic Disadvantage	29	19	1611	46.72%	62.07%	17.24%	0%	05/01/21
Hispanic	28	19	1623	48.86%	60.71%	25%	7.14%	05/01/21
Two or More Races	3	20	1629	50.33%	66.67%	33.33%	0%	05/01/21
White	31	21	1649	53%	74.19%	32.26%	12.90%	05/01/21
LEP	3	14	1558	36%	33.33%	0%	0%	05/01/21
Special Ed Indicator	10	15	1558	36.50%	40%	0%	0%	05/01/21

In 2019, 80% reading, 73% in 2021. Some learning loss is noted in reading as well.

May 2021 STAAR Reading, Grade 7

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	62	31	1677	73.05%	87.10%	51.61%	29.03%	05/01/21
Economic Disadvantage	29	30	1659	71.90%	89.66%	44.83%	17.24%	05/01/21
Hispanic	28	30	1652	70.82%	85.71%	46.43%	21.43%	05/01/21
Two or More Races	3	35	1727	83.33%	100%	100%	33.33%	05/01/21
White	31	31	1695	74.06%	87.10%	51.61%	35.48%	05/01/21
LEP	3	27	1607	64.33%	66.67%	33.33%	0%	05/01/21
Special Ed Indicator	10	22	1547	52.60%	40%	10%	10%	05/01/21

In 2019, our writing score was 80%, in 2021 it is 62% - another area for growth in 2021-22 school year.

May 2021 STAAR Writing, Grade 7

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	62	28	3838	61.94%	72.58%	33.87%	11.29%	05/01/21
Economic Disadvantage	29	27	3686	58.17%	65.52%	24.14%	0%	05/01/21
Hispanic	28	27	3723	58.68%	57.14%	28.57%	7.14%	05/01/21
Two or More Races	3	29	3828	63.67%	100%	0%	0%	05/01/21
White	31	30	3943	64.71%	83.87%	41.94%	16.13%	05/01/21
LEP	3	24	3467	51.67%	66.67%	0%	0%	05/01/21
Special Ed Indicator	10	20	3258	43.10%	20%	0%	0%	05/01/21

In 2019, our math score was:

April 2021 STAAR Mathematics, Grade 8

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	69	26	1700	62.26%	82.61%	53.62%	14.49%	04/01/21
Economic Disadvantage	32	26	1695	60.81%	81.25%	53.12%	15.62%	04/01/21
Hispanic	38	25	1689	60.16%	81.58%	47.37%	13.16%	04/01/21
Two or More Races	2	30	1797	71.50%	100%	50%	50%	04/01/21
White	29	27	1708	64.38%	82.76%	62.07%	13.79%	04/01/21
LEP	7	22	1635	52.29%	71.43%	42.86%	0%	04/01/21

April 2021 STAAR Mathematics, Grade 8

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Special Ed Indicator	9	19	1603	45.89%	44.44%	22.22%	0%	04/01/21

In 2019, our reading score was:

April 2021 STAAR Reading, Grade 8

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	70	32	1709	73.89%	85.71%	65.71%	31.43%	04/01/21
Economic Disadvantage	32	32	1696	72.09%	81.25%	68.75%	18.75%	04/01/21
Hispanic	39	32	1698	72.18%	84.62%	64.10%	28.21%	04/01/21
Two or More Races	2	38	1858	86.50%	100%	100%	50%	04/01/21
White	29	33	1715	75.31%	86.21%	65.52%	34.48%	04/01/21
LEP	7	20	1536	46.57%	28.57%	14.29%	0%	04/01/21
Special Ed Indicator	9	25	1604	57.56%	44.44%	22.22%	11.11%	04/01/21

May 2021 STAAR Science, Grade 8

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	70	27	3977	65.37%	72.86%	54.29%	24.29%	05/01/21
Economic Disadvantage	32	26	3856	61.41%	62.50%	43.75%	15.62%	05/01/21
Hispanic	39	25	3801	59.85%	64.10%	46.15%	12.82%	05/01/21
Two or More Races	2	36	4671	84.50%	100%	100%	50%	05/01/21
White	29	30	4167	71.48%	82.76%	62.07%	37.93%	05/01/21
LEP	7	16	3234	38.43%	0%	0%	0%	05/01/21
Special Ed Indicator	9	21	3525	50.22%	44.44%	0%	0%	05/01/21

May 2021 STAAR Social Studies, Grade 8

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
STOCKDALE JR. HIGH	70	27	3856	62.36%	77.14%	34.29%	20%	05/01/21
Economic Disadvantage	32	26	3803	59.97%	68.75%	34.38%	15.62%	05/01/21
Hispanic	39	26	3778	59.59%	69.23%	30.77%	15.38%	05/01/21

May 2021 STAAR Social Studies, Grade 8

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Two or More Races	2	34	4389	77%	100%	50%	50%	05/01/21
White	29	29	3925	65.07%	86.21%	37.93%	24.14%	05/01/21
LEP	7	18	3342	41%	28.57%	0%	0%	05/01/21
Special Ed Indicator	9	23	3603	53%	55.56%	11.11%	0%	05/01/21

STOCKDALE HIGH SCHOOL

Algebra I

**2020 data submitted by teachers. Data is based on teacher projections in light of the COVID-19 pandemic. From 2019 to 2021, evidence of learning loss is apparent (-9 percentage points).

2019

2017 2018 2019 2020 2021

Algebra I 93 92 91 **84 82

The last time students took a state assessment in Algebra I was Spring 2019. For the purposes of this CIP, we will compare the 2019 data to 2021 data to analyze discrepancies.

Percentage Above or below State Scores in Algebra 2019

	Approaches	Meets	Masters
All	+7	+9	-2
Male	+10	+14	+5
Female	+5	+6	-11
Hispanic	+6	+4	+1
White	+6	+12	-9
Eco-Dis	+7	+3	-1
SPED	+40	+13	+4
At-Risk	+11	+10	+12

Biology

**2020 data submitted by teachers. Data is based on teacher projections in light of the COVID-19 pandemic.

From 2019 to 2021, evidence of learning loss is apparent (-7 percentage points).

20172018201920202021
Biology 98 88 96 **9889

The last time students took a state assessment in Algebra I was Spring 2019. For the purposes of this CIP, we will compare the 2019 data to 2021 data to analyze discrepancies.

Percentage Above or below State Scores in Biology 2019

	Approaches	Meets	Masters
All	+8	+15	+12
Male	+12	+19	+24
Female	+5	+9	-6
Hispanic	+11	+17	+20
White	+1	+5	-2
Eco-Dis	+10	+8	+13
SPED	+43	+25	-7
At-Risk	+11	+12	-7

English I

**2020 data submitted by teachers. Data is based on teacher projections in light of the COVID-19 pandemic.

From 2019 to 2021, evidence of learning loss is apparent (-11 percentage points).

20172018201920202021
English I 83 72 82 **8771

The last time students took a state assessment in Algebra I was Spring 2019. For the purposes of this CIP, we will compare the 2019 data to 2021 data to analyze discrepancies.

Percentage Above or below State Scores in English I 2019

	Approaches	Meets	Masters
All	+19	+16	+10
Male	+26	+15	+12
Female	+10	+18	+8
Hispanic	+16	+14	+15
White	+13	+7	+1
Eco-Dis	+15	+3	+1
SPED	+11	-8	-1
At-Risk	+15	+4	-2

English II

**2020 data submitted by teachers. Data is based on teacher projections in light of the COVID-19 pandemic.

	2017	2018	2019	2020	2021
English II	88	83	73	**96	80

The last time students took a state assessment in Algebra I was Spring 2019. For the purposes of this CIP, we will compare the 2019 data to 2021 data to analyze discrepancies.

Percentage Above or below State Scores in English II 2019

	Approaches	Meets	Masters
All	+6	+10	+1
Male	-4	+4	0
Female	+54	+27	+4
Hispanic	+9	+10	-5
White	-6	+3	+7
Eco-Dis	0	+3	0
SPED	+9	+11	0
At-Risk	-5	0	-1

US History

**2020 data submitted by teachers. Data is based on teacher projections in light of the COVID-19 pandemic.

From 2019 to 2021, evidence of learning loss is apparent (-5.7 percentage points).

	2017	2018	2019	2020	2021
US History	100	98	98	**90	93

The last time students took a state assessment in Algebra I was Spring 2019. For the purposes of this CIP, we will compare

the 2019 data to 2021 data to analyze discrepancies.

Percentage Above or below State Scores in US History 2019

	Approaches	Meets	Masters
All	+5	+5	+3
Male	+5	+1	-5
Female	+6	+9	+14
Hispanic	+5	+7	+1
White	+3	-3	-3
Eco-Dis	+3	+15	+19
SPED	+34	+39	+30
At-Risk	+9	+7	+13

ACT

In 19-20, students appeared to test below (3.16 percentage points) the state average. This increased in 20-21 by (1.56 percentage points). Students taking the ACT in Fall 2020 scored higher on average than students taking it in the Spring of the same school year. On average, local composite scores exceed the current state composite average score (.4 score points). 2020 local students exceeded the 2019 state average in the areas of: mathematics and science.

Data shows the most significant gaps in the areas of: English, when compared to the 2019 state average scores by subject.

Year	English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State
2013-14	20.1	19.8	23.5	19.8	23.5	21.0	22.5	20.9	22.3	20.9
2014-15	20.2	19.8	20.2	19.8	21.1	21.1	22.4	21.0	21.8	20.9
2015-16	22.3	19.8	22.3	19.8	21.7	21.1	22.7	21.0	22.4	20.9
2016-17	20.7	19.4	20.7	19.4	20.1	21.0	20.9	20.7	21.0	20.6
2017-18	21.8	19.5	21.8	19.5	22.1	21.1	23.1	20.9	22.6	20.7
2018-19	20.6	19.6	21.6	20.6	24.8	21.1	21.4	20.8	22.3	20.6
2019-20	17.04	20.2	18.16	20.5	17.95	21.3	17.25	20.7	17.75	20.5
2020-21	F=18.6	F=18.6	F=21.6	F=22.4	F=22.1	F=22.1	F=21.5	F=20.5		
	S=18.4	S=20.5	S=20.2	S=21.7	S=20.3					

TSIA2

2021	ELAR Diagnostic	Avg. College Readiness (%)	Mathematics Diagnostic	Avg. Avg. WritePlacer	College Readiness
All	947	56%	943	4.8	54%
Male (2)	971	100%	951	5	100%
Female (11)	941	43%	942	4.8	44%

Student Learning Strengths

STOCKDALE ELEMENTARY

Stockdale Elementary exceeded the state average for passing rates on the STAAR state assessment, in all areas excluding writing. Students showed significant growth this school year, and progress was made in closing covid learning gaps across all grade levels. The campus is departmentalized in those grade levels to concentrate instruction and provide a block schedule to maximize instruction. Students in Kindergarten through 2nd grade are distributed in self-contained classrooms where instruction takes a more integrated approach. A strong Reading foundation is provided through the Foundations Phonics program as well as the TEKS Resource System. Students are assessed 3 times a year in reading and math using the MCLASS assessment tool, and targeted instruction and intervention is designed using the data provided by these assessments. Prekindergarten is aligned with the Texas Prekindergarten Guidelines. They use the Frogstreet Press Curriculum and monitor progress with CIRCLE testing three times per year. Students in grades 1-5 excel in a variety of ways. They are consistently challenged to read through Accelerated Reader and Royal Reader programs, participate in UIL events, in the 2020-2021 school year, Stockdale Elementary students completed in virtual academic UIL events, and won the overall district academic UIL competition. 4th and 5th grade student meeting academic standards are invited to apply and become members of the National Elementary Honor Society. Teachers monitor students progress and bring academic concerns to RtI committee for evaluation and academic services. Intensive and targeted intervention is provided to close educational gaps through small group pull out intervention programs provided by both classroom teachers and intervention specialists. At Risk students attend the after school ACE program, which regularly collects and evaluates data, closing educational gaps for targeted students.

STOCKDALE JUNIOR HIGH

Stockdale Junior High students were provided reading enrichment, math enrichment and math games to support their areas of weakness on past STAAR tests. STEM class, Student Learning Academy, keyboarding, band, and Art were offered to enhance their imaginative and fine arts side. Our student and staff's technology skills increased dramatically in lieu of COVID. Our students were assigned 1-1 chrome books to engage in virtual classrooms while teachers offered effective lessons through Google Classroom and Google Meets. Overall, teacher and students technology skills have increased tremendously. Due to the progression of technology skills of students and staff, the continued need for up to date chrome books and teacher computers is a necessity for our 21st learning needs. Our JH GT students were able to participate in a GT Virtual Showcase for students and parents. The students produced amazing projects for all to see!

STOCKDALE HIGH SCHOOL

1. In the 20-21 school year, students who took the ACT on-site, scored higher than the state average composite score.
2. ACT testing was offered on campus this year, and many students took advantage of on-campus testing.

3. TSIA2 was offered on campus to better prepare students for college readiness.
4. 100% of students required to take an EOC participated in on-campus testing.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR Passage rates are down approximately 10% in all tested areas. **Root Cause:** Learning loss due to COVID-19 are apparent and continue to be a problem with student and teacher quarantines.

Problem Statement 2: Due to COVID 19, the learning loss for all grade levels and content areas will be apparent and will need to be addressed rigorously throughout the 2021-2022 school year. Social emotional needs will vital attention as well. **Root Cause:** COVID19 has created substantial learning gaps for remote learners, those quarantined and face to face learners; therefore, gaps will need to be narrowed for the next few years and students will need small group instruction to minimize these gaps. Students have experienced high social/emotional needs due to the pandemic and must be addressed efficiently and effectively through counseling service

Problem Statement 3: 2021 STAAR EOC scores are significantly lower in areas of Algebra I, Biology, US History, and English I, when compared to 2017- 2019 STAAR EOC scores. **Root Cause:** Students at Stockdale High School suffered learning loss due to lost instructional time from pandemic absences of students and teachers.

