

Groveton ISD

GROVETON ISD

District Needs Assessment /Improvement Plan 2015-2016



B.E.S.T – Building Excellence in Students and Teachers

Date Approved: 1/18/2016

Mission Statement

The staff of Groveton Independent School District believes that all students can learn and achieve mastery of grade-level skills. We believe that the purpose of this district is to educate all students to high levels of academic performance, while fostering growth in social/emotional behaviors and attitudes. We accept the responsibility to teach all students so they can attain their maximum educational potential.

Vision

The staff of Groveton Independent School District seeks to create a foundation through education that will serve all the students and enable them to become thoughtful, responsible, and productive members of society.

2015-2016 District Improvement Team Members

Todd Moore	Assistant Superintendent
Rachel Gallaway	Elementary Principal
Bryan Finch	Jr. High/High School Principal
Dorothy Kennedy	Counselor
Jason Due	Business
Teresa Anderson	Liberian
Christy Ecord	Jr.-Sr. High Vocational Teacher
Krystal Page	Jr.-Sr. High Teacher
Kristen Blanks	Parent
Jodi Baughman	Elementary Teacher
Emily McLaughlin	Elementary Teacher
Susan Kitchens	ESL/DYS/RTI
Jack Ledbetter	Technology Director

Title I School wide Program Plan

1. Comprehensive needs assessment of the entire school.
2. School wide reform strategies.
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development
5. Attract highly qualified teachers to high-need schools
6. Increase parental involvement
7. Assist preschool children in the transition to a local elementary program
8. Include teachers in the decisions regarding the use of academic assessments
9. Effective, timely assistance for students

Coordination and integration of federal, state and local services and

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2014/2015 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 academic 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.

DMAC

Groveton Independent School District Comprehensive Needs Assessment

Groveton ISD conducted a Needs Assessment for the 2015- 2016 school year. Data from the following 8 areas was examined and needs identified:

- 1. Demographics**
- 2. Student Achievement**
- 3. Completion Rate/Dropout Rate**
- 4. Staff Quality, Recruitment and Retention**
- 5. School Culture and Climate**
- 6. Curriculum, Instruction and Assessment**
- 7. School Organization**
- 8. Technology**

A committee made up of the assistant superintendent, central office professional staff, campus principals, teachers, parents, and business and community representatives was convened to examine each area listed above. The committee examined and discussed data and made a prioritized list of needs for each area. The committee then assisted the superintendent's designee in summarizing the needs and writing the comprehensive needs assessment.

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1. Demographics

Data Sources Reviewed:

- PEIMS Reports

In the 2014-2015 school year Groveton ISD achieved an accreditation rating of Met Standard. The Texas Education Agency (TEA) also rates Groveton Elementary (grades Pre-K – 5) and Groveton Junior High/High School (grades 6-12) as Met Standard. The elementary campus received an academic achievement distinction in the area of Top 25% in Student Progress.

The following chart outlines the numbers and percentages of students by grade.

Groveton Independent School District		
Students	Count	Percent
Total	745	100%
Pre-Kindergarten	55	7.4%
Kindergarten	53	7.4%
Grade 1	53	7.7%
Grade 2	43	7.0%
Grade 3	52	7.5%
Grade 4	46	6.7%
Grade 5	48	7.4%
Grade 6	51	7.5%
Grade 7	51	7.5%
Grade 8	43	6.7%
Grade 9	45	6.8%
Grade 10	44	6.4%
Grade 11	47	7.4%
Grade 12	40	6.4%

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The ethnic distribution across the district is: 5.6% African American, 12.6% Hispanic, 76.8% White, 0.3% American Indian, 0.6% Asian and 4.3% two or more races. Over the last three years the African American population has declined and the Hispanic population has increased. GISD has 51.54 % of it students qualifies for Free or Reduced Meals.

All teachers at the elementary campus are highly qualified (100%). 1 teacher on the junior high/high school campus began the year working to become highly qualified in the subject area they are assigned to teach. Groveton Junior High/High School is 96.2% highly qualified rate.

Summary of Identified Needs:

- a) A growing LEP population. (1.1.13)
- b) Meet the needs of the at-risk population. (1.1.1)
- c) Increase the number of college-ready graduates
- d) Create awareness and importance of post secondary education to all students.

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2. Student Achievement

Data Sources Reviewed

- 2015 Accountability Summary
- 2014-2015 Texas Performance Reporting System (TPRS)
- PBMAS

STAAR % at Phase-in Satisfactory or Above Standard (All Test)

All Subjects	State	Region 6	District
Class of 2014	77%	78%	75%
Class of 2015	77%	79%	83%
Reading			
Class of 2014	76%	78%	73%
Class of 2015	77%	80%	84%
Math			
Class of 2014	78%	80%	77%
Class of 2015	81%	82%	80%
Writing			
Class of 2014	72%	73%	77%
Class of 2015	72%	73%	67%
Science			
Class of 2014	78%	80%	72%
Class of 2015	78%	80%	87%
Social Studies			
Class of 2014	76%	78%	82%
Class of 2015	78%	79%	94%

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ACT/SAT Results

ACT/SAT Results (tested)	District	African American	Hispanic	White
Class of 2013	62.5%	62.5%	75.0%	61.8%
Class of 2014	55.8%	20.0%	*	62.5%
At/Above Criterion	District	African American	Hispanic	White
Class of 2013	30.0%	*	0%	38.1%
Class of 2014	16.7%	*	*	10.0%
Average SAT Score	District	African American	Hispanic	White
Class of 2013	1462	*	1252	1546
Class of 2014	1415	*	*	1394
Average ACT Score	District	African American	Hispanic	White
Class of 2013	21.6	-	*	21.5
Class of 2014	20.0	-	-	19.0

Summary of Identified Needs:

- a) Continue to follow a vertically aligned curriculum district-wide (TEKS Resource). (1.1.16)
- b) Staff development in effective teaching strategies. (1.1.2)
- c) Professional development on strategies of instructional effectiveness in EOC objectives.
- d) Determine online resources for English Language Learners (ELL).
- e) Increase the number of student graduating with Recommended and Distinguished diplomas.
- f) Encourage male CTE students to complete nontraditional courses

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TELPAS:

All ELLs participate in the TELPAS each year. Progress is monitored and data is used to help improve our ESL program. Groveton ISD has one ESL teacher who provides ESL services to all ELLs, PreK-12. The teacher uses Sheltered Instruction Methods to help students advance their abilities to read, speak, write and understand English, as well as to help students to be proud of their heritage. Regular classroom teachers of all core courses are made aware of each ELL's Proficiency Level in English (Beginning, Intermediate, Advanced or Advanced High) so that appropriate strategies can be used in all subject areas. All classroom teachers who have ELLs in their Core Classes are encouraged to participate in training in the use of the ELPS (through Region VI Service Center or through Project Share).

