

Farwell Independent School District

District Improvement Plan

2016-2017

Accountability Rating: Met Standard



Mission Statement

“The mission of Farwell ISD is to provide quality instruction to all students so they will develop into responsible, adaptable, contributing citizens with caring attitudes. The district is responsible for helping all students achieve their fullest potential since all students can learn.

With this in mind, an objective-based curriculum continuum is utilized at all levels. It will include the faculty for ongoing evaluation and change in order to meet the evolving needs of students.”

Vision

Farwell ISD is committed to leading the way through progressive technology and advanced instructional techniques to develop an educational experience that produces successful life-long learners.

Nondiscrimination Notice

Farwell ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the *Civil Rights Act* of 1964, as amended; Title IX of the *Education Amendments* of 1972; and Section 504 of the *Rehabilitation Act* of 1973; as amended.

Every Child Succeeds Act Performance Goals

(The ECSA Act replaced the NCLB Act in the 2016-17 school year. Not all of these goals have been updated by the U.S. Department of Education as of this school year).

Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 2: All limited English proficient students will become proficient in English and reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5: All students will graduate from high school.

Nine Schoolwide Components (HQ component has been dropped by ECSA)

1. CNA Comprehensive Needs Assessment	2. RS Reform Strategy	3. PD Professional Development
4. R/R Recruitment/Retention of Certified Staff	5. PI Parental Involvement	6. T Transition
7. TIA Teacher Involved in Assessment Decisions	8. M Timely Assistance for Student Mastery	9. COORD Coordination and Integration of Federal, Local, and State Programs

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Based on our 2014-2015 TAPR Data, our student groups consist of 0.4% African American, 52.1% Hispanic, 46.6% White, 0.4% American Indian, 0.0%, , Asian, 0.0% Pacific Islander, 0.0% Two or More Races, and 62.3% Economically Disadvantaged.
- English Language Learners (ELL) are 15.4% (State 18.2%); Students with Disciplinary Placements (2013-2014) was 0.3%, and At-Risk students are 51.5% (State 51.2%). The Class of 2014 had 100% total graduates with 3.0% (State 7.8%) of these Special Education graduates. We had 29 or 87.9% (State 82.9%) of our students graduate on the Recommended HS Program and 4 or 12.1% (State 16.0%) graduate on the Minimum HS Program.

Demographics Strengths

- Our students and staff continue to be our greatest strength at Farwell ISD. With the diverse student and staff population that we serve, we are proud that 87.9% of our students (including Special Education) graduate on the Recommended H.S. Program/DAP, which is well above the state average of 82.9%. 100% of our students graduated.

Demographics Needs

- With the growing and increasingly diverse student demographics, Farwell ISD needs to continue to find ways to better meet the needs of all of our students that will ensure their continued success both while in school and after graduation. With a growing number of students considered ELL, we must continue to look for ways to enhance English as a second language learning. Our Economically Disadvantaged population also grew by 5.1% this year.

Student Achievement

Student Achievement Summary

- Farwell ISD is focused on learning and the learning process. We strive to use progressive technology and advanced instructional techniques to meet the needs of engaging our student to create successful life-long learners who are future ready. Our mission is to be committed to excellence in everything that we do here at the school and for our staff and students.
- This year, we have continued the transition to a new accountability system. The district accountability summary, which rates the school on four different student performance standards, student achievement, student progress, closing performance gaps and postsecondary readiness
- The district was rated Met Standard, which was the highest possible rating.

- The district received 35 out of 38 (91.4%) system safeguards on the district accountability summary, missing only SPED reading and math and ESL reading.
- The district received 0 distinctions, which was the same as last year.

Index 1: Student Achievement

- The target score for student achievement was 60. Farwell received a 79, which was 4 points lower than last year.
- The TAPR report shows the STAAR/EOC measure for All Grades across the district, % at Phase in 1 Level II or above in each area tested.

	<u>District</u>	<u>State</u>
○ All Subjects	83% (up 2%)	77%
○ Reading	85% (up 3%)	77%
○ Mathematics	83% (up 1%)	81%
○ Writing	84% (up 1%)	72%
○ Science	83% (up 4%)	78%
○ Social Stud.	72% (up 3%)	78%

Index 2: Student Progress

- Focuses on actual student growth independent of overall achievement levels for each race/ethnicity student group, students with disabilities, and English Language Learners. The target score was 22. Farwell received a 34, which was the same as last year.
- The TAPR report shows we are meeting or exceeding progress in all areas of the STAAR improvement score in excess of 40%.

	<u>District</u>	<u>State</u>
○ All subjects	59%	57%
○ Reading,	63% (the same)	59%
○ Mathematics	NG	47%
○ Writing	NG	56%

Index 3: Closing Performance Gaps

- The target score was 28. Farwell received a 43, which was 1 point higher than last year.

Index 4: Postsecondary Readiness

- Emphasizes the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military; and the role of elementary and middle schools in

preparing students for high school. This year, it is based on those meeting STAAR performance, graduation rates and the % on the recommended or advanced high school programs. The target score was 60. Farwell received a 79, which was 2 points higher than last year.

- The TAPR report showed:
 - Class of 2014 4 yr. graduation rate: 97.1% (State 88.3%)
 - Annual Drop-out rate 9-12 for 2012-13 is 0.0% (State 2.2%)
 - SAT/ACT students tested, 78.8% (State 66.3%)
 - ACT scores, 19.8 (State 20.6%)

Student Achievement Strengths

- The strengths for Farwell ISD in student achievement for 2015 include the following areas:
- We met the standard on all 4 indexes, 3 of 4 were the same as or higher than last year.
- We met 32 out of 35 indicators related to system safeguards.
- Scores in all subject areas were at or above the state averages.

Student Achievement Needs

- Raw data from the recent STAAR/EOC Exams show that we need work in all four core subject areas and at all levels of testing. It appears that we continue to make improvement but are not where we want to be.
- District data indicates several areas needed for improvement:
 - Improve all content areas in Reading/ELA, Math, Science, and Social Studies with an intense focus in writing. All areas will focus on writing.
 - Target and improve Mathematics, Special Education, and English language learners sub groups, especially writing.
 - We will adjust the elementary schedule to allow more time for social studies and science instruction.
- We will continue to improve in overall performance on all STAAR and EOC exams

School Culture and Climate

School Culture and Climate Summary

- In 2013-14, the district attendance rate was 96.7%, the same as the year before.

