

ALVORD INDEPENDENT SCHOOL DISTRICT DISTRICT IMPROVEMENT PLAN 2021-2022

Mission Statement

It is the purpose and mission of the Alvord Independent School District to provide a safe environment and a sound educational program for all students allowing them to develop to their full potential intellectually, physically, and socially in order to be responsible citizens and contributing members of society. Inherent within this purpose and mission is the belief that all students can learn and that the school, the home and the community can make a difference in the lives of its students.

La información se compartirá, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender. Si necesita ayuda o tiene alguna pregunta sobre este documento, comuníquese con (940) 427-5975. Los servicios de traducción están disponibles.

Final Review by District Committee on: May 24, 2021

Review by Board of Trustees on July 27, 2021 _____

DISTRICT DECISION MAKING COMMITTEE

Dr. Randy Brown, Chairperson

PROFESSIONAL STAFF

Aaron Tefertiller, High School Principal

Jessica Bull, Middle School Principal

Bridget Williams, Elementary Principal

Jenna Clark, Secondary Counselor

Mindy Markum, Elementary Counselor

Mechelle Wright, High School Teacher

Kathy Jo Nance, High School Teacher

Shelly Rangel, High School Teacher

Clayton Roberts, High School Teacher

Melissa Bailey, Middle School Teacher

Tammy Mathews, Middle School Teacher

Laura Rhine, Middle School Teacher

Jamie Mitchell, Elementary Teacher

PARENTS:

Jenny Chambers

Melissa Nivens

Courtney Archa

Michelle Rasmussen

BUSINESS/COMMUNITY

Teresa Mader, Business Owner

Catey Allen, Business Owner

KEY TO ACRONYMS

ACT	No longer an acronym (student college entrance exam) Average Daily
ADA	Attendance (student attendance measurement) Alternative Education
AEP	Placement (disciplinary placement for students) Accelerated Reader
AR	Program
CATE	Career and Technology Education (old vocational program)
DEIC	District Education Improvement Committee
ORA	Reading test for first grade students
ESC XI	Education Service Center (located in Fort Worth to assist school districts)
ESL	English as a Second Language (program for students from non-English speaking homes)
FTE	Full-Time Equivalency (method for quantifying teacher units)
G/T	Gifted and Talented
LSBF	Lake Shore Building Fluency (reading test for second grade students)
PALS	Peer Assistance Leadership (older students helping younger students)
PLAN	Not an acronym (name of a test that predicts student performance on the ACT test) Pre-
PSAT	Scholastic Aptitude Test
PTO	Parent Teacher Organization
SAT	Scholastic Aptitude Test (student college entrance exam)
SCE	State Compensatory Education
SDFSC	Safe and Drug Free School Compensation
SI	Study Island (provides teachers with knowledge of student performance for TAKS/STAAR)
STAR	Reading test for first and second grade students
STAAR	State of Texas Assessments of Academic Readiness
TAKS	Texas Assessment of Knowledge and Skills (Texas grades 11/12 student testing)
TEC	Texas Education Code (Texas school law)
TEKS	Texas Essential Knowledge and Skills (State Curriculum)
TPRI	Texas Primary Reading Inventory (reading test for all kindergarten, first and second grade students)

ALVORD INDEPENDENT SCHOOL DISTRICT SCHOOLWIDE PROGRAM

Intent and Purpose

Title I, Part A, provides *supplemental* resources to local education agencies (LEAs) to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards. Title I, Part A, supports campuses in implementing either a school wide program or a targeted assistance program:

Alvord Elementary School is a school wide campus in Alvord ISD. The campus will address the three elements of schoolwide in their Comprehensive Needs Assessment and the Campus Improvement Plan. These Elements are: #1 Comprehensive Needs Assessment; #2 Instructional Strategies; and #3 Parent and Family Engagement.

Intended Program Beneficiaries

The intended program beneficiaries are students who experience difficulties mastering the state academic achievement standards.

In consultation with the business office, administrators, and other campus professional staff, the decision was made to use the following accounting method:

Title I, Part A (Fund Code 211) funds shall be consolidated (as indicated on the SC5000) with other funds on this Title I, Part A Schoolwide campus to upgrade its entire education program. Title I, Part A (211) funds \$ 69,713.

The Title IA funds are supplemental to the state and local funds that are received by the campus.