District Processes & Programs

District Processes & Programs Summary

STOCKDALE ELEMENTARY

Stockdale Elementary uses the TEKS Resource System for district alignment in core content areas with the exception of Prekindergarten. Prekindergarten uses the most current PK Guidelines along with the Frogstreet Press curriculum. The campus also uses HMH as a RLA curriculum, EnVision, Sharon Wells and Pearlized for math, Pearson for Science, Foundations for Language Arts, and The Writing Academy and Writing Without Tears for Writing. A strong phonics programs is provided through the Wilson Foundations Program, which continues to provide a dyslexia curriculum for diagnosed students. Teachers are evaluated using the T-TESS Evaluation system, which supports teachers in the acquisition of professional goals and development. Responsive Learning Online Library is available to support teachers, along with extensive professional development provided by Federal funds. Teachers, administration, and Interventionists in grade K-3 are systematically completing the Science of Teaching Reading Academy through a hybrid model of intensive coursework provided by Region 20. Half-day PLC's, grade-level meetings, and RtI meetings are routinely used to encourage staff collaboration and continuous professional growth. PLC's focus on targetting instruction for students based on data collection and disaggregation. The ACE Afterschool program has provided many benefits including tutoring, enrichment, college-readiness programs, parent involvement, and homework assistance. There is also an Academic Liaison which attends RtI meetings to meet the needs of struggling students. School staff and ACE staff work together extensively to provide after school and summer school programs that enrich student learning and address specific learning needs for our students. Typically, there are a relatively low number of students that fail academically each year (1-3 per grade), so the retention rate remains low. Students that are only failing one subject, per policy, are required to attend summer school and then placed in the next grade. Students that fail two subjects for the year are retained. Due to Covid-19, summer school was extended and opened up on a recommended basis this school year. Teachers evaluated student needs on an individual basis, and suggested summer school attendance for some students who, although may have passed all subjects during the school year, were still showing significant gaps in learning, due to Covid learning loss. Summer school attendance was higher than in the past, but working with the ACE program, instructional groups stayed very small (4-6 students in a group) and students rotated into ACE enrichment groups. The campus has a very low turnover rate in personnel. Stockdale Elementary is a Leader In Me school. All staff and students participate in the common language and skill set based upon the 7 Habits of Highly Effective People. Student and Staff strengths and leadership abilities are recognized, nurtured, and utilized as a part of the daily culture. The 7 Habits are integrated into all lesson plans and are also directly taught in mini lesson. Stockdale Elementary is in the process of developing a comprehensive counseling program which will address the social-emotional, academic, and career and college readiness needs of the campus. Last school year, students were provided fine arts and technology enrichment opportunities both in the classroom and through their "specials". Two intervention teachers and a dyslexia practitioner serve the student population, providing remediation for students through the RtI or Section 504 process. Students are regularly monitored and screened for progress. The Section 504 coordinator works closely with all staff including nursing, intervention, teachers, and support staff to identify and help serve students who may have a disability that affects their learning. The campus uses "Action Teams" to organize activities and delegate responsibilities. This is a component of The Leader in Me. As needs arise, staff volunteer for the appropriate Action Team to take responsibility for the task. The campus has a standing Lighthouse Team which represents the campus efforts for the LIM. There is also a Campus Improvement Committee per policy to work on campus needs and improvement.

STOCKDALE JUNIOR HIGH

Stockdale Junior High uses the TCMPC Resource System to align the core content areas and to keep them on track for the school year by using the YAG and IFD. All content areas

teachers use the state supported textbooks along with many other engaging programs. Science (Science Fusion), Math (Texas Go Math), Reading (HMH) and Social Studies(McGraw Hill). Brainpop, Flocabulary, Legends of Learning, Study Island, Discovery Education, Khan Academy, Code Combat, weVideo, Tynker, Quizziz, Kahoot, Scope interactive online and Lowman resources are used to support, supplement and differiante for all our learners. Our ACE program offers homework assistance before and after school, tutoring and enrichment support after school and engaging parental activities offered during the evenings. These programs have been very limited due to COVID. We are able to use the ACE program as a way for our students to make up hours when they accrue excessive absences. This has been very beneficial for our students. Our summer school has partnered with ACE as a way of offering transportation, breakfast and lunch and rewarding field trips to our summer school students. Our dyslexia practioner is able to provide small group instruction for our dylexia students and utilizes the Wilson Reading Program, Learning Ally and Istation to support their needs.

STOCKDALE HIGH SCHOOL

Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree
52.6%	31.6%	15.8%	NA	NA

84.2% of Teachers agree, or strongly agree that they know, or can easily find help when needed.

Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree
73.7%	21.1%	5.2%	NA	NA

94.8% of Teachers agree, or strongly agree that they feel comfortable asking for help from co-workers, and campus administration.

Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree
73.7%	26.3%	NA	NA	NA

100% of Teachers agree, or strongly agree that co-workers and campus administration are willing to help.

Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree
52.6%	47.4%	NA	NA	NA

100% of Teachers agree, or strongly agree that co-workers share helpful ideas and strategies, and offer support without having to be asked.

Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree
52.6%	36.8%	15.5%	NA	NA

89.4% of Teachers agree, or strongly agree that the campus has made an effort to limit interruptions to instruction during the instructional day. That represent a 16.1 % increase from the previous year.

Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree
63.2%	10.5%	26.3%	NA	NA

73.7% agree, or strongly agree that the professional development provided improves their teaching performance.

Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree
42.1%	42.1%	15.8%	NA	NA

84.2% of Teachers agree, or strongly agree that technology enhances skill for success.

Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree
15.8%	31.6%	47.4%	5.2%	NA

79% of Teachers agree, or strongly agree that students are more engaged when technology is used.

Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree
15.8%	68.4%	10.5%	5.3%	NA

84.2% of Teachers agree, or strongly agree that they are working toward adding more technology-based assignments in their classes.

At least once per week	2-3 days per week	Almost everyday	Never
52.6%	10.5%	31.6%	5.3%

57.9% of Teachers use Google Classroom only once a week, or never with face to face students.

At least once per week	2-3 days per week	Almost everyday	Never
27.8%	16.7%	38.9%	16.7%

44.5% of Teachers assign face to face students work that requires the use of online resources only once a week, or never.

Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree
5.3%	47.4%	31.6%	10.5%	5.3%

79% of Teachers agree, or strongly agree that they need more training on how to integrate technology into their subject area.

District Processes & Programs Strengths

STOCKDALE ELEMENTARY

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

STOCKDALE JUNIOR HIGH

All SJH staff members are GT certified with their 20 hours and 8 hour yearly refresher. Most core content area teachers have earned their ESL Supplemental. Highly Qualified Staff. Classrooms are equipped with promethean boards, teacher laptops, and chrome books for students. PLC are offered every six weeks for grade level and department teachers to collaborate and share data collected. SJH has a low teacher turnover rate which creates a cohesive and culminating environment for all staff members. Teachers are supported through staff development at the beginning of the school year, PLCs during the year and encouraged to select trainings that would enhance their instructional strategies in the classroom. T-TESS evaluations and conferences are held to support the needs of each teacher. Researched based curriculum and programs utilized in all classrooms.

STOCKDALE HIGH SCHOOL

1. Strong teacher support system
2. Strong campus administration support
3. Increased effort to limit instructional interruptions

4. Effective Professional Development

5. strong support for the effectiveness of technology.

Problem Statements Identifying District Processes & Programs Needs

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

Problem Statement 2: Our general education, GT, ESL and 504 students are served efficiently on our campus; although, our special education and at risk students lack effective intervention support. **Root Cause:** The problem creates a need for a full time intervention teacher to create small instructional groups in reading and math.

Problem Statement 3: Although the campus has exceptional access to technology, almost half of teachers surveyed use technology with face to face students only one time per week, or never. **Root Cause:** Teachers need more training on integrating technology into their specific subject area.

Perceptions

Perceptions Summary

STOCKDALE ELEMENTARY

Stockdale Elementary is a family-oriented work and educational environment. The school culture supports individual differences and staff and students are trained to look for the individual strengths in themselves and in others. Stockdale Elementary is a Leader-in-Me campus and the ideals of the program are becoming deeply ingrained in the school's culture. The general consensus is that teachers and staff love coming to work, and students love coming to school. Teachers and staff are deeply committed to the students and families and many personal connections are made within the walls of the school. Although Covid restrictions made parent and community involvement less accessible this school year, parent involvement is typically high, and the turn-out to school-sponsored events is very high. End of the year parent survey results were generally very positive, and parents feel well-informed about events at school. Results of the survey can be viewed at the following link:

https://docs.google.com/spreadsheets/d/14o68Q_umTMGBRGo8jIFm90ZUaC4UsXjDBYGYnTVnCdQ/edit?usp=sharing Teachers and staff use the remind app, Tuesday folders, Blackboard Remind, phone calls and emails to maintain frequent communication with students and their families. We strive to be a campus where all students and families feel welcome and appreciated, and our outreach services are extensive; however we can improve in areas such as communication and programs for the families of our english language learners, and increasing parent involvement and participation from our most at-risk students.

STOCKDALE JUNIOR HIGH

Stockdale Junior High is a warm and welcoming campus. We strive to keep parents informed through the JH website, Brahma Bulletin, Blackboard, and letters/notices regarding upcoming events. We encourage parental involvement in academics and sports events. SJH faculty invites parents to Orientation Night, History Night, Math Night, Book Fair and Cultural Fairs although these events were not held due to COVID19. Parents are involved in athletic/campus fundraisers and Leukemia and Lymphoma Society - completed virtually this year. Parental involvement is noted at athletic events, but declines in daily school activities. National Junior Honor Society and UIL ceremonies were held virtually this year for all parents and the community to view. Student Council assists with Red Ribbon Week themes and the Leukemia and Lymphoma Society fundraisers. Our parents are encouraged to volunteer at Book Fair, JH Concessions and to be a member on our Site Based Committee. Student discipline is handled efficiently, effectively and fairly. With disciplinary policies in place, the teachers are able to follow the routine procedures for classroom disruptions and classroom rule violations. Students are sent to DAEP/JJAEP for discretionary and mandatory placement such as drugs, threats, and court ordered incidents. Students and staff are familiar with routine monthly fire drills, but are less comfortable with active shooter drills. Although we have made improvements with designing an evacuation plan and using Navigate we are still striving to maximize our student safety. The staff members feel an emergency evacuation plan is a top priority.

STOCKDALE HIGH SCHOOL

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15.8%	48.4%	24.2%	7.4%	4.2%

64.2% of students agree, or strongly agree, that SHS has programs in place to help them become academically successful.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21.9%	50.5%	19%	2.9%	5.7%

72.4% of students agree, or strongly agree that they feel safe, and have a sense of belong at SHS.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
23.3%	27.9%	30.2%	11.6%	7%

51.2% of students agree, or strongly agree that Stockdale High School offers an adequate amount of extra-curricular activities for students.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
24.4%	44.2%	25.6%	5.3%	NA

68.6% of students agree, or strongly agree, that there is enough time for tutoring after school.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10.5%	41.9%	25.6%	16.3%	5.3%

Approximately 52.4% of students agree, or strongly agree, that the school environment is kept clean.

Yes	No
95.3%	4.7%

95% of students feel that their parents are involved in their education.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
66.7%	19%	9.5%	4.8%	NA

85.7% of teachers agree, or strongly agree that they are well supported by campus administration.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
57.1%	38.1%	NA	NA	4.8%

95.2% of teachers agree, or strongly agree that they feel like they belong at SHS.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
NA	40%	50%	9.5%	4.8%

40% of our teachers feel that parents are involved with their student's education.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
65%%	35%	NA	NA	NA

100% of teachers agree, or strongly agree that student behavior impacts instruction.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
30%	60%	10%	NA	NA

90% of teachers agree, or strongly agree that struggling students are being supported as needed.

Perceptions Strengths

STOCKDALE ELEMENTARY

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

- The Leader in Me program to develop the 7 Habits and strengthen character
- Strong Parent Involvement activities such as Parent Leadership Team, Leadership Day, parent conferences, Winter Wonderland, and the volunteer program.
- A full-time school counselor dedicated to the elementary to provide small group counseling and individual counseling, along with counseling lessons for all students in the library.
- the ACE Afterschool Program to help struggling students and provide academic enrichment such as a school newspaper and college awareness.
- Strong staff morale and a positive culture of growth as educators. Teachers help teachers and many teachers are pursuing higher educational degrees and certifications.

STOCKDALE JUNIOR HIGH

- Welcoming campus
- Positive parental involvement / Parent Teacher Conferences
- Olweus Anti-Bullying Program
- Tobacco/Substance Abuse/ Internet Safety/ Sexting Online/ Cyberbullying lessons offered through Karnes/Wilson Youth Services
- ACE program before and after school

Stockdale Junior High teacher morale has improved over the years due to consistent leadership and open communication with all staff members. Staff members are vested in our youth and our community. Our place of work is our second family and this reflects with our hard work and dedication to our students.

STOCKDALE HIGH SCHOOL

1. Teachers feel like they are supported by campus administration.
2. Teachers feel like they belong at Stockdale High School.
3. Teachers and students showed that the campus environment is well kept and maintained.
4. Students feel that there are programs in place to be academically successful.

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2: Stockdale Junior High's parental involvement remains steady at athletic events, but declines with academic and daily involvement. **Root Cause:** Many parents are working parents and school events need to be offered at convenient times for all parents.

Problem Statement 3: The level of parental involvement has declined. **Root Cause:** COVID restrictions have forced Stockdale High school to limit the amount of parental involvement activities.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals






Goal 1: To build a foundation of Reading, Writing, Mathematics, Science and Social Studies.

Performance Objective 1: To meet or exceed Region 20 and State performance on Grade 3 Reading.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Student Achievement Outcomes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Pull-out students who need additional instruction in Reading.</p> <p>Strategy's Expected Result/Impact: Increased learning time in weak subject area(s) to eliminate misconceptions in order to increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Intervention Teacher(s) - 211 - Title I, Part A - \$162,766</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			






Goal 1: To build a foundation of Reading, Writing, Mathematics, Science and Social Studies.

Performance Objective 2: To meet or exceed Region 20 and State performance on Grade 3 Mathematics.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Student Achievement Outcomes

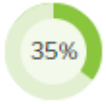
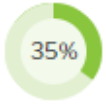
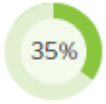

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Pull-out students who need additional instruction in Mathematics.</p> <p>Strategy's Expected Result/Impact: Increased learning time in weak subject area(s) to eliminate misconceptions in order to increase student achievement</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 1: To build a foundation of Reading, Writing, Mathematics, Science and Social Studies.

Performance Objective 3: To meet or exceed Region 20 and State performance on All Grades All Subjects.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR/EOC Student Achievement Outcomes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize eduphoria! to disaggregate student data to identify weaknesses in curriculum and student performance</p> <p>Strategy's Expected Result/Impact: Data-driven instruction that strengthens lesson delivery on low performing objectives to lead to increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Eduphoria Access and Training - 199-Pic 24 SCE - \$7,550</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborate with Karnes City ISD and other LEAs for ACE Grant at Elementary and Junior High campuses.</p> <p>Strategy's Expected Result/Impact: Increased learning time will allow targeted intervention time for at-risk students resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: 21st Century Grant - 265 - 21st Century - \$32,344</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Schedule and hold Professional Learning Community (PLC) meetings</p> <p>Strategy's Expected Result/Impact: Increased collaboration among teachers both vertically and horizontally to disaggregate data and plan to meet the needs of students.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Salaries / Teacher Work days - 199 - General Fund - Other</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide TCMPC (TEKS Resource System) access and monitor use every 6 weeks.</p> <p>Strategy's Expected Result/Impact: Access and monitoring will allow teachers to utilize the resources within they system while monitoring will ensure the use of the tools that were made available.</p> <p>Staff Responsible for Monitoring: Special Programs and Testing Coordinator and Campus Administrators</p> <p>Funding Sources: TEKS Resource System Access - 199-Pic 24 SCE - \$7,296</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Tutoring sessions will be offered to meet or exceed the requirements of HB 4545.</p> <p>Strategy's Expected Result/Impact: Clarification on misunderstood TEKS will lead to increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Increased Learning Time - 199-Pic 24 SCE - \$1,500</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Refresh laptops for JH and HS students.</p> <p>Strategy's Expected Result/Impact: To provide equipment for teachers that is up-to-date and relevant for maximizing instructional programming.</p> <p>Staff Responsible for Monitoring: Technology Director</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: That every child is prepared for success in college, a career, or the military.