Farwell ISD Plan for Excellence - Continue to use this plan as a model for our future.

- Use data to show the needs of the district, the needs of our students, and why we need to be willing to change our approach.
- Determine our needs and willingness to develop our exceptional systems. Activities may include:
 - develop a system to promote, enhance, and allow staff collaboration with main focus on student achievement;
 - review our current data and develop a system of Goals for school culture and climate
 - make sure TEKS are aligned and functional in all areas as our curriculum and standards;
 - develop and/or review our system of assessments and review of the data;
 - develop and/or review our structured response to intervention (RtI) program for each campus. While still using the Level 1, 2 and 3 Tiers, deemphasize the rigidity of the system, focusing on student needs more than their Tier level
- Begin to promote college readiness for all students
 - develop information sheets to give the teacher information about their college to share with class;
 - write letters to college announcing the adoption and asking for a school flag to post over door and anything else they are willing to send. Try to get them to adopt us back;
 - have all staff post their diplomas in their classrooms/work areas and tell their classes their story of growing up and education;
- Posters with the school mission statement were posted in all buildings during the 2015-16 school year.

School Culture and Climate Strengths

See Farwell ISD Plan for Excellence.

School Culture and Climate Needs

See Farwell ISD Plan for Excellence.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- The teaching staff of Farwell ISD continues to strengthen skills through the use of innovative technologies, scientifically-based research, and best practices to improve instruction.
- The district will continue to provide high-quality, sustained, timely, and on-going professional development and opportunities for teacher collaboration of vertical and horizontal alignment through scheduled collaboration meetings, before-and-after school trainings, and both online and summer trainings.
- Other important staff factors include:
 - Federal Highly Qualified standards have been eliminated
 - All teaching staff does not meet the 100% state certification standards. We plan to continue to only hire state certified staff when possible.
 - We will work with our current staff to insure that all of our staff are state certified by the end of each year.
- We have 97.3 total staff members.
 - 59.5 of these (61.1%) are Professional staff (State 64.5%)
 - 51.3 (52.8%) are teachers (State 50.8%)
 - 3.5 (3.6%) are professional support (State 9.7%)
 - 2.7 (2.7%) are campus administrators (State 2.9%)
 - 2.0 (2.1%) are central office (State 1.0%)
 - 20.9 of these (21.4%) are auxiliary staff (State 25.9%)
 - 17.0 of these (17.4%) are Educational Aides (State 9.6%).
- 87.7% of our teaching staff have Bachelors (State 75.1%); 12.5% Masters (23.4%); and 0.0% Doctorate (0.6%)
- Teaching staff years of experience:
 - 5.8% are beginning teachers (State 8.5%)
 - 29.2% have 1 to 5 years (State 26.1%)
 - 15.6% have 6 to 10 years (State 22.6%)
 - 23.4 % have 11 to 20 years (State 26.9%)
 - 26.0% have over 20 years (State 16.0)
- Teachers' average years of experience working in Farwell ISD is 5.2 years (State 7.5%).
- Turnover rate is 31.3% compared to the state rate of 16.6%.
- Class size averages 10.7 students per teacher, with 15.2 being the State average.
- Salary averages in the district:
 - Teachers, \$40,385 (State \$50,715)

- Professional Support, \$42,306 (State \$59,791)
- Campus Administration (School Leadership), \$68,953 (State \$74,292)
- Central Administration \$71,253 (State \$96,907)

Staff Quality, Recruitment, and Retention Strengths

- Farwell ISD has an excellent balance of veteran and beginning teachers qualified staff.
- All of our paraprofessionals are state certified.
- All of our elementary teachers are ESL certified by the end of each year.
- Pay a loyalty/retention stipend
- Full time curriculum director, testing coordinator and reading support teacher

Staff Quality, Recruitment, and Retention Needs

- Our average salaries are well below the region and state averages.
- Continuity and longevity are keys to success if you are to have high quality staff members. Farwell ISD must improve its turnover rate.
- A high mobility rate due to economic forces often results in a loss of staff. Being a rural school district, Farwell ISD must improve its competitiveness with teacher salaries, benefits, etc. in order to attract and maintain a high quality, experienced workforce for our students.
- Needs assessment surveys, grade level and department team discussions, and teacher requests indicate a need for continued training in the TEKS Resource System, the student management system (TExIS), DMAC data, the Discovery system, and Stemscope.
- Through these venues, teachers need additional training in Instructional Delivery, RtI, GT, ESL strategies for ELPS, the new T-TESS lesson plans and 21st Century Skills.
- Math and Science teachers need additional support, intensive collaboration, and strengthened vertical alignment to improve indicators.
- Continue to use collaboration as a vehicle to enhance instruction and instruction methods that maximize student learning.
- We see a definite need for providing aides and teachers to go into the mainstream classroom to assist students with SPED, ESL and reading support.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

School Improvement (SIP, Stage 1)

- Under the No Child Left Behind Act of 2001, reauthorized in 2013 under a new title, a Title I, Part A school district that has not met AYP for two or more consecutive years in the same indicator (reading, mathematics, attendance rate, or graduation rate) is subject to Title I School Improvement Requirements. Based on the 2014 testing Farwell ISD is not subject to Title I School Improvement Requirements.
- The district has developed and revised the District Improvement Plan (DIP) in consultation with parents, school staff, and others through the District Site Based Decision Committee and Campus based Site Based Decision Committees. These committees meet several times through the school year and review testing data and monitor continuous school improvement.
- Some examples of activities in the district regarding Curriculum and Instruction:
 - Moved the half-time curriculum director to full time
 - have continued to emphasize the use of the TEKS resource system this year and have provided training for teachers.
 - Provides tutorials for struggling students;
 - credit recovery;
 - Revamped the RTI program
 - adapted the calendar to minutes
 - PLC meetings
 - Provides three equivalency days for summer training

Curriculum, Instruction, and Assessment Strengths

- TEKS Resource System based upon the state's required curriculum of the Texas Essential Knowledge and Skills (TEKS) and other exemplar resources serve as the curriculum for the core content areas (K-12) of the district. Teachers are encouraged to use the TEKS Resource System and other exemplars in order to assist them in teaching at increasing levels of rigor and depth in their instruction.
- Common assessments through the TEKS Resource System and other assessments reviewed collaboratively by core teacher groups continue to develop a strong assessment program throughout the district.
- Six weeks and semester tests serve as opportunities to identify areas for struggling students that require additional student support and intervention.
- The expansion of the teacher's use of DMAC and data to drive instruction continue to improve.

