

Broaddus ISD 2016-2017

District Improvement Plan

2016-2017 School Year

Committee Members - Planning and Decision Making

N a m e	T i t l e	C a m p u s / D i s t r i c t	T e r m E n d s
McGown, Shane	Superintendent	Broaddus ISD	
Holloway, Lucas	Elementary Principal	Broaddus Elementary School	
Hranicky, Brad	High School Principal	Broaddus High School	
Hranicky, Kelly	Counselor	Broaddus ISD	6-2017
Williams, Charlene	Teacher	Broaddus Elementary School	6-2017
Massey, Bo	Teacher	Broaddus High School	6-2017
Mancill, Kelley	Teacher	Broaddus High School	6-2017
Roberts, Monica	Parent	Broaddus ISD	6-2017
Scarber, Francis	Parent	Broaddus ISD	6-2017
Mixon, Hugh	Business Representative	Broaddus ISD	6-2017
Holloway, Joey	Community Representative	Broaddus ISD	6-2017

Names of People Responsible For Implementation

N a m e	T i t l e	C a m p u s / D i s t r i c t
McGown, Shane	Superintendent	Broaddus ISD
Holloway, Lucas	Elementary Principal	Broaddus Elementary School
Hranicky, Brad	High School Principal	Broaddus High School
Hranicky, Kelly	Counselor	Broaddus ISD
Shapely, Robin	Diagnostician	Broaddus ISD
Sowell, Amanda	Nurse	Broaddus ISD
Sanders, Priscilla	Nurse's Aide	Broaddus ISD
Hranicky, Kelly	At-Risk Coordinator	Broaddus ISD
Spring, Danny	Dyslexia Coordinator	Broaddus ISD
Kilmer, Faith	ESL Director	Broaddus Elementary School
Kilmer, Faith	Elementary G/T Coordinator	Broaddus Elementary School
Wadsworth, Bobby	High School G/T Coordinator	Broaddus High School
Hranicky, Kelly	504 Coordinator	Broaddus ISD
Whitsitt, Cassy	Special Education Director	Broaddus ISD
Little, Wesley	Technology Director	Broaddus ISD
McGown, Shane	Professional Development Coordinator	Broaddus ISD
Turner, Teresa	Administrative Secretary	Broaddus ISD
Haley, Scharla	Elementary Attendance Clerk	Broaddus Elementary School
Myrann, Kathy	High School Attendance Clerk	Broaddus High School
Stewart, Leigh	PEIMS Coordinator	Broaddus ISD
Holloway, Leah	Business Manager	Broaddus ISD
Hranicky, Brad	Athletic Director	Broaddus ISD
Kilmer, Richard	Elementary UIL Coordinator	Broaddus Elementary School
Stanley, Tim	High School UIL Coordinator	Broaddus High School

Names of People Responsible For Implementation

N a m e	T i t l e	C a m p u s / D i s t r i c t
Little, Wes	Math Pullout Teacher	Broaddus High School
Hoya, Bubba	Transportation Director	Broaddus ISD
Wadsworth, Bobby	English Teacher	Broaddus High School
Baker, Wendy	4th Grade/Rtl Teacher	Broaddus Elementary School
Williams, Shelia	Food Director	Broaddus ISD
Swanson, Linda	Prekindergarten/Special Education Aide	Broaddus Elementary School
Kilmer, Faith	Prekindergarten Teacher	Broaddus Elementary School
Kilmer, Faith	ESL Teacher	Broaddus Elementary School
Granger, Amy	Science Teacher	Broaddus High School
Mancill, Kelly	Science Teacher	Broaddus High School
Collins, Rachel	Science Teacher	Broaddus High School
Jack, Nicholas	CTE Teacher	Broaddus High School
Little, Wesley	CTE Teacher	Broaddus High School
Woods, Joey	CTE Teacher	Broaddus High School
Cook, Darren	Health Teacher	Broaddus High School
Myrann, Kathy	Odyssey Aide	Broaddus High School
Brookshire, Welton	P.E. Teacher	Broaddus Elementary School
Cook, Darren	P.E. Teacher	Broaddus High School
Massey, Bo	P.E. Teacher	Broaddus High School
Mixon, Keith	P.E. Teacher	Broaddus High School
Jeanes, Renita	Instructional/Special Education Aide	Broaddus Elementary School
Evans, Jacquelyn	Instructional Aide	Broaddus Elementary School
Welch, Erica	Instructional Aide	Broaddus High School
Byley, Tonilla	Instructional Aide	Broaddus High School

Names of People Responsible For Implementation

Name	Title	Campus / District
Wall, Tish	Instructional/Special Education Aide	Broadbuss Elementary School

STAAR

Grade: **4th, 7th**

STAAR Writing

100%

	2013	2014	2015	2016	2017
All Students	59.00	50.00	48.00	41.00	100.00
Economically Disadvantaged	54.00	45.00	45.00	38.00	100.00
White	61.00	47.00	47.00	40.00	100.00

Grade: **5th, 8th-12th**

STAAR Science

100%

	2013	2014	2015	2016	2017
All Students	73.00	67.00	51.00	73.00	100.00
Economically Disadvantaged	70.00	67.00	51.00	69.00	100.00
White	74.00	69.00	49.00	73.00	100.00

Grade: **3rd-12th**

All Subjects

100%

	2013	2014	2015	2016	2017
All Students	73.00	71.00	63.00	57.00	100.00
African American	0.00	65.00	71.00	56.00	100.00
Economically Disadvantaged	70.00	69.00	59.00	54.00	100.00
English Language Learners	100.00	92.00	86.00	28.00	100.00
Hispanic	70.00	76.00	57.00	49.00	100.00
Special Education	0.00	66.00	24.00	28.00	100.00
Two or More Races	60.00	73.00	71.00	88.00	100.00
White	74.00	71.00	62.00	57.00	100.00

STAAR

Grade:**3rd-12th**

STAAR Mathematics

100%

	2013	2014	2015	2016	2017
All Students	75.00	73.00	57.00	55.00	100.00
Economically Disadvantaged	71.00	71.00	53.00	51.00	100.00
Hispanic	0.00	62.00	50.00	50.00	100.00
Special Education	0.00	77.00	35.00	21.00	100.00
White	74.00	73.00	56.00	53.00	100.00

Grade:**3rd-12th**

STAAR Reading

100%

	2013	2014	2015	2016	2017
All Students	82.00	74.00	68.00	56.00	100.00
Economically Disadvantaged	79.00	72.00	63.00	52.00	100.00
Hispanic	64.00	85.00	56.00	47.00	100.00
Two or More Races	0.00	0.00	89.00	100.00	100.00
White	83.00	74.00	68.00	55.00	100.00

Grade:**8th-12th**

STAAR Social Studies

100%

	2013	2014	2015	2016	2017
All Students	68.00	79.00	50.00	67.00	100.00
Economically Disadvantaged	65.00	75.00	45.00	67.00	100.00
White	71.00	78.00	50.00	63.00	100.00

About Broaddus ISD

Mission Statement:

Broaddus Independent School District builds productive citizens with pride and integrity. We encourage innovation through an engaging atmosphere and authentic learning experiences.