Performance Objective 1: To ensure access to every student so that they may have the opportunity to graduate having met at least one of the following CCMR Indicators:







Meet TSI criteria (SAT/ACT/TSIA2) in Reading and Mathematics

Complete a course for dual credit

Earn industry certification

Enlist in the United States Armed Forces

HB3 Goal

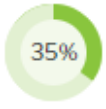




Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct information sessions about the following: 1) higher education admissions and financial aid opportunities; 2) the TEXAS grant program and the Teach for Texas grant program established under Chapter 56; 3) the need for students to make informed curriculum choices to be prepared for success beyond high school; 4) and sources of information on higher education admissions and financial aid.</p> <p>Strategy's Expected Result/Impact: By providing multiple information sessions, parents and students have opportunities to become informed on topics relating to the education of their children.</p> <p>Staff Responsible for Monitoring: Campus Administrator and Counselors</p> <p>Funding Sources: - 199-Pic38 College, Career, and Military Readiness</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: To establish Stockdale High School as an ACT and TSIA 2 Testing Site.</p> <p>Strategy's Expected Result/Impact: Increase participation by making the exams locally available.</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: That every child is prepared for success in college, a career, or the military.

Performance Objective 2: Expand opportunities for industry certifications




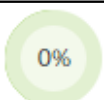




Targeted or ESF High Priority

Evaluation Data Sources: Number of students who successfully completed industry certification(s)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Identify and implement industry certifications in diversified areas, including, but not limited to, EMT, Welding, and CORE.</p> <p>Strategy's Expected Result/Impact: Students would leave high school with an employable skill in the event they chose not to go to college.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: Program costs, Certifications, and Supplies - 199-Pic38 College, Career, and Military Readiness - \$35,279</p>	Formative		
	Nov	Feb	May
			
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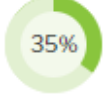
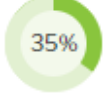
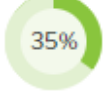


Goal 3: To recruit, support, and retain faculty and staff.

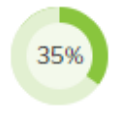
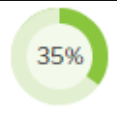
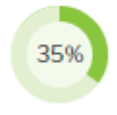
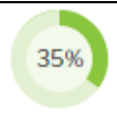
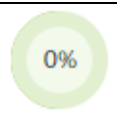




Performance Objective 1: Retain talented and highly effective staff by continuing to recognize achievements that promote collaboration and a positive work environment.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide opportunities for staff to participate in wellness programs</p> <p>Strategy's Expected Result/Impact: By embracing a wellness program benefits for all can be achieved by maintaining a healthier lifestyle.</p> <p>Staff Responsible for Monitoring: Admin PLC for their respective campuses or departments</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to recognize Teacher of the Month on each campus at school board meetings.</p> <p>Strategy's Expected Result/Impact: Ongoing support and recognition will help build morale</p> <p>Staff Responsible for Monitoring: Campus and District Administrators</p> <p>Funding Sources: Stipends - 199 - General Fund - Other - \$1,650</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to recognize Teacher of the Year at the May school board meeting, staff development in August, and at the homecoming football game.</p> <p>Strategy's Expected Result/Impact: By recognizing great work, district culture, climate, and moral increase providing an environment where individuals thrive.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to recognize Stockdale ISD Years of Service and WOW Attendance Pins at the conclusion of each year.</p> <p>Strategy's Expected Result/Impact: By recognizing great work, district culture, climate, and morale will increase by providing an environment where individuals are recognized for their hard work and dedication to our district.</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: To recruit, support, and retain faculty and staff.





Performance Objective 2: Continue to provide high-quality, on-going staff development that results in professional growth for all staff.






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff will be afforded opportunities to attend staff development that is relevant and beneficial to the areas in which they serve. Strategy's Expected Result/Impact: Growing teachers/staff leads to student achievement growth and increases in moral. Staff Responsible for Monitoring: District and Campus Administrators Funding Sources: Professional Development - 255 - Title II, Part A, TPTR</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Require all teachers to receive the initial 30 hours GT training by end of first semester or 6 hour GT update. Staff Responsible for Monitoring: Special Programs and Testing Coordinator and Campus Administrators Funding Sources: GT COOP (R20) - 199-Pic 21 Gifted and Talented Education - \$3,550</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Conduct safety and security training as appropriate to support the district emergency operations plan. Strategy's Expected Result/Impact: The Emergency Operations Plan will be executed with planned drills to include evacuation and relocation. Staff Responsible for Monitoring: Superintendent Funding Sources: NaviGate - 199 - General Fund - Other - \$3,000</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Instructional classroom paraprofessionals will receive training to meet requirements of ESSA, if any are in need of training. Strategy's Expected Result/Impact: Training will allow for ESSA Compliance. Staff Responsible for Monitoring: Special Programs and Testing Coordinator and Campus Administrators Funding Sources: Professional Development - 255 - Title II, Part A, TPTR</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize Vector Solutions Training online for mandatory staff development. Strategy's Expected Result/Impact: Easy single point access for all mandatory staff development Staff Responsible for Monitoring: Superintendent and Special Programs and Testing Coordinator Funding Sources: Access to SafeSchools - 199 - General Fund - Other - \$2,400</p>	Formative		
	Nov	Feb	May
			




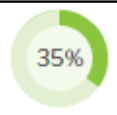




Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Utilize 240 Tutoring to assist with preparation of faculty and staff that are requiring 1 or more SBEC certifications.</p> <p>Strategy's Expected Result/Impact: Teachers will be better prepared when scheduling and taking SBEC Certification exams, thus yielding a higher pass %.</p> <p>Staff Responsible for Monitoring: Special Programs and Testing Coordinator</p> <p>Funding Sources: 240 Tutoring - 199 - General Fund - Other - Function 11 - \$800</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Per House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, all kindergarten through third grade teachers and principals must attend a "teacher literacy achievement academy" by the 2022 - 2023 school year.</p> <p>Strategy's Expected Result/Impact: To increase teacher knowledge and implementation of evidence-based practices to positively impact Goal student literacy achievement.</p> <p>Staff Responsible for Monitoring: Superintendent and Elementary Principal</p> <p>Funding Sources: Reading Academy Staff Development - 199-Pic 36 Early Education Allotment - \$21,000</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide differentiation training to support RDA and Equity Plans as designed.</p> <p>Strategy's Expected Result/Impact: Through appropriate training, teachers will better be able to meet students needs.</p> <p>Staff Responsible for Monitoring: Special Programs and Testing Coordinator and Campus Administrators</p> <p>Results Driven Accountability - Equity Plan</p> <p>Funding Sources: Professional Development - 255 - Title II, Part A, TPTR</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Allow Paraprofessionals to attend training that will support the instructional setting.</p> <p>Strategy's Expected Result/Impact: Through appropriate inclusion training, teacher and inclusion teacher can work more effectively together to meet the needs of students and increase student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Professional Development - 255 - Title II, Part A, TPTR</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: District-wide Technology Standard Classroom Implementation</p> <p>Strategy's Expected Result/Impact: Every classroom will be equipped with identical classroom technology for consistency and equitable access to all teachers to the same equipment.</p> <p>Staff Responsible for Monitoring: Technology Director</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: To exemplify educational leadership through innovation, collaboration, continuous improvement, and synergy with in our district and community.

Performance Objective 1: The District will collaborate with others in the community.



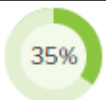
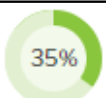
Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue partnership with Goliad Special Education Cooperative (GSEC). Strategy's Expected Result/Impact: High quality services for our at-risk special education students. Staff Responsible for Monitoring: Superintendent</p> <p>Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: Goliad SPED COOP Pro Rata Share - 199-Pic 23 Special Education - \$247,071</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue partnership with Floresville ISD (SODEXO). Strategy's Expected Result/Impact: Access to support and resources to ensure our food service program is adequately equipped to meet the rigorous standards of federal programming. Staff Responsible for Monitoring: Superintendent</p> <p>Funding Sources: Consulting Services - 240 - Child Nutrition - \$14,587</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue shared service agreement with La Vernia ISD. Strategy's Expected Result/Impact: Allows access to Career and Technology Federal Funds (Carl Perkins Funds) Staff Responsible for Monitoring: High School Counselor</p> <p>Funding Sources: - 244 - Carl Perkins - \$9,848</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue agreement with DAEP and JJAEP in Floresville. Strategy's Expected Result/Impact: Will allow for our district to meet the needs of students that are in alternative school placements. Staff Responsible for Monitoring: Superintendent</p> <p>Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: Floresville DAEP & JJAEP - 199-Pic 28 SCE, At-Risk - \$42,429</p>	Formative		
	Nov	Feb	May
			







Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Allow area organizations (Stockdale Education Foundation, Lions Club, Leo Club, parent volunteers, churches, City, etc.) to collaborate with Stockdale ISD through:</p> <p>1) Volunteering 2) Inclusion in Extra-Curricular Events 3) Use of district facilities 4) or other support as identified by administrators</p> <p>Strategy's Expected Result/Impact: Builds positive and supportive relationships among the school and community. Staff Responsible for Monitoring: District and Campus Administrators</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Collaborate with Wilson County Office of Emergency Management to prepare and plan for emergencies</p> <p>Strategy's Expected Result/Impact: Will eliminate miscommunication in the event of an emergency so that students and staff can be kept safe. Staff Responsible for Monitoring: Superintendent</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Maintain updated website</p> <p>Strategy's Expected Result/Impact: To provide relevant and up-to-date information regarding Stockdale ISD. Staff Responsible for Monitoring: Webmaster</p> <p>Title I Schoolwide Elements: 3.1 Funding Sources: SOCS - Web Hosting / Stipend - 199 - General Fund - Other - \$4,000</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Collaborate with Stockdale EMS and Fire Department to escort students out of town after advancing to the 3rd round of playoffs or upon State Qualification.</p> <p>Strategy's Expected Result/Impact: To incorporate the community in celebrating and supporting the successes of those students in athletics. Staff Responsible for Monitoring: Athletic Director</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Recognize Veterans during a Community Event</p> <p>Strategy's Expected Result/Impact: To show gratitude and appreciation to our veterans for their service in our armed forces. Staff Responsible for Monitoring: Administrators</p>	Formative		
	Nov	Feb	May
			

Strategy 10 Details	Formative Reviews		
Strategy 10: Thanksgiving Feast for parents Staff Responsible for Monitoring: Child Nutrition Director	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Continue HOPE Day at High School to raise funds to support a local individual or group as determined by the high school. Strategy's Expected Result/Impact: The building of good character and work ethic through fundraising and benevolence. Staff Responsible for Monitoring: High School Principal	Formative		
	Nov	Feb	May
Strategy 12 Details	Formative Reviews		
Strategy 12: Incorporate curriculum on character education (Character Network), Leader in Me and peer mediation for conflict resolution. Strategy's Expected Result/Impact: This program will assist in building a positive school culture and climate that does not condone bullying. Staff Responsible for Monitoring: Campus Administrators Funding Sources: Leader in Me - 199 - General Fund - Other - \$5,000	Formative		
	Nov	Feb	May
			
Strategy 13 Details	Formative Reviews		
Strategy 13: Provide opportunities for family engagement that include, but are not limited to open house, parent-teacher conferences, winter-wonderland, career fair, and leadership day. Strategy's Expected Result/Impact: To provide multiple opportunities for parents to be involved and receive information regarding their child(ren)'s educational progress and opportunities. Staff Responsible for Monitoring: Special Programs and Testing Coordinator and Campus Administrators Title I Schoolwide Elements: 3.1	Formative		
	Nov	Feb	May
			
Strategy 14 Details	Formative Reviews		
Strategy 14: Utilize Blackboard Connect to inform parents about students being absent (all campuses) Strategy's Expected Result/Impact: By increasing attendance, seat time of students is also increased leading to increased academic achievement. Staff Responsible for Monitoring: Campus Administrators Funding Sources: web access - 199 - General Fund - Other - \$2,050	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: To create and maintain a financial atmosphere that employs integrity, conservative, efficient and balanced spending, and maximize partnership opportunities (grants).





Performance Objective 1: 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.








Strategy 1 Details	Formative Reviews		
Strategy 1: Maintain State & Federal Grants Policies & Procedures Manual Strategy's Expected Result/Impact: Harmonious procedures that meet the need of both the district and campus. Staff Responsible for Monitoring: Business Manager	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure that internal controls are established, maintained, and modified as necessary in the separation of duties. Strategy's Expected Result/Impact: Reduced liability and potential loss for the district. Staff Responsible for Monitoring: Superintendent & Business Manager	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Central office review of all District needs. Strategy's Expected Result/Impact: To ensure that resources are equitable and appropriate. Staff Responsible for Monitoring: Superintendent and Business Manager	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Distribution of allocations on a per student basis, such as, student enrollment percentage. Strategy's Expected Result/Impact: To ensure fair and equitable access to funds are realized and available. Staff Responsible for Monitoring: Business Manager	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Update and adjust administrative regulations to ensure alignment with board policy. Strategy's Expected Result/Impact: To ensure financial integrity that is supported by board policy. Staff Responsible for Monitoring: Superintendent	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: The District will maintain a passing rating on the Financial Integrity Rating System of Texas (FIRST). Staff Responsible for Monitoring: Superintendent and Business Manager	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 6: To maintain facilities and infrastructure through continued evaluation, maintenance, and improvement.

Performance Objective 1: Provide well-maintained, attractive, safe, accessible facilities and prepare for future facility needs through proper long range planning.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Custodial and Maintenance will work with administration to maintain facilities. Strategy's Expected Result/Impact: To maintain neat and clean facilities. Staff Responsible for Monitoring: District and Campus Administrators Funding Sources: Salary / Supplies / Repair - 199 - General Fund - Other - \$493,749</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Energy Optimization Project - Ideal Impact Strategy's Expected Result/Impact: To reduce energy cost by \$150,000 / year compared to base line year. Staff Responsible for Monitoring: Superintendent Funding Sources: Time Warrant Payment - 199 - General Fund - Other - \$95,608</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Maintain and update technology and technology infrastructure as needed. Strategy's Expected Result/Impact: To ensure technology and technology infrastructure is maintained and updated with industry standards. Staff Responsible for Monitoring: Technology Director</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Intentional spending on A/C equipment for preventative maintenance, repair, and/or replacement. Strategy's Expected Result/Impact: Extended Life of A/C Units Cost savings on investments of Energy Efficient Units. Staff Responsible for Monitoring: Superintendent and Maintenance Director Funding Sources: A/C - 199 - General Fund - Other - \$75,000</p>	Formative		
	Nov	Feb	May
			



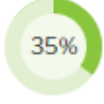

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Strategic spending and/or budgeting to acquire buses through time warrants.</p> <p>Staff Responsible for Monitoring: Superintendent and Business Manager</p> <p>Funding Sources: Time Warrant Payment - 199 - General Fund - Other - \$106,770</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: District-wide networking upgrades to include access points and switching.</p> <p>Strategy's Expected Result/Impact: To establish a robust foundation to support all needs for internet accessibility for online textbooks, course requirements, and mandatory online state assessments.</p> <p>Staff Responsible for Monitoring: Technology Director & Superintendent</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: District-wide Intercom system</p> <p>Strategy's Expected Result/Impact: To maximize and expand intercom capabilities to be district-wide for a more efficient means of communication for daily operations as well as in the event of an emergency.</p> <p>Staff Responsible for Monitoring: Technology Director & Superintendent</p>	Formative		
	Nov	Feb	May
			
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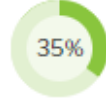






Goal 7: To create and maintain an environment as safe as possible to allow students to thrive and achieve at the highest levels possible.