- Teachers continue to work on interventions (Rtl) and are working hard to bridge the achievement gap for all students. This common language and increasing awareness of the academic needs of our students continues to grow and to strengthen.

Curriculum, Instruction, and Assessment Needs

- In working with teacher groups, the district needs to continue improving the quality of instruction, and assessments for all areas in order to increase student performance. The new state assessment system is more rigorous than past tests and will require changes and adjustments in teaching and learning in order for students to be successful.
- All subject areas must identify the needs of their core area and address them in a logical vertical and horizontal plan. This will be done through campus committees with the curriculum directors and principals as the leaders of this movement.

Family and Community Involvement

Family and Community Involvement Summary

- Farwell ISD believes in engaged parental and community involvement through a strong partnership with parents on both the campus and district levels.
- Although Farwell covers an extremely large geographic area, most of it rural, we are working to encourage, build, and strengthen stronger ties with our parents, families, and community. Through establishing and maintaining an effective, systemic, and comprehensive system for monitoring and evaluating parental and community involvement, the district believes that engaged parents will become our strong partners who feel welcome and participatory in the educational process for all children. This will take constant attention to develop relationships with parents and community in and outside of school.

Family and Community Involvement Strengths

- For parents, students, and community members, Farwell ISD uses the district website, campus facebook pages, notes home, and the myschoolway app to facilitate better communication and interaction among all stakeholders.
- Through the Parent Portal, parents have electronic, real-time access to their children's grades, attendance data, and also easy access for continued communication with their children's teachers.
- Farwell Elementary also enjoys a strong partnership with the Elementary PTO.
- The Secondary Booster Clubs (Ag, Band and Athletics) are established and seeks ways for continuous improvement.
- The district actively promotes Farwell ISD through the local media to increase community awareness.
- The Campus Site Based Committees meet regularly on the campuses to focus on improving instruction.
- A SHAC (School Health Advisory Council) is under the leadership of the school nurse.
- By continuing our partnership with Clovis Community College for the Dual Credit Programs, Farwell ISD continues to increase community awareness of changing graduation, college/work readiness, and preparedness for all students.
- Summer library time at the elementary and junior high has been successful.
- The annual Fall Festival is an area that can continue to improve our parental and community involvement for Farwell ISD.

Family and Community Involvement Needs

- The district and campuses need to improve efforts to publicize scheduled meetings, events, and activities that will improve parent, family, and community involvement.
- With a focus upon improved communication and collaboration with our parents and community through enhanced staff web pages, etc., the district and campuses need to provide more time for busy teachers to work on their individual pages with greater technology support.

Technology

Technology Summary

- Farwell ISD commits to encouraging all students and community members to become life-long learners. Essential to this vision is the development of the use of progressive technology that empowers teachers, students, and other adults to create learning experiences from the vast storehouse of information available both within and beyond the school building. In educating its students for the future, the district believes that while maintaining and enhancing our current technology network is important, schools must play a part in equipping students, teachers, and the community to use all technologies efficiently. Our plan is continuously updated to keep up with the rapidly changing pace of technology in the district.
- While creating a vision for technology in our district, we realize the single most important factor in determining the success of technology in the classroom is a teacher who is able to incorporate technology into instruction.
- We have embarked on a plan to expand the availability of technological devices for both students and teachers.

Technology Strengths

See separate technology plan for details.

Technology Needs

See separate technology plan for details.

Programs

Programs Summary

- The district is a Title I, State Compensatory, and Migrant Schoolwide District;
- One of our overarching goals will always be to coordinate local, state and federal dollars and programs to serve our entire student population, including SPED, Homelessness, Migrant, Title I and At-Risk Students, to provide the best possible opportunities.
- Farwell ISD has three campuses (Farwell Elementary, Farwell Middle School, and Farwell High School) and serves approximately 546 students (PreK-12).
- The district participates in the National School Lunch Program for students who qualify for free and reduced lunch;
- Farwell ISD is a single attendance area and the equitable distribution clause among campuses does not apply;
- The district received a "Superior Achievement" FIRST Financial Rating for 2012-2013, 2013-14 and 2014-15, achieving a perfect score the last two years.
- The district is rated "Met Standards."
- All district campuses do not have 100% State Certified Teachers but should by the end of the school year.
- STAAR/EOC scores are located in the Student Performance section of the plan;
- The district provides supplemental compensatory education services (or SCE) for at-risk students to increase academic achievement and to upgrade the entire regular education program;
- Title I, Part C Migrant Education IDR (Identification and Recruitment), PFS (Priority for Services), and MEP (Migrant Education Plan) plans are on file in the district.
- Farwell ISD also participates in a Shared Service Arrangement (SSA) with Shallowater ISD for CTE Carl Perkins Funds.
- Farwell ISD also participate in a Special Education Co-op with Friona ISD, Lazbuddie ISD and Bovina ISD to provide services for students in SPED.
- Initiatives that support student achievement include the following: TEKS Resource System; DMAC data disaggregation, common assessments with performance indicators; Response to Intervention (RtI); Reading Roundup (1st); technology integration in all classrooms; a credit recovery system; an ISS/DAEP Program; daily tutorials; and summer school.