Alvord ISD ensures that records are kept that demonstrate that the Federal funds, including Title I, Part A funds, are used to support activities that address specific educational needs of the school identified by this campus comprehensive needs assessment and are articulated in the schoolwide program plan. The district and campus ensure that this schoolwide campus contains sufficient resources and activities to reasonably address the intent and purposes of each of the Federal programs, particularly as they relate to

the lowest-performing students.

The LEA Reserved the following ESSA funds at the District Level as reported on the ESSA Consolidated Application:

\$ 100.00 Homeless

\$4,739.00 Other: technical assistance

Transferability is used for the following programs:

Title IIA 100% to meet the intents and purposes of TIA schoolwide.

Title IVA 100% to meet the intents and purposes of TIA schoolwide.

State Compensatory Education Program (SCE)

Intent and Purpose

State compensatory education (SCE) is a supplemental program designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by TEC §29.081, and all other students. The purpose is to design and implement appropriate compensatory, intensive, or accelerated instruction that enable the students to be performing at grade level at the conclusion of the next regular school term. In determining the appropriate intensive accelerated instruction or SCE program, districts must use student performance data resulting from the basic skills assessment instrument and achievement tests administered under Subchapter B, Chapter 39. Based on this needs assessment, district and campus staff shall design the appropriate strategies and include them in the campus and/or district improvement plan.

Programs and/or services designed to supplement the regular education program for identified at-risk students:

- The goal for SCE is to increase achievement and reduce the disparity in (a) performance on the state assessment and (b) rates of high school completion between students at-risk of dropping out of school and all other district students.
- Expenses must directly impact students and cannot be used for parental involvement activities.

State Compensatory Education Funds: \$387,387

Intended Program Beneficiaries

Students identified by the 13 criteria as at-risk of failing the state assessment or dropping out.

General Program Requirements

Any program activity, program personnel, or program materials required by federal law, state law, of State Board of Education rule may not be funded with SCE funds. SCE funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school.

SCE may upgrade a Title I Schoolwide Program if:

- SCE funds and Full Time Equivalents (FTE) are a part of the campus budget and
- LEA maintains documentation that all funded programs and strategies are supported by scientifically-based research and
- SW campus must be identified in the most current SAS (Schedule SC5000 of the Consolidated Application for Federal Funding at a true 40% low income or higher – not feeder pattern, SW Previous Year, or Ed-Flex waiver.

Alvord ISD meets all of the 3 of the above requirements and will use SCE funds to upgrade the educational program of the schoolwide campus. The campus will include the required activities to meet the intents and purposes of the State Compensatory Education program.

Title I, Part C Carl D. Perkins, Career and Technology Education Programs

District joins a Shared Service Arrangement with ESC Region 11

Intent and Purpose

These programs shall provide career and technical education (CTE) programs that are of such size, scope, and quality as to be effective; integrate academic and CTE through a sequence of courses that are coherent and rigorous in content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current and emerging careers; provide technical skill proficiency, an industry-recognized credential, a certificate, or technical degree; and provide equitable participation in CTE programs for students who are members of special populations.

CTE programs provide a career and technology education program that assists students who are educationally and economically disadvantaged (including foster children); students of limited English proficiency, students preparing for training and employment that is nontraditional for their gender; single parents, including single pregnant women, displaced homemakers; and students with disabilities to succeed through supportive services such as counseling, English-language instruction, child care, transportation, and special aids and devices.

Career and Technology Education assists (1) students who are members of special populations to enter career and technology education programs, and, with respect to students with disabilities, assist in fulfilling transitional services; assess (2) the special needs of students participating in programs in the most integrated setting possible; provide (3) supplementary services to students who are members of special populations, including, with respect to individuals with disabilities, (a) curriculum modification, (b) equipment modification, (c) classroom modification, (d) supportive personnel, and (e) instructional aids and devices; provide (4) guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of such services; and provide (5) counseling and instructional services designed to facilitate the transition from school to postsecondary education and training or to post-school employment and career opportunities.

TEA has identified four strategic priorities for student outcomes:

- #1 Recruiting, supporting, and retaining teachers and principals;
- #2 Building a foundation of math and reading;
- #3 Connecting high school to career and college; and
- #4 Improving low-performing schools.

