TEXLINE INDEPENDENT SCHOOL DISTRICT

District Improvement Plan
2019/2020

Plan is located in District office and available in English and upon request, verbal translation in Spanish.

NOTE: This plan is a living document. It will be adopted by the Board of Trustees in the fall and will be revisited and revised at DIP meetings throughout the year.

DATE REVIEWED: 09/16/2019   DATE APPROVED: 09/16/2019

TEXLINE INDEPENDENT SCHOOL DISTRICT

Vision Statement

Texline Independent School District, serving a small, rural community is committed to providing opportunity for academic success, instilling integrity, and developing productive, responsible citizens who are life-long learners.

Mission Statement

Texline Independent School District is to achieve academic excellence through quality teaching and providing a challenging, varied curriculum, build the foundation of a positive life attitude, equip students with the knowledge and opportunity to serve society, and instill in them the desire to be life-long learners.

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

TEXLINE ISD Site Base

Name	Position
Terrell Jones	Superintendent
Ross Perschbacher	Principal
Rhonda Cantrell	Head Teacher
Debbie Carter	Business Manager
Karen Fernandez	Translation
Marcia French	Business Representative/ City of Texline
Krista Gard	Parent Representative
Rayanne McGee	Professional Staff/SpEd
Megan Moore	Counselor/Website
Gina Poling	Parent Representative
Michelle Reeser	SHAC Rep
Jerra Riley	Professional Staff/Second Grade
Travis Stump	Professional Staff/History, Biology
Lucero Vitolas	Parent Representative
Rebecca Wann	Business Representative
Clay Wheeler	FFA/CTE

Resources

Resource	Source
Local Funds	Local
Carl Perkins	Federal
Head Start	Federal
IDEA Formula	Federal
IDEA Preschool	Federal
Title I, Part A	Federal
Title I, Part C Migrant	Federal
Title II, Part A Principal and Teacher Improvement	Federal
Title III, Part A Bilingual/ESL	Federal
State Compensatory Education	State
High School Allotment	State
State ESL	State
State G/T	State
State PreK	State
State SPED	State

COMPREHENSIVE NEEDS ASSESSMENT

District Improvement Team met on August 12, 2019

Article II –Vision for Reform

The Planning Team exists in order to maintain or improve each aspect of our rural school district. The mission of Texline Independent School District is to achieve academic excellence through quality teaching and providing a challenging, varied curriculum, build the foundation of a positive life attitude, equip students with the knowledge and opportunity to serve society, and instill in them the desire to be life-long learners.

Transformed Systems for Making Our Vision Reality

TISD is a community-owned institution. TISD is designed and established as a learning organization, treating employees as knowledge workers and students as the primary customers of knowledge work. TISD will be free of bureaucratic structures that inhibit multiple paths to reaching goals.

Reliance on compliance will be minimized, and we will attempt to generate engagement through commitment as the primary means to achieving excellence. Leadership at all levels will be honored and developed. All operating systems will have well-defined processes that are constantly being improved.

Attention of leaders will be focused on the dominant social systems that govern behavior. This will begin with those that clarify beliefs and direction, develop and transmit knowledge, and that provide for recruitment and induction of all employees and students into the values and vision.

The evaluation, boundary, and authority systems will be submissive to the directional system. This will allow any major innovations to flourish, new capacities to emerge, missions to be accomplished, and the vision to be realized in an increasingly unpredictable world.

2019-2020 Goals – Texline ISD:

• Our School will be kid-friendly and safe, with multiple and varied learning spaces incorporating state-of-the-art technology, and possessing the capacity, in alliance with the community, to meet the needs of all children and youth.

• Our School will be staffed by competent, committed adults who are supported and appreciated. They will understand their first priority is the children they serve.

• Our School will operate in partnership with the state, which provides adequate financial resources in an equitable manner, establishes frameworks for learning standards, supplies technical support, and enables assessment and accountability systems that inform the community and the public about the quality of the schools and level of student success.

• Our school will foster a sense of community, where local citizens know that the schools belong to them and they are responsible for the quality of education and creating the community conditions in which great schools can flourish.

• Our school governance structure will provide significant insulation from direct political control and short-term political expediency, a structure in which the legislature is arbiter and source of only major state educational policy matters and does not involve itself in minute decrees and directives or imposing one-size-fits-all regulations.

• Our school will support and invest heavily in the continuous learning and development of all our employees, with a focus on substantive improvement, leading to enhanced student success.

• Our school will hire leaders who serve, support, and ensure that student engagement is and remains the first focus.

• Our District will enter and sustain collaborative partnerships with those who prepare teachers, ensuring that beginning teachers have had some field experience to ready them for teaching in engagement-centered schools.

• Our District will recruit, induct, and promote teachers who love learning and kids, relish the conditions in which they teach, work collaboratively, and see themselves as designers and leaders, along with their traditional roles as planners, presenters, and performers.

• TISD students will advance based on their learning and performance instead of seat time, courses are dominant over classes, and use of time and space is flexible and innovative.

• TISD assessment processes will be designed to improve instruction in timely ways, honor student feedback, be comprehensive and fair, and not rely on a single standardized test for important decisions.

• School board members will be focused on ensuring that the system is responsive to student, staff, and community needs and that the common good of all students prevails.

• Staff accountability systems will be designed to inspire and will be founded on high expectations, a sense of fairness, trust, and complete confidence in the measures employed.

• TISD and the community of Texline, with state and federal support, will attempt to transform the present bureaucratic institutions into organizations that recognize different conditions within which staff and students can excel.

• TISD will accept that the lack of success of many students today is less a problem of the students than of the systems that define current schools and the communities in which they function.

• TISD will push for new learning standards dictating major changes in how schools are organized, the assumptions and beliefs on which their culture and structure are based, meaning the factory model must give way to more flexible ways of achieving the standards.

• TISD will embrace its (school board members, in particular) fundamental role in building the communities needed for great schools.

The committee was asked to identify material weaknesses that need to be combated for the benefit of students.

#1 – **Performance of low socio-economic students on standardized tests**.

- Continue to strive for excellence, performance was much better across the board
- Plans in Place to continue to see improvement

#2 – **Lack of Rigor in the Classroom.**

- Plans in Place – Coming along nicely
- Compass Learning – NWEA – teacher effort – CTE expansion

#3 – **Communication.**

- Improving all the time, continue to seek ways to communicate with everyone

#4 – **Student Apathy and Irresponsibility**

- Improving –Prepare the students for life after school
- Character building

Article III – School/Community Profile

- Texline Independent School District serves the primary and secondary educational needs of approximately 600 square miles of the northern and western portions of Dallam County, Texas. It does so with one Pre-K through 12th grade public school campus located in Texline, Texas. Dallam County, located in the far northwestern corner of the Texas Panhandle, borders New Mexico on the west and Oklahoma to the north. The county's diverse soil supports a variety of natural grasses and numerous crops, including wheat, corn, milo, sorghum, and other grain products. Farming and Ranching, the county's dominant industry, uses the abundant native grasses and crops to produce large numbers of beef cattle, hogs and horses.Texline is at an elevation of 4693 ft. This provides us with mild winter weather and pleasant, cool summer months. A small but stable population, our residents come from a proud heritage. Small town living at its best. The Team commented that Texline is made up of a diverse population of ethnic and social backgrounds. Students are hard working, rural and more respectful than other schools that are sometimes observed. There appears to be a language barrier at times within the school community.

Student Needs

- Students are increasing/decreasing performance on state assessments as indicated in section V of this plan. The district is concerned with performance, specifically in Writing, Math and Reading, and in all areas within the subgroups of Hispanic and Socio-Economically Disadvantaged. There are differences and disparities in the numbers. The district could do a better job of communicating those goals to parents and the community. Attendance and Drop-Out rates are excellent year to year in TISD. Mobility has been identified by the team as a critical weakness in results. Being on the state line, Texline sees several students in and out on a regular basis, from different backgrounds, cultures and educational settings. Texline has strived to upgrade their elementary reading and math programs the last three years. The team reviewed core content area programs, initiatives and interventions that have been implemented in the past 3 years and their effectiveness.

Curriculum and Instruction

The district has introduced technology in the classrooms to integrate learning and make real world application more easily accessible. The instructional materials used in the school are research based and aligned with the TEKS. Teachers are crucial in the selection of curriculum and serve on textbook adoption committees any time their subject is up for adoption. Curriculum needs to be better evaluated on an individual basis for areas that TISD's performance is shown to be weak.

The team reviewed curriculum, instruction and assessment alignment to state standards over the past three years and its effectiveness.

The team reviewed what processes are being used by administration to determine whether teachers are aligning their instruction and assessments to state standards. Methods listed were classroom visits, walking the halls and paying attention to which students are on task, state testing performance/results and the Teacher Self Reports. The comment was made that some areas need more attention than others based on the evidence from above. The team reviewed data that teachers and administrators examine to determine how well the curriculum, instruction and assessment in our school is aligned to state standards. Testing results, STAAR Interim, TELPAS, STAAR and Benchmarks highlighted the list. Bad scores in any area require closer monitoring by administration and teams.

Professional Development

- All teachers and paraprofessionals are highly qualified in the district. Teachers are given professional development surveys annually to assess the districts content, as well as the District Improvement Team approving staff development activities. Teachers have been given three days in lieu of instruction to tailor to specific needs when possible. Development is accessible during the school day and opportunities for collaboration are available many times throughout the year. Professional Development opportunities to align curriculum, instruction and assessment to state standards were reviewed. The team indicated that Region 16 ESC and the unlimited amount of online instruction available were really positive. The consensus was that it would be better if everyone had the ability to be self-critical in selecting trainings and events, but the reality is that some staff need to be directed to go to certain trainings. The team reviewed existing opportunities for interaction and collaboration between and among teachers. The consensus that the group as a whole did not meet often enough. Bi-Monthly or Monthly faculty meetings were suggested to improve communication. It was also considered that K-5 meetings and 6-12 meetings be considered. Timing for the meetings was discussed, as it is usually tough to get everyone together and still supervise children. Meetings were going well early in the year, but have tapered off and need to be scheduled and done.