Performance Objective 1: Implement and maintain safety and security strategies district-wide.

Targeted or ESF High Priority

Evaluation Data Sources: Safety and Security Committee Evaluation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Establish and maintain agreement with City of Stockdale to secure a full-time City Marshal to be assigned to our district for every day that students are in attendance.</p> <p>Strategy's Expected Result/Impact: Law Enforcement presence that could deter or prevent unsafe behaviors.</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Funding Sources: Shared Service Agreement - 199 - General Fund - Other - \$43,939.92</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Establishment of threat assessment team(s) per 86th Legislative outcomes.</p> <p>Strategy's Expected Result/Impact: Implementation of a process to evaluate threats that arise within the district.</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize NaviGate district-wide for our emergency operations plan, drill logs, and parent reunification.</p> <p>Strategy's Expected Result/Impact: A unified place for all safety and security needs.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize STOPit Solutions for our Anti-Bullying Campaign.</p> <p>Strategy's Expected Result/Impact: Anonymous reporting for students for safety and security concerns as well as anti-bullying.</p> <p>Funding Sources: STOPit web access - 199 - General Fund - Other - \$1,000</p>	Formative		
	Nov	Feb	May
			




Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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</p> <p>Strategy's Expected Result/Impact: Annual training for teachers in conjunction with community resources, early identification and communication will assist in identifying resources for those in need.</p> <p>Staff Responsible for Monitoring: District and Campus Administrators</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide support in violence prevention, conflict resolution, dating violence & prevention, discipline management and suicide prevention/intervention activities</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide suicide prevention training to all staff</p> <p>Strategy's Expected Result/Impact: Appropriate training will equip teachers with the necessary knowledge to identify and seek help when they are impacted.</p> <p>Staff Responsible for Monitoring: Superintendent and Special Programs and Testing Coordinator</p> <p>Funding Sources: - 255 - Title II, Part A, TPTR</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Incorporate curriculum on bully prevention (OWLEUS),</p> <p>Funding Sources: - 199 - General Fund - Other - \$0</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 8: Create and maintain equity and equal access, as appropriate for students, to all special programs to include, but not limited to, CTE, Special Education, Section 504, Dyslexia, ESL, and Gifted and Talented programs.

Performance Objective 1: Meet the current and future needs of students served by one or more special programs.

Targeted or ESF High Priority

Evaluation Data Sources: Needs Assessments completed at both campus and district level.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: G/T students in grades K- 12 will be served by classroom teachers in their regular classroom with opportunities to visit the MakerSpace Lab to create their project to be presented at the annual Gifted and Talented Showcase.</p> <p>Strategy's Expected Result/Impact: To ensure that G/T Services are being provided.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Campus Coordinator Stipends / Lab Supplies - 199-Pic 21 Gifted and Talented Education - \$5,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Support EL students by purchasing and using SummitK12 to encourage growth in Listening-Speaking Mastery.</p> <p>Strategy's Expected Result/Impact: Growth will be shown on the TELPAS Listening-Speaking Mastery</p> <p>Staff Responsible for Monitoring: Special programs and Testing Coordinator</p> <p>Funding Sources: SummitK12 - Title III</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: ESL students will be provided instruction by a certified ESL instructor in a pullout setting for grades 3, 4, and 6-12 while it will be delivered through content area in grades PK - 2 and 5.</p> <p>Strategy's Expected Result/Impact: To ensure ESL services are being provided.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Campus Coordinator Stipends / ESL Certification - 199-Pic 25 Bilingual Education - \$4,500</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide important information to parents in a language that they understand.</p> <p>Strategy's Expected Result/Impact: This strategy will assist in eliminating any linguistic barriers that may exist.</p> <p>Staff Responsible for Monitoring: District and Campus Administrators</p> <p>Funding Sources: Campus Interpreters - 199-Pic 25 Bilingual Education - \$1,500</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide Section 504 training for campus coordinators.</p> <p>Strategy's Expected Result/Impact: Allow a platform for the dissemination of information from the district to the campus.</p> <p>Staff Responsible for Monitoring: Special Programs and Testing Coordinator</p> <p>Funding Sources: - 255 - Title II, Part A, TPTR</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

District Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention Teacher(s)		\$162,766.00
Sub-Total					\$162,766.00
255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Professional Development		\$0.00
3	2	4	Professional Development		\$0.00
3	2	8	Professional Development		\$0.00
3	2	9	Professional Development		\$0.00
7	1	7			\$0.00
8	1	5			\$0.00
Sub-Total					\$0.00
199 - General Fund - Other					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Salaries / Teacher Work days		\$0.00
3	1	2	Stipends		\$1,650.00
3	2	3	NaviGate		\$3,000.00
3	2	5	Access to SafeSchools		\$2,400.00
3	2	6	240 Tutoring	Function 11	\$800.00
4	1	7	SOCS - Web Hosting / Stipend		\$4,000.00
4	1	12	Leader in Me		\$5,000.00
4	1	14	web access		\$2,050.00
6	1	1	Salary / Supplies / Repair		\$493,749.00
6	1	2	Time Warrant Payment		\$95,608.00
6	1	4	A/C		\$75,000.00
6	1	5	Time Warrant Payment		\$106,770.00
7	1	1	Shared Service Agreement		\$43,939.92
7	1	4	STOPit web access		\$1,000.00

199 - General Fund - Other					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	8			\$0.00
Sub-Total					\$834,966.92
244 - Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3			\$9,848.00
Sub-Total					\$9,848.00
199-Pic 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Goliad SPED COOP Pro Rata Share		\$247,071.00
Sub-Total					\$247,071.00
199-Pic 24 SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Eduphoria Access and Training		\$7,550.00
1	3	4	TEKS Resource System Access		\$7,296.00
1	3	5	Increased Learning Time		\$1,500.00
Sub-Total					\$16,346.00
199-Pic 28 SCE, At-Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4	Floresville DAEP & JJAEP		\$42,429.00
Sub-Total					\$42,429.00
199-Pic 25 Bilingual Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	3	Campus Coordinator Stipends / ESL Certification		\$4,500.00
8	1	4	Campus Interpreters		\$1,500.00
Sub-Total					\$6,000.00
199-Pic 21 Gifted and Talented Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	GT COOP (R20)		\$3,550.00
8	1	1	Campus Coordinator Stipends / Lab Supplies		\$5,000.00
Sub-Total					\$8,550.00

265 - 21st Century					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	21st Century Grant		\$32,344.00
Sub-Total					\$32,344.00
199-Pic 36 Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	7	Reading Academy Staff Development		\$21,000.00
Sub-Total					\$21,000.00
199-Pic38 College, Career, and Military Readiness					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	2	1	Program costs, Certifications, and Supplies		\$35,279.00
Sub-Total					\$35,279.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	2	SummitK12		\$0.00
Sub-Total					\$0.00
240 - Child Nutrition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Consulting Services		\$14,587.00
Sub-Total					\$14,587.00
Grand Total					\$1,431,186.92

Addendums



STOCKDALE ISD

State Compensatory Education Program Addendum

Fiscal, School Year 2021-2022

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

STATE COMPENSATORY EDUCATION PROGRAM OF STOCKDALE ISD

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

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

District Profile

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

Based on the 19-20 Texas Academic Performance Report (TAPR), Stockdale ISD has a total student population of 823 students. Of the total population of students, ethnic distributions are as follows: 49% Hispanic, 49.3% White, and 1% Two or More Races. Additional characteristics of the total population include: 48.4% Economically Disadvantaged 51.16% Non-Educationally Disadvantages, 5% English Learners, and ##% with discipline placements. Specific to the scope of funding support, 37.9% of students are considered at risk.

State Criteria

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

- (1) Was not advanced from one grade level to the next for one or more school years [even if by parent choice]
- (2) If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
- (3) Did not perform satisfactorily on an assessment instrument administered to the student under TEC, Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument [once identified by this criterion, the student remains “at-risk” their entire K-12 education]
- (4) If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
- (5) Is pregnant or is a parent
- (6) Has been placed in an alternative education program in accordance with [Section 37.006](#) during the preceding or current school year
- (7) Has been expelled in accordance with [Section 37.007](#) during the preceding or current school year
- (8) Is currently on parole, probation, deferred prosecution, or other conditional release
- (9) Was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school [once identified by this criterion, the student remains “at-risk” their entire K-12 education]
- (10) Is a student of limited English proficiency, as defined by [Section 29.052](#)
- (11) Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
- (12) Is homeless, as defined by [42 U.S.C. Section 11302](#), and its subsequent amendments
- (13) Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation

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

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

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

Funding Information

Texas House Bill 3 (HB3) reworked the formula for calculating districts' annual SCE allotment to a tiered multiplier system. School districts receive an SCE allotment equal to the basic allotment multiplied by one of five weights for students determined to be educationally disadvantaged. These weights are based on the tier assigned to the census block group in which a student who is educationally disadvantaged resides and are prescribed under the Texas Education Code, §48.104 (a–e). To generate SCE funds, the students must first be classified as educationally/economically disadvantaged. For this new system, the terms "educationally disadvantaged" and "economically disadvantaged" are interchangeable. Students who meet the criteria as educationally disadvantaged are reported in the PEIMS Fall submission. These students create an increase in SCE funding based on their census block group and are weighted on a scale of 0.225 up to 0.275 in additional SCE funds. Districts and other stakeholders can determine block groups using TEA's Census Block Group Tools found at: <https://tea.texas.gov/texas-schools/general-information/census-block-group-tools>.

The district provides accelerated instruction to a student enrolled in the district who has taken an end-of-course assessment instrument administered under [Section 39.023\(c\)](#) and has not performed satisfactorily on the assessment instrument or who is at risk of dropping out of school. The district offers, before the next scheduled administration of the assessment instrument, without cost to the student, additional accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on an end-of-course assessment instrument required for graduation. The district sufficiently budgets specific funds for accelerated instruction. Additionally, the district coordinates accelerated instructional programs to provide supports to meet the demands of HB454.

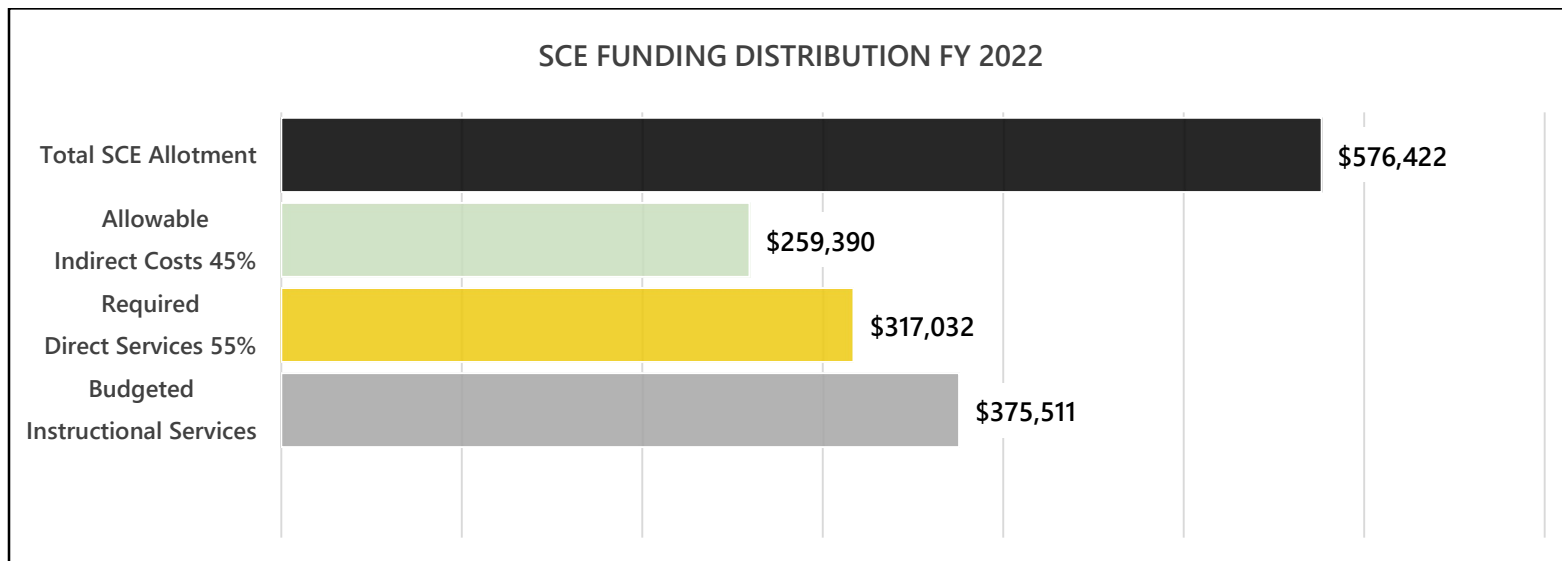
Direct program expenditures of state compensatory education funds at Stockdale ISD: 1) support the intent and purpose of the program, 2) are allowable under statute and guidance, and 3) and are related to specific interventions identified in the appropriate district and campus improvement plans. Additionally, the SCE allotment is used to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 and its subsequent amendments at the following Title I campuses of Stockdale ISD: Stockdale Junior High School and Stockdale

Elementary. 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](#) (see also [Module 6](#)).