Programs Strengths

- The use of DMAC software in data evaluation of state assessments and PGPs (Personal Graduation Plans);
- Parents access to the website to check on their students' academic progress;
- Use of Smartboard technology;
- Use of the TEKS Resource System and T-TESS to guide teacher planning

Programs Needs

- The development and use of common assessments in core content areas;
- Professional learning for all staff in best practices, differentiation, and other topics of interest;
- Improve targeted areas of mathematics, Special Education, and English language learners;
- More training for teachers and administrators in common assessments;
- More in depth training for teachers in technology integration in the classroom;
- Continued improvement in the areas of parental and community involvement;

Comprehensive Needs Assessment Data Documentation

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

- District goals
- Campus goals
- TAPR data – longitudinal and current, including:
 - Attendance data
 - Dropout rate
 - End-of-Course (EOC) Assessments results
 - Class size data
 - College Readiness Data
 - Completion Rates / Graduation Rates
- PBMAS data
- The most recent STARR/EOC results
- SAT/ACT results
- Campus and/or district planning and decision making committee meeting discussions
- Campus and/or district leadership and/or department meetings
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or feedback
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Comprehensive Curriculum Analysis
- Evaluation of all special programs, including At-Risk, Homeless, Special Education, Migrant, ESL, 504, Dyslexia, G/T and CATE
- Analysis of current policies
- Evaluation of district staff issues including staff development, recruitment, teacher qualification/certification and personnel needs.
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- State and/or federal planning requirements
- Student failure and/or retention rates
- Student Success Initiative (SSI) results

- Prior year(s) campus and/or district improvement plans
- Texas English Language Proficiency Assessment System (TELPAS) results
- Tobacco, alcohol, and other drug use data
- Texas STaR Chart
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and STAAR L testing requirements
- Response to Intervention (RtI) data
- TEA Accountability Summary
- TEA District Report Card data

Goals

Goal 1: Farwell ISD will promote academic excellence for all students. (ECSA 1)

Performance Objective 1: Curriculum, instruction and assessment will be aligned across the district.

Summative Evaluation:

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1.1: Utilize the Accelerated Reader program, Grades 1-8.	local	Principal Teachers Library Assistant	Book Circulation, AR Annual Student Reports, STAAR Reading Results	X	X	X	X
1.2: Planning, instruction, and assessments will be collaborative and consistent among grade level staff members to ensure vertical alignment.	local	Principal Teachers	Lesson plans, assessment data, walkthroughs	X	X	X	X
1.3: Administer benchmark exams in late October and in mid-January to test all students in the core areas (8)	local	Principal Testing Coords. Teachers	Mastering benchmark exams and practice test		X		
1.4: Elementary teachers will provide instruction in the five critical elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. (8)	local	Teachers Literacy Committee RR teacher	Walk-throughs, PDAS, Lesson Plans	X	X	X	X

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1.5: TPRI will be used at the elementary in grades K-2 in reading areas. Grades 3-8 will be assessed with a different program. The program is provided for all students in kindergarten through 2 nd grade.	local	Teachers RR teacher Curriculum Dir.	TPRI Reports, Unit Assessment Data, STAAR Data	x	x		x
1.6: Teachers will instruct the state curriculum (TEKS) and will continue to improve their level of proficiency in the instruction of those standards. (3)	local	Principal Teachers Curriculum Dir.	PDAS, Student Performance on Assessments/STAAR				
1.7: Guided reading and literacy support will be provided for children working below level in reading at the elementary. (8)	Comp Ed	Teachers RR Teacher	Progress Monitoring Data, Istation Reports, Lesson Plans				
1.8 The TEKS Resource System Year-At-A-Glance (YAG) documents will be followed and lessons will be developed to accommodate the pre-determined time line.	local	Principal Teachers Curriculum Dir.	PDAS, Student Performance on Assessments/STAAR				
1.9: Teachers will administer a minimum of two district-adapted versions of Unit Assessments per six weeks in grades K-8. (7)		Principal					
1.10: Use of the TEKS Resource Center will be emphasized across the district. (3)	local	Principal Teachers Curriculum Dir.	Increased student performance based on various assessment results	X	X	X	X

Goal 1: Farwell ISD will promote academic excellence for all students. (ECSA 1)

Performance Objective 2: Farwell ISD will implement strategies to increase student learning in all academic fields at a minimum attaining proficiency or better on state exams and improving STAAR/EOC scores in all core areas for all students.

Summative Evaluation:

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
2.1: Provide STAAR/ EOC Acceleration classes for 9 th -12 th grade at-risk, Hispanic, and economically-disadvantaged students who scored near or below the previous year EOC standards on any assessment (8)	Title I	H.S. Principal Math & English Teachers St. Serv. Coord.	Progress reports; Report card grades; Mastery of Math & STAAR EOC objectives Benchmark objective mastery tests, STAAR EOC results	X	X	X	X
2.2: Provide Learning Labs for At-risk students and economically disadvantaged students to receive additional instruction during the regular school day in grades 9-12 (8)	Title I	Student Services Coordinator; H.S. Principal	Progress Reports Report cards, STAAR EOC results, Higher Grades across the board	X	X	X	X
2.3: Administer STAAR Released tests, and STAAR EOC benchmark exams to all STAAR EOC testing students in all core areas in high school. (7)	local	Math, Science, Social Studies, and ELA teachers; SSC	Mastering Released, Benchmark, and Practice tests; STAAR EOC results Daily Lesson Plans		X	X	
2.4: Disaggregate the previous year STAAR/EOC scores by Core Curriculum Departments to identify target areas and formulate strategies to address those areas before the first day of school. (7)	local	Campus Principals; SSC, Curr. Dir All staff in STAAR EOC testing areas	Common Assessment Data State Test Results Progress reports, Report card grades, Mastery STAAR/EOC, Benchmark objective mastery tests	X			

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
2.5 Teachers will continue to implement TEKS, ELPS, and Pre-Kindergarten state standards and will improve their proficiency in the instruction of those standards (7)	local	Principal Teachers Curr. Dir.	STAAR, Unit Assessments, Lesson Plans				
2.6: Provide Reading Lab courses at the junior high to build skills of students performing below grade level.	Local	Principal Reading and Sped Teachers	3 weeks and 6 weeks grades, failure rates, decreased retention rates				
2.7: Farwell ISD will fully implement the RTI Three Tier Model to provide appropriate instruction and intervention for all students. (3)	local	All teachers RTI Committee Interventionists	SST/RTI Notes, Formative Assessment, Unit Assessment Data, STAAR Data				
2.8: Teachers will use data from formative and summative assessments to guide/design instruction. Teachers will differentiate student groups based on students' needs. (7)	local	Principal Teachers Curr. Dir. Interventionists	Lesson Plans, Unit Assessment Data, STAAR Data				
2.9: Extended Day tutorials	Local	Principal Teachers	Improved Core class Grades, STAAR Results				
2.4: Disaggregate the Benchmark scores by Core Curriculum Departments to identify target areas and formulate strategies to address those areas during the two work days established on the school calendar. (7)	local	Campus Principal; SSC; All staff in testing areas	Common Assessment Data State Test Results Mastery STAAR/EOC, Benchmark objective mastery tests		X	X	

Goal 1: Farwell ISD will promote academic excellence for all students. (ECSA 1)

Performance Objective 3: Farwell ISD will provide appropriate services for students belonging to special programs including, but not limited to: At-Risk, LEP/ESL/Bilingual, Dyslexia, Homeless, 504, Head Start and GT.