Family and Community Involvement

Teachers regularly communicate with parents, with notes home and several other opportunities provided at the school. TISD has report card pick-up and parent/teacher conferences on a regular basis. Parental involvement is a struggle in our community. There seems to be an attitude of trusting the school to take care of its business and going about our own life. The School Board has open forum opportunities at each board meeting, as well as operating with an open door policy at all school events and on all school days. We hope the community feels welcome in our schools at all times. Communication is translated into Spanish prior to being sent home when at all possible. The staff and students are involved in community activities, although our small town does not offer many. The District Improvement Team has brainstorming sessions on improving this process semi-annually. The ways in which school priorities are communicated were reviewed and evaluated for effectiveness.

School Context and Organization

- TISD is a safe and orderly environment. Policies are established by the Board of Trustees and enforced by the administration. Priorities are agreed upon between the DIT and the School Board. The administration is responsible for crunching numbers and presenting data to the staff and community. TISD administrators operate with an open door policy and are more than willing to be self-critical and assess the needs of each and every situation brought to their attention. Administrative oversight is the process that is used to determine whether these programs are being implemented in the classroom. A comment was made that if they are not being implemented, there should be a verbal, then written reprimand. The teams that exist for planning and implementing improvement were reviewed. The District Improvement Team, School Health Advisory Committee, School Board, Student Organizations, Professional Staff and Administrative Staff were listed. The consensus of the group was that everyone liked it like it currently is done. The comment was made that everyone knew they could bring a problem to the forefront when needed and have it considered professionally.

Article IV – Identifying Data Sources

- State Assessment Data – AEIS, TAKS, PEIMS, AYP, SSI, TAPR, PBMAS
- Local Assessment Data – STAAR Interim, LLI Assessments, Benchmarks, Tutorials
- Student Surveys - Annually
- Meeting Discussions - Monthly
- Parent Surveys - Annually
- Teacher Surveys - Annually
- Board Meeting Minutes - Monthly
- DIT Meeting Minutes – Bi-Annually
- Demographic Data - Annually
- Perception Data - Daily
- Student Learning Data - Daily
- School Processes Data – Daily

TEXLINE INDEPENDENT SCHOOL DISTRICT

Goal #1:   Each year, 100% of Texline Teachers and administrators will use Comprehensive Needs Assessment to provide improved educational services for Texline Students.

Objective #1a: Texline faculty and staff will use the TEKS as the district curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All Texline teachers must show evidence that they have a copy of TEKS for all subject areas that they teach. (Target Group: Administration, Teachers) (Strategic Priorities: 1, 2)	Principal	By the end of 3rd week of school	Local funds	Principal will examine teacher copies of TEKS.
2. All Texline teachers and staff must include TEKS objectives in developing their lesson plans. (Title I SW Elements: 2.5) (Target Group: Teachers)	Principal	All lesson plans are turned in weekly	Local funds	Principal will examine lesson plans regularly.

Objective #1b: Texline ISD will screen and identify students for special services including ESL, dyslexia, migrant, at-risk, and special education; Texline ISD will provide services for those students who qualify.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All new student enrollees in Texline will be screened for ESL and migrant status. (Title I SW Elements: 2.4) (Target Group: ESL, LEP, Migrant)	Secretary	As students enroll in school	Local funds, Title III, Part A Bilingual/ESL, Title I, Part C Migrant	Principal review of student records.
2. The counselor will maintain a list of at-risk students and their qualifying category; a confidential written copy of the list will be	Counselor	On-going and revised as new students	Local funds, State Compensatory Education	Counselor, Principal, Secretary will update regularly

supplied quarterly to each teacher. (Target Group: At-Risk)			qualify	
3. Texline teachers will refer students for special education testing if they are not performing satisfactorily after the teacher has made reasonable classroom modifications and/or accommodations each year. (Title I SW Elements: 2.4, 2.5, 2.6) (Target Group: Special Education) (Strategic Priorities: 2)	Teachers, Principal, Special Education/GT Teacher	On-going process	Local funds, IDEA Formula	Special education evaluation if needed
4. Texline faculty and administration will provide services for all students identified as qualifying for special help such as special education, ADHD, dyslexia, special health concerns, etc. (Title I SW Elements: 2.4, 2.5, 2.6) (Target Group: Special Education, Dyslexia)	Superintendent, Principal, Teachers	As students are identified	Region 16 ESC contract, Local funds, IDEA Formula, IDEA Pre-K, State Compensatory Education	Administrative review
a. TISD will use tutorials- EOC/STAAR Remediation	Principal	All year		EOC/STAAR Reading scores
b. Texline will provide remedial help at the 6th through Senior level	Certified Staff	All year		EOC/STAAR grade reports
c. Texline will provide remedial help at the Pre-K through 5th grade level	Instructional Aide	All year		EOC/STAAR/TPRI Star Reading scores
d. Texline will provide student support services through the library media facilitator	Instructional Aide	All year		EOC/STAAR Reading scores
e. Texline will provide student support services and remedial help through certified teachers consistent with RtI and best practices	Special Education/GT Teacher	All year		EOC/STAAR/TPRI STAAR Reading scores Classroom Observation

Objective #1c: Texline faculty and administrators will disaggregate test data (TAPR, EOC/STAAR/DMAC/NWEA) or use data that has already been disaggregated in developing strategies for targeting areas for improvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline teachers will use standardized tests results for students that they have taught to improve instruction. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Principal, Teachers	By end of 3rd week of school	Local funds	Principal review of teacher records.
2. Teachers will disaggregate data or use disaggregated data based on student ethnicity, gender, economic status, at-risk, ESL, migrant, etc. to develop strategies for improved delivery of instruction. (Title I SW Elements: 2.4, 2.5, 2.6) (Target Group: Economically Disadvantaged, At-Risk, ESL, Migrant) (Strategic Priorities: 2)	Principal, Teachers	By end of 3rd week of school	Local funds State Compensatory Education DMAC	Principal review of teacher records.

Objective #1d: Texline Kindergarten, 1st and 2nd Grade Teachers will use the TPRI and reading assessment to provide for the educational needs of their students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline teachers will use standardized tests results from students that they have taught to improve instruction. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Principal, Kindergarten, 1st grade and 2nd grade Teachers	By end of 3rd week of school	Local funds Test result TPRI, NWEA, LLI Really Great Readiness	Principal review of teacher records
2. Teachers will disaggregate data or use disaggregated data based on student	Principal, Kindergarten, 1st grade and 2nd grade	By end of 3rd week of	Local funds, State Compensatory	Principal review of teacher records

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
ethnicity, gender, economic status, at-risk, ESL, migrant, etc. to develop strategies for improved delivery of instruction. (Title I SW Elements: 2.4, 2.5, 2.6) (Target Group: Economically Disadvantaged, At-Risk, ESL, Migrant) (Strategic Priorities: 2)	Teachers	school	Education Test result TPRI, NWEA, LLI Really Great Readiness	
3. Teachers will analyze tests results to determine mastery of TEKS objectives. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Principal, Kindergarten, 1st grade and 2nd grade Teachers	By end of 3rd week of school	Local funds Test result TPRI, NWEA, LLI Really Great Readiness	Principal review of teacher records
4. Teachers will modify materials and make reasonable accommodations for students with special needs. (Title I SW Elements: 2.4, 2.5) (Target Group: Special Education) (Strategic Priorities: 2)	Principal, Kindergarten, 1st grade and 2nd grade Teachers	Throughout the school year	Local funds Teaching materials Region 16 ESC resource materials NWT SSA	Students grade cards and progress reports; ARD documents
5. Teachers will use results from reading assessments (STAAR) to develop learning strategies to improve student reading skills. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Principal, Superintendent	Throughout the school year	Local funds STAAR and Accelerated Reading, NWEA, LLI, Really Great Reading, Phonics, FB Benchmark	Student test results

Objective #1e: Texline 3rd through 8th Grade Teachers will use NWEA/STAAR results and reading assessments to provide for the educational needs of students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will analyze test results to determine mastery of EOC/STAAR objectives.	Principal, Teachers	By end of 3rd week of	Local funds DMAC, NWEA	Principal review of teacher records

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)		school		
2. Teachers will modify materials and make reasonable accommodations for students with special needs. (Title I SW Elements: 2.4) (Target Group: Special Education)	Principal, Teachers	Throughout the school year	Local funds, IDEA Formula Teaching materials Region 16 ESC resource materials NWT SSA	Students grade cards and progress reports; ARD documents
3. Teachers will use results from reading assessments (STAAR) to develop learning strategies to improve student reading skills. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Principal, Teachers	Throughout the school year	Local funds STAAR and Accelerated Reading	Student test reports

Objective #1f: Texline 9th through 12th Grade Teachers will use EOC/STAAR results assessments to provide for the educational needs of students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will analyze tests results to determine mastery of EOC/STAAR objectives. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Principal, Teachers	By end of 3rd week of school	Local funds Test results DMAC	Principal review of teacher records
2. Teachers will modify materials and make reasonable accommodations for students with special needs. (Title I SW Elements: 2.4) (Target Group: Special Education)	Principal, Teachers	Throughout the school year	Local funds, IDEA Formula Teaching materials Region 16 ESC resource materials NWT SSA	Students grade cards and progress reports; ARD documents
3. Teachers will use results from reading assessments to develop learning strategies to improve student reading skills. (Title I SW	Principal, Teachers	Throughout the school year	Local funds Reading assessments	Student test results

Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)				

Objective #1g: Texline administrators, faculty, and Board of Education will update the Texline Student Handbook annually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The administrators and Board of Education will appoint a committee to annually review and revise the *Texline Student Handbook*. (Target Group: All)	Administration Board of Education	Standing Committee Board Approved August	Texline Student Handbook and handbooks from other districts TASB Models	Board review and approval
2. The Handbook review committee will consist of the school principal and Superintendent. (Target Group: Administration)	Administration Board of Education	Standing Committee Board Approved August	Texline Student Handbook and handbooks from other districts	Board review and approval
3. Class size will be maintained below state requirements. (Title I SW Elements: 2.5) (Target Group: Administration)	Administration	Throughout the school year	TEA	Board review
4. Student Handbook revisions will be ready to submit to the school board by the August Regular Board Meeting. (Target Group: Administration)	Superintendent Committee	Spring of each year	Texline Student Handbook and handbooks from other districts	Board adoption

Goal #2: Each year, 100% of Texline teachers and administrators will use the STAAR INTERIM/DMAC to analyze data.