Annual Measurable Achievement Objectives (AMAOs)

- AMAO 1 Progress – Measures how many of the LEA's ELLs have made progress in learning English; an ELL's progress is demonstrated with an increase of at least one overall proficiency level, when his/her current year's TELPAS Composite Rating is compared to that of the most recent prior year.
- AMAO 2 Attainment – Measures how many of the LEA's ELLs have become proficient in English; an ELL's attainment is demonstrated when the student receives a TELPAS Composite Rating of *Advanced High*.
- AMAO 3 ELL Accountability (System Safeguards) – Measures how many of the LEA's ELLs have met the performance and participation targets in Reading/English Language Arts and Mathematics as part of the State's student academic achievement standards.

2012-2013 AMAO Results

AMAO 1: LEP STUDENT PROGRESS on TELPAS (ALL LEP)

2013 standard: 50%

2013 GISD: 100%

AMAO 2: LEP STUDENT ATTAINMENT of ADVANCED HIGH on TELPAS (1-4 YEARS LEP)

2013 standard: 15%

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2013 GISD: 57.1 %

**AMAO 2: LEP STUDENT ATTAINMENT of ADVANCED HIGH on TELPAS
(5+ YEARS LEP)**

2013 standard: 28%

2013 GISD: 57.7% *

***This number is not GISD alone. Because of small numbers, GISD is included in a Shared Service Arrangement.**

**AMAO 3: ELL ACCOUNTABILITY
(DUE TO SYSTEM SAFEGUARDS, GISD's RATE IS NOT ASSIGNED.)**

Plans: GISD will continue its program of helping students make progress in TELPAS Proficiency Levels and in attaining advanced high on TELPAS. Even though the district AMAO 3 is not assigned, the district will continue to provide instruction that will enable all ELLs - as well as Exited ELLs who are Monitored - to reach an acceptable score on all STAAR and EOC exams.

Summary of Identified Needs:

- A) Provide professional development for regular education teachers of LEP students. (1.1.1)
- B) Teacher training on use and management of a strong vertically aligned district-wide curriculum. (1.1.16)
- C) Provide before and after school tutorials. (1.1.6)
- D) STAAR/EOC –strategies to increase instructional effectiveness preparing students for testing (1.1.20)
- E) Provide additional support to English Language Learners.
- F) Increase the number of teachers that are ESL certified
- G) Incorporate ELP's standards in daily Instruction

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3. Attendance/Completion Rate/Dropout Rate

Attendance Rate	State	Region 6	District
2012-13	95.8%	95.8%	95.5%
2013-2014	95.9%	96.0%	96.1%
Annual Dropout Rate (Grades 7-8)			
2012-13	0.4%	0.1%	0.8%
2013-14	0.5%	0.2%	0.0%
Annual Dropout Rate (Grades 9-12)			
2012-13	2.2%	1.6%	0.8%
2013-14	2.2%	1.6%	0.4%

Summary of Identified Needs:

- a) Develop a 4-year plan for each student. (2.2.1)
- b) Provide general construction classes for at-risk high school students. (2.2.2)
- c) Offer credit recovery/summer school for students who need remediation/accelerated instruction. (1.1.3)
- d) Provide before/after school tutorials. (1.1.6)
- e) Provide DAEP program. (2.1.4)
- f) Analyze staff survey. (3.1.5)
- g) Decrease annual dropout rate.
- h) Increase the number of student graduating with Recommended and Distinguished diplomas.
- i) Encourage students to earn graduation endorsement

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4. Staff Quality, Recruitment and Retention

Data Sources Reviewed:

- Highly Qualified Report
- Job Applications
- Teacher Turnover Rate

Groveton ISD employs 122.4 staff members: 69.9 Teachers, 19.9 highly qualified paraprofessional's instructional aides, 32.6 Auxiliary Staff. Groveton ISD has two campuses: Groveton Elementary, grades Pre-K – 5, serves 381 students, Groveton Junior High/High School, grades 6 – 12 serves 364 students. 100% of Groveton Elementary teachers and paraprofessional instructional aides meet the federal guidelines for highly qualified. Groveton Junior High/High School started the year with 96.62% of the teaching staff meeting the federal guidelines for highly qualified. .

Groveton ISD advertises job vacancies using the school web site, posting on the TASA web site and through ESC Region 6. Campus administrators interview job candidates and make their recommendations to the superintendent and assistant superintendent.

Summary of Identified Needs:

- a) Use district and professional web sites to attract highly qualified teachers. (5.1.3)
- b) Commit 5% of Title I funds to help teachers become highly qualified. (5.1.1)
- c) Pay \$5000 dollar stipend to attract a HQ teacher in the area of math, science, foreign language(5.1.5)
- d) Grow Your own Program
- e) Create a Future Teachers Association Chapter for GISD.

5. Curriculum, Instruction and Assessment

Data Sources Reviewed:

- DMAC Data
- Summary of Special Programs
- Benchmarks
- PBMAS

Dyslexia: There is a certified dyslexia specialist on each campus who has had training on the use of the DIP program for direct instruction. These specialists are also responsible for monitoring the progress of identified dyslexic students by accessing student grades/attendance, conferencing with students and parents and mentoring/supporting teachers who have identified dyslexic students in their classrooms. All students identified with dyslexia are referred to our 504 Coordinator for placement into our district 504 program.

Special Education: Groveton ISD continues to serve identified students through the special education department. Presently, across the two (2) campuses 5 teachers with special education certification are employed. On each campus, teachers and principal's work together to identify need specific professional development for teachers to attend. The integration of technology-based programs used in conjunction with classroom instruction to remediate weak areas of identified objective mastery (data gathered through DMAC Student Assessment module) is a recognized need.