District Comprehensive Needs Assessment

Demographics

734 students in grades Pre-K to 12.

The student population is:

.1% African American

0% Asian

13.4% Hispanic

.7% American Indian

84.3% Anglo

52.9% male

47.1% female

33.9% low socio economic status of in residence students

11% overall mobility rate for the campus is approximately

0% dropout rate

96% average daily attendance rate for students

LEP: 4 students

Gifted/Talented: 6.3

504: 128 students

SPED: 13.8% of total student population

At Risk: 32.6% of students

Migrant: 0% of students

Dyslexia: 9.8 students

0 # of discipline referrals this past year, which is about the same from discipline referrals the previous year.

98.4% of teachers are certified and 100% of instructional paraprofessionals are Highly Qualified.

The staff is 22.4% male and 77.6% female with an average of 14.6 years of teaching experience.

Demographics Strengths

- Serving Diverse Student Groups by Differentiating Instruction to meet student needs
- Continuous Decline in Special Education numbers
- Use of Inclusion to close learning gaps
- Serving LEP population through ESL certified instructors and paraprofessionals
- Additional staff to serve increased enrollment

Demographics Needs

- Improve Student Attendance Rates to meet Q1 Distinction Designation
- Improve Student Performance Rates to meet Q1 Distinction Designation
- Continued focus and attention on At-Risk population
- Prepare LEP population to take STAAR Writing to meet System Safeguards
- Improve LEP performance on all STAAR Tests
- Improve Hispanic subgroup in STAAR Science to meet System Safeguards
- Monitor ESL, SPED and Regular Ed students in Inclusion classes for effectiveness

Student Achievement

- Continue to address and close any gaps between subgroups
- Address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers
- Identify services to be provided to homeless students
- Address Transition Services/activities for early childhood to elementary; elementary to middle school; middle school to high school grades; and high school to postsecondary education.
- Address the needs of At-Risk students
- Provide additional educational assistance to any student at-risk of meeting the challenging State academic standards
- Address the needs of LEP students
- Use Inclusion to close gaps for SPED and LEP students
- Address gaps between subgroups in Math
- Address gaps between subgroups in Reading

- Address the needs of Hispanic population in Science
- Address the needs of ELL population in Writing
- Implement Strategies for increase rigor of STAAR
- Continue use of monitor groups for struggling students in all content areas through remediation and intervention
- Implement/Continue TRS instruction in all content areas to help staff prepare for STAAR
- Identify and serve gifted and talented students
- Develop effective school library programs to provide students an opportunity to develop digital literacy skills and improve achievement
- Increase student access to early college high school or dual or concurrent enrollment opportunities
- Coordinate and integrate career and technical education content and work-based learning opportunities

Student Achievement Strengths

- High quality teachers and instructional techniques
- Vertically-Aligned Curriculum to meet student needs
- Disaggregated Data
- RTI programs/tutorials
- Intervention/Enrichment Programs
- Intervention strategies
- Growth through increased instructional time
- Inclusion instruction for SPED and ESL classes

Student Needs

- Target subgroups in all content areas
- Improve Hispanic subgroup in STAAR Science to meet System Safeguard
- Improve ELL subgroup in STAAR Writing to meet System Safeguard
- Increase the LRE rate in SPED
- Decrease the number of STAAR Alt tests in SPED
- Target At-Risk population and improve At-Risk scores in Math/Reading/Writing/Science
- Continue to utilize and expand usage of Inclusion strategies for SPED and ESL students
- Address gaps between subgroups in Math
- Address gaps between subgroups in Reading

- Address gaps between subgroups in Science
- Address gaps between subgroups in Writing
- Address gaps between subgroups in Social Studies
- Added preparation and training staff and students for increased rigor of STAAR/EOC
- Decrease Hispanic representation in SPED
- Increase proficiency levels in TELPAS Reading
- Address students who have not met EOC standards
- Implement APEX Learning, Project Based Learning
- Structure a flex period for at-risk
- Hire extra staff to provide double block instruction for math.
- Implement Professional Learning Community Planning and Collaboration

School Culture and Climate

School culture and climate was addressed in the form of staff, student and parent surveys. Data obtained from these surveys, combined with data obtained from Principal walk throughs, Parent meetings, and feedback data, provided the tools to assess and evaluate differing perspectives of the campus system and process.