Vision:

The Broaddus Independent School District shall be a premier provider of educational services that meet the needs of every student.

Grade Span:

PK – 12

Enrollment:

400

Accountability Ratings:

2016 State Accountability Summary

Met Standard

Attendance - Dropouts

Attendance Rate:

	2013-2014	2014-2015
All Students	93.8%	94.6%
Hispanic	95.3%	96.4%
White	93.7%	94.4%
Two or More Races	93.4%	95.6%
Special Education	93.1%	93.2%
Economically Disadvantaged	93.5%	94.0%
English Language Learners	97.2	95.4

Dropout Rate:

	2013-2014	2014-2015
All Student	0.0%	0.0%
White	0.0%	0.0%
Special Education	0.0%	0.0%
Economically Disadvantaged	0.0%	0.0%

Demographics

2015-2016 Enrollment:

1 – Early Childhood (4 years old)
23 - Prekindergarten
24 – Kindergarten
34 – First Grade
23 - Second Grade
30 – Third Grade
41 – Fourth Grade
31 – Fifth Grade
22 – Sixth Grade
27 - Seventh Grade
31 – Eighth Grade
31 – Ninth Grade
25 – Tenth Grade
32 – Eleventh Grade
33 – Twelfth Grade

2015-2016 Ethnic Distribution:

6 (1.5%) – African American
29 (7.1%) – Hispanic
359 (88.0%) – White
1 (0.2%) – American Indian
1 (0.2%) – Asian
0 (0.0%) – Pacific Islander
12 (2.9%) – Two or More Races

2015-2016 Student Groups:

312 (76.5%) – Economically Disadvantaged
15 (3.7%) – English Language Learners
6 (1.2%) – Students with Disciplinary Placements
206 (50.5%) – Students Meeting "At-Risk" Criteria

2015-2016 Student Enrollment by Program:

16 (3.9%) – Bilingual/ESL Education

115 (28.2%) – Career and Technical Education
36 (8.8%) – Gifted and Talented Education
48 (11.8 %) – Special Education

2015-2016 Students per Teacher:

12.0 – Kindergarten

16.5 – Grade 1

11.6 – Grade 2

14.2 – Grade 3

18.9 – Grade 4

14.9 – Grade 5

11.0 – Grade 6

10.1 – English/Language Arts

10.9 – Foreign Languages

10.6 – Mathematics

12.4 – Science

11.5 – Social Studies

Federal Requirements - Schoolwide Program

In accordance with the revised (10/12/09) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following ten federally required components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that—
 - (A) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);
 - (B) use effective methods and instructional strategies that are based on scientifically based research that—
 - (1) strengthen the core academic program in the school;
 - (2) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - (3) include strategies for meeting the educational needs of historically underserved populations;
 - (C)(1) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - (a) counseling, pupil services, and mentoring services;
 - (b) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - (c) the integration of vocational and technical education programs; and
 - (2) address how the school will determine if such needs have been met; and
 - (D) are consistent with, and are designed to implement, the State and local improvement plans, if any.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal Requirements - Schoolwide Program Components

Broaddus ISD conducts Title I Schoolwide Programs on the campuses. The Schoolwide Components are addressed in the District Improvement Plan under the following goals.

1. A comprehensive needs assessment of the entire school.
 - Goal #2: District Performance Objectives Strategy
 - Goal #2: Foundation Program Strategy
 - Goal #5: DPDMC Involvement in Needs Assessment Process Strategy
2. Schoolwide reform strategies.
 - Goal #2: Accelerated Instruction Strategy
 - Goal #3: Dropout Prevention Program Strategy
 - Goal #6: Technology Enriched Curriculum Strategy
3. Instruction by highly qualified teachers.
 - Goal #5: Recruitment and Retention Initiatives Strategy
4. High-quality and ongoing professional development for teachers, principals and paraprofessionals.
 - Goal #5: Professional Development Program Strategy
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Goal #5: Professional Development Program Strategy
 - Goal #5: Recruitment and Retention Initiatives Strategy
6. Strategies to increase parental involvement.
 - Goal #1: Parent and Community Involvement Strategy
 - Goal #1: Evaluation of Parental Involvement Program Strategy
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs.
 - Goal #2: Early Intervention Program Strategy
8. Measures to include teachers in the decisions regarding the use of academic assessments.
 - Goal #1: District Planning and Decision-Making Committee (DPDMC) Strategy
9. Activities to ensure that students shall be provided with effective, timely additional assistance.
 - Goal #2: Accelerated Instruction Strategy
 - Goal #3: Dropout Prevention Program Strategy
10. Coordination and integration of Federal, State and local services and programs including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.
 - Goal #4: Career and Technical Education Strategy
 - Goal #7: Safe Schools Initiative Strategy
 - Goal #7: Counseling Responsive Services Strategy

Needs Assessment Summary

Broaddus ISD received a State Accountability Rating of Met Standard from TEA in 2016. The Met Standard Rating requires that the campus met or exceeded the target score on Student Achievement and/or Student Progress, Closing Performance Gaps and Postsecondary Readiness.

Student Strengths and Needs:

Note: Passing Rates on the STAAR tests in 2016 were at Level II.

Reading/ELA: 56% of All Students met the passing standard in Reading. Passing rates for other subgroups ranged from 100% for students of Two or More Races to 47% for Hispanic students.

Math: 55% of All Students met the passing standard in Math. Passing rates for other subgroups ranged from 53% for White students to 21% for Special Education students.

Writing: Fourth and seventh grade students participated in the STAAR Writing test in 2016. 41% of All Students met the passing standard in Writing. Passing rates for other subgroups ranged from 40% for White students to 35% for Economically Disadvantaged students.

Science: Fifth and eighth through twelfth grade students participated in the STAAR Science test in 2016. 73% of All Students met the passing standard in Science. Passing rates for other subgroups ranged from 73% for White students to 69% for Economically Disadvantaged students.

Social Studies: Eighth through twelfth grade students participated in the STAAR Social Studies test in 2016. 67% of All Students met the passing standard in Social Studies. Passing rates for other subgroups ranged from 67% for Economically Disadvantaged students to 63% for White students.