Gifted and Talented: Groveton ISD has a plan for the identification and placement of gifted and talented students. This plan follows the guidelines set forth by the state. Students in kindergarten through grade 5 are served through a pullout program and meet once a week with a teacher trained in the education of gifted and talented students. Two teachers serve students in grades six through twelve – one serving 6th -8th grade students and one serving 9th-12th grade. The program for both Junior High and High School is a pullout program with the emphasis on enrichment of the standard curriculum. High school students that choose to participate are able to enroll in Dual Credit courses to acquire college credits while in high school.

ESL/Bilingual: Groveton ISD has a growing LEP population. At present the identified and served population PreK-12 is 23 students. The PreK-5 campus serves 22 of those students and the 6-12 campus serves 1. Groveton ISD has one (1) ESL certified teacher who

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serves both campuses. This teacher instructs all ELL students, and monitors those who have exited the program as appropriate. Groveton ISD has 17 students who are currently being monitored.

Title I: The Title I program is school-wide on both campuses. The district holds a meeting each year for the parents to explain the Title I program and receive input from the parents. Throughout the district there are 7.5 highly qualified instructional aides working under the guidance of classroom teachers to provide additional individualized and small group instruction to students. The district schedules two (2) open houses each year, one in the fall and one in the spring in addition to the parent night, which is held in conjunction with the library book fair. Before and after school tutorials are held at the Jr. High/High School and after school tutorials at the elementary school for students who are behind or struggling and need additional help. At the junior high school an additional period has been added to the schedule in Reading/Language Arts and Mathematics to provide students with increased time in these areas. Summer school is offered to at risk students K-8 who have failed a class or who have failed a part of the STAAR Assessment.

State Compensatory Education: Groveton ISD uses state compensatory funds to create remedial classes for students that have failed one or more of the state assessment tests in the areas of Mathematics, Reading/ELA and Science. These classes are built into the schedule, local credit is offered, and students receive accelerated, intensive instruction in the areas where state standards are not met. DAEP classes are used to promote dropout prevention. A teacher will be hired to run the Grad Point Lab in the summer to promote credit recovery.

Career and Technical Education: Groveton ISD offers classes in six (6) areas of Career and Technology education. The high school courses offered are in agriculture, cosmetology, building and trades, auto mechanics, business and home economics. At the junior high introduction to career investigations and general construction trades are classes offered for at risk students.

Summary of Identified Needs:

- a) Administer benchmark assessments to measure objectives that have been mastered. (1.1.21)
- b) Continue to implement a district-wide vertically aligned curriculum. (1.1.16)
- c) Provide training for teachers of special population students taking state assessments. (1.1.15)
- d) Provide vocational classes for at-risk students. (1.1.10)
- e) Provide additional instructional assistance for at-risk students. (1.1.1)
- f) Increase the percentage of students being successful on the writing portion of STAAR/ EOC exams
- g) Provide RTI for the at-risk population
- h) Provide Peer tutoring for struggling students in HS/JH
- i)

6. Family and Community Involvement

Data Sources Reviewed:

- Sign in Sheets
- Event Calendar
- Notes sent home
- Parent Survey's

Groveton ISD is a rural agricultural/ranching community in East Texas. Groveton ISD has a large elementary volunteer program, and strongly encourages parents and community members to become involved through booster clubs. The school-based activities provide many opportunities for both formal and informal parental contact. Open House, Parent Night at the Library and opening of the parent portal to give parents on-line access to their child's grades is several methods used to increase parental awareness. Notes home and phone calls from administrators and teachers help parents stay informed about their child's performance in school. Groveton elementary will create family nights to promote family involvement with their child's education.

Each year the district will host a Title I planning meetings to discuss with parents the goals and objectives of the Title I program and the impact of those goals and objectives on Groveton ISD students. Parent, student and teacher compacts will be signed and returned to the school.

In the spring of the year parent surveys will be sent home to get feedback from parents on how the school is meeting the needs of their children. ESC Region 6 will disaggregate the data from these surveys and report it back to the district. The site-based committees will review the results and make decisions based on the parental feedback.

Summary of Identified Needs:

- a) The library will host two parent nights each school year. (4.1.6 and 4.1.7)
- b) Parent, student and teacher compacts will be signed and placed on file. (4.1.2)
- c) Promote parent volunteer program, Booster clubs and Project celebration for parents to become involved
- d) Promote Health Fair
- e) Provide a meet the teacher night in the fall
- f) Provide financial aide workshops to all seniors and their families for college
- g) Provide Veterans Day program
- h) Provide Back Pack Buddy program
- i) Provide community service projects for student

7. School Organization

Data Sources Reviewed:

- **Master Schedules**
- **Site-based committee meeting minutes**

Groveton ISD has a typical organizational structure. The principal of each campus create the class schedule, assign teachers to classes and is the instructional leader of the campus. The elementary and junior high/high school campus's has an assistant principal who is in charge of discipline. All campus staff reports to the principal and the principal, in turn, report to the assistant superintendent and/or superintendent.

Groveton ISD has 1 certified librarian who runs a library on each campus. Books purchased for both campuses are selected through the requests of teachers or students. Both campuses have access to Accelerated Reader from Reading Renaissance so book purchases are also guided by titles that are included in this program. The library works closely with the teacher on each campus to help strengthen the reading program.

On each campus and at the district level site based teams made up of all stakeholders in the educational process are charged with making decisions and recommendations that will affect the educational process.

Summary of Identified Needs:

- a) Campus Site based committees will review staff surveys results. (3.1.5)
- b) Campus Site based committees will review parent survey results. (4.1.8)

8. Technology

Data Sources Reviewed:

- Technology Plan
- Staff Training
- Inventory of hardware/software

Technology has become an integrated part of the teaching and learning process. The effective use of technology is a fundamental skill needed by students, teachers and administrators. Effective use of technology happens when the staff is trained, has the equipment necessary and can then implement technology as a tool to strengthen the teaching learning process. Teachers and administrator have completed the STaR charts- School Technology and Readiness surveys to analyze the effectiveness and utilization of existing technology components. A three-year plan for technology is on file with the state and continues to be monitored and revised as needed.

Presently, Groveton ISD has 3 independent computer labs and 5 mobile laptop carts. All classrooms 3-5 and all math and science classrooms 6-12 have been equipped with Promethean smart boards and projectors. All classrooms are wired and have at least 1 computer for student use and 1 computer for teacher use. Software for reinforcement and remediation in all the core areas and all grade levels is available for all teachers to use. Additionally, software to prepare students for taking the ACT or SAT will be available for student use. Take home laptop computers can be checked out through the library for students who do not have a computer at home.