School culture and Climate Strengths

- Administration and administrative support
- Reduce any overuse of discipline practices that remove students from the classroom
- Vertically/Horizontally-aligned instruction
- Increase teaching time
- Providing more hand-on activities
- Well-maintained Facilities
- Small class sizes/low teacher student ratio
- Access to technology
- Access to resources
- Teacher collaboration
- Specialized learning environment
- Teacher mentoring program

- Rapport building through home-visits
- Character education
- Provide meaningful parental involvement opportunities through WATCH DOGS

School Culture and Climate Needs

- Increase access to technology for 1:1
- Embrace the varied culture and diversity of students
- Create bridges from the school to the community
- Continue to increase teamwork/cooperation among grade-levels
- Continue to address topic of bullying and respect
- Provide more planning opportunities for teachers

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- To continue to operate at a high level, high quality staff must be cultivated, maintained, and recruited
- Staff morale must remain high focusing on collaboration and teamwork
- Staff development must be meaningful and purposeful
- Address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers
- Address issues for recruiting and retaining highly effective teachers in small/rural schools

Staff Quality, Recruitment, and Retention Strengths

- 100% Effective/Certified staff
- Immediate feedback from administrators from walkthroughs and TTESS
- High Staff Attendance Rate
- New Teacher Training and Mentoring
- High Quality Staff Development activities

Staff Quality, Recruitment, and Retention Needs

- Maintain Certified Staff
- Maintain High Morale by focusing on collaboration, teamwork, and communication
- Develop effective Mentoring Programs
- Be on the cutting edge of Technology, Legislative changes, and Curricular Development
- Continue to increase the number of ESL staff
- Continue providing supplemental educational paraprofessionals for intensive small group instruction

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Maintain a high quality curriculum with sufficient depth and rigor to prepare students for STAAR, and their future
- Develop and maintain a valid testing schedule to provide data for remediation and intervention
- Continue to provide high quality staff development and technical assistance through ESC, independent contractors and educational organizations
- Maintain curricular alignment
- Implementation of advisory class to address RTI

Curriculum, Instruction and Assessment Strengths

- Vertically and horizontally aligned curriculum
- Pro-active use of Eduphoria (Aware) for benchmark and Unit assessment data
- Integration of technology
- Differentiation of instruction
- RTI model
- Grade level and departmental collaboration and initial stages of PLC development
- Incorporation of advisory for intervention and enrichment

Curriculum, Instruction and Assessment Needs

- Ensuring curriculum has sufficient depth and rigor
- Maintain strong remediation/enrichments and RTI practices
- Maintain curricular alignment
- Continue to provide meaningful high quality staff development
- Increase teacher use of Eduphoria (Aware) for classroom monitoring
- Contract for technical assistance for ESSA program, fiscal and compliance activities
- Contract with ESC for: professional development, business, technical assistance for business and student needs
- Research educational organizations for possible training or technical assistance as appropriate
- Hire district level staff for the implementation of federal programs

District Goal #1:

All student groups taking the STAAR ELAR, social studies, and science and math tests will meet or exceed the state standard on each assessment

Objectives:

Math

All Students will score at Level 2 or higher in the year 2021-2022.
African American students will score at Level 2 or higher in the year 2021-2022.
Hispanic students will score at Level 2 or higher in the year 2021-2022.
Economically Disadvantaged students will score at Level 2 or higher in the year 2021-2022.
White students will score at Level 2 or higher in the year 2021-2022.

ELA

All Students will score at Level 2 or higher in the year 2021-2022.
African American students will score at Level 2 or higher in the year 2021-2022.
Hispanic students will score at Level 2 or higher in the year 2021-2022.
Economically Disadvantaged students will score at Level 2 or higher in the year 2021-2022.
White students will score at Level 2 or higher in the year 2021-2022.

Social Studies

All Students will score at Level 2 or higher in the year 2021-2022.
African American students will score at Level 2 or higher in the year 2021-2022.
Hispanic students will score at Level 2 or higher in the year 2021-2022.
Economically Disadvantaged students will score at Level 2 or higher in the year 2021-2022.
White students will score at Level 2 or higher in the year 2021-2022.