District SCE Funded Direct Services Distribution for Fiscal Year End 2022

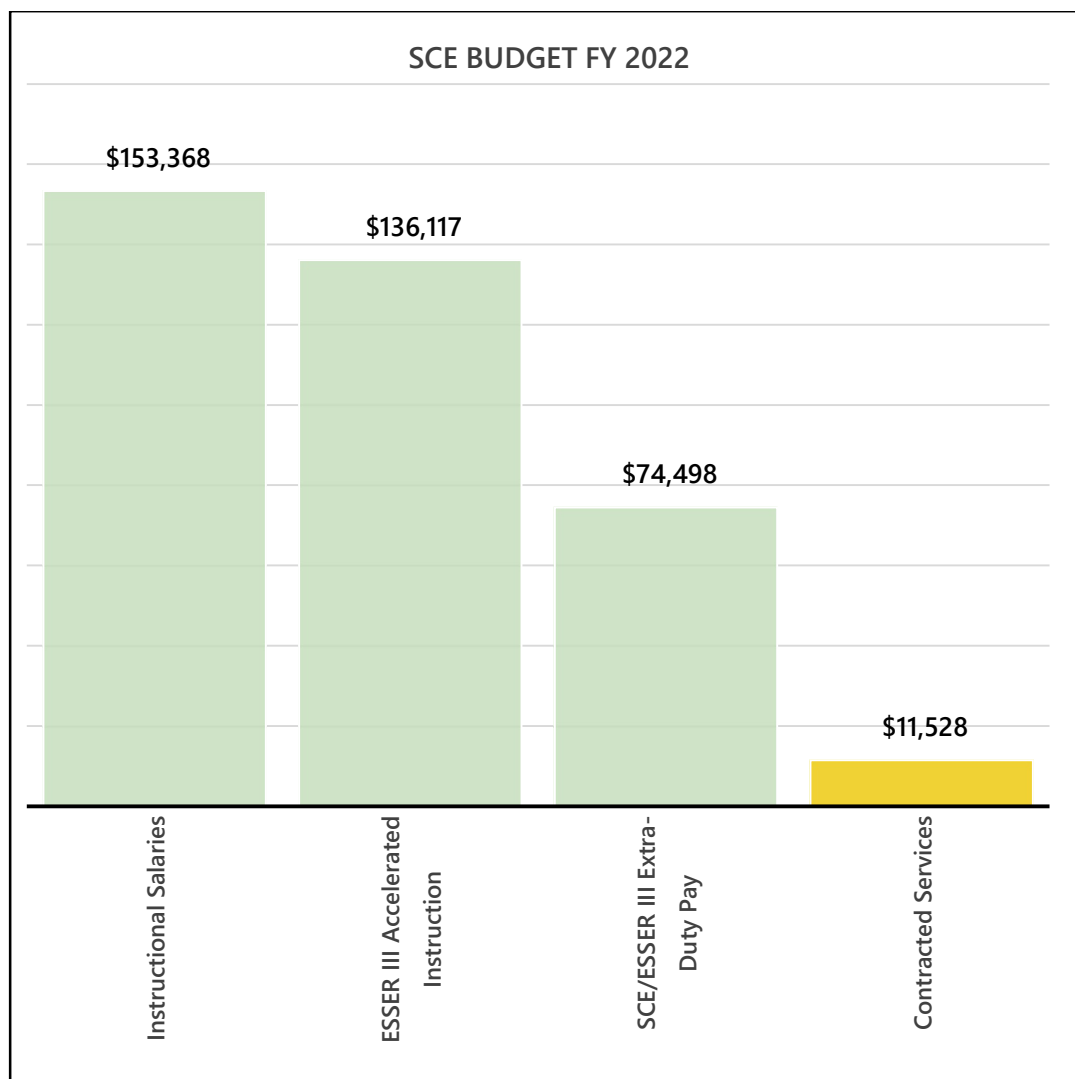
The table below shows that Stockdale ISD meets and exceeds the required 55% direct services to students. In addition, the total budget exceeds the current allocation illustrating the district's commitment to improving the achievement of at-risk students. SCE program related costs are: (1) directly offered to an identified at-risk student, (2) supplemental to other federal (*) and state programs, and the regular education program that is offered to all students, (3) is reasonable and necessary to carry out the intent and purpose of SCE (4) was disclosed in the DIP/CIP before SCE funds were expended and, (5) will enhance the academic performance of the identified at-risk students.

****ESSER II/III and SCE Funding:** The purpose of ESSER funding in general, is to award subgrants to local educational agencies (LEAs) to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools. ESSER funds are not required to be supplemental to the LEA's state and local funds. For state compliance with spending requirements, TEA will combine funds 199 or 420, and 266 (ESSER I), 281 (ESSER II), and 282 (ESSER III) to verify that the state spending requirements were met for all state allotments.*



District Planned Expenditures of SCE Program Activities by Category for FY 2022

The table below represents district planned expenditures by budget category: 6100 (personnel), 6200 (contracted services), 6300 (supplies/materials) and 6400 (travel/miscellaneous).



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

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

District			Readiness Test		<70 Average		Not Advanced		Failed STAAR		Pregnant/Parent		AEP		LEP		DPRS		Homeless		Incarcer.		Dys/504	
Gr. Level	Total Enroll.	Perc. Enroll.	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PK	35	4%	9	26%			0	0%			0	0%	0	0%	2	6%	0	0%	2	6%	1	3%	0	0%
K	70	9%	21	30%			5	7%			0	0%	0	0%	2	3%	1	1%	1	1%	3	4%	0	0%
1	50	6%	12	24%			7	14%			0	0%	0	0%	1	2%	2	4%	0	0%	1	2%	0	0%
2	52	6%	23	44%			4	8%			0	0%	0	0%	2	4%	0	0%	1	2%	2	4%	0	0%
3	54	7%	25	46%			3	6%	0	0%	0	0%	0	0%	3	6%	0	0%	1	2%	2	4%	2	4%
4	59	7%					8	14%	18	31%	0	0%	0	0%	1	2%	0	0%	1	2%	2	3%	2	3%
5	59	7%					8	14%	33	56%	0	0%	0	0%	2	3%	1	2%	0	0%	1	2%	2	3%
6	49	6%					1	2%	20	41%	0	0%	0	0%	3	6%	0	0%	0	0%	0	0%	2	4%
7	75	9%			0	0%	3	4%	23	31%	0	0%	0	0%	3	4%	0	0%	0	0%	3	4%	3	4%
8	64	8%			0	0%	6	9%	26	41%	0	0%	1	2%	2	3%	0	0%	0	0%	0	0%	3	5%
9	77	9%			7	9%	19	25%	11	14%	0	0%	3	4%	4	5%	0	0%	0	0%	1	1%	4	5%
10	61	8%			12	20%	7	11%	4	7%	1	2%	2	3%	4	7%	0	0%	0	0%	0	0%	2	3%
11	58	7%			12	21%	3	5%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	5	9%
12	48	6%			5	10%	5	10%	2	4%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	3	6%
Total	811	100%	90	11%	36	4%	79	10%	137	17%	1	0%	6	1%	29	4%	4	0%	6	1%	16	2%	28	3%

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

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

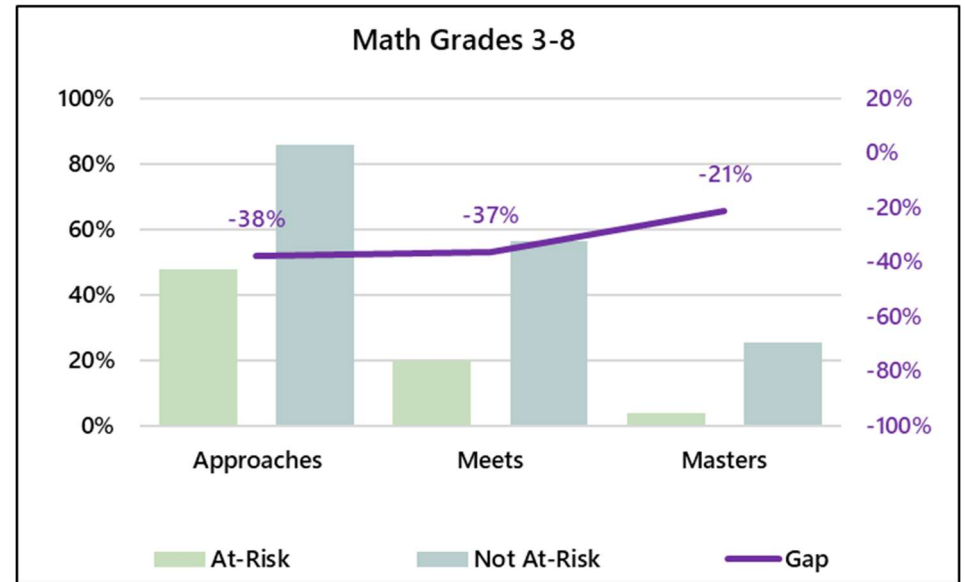
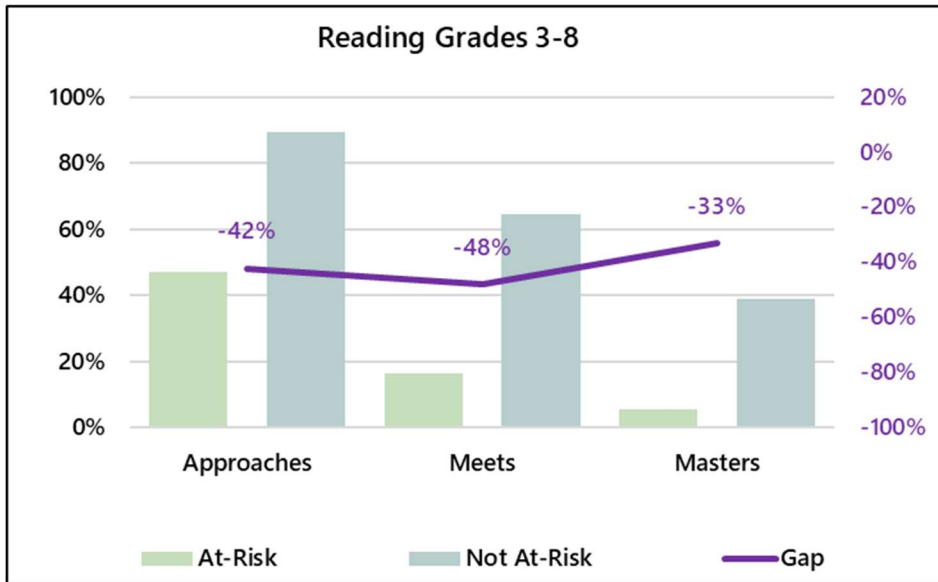
On June 28, 2021, the Texas Education Agency (TEA) released spring 2021 State of Texas Assessments of Academic Readiness (STAAR) results. The results include exams in mathematics and reading for grades 3–8, 4th & 7th grade writing, 5th and 8th grade science, 8th grade social studies, and high school end-of-course (EOC) exams in Algebra I, English I, English II, Biology, and U.S. History. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level. Performance labels of Masters, Meets, or Approaches indicate satisfactory achievement on the assessment. **Masters Grade Level** (Passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. **Meets Grade Level** (Passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. **Approaches Grade Level** (Passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. **Does Not Meet Grade Level** identifies students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The following tables compare passing scores (i.e., "Approaches") for at-risk and not-at-risk students for the 2021 spring administration.

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

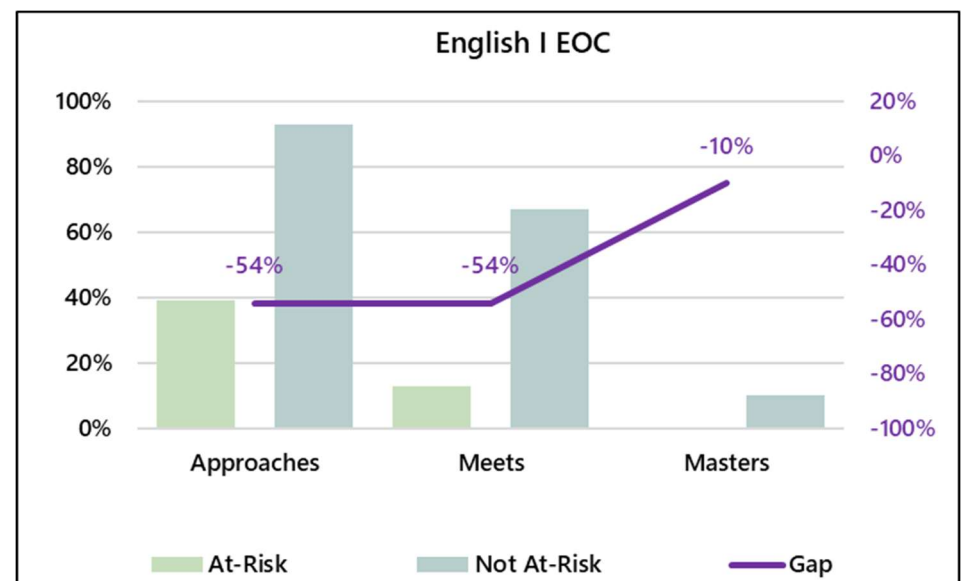
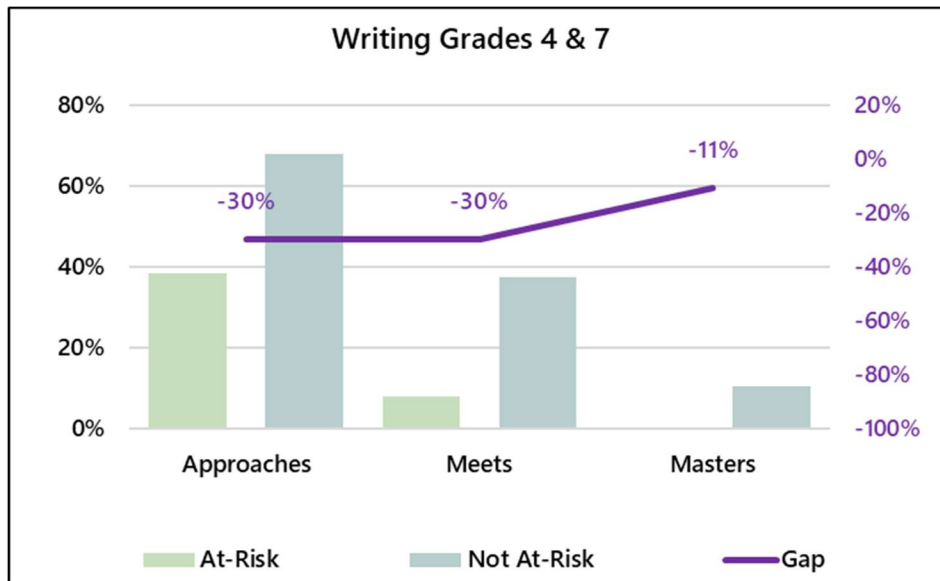
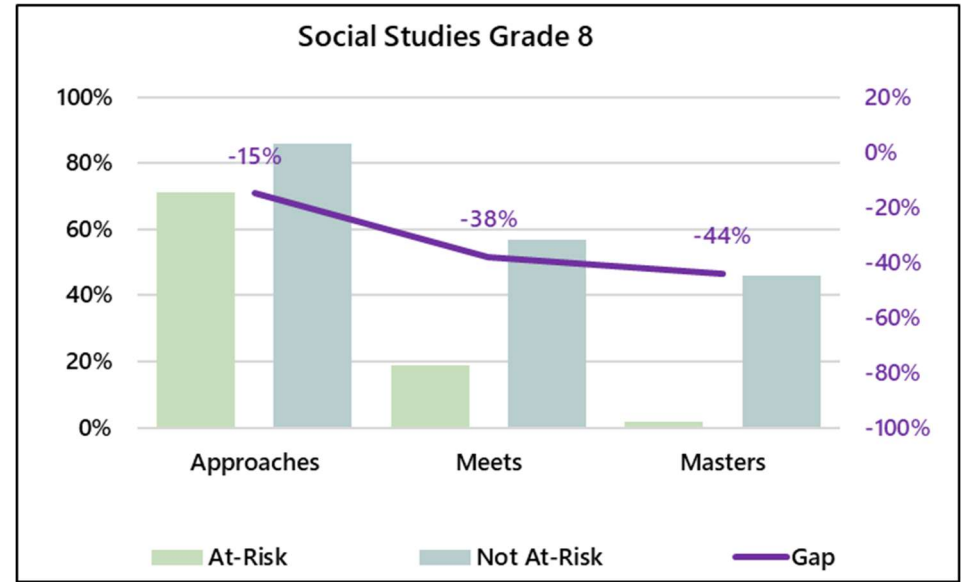
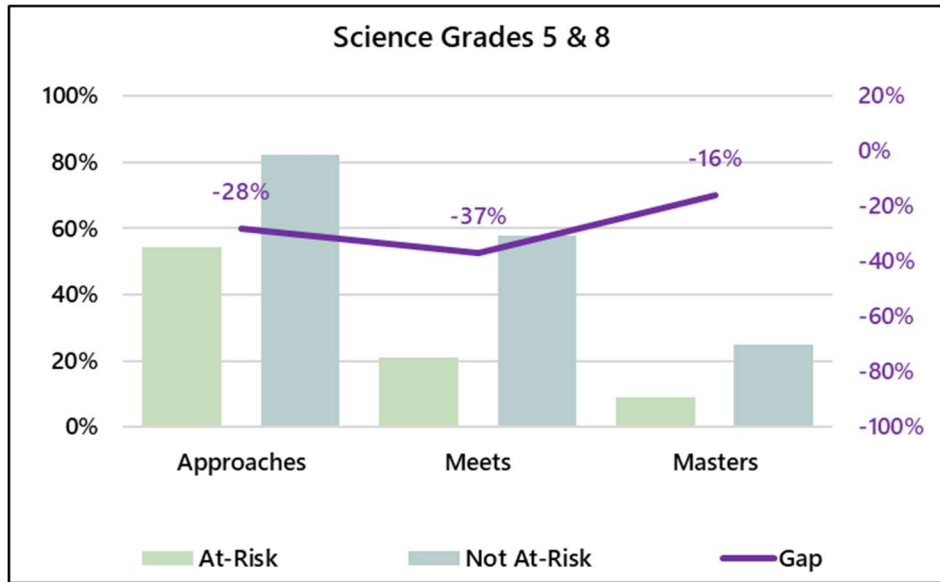
District STAAR Results 2020-2021