Summary of Identified Needs:

- a) Wi-Fi refresh/upgrade/enhancement for improved network access across Groveton ISD's campus. (Estimates show a need to purchase 40 - 50 new Wi-Fi access points to achieve the needed level of Wi-Fi access for student and faculty use.)
- b) Wired network upgrade to boost network speeds and access to keep up with current trends in network and internet usage by faculty/staff and students. (New network switches are required to boost network speeds into the Gigabyte range.)
- c) Server refresh required to replace aging datacenter hardware as proof against failure and subsequent data loss and network failure. (New servers and network storage are needed to increase available storage space, increase utilization and to decrease chances of hardware failure and loss of student and faculty files.)

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- d) Migration to Google Apps for Education to improve student access to classroom material and teacher assistance outside of school facilities and network.
- e) Acquisition of new student devices (laptops/tablets/chrome books) to augment and replace current, older, and non functioning student devices.

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Goal 1: All students will reach a high standard of achievement, as measured by STAAR/EOC, in reading/language arts and Mathematics.

Objective 1.1: Groveton ISD scores (STAAR/EOC) will meet or exceed the state mastery standard.

Activity/Strategy	Person(s) Responsible	Target Group	Title I (SW) NCLB	Timeline	Resources	Evaluation
1. Provide additional instructional assistance to at-risk students in K-12.	Principal, Teacher(s)	At Risk	TISW:2,8,9,10 NCLB:1,2	each 6 weeks	State Comp. Ed. FTE-3.8 \$86,171. Rural Low Income School \$7,763. Title I	Formative: Report Card Grades Summative: TAKS/STAAR/EOC Scores, Pass/Failure Rates
2. Provide opportunities for staff development in effective teaching strategies.	Principal, Teacher(s)	All Students	TISW:1,2,4,9,10 NCLB:1,2,3	Each semester	Title IIA Principal and Teacher Improvement, Local Funds ESC6 Math & Science Fee Service \$7,387.00	Formative: Attendance certificated Summative: TAKS/STAAR/EOC test results
3. Conduct summer school/credit recovery for students who fail a grade level or who score below level on STAAR/EOC. These at-risk students are identified as needing instructional remediation/acceleration.	Assistant Superintendent	ESL, At Risk	TISW: 2,9,10 NCLB:1,2,5	Summer (15 days)	State Comp. Ed. FTE-.5 \$22,500. Title I	Formative: Summer School schedule set, Teacher lesson plans Summative: Students promoted to next grade
4. Continue the Sp. Ed. CAP and focus on pre-referral intervention, supplementary aids and other intervention services	Math Lab Teachers, Principal, Reading Lab Teachers, Sp. Ed. Teachers	SPED	TISW:2,8,10 NCLB: 1	Each semester	IDEA Sp Ed	Formative: Decrease in referrals to Special Education. Summative: Decrease in referrals to Special Ed

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Activity/Strategy	Person(s) Responsible	Target Group	Title I (SW) NCLB	Timeline	Resources	Evaluation
5. Coordinate planning between regular education and CATE.	CATE Teachers, Principal, Teacher(s)	CTE	TISW:1,3,8,9,10 NCLB: 1,3,5	Each semester	CATE Funds	Formative: Teacher Lesson Plans, Agendas, Sign-in Sheets from planning mtg. Summative: TAKS/STAAR/EOC Scores
6. Provide before/after school student tutorials.	Principal	At Risk	TISW:2,9,10 NCLB: 1,5	Each 6 weeks	State Comp. Ed. 17,050. FTE .25	Formative: Attendance Records Summative: TAKS/STAAR/EOC scores

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Goal 1: All students will reach a high standard of achievement, as measured by STAAR/EOC, in reading/language arts and Mathematics.

Objective 1.2: Groveton ISD scores (STAAR/EOC) will meet or exceed the state mastery standard.

Activity/Strategy	Person(s) Responsible	Target Group	Title I (SW) NCLB	Timeline	Resources	Evaluation
7. Provide additional library resources.	Librarian	All Students	TISW:1,9,10 NCLB:1,5	Each semester	Local Funds	Formative: purchase orders, materials are delivered Summative: Materials are processed and in use.
8. Provide 4 distance learning dual credit courses for 11 th and 12 th graders.	Assistant Superintendent, Principal	All eligible 11 th and 12 th graders	TISW:3,9,10 NCLB:1,5	Each semester	Title I, Local Funds	Formative: Students are enrolled in dual credit courses Summative: Students receive college/HS credit.
9.The high school campus will adhere to TEC 61.003(college admission based on class rank)	Counselor(s)	All Students	TISW: 9,10 NCLB:1,5	Each year	Local Funds	Formative: Written Notification Posted Summative: Notification of class ranking
10. Schedule 3 vocational classes presenting real world applications of academic skills for at-risk students.	Principal	At Risk	TISW: 2,6,8,10 NCLB: 1,2,5	Yearly	State Comp. Ed. FTE-.375 \$23,658.	Formative: Classes are scheduled Summative: TAKS/ STAAR/ EOC scores
11. Provide an additional period of mathematics for students in grades 6-8.	Principal	All Students	TISW:1,2,4,8,9 NCLB: 1,2,3,5	Each semester	State Comp. Ed. FTE-.375 \$15,611.	Formative: Class is scheduled Summative: state assessment scores
12. Provide an additional period of English/Language Arts for student's grade 6-7.	Principal	All Students	TISW:1,2,3,5,8,9 NCLB: 1,2,3,5	Each semester	State Comp. Ed. FTE-.25 \$9,797.	Formative: Class is scheduled Summative: State assessment scores
13. Provide STAAR preparations classes for students in Grade 6.	Superintendent	At Risk	TISW:1,5,8,9,10 NCLB: 1,2,3,5	Each Semester	State Comp. Ed. FTE-.25 \$8,604.	Formative: Classes scheduled Summative: Test scores