Objective #2a: Texline administrators and special education staff to utilize TBSI to monitor compliance with the special education process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline will use TBSI as a guide for special education issues. PBMAS will also be used. (Title I SW Elements: 2.4) (Target Group: Special Education)	Principal, SSA Director Special Education Teacher	Throughout the year	TBSI, PBMAS	Review of record
2. Texline administration and NWT SSA will develop a clear outline and flowchart for teachers and staff to follow regarding the pre-referral process. (Title I SW Elements: 2.4) (Target Group: Special Education)	Principal, SSA Director	Prior to the start of school	Special education guidelines and duplicating material	Consultation with NWT SSA staff
3. Timelines and the pre-referral process will be reviewed with all teachers and staff during the start of school in-service activities. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1)	Principal, SSA Director	During the start of school in-service	Local funds Handouts	Teacher evaluation

Objective #2b: Texline faculty and administrators will follow timelines for students evaluation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline faculty and administrators will complete all required forms and evaluations for special educations referrals within the required timelines. (Title I SW Elements: 2.4) (Target Group: Special Education)	Teachers, Principal, Superintendent	As per regulations	Special education guidelines	Administrative review
2. Texline faculty and administrators will attend and participate in ARD meetings.	Teachers, Principal, Superintendent	As per ARD notification		Administrative review
3. The diagnostic staff will complete evaluations within the required timelines. (Title I SW Elements: 2.4) (Target Group: Special Education)	SSA Director	As per regulations	NWT SSA materials	Staff evaluation

Objective #2c: All Texline students will be educated in the Least Restrictive Environment (LRE).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Special education personnel and administration will attend staff development to become more familiar with all placement options afforded by the LEA. (Target Group: Special Education) (Strategic Priorities: 1)	Principal, Superintendent, SSA Director, SE Teachers	Continuous	Special education guidelines IDEA Formula	Administrative review
2. Special education personnel will guide the ARD committee in making appropriate decisions concerning student placement. (Title I SW Elements: 2.4) (Target Group: Special Education)	Principal, SSA Director, Teachers, Parents, Superintendent, Special Education Teachers	Continuous	Special Education guidelines IDEA Formula	Administrative review
3. Placement decisions will include annual determination of least restrictive environment based on educational needs of the individual special education student. (Title I SW Elements: 2.4) (Target Group: Special Education)	Principal, SSA Director, Teachers, Parents, Superintendent, Special Education Teachers	At annual reviews	Special Education guidelines IDEA Formula	Staff evaluation

Objective #2d: Texline faculty will follow the goals and objectives outlined in each special education student's IEP.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will provide services,	Teachers, SSA Director,	Continuous	Student IEP,	Principal and Special

	Person(s) Responsible	Timeline	Resources	Evaluation
accommodations and modifications for each special education child as outlined in the child's IEP. (Title I SW Elements: 2.4, 2.5) (Target Group: Special Education) (Strategic Priorities: 2)	Principal, Special Education Teachers		Special Education guidelines IDEA Formula	Education teacher review of classroom services
2. Special education personnel will guide the teachers in providing classroom services, accommodations and modifications as outlined in the child's IEP. (Title I SW Elements: 2.4, 2.5) (Target Group: Special Education) (Strategic Priorities: 2)	SSA Director, Teachers, Parents, Special Education Teacher	Continuous	Student IEP, Special Education guidelines	Administrative review

Objective #2e: Texline ISD will provide appropriate related services for special education as stated in the student's IEP.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The ARD committee will consider the needs of qualifying students when determining specific related services. (Title I SW Elements: 2.4) (Target Group: Special Education)	NWT SSA, ARD Committee	Continuous	Special Education guidelines and recommendations from doctors and other specialists	ARD Committee review of services provided
2. Texline ISD will provide the appropriate services as designated by consensus of the ARD committee. (Title I SW Elements: 2.4) (Target Group: Special Education)	NWT SSA, ARD Committee	Continuous	NWT SSA, Therapists, Special education	

Objective #2f: Texline faculty and administrators will follow timelines for student re-evaluation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Re-evaluation due dates will be monitored and at appropriate times, the referral process	NWT SSA, Special Education, Teacher	As determined	Special Education forms and	ARD committee review of services provided

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
will be initiated by NWT SSA and Special Education staff in order to meet the deadlines in a timely manner. (Title I SW Elements: 2.4) (Target Group: Special Education)		by ARDs	guidelines IDEA Formula	
2. Texline faculty and administrators will complete all required forms and evaluations for Special Education referrals within the required timelines. (Title I SW Elements: 2.4) (Target Group: Special Education)	Teachers, Administrators	As per regulations	Special Education guidelines IDEA Formula	Administrative review
3. Texline faculty and administrators will attend and participate in ARD meetings. (Title I SW Elements: 2.4) (Target Group: Special Education)	Teachers, Administrators	As per regulations	Local funds	Administrative review
4. The diagnostic staff will complete re-evaluations with the required timelines. (Title I SW Elements: 2.4) (Target Group: Special Education)	NWT SSA, Other diagnosticians	As per regulations	NWT SSA IDEA Formula	Staff evaluation

Objective #2g: Texline ISD will follow timelines for Special Education transition services.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. On or before a Special Education student's 14th birthday, an ARD meeting will be conducted to address that student's transition services needs. (Title I SW Elements: 2.4) (Target Group: Special Education)	NWT SSA, Special Education Teacher	Before student's 14th birthday	Special Education forms and Special Education guidelines IDEA Formula	NWT SSA and administrative review of student IEP
2. Before or during a Special Education student's 8th grade year (depending on the	NWT SSA, Special Education Teachers	Before/during 8th grade year	Special Education forms and Special	NWT SSA and administrative review of

				Education guidelines IDEA Formula	student IEP
severity of the child's handicap) an interest survey must be completed by Special Education staff. (Title I SW Elements: 2.4) (Target Group: Special Education)					
3. On or before a student's 16th birthday, but before the individual Transition Plan (ITP) is developed, individual vocational assessment must be conducted, scored, and an assessment report generated to reflect the results specific to the student. (Title I SW Elements: 2.4) (Target Group: Special Education)	NWT SSA, Special Education Teacher	Before student's 16th birthday	Special Education forms and Special Education guidelines IDEA Formula	NWT SSA and administrative review of student IEP	
4. On or before a Special Education student's 16th birthday, an ITP will be developed and implemented, using the results of vocational assessment, the student's interests, and schedule to determine appropriate placement and graduation plan; the ITP will address any needs or services and will be delivered. (Title I SW Elements: 2.4) (Target Group: Special Education)	NWT SSA, Special Education Teacher	Before student's 16th birthday	Special Education forms and Special Education guidelines IDEA Formula	NWT SSA and administrative review of student IEP	

Goal #3: Each year, 100% of Texline Teachers and Administrators will participate in mandated staff development activities.

Objective #3a: Texline teachers and administrators will participate in professional development activities linked to meeting the TEKS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Faculty and staff will be provided opportunities to participate in professional development activities. (Target Group: Teachers, Staff) (Strategic Priorities: 1)	Administration, Faculty	Throughout the year	Staff Development budget Local funds	Attendance records Staff evaluation
2. Teachers/staff will participate in staff development programs to vertically align curriculum. (Target Group: Teachers, Staff) (Strategic Priorities: 1)	Administration, Faculty	Throughout the year	Staff development budget ESC 16 contracted services	Attendance records Staff evaluations
3. Teachers/staff will participate in in-service activities to provide strategies and guidelines for implementing TEKS. (Target Group: Teachers, Staff) (Strategic Priorities: 1)	Administration, Faculty	Throughout the year	Staff development budget ESC 16 contracted services	Attendance records Staff evaluation
4. Teachers/staff will participate in staff development activities to address the use of technology in the classroom. (Target Group: Teachers, Staff) (Strategic Priorities: 1)	Administration, Faculty	Throughout the year	Staff development budget ESC 16 contracted services	Attendance records Staff evaluation
5. Texline faculty and staff will utilize the Staff Development form for tracking and verification purposes, IDSP for the 2019-2020 School Year. (Target Group: Teachers, Staff) (Strategic Priorities: 1)	Principal	Throughout the year	Local ISDP	Review of Staff Development form file

Objective #3b: Texline teachers and administrators will participate in professional development activities linked to identified educational needs of special populations- Special Education, ESL, Migrant, Economically Disadvantaged, At-Risk, Advanced Academics, etc.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administration/faculty/staff will attend the annual area At-Risk program sponsored by ESC 16. (Target Group: Administrators, Teachers, Staff) (Strategic Priorities: 1)	Administration Faculty	Fall	State Compensatory Education	Attendance records Staff evaluation
2. Teachers/staff will participate in staff development programs to address instructional strategies for working with Advanced Academic students. (Title I SW Elements: 2.4) (Target Group: Teachers, Staff) (Strategic Priorities: 1)	Administration, GT Teacher	Throughout the year	Staff development budget	Attendance records Staff evaluation
3. Teachers/staff will participate in staff development programs to address instructional strategies for working with Special Education students including issues of modification, accommodation and confidentiality. (Target Group: Teachers, Staff) (Strategic Priorities: 1)	NWT SSA, Faculty, Administration	At the beginning of the school year	NWT SSA staff, Special Education guidelines IDEA Formula	Attendance records Staff evaluation
4. Teacher/staff will participate in staff development programs to address instructional strategies for working with ESL and migrant students. (Title I SW Elements: 2.4) (Target Group: Teachers, Staff)	Administration Region 16 ESC	Throughout the year	Region 16 ESC staff Title III, ESL funds Title I, Part C Migrant funds	Attendance records Staff evaluation