Science

All Students will score at Level 2 or higher in the year 2021-2022.
African American students will score at Level 2 or higher in the year 2021-2022.
Hispanic students will score at Level 2 or higher in the year 2021-2022.
Economically Disadvantaged students will score at Level 2 or higher in the year 2021-2022.
White students will score at Level 2 or higher in the year 2021-2022.

Goal #1: Students taking the State Assessment will master each assessment.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Provide tutorials/RTI for acceleration in core subject areas as required.	Campus Principals	Local Funds and SCE Funds	Progress Reports Report Cards Teacher Assessment	Three weeks Six weeks Semester	STAAR and TAKS Results
Provide accelerated reading, science, and math instruction in secondary schools.	Teachers Campus Principals	SCE Funds Salaries \$227,649 Study Island	Progress Reports Report Cards Teacher Assessment	Three weeks Six weeks Semester	STAAR and TAKS Science, Reading and Math Results
Provide summer school instruction for elementary, middle school and high school students as needed.	Teachers, Campus Principal	SCE Funds Salaries \$14,000	Teacher Tests Pretest and Posttest Weekly Progress Reports	Daily Weekly End of Session	Promotion Rate Report Cards
Assess student progress for STAAR/TAKS mastery in grades 2-12.	Teachers Campus Principals Counselor	Local Release Tests, Benchmarks, Reading Assessments	Computer Generated Assessment, Objective Based Tests, Release STAAR/TAKS	August 2019-May 2020	STAAR and TAKS Results
Support Professional Development Training for TEKS alignment with TAKS and STAAR preparation.	Campus Principals, Teachers, Superintendent	Local, SCE Funds, Fund 255 \$6,000	Training Sessions as Available, Certificates of Training,	Training Dates	TEKS/TAKS Alignment, STAAR and TAKS Results

Provide Staff Development Training and Certify Teachers for ESL.	Campus Principals	Local Funds \$950	Training Sessions as Available	Training Dates	Number of Certified Personnel
Supplement Regular Classroom Instruction to support special education students through Content Mastery and Inclusion.	Special Education Teacher, Regular Education Teacher, Campus Principal	ESSA Title I Funds	Progress Reports, Report Cards, Teacher Made Tests	Three Weeks, Six Weeks, Semester, and End of Course Reports	STAAR and TAKS Results, Student Progress, Alternative Assessment Results
Ensure Gifted and Talented Training to meet annual requirements and updates	Campus Principals G/T Teachers, Local Resource Person	Region 11, G/T Funds \$900	Certificates of Training	Training Dates, In-service	Training Completion, Teacher Training Records
Expand Course Offerings in the CATE Program. Include integrated planning of CATE staff with all subject area teachers and special program teachers.	High School Principal, Counselor, and Teachers	CATE and Local Funds \$349,387	Lesson Plans, Master Schedule, Course Offerings	August 2019 Weekly and Six Weeks	CATE Annual Evaluation Report
Implement the district technology plan to support the use of technology in instruction programs, including training for instructional uses, technical support, and maintenance on all campuses.	Campus Principal, District Technology Coordinator	Technology Allotment, Local Funds, SSI Grant,	Lesson Plans, Principal Observations	Weekly Six Weeks	PDAS, STAAR and TAKS Results, Report Cards

Review district dyslexia plan for identification, placement, and services for dyslexic students.	Campus Principals, Dyslexia teachers	SCE Funds \$19,537 Dyslexia Plan	CARE Team Meetings/Minutes	Annually in April	Dyslexia Plan/Services and Assessment Results
Create new learning opportunities for Special/Regular Education students and staff.	Campus Principals Teachers, Technology Director	Local, SCE \$10,050	With inclusion, technology and staff training.	June 2020-July 2021	Evaluation of Needs Assessments
Increase G/T opportunities for students.	G/T Teachers and Campus Principals	G/T and Local Funds \$3,000	Student Projects Field Trips	August 2020-May 2021	Student Projects, Portfolios
Provide appropriate Reading Instruction and assessments.	Campus Principals, Teachers, Counselor	Local and SCE Funds	Progress Reports, Report Cards, TPRI, DRA, Telpass	Three Weeks, Six Weeks, Test Dates	STAAR and TAKS test results.

Goal #2:

Student Attendance will meet or exceed the state standard for attendance.

The dropout rate will meet the state standard of 1 % or less in the school year 2021-2022.