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Activity/Strategy	Person(s) Responsible	Target Group	Title I (SW) NCLB	Timeline	Resources	Evaluation
14. Provide professional development to teachers of special population students who are taking STAAR/EOC, STAAR A.	Principal, Special Education Teachers	Special Education Students	TISW: 1,2,3,4,5 NCLB: 1,2,5	Fall of each year	Local Funds	Formative: Professional Development is scheduled Summative: State assessment scores
15. Develop vertically aligned district-wide curriculum.	Principal, Teachers, Ass't. Superintendent	All Students	TISW: 1,2,8,9,10 NCLB: 1,2,4	Throughout the year	Local Funds	Formative: Curriculum is localized and implemented Summative: Test scores, STAAR/EOC
16. Reduce the class size for Grade 1 to provide smaller student/teacher ratio.	Superintendent Principal	All Students	TISW: 2,8,9,10 NCLB: 1,2,4,5	Fall of the year	Title IIA \$39,465.00	Formative: Classes are scheduled Summative: Test scores
17. Hire and train instructional paraprofessional aides to work in classrooms with students across the district.	Superintendent Principals	All Students	TISW: 2,8,9,10 NCLB: 1,2,4,5	Fall of the Year	State Comp Ed \$31,300.00 2-FTE Local Funds	Formative: Aides are interviewed and hired Summative: TAKS, STAAR/EOC test results
18. Provide professional development sessions specific to the STAAR/EOC assessment.	Principal Teachers	All Students	TISW: 1,2,3,4,5 NCLB: 1,2,5	Throughout the year	Local	Formative: Training is scheduled Summative: TAKS, STAAR/EOC test results
19. Give locally developed benchmark assessments throughout the year to assess the success of instructional goals.	Principal Counselor Teachers	All Students	TISW: 1,2,4,9,10 NCLB: 1,2,5	3 times a year	Local	Formative: Benchmarks are scheduled Summative: TAKS, STAAR/EOC test results

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Activity/Strategy	Person(s) Responsible	Target Group	Title I (SW) NCLB	Timeline	Resources	Evaluation
21. Staff development in effective teaching strategies in the core content areas.	Principal, Teacher	All Students	TISW: 2, 3, 4, 9, 10 NCLB: 1,2,3	Fall	Title II Part A Principal and Teacher Improvement	Formative: Attendance Certificate Summative: Test scores, Report Card
22. Integrate writing across the curriculum.	Teacher(s)	All Students	TISW: 2,4 NCLB: 1,2	Throughout the year	Local Funds	Formative: Lesson plans Summative: STAAR writing
23. Use the Read Well program in Grades Pre-K as a phonics based approach to reading.	Teacher(s)	All Students	TISW:2,8,9,10 NCLB: 1,2	Throughout the year	Local Funds	Formative: Lesson plans, report cards Summative: TPRI (K-2), STAAR results
24. Coordinate planning between regular education and all special populations. ESL, LEP, Sp. ED., dyslexia	Dyslexia specialist, Principal	All students	TISW: 3,8,9,10 NCLB:1,2,4	Fall	Local Funds	Formative: planning session scheduled Summative: special populations STAAR results
25. Professional Development for all teachers of LEP or at-risk students on teaching strategies/methods.	ESL Specialist, Principal	LEP, At-risk	TISW: 3,8,9 NCLB:1,2,3,5	Fall	Local Funds	Formative: Training scheduled Summative: Sign-in sheets, PDAS conference
26. Provide after school student tutorials.	Principal	All Students	TISW: 3,9 NCLB: 1,2	All Year	State Comp. Ed. 17,050. FTE .25	Formative: sessions scheduled Summative: STAAR results
27. Implement Math Meeting Board in all grade levels to utilize a spiral review and promote upper level thinking skills	Principal, Teachers	All Students	TISW: 1, 2,3 NCLB: 1,2	All Year	Local Funds	Formative: Lesson Plans, report cards Summative: STAAR Results
28. Provide SAT/ACT preparatory sessions for students.	Assistant Superintendent Counselor Principal	All Students	TISW: 3,9,10 NCLB: 1,2,3,5	Throughout the school year	Local funds	Formative: Schedule of classes published, Summative: Increased scores on ACT/SAT
29. Publish testing dates and locations for parents and students and provide assistance to students unable to pay testing fees.	Counselor	All Students	TISW: 9,10 NCLB:1,2,5	Throughout the year	Local funds	Formative: Letters are posted and mailed home Summative: Students are registered for a test date

Groveton ISD

Goal 1: All students will reach a high standard of achievement, as measured by STAAR/EOC, in reading/language arts and Mathematics.

Objective 1.3: Groveton ISD will maintain the percentage of students taking the SAT/ACT, (80%), and increase the percentage of students who meet or exceed the state criterion on SAT/ACT.

Activity/Strategy	Person(s) Responsible	Target Group	Title I (SW) NCLB	Timeline	Resources	Evaluation
1. Provide students with sources for ACT/SAT preparation software.	Counselor(s), Teacher(s)	All Students	TISW: 1,8,9,10 NCLB: 1,5	Ongoing	Local Funds	Formative: List is handed out to students Summative: AEIS Data, SAT/ACT Data
2. The district will adhere to TEC 61.003 (college admission based on class ranking)	Counselor(s) Principal	All Students	TISW: 9,10 NCLB:1,5	Each year	Local Funds	Formative: Posted Written Notification Summative: Class Ranking on File
3. Provide SAT/ACT preparatory sessions for students.	Assistant Superintendent Counselor Principal	All Students	TISW: 3,9,10 NCLB: 1,2,3,5	Throughout the school year	Local funds	Formative: Schedule of classes published, Summative: Increased scores on ACT/SAT
4. Publish testing dates and locations for parents and students and provide assistance to students unable to pay testing fees.	Counselor	All Students	TISW: 9,10 NCLB:1,2,5	Throughout the year	Local funds	Formative: Letters are posted and mailed home Summative: Students are registered for a test date
5. Counsel with students over SAT/ACT test results.	Counselor	All tested students	TISW: 9 NCLB:1,2,5	When needed	Local Funds	Formative: Review test results returned to school Summative: Sessions are scheduled.

Groveton ISD

Goal 1: All students will reach a high standard of achievement, as measured by STAAR assessment, in reading/language arts and Mathematics.

Objective 1.4: Institute a Reading and Mathematics Intervention Program to address the needs of 100% of low achieving students.