Objective #3c: Texline teachers and administrators will participate in professional development activities that address crisis management, conflict resolution, and discipline strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation

1. Teachers/staff will participate in in-service activities that review and show how to implement the District Crisis Strategies/Activities. (Target Group: Teachers, Staff) (Strategic Priorities: 1)	Administration Faculty	August	Staff development funds will be used District Crisis Management Plan Local funds Title IV funds	Attendance records Staff evaluation
2. The Site-Based Decision Making Committee will review and revise the Emergency Operations Plan every three years. (Target Group: Administration)	SBDM Committee	Spring	Emergency Operations Team	Completed document
3. Teachers/staff will participate in staff development programs to address requirements of Texas Behavior Support Initiative. (Target Group: Teachers, Staff) (Strategic Priorities: 1)	Administration Faculty	Throughout the year	Staff development funds will be used Training will provided by Region 16 ESC	Attendance records Staff evaluation
4. Teachers/staff will participate in staff development programs to address instructional strategies for working with student discipline and conflict resolution. (Target Group: Teachers, Staff) (Strategies Priorities: 1)	Administration Region 16 ESC	Throughout the year	Staff development funds will be used Some training will be provided by Region 16 ESC	Attendance records Staff evaluation

Goal #4: Each year, 100% of all Texline teachers will participate in computer training to improve their computer knowledge and skills to comply with TEKS.

Objective #: Texline ISD will provide provide computer technology staff development for teachers and staff so they can improve their computer skills.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All Texline teachers must show evidence that they have a copy of TEKS for computer technology. (Target Group: Teachers)	Principal	By the end of 3rd week of school	Teachers and staff may download copies of needed TEKS from the TEA website	Principal examine teachers copies of computer TEKS
2. Texline teachers can attend staff development training in computer skills at Texline ISD and at Region 16 ESC. (Target Group: Teachers) (Strategic Priorities: 1)	Superintendent Principal	Throughout the year	Staff development budget Local funds	Attendance records Staff evaluation

Objective #4b: Texline ISD will provide software and hardware to support TEKS-based software programs for teachers and staff.

Activity/Strategyf	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline ISD will supply software and hardware for teachers to enhance TEKS in classrooms. (Target Group: Administration)	Principal	Throughout the year	Comprehensive education funds and technology education funds will purchase software/hardware	Teacher surveys
2. Texline ISD has instituted a 1 to 1 initiative and supplied laptop computers to each student in high school as well as all certified professional staff with the intent to supply further grade levels in the immediate future to enhance building toward a 21st Century School District. (Target Group: Administration)	School Board Superintendent	Throughout the year	Comprehensive education funds and technology education funds will software/hardware Title I and II funds	Teacher surveys Parent surveys Student surveys

Goal #5: Each year, 100% of Texline administrators, teachers, and staff will provide training to students to provide a safe and secure learning environment for students.

Objective #5a: Texline administration and staff will review the student handbook with students annually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. At the beginning of the school year, each Texline student will be issued a copy of the revised Student Handbook. (Target Group: All)	Principal	By end of 3rd week of school	Copies of the handbook are online	Review of records
2. Annually, parents will be asked to sign a document attesting that they have received and reviewed a copy of the Texline Student Handbook. (Target Group: All)	Secretary	By the end of 3rd week of school	A copy of the document is included in the handbook when it is issued	Review of records
3. At the beginning of the school year, the principal and the classroom teachers will give an overview of the Student Handbook to students. (Target Group: All)	Principal, Teachers	By the end of the 3rd week of school	Texline Student Handbook	Review of records
4. When a new student enrolls in school at Texline, he/she will be given a copy of the Student Handbook. (Target Group: All)	Principal	As students enroll	Copies of the handbook are online	Review of records
5. As new students enroll, the principal or counselor will give an overview of the Student Handbook to the new student and his/her parents. (Target Group: All)	Principal or Counselor	As students enroll	Texline Student Handbook	Review of records
6. The school Counselor will present programs to students in grades 6-12 concerning dating violence. This information is included in the handbook and will be reviewed annually. (Target Group: All)	Principal or Counselor	Throughout the year	Copies of handbook/meetings	Supervision of meeting Review of records

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7.	Students in grades 6-12 will be received Worth the Wait training throughout the school year. This abstinence based program has been adopted by the School Board. (Target Group: 6-12 grade students)	Counselor, HS Health Teacher, HS Science Teacher	On-going through the school year	Lessons/Meetings Training documents Surveys/Videos	Review of records Supervision of program
8.	Transitions from Kinder to 1st grade, Pre-K to Kinder and Elementary to Secondary and Secondary to Post-Secondary College and Career. (Title I SW Elements: 2.5) (Target Group: All)	Principal or Counselor	As students enroll	Lesson/Meetings Training document Surveys, Videos	Supervision of program

Objective #5b: The administration and staff will utilize the procedures in the Emergency Operations Plan.

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.	At the beginning of the school year, each Texline student will be issued a copy of an abridged Crisis Management Plan (this will be included in the Student Handbook). (Target Group: All)	Principal	By end of 3rd week of school	Copies of the abridged plan ae printed by Texline staff	Review of records
2.	When a new student enrolls in school at Texline, he/she will be given a copy of the abridged Emergency Operations Plan. (Target Group: All)	Principal	As student enrolls	Copies of the abridged plan are printed by Texline staff	Review of records
3.	At the beginning of the school year, the principal and the classroom teachers will give an overview of the Emergency Operations Plan to all students. (Target Group: All)	Principal, Teachers	By the end of 3rd week of school		Review of records
4.	As new students enroll, the principal or counselor will give an overview of the Emergency Operations Plan to the new	Principal or Counselor	As students enroll	Emergency Operations Plan	Review of records

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
student and his/her parents. (Target Group: All)				
5. Throughout the school year, the principal and teachers will practice and review procedures outlined in the Emergency Operations Plan (Fire Drills, Storm Drills, Emergency Drills, etc.). (Target Group: All)	Principal, Teachers	Throughout the school year	Emergency Operations Plan	Review of Records

Objective #5c: The administration and staff will provide supervision, activities and programs that will reduce and/or prevent student violence and aggression.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. At the beginning of the school year, the principal will establish a schedule for supervision of students. (Target Group: Administration)	Principal	By end of 3rd week of school	Schedule of supervision duties	Review of records
2. At the beginning of the school year, the principal will review with teachers the policies and procedures that will be used to prevent student violence/aggression. (Target Group: Administration, Teaches, Staff)	Principal, Teachers	By the end of 3rd week of school		Review of records

Goal #6: Each year, 80% of Texline students will meet or exceed the staff passing rate on EOC/STAAR.

Objective #6a: 80% of Texline students will meet or exceed the state passing rate on EOC/STAAR Reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline will provide a balanced program for	Principal, Reading	Throughout	Kindergarten	TPRI

students in grades K, 1, 2, and 3. (Title I SW Elements: 2.5) (Target Group: K-3 students) (Strategic Priorities: 2)	Teachers	the year	readiness test Balanced Literacy Reading Program LLI, Really Great Reading	
2. Texline will identify those students who did not pass the reading EOC/STAAR. (Title I SW Elements: 2.5, 2.6) (Target Group: All) (Strategic Priorities: 2)	Principal, Reading Teachers	August	EOC/STAAR Reading results	Review of list of student served
3. Texline will identify students in grades 1-6 who are not reading at grade level as determined by the STAAR reading test and other assessments. Identified students shall be targeted for in-class remediation instruction. (Title I SW Elements: 2.5, 2.6) (Target Group: 1-6 grade students) (Strategic Priorities: 2)	Principal, Reading Teachers	Throughout the year	Accelerated Reading Program STAAR Reading Assessment State Compensatory Education	STAAR Assessment
4. Texline will provide remediation and/or tutorials to each student identified at-risk or not passing the Reading portion of EOC/STAAR. (Title I SW Elements: 2.4, 2.5, 2.6) (Target Group: All) (Strategic Priorities: 2)	Principal, Reading Teachers	Throughout the year	Use Spring EOC/STAAR result and previous EOC/STAAR results to identify students who are at-risk State Compensatory Education	EOC/STAAR
5. Texline will provide staff development activities for teachers and staff to demonstrate strategies and methods for teaching reading. (Target Group: Teachers)	Principal, Reading Teachers	Throughout the year	Region 16 ESC will provide staff development activities	Attendance records Teacher evaluation of staff development

(Strategic Priorities: 1)

Objective #6b: 80% of Texline students will meet or exceed the state passing rate on EOC/STAAR Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline will provide an aligned TEKS based Math program for students. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Principal, Math Teachers	Throughout the year	EOC/STAAR curriculum Pearson Math Program K-8 Pearson Math High School Local funds	Ensure that each student is at or above grade level
2. Texline will identify those students who did not pass the math EOC/STAAR. (Title I SW Elements: 2.4, 2.6) (Target Group: All) (Strategic Priorities: 2)	Principal, Math Teachers	August	EOC/STAAR Math results	Review of list of students served
3. Provide remediation and/or tutorials to each student in grades 3-11 identified as at-risk or not passing the Math portion of EOC/STAAR. (Title I SW Elements: 2.4, 2.5, 2.6) (Target Group: At-Risk) (Strategic Priorities: 2)	Principal, Math Teachers	Throughout the year	Use Spring EOC/STAAR result and previous EOC/STAAR results to identify students State Compensatory Education	Review of list of students served
4. Texline will provide staff development activities for teachers and staff to demonstrate strategies and methods for teaching math. (Target Group: Teachers) (Strategic Priorities: 1)	Principal, Math Teachers	Throughout the year	Region 16 will provide staff development activities Local funds	