Summative Evaluation:

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
3.1: Provide homeless related services (9)	Title I local	Counselor, SSC	100% graduation with high school diploma, Homeless Services Records	X	X	X	X
3.2: Provide pregnancy related services that includes medical monitoring and CEHI (9)	Title I local	Counselor, SSC	100% graduation rate with high school diploma, PRS records	X	X	X	X
3.3: The district will offer a Gifted and Talented Program, which includes at G/T teacher for 1-5 grades, for all qualifying students that will provide them with a continuum of learning experiences that lead to advanced level products and/or performances.	G/T	Principals Teachers G/T Coor & Teach Counselor	GT Coordinator, GT Teacher Schedule, GT State Guidelines				
3.4: Accommodations, modifications, and intervention plans will be implemented and monitored to meet the learning needs of special populations. (9)	SPED	Principal Teachers Interventionists Counselor Testing Coor.	Assessment Data, Walkthroughs, Lesson Plans				

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
3.5: The district will identify students with dyslexia or related disorders and provide appropriate instructional services with assistance from district personnel. (9)	Comp Ed	Principal Teachers Dyslexia teacher Dyslexia Committee Counselor	Dyslexia Therapist Schedule, Assessment Data KBIT2 CTOPP GORT5 TWS MTA Dyslexia Program				
3.6: The English Language Learner program will be provided for all qualifying students. They will receive services both in the classroom and in an intervention and/or specialized services setting as needed and set forth by their LPAC. They will take the TELPAS assessment as designated by the state. (9)	ELL	Principal ESL Coord. Teachers	Assessment Data, TELPAS Data, ELL Progress Measure				
3.7: Provide a quality Migrant Education Program that includes: Annual recruitment, verification, identification, and services that include but are not limited to summer school for eligible migrant students.	Migrant	Migrant Coordinator	Migrant roster				
3.8: Provide a comprehensive, developmentally appropriate Head Start program for eligible 3 and 4 year old students. (9)	Head Start Migrant	Region 16 Principal Head Start Staff Head Start Teacher	Head Start Roster, Walk Through Assessments, Assessments.				

Goal 1: Farwell ISD will promote academic excellence for all students. (ECSA 1)

Performance Objective 4: Farwell ISD will provide a comprehensive Special Education program to ensure that students with disabilities receive a "free and appropriate" education within the "least restrictive environment."

Summative Evaluation:

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
4.1: Farwell ISD Special Education Department will identify and serve students qualifying for Special Education services. Accommodations, modifications, and intervention plans will be implemented and monitored to meet the learning needs of students with disabilities. (9)	SPED	Principal Teachers SPED Staff ARD Committees	ARD Meeting Notes, SST/RTI Notes				
4.2: Coordination and communication between regular Ed. teachers and Sp. Ed teachers in instructing Sp. Ed. students with IEP's (9)	Local SPED	H.S. teachers; Sp. Ed. Teacher; Principal	ARD meeting attendance, classroom IEP documentation, ARD minutes	X	X	X	X
4.3: Utilize appropriate measures in the RTI process to ensure that a student does not have a language deficiency before referring for SPED services	Local	RTI coordinator	Consistency in SPED referrals				

Goal 2: Farwell ISD will provide a safe and orderly school environment for all students to learn and develop. (ECSA Goal 4)

Performance Objective 1: Expectations for appropriate student behavior will be clearly communicated to all students and parents.

Summative Evaluation:

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1.1: Farwell ISD will establish an expectation of excellence in everything we do involving teaching, learning, professionalism and student behavior. (3)	local	Principal, CIP Team, AD, Band Director, Teachers	Walk through data, T-TESS self-evaluations, student discipline data, overall campus culture and climate, assessment data	X	X	X	X
1.2: Students will be monitored at all times by teachers in the hallway, lunch duty personnel, and activity sponsors. Staff will seek out opportunities to interact with students, thus establishing a positive school climate.	local	Principal	Soft data measurement through surveys, discipline data	X	X	X	X
1.3: Instructional time will be valued and protected by reducing classroom disruptions during the first 20 minutes, pulling students out of class for activities less often, reducing students' cell phone usage, and only allowing students out of class for emergencies.	local	Principal	Walk through data, T-TESS, assessment data	X	X	X	X

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1.5: Classroom instruction will be improved by implementing meaningful classroom management strategies (3)	local	Principal	Walk through data, T-TESS, reduced discipline referrals	X	X	X	X
1.6: Consistent discipline strategies will be implemented using an escalating consequence system.	local	Principal	Discipline data	X	X	X	X
1.7: Provide incentives for perfect attendance including: semester test exemption, perfect attendance awards	local	Principal Secretary	Daily Attendance records, ADA, Student Assessment performance		X		X
1.8: Enforce the Student Code of Conduct	local	Principal Teachers Teachers/Paras Paraprofessionals	Discipline Referrals, Student Parent Compact Student/Parent Signatures on Contracts	X	X	X	X
1.9: Red Ribbon Week to promote drug and alcohol abstinence including Drug Assembly and other drug awareness activities for students (9)	local	Counselor, school nurse, and principal	Student participation, sign-up sheets, drug awareness activities, Student Surveys Reduction in substance abuse		X		X
1.10: Provide staff development for addressing the needs of students for: suicide prevention, conflict resolution, violence prevention, and dropout reduction (3)	local	Campus Principal; School Counselor	Attendance records, Discipline reports, Session evaluations	X	X	X	X