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

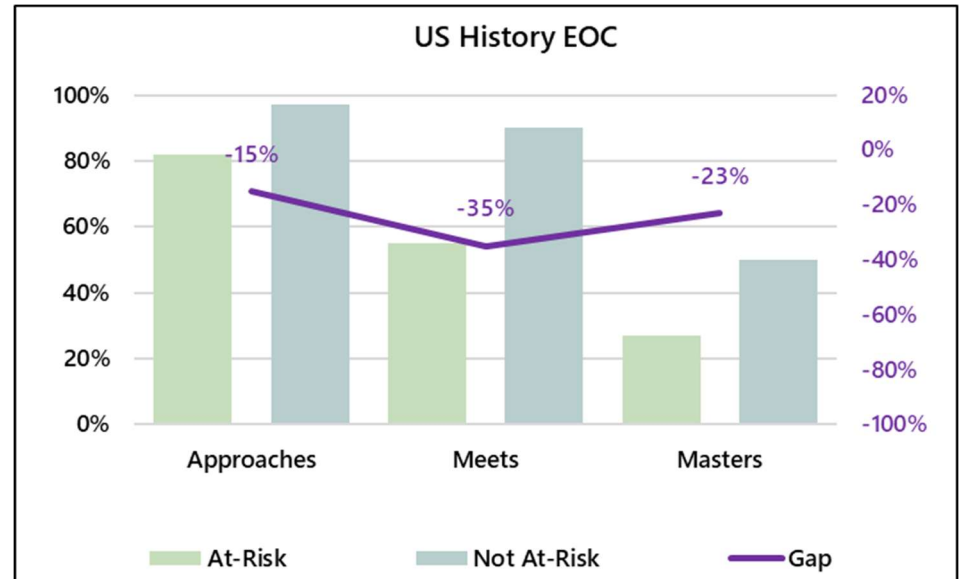
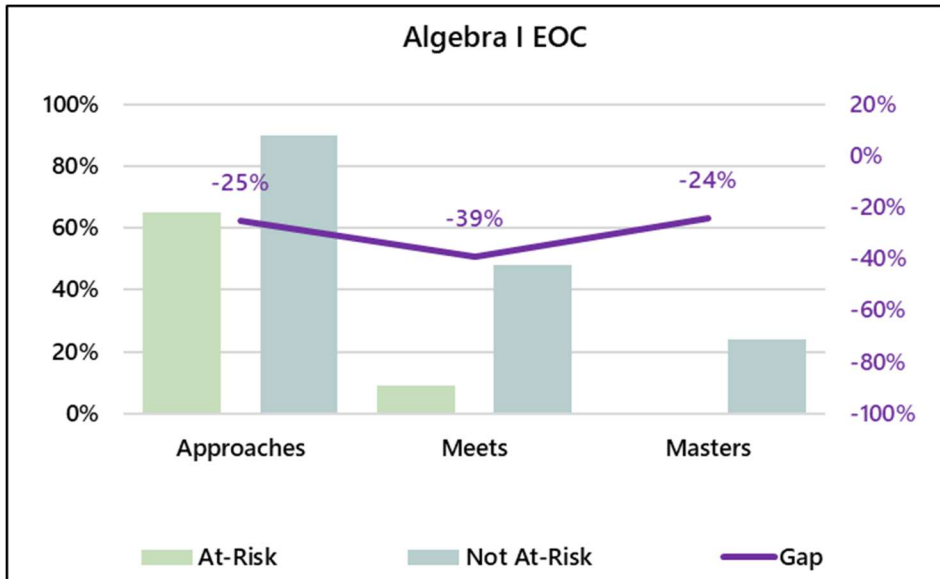
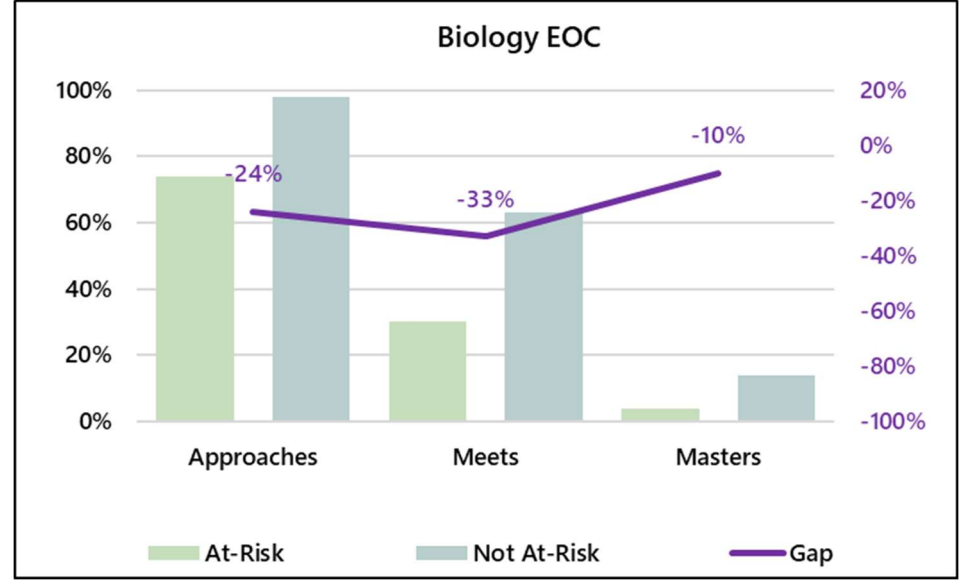
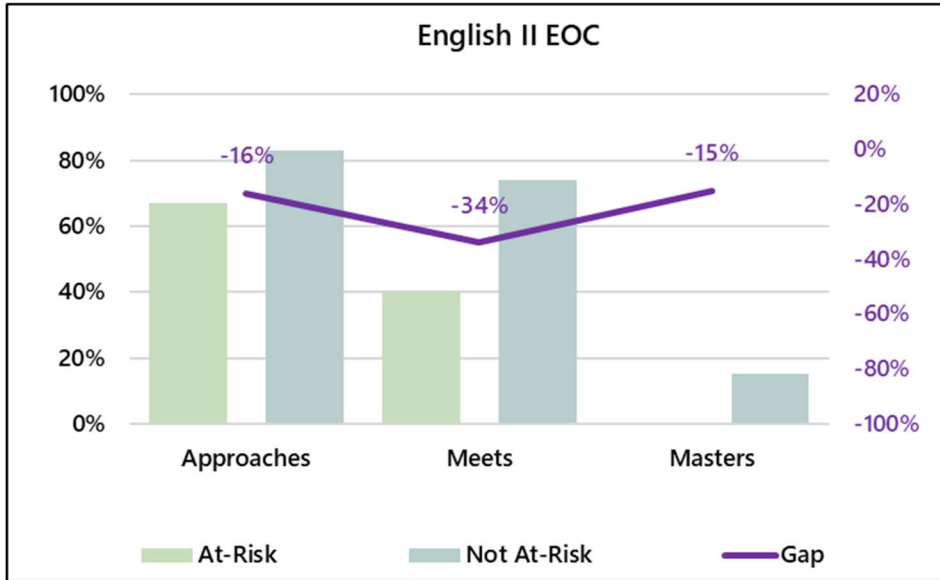
At risk compared to not at risk



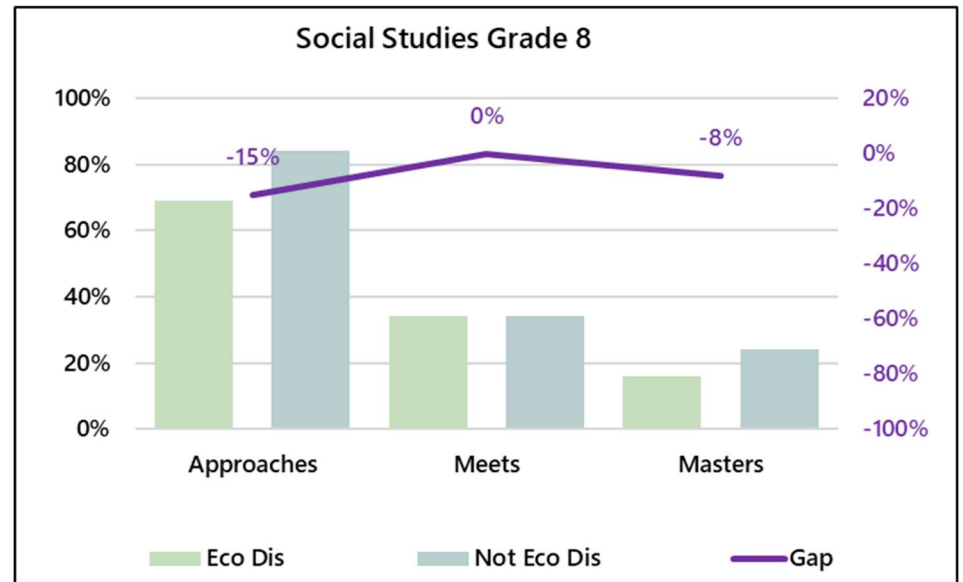
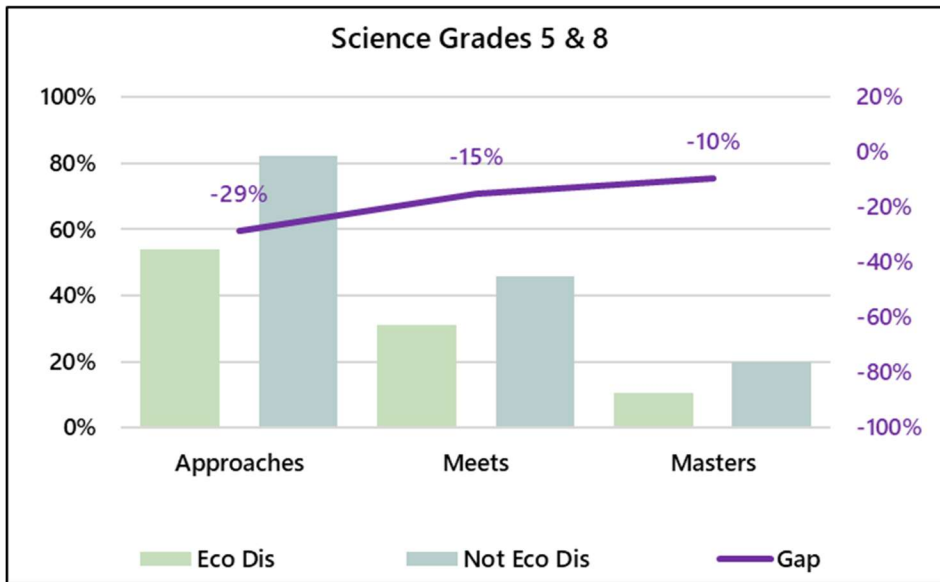
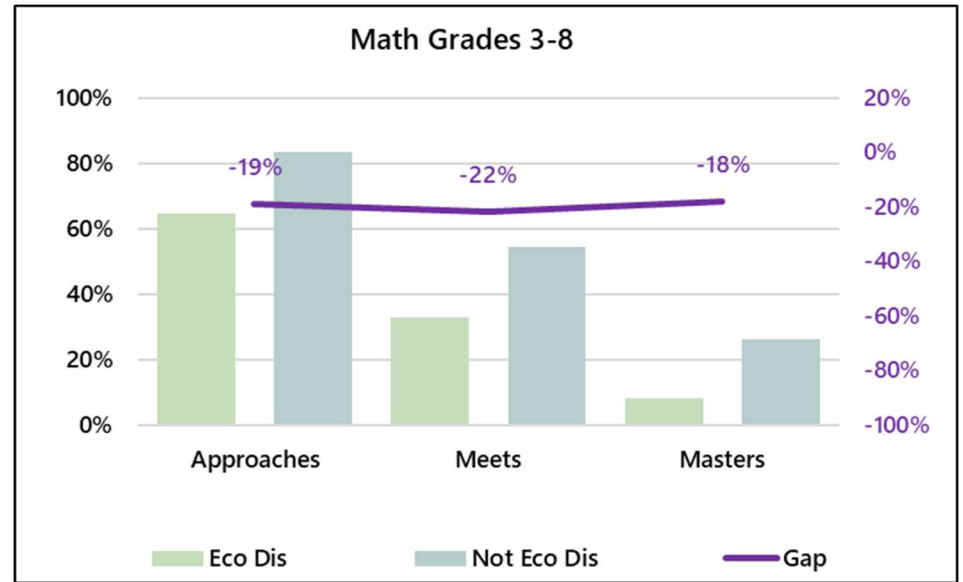
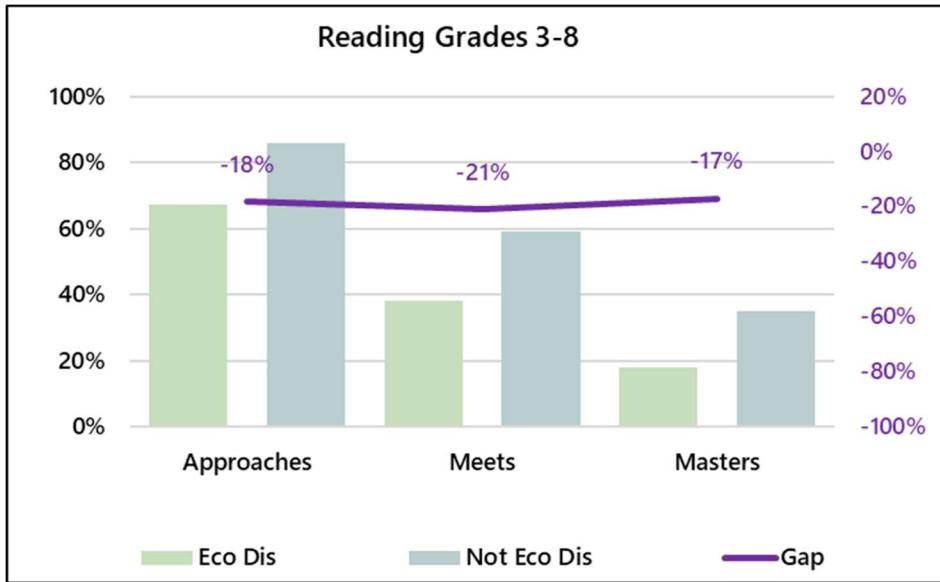
At risk compared to not at risk (continued)