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Texline will purchase classroom tools such as Itouch and Ipad and other technology and software to help in delivery of instruction and create 21st century classrooms. We will also invest in supplemental curriculum to assist in these areas. (Target Group: All)	Superintendent Board of Trustees	September	Title I and II funds Local funds	Review of results

Objective #6c: 80% of Texline students will meet or exceed the state passing result on EOC/STAAR Writing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline will identify individual students who have not passed the writing EOC/STAAR. (Title I SW Elements: 2.5) (Target Group: All)	Principal, Writing Teachers	August	Spring EOC/STAAR results and previous results to identify students who are at-risk	Principal review
2. Students who did not pass writing EOC/STAAR will be targeted for additional in-class instruction and/or tutorials. CTE Writing component added. NWEA component (Title I SW Elements: 2.4, 2.5, 2.6) (Target Group: At-Risk)	Principal, Writing Teachers	Throughout the year	EOC/STAAR item analysis and student materials State Compensatory Education	Teacher survey
3. Texline will provide staff development activities for teachers through workshops offered by Region 16 ESC. (Target Group: Teachers) (Strategic Priorities: 1)	Principal, Writing Teachers	Throughout the year	Region 16 ESC Local funds	Attendance records Teacher survey
4. Texline will provide staff in-service activities at Texline to demonstrate strategies and methods for teaching writing activities. (Target Group: Teachers) (Strategic Priorities: 1)	Principal, Writing Teachers	Throughout the year	Region 16 ESC Local funds	Attendance records Teacher survey

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Problem Statement- Texline ISD missed system safeguards for Writing performance. Open House presentation, 5% meetings, CTE enhancements and NWEA attack strategy.	Principal, Teachers, Superintendent	Throughout the year	Curriculum Enhancement Staffing Changes Course Sequence Changes	Benchmarks Formal and informal Walkthroughs

Objective #6d: 80% of Texline students will meet or exceed the state passing rate on EOC/STAAR Science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline will identify individual students who have not passed the EOC/STAAR Science. (Title I SW Elements: 2.5) (Target Group: All)	Principal, Science Teachers	August	Spring EOC/STAAR results and previous results to identify students who are at-risk	Principal review
2. Students who did not pass Science EOC/STAAR will be targeted for additional in-class instruction and/or tutorials. (Title I SW Elements: 2.4, 2.5, 2.6) (Target Group: At-Risk)	Principal, Science Teachers	Throughout the school year	EOC/STAAR item analysis and study materials State Compensatory Education	Teacher survey
3. Texline will provide staff development activities for teachers through science workshops offered by Region 16 ESC. (Target Group: Teachers)	Principal, Science Teachers	Throughout the year	Region 16 ESC Local funds	Attendance record Teacher survey
4. Texline will provide staff in-service activities at Texline to demonstrate strategies and methods for teaching science activities. (Target Group: Teachers, Staff) (Strategic Priorities: 1)	Principal, Science Teachers	Throughout the year	Region 16 ESC Local funds	Attendance record Teacher survey
5. Texline will purchase classroom tools and	Superintendent	September	Title I and II funds	Review of results

	Board of Trustees		Local funds	
technology to help in delivery of instruction and create 21st century classrooms. (Title I SW Elements: 2.5) (Target Group: Administration)				

Objective #6e: 80% of Texline students will meet or exceed the state passing rate on EOC/STAAR Social Studies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline will identify individuals students who have not passed the EOC/STAAR Social Studies. (Title I SW Elements: 2.5) (Target Group: All)	Principal, Social Studies Teachers	August	Spring EOC/STAAR results and previous results to identify students who are at-risk	Principal review
2. Students who did not pass writing EOC/STAAR will be targeted for additional in-class instruction and/or pull out tutorials in Social Studies. (Title I SW Elements: 2.4, 2.5, 2.6) (Target Group: All, At-Risk)	Principal, Social Studies Teachers	Throughout the year	EOC/STAAR item analysis and study materials State Compensatory Education	Teacher survey
3. Texline will provide staff development activities for teachers through workshops offered by Region 16 ESC. (Target Group: Teachers) (Strategic Priorities: 1)	Principal, Social Studies Teachers	Throughout the school year	Region 16 ESC Local funds	Attendance record Teacher survey
4. Texline will provide staff in-service activities at Texline to demonstrate strategies and methods for teaching for teaching Social Studies activities. (Target Group: Teachers, Staff) (Strategic Priorities: 1)	Principal, Social Studies Teachers	Throughout the school year	Region 16 ESC Local funds	Attendance record Teacher survey
5. Assessment of Root cause, identifying and prioritizing needs.	Principal, Teachers, Superintendent	Throughout the school	Curriculum Enhancement	Benchmarks Formal and informal

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
			year	Staffing Changes Course Sequence Changes	Walkthroughs
6.	Setting Annual Goals, strategy, quarterly goals and interventions	Principal, Teachers, Superintendent	Throughout the school year	Curriculum Enhancement Staffing Changes Course Sequence Changes	Benchmarks Formal and informal Walkthroughs
7.	Setting Desired level of implementation, impact and establishing quarterly reporting and adjustments	Principal, Teachers, Superintendent	Throughout the school years	Curriculum Enhancements Staffing Changes Course Sequence Changes	Benchmarks Formal and informal Walkthroughs

Objective #6f: 80% of Texline students will meet or exceed the state passing rate on Exit-Level EOC/STAAR.

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.	Texline will identify individual students who have not passed the Exit Level EOC/STAAR. (Title I SW Elements: 2.5) (Target Group: All)	Principal, High School Teachers	August	Spring EOC/STAAR results and previous results to identify students who are at-risk	Principal review
2.	Students who did not pass all portions of Exit EOC/STAAR will be targeted for additional in-class instructions and/or pull out tutorials.	Principal, High School Teachers	Throughout the school year	EOC/STAAR item analysis and study materials	Teacher survey

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I SW Elements: 2.4, 2.5, 2.6) (Target Group: At-Risk)			State Compensatory Education	
3. Texline will provide staff development activities for High School teachers through workshops offered by Region 16 ESC. (Target Group: Teachers) (Strategic Priorities: 1)	Principal, High School Teachers	Throughout the school year	Region 16 ESC Local funds	Attendance record Teacher survey
4. Texline will provide staff in-service activities to demonstrate strategies and methods for helping students pass the Exit Level TAKS/EOC/STAAR. (Target Group: Teachers, Staff) (Strategic Priorities: 1)	Principal, High School Teachers	Throughout the school year	Region 16 ESC Local fund	Attendance record Teacher survey

Goal #7: Each year, 95% of all Texline Special Education students will meet or exceed 90% of the goals and objectives outlined in the student's current year IEP.

Objective #7a: 95% of Texline Special Education students will meet or exceed the passing rate in all classes in which they have IEP modifications and accommodations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline teacher will supply each teacher with Special Education students with documentation of the modifications and accommodations for each student. (Title I SW Elements: 2.5) (Target Group: Special	Special Education Teachers	August	IEP documentation	Principal review

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
	Education)				
2.	Each teacher with Special Education students will follow the modifications and accommodations as outlined in the "Red Book". (Title I SW Elements: 2.4, 2.5) (Target Group: Special Education)	Teachers	Throughout the school year	Red Book	Principal review
3.	Texline will provide staff in-service activities to demonstrate strategies and methods for utilizing the "Red Book" for making accommodations and modifications. (Target Group: Teachers, Staff) (Strategic Priorities: 1)	Principal, Teachers	Throughout the school year	Region 16 ESC IDEA Formula Local funds	Attendance record Teacher survey
4.	Teachers of Special Education students will notify the Special Education teacher and the Principal in writing when a Special Education student is failing or in danger of failing so that arrangements can be made for intervention strategies. (Title I SW Elements: 2.4, 2.6) (Target Group: Special Education)	Teachers	Throughout the school year		Progress reports

Objective #7b: 95% of Texline Special Education students will meet or exceed the passing rate in all classes in which they have no IEP modifications or accommodations.

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.	Teachers of Special Education students will notify the Special Education teacher and the Principal when a Special Education student is failing or in danger of failing so that arrangements can be made for intervention strategies. (Title I SW Elements: 2.4, 2.6)	Principal	Throughout the school year		Progress reports

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
	(Target Group: Special Education)				
2.	Texline teachers will provide activities and projects to empower each Special Education student to actively participate in activities which he/she must do in order to pass each subject and to assume personal responsibility for accountability in the process. (Title I SW Elements: 2.4, 2.6) (Target Group: Special Education)	Teaches of Special Education students, Principal	Throughout the school year		Grade cards for each student

Objective #7c: 80% of Texline Special Education students will meet or exceed the expected level of achievement on EOC/STAAR -M.

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.	Special Education student who are scheduled to take the EOC/STAAR -M instead of EOC/STAAR will be provided with test taking strategies by the Special Education teacher and the regular classroom teachers. (Title I SW Elements: 2.4, 2.5) (Target Group: Special Education)	Special Education Teachers, Teachers	Throughout the school year	EOC/STAAR -M testing materials	EOC/STAAR – M results

Objective #7d: 80% of Texline Special Education students who take the EOC/STAAR will meet or exceed the passing rate on TAKS/EOC/STAAR reading, writing, math, science and social studies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Special Education students who are rescheduled to take the EOC/STAAR will be provided with test taking strategies by the regular education teachers. (Title I SW Elements: 2.4, 2.5) (Target Group: Special Education)	Classroom Teachers	Throughout the school year	TEKS and EOC/STAAR preparation materials	Review of EOC/STAAR results
2. Classroom EOC/STAAR preparation will be the same for Special Education students as it is for non-Special Education students unless there are specific accommodations required by the student's IEP. (Title I SW Elements: 2.4, 2.5) (Target Group: Special Education)	Classroom Teachers, Special Education Teacher	Throughout the school year	TEKS and EOC/STAAR preparation materials	Review of EOC/STAAR results
Note: During this transition year, the district notes that fact that EOC/STAAR will be replaced with EOC and STAAR. These transitional changes will be made to the plan as we phase out EOC/STAAR testing over the next two years. Teachers will be involved in staff development targeting the new readiness standards associated with STAAR and EOC.				