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1.11: Farwell Elementary will maintain a Positive Behavior Intervention Support System to include intervention and support in the areas of conflict resolution, bullying, harassment, and suicide.	local	Principal Counselor Teachers CHAMPS Committee	Lesson Plans, Behavior Intervention Plans, Office Referrals, Behavior Screener Data				
1.12: Discipline procedures will be followed to ensure consistent handling of discipline issues.	local	Principal Counselor Staff CHAMPS Committee	Discipline Procedures, Office Referrals, Behavior Intervention Plans				
1.13: Guidance Lessons will be taught to all students in the elementary to encourage good decisions (Bullying and Character).	local	Principal Counselor Teachers	Guidance Lesson Calendar				

**Goal 2: Farwell ISD will provide a safe and orderly school environment for all students to learn and develop.
(ECSA Goal 3)**

Performance Objective 2: The district will develop programs and strategies to effectively respond to emergency situations.

Summative Evaluation: Evaluation of emergency protocols and procedures

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
2.1: Staff Development – Farwell ISD Emergency Activation Plan including: Tornado/fire, lockdown, emergency evacuation	local	Principal	Staff Attendance Sheet	X		X	
2.2: Maintain a Campus Crisis Response plan to effectively respond to emergency situations.	local	Principal Counselor Staff CIP Committee	Emergency Clip Boards, Crisis Drills				
2.3: The campuses will participate in drills to practice fire, tornado, and lockdown procedures.	local	Principal Staff	Campus Calendar, Observation by administration				

Goal 3: Farwell ISD will continue to foster and improve parent/community relations. (ECSA Goal 5)

Performance Objective 1: A variety of communication techniques will be utilized to keep parents and community members informed about school programs and activities.

Summative Evaluation:

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1.1: Provide bilingual staff/interpreters and text wires at the campuses to translate for Spanish speaking parents (5)	local	Bilingual Staff members	Increased parent involvement	X	X	X	X
1.2: Title 1 Parent Meetings(5)	local	Principal Teachers	Parent Sign-In Sheets	X	X	X	X
1.3: Early release days to allow parents to pick up students' report card and visit with teachers concerning student needs. (5)	local	staff	Increased parental involvement Parent sign-in report card sheet, documented parent/teacher conferences	X		X	
1.4: Open House and Parent meetings to share info pertinent to their child's school activities and future education (5)	local	staff; Counselor; Principal	Parent sign-in sheets Increased parental involvement; Increased college enrollment	X			
1.5: Issue student progress reports to communicate to parents their child's progress & areas of concern. Extend invitation to visit with the parent. (5)	local	staff	Parent/teacher conferences, phone calls, Increased parent participation and increase in student performance	X	X	X	X

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1.6: Teachers will update their gradebook weekly allowing parents to monitor their child's progress online. (5)	local	Teachers	Gradebook Checks				
1.7: Teachers will provide communication to parents/guardians through student planners, newsletters, and web pages. (5)	local	Principal Teachers	Copies of communication and surveys				
1.8: Daily/Weekly Folders will be sent home each week at the elementary to communicate academic progress and behavior. (5)	local	Principal Teachers Office Staff	Thursday Folders and surveys				

Goal 3: Farwell ISD will continue to foster and improve parent/community relations. (ECSA Goal 5)

Performance Objective 2: The number and diversity of parents and community members participating in volunteer activities, site-based decision making committees, and parent-teacher organizations will increase.

Summative Evaluation: Increased number of volunteers.

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
2.1: Develop multiple opportunities for parents and community members to be trained, attend, participate and be involved in school programs and activities. Examples include: Meet the Teacher, UIL, CATCH Night, Open House, Parent Conferences, SHAC, SBC, Book Fair, PTO, Awards Ceremonies, Field Day, Fall Festival, Winter Ball, and music performances. (5)	local	Principal All Staff	Sign in Sheets, Event calendar				
2.2: Farwell ISD will partner with PTO to provide a wide range of opportunities for parent volunteers. (5)	local	Principal Teachers Parents	Sign in Sheets, Event Calendar				
2.3: The Farwell ISD teacher webpage will be updated on a regular basis to inform parents of important events.	Local	Principal Teachers Administration	Website				
2.4: Invite parents/community members to participate in school volunteer work, substituting, guest-speaking, and serving on school committees. (5)	local	Principal	Increased parental/community involvement in needs assessment, decision making, instruction, and school promotion. Participation logs	X	X	X	X

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
2.5: Promote parent/community involvement through: Rotary Club, Local Sororities, Class Parents, Banquets, Senior Parent Night, Transition Orientation, Class Dinners, Pep Rallies, Graduation, FFA Activities, School Committees, Parent/Teacher conferences, Awards Assemblies, Extra-curricular activities, National Honor Society, ARDS, LPAC	Local	Principal Sponsors	Increased parental/community involvement in school functions. Participation logs				

Goal 4: Provide Farwell ISD students with a strong, progressive, and quality education by way of a highly qualified staff. (ECSA Goal 3).

Performance Objective 1: Farwell ISD administration will ensure that all students will be taught by highly qualified teachers and paraprofessionals as mandated by state and federal mandates.

Summative Evaluation: End of year evaluations, staff certificates, contract recommendations

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
2.1: Perform criminal background checks and fingerprint analysis on all employees.	local	Superintendent	Criminal background reports	X			
2.2: Recruitment, retention and training of teachers and staff to ensure that all faculty and staff meet the requirements of “Highly Qualified” under state certification requirements. (3, 4)	Local	Principal Superintendent	Teacher/Aide Certificates, Principal Attestation of Highly Qualified Staff	X			
4.5: Teacher/Para-professional training for non-highly qualified teachers utilizing the ESC-16, local Universities, and local resources (tuition free) to assist them in receiving their certificates.(3)	local	Principal	Highly qualified teachers lists, Completion certificates	X	X	X	X

Goal 4: Provide Farwell ISD students with a strong, progressive, and quality education by way of a highly qualified staff. (ECSA Goal 3).