Objective:

For the 2021-2022 school year:

The student attendance rate will improve from 96% to 97%.

The dropout rate will be 0% in the school year 2021-2022.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Provide Programs for Drop-Out Prevention such as: Acceleration Classes, Credit Recovery options, Saturday School, District Attendance Policy, Recognition and Rewards for Perfect Attendance, Phone call to all absentees.	Campus Principals, Counselor, Teachers, Campus Secretaries, School Nurse	SCE Funds, Local Funds and Activity Funds	Progress Reports, Report Cards, Attendance Reports, Saturday Attendance Reports,	Three Weeks, Six Weeks	ADA Report, Six Weeks Report, Semester Report, Drop-Out Rate
Provide Services for Pregnant Students	School Nurse, County Nurse, Counselor	Local Funds, County Grant Nurse Homebound Teacher	Attendance Reports, Report Cards, Progress Reports	Three Weeks, Six Weeks	Attendance Rate, Drop-Out Rates

Goal #3:

The high school campus will meet or exceed the state standards for SAT/ACT testing in 2021-2022.

Objective:

The high school campus will increase the percent of students taking the SAT/ACT to 75% in 2021-2022.

The high school campus will increase the percent of students scoring above the criterion on the SAT to 60% and ACT to 60%.

The high school campus will meet or exceed the college readiness benchmark scores for college courses on the ACT.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
In accordance with TEC 51.803, juniors and seniors will be notified that the top 8% of the graduating class will receive automatic admission to state colleges and universities. Begin at eighth grade level.	Counselors	Classroom meeting, Orientation meetings, posters	Notices posted Meeting Agendas	Annually	SAT/ACT Data, Class Rankings, College admissions
Locally provided High School ACT/SAT testing site and encourage more advanced study preparation activities.	Counselor and Principal	Brochures, PSAT and PLAN. Online study programs.	SAT/ACT Registration, PSAT/PLAN Registration	As Scheduled	SAT/ACT Data, PSAT/PLAN Data

Goal #4:

Provide a safe and orderly school climate that is conducive to learning.

Objectives:

Discipline referrals will decrease in 2021-2022.

Tobacco, Alcohol, and Drug (TOAD) offenses will decrease in 2021-2022.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Provide District AEP Program for Disciplinary Infractions	Superintendent Campus Principals	Local Funds	AEP Referrals, Attendance Reports	Monthly	Attendance Rate, Drop-Out Rate, PEIMS 425 Report
Provide Curriculum and services to support Safe and Drug-Free Schools and Communities including the following: a. Drug Dog b. Drug testing for extracurricular activities c. Red Ribbon Week Activities d. Guest Speakers e. Awareness Training f. Increase Security Cameras	Campus Principals Counselors Student Council Wise County Sheriff's Department	Local Funds ESC 11 Students	Discipline referral report Student Participation Incident Report Red Ribbon Week Activities	Monthly	Annual Evaluation Report Incident Report

Anti-Bullying Campaign	Principals Teachers Counselors	Principals Counselors Teachers Handbooks Students Wise Co. Sheriff's Dept. Local Funds	Student Responses Student Participation SpeakUP Tip Line	August 2021- August 2022	Incident Reports
Dating Violence policy and prevention of child abuse, family violence, dating violence and sex trafficking	Principals Teachers Counselors	Principals Counselors Teachers Handbooks	Student Responses Student Participation SpeakUP Tip Line	August 2021- August 2022	Incident Reports

Goal #5:

Increase parent and community involvement in all schools during 2021-2022.

Objectives:

Increase the number of parent and community participants. Some examples of activities are as follows:

- a. Volunteers
- b. High School Orientation
- c. Financial Aid Parent Meetings
- d. Parent/Grandparent Breakfast
- e. Jump Rope for Heart
- f. Title I Parent Meeting
- g. Fall Festival
- h. Academic Awards Programs
- i. FFA Banquet
- j. Athletic Banquet
- k. Rise and Shine
- l. Awards Assemblies
- m. Family Breakfast/Open House
- n. Family Reading Night
- o. Kindergarten Graduation
- p. Band Concerts