Goal #8: Each year, 100% of Texline students in grades 7-12 will participate in programs designed to provide information about post-high school educational and training choices.

Objective #8a: All Texline high school "college-bound" students will have a SAT or ACT score that will qualify them for college admission.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline ISD will provide information about financial aid opportunities to students and parents. (Target Group: 7-12 students), Parents) (Strategic Priorities: 3)	Principal	Scheduled from November or December	College recruiters	Parent attendance roster
2. Texline ISD will provide information to students in 7th -12th grades on the availability of special Texas grant programs and the need to make curriculum choices. (Target Group: 7-12 grade students) (Strategic Priorities: 3)	Principal	At selected dates during the year	Material supplied by TEA	Parent attendance roster
3. Texline ISD will provide opportunities for students to visit college and university campuses. (Target Group: All) (Strategic Priorities: 3)	Principal	Scheduled by universities and colleges	Texline will provide transportation for students for college or university visits	Roster of attendance
4. All Texline 9th grade students will prepare a 4-year plan of study which will be updated annually. (Title I SW Elements:j2.5) (Target Group: 9th grade students) (Strategic Priorities: 3)	Principal	The plan of study will be developed in the spring or summer		Record of files prepared
5. Pregnancy Related Services: These services are available to a pregnant student during pregnancy pre-natal and postpartum periods to help her adjust academically mentally and physically and to remain in school. (Title I SW Elements: 2.4) (Target Group: At-Risk)	Principal, Counselor, School Nurse	Throughout the school year	As needed	Review of process
6. Texline ISD has maintained our Vocational Agriculture program for 2019-2020 for grades 8-12. (Title I SW Elements: 2.5) (Target Group: CTE) (Strategic Priorities: 3)	Superintendent, Board of Trustees	August	Perkins funds Local funds	Review of process

Objective #8b: All Texline high school "technical school-bound" students will have qualifications necessary to the admitted to the technical program of their choice.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline ISD will provide information about financial aid opportunities to students and parents for students who want to attend technical schools. (Target Group: All, Parent) (Strategic Priorities: 3)	Principal	Scheduled for November or December	Technical school recruiters	Parent attendance roster
2. Texline ISD will provide information to students in 7th -12th grades on the availability of special Texas grant programs and the need to make curriculum choices. (Target Group: All, Parents) (Strategic Priorities: 3)	Principal	At selected dates during the year	Material supplied by TEA	Parent attendance roster
3. Texline ISD will provide opportunities for students to visit technical school campuses. (Target Group: All) (Strategic Priorities: 3)	Principal	Scheduled by technical schools	Texline will provide transportation for students for school visits	Roster of attendance
4. All Texline 9th grade students will prepare a 4-year plan of study which will be updated annually outlining courses that students should take to be successful in technical school. (Target Group: 9th grade students) (Strategic Priorities: 3)	Principal	The plan of study will be developed in the spring or summer	Plan of study documents	Record of plans prepared

Objective #8c: All Texline high school "military service-bound" students will have qualifications necessary to be accepted into the branch of service of their choice.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline ISD will provide opportunities for military recruiters to visit the campus to make presentations to students and to visit with potential recruites. (Target Group: High School students) (Strategic Priorities: 3)	Principal	Throughout the school year	Military recruiters	Record of visits
2. Texline students will have the opportunities to take the ASVAB (Armed Services Vocational Aptitude Battery). (Target Group: High School students) (Strategic Priorities: 3)	Principal	At the scheduled time	Military recruiters	Record of students taking the ASVAB
3. Students and their parents will be given a copy of the ASVAB results and they will have an opportunity to discuss the results with military recruiters. (Target Group: High School students), Parents) (Strategic Priorities: 3)	Military Recruiters	After the test results of the ASVAB are sent to the district	Military recruiters	Record of students attending
4. All Texline 9th grade students will prepare a 4-year plan of study which will be updated annually outlining courses that students should take to be successful in military service. (Target Group: 9th Grade Students) (Strategic Priorities: 3)	Principal	The plan of study will be developed in the spring or summer	Plan of study documents	Record of plans prepared

Goal #9: Each year, 100% of Texline students in grades 9-12 will develop or revise written career goals.

Objective #9a: The Counselor and high school faculty will provide activities and programs so that students in grades 9-12 will learn about up-to-date career opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline ISD will provide opportunities to take	Principal	Throughout	Interest	Record of assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
interest inventories and aptitude batteries to identify those areas that the students is best suited for. (Target Group: 9-12 grade students) (Strategic Priorities: 3)		the school year	inventories/aptitude batteries	taken
2. Students and their parents will be given a copy of the results and they will have an opportunity to discuss the results with the counselor and teachers. (Target Group: 9-12 grade students, Parents) (Strategic Priorities: 3)	Principal	After the results of the assessment are sent to District	Testing results	Record of people attending
3. Texline students will have an opportunity to learn about career opportunities on-line, in the classroom, through career fairs, etc. (Target Group: 9-12 grade students) (Strategic Priorities: 3)	Technology Director, Teachers	Throughout the school year	Career interest software and list of career sites on the internet. The district will provide transportation to career fairs for students and sponsors.	Student survey
4. Facilitate character education programs that target suicide prevention, conflict resolution bullying and violence intervention or prevention, based on the Maine Youth Suicide Prevention Program. (Target Group: All)	Principal, Counselor	Throughout the school year	Meetings, surveys	Record of survey or attendance

Objective #9b: The counselor and high school faculty will provide training for all students in grades 9-12 in developing and writing career goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.	Texline principal and faculty will utilize computer programs and the computer network to create interest, motivation and information for student career choices and education choices. (Target Group: 9-12 grade students) (Strategic Priorities: 3)	Principal	Throughout the school year	Computer software	Record of student use
2.	Texline ISD will provide opportunities for early introduction (Middle School) of career and technology choices. (Target Group: Middle and High School students) (Strategic Priorities: 3)	Principal, Counselor, Technology Teachers, Shop Teachers	Throughout the school year	Classes which include life skills, vocational classes, and technology classes	Student inventory
3.	Texline will offer ITV and on-line and Tech Prep activities. (Target Group: High School Students) (Strategic Priorities: 3)	Principal	Throughout the school year	Tech Prep materials, ITV classroom and computer labs	Record of activities that students have participated in
4.	Provide students an opportunity to join and participate in vocational clubs. (Target Group: All) (Strategic Priorities: 3)	Club Sponsors	Throughout the school year	Club information is provided by sponsoring organization	Record of student memberships

Objective #9c: The counselor and high school faculty will work with each students in grades 9-12 to annually develop or revise his/her graduation plan.

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.	Texline ISD will work with students and parents in developing a written graduation plan that meets that student's career goals. (Target Group: High school students, Parents) (Strategic Priorities: 3)	Principal	Late spring or early summer	Graduation plan outline	Record of visits
2.	Texline ISD will work with students and	Principal, Counselor	Throughout	Graduation plan	Record of visits

| parents to provide for Accelerated HS graduation as needed. (Title I SW Elements: 2.4, 2.6) (Target Group: High School Students, At-Risk, Parents) (Strategic Priorities: 3) | | the school year | outline State Compensatory Education | |

Goal #10: Each year, 100% of Texline students will participate in computer technology education activities that meet the TEKS for their grade level.

Objective #10a: Texline ISD will provide computer technology training to all teachers and staff so that they can help students in the appropriate content area.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline teachers and staff will have the opportunity to participate in staff development training to improve their computer knowledge and skills. (Target Group: Teachers, Staff)	Principal, Teachers	Throughout the school year	Region 16 ESC Instructional Support Contract	Record of teach and staff attendance
2. Texline ISD will offer local training in computer technology knowledge and skills. (Target Group: All)	Principal	Throughout the school year	Computer software	Record of teacher and staff attendance

Objective #10b: Texline ISD will provide all students access to computers and appropriate computer software in the classroom and in computer laboratories.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline students will be provided training in the use of computers and computer software. (Target Group: Teachers)	Teachers	Throughout the school year	Appropriate computer software and computer	Record of student use

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
			hardware	
2. Texline students will be given opportunities to use the computers in the individual classrooms and in the computer laboratories. Activities will meet the TEKS for computer technology. (Title I SW Elements: 2.5) (Target Group: All)	Teachers	Throughout the school year	Classroom computers, library computers and computer labs Title I and IV funds	Principal evaluation

Goal #11: Each year, 100% of all identified Advanced Academic Students (GT) will be offered services to provide for their special needs.