Performance Objective 2: Farwell ISD faculty and staff will be provided the opportunity to attend a variety of staff development/training activities.

Summative Evaluation: End of year evaluations, staff certificates, contract recommendations.

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
2.1: Staff development activities for identifying, intervention, assessing needs, planning, modifying, tutor/remediate, and serving student needs through disaggregated student data. (3)	Comp Ed	Principal SCE ESC-16	Increased student performance based on various assessment results, fewer dropouts, fewer student retentions, higher attendance and graduation rates	X	X	X	X
2.2: Provide research-based staff development for faculty and staff as determined by the Campus Advisory Team and approved the district Curriculum Director. Staff development will focus on classroom management, technology, curriculum & instruction, curriculum, assessment, Special Education/IDEA changes and requirements. (3)	local	Admin Staff SBC Curr Dir	Certificates, application of training				
2.3: Professional development specifically designed to meet the needs of faculty and staff at Farwell ISD to include but not limited to classroom management, technology, TEKS resource system, instruction and assessment. (3)	local	Admin Staff Curr Dir	Student assessment results, teacher input, TSR				

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
2.4: Continue to train teachers to use DMAC and TEKS resource system. (3, 7)	local	Admin Curr Dir Staff	Student data and profiles, lesson plans, interventions Student performance on assessments				
2.5: Update training of all teachers and new staff on the use of the district web page. (5)	local	Admin Teachers	Teacher use of technology, workshops Teacher use of technology, proficiency standards				
2.6: Ongoing research-based professional development in Intervention Training, Professional Learning Community enhancement and data disaggregation (3)	local	Admin Campus Principals					
2.7: Plan professional development activities based upon campus needs determined by TAPR reports, ever changing STAAR EOC and special programs' needs. (3)	local	All staff members	Certificates of completion, Sign-in sheets, Increased student performance, higher STAAR EOC scores in core areas, increased effectiveness of special programs, higher graduation rates	X	X	X	X
2.9: Contract with Region 16 ESC for staff development activities and send participants to relevant trainings, such as STAAR EOC centered professional development activities. (3)	Local Title I	Superintendent; All staff members	Increased student performance STAAR EOC scores with more students scoring college-ready, Paid contract, staff development certificates, decreased student failures	X	X	X	x

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
2.10: Attend CAP training and develop a plan for special education program that fulfills state requirements (IEP's, referrals, etc) (3)	SPED	Campus principal Sp. Ed teacher Diagnostician	Improved instruction, ARDS, Reduced DAS risk levels, Referral plan, certificates, sign-in sheets	X			
2.11: All classroom teachers (K-5) will be ESL certified. ESL certified teachers will receive a stipend.	Local	Campus principal Superintendent	ESL certificates	X			
2.12: Provide research-based staff development for faculty and staff. (3)	local	Principal Curr. Dir. District Admin.	Certificates, Sign-in Sheets				
2.13: Provide Migrant Education Training that includes four areas of focus: Migrant Services Coordination, Early Childhood Education, Parent Involvement and Recruitment, and Graduation Enhancement	Migrant	Migrant Coordinator	Migrant roster				
2.14: Developing a campus-wide professional development plan based upon needs identified through disaggregated student data. (3, 7)	local	Principal Teachers Paraprofessionals	Certificates of completion of PD Sign-In Sheets Increased student performance based on various assessment results	X	X	X	X

Goal 5: Progressive and innovative technology will be integrated throughout the District to enhance student achievement. (ECSA Goal 1)

Performance Objective 1:

Summative Evaluation: Technology Plan

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1.1: Provide graphing calculators for all math students to use in class and take home.	local	H.S. Principal Math Teachers	Math STAAR EOC scores	X	X	X	X
1.2: Provide will integrate the Technology TEKS into core instruction activities to support teaching of state standards.	local	District Technology Coordinator – All staff	Current technology applications in the classroom, increased student technological proficiency, Sign-in sheets	X	X	X	X
1.3: A variety of technology will be used to enhance instruction including but not limited to Promethean Boards, IPADS, desktops, laptops, devices and response systems to promote student engagement, improve instructional design, and promote technology usage.	local	Teachers	Student assessment data, walk-through data	X	X	X	X
1.4: Utilize Computers on Wheels (COWS) in the classroom for online simulated labs, virtual tours, and classroom projects (8)	local	Teachers; librarian; technology director	Lesson Plans, student work, assessment data	X	X	X	X
1.5: Utilize Discovery Education – United Streaming	local	Principal Teachers	Increased student performance based on various assessment results	X	X	X	X

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1.6: Utilize DMAC Mobile Technology for T-TESS Classroom Walk-Through's	local	Principal	Increased student performance based on various assessment results	X	X	X	X
1.7: A variety of software will be used to enhance instruction including but not limited to Istation, Mentoring Minds, Think Through Math, Compass Learning, learning.com and IPAD apps to address the various learning styles of students.	local	Principal Reading and Math Teachers	Increased student performance based on various assessment results Improved student passing rates in the areas of Reading and Math	X	X	X	X
1.8: Gradebook and TxEIS will be used for attendance, grades, and discipline referrals.	local	Teachers Admin Secretary	Administration will check gradebooks Administration and Secretary will document using TxEIS				
1.9: Teachers will be trained to use DMAC to disaggregate data so that time and effort can be focused on the understanding of the data and the use of data to drive instruction.	Local	Principal Curriculum Director					

Goal 6: All instructional personnel will establish challenging goals for all students including improving attendance and decreasing the dropout rate and will also provide effective feedback through assessments and a system of interventions for at-risk students (ECSA Goal 2)

Performance Objective 1:

Summative Evaluation: STAAR/EOC results.

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
6.1: Attendance will be closely monitored and students will be referred to the attendance committee before becoming in danger of not receiving course credit for being present less than 90% of the days the course is taught.	local	Principal Secretary	Attendance rate, committee notes	X	X	X	X
6.2: Monitor student attendance through phone calls, personal contacts, and letters to students and their parents	local	Principal Secretary	Daily Attendance records, ADA, Student Assessment performance, Parent contact documentation	X	X	X	X
6.3: Offer credit recovery classes during the school day, before school and after school at the high school (8)	Comp Ed	Student Service Coordinator, Counselor, Principal		X	X	X	X
6.4: Provide accelerated Instruction for students in RtI, STAAR classes, learning lab and tutorials (8)	Local Comp Ed	Student Service Coordinator, Counselor, Principal	Student assessment data, progress report and report cards.				