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Participate in the identification of district wide activities and /or events that motivate parents to visit the schools and support the programs.</p> <p>a. Meet the Teacher Night b. Bulldog Mania c. Hoopla d. Christmas Program e. PTO f. Awards Banquet g. Friends of the FFA h. Breakfast (Parents/Grand Parents) i. Booster Club j. Book Fairs k. Field Day l. Pep Rallies m. Graduations n. Parent/student orientation o. Monthly Rise and Shine programs p. 5th grade Spirit Team q. Band Concerts r. Athletic Events</p>	<p>Superintendent Campus Principals Counselor Teachers Student Council Volunteers Sponsors Librarian</p>	<p>DEIC Student Handbook Schedules Scholarship and Financial Aide information Texas Grant Volunteers</p>	<p>Sign-in Sheets Parent and Student Participation Community Attendance</p>	<p>August 2020 – May 2021</p>	<p>Number of Student, Parents, and Community Attending</p>

Goal #6:

Each campus will develop a comprehensive needs assessment. (2021-2022)

Objectives:

Provide new instructional delivery options available to all students and provide additional training for staff that more effectively meet the needs of diverse learners with the following tools:

1. Continue training in using interactive white boards (Smart Boards) in classrooms as needed.
2. Provide additional technological training as identified in surveys, etc.
3. Provide a PK-2 math assessment tool to track individual progress.
4. Continue the Reflex Math and Gizmos Science programs.
5. Provide additional tutoring, extended day, etc. for students in need.
6. Provide more focus on Science instruction at AES.
7. Continue the use of Study Island at AMS.
8. Expand the Great Expectations training for more staff members.
9. Continue to look for ways to increase security in all locations.
10. Continue to provide or develop ways for staff to receive quality staff development opportunities.
11. Provide TPRI, DRA, Reading, BOY, MOY, EOY STAAR Test.
12. Add Science equipment where needed.
13. Provide Guided Reading materials and supplies.
14. Continue drug dog program at middle school and high school along with drug intervention programs.
15. Add calculators as needed for math and science.
16. Conduct PK-5 programs on career awareness and guidance.
17. Expand Art program.
18. Provide appropriate instructional support systems for at-risk, special education, 504, ESL students

19. Provide additional instructional support for At-Risk and ESL students.
21. Provide RTI training for staff as needed.
22. Provide ARD Committee training as needed.
23. Strive to have a collaborative team at each campus.
24. Provide anti-bullying programs at all campuses and continue to utilize SpeakUP Tip Line.
25. Utilize and evaluate student performance on STAAR assessments to track individual student progress.
26. Strive to provide more parent involvement on each campus.
27. Provide staff training opportunities in researched-based strategies and methods for instruction.
28. Provide training for identifying and utilizing level 2 and 3 questions.
29. Provide training for teachers to enhance student writing capabilities.
30. Increase the percentage of students scoring at the Advanced Level on STAAR tests.
31. Use more hands-on lab experiences in Science classes at each campus.
32. Continue to strengthen the curriculum alignment both horizontally and vertically.
33. Provide Dual Credit course textbooks for students.
34. Provide Kilgo training for staff involved with core curriculum, as needed.
35. Emphasize and expand a quality CATE program.
38. Develop a variety of tutorial settings to improve student success.
39. Provide Inclusion training for the staff as needed.
40. Provide 504 training for the staff as needed.
41. Provide ESL training opportunities and increase the number of staff certifications.
42. Provide Gifted and Talented training opportunities and increase the number of staff certifications.
43. Continue training on the STAAR-One Item Bank and AWARE testing.
44. Provide necessary staff training for Pre-AP, AP and Dual Credit.
45. Create a push for Parent Portal access by the parents. Provide parent training as needed.
46. Explore the possibility of a middle level PTO/PTA.
47. Provide additional training sessions for parents regarding bullying.
48. Pursue grants as they become available.
49. Evaluate existing facilities and develop a plan for improvement where needed.

Goal# 7: Attract and retain certified teachers and aides at all levels.

Objectives: Develop a system that attracts certified staff, continues to emphasize staff morale and encourages professional growth and advancement.

1. Continue utilizing Region 11 Powerschool Applicant Tracking System to attract certified applicants.
2. Survey staff for professional growth needs and provide quality training opportunities for them.
3. Utilize campus improvement teams for input and comprehensive planning purposes.
4. Limit extra duties for teachers whenever possible, give them the maximum time to teach and plan.
5. Have a school system that is positive, encouraging and promotes teamwork among all staff
6. Encourage staff collaboration at each campus.
7. Celebrate successes at each campus.