Objective #11a: Texline faculty and staff will provide lessons and activities to allow all advance academic students to excel at advanced levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline will employ a GT teacher who meets all certification requirements annually. (Title I SW Elements: 2.4) (Target Group: AA Teachers) (Strategic Priorities: 1)	Principal, Superintendent	Upon assignment	Advance Academic funding will be used to provide release time, substitutes, travel costs and/or stipends to attend workshops	Required certification completed

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2. All Texline administrators will receive a minimum of 6 hours of professional development training in Advanced Academic workshops that includes "nature and needs of gifted/talented students and program options". (Target Group: Administration)	Superintendent	By end of 1st year of service at Texline ISD	Advanced Academic funding will be used to provide travel costs and/or stipends to attend the workshops	Required certification completed
3. Texline will employ a GT teacher who meets all update requirements. (Title I SW Elements: 2.4) (Target Group: GT Teachers) (Strategic Priorities: 1)	Principal, Superintendent	By the end of each school year	Advanced Academic funding will be used to pay for facilitators, provide for release time, substitutes, travel costs, and/or stipends to attend workshops	Required certification completed
4. Texline teachers can attend staff development training in Advanced Academic Services through Region 16 ESC. (Target Group: Teachers, Staff) (Strategic Priorities: 1)	Principal, Superintendent	As needed	Pay as we go	Certificate

Objective #11b: Texline ISD will provide appropriate Advanced Academic activities and programs for identified students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline Superintendent, AAS Coordinator and appointed parents of AAS will form a committee to make recommendations concerning the Texline ASS program. (Target	Superintendent, Special Education Teacher	September	A meeting room and information will be supplied for committee	Survey of committee

Group: Administration, AAS Teacher, Parents)			meetings	
2. Provide opportunities for AA students to interact with other AA students. (Title I SW Elements: 2.4, 2.5) (Target Group: AA Students)	Superintendent, Special Education Teacher	School year	Advanced Academics funding will be used to cover costs	Log of activities of AA students
3. AA students will be provided an opportunity to take college courses during their high school years. (Title I SW Elements: 2.4, 2.5) (Target Group: AA Students)	Superintendent, Special Education Teacher	Sophomore, Junior and Senior year	Special class assignments	Student transcript
4. Student nominations and screening will be available from September through February of each school year (Target Group: AA Students)	Superintendent, Special Education Teacher	Yearly	Advanced Academic funding will be used to pay for testing supplies	Committee review
5. A list of activities and resources for AA students will be updated annually. (Title I SW Elements: 2.4, 2.5) (Target Group: AA Students)	Superintendent, Special Education Teacher	May	Committee meeting	Minutes of committee meeting
6. Advanced Academic Services will be evaluated annually with the Title I Parent Survey and through a survey of AA student's parents. (Target Group: All, Parents)	Superintendent, Special Education Teacher	May	AA funding will be used to cover costs	Survey

Goal #12: Each year, 100% of all identified ESL students will be offered services to provide support to overcome the language barrier.

Objective #12a: Texline ISD will provide appropriate ESL activities and programs for identified ESL students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. When new students enroll at Texline, the parents of those students will fill out a "Home Language Survey". (Title I SW Elements: 2.4) (Target Group: ESL)	Secretary	As student enrolls for the first time at Texline	Home Language Survey	LPAC committee
2. If the parent survey reveals that a language other then English is spoken at home or if the student uses a language other than English, then the student will be given a language assessment inventory within four weeks. (Title I SW Elements: 2.4) (Target Group: ESL)	ESL Coordinator	As students enroll for the first time at Texline	ESL language assessment inventory Title III Bilingual/ESL funds	LPAC committee Review of student records
3. Texline ISD will annually appoint parents, faculty and administration to serve on the LPAC committee. (Target Group: Parents, Administration, Teachers)	Principal	At the beginning of the school year	Meeting room and guidelines	LPAC committee Review of student records
4. Texline ISD will meet all timelines for identifying and serving LEP students. (Title I SW Elements: 2.4) (Target Group: ESL)	ESL Coordinator	Throughout the school year	Student records	LPAC committee Review of student records

Objective #12b: Texline ISD will provide lessons and activities to allow identified ESL students to perform at appropriate levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline ISD will maintain the number of teaches with ESL certification 80% or greater. (Target Group: Teachers) (Strategic Priorities: 1)	Principal	By May of the year	Region 16 ESC and the district will provide for training The district will pay for certification test	Number of teachers passing ESL certification test.
2. Texline ISD will provide ESL staff	Principal, ESL	Throughout	Region 16 ESC	Staff record of attendance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
development training for all teachers and staff. (Target Group: Teachers) (Strategic Priorities: 1)	Coordinator	the year	training Instructional Support	
3. The ESL Coordinator will work with teachers and staff in helping develop appropriate material for use by ESL students in the classroom. (Title I SW Elements: 2.4, 2.5) (Target Group: Teachers, Staff) (Strategic Priorities: 1)	ESL Coordinator	Throughout the year	ESL materials	Principal interview with ESL Coordinator
4. The ESL Coordinator will work with ESL students and their	ESL Coordinator	Throughout the year	ESL materials	Principal evaluation

Goal #13: Each year, 100% of all identified Dyslexia students will be offered services to provide support to overcome their disability.

Objective #13a: Texline ISD will provide appropriate activities and program for identified Dyslexia students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline ISD teachers and staff will monitor student performance to identify dyslexia. (Title I SW Elements: 2.4) (Target Group: Teachers, Staff)	Teachers, Staff	Throughout the school year		Record of student progress
2. The Counselor will review student records of new students to determine if they have been served in a dyslexia program. (Target Group: Dyslexia students)	Counselor	As students enroll for the first time at Texline	Student records	Review of student records
3. Texline student who have diagnoses as	Principal,	Throughout	District 504 Plan	Review of student

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Dyslexic will be provided accommodations and modifications according to the District 504 Plan. (Title I SW Elements: 2.4, 2.5) (Target Group: Dyslexia students)	Superintendent, Teachers	the school year		progress by the 504 Committee

Objective #13b: Texline faculty and staff will provide lessons and activities to allow all identified Dyslexia student to perform at appropriate levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline ISD teachers and staff will provide lessons and activities which have been modified in accordance to the IAP (Individual Accommodation Plan) for that student. (Title I SW Elements: 2.4, 2.5) (Target Group: Dyslexia students)	Principal, Teachers	Throughout the school year	504 IAP	Record of student progress
2. Texline ISD teachers and staff will monitor student performance to determine if dyslexic students are making appropriate progress according to IAP. (Title I SW Elements: 2.4) (Target Group: Teachers, Staff)	Principal, Teachers, Staff	Throughout the school year	Student records	Review of student records
3. Texline teachers and staff will provide accommodations and modifications according to the District 504 Plan. (Title I SW Elements: 2.4, 2.5) (Target Group: Dyslexia students)	Principal, Superintendent, Teachers, Staff	Throughout the school year	District 504 Plan	Review of student progress by the 504 Committee

Goal #14: Each year, 100% of all identified Migrant and/or Homeless students will be offered services to provide support to be successful.

Objective #14a: Texline ISD will provide appropriate activities and programs for identified Migrant and/or Homeless students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. When a new student enrolls at Texline, the parents of that student will fill out a questionnaire to determine if the student qualified as "migrant". (Target Group: Migrant students)	Secretary, Principal	As students enroll for the first time at Texline	Migrant questionnaire	SBDM Committee Review of records
2. The Migrant Coordinator will make a determination of the student's status as qualifying for "migrant services" based on the results of the survey. (Target Group: Migrant students)	Secretary, Migrant Coordinator	As students enrolls for the first time at Texline	TEA guidelines for Migrant student services	SBDM Committee Review of records
3. Texline ISD will incorporate all MEP activities/services/plans into the DIP on a yearly basis, however, we are currently serving 0 migrant students. a. ID&R b. NGS c. Migrant Services Coordination d. Secondary Students e. Middle School Students f. Students in grades 3-11 g. Early Childhood/School Readiness h. Out of School Youth i. District Procedures j. Interstate Coordination k. Intrastate and Interstate Coordination l. Migrant Parent Advisory Council m. Program Evaluation n. PEIMS Migrant Indicator Code	Secretary, Administration	Throughout the school year	TEA Guidelines for Migrant student services	SBDM Committee Review of records

Objective #14b: Texline faculty and staff will provide lessons and activities to allow all migrant student to perform at appropriate levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Principal and Migrant Coordinator will work with faculty and staff to provide a smooth transition of the migrant student into the regular classroom. (Title I SW Elements: 2.4) (Target Group: Migrant students, Teachers, Staff)	Secretary, Principal	As students enroll for the first time at Texline		SBDM Committee Review of records
2. Faculty and staff will monitor the progress of migrant students to determine if there are appropriate supplemental services that would help the student be more successful. (Title I SW Elements: 2.4, 2.5) (Target Group: Migrant)	Principal, Teachers	Throughout the school year		SBDM Committee Review of records
3. Faculty and staff will attend staff development workshops to help them work with migrant students. (Target Group: Teacher, Staff) (Strategic Priorities: 1)	Principal, Teachers, Staff	Throughout the school year	Local Staff Development Region 16 ESC Staff Development	Attendance records

Goal #15: Each year, the average attendance rate of Texline students in grades K-12 will be 97% or better for that year.

Objective #15a: Texline administration, faculty and staff will support and promote programs and activities to promote student school attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline will seek support and assistance from local patrons and businesses to recognize those students who have perfect or near-perfect attendance records. (Target Group: Administration)	Principal	Throughout the school year	Parents, patrons, business supporters	Record of donations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2. Students in grades K-6 will be invited to attend an "Attendance Party" at the end of each six-week grading period in which they have perfect attendance. (Target Group: K-6 students)	Principal	At the end of each grading period	Contributions and receipts from drink vending machine sales	Attendance records
3. Students in grades 7-12 will be rewarded at the end of the year for those students who have perfect or near-perfect attendance. Tardies and discipline referrals will be included as a factor. (Target Group: 7-12 grade students)	Superintendent	At the end of the school year	Contributions and receipts from drink vending machine sales	Attendance records
4. Support student participation in co-curricular and extra-curricular activites to increase their participation and attendance at school. (Target Group: 7-12 grade students)	Administration, Teachers, Staff	Throughout the school year		Attendance records

Objective #15b: Texline administration, faculty and staff will enforce attendance policies with parents and/or caregivers

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline will issue letters of warning to parents of students when a student's absences become excessive. (Target Group: Administration, Parents)	Principal	Throughout the school year		Attendance records
2. Texline ISD will notify parents by phone immediately when a student is absent from school. (Target Group: Administration, Parents)	Secretary, Principalj	At the time of each student absence		Attendance records
3. When appropriate, attendance policies and letters to parents will be communicated in Spanish. (Title I SW Elements: 3.2) (Target	Secretary, Principal	Throughout the school year		Attendance records

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
	Group: Administration, Parents)				
4.	A District Attendance Committee will review all student absences in excess of 10% and will make a determination of conditions necessary for that student to pass/fail or receive/deny credit. (Title I SW Elements: 2.6) (Target Group: Administration)	Principal, District Attendance Committee	At the end of the school year		Report to SBDM Committee
5.	The district will appoint a District Attendance Committee to review absences in excess of 10% per semester. (Target Group: Administration)	Principal, Teachers	At the end of each semester if needed		Record of actions

Goal #16: Each year, Texline ISD will have a yearly dropout rate less than 1%.