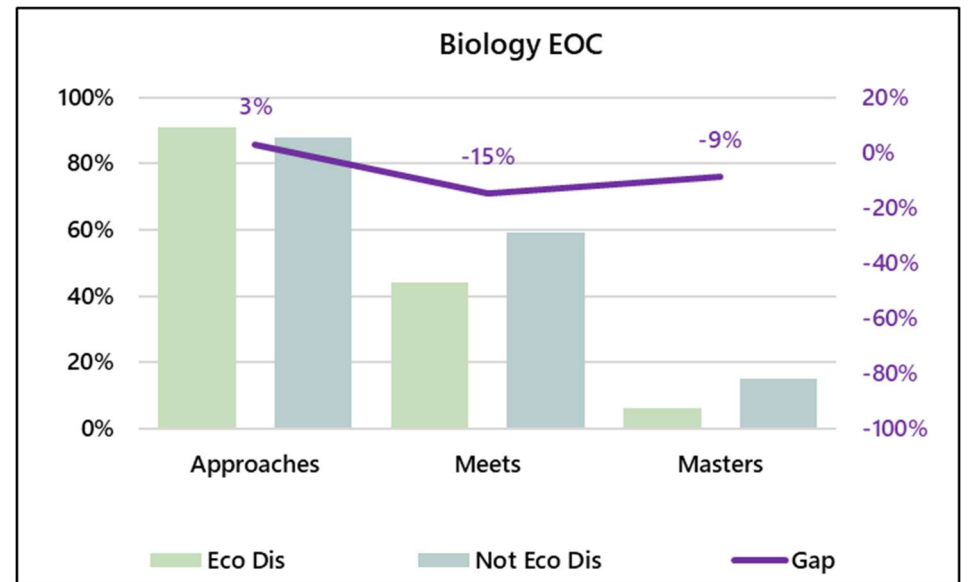
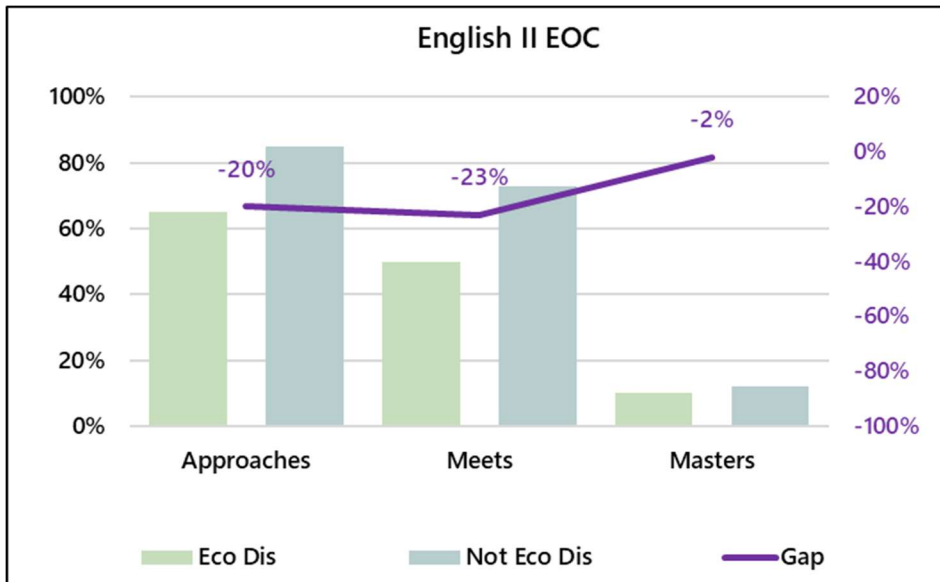
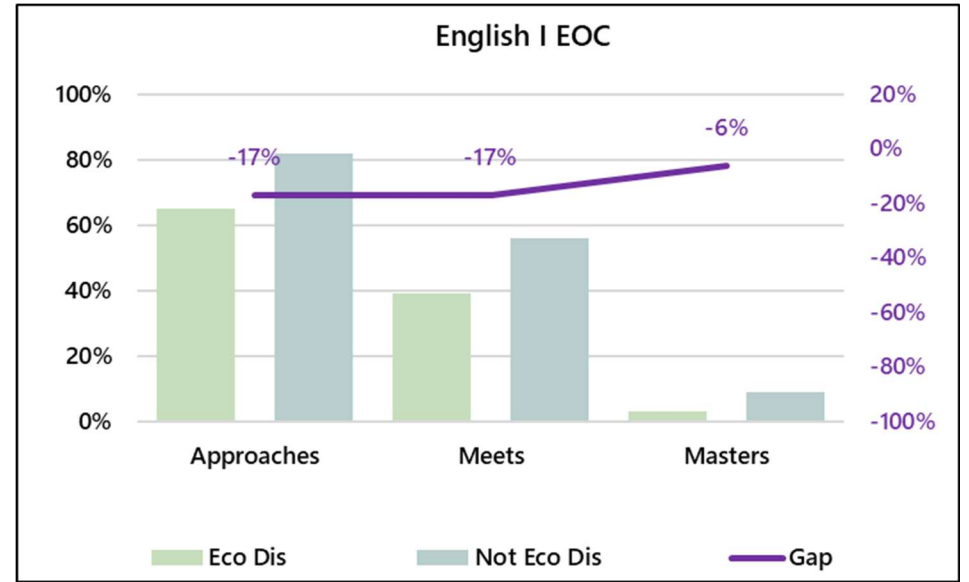
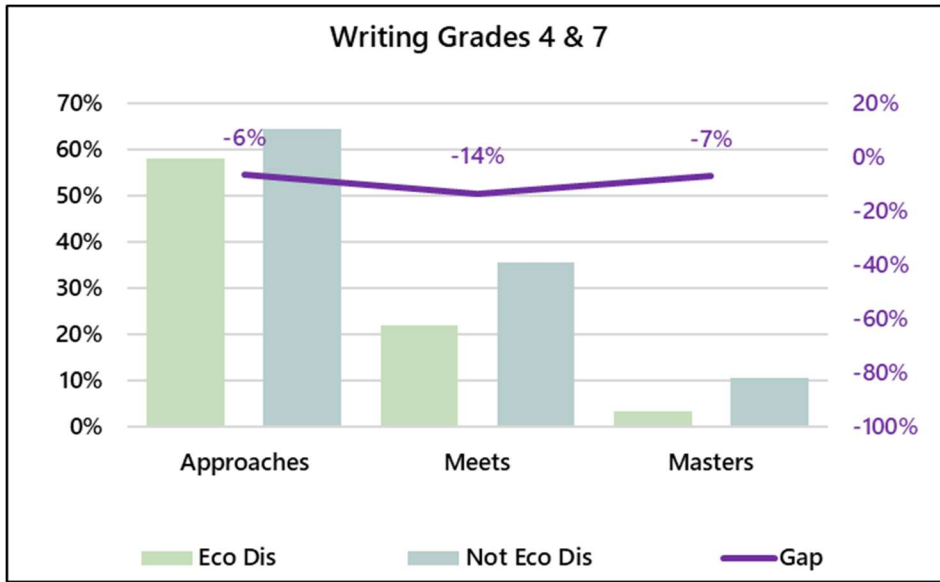
At risk compared to not at risk (continued)



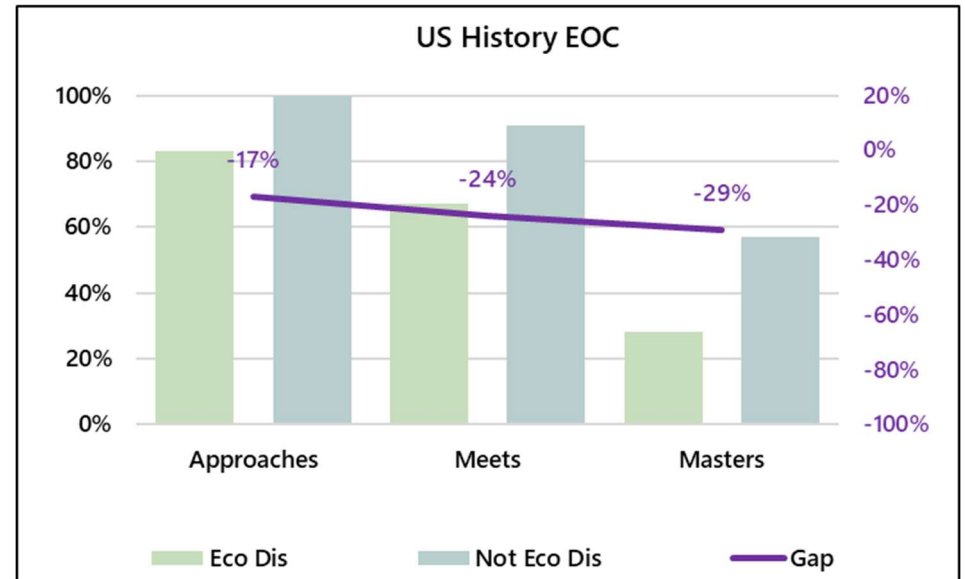
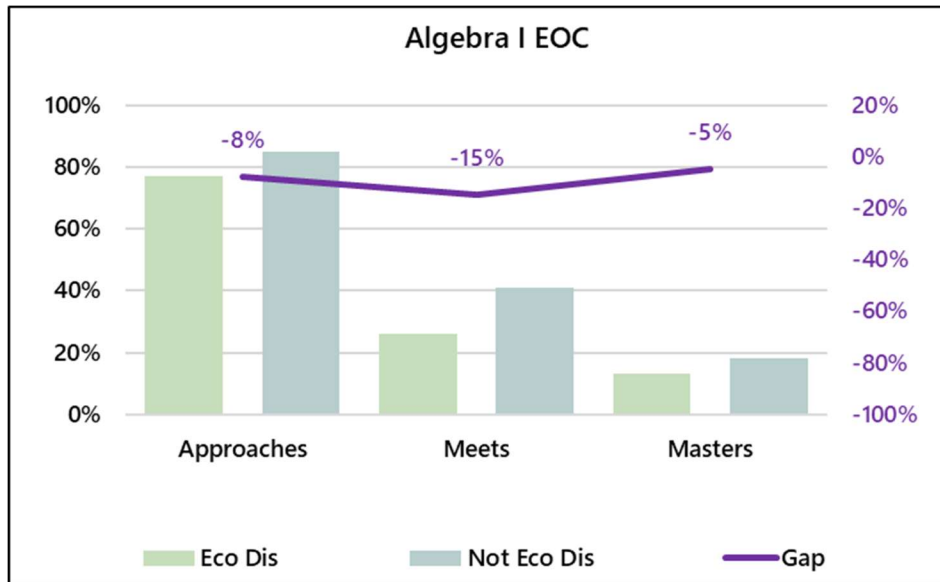
Economically disadvantaged compared to not economically disadvantaged



Economically disadvantaged compared to not economically disadvantaged (continued)

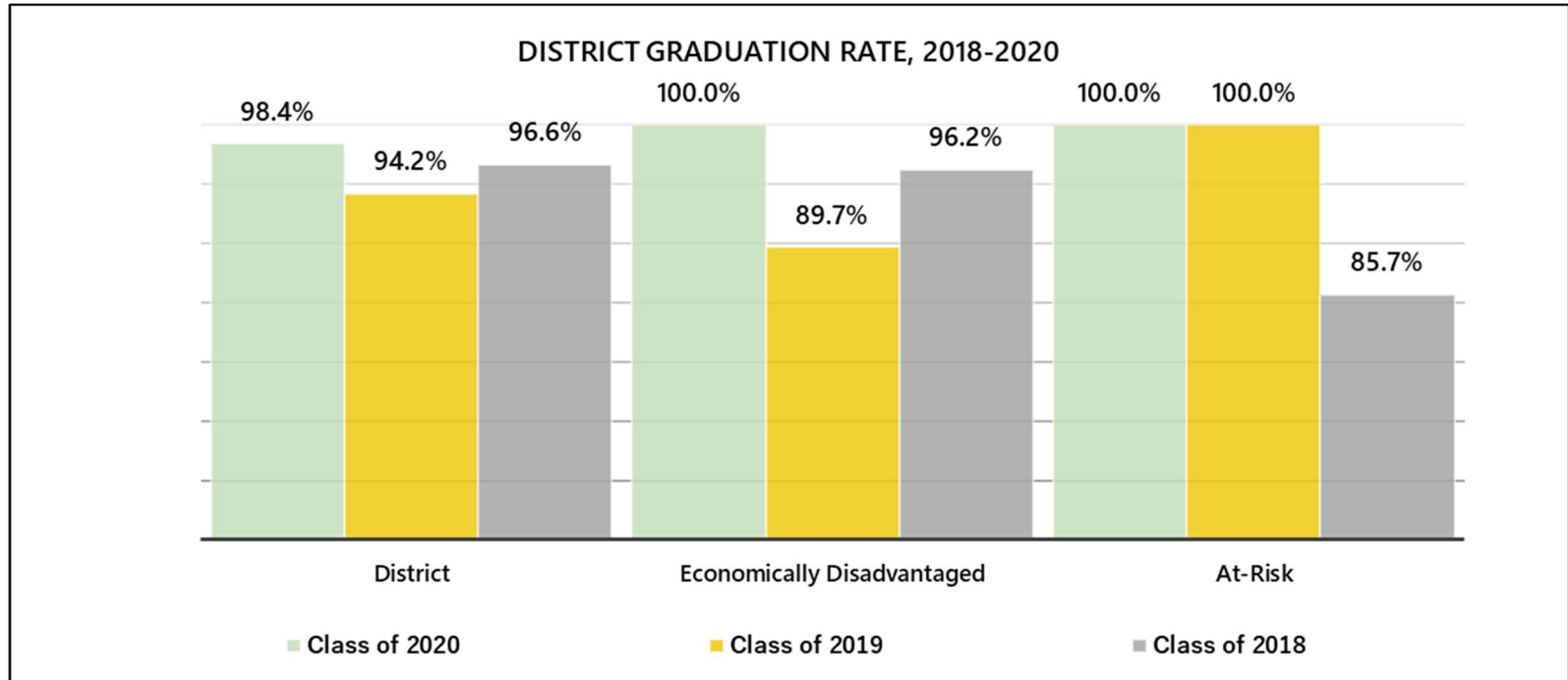


Economically disadvantaged compared to not economically disadvantaged (continued)



District Graduation/Completion Rates, 2018-2020

The [TEC, Subchapter B, Chapter 39.023\(c\)](#), requires districts to compare the disparity in the rates of high school completion between students who are economically disadvantaged and students who are not economically disadvantaged, and between students at risk of dropping out of school, as defined by the TEC, §29.081, and all other students. The table below provides this comparison and is based on the latest data provided by the Texas Education Agency.