Goal #8: Eliminate bullying, harassment, dating violence, etc. at school.

Objectives: Develop policies and procedures along with staff/student training that effectively creates a school environment in which all students feel safe and secure and do not engage in bullying, harassment, dating violence, etc.

1. Provide both student and staff training regarding anti-bullying and the policies in effect to prevent these types of behaviors at school.
2. Utilize the SpeakUP Tip Line for students, staff, parents, etc. to report confidentially any suspected or observed acts of bullying, harassment, crime, dating violence or other unsafe actions.
3. Provide guest speakers during the school year to enhance the educational process regarding anti-bullying, etc.
4. Utilize student groups to help promote mutual respect and courtesy for all people.
5. Implement policies for zero tolerance regarding dating violence and follow through with procedures for reporting and immediate notification to parents of students identified as victims or perpetrator.
6. Implement guidelines for students who are victims of dating violence.

Goal #9	Certified Staff: by the end of 2021-2022, all students will be taught by highly effective/certified teachers who are assisted by certified paraprofessionals.
Performance Measures	<ol style="list-style-type: none"> 1. 100% of core area teachers will be certified by the end of the school year. 2. 100% of instructional paraprofessionals will meet the certified standards by the end of the school year. 3. 100% of new hires will meet certified status prior to employment. 4. ESSA Indicator 3.1: The percentage of classes being taught by certified teachers in the aggregate and in high-poverty schools will be 100%. 5. ESSA Indicator 3.2: The percentage of teachers receiving high-quality professional development will be 100% 6. ESSA Indicator 3.3: The percentage of instructional paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are certified will be 100%.
Summative Evaluation	Personnel files, certified worksheets, and principal attestations.

Strategy/Activity	Target Population	Person Responsible	Budget/ Resources	Formative Assessment	Benchmark Timeline
1. Conduct recruitment activities to ensure certified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	All Staff Members	Superintendent	Local Funds Title I	Number of positions posted Number of applications completed Number of visits on the web page counter	September February May
2. Establish an effective teacher mentoring system in order to retain certified staff.	All Teachers	Campus Principals	Local Funds Title I	Mentor assignments Mentor conference logs Mentor journals	August December April August
3. Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet certified status.	All Teachers	Human Resources Director	Local Funds Title I	Personnel files Professional Development records Teacher interviews	August August August
4. Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is certified	All Teachers	Campus Principal	Local Funds Title I	Number of teachers in ACPs Professional Development records	August August August

Strategy/Activity	Target Population	Person Responsible	Budget/ Resources	Formative Assessment	Benchmark Timeline
5. Analyze data from paraprofessionals' files to ensure all instructional aides are certified by the TEA and Highly Qualified by ESSA guidelines.	All Instructional Paraprofessionals	Superintendent's Administrative Assistant	Local Funds Title I	Personnel Files Professional Development records	August August
6. Provide incentives for teachers to attain ESL/GT certification.	All Teachers	Superintendent			August June
7. Assign certified teachers in equal proportions to all campuses, including low-income and minority areas.	All Teachers	Superintendent/ Campus Principals	Local Funds Title I	Staff Development records, Stipends paid Personnel Files Personnel Files Campus Demographics	August August
			Local Funds Title I		

Goal #10	Technical Assistance: district will explore additional support by contracting with ESC, consultants and other professional organizations.
Performance Measures	<ol style="list-style-type: none"> 1. Compliance with business operations 2. Compliance with Federal programs 3. Compliance with students required services
Summative Evaluation	Contracts, invoices and services provided

Strategy/Activity	Target Population	Person Responsible	Budget/ Resources	Formative Assessment	Benchmark Timeline
1.Contract with ESC: Instructional Solutions and Support ASCENDER Student and Business Management Information Systems Software and Support, Superintendent and School Board Member Training, Technology Resources Education Consortium (TREC), TSDS	Campus and District Admin	Superintendent	Local Funds	Invoices from each entity	As invoiced
2. Contract for technical assistance ESSA programs	Campus and District Admin	Superintendent	Title IA \$4,739 (6200) IIA and IVA used to meet Title IA intents and purposes thru Transferability	Invoices	Quarterly