Objective #16a: Texline administration, faculty and staff will support and promote programs and activities so that students stay in school.

	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.	Texline will set aside one day of staff development for all professional staff to attend annual Regional At-Risk program by Region 16 ESC. (Target Group: Teachers, Staff (Strategic Priorities: 1)	Superintendent, Board	Fall during teacher in-service days	Registration, fees, cost of transportation paid with funds from State Compensatory Education	Record of teacher attendance
2.	Texline will provide opportunity for either an Optional Extended Year or Extended Day Program for students identified for retention.	Principal	During the summer	Local district funds	Attendance records

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I SW Elements: 2.6) (Target Group: At-Risk)				
3. Texline ISD may provide one-on-one counseling for an identified at-risk student and his/her parents if that student is not making satisfactory academic progress. (Title I SW Elements: 2.4, 2.6) (Target Group: At-Risk)	Counselor	Throughout the year as needed		Report of activities from counselor

Objective #16b: Parents will comply with Texline School attendance rules and policies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline will enforce compulsory school attendance rules and policies as outlined in Texline Student Handbook. (Target Group: All)	Principal	Throughout the school year	Texline Student Handbook	Student attendance and drop-out records

Goal #17: Each year, 100% of all parents and/or caregivers of Texline ISD students will be contracted regularly with information about school activities and student progress.

Objective #17a: Texline administration, faculty and staff will implement activities and programs to inform parents and/or caregivers about student progress, student discipline, and school activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline ISD will mail a monthly information calendar which contains lunch menu and schedule of events. (Target Group: Parents)	Cafeteria Manager, Secretary	Monthly	Cafeteria menus, schedules of events and activities	Proof of publication
2. Texline ISD will provide Dalhart/Clayton papers and XITV with information about students/student activities. (Target Group: Parents)	Secretary, Teachers, Principal	As the events occur	School records	Record of publication
3. Texline faculty will contact parents to set up conferences to discuss student progress. (Title I SW Elements: 3.2) (Target Group: Parents)	Teachers	As needed		Record of contacts
4. Texline will contact parents about specific meetings including, but not limited to, Special Education ARDs, 504 Meetings, Title I, Advanced Academics, etc. (Target Group: Parents)	Principal, Teachers	As needed		Record of meetings
5. Texline will mail a copy of all written student referrals and discipline notices to parents. (Target Group: Parents)	Principal, Secretary	When the referral is written		Principal record of referrals
6. Texline will mail a copy of each student's grade card to parents/caregivers after the end of each grading period. (Target Group: Parents)	Principal, Secretary	After the end of each grading period	School grading program	Record of reports sent
7. Texline will mail a copy of the "District Report Card" to parents annually. (Target Group: Parents)	Principal	After it is received by the district	TEA	Record of when sent

Objective #17b: Texline Principal and faculty will implement programs to inform parents of unsatisfactory student progress and will work with parents to help students improve work to satisfactory or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline will mail progress reports to parents of students who are failing or near-failing at the mid-point of each grading period. (Target Group: Parents)	Principal, Secretary, Teachers	Mid-grading period	Student progress reports from teachers	Office records
2. The Principal and faculty will notify the parents of any student whose lack of adequate progress might cause that student to fail and/or be retained for the year. (Target Group: Parents)	Principal, Teachers	Before the end of each semester	Records of student progress	Principal overview

Goal #18: Each year, 95% of all parents and /or caregivers of Texline ISD students will participate in at least one school sponsored program, event, or activity.

Objective #18a: Texline administration, faculty and staff will implement activities and programs to promote parent and family engagement in the school educational process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Texline ISD will provide various activities for parents of students in K-12 so that parents have opportunities to take part in school activities. (Target Group: Parents)	Principal, Teachers	Throughout the school year	School facilities	Attendance records
2. Texline ISD will conduct at least one Title I meeting, offered twice at flexible dates and times so that as many parents can attend as possible. (Title I SW Elements: 3.2) (Target	Superintendent	In the Fall	Title I handouts	Attendance records

	Person(s) Responsible	Timeline	Resources	Evaluation
Group: Parents)				
3. Texline ISD will conduct at least one "Open House" annually. (Target Group: Parents)	Principal, Teachers	As scheduled		Attendance records
4. Texline ISD will contact parents to arrange for parent conference to discuss student programs. (Target Group: Parents)	Principal, Teachers	Scheduled in the spring and fall		Attendance records
5. Each year, Texline ISD will provide information to parents in their home language. (Title I SW Elements: 2.1, 3.2) (Target Group: Parents)	Administration, Teachers	Throughout the school years	Language translation programs and interpreters	Review of information sent home
6. Each year, Texline ISD will provide interpreters for meetings, conference, and presentations. (Title I SW Elements: 3.2) (Target Group: Parents)	Administration	Throughout the school year	Bilingual staff or bilingual volunteers	Record of meetings
7. Texline ISD will involve parents in the development and annual evaluation of the Parent and Family Engagement Policy and District Improvement Plan. (Title I SW Elements: 2.1, 3.1) (Target Group: Parents, Administration)	Administration	During the first quarter of the school year	SBDM Committee Region 16 ESC	SBDM meeting documentation

Objective #18b: All parents of students grades 9-12 will participate in the development of a "Student Plan of Study".

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. At least annually, the parents of students in grades 9-12 will be invited to participate with their child in the development or revision of the "Student Plan of Study". (Target Group: Parents)	Principal or Teachers	Prior to the start of school	Plan of study outline	Attendance records

Goal #19: Each year, the administration and Board of Education will address school and community issues.

Objective #19a: Each year, the District will review the prioritized list of goals developed during the "Community Retreat".

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Annually, the Board of Education will review the prioritized list of goals and projects adopted at the school/parent/board/community "Planning Retreat". The Board may select projects and/or goals for implementation during the school year. (Title I SW Elements: 2.1) (Target Group: Administration)	Superintendent, Board	In August to September as the district budget is prepared	Community goals list	Review of selected goals that were accomplished

Objective #19b: Annually, the District will review the results of surveys of parents, teachers, staff and students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The SBDM Committee will develop, utilize, and analyze results of 4 different surveys- parents, faculty, support staff and students. (Target Group: Administration)	SBDM Committee	During the first quarter of the school year	Surveys developed by the SBDM Committee	Review of % of surveys returned
2. The SBDM Committee will report the results of the surveys to the board after the results have been determined. The SBDM Committee may have recommendations for the board as a result of the surveys. (Target Group: Administration)	Board of Trustees	After the results of the surveys have been determined	SBDM Surveys	Review of reports given

Goal #20: Each year, the administration and the Board of Education will develop the school budget.

Objective #20a: Each year, the Superintendent will make school budget recommendations.

Activity/Strategy	Person(s) Responsible	Amounts	Resources	Evaluation
Federal and State Funds:			Federal and State Funds:	
1. Teacher salaries and ESC 16 Contract	Superintendent	$0	1. Title I, Part A – Improving Basic Programs Operated by the District	Budget Expenditure Report
Supplemental Materials		$36,438		
2. Teacher Supplies	Superintendent	$9,328	Title II, Part A – Teacher and Principal Training/Recruitment fund	Budget Expenditure Report
3. Supplemental materials and supplies	Superintendent	$13,210	Title VI, Part B, Subpart 1 – Small, Rural School Achievement Program	Budget Expenditure Report
4. Salaries, services and supplies	Superintendent	$40,181	Title VIII, Impact Aid	Budget Expenditure Report
5. Special Education teacher and staff salaries, contract with Northwest Shared Service Arrangement, and other contract for special student services	Superintendent	$55,649	Special Education	Budget Expenditure Report

Objective #20b: Each year, the District Board of Trustees will review the budget recommendations of the administration; they will then adopt the budget or adopt the budget as amended.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Annually, the Texline Superintendent will prepare the District budget. (Target Group: Administration)	Superintendent	April through September of each school	District information and Appraisal District	Board of Trustees on completion of budget process

			year	data	
2. The Texline Board of Trustees will review the proposed budget as it is being prepared; they may require that amendments to the budget be implemented. (Target Group: Administration)	Board of Trustees	April through September of each school year	District proposed budget	Review of proposed budget
3. The Board of Trustees will approve the final revised budget. (Target Group: Administration)	Board of Trustees	August of each school year	District proposed budget	Review of final budget

Goal #21: The Texline School Administration and Board of Trustees will ensure that all teachers teaching in core academic subjects are high quality no later than the end of the 2019-2020 school year.

Objective #21a: Each year, as the schedule for classes is prepared, the Principal will insure that all core area academic subjects are taught by a teacher with certification in that area.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Annually, the Texline Principal will prepare a schedule of classes to be taught and will assign teachers to teach each of the classes. (Target Group: Administration)	Superintendent	When advertising to fill teaching vacancies		Review of ads for teachers
2. Before a teacher is offered a contract for the first time the District will verify that the teacher is certified in all core academic subjects that the teacher will be assigned. (Target Group: Administration)	Superintendent	Spring through August of each school year	SBEC Website and copies of teacher certification	Review of certification and schedule