SCE Funded District-Level Programs and Services of Stockdale ISD

It is the responsibility of Stockdale ISD to provide fiscal and academic support to each of its campuses 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. Below is a description of supplemental 2021-2022 SCE-funded activities that benefit the whole district.

2021-2022 SCE District Level Programs and Services					
SCE-Funded Program Name	Supplemental Financial Resources	Supplemental Fulltime Equivalency	Measurable Performance Objectives	Timelines For Monitoring Strategies	Formative Evaluation
Contracted professional consulting services - assist with fiscal and program compliance.	\$11,528	NA	NA	NA	NA

2020-2021 State Compensatory Education Program Evaluation Process

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 addendum to the district improvement plan. The evaluation allows the district to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school.

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

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

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

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

2020-2021 State Compensatory Education Program Evaluation

SCE-Funded Program Name	Evaluation Criteria	Number of Participating Students	Number of Successful Students	Percentage of Students Successful	Total Expenditure	Estimated Per Pupil Expenditure	Effective (Yes/No)
DAEP	Discipline Records, On Target for Credit Accrual	7	4	57%	\$32,429	\$4,633	Yes
Instructional Resources (Including Eduphoria)	Grade Promotion	323	312	97%	\$14,846	\$46	Yes
JJAEP	Discipline Records, On Target for Credit Accrual	0	0	No Students Placed This Year	\$10,000	\$0	No Students Placed This Year

SCE Budget, 2021-2022

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office coordinates the budget request process and provides approved allocations to the campuses. Stockdale 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 as outlined in the [Financial Accountability System Resource Guide \(FASRG\)](#). The accounting practices of the district that are implemented by the campuses are consistent with cost principles and provide for adequate documentation to support costs charged to the SCE budget.

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

Stockdale 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.



State Compensatory Education 2021-2022

Fund 199 Budget Report

Stockdale ISD (CDN 247906)

Account Code	Account Title	Activity Description	Cost
Campus: Stockdale High (001)			
199-11-6118-00-001-2-24-0-00	Teacher/Professional Extra Duty Pay	STAAR Remediation	\$11,500.00
199-11-6118-00-001-2-24-0-00	Teacher/Professional Extra Duty Pay	Summer School	\$3,000.00
199-11-6129-00-001-2-24-0-00	Support Personnel Salary	Instructional Support	\$21,114.00
199-11-6141-00-001-2-24-0-00	Social Security/Medicare	Instructional Support	\$306.15
199-11-6142-00-001-2-24-0-00	Health/Life Insurance	Instructional Support	\$3,500.00
199-11-6143-00-001-2-24-0-00	Worker's Comp.	Instructional Support	\$74.89
199-11-6146-00-001-2-24-0-00	TRS Care	Instructional Support	\$1,372.41
		61xx Subtotal	\$40,867.45
		Campus: Stockdale High (001)(001) Subtotal	\$40,867.45



State Compensatory Education 2021-2022

Fund 199 Budget Report

Stockdale ISD (CDN 247906)

Account Code	Account Title	Activity Description	Cost
Campus: Stockdale Junior High (041)			
199-11-6118-00-041-2-24-0-00	Teacher/Professional Extra Duty Pay	Summer School	\$3,000.00
199-11-6118-00-041-2-24-0-00	Teacher/Professional Extra Duty Pay	Tutorials	\$500.00
		61xx Subtotal	\$3,500.00
		Campus: Stockdale Junior High (041)(041) Subtotal	\$3,500.00



State Compensatory Education 2021-2022

Fund 199 Budget Report

Stockdale ISD (CDN 247906)

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



State Compensatory Education 2021-2022

Fund 199 Budget Report

Stockdale ISD (CDN 247906)

Account Code	Account Title	Activity Description	Cost
Campus: District (999)			
199-21-6291-00-999-2-24-0-00	Consulting Services	SAFE Services	\$11,528.00
		62xx Subtotal	\$11,528.00
		Campus: District (999)(999) Subtotal	\$11,528.00



State Compensatory Education 2021-2022

Fund 199 Budget Report

Stockdale ISD (CDN 247906)

Campus Summary by Object, Function, Activity

Total by Class Object:

61XX	\$166,867.80
62XX	\$11,528.00

Total by Function:

11	\$166,867.80
21	\$11,528.00

Total by Activity:

Instructional Support	\$26,367.45
PK	\$117,000.34
SAFE Services	\$11,528.00
STAAR Remediation	\$11,500.00
Summer School	\$11,000.00
Tutorials	\$1,000.00

Total by Campus and District:

Campus 001 Subtotal:	\$40,867.45
Campus 041 Subtotal:	\$3,500.00
Campus 101 Subtotal:	\$122,500.34
Campus 999 Subtotal:	\$11,528.00
Stockdale ISD Total:	\$178,395.80

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2022

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
Maria Vidal	Instructional Aide	Instructional Support	\$21,114.00	1.000	\$3,500.00	\$306.15	\$74.89	\$0.00	\$1,372.41	\$26,367.45
Campus 001 Subtotal:		FTE - 1	\$21,114.00		\$3,500.00	\$306.15	\$74.89	\$0.00	\$1,372.41	\$26,367.45

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2022

Personnel Detail



Stockdale Elementary

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

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2022

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	\$21,114.00	\$3,500.00	\$306.15	\$74.89	\$0.00	\$1,372.41	\$26,367.45
Campus 101 Subtotal:	3.000	\$98,334.00	\$10,500.00	\$1,425.84	\$348.79	\$0.00	\$6,391.71	\$117,000.34
Stockdale ISD Total:	4.000	\$119,448.00	\$14,000.00	\$1,732.00	\$423.68	\$0.00	\$7,764.12	\$143,367.80



State Compensatory Education 2021-2022

Fund 282 Budget Report

Stockdale ISD (CDN 247906)

Account Code	Account Title	Activity Description	Cost
Campus: Stockdale High (001)			
282-11-6118-00-001-2-24-0-00	Teacher/Professional Extra Duty Pay	Summer School	\$11,000.00
282-11-6118-00-001-2-24-0-00	Teacher/Professional Extra Duty Pay	Tutorials	\$16,000.00
282-11-6129-00-001-2-24-0-00	Support Personnel Salary	Instructional Support	\$18,401.00
282-11-6141-00-001-2-24-0-00	Social Security/Medicare	Instructional Support	\$266.81
282-11-6142-00-001-2-24-0-00	Health/Life Insurance	Instructional Support	\$3,500.00
282-11-6143-00-001-2-24-0-00	Worker's Comp.	Instructional Support	\$65.27
282-11-6146-00-001-2-24-0-00	TRS Care	Instructional Support	\$1,196.07
		61xx Subtotal	\$50,429.15
		Campus: Stockdale High (001)(001) Subtotal	\$50,429.15



State Compensatory Education 2021-2022

Fund 282 Budget Report

Stockdale ISD (CDN 247906)

Account Code	Account Title	Activity Description	Cost
Campus: Stockdale Junior High (041)			
282-11-6118-00-041-2-24-0-00	Teacher/Professional Extra Duty Pay	Summer School	\$6,600.00
282-11-6119-00-041-2-24-0-00	Teacher/Professional Salary	Tutorials	\$6,000.00
282-11-6119-00-041-2-24-0-00	Teacher/Professional Salary	Reading Intervention	\$57,550.00
282-11-6141-00-041-2-24-0-00	Social Security/Medicare	Tutorials	\$87.00
282-11-6141-00-041-2-24-0-00	Social Security/Medicare	Reading Intervention	\$834.48
282-11-6142-00-041-2-24-0-00	Health/Life Insurance	Reading Intervention	\$3,500.00
282-11-6143-00-041-2-24-0-00	Worker's Comp.	Reading Intervention	\$204.13
282-11-6143-00-041-2-24-0-00	Worker's Comp.	Tutorials	\$21.28
282-11-6146-00-041-2-24-0-00	TRS Care	Tutorials	\$390.00
282-11-6146-00-041-2-24-0-00	TRS Care	Reading Intervention	\$3,740.75
		61xx Subtotal	\$78,927.64
	Campus: Stockdale Junior High (041)(041) Subtotal		\$78,927.64



State Compensatory Education 2021-2022

Fund 282 Budget Report

Stockdale ISD (CDN 247906)

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



State Compensatory Education 2021-2022

Fund 282 Budget Report

Stockdale ISD (CDN 247906)

Campus Summary by Object, Function, Activity

Total by Class Object:

61XX \$197,115.08

Total by Function:

11 \$197,115.08

Total by Activity:

Instructional Support \$70,287.44

Reading Intervention \$65,829.35

Summer School \$38,500.00

Tutorials \$22,498.28

Total by Campus and District:

Campus 001 Subtotal: \$50,429.15

Campus 041 Subtotal: \$78,927.64

Campus 101 Subtotal: \$67,758.30

Stockdale ISD Total: \$197,115.08

Stockdale ISD 247906

Fund 282 ESSER III

Fiscal Year 2022

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
Alyssa Aguilar	Instructional Aide	Instructional Support	\$18,401.00	1.000	\$3,500.00	\$266.81	\$65.27	\$0.00	\$1,196.07	\$23,429.15
Campus 001 Subtotal:		FTE - 1	\$18,401.00		\$3,500.00	\$266.81	\$65.27	\$0.00	\$1,196.07	\$23,429.15

Stockdale ISD 247906

Fund 282 ESSER III

Fiscal Year 2022

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
Christa Ploch	Teacher	Reading Intervention	\$57,550.00	1.000	\$3,500.00	\$834.48	\$204.13	\$0.00	\$3,740.75	\$65,829.35
Sally Tamez	Teacher	Tutorials	\$6,000.00	1.000	\$0.00	\$87.00	\$21.28	\$0.00	\$390.00	\$6,498.28
Campus 041 Subtotal:		FTE - 2	\$63,550.00		\$3,500.00	\$921.48	\$225.41	\$0.00	\$4,130.75	\$72,327.64

Stockdale ISD 247906

Fund 282 ESSER III

Fiscal Year 2022

Personnel Detail



Stockdale Elementary

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Social Security/Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Sara Hastings	Instructional Aide	Instructional Support	\$18,401.00	1.000	\$3,500.00	\$266.81	\$65.27	\$0.00	\$1,196.07	\$23,429.15
Tracy Jensen	Instructional Aide	Instructional Support	\$18,401.00	1.000	\$3,500.00	\$266.81	\$65.27	\$0.00	\$1,196.07	\$23,429.15
Campus 101 Subtotal:		FTE - 2	\$36,802.00		\$7,000.00	\$533.63	\$130.54	\$0.00	\$2,392.13	\$46,858.30

Stockdale ISD 247906

Fund 282 ESSER III

Fiscal Year 2022

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	\$18,401.00	\$3,500.00	\$266.81	\$65.27	\$0.00	\$1,196.07	\$23,429.15
Campus 041 Subtotal:	2.000	\$63,550.00	\$3,500.00	\$921.48	\$225.41	\$0.00	\$4,130.75	\$72,327.64
Campus 101 Subtotal:	2.000	\$36,802.00	\$7,000.00	\$533.63	\$130.54	\$0.00	\$2,392.13	\$46,858.30
Stockdale ISD Total:	5.000	\$118,753.00	\$14,000.00	\$1,721.92	\$421.22	\$0.00	\$7,718.94	\$142,615.08

Local At-Risk Criteria Recommendation

The number of students receiving State Compensatory Education services, under local criteria, during a school year may not exceed 10 percent of the number of students who met the State criteria under TEC §29.081, who received services from the LEA during the preceding school year.

The number of at-risk students served SY 2020 – 2021 was 329. Ten percent of 329 students is 32.9 students.

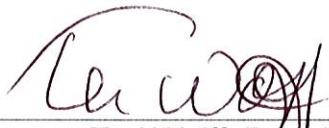
The local at-risk criteria recommended to be adopted by the Stockdale ISD Board is as follows:

Students identified as Dyslexic

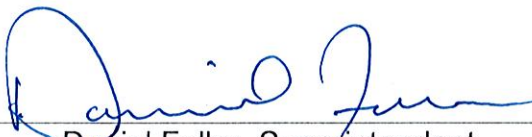
Students identified by Section 504

However, no more than 10% of BOTH COMBINED Section 504 students AND Dyslexia students who are currently not at-risk will be identified with this local criterion in order to utilize the state compensatory education funds.

Adopted on this 18th day of October 2021.



Teri Wolff, Board President



Daniel Fuller, Superintendent

**2021-2022 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Education Service Center, Region 20**

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for the new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA. (ongoing) TX-NGS training: September 15, 2021
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> • TX-NGS Data Specialist is to enter data from each child’s COE into the Texas New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS. 	Staff: Designated SEA Reviewers NGS staff	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by December 1.(ongoing)
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	Staff: MEP administrators and recruiters	By February 1 and update on ongoing basis throughout the year (ongoing)
C. Other		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migratory workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
B. Eligibility review. Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. Annual eligibility validation. Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. Monitor Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	Staff: ESC, District Designee	December
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent the ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. Other		

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:

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

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
Region: 20

Priority for Service (PFS) Action Plan

School Year: 2021-2022

Filled Out By: ESC-20 MEP Team
Date: 09/07/2021

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 Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

<p>Goal(s):</p> <p>Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.</p>	<p>Objective(s):</p> <p>100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Monthly by end of month	-Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> ▪ 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. 	Annually by September 30	-Migrant Coordinator -Educational Specialists	Priority for Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> ▪ 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). 	Annually by September 30	-Educational Specialists -District Designee	-Copy of District Improvement Plan

			showing insertion of PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> 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 TX-NGS Priority for Service reports. 	Monthly	<ul style="list-style-type: none"> -Educational Specialists -System Specialists -District Designee 	<ul style="list-style-type: none"> -Emails to district contacts with PFS Reports -SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	Annually PAC Meetings	<ul style="list-style-type: none"> -Educational Specialists -Recruiters -MEP Tutors 	<ul style="list-style-type: none"> -PAC Sign-In Sheets -Recruiter Logs/Google Contact Log -Tutor Logs
<ul style="list-style-type: none"> During the academic calendar, the district's 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. 	Year Round Individual meetings/phone calls with parents as needed (case-by-case basis) PAC Meetings	<ul style="list-style-type: none"> -Educational Specialists -Migrant Counselor -MEP Tutors -District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis) 	<ul style="list-style-type: none"> -Parent evaluations/feedback -Counselor Logs -Phone logs -Email documentation -Mail out list -PAC Sign-In Sheets -Tutor Logs
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> 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. 	Year Round	<ul style="list-style-type: none"> -ESC Migrant Counselors -Educational Specialists -Recruiters -MEP Tutors 	<ul style="list-style-type: none"> -ESC Migrant -Counselor logs -Recruiter logs -Tutor logs -TX-NGS Supplemental Count Report -PFS Progress Review Forms
<ul style="list-style-type: none"> 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. 	Year Round	<ul style="list-style-type: none"> -ESC Migrant Counselor -Educational Specialists -Recruiters -MEP Tutors 	<ul style="list-style-type: none"> -ESC Migrant -Counselor Logs -Recruiter Logs -Tutor Logs

		-District Designee	-TX-NGS Supplemental Count Report -PFS Progress Review Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Year Round	-Migrant Coordinator -Educational Specialists	-Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version). -PFS Student Review Forms