Activity/Strategy	Person(s) Responsible	Target Group	Title I (SW) NCLB	Timeline	Resources	Evaluation
1. Implement a report card hand out to make contact with parents of struggling students.	Principal, Teachers	At Risk Students	TISW:1, 2, 6 NCLB: 1,2	Fall	Local Funds	Formative: Report Card hand out is scheduled in Fall Summative: STAAR scores for identified students
2. Faculty meeting in the first 6 weeks of school to set curriculum timeline for benchmark tests.	Principal, teachers	All Students	TISW: 2,3,8,9 NCLB: 1,2,4	First 6 weeks of school year	Local Funds	Formative: Meeting is scheduled Summative: Benchmark tests are administered
3. Star Math/Reading assessment timeline is set.	Principal	At risk students	TISW: 2,3,8,9 NCLB: 1,2	Fall	Local Funds	Formative: Identify students to be tested Summative: Tests scheduled
4. Schedule two meetings a year for parents of children that attend math/reading lab	Principal	At Risk students	TISW: 2,6,9 NCLB: 1,2	Fall and Spring	Local Funds	Formative: Meetings are scheduled Summative: Meetings are held
5. Send out TPRI and Star Parental Involvement letters (3) times a year for parent information.	Principal	At Risk students	TISW:2,3,6,8,9 NCLB: 1,2	Fall and Spring of year	Local Funds	Formative: Students are identified, letters are created Summative: Letters are sent to parents
6. Schedule 2 benchmarks per year prior to state testing.	Principal, Teachers	All Students	TISW:2,8,9,10 NCLB: 1,2	Fall	Local Funds	Formative: Schedule is created Summative: Tests are administered.

Groveton ISD

Goal 1: All students will reach a high standard of achievement, as measured by STAAR assessment, in reading/language arts and Mathematics.

Objective 1.5: Identify and address the needs of 100% of special population students.

Activity/Strategy	Person(s) Responsible	Target Group	Title I (SW) NCLB	Timeline	Resources	Evaluation
1. Follow state guidelines for the identification and placement of G/T students.	G/T teacher, Principal	G/T students	TISW:2,6,9,10 NCLB: 1,2	Each year	Local	Formative: State guidelines are reviewed Summative: Students are placed
2. Schedule annual meeting with parents of G/T students to explain the program and receive input.	G/T teacher, Principal	G/T students	TISW: 2,3,6,9 NCLB: 1,2	Each year	Local	Formative: Meeting is scheduled Summative: Meeting is held
3. Dyslexia specialist will conduct training for all teachers on how to instruct students with dyslexia.	Dyslexia Specialist, Principal	Dyslexic Students	TISW:1,2,4,9,10 NCLB: 1,2,3	Each year	Local	Formative: Training is scheduled Summative: Training is held
4. Dyslexia Specialist will conduct a parent education meeting for the parents of identified students.	Dyslexia Specialist, Principal	Dyslexic Students	TISW: 2,3,6,9 NCLB: 1,2	Fall	Local	Formative: Meeting is scheduled Summative: Meeting is held
5. Review state procedures and guidelines for placement, instruction and monitoring of identified dyslexic students	Dyslexia Specialist, Principal	Dyslexic Students	TISW: 2,3,6,9 NCLB: 1,2,3	Yearly	Local	Formative: Review state procedures Summative: State procedures are followed
6. All teachers will receive ELPS (English Language Proficiency Standards) training.	ESL Teacher, Principal	LEP students	TISW: 2.3.4.9 NCLB: 1,2,3	Fall	Local	Formative: Meeting is scheduled Summative: Meeting is held
7. Group LEP students by grade level.	Principal	LEP students	TISW: 2,3,9 NCLB: 2	Yearly	Local	Formative: LEP students are assigned to the same homeroom teacher by grade level Summative: Students are grouped together for instruction

Groveton ISD

Activity/Strategy	Person(s) Responsible	Target Group	Title I (SW) NCLB	Timeline	Resources	Evaluation
8. Schedule training for teachers of LEP students on methods of instruction, which can be monitored by campus administration, to help LEP students be successful in regular education classrooms.	ESL Teacher, Principal, Teacher(s)	LEP Students	TISW:2,3,4,9,10 NCLB: 2	Training in the Fall, Monitoring throughout the year	Local	Formative: Training scheduled and strategies are identified Summative: Campus administration will use informal monitoring of classes with LEP students for the use of strategies

Groveton ISD

Goal 2: Groveton ISD will meet or exceed the state and federal standards for attendance/dropout rates.

Objective 2.1: Groveton ISD attendance rate will be equal to or greater than 96%.

Activity/Strategy	Person(s) Responsible	Target Group	Title I (SW) NCLB	Timeline	Resources	Evaluation
1. Inform students and parents via the student handbook regarding attendance laws.	Principal	All Students	TISW: 2,9,10 NCLB:1,5	Fall of each school year	Local Funds	Formative: Parent signature sheet Summative: Increase in attendance rates
2. Contract with an attendance officer for home visits and issuing tickets.	Assistant Superintendent	All Students	TISW: 2.10 NCLB:1,5	Yearly	Local Funds	Formative: Attendance Officer's contact log, attendance reports Summative: Increase in Attendance Rates
3. Maintain close contact between teachers and parents via phone calls, notes home, and letters.	Principal, Teachers	All Students	TISW: 2,9 NCLB:1,5	Monthly	Local Funds	Formative: Teacher logs Summative: Increase in Attendance Rates
4. Provide a Disciplinary Alternative Education Program.	Principal	All Students	TISW: 2 NCLB:1,5	Throughout the school year	State Comp. Ed. FTE-1 \$46,591.	Formative: DAEP Roster Summative: DAEP Summary Report
5. Inform parents via letters regarding attendance laws.	Campus Principal	All Students	TISW: 6,9 NCLB: 1.2.4	Fall of the year and then as needed	Local	Formative: Parent mail-outs, parent contacts Summative: Attendance rate
6. Contract with an attendance officer.	Superintendent	All Students	TISW:2 NCLB: 1,2,4,5	Each year	Local	Formative: Attendance officer's contact log Summative: Attendance rate
7. Maintain contact between parents and teachers through phone calls, conferences and written communication.	Principal, Teacher	All Students	TISW: 2,6 NCLB: 1,2	Throughout the year	Local	Formative: Contact logs, letters Summative: Attendance rates
8. Provide end of year awards for perfect attendance.	Principal, Teacher	End of Year	TISW: 6,9 NCLB: 1,2	End of Year	Local	Formative: Attendance certificates for students Summative: Attendance rate for campus

Groveton ISD

Goal 2: Groveton ISD will meet or exceed the state and federal standards for attendance/dropout rates.
Objective 2.1: Groveton ISD attendance rate will be equal to or greater than 96%.