Interventions: Broaddus ISD has programs at every grade level in place to address the identified needs of its students. Tutorials in core subjects are available to all students in grades kindergarten through twelve that are identified as being at-risk of dropping out of school. Eligible four year olds have the opportunity to participate in an extended day Prekindergarten class. STAAR Accelerated Instruction is provided in the core subject areas for students in grades one through five who are experiencing difficulty passing the STAAR test. Instructional Aides provide additional supplemental assistance through small group and individualized instruction. A Science pullout class and a supplemental Math class are available for high school students who are having difficulty. In Reading, specifically, there are programs available to elementary students to ensure each student has an equitable education; they are D.E.A.R., Guided Reading and a Reading Lab. Students also have the opportunity receive assistance through the computer lab in core subject areas.

Faculty and Staff: Professional development is encouraged for the staff, particularly focusing on areas where students are not performing to district expectations, such as Reading, Math and Science. Local and supplemental funds will provide opportunities for travel to professional development conferences, as well as participating in Region VII professional development services.

Attendance: Attendance rates remained the same at 93.8% in 12-13 and 13-14. The District has several activities and incentives in place that are designed to increase student attendance. These include attendance incentives, parent notifications and counseling services.

Dropout Rate: The dropout rates for ninth through twelfth grade students improved from 1.4% in 12-13 to 0.8% in 13-14. Several programs, including parental involvement activities and counseling programs are in place to, in time, reduce the dropout rate for all students and all student groups to 0%.

Goal: 1 Parents and community members will be full partners with educators in the education of Broadus ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12 There will be an overall, yearlong increase in Broadus ISD parents and community members participating in parental and community involvement activities.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent and Community Involvement (TI, A SW #6) - The Broadus ISD Superintendent along with the District Planning and Decision-Making Committee (DPDMC) will meet periodically with Site-Based Decision Making Committees (SBDMC) to discuss parental involvement issues, programs, strategies and activities.</p> <p>Broadus ISD stakeholders (staff, students, parents, community members and business representatives) will be notified of reports, upcoming conferences, campus-level events, meetings and programs impacting our campuses. Stakeholders are notified through the Broadus ISD website, marquee postings, District Calendar, PTO meetings, phone calls and letters from the district and campus in English and Spanish.</p> <p>With parental input, a Parental Involvement Calendar will be developed by each campus and the district.</p> <p>As Parent and Community Involvement in Broadus ISD are invaluable, teachers and paraprofessionals of each campus will attend a workshop focusing on successful strategies teachers can use when communicating with parents, as well as planning and implementing effective parental and community involvement strategies.</p>	8/2016 - 5/2017	Superintendent - Shane McGown	Local Funds - Communication Vehicles	Documentation :Agenda Minutes, Sign-in Sheets - 08/16: An approved District/Campus Parental and Community Involvement Calendar will have been distributed to each SBDMC for scheduling of timely announcements to parents and community members.	Increase in students` achievement as a result of increased parent and community involvement. Increased number of Stakeholders participating in Broadus ISD events.	Documentation :Parental Involvement Records - 05/17: 90% of parents will have attended Broadus ISD Parental Involvement activities. Informal Assessment :Anecdotal Reports and Surveys - 05/17: All stakeholder groups report precise, timely and meaningful communication from the campuses.

Goal: 1 Parents and community members will be full partners with educators in the education of Broaddus ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12 There will be an overall, yearlong increase in Broaddus ISD parents and community members participating in parental and community involvement activities.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Communications and Information Dissemination - Myriad communication vehicles are used to ensure that parents are apprised of the events and programs being conducted by Broaddus ISD throughout the year. Information is disseminated through the District newsletter, District website, marquee postings and folders/letters sent home.</p> <p>Communication is provided in an understandable format and in the parent's primary language.</p>	8/2016 - 5/2017	Superintendent - Shane McGown	Local Funds - Communication Vehicles	Documentation :Parental Involvement Records - 12/16: Sign-in lists show at least 50% attendance by parents.	Increased student achievement with the support of Broaddus ISD parents.	Informal Assessment :Anecdotal Reports and Surveys - 05/17: All stakeholder groups report precise, timely and meaningful communication from the campuses.

Goal: 1 Parents and community members will be full partners with educators in the education of Broaddus ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12 There will be an overall, yearlong increase in Broaddus ISD parents and community members participating in parental and community involvement activities.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Events and Programs - Broaddus ISD conducts a variety of Events and Programs geared towards including parents and other stakeholders in their Educational System. Events include: * Open House * "Meet the Teacher Night" (student orientation) * American Education Week in the fall * Texas Parent's Day * Texas Public Schools Week in the spring * Parent Curriculum Planning Night * Financial Aid Night for High School students, parents and teachers * Parent/Teacher Conferences * STAAR Workshops * Award Assemblies * Fall Festival * Veteran's Day Program * "Meet the Bulldogs" night * Grandparent Day. * Student programs such as plays, choirs and concerts Translators are provided at parent/teacher conferences, workshops and meetings for non-English speaking parents.	8/2016 - 5/2017	Elementary Principal - Lucas Holloway High School Principal - Brad Hranicky	Coordinated Funds - Time Contributions of Faculty and Staff		Increased student achievement with the support of Broaddus ISD parents. Parents as full partners in the education of Broaddus ISD students.	Documentation :Parental Involvement Records - - 05/17: Parent and Community Involvement Records will reflect an increase in participation in campus activities as compared to the previous year.

Goal: 1 Parents and community members will be full partners with educators in the education of Broaddus ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12 There will be an overall, yearlong increase in Broaddus ISD parents and community members participating in parental and community involvement activities.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Parent-Teacher Conferences - A parent/teacher conference will be held by every teacher who has a student receiving a failing grade in a course, is not accruing the credits required for graduation within four years of entering the ninth grade or is not accumulating the appropriate number of attendance days for the year. If a student is to be retained, the teacher will schedule a conference to discuss the issue or placement decision.</p> <p>At least two parent/teacher conferences will be scheduled throughout the year at the parent's convenience. Home visits will also be scheduled as needed to confer with parents.</p>	8/2016 - 5/2017	Elementary Principal - Lucas Holloway High School Principal - Brad Hranicky	Coordinated Funds - Time Contributions of Teachers	Documentation :Teacher Records - - 12/16: Teacher records will reflect that all teachers will have conducted 80% of their required conferences with each of their student's parents or guardians.	Increase in student achievement as a result of increased parent and community involvement.	<p>Documentation :Teacher Records - - 05/17: Teacher records will indicate that 100% of all teachers will have conducted the required conferences with each of their student's parents or guardians.</p> <p>Documentation :Campus Records - - 05/17: 100% of the parents/guardians of students not meeting the State's content standards and State student performance standards will have been scheduled for a supplemental conference.</p>