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
6.5: Progress report schedules developed and given to parents during our registration and Title I parent meeting (5)	Title I	Principal	Documentation of such event and teacher documentation of parent contact at the end of each progress report time.	X	X	X	X
6.6: Staff tutorial schedule created and presented to parents during registration and Title I parent meeting (5)	Title I	Principal Teachers	Documentation of such event Student sign-in sheets for tutorials	X	X	X	X
6.7: Teachers and administration will monitor attendance using the CHAMPS program at the elementary.	local	All Staff	CHAMPS eligibility				
6.8: School personnel will actively monitor student attendance through phone calls, personal contacts, and letters to students and parents	local	Admin Office Staff Teachers	Attendance verification PEIMS				
6.9: Implement curriculum teams at the HS to develop strategies to improve instruction and differentiate instruction for struggling learners.	Local	Student Service Coordinator, Counselor, Principal	Minutes, benchmarks, progress tracker reports				

Goal 7: Systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the District's educational and operational structures so that students can graduate from high school (ECSA, Goal 4; 9).

Performance Objective 1:

Summative Evaluation:

Strategy Description (School Wide Components Noted)	Fund Source	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1.1: Operations will be efficient (1)	local	Superintendent Transportation and Maintenance Director					
1.2: Work Orders will be delivered to the maintenance director through e-mail	Local	Maintenance Director	Log of Work orders completed				
1.3: Transportation Requests will be delivered to the transportation director through e-mail	Local	Transportation Director	Log of Transportation requests				

State Compensatory

Budget for District Improvement Plan:

Account Function	Account Object	Budget
11-Instruction	6112 Substitute Pay	\$0
	6119 At-Risk Coordinator, Reading Intervention Teacher, Summer School	\$204,741.56
	6129 State Comp Aides	\$32,815.95
	6141 Medicare	\$2,603.16
	6142 Insurance	\$20,099.21
	6143 Workers Comp	\$3,396.72
	6144 TRS On behalf	\$14,482.44
	6146 TRS Retirement	\$3,917.99
	6149 Employee Benefits	\$16.59
34-Transportation	6129 Salaries	\$2,500.00
	6100 Subtotal	\$284,573.62
21-Leadership	6239 Contract, ESC	\$0
	6200 Subtotal	\$0
11-Instruction	6399 Supplies, Istation, Credit Recovery, testing	\$8,000.00
	6300 Subtotal	\$8,000.00
13-Staff Development	6411 Travel	\$0
	6400 Subtotal	\$0
	Program Intent 30 Total	\$292,573.62

Personnel for District Improvement Plan:

<u>Name</u>	<u>Campus</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karen Schilling	District	At-Risk Teacher/Coordinator	SCE	.875
Sharon Armstrong	Elementary	Enrichment Aide	SCE	1.0
Laura Coburn	Elementary	Title I Enrichment Aide	Title II Part A	0
Lorre Haseloff	Elementary	Reading Roundup Teacher	SCE	0.625
Amanda McFarland	Elementary	RTI Enrichment Teacher	SCE	0.20
Christie Miller	Elementary	SPED/Enrichment Aide	SCE	0.50
Isabel Ruiz	Elementary	SPED/Enrichment Aide	SCE	0.50
Tanya Steinbock	Elementary	GT/Enrichment Teacher	SCE	0.80
Danny Brittain	High School	HS Tutorials	SCE	.0625
Holly Byrd	High School	HS Tutorials	SCE	.0625
Crystal Carrasco	High School	EOC Teacher	SCE	0.1875
Eric Chadwick	High School	HS Tutorials	SCE	.0625
Andrew Eudy	High School	HS Tutorials	SCE	.0625
Nancijane Goodwin	High School	HS Tutorials/EOC Teacher	SCE	.1875
Cynthia Lopez	High School	HS Tutorials	SCE	.0625
Danny Perkins	High School	HS Tutorials	SCE	.0625
Sean Riley	High School	HS Tutorials	SCE	.0625
Kelli Schwertner	High School	HS Tutorials/EOC Teacher	SCE	.1875
Mary Southard	High School	HS Tutorials	SCE	.0625
Connie Bailey	Junior High	JH Tutorial Aide	SCE	.125
Sharon Chacon	Junior High	JH Tutorials	SCE	.0625
Brittani Grant	Junior High	JH Tutorials	SCE	.0625
Patti Johnson	Junior High	JH Tutorials	SCE	.0625
Brenda Merrill	Junior High	JH Tutorials	SCE	.0625
Patty O'Hare	Junior High	JH Tutorials/STAAR Teacher	SCE	.1875
Traci Read	Junior High	JH Tutorials	SCE	0.31
Kenzi Green	Junior High	JH Tutorials/Reading Imp. Teacher	SCE	0.31
Megan Terry	Junior High	JH Tutorials	SCE	.0625

Title I

School wide Program Plan

Our District's School wide Program Plan began with a lengthy Comprehensive Needs Assessment [*Section 1114(b)(2)(B) of Title I of ESEA*] to update our existing school wide program and to revise our plan. Critical to developing our schoolwide program, the Comprehensive Needs Assessment of our District Profile revealed the priority areas for required focus, suggested benchmarks for the plan's evaluation, and linked all aspects of the school wide program's implementation. The academic information about all students in the district, including economically disadvantaged students; students from major and ethnic groups; students with disabilities; limited English proficient students; homeless; and migrant students, helped personnel to identify needs within our district where efforts should be concentrated for the school year.

The five steps that the district undertook throughout this process included:

1. Establishing the school wide planning team of our DEIC;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources; and
5. Analyzing our data.

Throughout the planning process, personnel identified student needs and interventions to address these needs; assessed the effectiveness of those interventions; and made revisions as needed. The planning of the DEIC was used as an organizational strategy to guide our program development, implementation, and evaluation. This systemic planning provided structure for school improvement and logical ways for school staff to think about the changes that need to be made in the district initially and throughout the life of our school wide program.