Activity/Strategy	Person(s) Responsible	Target Group	Title I (SW) NCLB	Timeline	Resources	Evaluation
9. Work with students to develop a 4-year plan to accumulate course credits.	Counselor	All Students	TISW: 9,10 NCLB:1,5	Spring of the year	Local Funds	Formative: 4-year plan on file for each student Summative: Decrease in dropout rate.
10. Provide general construction classes for the high school students that are at risk.	Assistant Superintendent Principal	At Risk	TISW: 2,6,9,10 NCLB:1,2,5	Yearly	Title I, CATE	Formative: Report Card Grades, Pass/Fail Rates Summative: Decrease in dropout rates
11. Provide general construction class for at risk students in grades 7 (SCE criteria & local criteria is used to identify at risk students)	Principal	At Risk	TISW: 2,3,9,10 NCLB:1,2,5	Yearly	State Comp Ed. FTE-.125 \$5,357.	Formative: Attendance rates, report card grades, progress reports Summative: Decrease in dropout rate
12. Offer GED counseling and pregnancy related services for over-age and at-risk students.	Counselor Principal	At Risk	TISW: 2,9 NCLB:1,2,5	Throughout the year	Local Funds	Formative: Counseling Log, Homebound contacts Summative: GED completion, decrease in the dropout rate

Groveton ISD

Goal 3: Groveton ISD will provide a safe and orderly school climate, conducive to learning.

Objective 3.1 100% of Groveton ISD students will be drug free and no student will bring a gun to school.

Activity/Strategy	Person(s) Responsible	Target Group	Title I (SW) NCLB	Timeline	Resources	Evaluation
1. Review the district crisis management plan.	Superintendent Assistant Superintendent Principal(s)	All Students	TISW: 2,9, NCLB:4	Each year	Local Funds	Formative: Disaster Drill Log Summative: SDFSC Annual Evaluation Report
2. Review behavior data and intervene as appropriate.	Principal	All Students	TISW: 2,6,9 NCLB:4,5	Each six weeks	Local Funds	Formative:6 week behavior summary report Summative: SDFSC Annual behavior report
3. Contract for drug dog searches.	Assistant Superintendent Principal	All Students	TISW: 9 NCLB:4	Each semester	Local Funds	Formative: Campus visit report Summative: SDFSC annual report
4. Conduct Red Ribbon Week.	Counselor Principal School Nurse	All Students	TISW: 6,9 NCLB:4	Spring	Local Funds	Formative: School calendar of events Summative: SDFSC annual report
5. Distribute and analyze staff surveys.	Assistant Superintendent	All Students	TISW: 6,9,10 NCLB: 1,2,5	Spring	Local Funds	Formative: Survey is distributed Summative: Survey results are tabulated
6. Provide detention classes after school for student Code of Conduct violations.	Principal	All Students	TISW: 9 NCLB: 4	Throughout the year	State Comp. Ed.	Formative: Detention records Summative: Detention schedule is published

Groveton ISD

Goal 3: Groveton ISD will provide a safe and orderly school climate, conducive to learning.

Objective 3.1 100% of Groveton ISD students will be drug free and no student will bring a gun to school.

Activity/Strategy	Person(s) Responsible	Target Group	Title I (SW) NCLB	Timeline	Resources	Evaluation
7. Use drug dogs to check for drugs on campus.	Asst. Superintendent Principal	All Students	TISW: 2,9 NCLB: 1,2,4	Throughout the year	Local Funds	Formative: Incident Report Summative: SDFSC Annual Evaluation Report
8. Review behavior data and intervene as appropriate	Principal, Teacher	All Students	TISW: 8,9 NCLB: 4	Each six weeks	Local	Formative: 6 week behavior reviews Summative: Annual behavior data report
9. Fourth and fifth grade students will participate in Connections Program	Principal, Teachers	All 5th Grade students	TISW: 2,9 NCLB: 4	Yearly	Local	Formative: Calendar dates are set Summative: SDFSC Annual Evaluation Report
10. Provide OCS for students that continually violate student code of conduct.	Principal, Teacher	All Students	TISW: 2,8,9,10 NCLB: 4	Yearly	Local Funds	Formative: Discipline referrals Summative: Students are assigned OCS.
11. Provide "Positive Action" prevention program	Principal	All Students	TISW: 2,9 NCLB: 4	Fall	Local Funds	Formative: Program is purchased Summative: Program is implemented
12.. Provide DAEP for students who continually violate the student code of conduct.	Principal	All Students	TISW: 2,9,10 NCLB: 4,5	Throughout the year	State Comp. Ed. \$46,591. FTE -1	Formative: DAEP Roster Summative: DAEP Assignments

Groveton ISD

Goal 4: Groveton ISD will increase parent and community involvement.

Objective 4.1: The number of parent and community participants will increase.

Activity/Strategy	Person(s) Responsible	Target Group	Title I (SW) NCLB	Timeline	Resources	Evaluation
1. Teachers will have contact with parents through progress reports, notes home, telephone, etc.	Teacher	All Students	TISW: 2,6,8,9,10 NCLB:4,5	Throughout the year	Local Funds	Formative: Teacher logs, progress reports Summative: Summary report of teacher logs
2. Create a student, parent, teacher educational contract to be signed and placed on file by the school..	Principal, Teachers	All Students	TISW: 6,9 NCLB:1,2,5	End of first six weeks	Local Funds	Formative: Compacts signed and on file Summative: Parent involvement records
3. Conduct financial aide workshops for parents and students.	Counselor	All Students	TISW: 6,9 NCLB:1,2	Spring Semester	Local Funds	Formative: Sign in sheets Summative: Summary of attendance
4. Conduct a spring Title I planning meeting to discuss with parents and community members the goals, objectives, and state standards of the program.	Assistant Superintendent	All Students	TISW: 2,6 NCLB:1,2	Spring semester	Local Funds	Formative: Attendance logs, Agenda, Minutes Summative: Parental involvement records
5. Schedule 2 Open Houses per campus per year	Principals	All Students	TISW: 6 NCLB:1,2,5	Fall/Spring	Local Funds	Formative: Sign-in Sheets Summative: Summary Report
6. The library will host a Thanksgiving lunch and parent night in conjunction with a book fair.	Librarian	All Students	TISW: 6 NCLB: 1,2,5	Fall/Spring	Local Funds	Formative: Sign-in Sheets Summative: Summary Report
7. The library will host a book fair in conjunction with the May Open House.	Librarian	All Students	TISW: 6 NCLB: 1,2,5	Fall/Spring	Local Funds	Formative: Sign-in Sheets Summative: Summary Report