Goal: 1 Parents and community members will be full partners with educators in the education of Broaddus ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12 There will be an overall, yearlong increase in Broaddus ISD parents and community members participating in parental and community involvement activities.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>District Planning and Decision-Making Committee (DPDMC) (TI, A SW #8) - Board policies and procedures will be reviewed bi-annually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The LEA will provide support in the development of campus policies and procedures.</p> <p>As directed by Board policy, the DPDMC and SBDMCs will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>Under the supervision of the district's Superintendent and the chair of Broaddus ISD's DPDMC, the SBDMCs will play an integral role in the planning, development and evaluation of the educational system of Broaddus ISD. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Broaddus ISD.</p> <p>The DPDMC will annually review assessment requirements of the federal and state programs in which Broaddus ISD participates, to ensure that district-level and campus-level assessment programs are in compliance with appropriate mandates.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	8/2016 - 5/2017	Superintendent - Shane McGown	Local Funds - Time Contributions of Committee Members	Documentation :Agendas, Meeting Notes - 12/16: The Board of Trustees and Superintendent, or designee, will review the minutes of prior DPDMC meetings, analyzing the efficiency and productivity of the committees, recommending revisions to Board policies and procedures to ensure a positive impact on student learning and a reduction in dropout rates.	Increased student achievement.	<p>Informal Assessment :Classroom Assessment - 05/17: 90% of all PK students will master the State's Prekindergarten goals.</p> <p>Informal Assessment :Classroom Assessments - 05/17: 90% of all students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests :STAAR Tests - 05/17: 100% of all students in grades three through twelve will pass all appropriate grade-level and subject-area STAAR tests.</p>

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Objective(s): PK-12 There will be an overall, yearlong increase in Broaddus ISD parents and community members participating in parental and community involvement activities.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The LEA, through the activities of the Superintendent and the DPDMC, and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the SBDMCs of both Broaddus Elementary and Broaddus High School are cognizant of the regulations governing the same, understands the ten components of a Title I Schoolwide Program and includes these components in the Broaddus Elementary and Broaddus High School CIPs.</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A program and other federal, state and local programs. Technical assistance is available for NCLB requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p>	7/2016 - 6/2017	Superintendent - Shane McGown	<p>State - State Compensatory Education (SCE) - SECCA, Inc. Consulting Services \$9,029.00</p> <p>Federal - Title I, Part A - SECCA, Inc. Consulting Services \$2,821.00</p> <p>Federal - Title II, Part A TPTR - SECCA, Inc. Consulting Services \$600.00</p>	Documentation :Agendas, Meeting Notes - - 12/16: Broaddus ISD DPDMC's agendas and minutes reflect a continued monitoring of the Title I Program.	Broaddus ISD will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.	Documentation :School Records - - 05/17: Broaddus ISD will receive the State Accountability Rating of Met Standard.

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Objective(s): PK-12 There will be an overall, yearlong increase in Broadus ISD parents and community members participating in parental and community involvement activities.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Evaluation of Parental Involvement Program [TI, A SW #6] - Parents are involved in the evaluation of the district's Parental Involvement Program. During the evaluation process, parents review the Title I, Part A Parental Involvement Policy for the district, parents and the students. At this time, parents choose to adopt the district policy as the Broadus ISD Parental Involvement Policy, or to draft a campus-specific policy.</p> <p>An annual parent survey is distributed to parents, in which the survey results will be analyzed by the DPDMC to determine material strengths and weaknesses of the Parental and Community Involvement program, as well as individual components of same.</p> <p>Activity:</p> <p>Parent, Student, Teacher Compact - As Broadus ISD's campuses are Title I, Part A Schoolwide campus, the parents and faculty annually re-adopt or modify the Broadus ISD Compact - a compact that shares the responsibility for student performance and success. All compacts will be reviewed and signed.</p> <p>Copies of the Parental Involvement Policy and Parent, Student, Teacher Compact will be distributed at the beginning of each school year in the Student Handbook.</p>	<p>8/2016 - 5/2017</p> <p>5/2016 - 10/2016</p>	<p>Superintendent - Shane McGown</p> <p>Elementary Principal - Lucas Holloway High School Principal - Brad Hranicky</p>	<p>Local Funds - Time Contributions of Committee Members</p> <p>Local Funds - Time Contributions of Parents, Staff and Faculty</p>	<p>Documentation :Parent Contact Agendas and Logs - 08/16: An approved District Parental Involvement Policy and a School, Parent, Student Compact available for distribution to parents, faculty and staff.</p> <p>Documentation :Agendas, Meeting Notes - 02/17: DPDMC agenda and minutes will indicate that parent surveys have been distributed in English or Spanish to all parents.</p> <p>Documentation :Agenda Minutes, Sign-in Sheets - 05/16: Parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher Compact.</p>	<p>State-of-the-Art Parental Involvement Program.</p> <p>Parents as full partners in the Educational System of Broadus ISD.</p> <p>A Parental Involvement Policy and Compact that provides guidance for parents in becoming equal partners in their students' education.</p>	<p>Documentation :Agendas, Meeting Notes - 05/17: DPDMC agenda and minutes will indicate that surveys have been returned by parents and the results will be used to enhance or modify the Broadus Parent/Community Involvement Program.</p> <p>Documentation :Parental Involvement Records - 08/16: Parent Involvement policies have been disseminated along with the Parent, Student, Teacher Compact to all parents.</p>

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(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>District Performance Objectives (TI, A SW #1) - The Superintendent, Chair of the DPDMC, the campus Principals and School Counselor will set the district's performance objectives. District performance objectives are based on data available through the comprehensive needs assessment process. Each campus will adopt performance objectives reflective of their students' unique needs.</p>	6/2016 - 5/2017	<p>Superintendent - Shane McGown</p> <p>Elementary Principal - Lucas Holloway</p> <p>High School Principal - Brad Hranicky</p>	<p>Local Funds - Time</p> <p>Contributions of Committee Members</p>	<p>Informal Assessment</p> <p>:Classroom Assessments - 12/16: 80% of students are working in line with their potential and moving closer to achieving the required performance.</p>	<p>The district performance objectives will support the needs of the district and the immediate needs of the campus.</p>	<p>Informal Assessment</p> <p>:Classroom Assessment - 05/17: 90% of all PK students will master the State's Prekindergarten goals.</p> <p>Informal Assessment</p> <p>:Classroom Assessments - 05/17: 90% of all students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests</p> <p>:STAAR Tests - 05/17: 100% of all students in grades three through twelve will pass all appropriate grade-level and subject-area STAAR tests.</p>

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(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Broadus ISD participates in the State-Developed Testing Program that is consistent with the regulations of No Child Left Behind (NCLB).</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) program will measure Math and Reading (grades 3 – 8), Writing (grades 4 and 7), Science (grades 5 and 8) and Social Studies (grade 8).</p> <p>The STAAR program for high school will measure English Language Arts (ELA), Math, Science and Social Studies through the 5 End-Of-Course (EOC) assessments.</p> <p>The STAAR programs are aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p>	1/2017 - 6/2017	Elementary Principal - Lucas Holloway High School Principal - Brad Hranicky	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - 12/16: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Increased student achievement.	Criterion-Referenced Tests :STAAR Tests - 05/17: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.