Groveton ISD

Activity/Strategy	Person(s) Responsible	Target Group	Title I (SW) NCLB	Timeline	Resources	Evaluation
8. The campuses will distribute parent survey to be analyzed by the site-based	Assistant Superintendent	All Students	TISW: 2,6 NCLB:1,2	Spring	Local Funds	Formative: Surveys distributed Summative: Results are analyzed
9. Schedule two Open House events per year	Principal, Teachers	All Students	TISW: 6,10 NCLB: 1,2,4	Fall and Spring	Local	Formative: Attendance logs Summative: Sign in sheets
10. Send home progress reports every third week of a six weeks so parents are aware of their child's progress.	Teacher	All Students	TISW:6 NCLB: 1,2	Every third week of a six week period	Local	Formative: Progress reports are printed and sent home Summative: Parents sign and return reports
11. Host family reading night in conjunction with the Spring book fair.	Librarian, Principal	All students	TISW: 2,6 NCLB: 1,2,4	Spring	Local	Formative: Sign in sheet Summative: Parents will attend the book fair with their children
12. Host the Thanksgiving Eat and Read with the Fall book fair	Librarian, Principal	All students	TISW: 2,6 NCLB: 1,2,4	Fall	Local	Formative: Sign in sheet Summative: Parents will attend the book fair with their children
13. Distribute school calendar of events to all parents.	Principal	All Students	TISW: 6 NCLB: 1,2	Monthly	Local	Formative: Copy of calendar Summative: Parent survey
14. Open parent portal for parents to have internet access to their child's grades.	Technology, Principal	All Students	TISW: 6 NCLB: 1,2	Yearly	Local	Formative: Portal is open, Parent training is scheduled Summative: Parents can access their child's grades.
15. Schedule meetings with parents of at-risk students.	Teacher, Principal	At Risk	TISW: 6,9,10 NCLB: 1,2,3	Throughout the year	Local	Formative: Meeting is scheduled Summative: Meeting is held
16. Schedule grade level meetings for reading and mathematics to determine instruction for at-risk students	Teachers	At Risk	TISW: 6,9,10 NCLB: 1,2,3	Every six weeks	Local	Formative: Meeting is scheduled Summative: Meeting is held
17. Establish parental involvement with school to home connection letter.	Principal	All Students	TISW: 6 NCLB: 1,2	Once a month	Local Funds	Formative: Letters are sent home Summative: Parents become more involved in their child's class work.

Groveton ISD

Activity/Strategy	Person(s) Responsible	Target Group	Title I (SW) NCLB	Timeline	Resources	Evaluation
18. All children that will be school age in September can attend a Kindergarten orientation.	Principal and Kindergarten Teachers	All entering Kindergarten students	TISW: 7, 9, 6 NCLB: 1,2	Late Spring/early Fall	Local	Formative: Orientation is scheduled Summative: Student and parents attend orientation.
19. Provide facilities and resources for youth sports leagues in local community	Assistant Supt.	All Students		Yearly	Local	Formative; Attendance of local community and parents Summative: Parents and community will attend evens with students

Groveton ISD

Goal 5: Students of Groveton ISD will be taught by teachers and paraprofessional instructional aides who are highly qualified according to state standards and the NCLB Act.

Objective 5.1: Decrease the number of teachers who are not highly qualified by 6%.

Activity/Strategy	Person(s) Responsible	Target Group	Title I (SW) NCLB	Timeline	Resources	Evaluation
1. 5% of Title I funds will help defray the cost to teachers who are becoming highly qualified (courses, workshops)	Assistant Superintendent Principals	Participating Teachers	TISW: 2,3,4,5 NCLB: 3	Each Semester	Title I Funds	Formative: College credits, Staff Dev. Certificate, Classroom observation Summative: All teaching personnel highly qualified.
2. Allow Paraprofessional aides to attend the ESC 6 Teacher Preparation and Certification Program to become a certified teacher.	Assistant Superintendent	Participating Paraprofessional Aides	TISW: 2,3,4,5 NCLB: 3	Each Semester	Title I Funds	Formative: College Credits, Teacher Certification Summative: Highly Qualified Teachers
3. Use district and professional organizations websites to advertise vacancies.	Assistant Superintendent Principal		TISW: 3,4,5 NCLB:3	Summer/Fall	Local Funds	Formative: Registration with organizations, Vacancies posted Summative: Increase in highly qualified teachers
4. Work with surrounding universities through the job placement office and job fairs.	Assistant Superintendent Principal		TISW: 2,3,4,5 NCLB:3	Summer	Local Funds	Formative: Verification report to SB committee Summative: Increase the number of highly qualified teachers
5. Offer a signing bonus for teachers who are certified and teach in High Needs area	Superintendent	Teachers	TISW: 2,3,4,5 NCLB:3	Summer	Local Funds	Formative: Bonus is paid Summative: Teacher signs a new contract

Groveton ISD

Goal 5: Teachers and paraprofessional instructional aides that are highly qualified according to state standards and federal NCLB mandates will teach students of Groveton Elementary.

Objective 5.1: Decrease the number of teachers who are not highly qualified by 6%.

Activity/Strategy	Person(s) Responsible	Target Group	Title I (SW) NCLB	Timeline	Resources	Evaluation
6. Teachers will attend professional development sessions in core content areas.	Principal, Teachers	All Students	TISW: 3,4 NCLB: 3	Yearly	Title IIA Principal and Teacher Improvement	Formative: Attendance Certificates Summative: Scores on
7. Allow paraprofessional aides to attend the ESC6 Teacher Preparation and Certification Program to become certified teachers.	Assistant Superintendent	All Students	TISW: 3,4,5 NCLB: 3	Yearly	Title I	Formative: College Credits, Teacher Certification Summative: Highly qualified teachers
8. All training required by state and federal statutes will be provided.	Assistant Superintendent	All Students	TISW: 3,4,5 NCLB: 3	Yearly	Title I Local Funds	Formative: Trainings are scheduled Summative: Attendance certificates are given at the end of each training
9. Advertise job vacancies using district web site, professional organization's web site and surrounding universities job placement office/job fairs.	Assistant Superintendent, Principal	All Students	TISW: 3,4,5 NCLB: 3	Fall	Local	Formative: Vacancies are posted Summative: Number of highly qualified teachers hired