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(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Foundation Program (TI, A SW #1) - The Broadbuss ISD curriculum for grades PK – 12 is based on the TEKS. Effective instructional strategies, activities and initiatives that increase the amount and quality of learning time, promoting accelerated instruction and providing educational enrichment – these provide opportunities for all students to succeed, the foremost focus of Broadbuss ISD.</p> <p>Broadbuss ISD allows for an autonomous teaching environment with requisite accountability. Regularly scheduled Vertical Team Meetings allow for invaluable teacher collaboration to ensure coordination of instruction and increased student achievement.</p>	8/2016 - 5/2017	Elementary Principal - Lucas Holloway High School Principal - Brad Hranicky	Local Funds - Time Contributions of Foundation Staff	Informal Assessment :Classroom Assessments - 12/16: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	<p>All students and all student groups academically successful as the educational system meets the needs of all.</p> <p>Increased student achievement through increased teacher collaboration and refined vertical alignment.</p>	<p>Informal Assessment :Classroom Assessments - 05/17: 90% of all PK students will master the State's Prekindergarten goals.</p> <p>Informal Assessment :Classroom Assessments - 05/17: 90% of all students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests :STAAR Tests - 05/17: 100% of all students in grades three through twelve will pass all appropriate grade-level and subject-area STAAR tests.</p>

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(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Foundation Assessments (TI, A SW #1) - PK - K: PK and Kindergarten students will be administered an informal Teacher-Made Developmental Skills Checklist at the beginning of each school year to determine students' developmental levels and deficiencies and to identify students meeting the State-adopted "at-risk" criteria.</p> <p>PK students will be assessed each six-weeks during the year with developmentally appropriate instruments to determine rates of progress and to identify specific areas of need. A post-inventory will be administered in May to determine individual student progress and to provide academic data for students' cumulative folders.</p> <p>Kindergarten students will be administered the Texas Primary Reading Inventory (TPRI) in September, January and May to determine specific strengths and weaknesses in the development of reading skills.</p> <p>Grades 1 – 2: Students are administered the TPRI in August/September, January and May to determine specific strengths and weaknesses of each child in the development of reading skills.</p> <p>Grades 1 – 3: Students are administered STAR diagnostic tests in Reading and Math at the beginning of the school year to determine specific skill deficiencies and to identify students meeting the State-adopted "at-risk" criteria. Students meeting the "at-risk" criteria are those scoring below</p>	8/2016 - 5/2017	Elementary Principal - Lucas Holloway High School Principal - Brad Hranicky Counselor - Kelly Hranicky	Local Funds - Assessment Instruments	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of all PK students will master the State's Prekindergarten goals.</p> <p>Informal Assessment :Classroom Assessments - - 02/17: 80% of all students in grades K – 2 will score "Developed" on the TPRI.</p> <p>Informal Assessment :Classroom Assessments - - 02/17: 80% of all students in grades 1 – 3 will score at grade level on STAR Math and STAR Reading tests.</p>	Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.	<p>Informal Assessment :Classroom Assessments - - 05/17: 90% of all PK students will master the State's Prekindergarten goals.</p> <p>Informal Assessment :Classroom Assessments - - 05/17: 90% of all students in grades K – 2 will score "Developed" on the TPRI.</p> <p>Informal Assessment :Classroom Assessments - - 05/17: 90% of all students in grades 1 – 3 will score at grade level on STAR Math and STAR Reading tests.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of all students in grades three through twelve will pass all appropriate grade-level and subject-area STAAR tests.</p>

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(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>grade level.</p> <p>Grade 3: Students are identified as being in need of additional assistance based on the end-of-year TPRI scores and the Second Grade End-of-Year Assessment.</p> <p>Grades 3 - 6: Students are administered the STAAR Sample Questions to identify deficiencies for early intervention efforts.</p> <p>Grades 4 – 11: Students are administered the STAAR Coach Pretest given in September and January.</p> <p>Grades 7 - 12: Students are administered end of year benchmark tests, STAR Math and Reading tests to identify deficiencies.</p> <p>Assessment results will be used to prescribe prevention and early intervention strategies for students demonstrating need, and will ensure that all children receive assistance in learning to read at the earliest possible time.</p>						

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Early Intervention Program (TI, A SW #7) - A Prekindergarten program will be conducted through coordination of funding of state/local funds. The program will be available to all students meeting the State criteria of being eligible for participation in the National Free and Reduced-priced School Lunch program, Limited English proficient, child of an active duty member of the military, is or ever has been in the conservatorship of the Department of Family and Protective Services (DFPS) and/or homeless.</p> <p>Broadus Elementary conducts an extended full-day Prekindergarten program with emphasis on language acquisition skills for special population groups. The PK program is conducted by full-time PK teachers. PK teachers conduct Accelerated Instruction activities to accelerate the development of school readiness skills, such as oral language development and fine and gross motor coordination of educationally disadvantaged students. Multisensory clarifying and skill building activities help accelerate the learning of PK students. Small group and 1:1 assistance is also provided as needed.</p>	8/2016 - 5/2017	Prekindergarten Teacher - Faith Kilmer	<p>State - State Compensatory Education (SCE) - Time Contributions of PK Teacher FTE: 0.50 \$25,920.69</p> <p>Federal - Title I, Part A - Time Contributions of PK Aide FTE: 1.00 \$26,226.23</p> <p>State - Supplemental Funding for Prekindergarten - Supplemental Resources \$1,563.00</p>	<p>Informal Assessment :Classroom Assessments - 12/16: 80% of students performing at 70% level of mastery of appropriate developmental skills, as indicated by teacher records.</p>	<p>Students with prerequisite early school readiness skills for success in Kindergarten.</p> <p>Decrease in number of students identified as being in an "at-risk" situation as students gain prerequisite developmental skills for entrance into Kindergarten.</p>	<p>Informal Assessment :Classroom Assessments - 05/17: 90% of PK students will master the State's Prekindergarten goals.</p>

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(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Prekindergarten Transition [TI, A SW #7] - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Broadus Elementary.</p> <p>Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits, student teaming, team teaching and parent meetings.</p> <p>PK teachers will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten.</p> <p>The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.</p>	8/2016 - 5/2017	Prekindergarten Teacher - Faith Kilmer	Coordinated Funds - Time Contributions of PK Staff	<p>Informal Assessment :Classroom Assessments - - 6 Weeks: Progress reports will indicate increased skill levels and appropriate behavior and hygiene.</p>	<p>Students' with the behavioral skills and hygiene practices prerequisite for success in Kindergarten.</p> <p>Students and parents familiarized with the Broadus Kindergarten program.</p>	<p>Informal Assessment :Classroom Assessments - - 05/17: 90% of PK students will master the State's Prekindergarten goals.</p>
<p>Activity:</p> <p>Early Education Parent Activities - A transition workshop and scheduled activities will be held for Broadus Elementary parents with children participating in the Early Education and Prekindergarten programs. Child development issues will be targeted. Activities will include meeting their student's Prekindergarten and Kindergarten Teachers and taking guided tours through their new classrooms, computer lab, library and counselor's office.</p> <p>Broadus Elementary will place an ad in the newspaper encouraging parents to register their child for Prekindergarten and Kindergarten.</p>	3/2017 - 5/2017	Prekindergarten Teacher - Faith Kilmer	Coordinated Funds - Time Contributions of Faculty and Staff	<p>Documentation :Parent Contact Agendas and Logs - - 03/17: 100% of the parents of Early Education and PK students will be contacted and informed about transition actives and dates.</p> <p>50% of eligible students will register early for PK and Kindergarten.</p>	<p>Early Education and PK students with the prerequisite skills and experiences to begin PK or Kindergarten.</p>	<p>Documentation :Parent Contact Agendas and Logs - - 05/17: 80% of the parents and their students will have participate in appropriate transition activities.</p> <p>100% of eligible students will register early for PK and Kindergarten.</p>

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 (TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Accelerated Instruction [TI, A SW #2, #9] - Broaddus ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p>	8/2016 - 7/2017	At-Risk Coordinator - Kelly Hranicky	<p>State - State Compensatory Education (SCE) - Scientifically Validated Educational Resources</p> <p>\$4,000.00</p>		<p>Students meeting the State-adopted "at-risk" criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.</p> <p>Increased academic performance by all students and all student groups.</p>	<p>Documentation :Student Records - 05/17: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions are implemented.</p>

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(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>"Students at Risk of Dropping out of School" Assessment - Broadbuss ISD follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081(d) – Revised 2013]</p> <p>For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who:</p> <p>(1) was not advanced from one grade level to the next for one or more school years;</p> <p>(2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;</p> <p>(3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;</p> <p>(4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;</p> <p>(5) is pregnant or is a parent;</p>	8/2016 - 6/2017	Counselor - Kelly Hranicky	<p>Local Funds - Assessment Instruments</p> <p>State - State Compensatory Education (SCE) - Instructional Testing Materials/Test Scoring \$800.00</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of the students meeting the State-adopted "at risk" criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.</p>	Increased academic performance by all students and all student groups.	Documentation :Student Records - - 05/17: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

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(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;</p> <p>(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;</p> <p>(8) is currently on parole, probation, deferred prosecution, or other conditional release;</p> <p>(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;</p> <p>(10) is a student of limited English proficiency, as defined by Section 29.052;</p> <p>(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;</p> <p>(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or</p> <p>(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.</p>						

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(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Tutorial Program - A Tutorial program is available to students in grades K – 12 who met the State-adopted "at-risk" criteria to increase academic achievement and reduce drop-out rates. Tutorials are available to students in core subject areas for 25 minutes before school.</p>	8/2016 - 5/2017	Elementary Principal - Lucas Holloway High School Principal - Brad Hranicky	<p>State - State Compensatory Education (SCE) - Time Contributions of ES Tutorial Teachers FTE: 1.08 \$48,017.83</p> <p>State - State Compensatory Education (SCE) - Time Contributions of HS Tutorial Teachers FTE: 1.17 \$59,789.06</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.</p>	Students have every opportunity to meet their full educational potential.	<p>Informal Assessment :Classroom Assessments - - 05/17: 90% of students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of students in grades three through twelve will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Activity:</p> <p>STAAR Accelerated Instruction - Students in grades 1 – 5 who are either experiencing difficulty with practice STAAR tests, or who have not met the minimum expectations on the STAAR tests will be provided daily supplemental, accelerated instruction in the appropriate subject area.</p>	8/2016 - 5/2017	4th Grade/Rtl Teacher - Wendy Baker	<p>Federal - Title I, Part A - Time Contributions of STAAR Accelerated Instruction Teacher FTE: 0.50 \$23,163.36</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.</p>	Students have every opportunity to meet their full educational potential.	<p>Informal Assessment :Classroom Assessments - - 05/17: 90% of students in grades 1 - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of students in grades three through five will pass all appropriate grade-level and subject-area STAAR tests.</p>

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(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Computer Assisted Instruction - The Computer Lab aide, under direct supervision of the foundation teachers, will provide at-risk K - 5 students with supplemental assistance in core subject areas—Math, Language Arts, Science and Social Studies—using state-of-the-art software that is grounded in scientifically-based research.</p>	8/2016 - 5/2017	Elementary Principal - Lucas Holloway	<p>Federal - Title I, Part A - Time Contributions of Computer Lab Aide FTE: 0.55 \$16,935.20</p> <p>State - State Compensatory Education (SCE) - Time Contribution of Computer Lab Aide FTE: 0.25 \$7,113.66</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.</p>	Students have every opportunity to meet their full educational potential.	<p>Informal Assessment :Classroom Assessments - - 05/17: 90% of students will pass campus benchmark tests.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of students in grades three through five will pass all appropriate grade-level and subject area STAAR tests.</p>
<p>Activity:</p> <p>Supplemental Math Instruction - Students in grade 8 who are experiencing difficulty in the acquisition of math skills will be provided daily supplemental, accelerated instruction. This program will have a pupil: teacher ratio to enable the teachers to address individual needs and promote small group and one-on-one instruction.</p>	8/2016 - 5/2017	High School Principal - Brad Hranicky Math Pullout Teacher - Wes Little	<p>Federal - Title I, Part A - Time Contributions of Supplemental MathTeacher FTE: 42.86 \$24,130.09</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of all students will achieve a passing score on TEKS-based tests.</p>	Increased student achievement.	<p>Criterion-Referenced Tests :STAAR Reading - - 05/17: 100% of students will pass the STAAR Math test.</p>
<p>Activity:</p> <p>Science Pullout Program - Students in grades 6 - 12 who have not met the minimum expectations on the STAAR Science/Biology test, or who have failed a Science class will be provided daily supplemental Science instruction through a Pullout Program. This program will have a small pupil:teacher ratio that enables the teachers to address individual needs and promote small group and one-on-one instruction.</p>	8/2016 - 5/2017	Science Teacher - Amy Granger Science Teacher - Kelly Mancill	<p>State - State Compensatory Education (SCE) - Time Contributions of Science Teachers FTE: 0.29 \$14,514.42</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of students pass benchmark and teacher generated tests.</p>	Students have every opportunity to meet their full educational potential.	<p>Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of students in grades 8 - 12 will pass all appropriate grade-level STAAR Science tests.</p>

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(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Individualized Instruction -The individualized instruction aides will provide small group and individualized assistance while working under the direct supervision of the certified regular education teachers assigned. The aides will assist students with subject mastery in Reading, Math, Science and/or Social Studies.</p>	8/2016 - 5/2017	High School Principal - Brad Hranicky Elementary Principal - Lucas Holloway	<p>Federal - Title I, Part A - Time Contributions of Instructional Aides FTE: 1.50 \$24,051.03</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Instructional Aides FTE: 0.94 \$16,842.08</p>	Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.	Increased student achievement.	<p>Informal Assessment :Classroom Assessment - - 05/17: 90% of students in grades K-2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of students in grades three through twelve will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Activity:</p> <p>STAAR Remediation - Students in grades 9 - 12 who have had difficulty with passing the STAAR End of course exams will be provided with a 10 day STAAR Remediation class during the summer.</p>	June 2017	High School Principal - Brad Hranicky	<p>State - State Compensatory Education (SCE) - Time Contributions of Summer School Teacher \$2,562.66</p>		Increased student achievement.	<p>Criterion-Referenced Tests :STAAR Tests - - 07/2017: 100% of students will pass all appropriate STAAR EOC tests.</p>
<p>Strategy:</p> <p>Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).</p>	8/2016 - 5/2017	Special Education Director - Cassy Whitsitt	<p>State - Special Education Block Grant - Special Education Adjusted Allotment \$216,688.00</p>	Informal Assessment :Classroom Assessments - 12/16: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	<p>Informal Assessment :Classroom Assessments - 05/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs and will pass the State required assessment instrument at the end of the school year.</p>

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Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	8/2016 - 5/2017	Diagnostician - Robin Shapely Counselor - Kelly Hranicky	Local Funds - Assessment Instruments	Documentation :Student Records - - 12/17: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.	Full and Individual Initial Evaluations and Reevaluations completed in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students as described in the students' IEPs.	<p>Informal Assessment :Classroom Assessments - - 05/17: 90% of the students with disabilities will pass the appropriate mandated assessment instrument(s), as prescribed by individual student's ARDs.</p> <p>100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.</p>

Goal: 2 Broaddus ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students.
 (TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Instructional Arrangements - Broaddus Elementary employs four Special Education Teachers: two with self-contained students and two with both self-contained and resource-mainstreamed students. As dictated by their ARD, some students only leave the class for science, social studies and P.E., while others are only scheduled into the class during Language Arts and/or Math. For students ARDed into Reading/Language Arts, teachers will set a goal each 6 weeks for each student.</p> <p>Mainstreamed students are monitored by the Special Education teachers, and the regular education teacher is given a copy of the IEP.</p> <p>Broaddus High School provides Content Mastery and Tutorials (18 minutes) for students using the Odyssey Ware program.</p>	8/2016 - 5/2017	Special Education Director - Cassy Whitsitt	State - Special Education Block Grant - Time Contributions of Special Education Staff	<p>Informal Assessment</p> <p>:Classroom Assessments - - 12/16: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.	<p>Informal Assessment</p> <p>:Classroom Assessments - - 05/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.</p>

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(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Related Services - Broaddus ISD ensures that students with disabilities who require related services receive the kind and amount necessary to assist the child to benefit from Special Education services, as well as general education activities and classes.</p> <p>1) The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student.</p> <p>2) Services support IEP goals and are based on assessment and educational needs.</p> <p>3) Related services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy, Psychological Services, Social Work Services and Counseling Services. Related services are provided by the Sabine County Special Education Co-Op, which includes Broaddus ISD as a member.</p> <p>4) Broaddus High School requires no less than a 6-weeks report card for all related services.</p>	8/2016 - 5/2017	Special Education Director - Cassy Whitsitt	State - Special Education Block Grant - Time Contributions of Related Services Personnel	Documentation :Student Records - - 12/16: 100% of the students with disabilities are receiving Related Services, as dictated in their IEP.	Students with disabilities involved in an educational process that ensures they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.	Documentation :Student Records - - 05/17: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

Goal: 2 Broadus ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students.

(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Child Find Effort - Child Find Activities are primarily implemented at the district level, but all staff are involved in the effort. Broadus ISD puts forth a comprehensive and proactive effort to find anyone needing Special Education services.</p> <p>Activities for Child Find include:</p> <ul style="list-style-type: none"> * regional television commercial, * countywide--contact each school district and talk with each contact person and * developing a comprehensive Child Find Calendar to ensure all contacts are made, i.e., nursing homes, home schools, private schools; and activities are conducted, i.e., training surrogate parents, notifying doctors' offices, hanging Child Find Posters. 	7/2016 - 6/2017	Special Education Director - Cassy Whitsitt	State - Special Education Block Grant - Child Find Resources	<p>Documentation :School Records - - 12/16: 100% of the activities posted on the Child Find Calendar completed.</p> <p>Any child found to need services referred as required.</p>	100% of the students eligible for Special Education assistance have been identified and are receiving required services within the required time frames.	<p>Documentation :School Records - - 06/17: 100% of the activities posted on the Child Find Calendar completed.</p> <p>Any child found to need services referred as required.</p>

Goal: 2 Broadbuss ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students.
(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Transition Services - Broadbuss ISD provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111; TAC §89.1055.</p> <p>1) Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).</p> <p>2) Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.</p> <p>When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.</p>	8/2016 - 5/2017	Special Education Director - Cassy Whitsitt	State - Special Education Block Grant - Time Contributions of Special Education Staff		Students with disabilities receive the transition services required for success in and out of school, within school and within the world of work.	Documentation :Student Records - - 05/17: Transition activities are 100% in line with students' IEPs.

Goal: 2 Broaddus ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students.

(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>English as a Second Language (ESL) Program - Broaddus ISD offers an ESL Program whose goal is to enable limited English proficient students to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods. The ESL Program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.</p>	8/2016 - 6/2017	ESL Director - Faith Kilmer	<p>State - Bilingual Education Block Grant - Bilingual Education Allotment</p> <p>\$4,642.00</p>	See Activities below	<p>Students exiting LEP designation by LPAC.</p> <p>Narrowing the achievement gap between LEP students and non-LEP students.</p>	See Activities below

Goal: 2 Broadus ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students.

(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Limited English Proficient (LEP) Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.</p> <p>Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of English language learners (ELLs).</p> <p>The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to LEP students in grades K – 12. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments.</p> <p>The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of a limited English proficiency (LEP) student who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p>	8/2016 - 5/2017	Counselor - Kelly Hranicky	Local Funds - Assessment Instruments	<p>Informal Assessment</p> <p>:Classroom Assessments - - 12/16: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.</p>	Significant increase in LEP students' oral, verbal and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement.	<p>Criterion-Referenced Tests</p> <p>:STAAR Tests - - 05/17: 100% of ESL students in grades three through twelve will pass the STAAR Reading tests in English and/or Spanish.</p>

Goal: 2 Broadbudd ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students.
(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>LEP Modifications - LEP students are served in an ESL program as dictated by TEC Sections 29.053 and 29.063.</p> <p>The LPAC is responsible for designing the appropriate program and student placement in the program, as dictated by the home language survey, the language proficiency test results, individual student achievement in content areas, and the emotional and social attainment of each student.</p> <p>Based on LPAC prescription,</p> <p>LEP students participate in an intensive ESL pullout program with the purpose of developing competence in English. The program provides a developmental sequence of English instruction in listening and comprehending, speaking, reading and writing, using an appropriate ESL program curriculum.</p> <p>The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement.</p>	8/2016 - 5/2017	ESL Teacher - Faith Kilmer	State - Bilingual Education Block Grant - Time Contributions of ESL Staff	<p>Informal Assessment</p> <p>:Classroom Assessments - - 12/16: ESL students are progressing at the rate set by the LPAC.</p>	<p>Students exiting LEP designation by LPAC.</p> <p>Narrowing the achievement gap between LEP students and non-LEP students.</p>	<p>Informal Assessment</p> <p>:Classroom Assessments - - 05/17: Individual students meeting LPAC's expectations based on results of an oral language proficiency test.</p> <p>Criterion-Referenced Tests</p> <p>:STAAR Tests - - 05/17: 100% of LEP students will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 2 Broadbudd ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students.

(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>LEP Exit Criteria - Students in grades Prekindergarten and Kindergarten cannot be exited from an ESL Education Program. An annual review is still conducted by LPAC, but LEP students cannot be reclassified as English proficient in these grade levels (TAC 89.1225(i)). Exit criteria are applicable to students in grades 1 – 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>To exit from an ESL program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.</p> <p>The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and * the student has passing grades in all core academic subjects and courses taken. <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced</p>	8/2016 - 5/2017	ESL Director - Faith Kilmer	Coordinated Funds - Time Contributions of ESL Staff and LPAC	<p>Informal Assessment</p> <p>:Classroom Assessments - 12/16: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.</p>	<p>Increase in number of students eligible to exit the ESL Program.</p> <p>Narrowing the achievement gap between LEP students and non-LEP students.</p>	<p>Criterion-Referenced Tests</p> <p>:STAAR Tests - 05/17: 100% of students in grades three through twelve will pass the STAAR Reading tests in English and/or Spanish.</p>

Goal: 2 Broaddus ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students.

(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC.</p> <p>Strategy:</p> <p>Dyslexia Program - Broaddus ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write or spell, despite conventional instruction, adequate intelligence and sociocultural opportunity.</p> <p>(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability.</p>	8/2016 - 5/2017	Dyslexia Coordinator - Danny Spring	<p>Local Funds - Time Contributions of Dyslexia Staff</p> <p>Local Funds - Scottish Rite Dyslexia Program</p>	See Activities below	Students participating in the Dyslexia program will be performing equally with their non-Dyslexic peers.	See Activities below

Goal: 2 Broaddus ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students.

(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Dyslexia and Related Disorders Assessment - Broaddus ISD assesses students for Dyslexia and related disorders beginning with Kindergarten. Students are tested within mandated timelines once recommended for assessment. Children are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, their understanding of what they read, their understanding of what is read to them and how well they are able to organize and sequence thoughts in writing.</p> <p>The results of the evaluation are reviewed, the most appropriate instruction program for the child is determined and an individual education plan for him/her is developed that will include any modifications or accommodations that may be needed.</p>	8/2016 - 5/2017	Counselor - Kelly Hranicky	Local Funds - Assessment Instruments		Dyslexia services to students are not delayed; the students' needs are accurately diagnosed and special programs and modifications are reflective of the needs of each student.	Documentation :Counselor Records - - 05/17: 100% of the students identified have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Dyslexia Modifications - The Dyslexia program serves students in all grades at Broaddus ISD. Students are provided individualized assistance through their Reading and/or English teachers, as prescribed by the appropriate assessment, 504 or ARD committee.</p> <p>Broaddus ISD's intervention program is designed to provide students with strategies to help them to become successful readers. Trained instructors coordinate with classroom teachers to use alternative teaching methods and strategies for these students.</p> <p>The Dyslexia teacher will implement explicit, individualized and multisensory instruction that includes phonemic awareness, instant letter recognition, explicit instruction in decoding, extended reading in connected text (helps to gain fluency), explicit instruction of spelling, extended writing, oral language development and listening/reading development.</p> <p>Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary, a more intensive specialized program will be prescribed.</p> <p>Students who have exited the Dyslexia program are monitored by the Counselor.</p>	8/2016 - 5/2017	Dyslexia Coordinator - Danny Spring	Local Funds - Time Contributions of Dyslexia Staff	Informal Assessment :Report Card Grades - - 12/16: 80% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.	Students participating in the Dyslexia program will be performing equally with their non-Dyslexic peers.	<p>Informal Assessment :Report Card Grades - - 05/17: 100% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of all Dyslexic students will achieve a passing score on the STAAR Reading/English tests.</p>

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(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include: Change student seating as needed for the situation, adapt environment to avoid distractions, provide notebooks for organization, lighting accommodations or non-verbal behavior cues (cue cards).</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the Texas Essential Skills and Knowledge.</p>	8/2016 - 5/2017	504 Coordinator - Kelly Hranicky	Local Funds - Time Contributions of Faculty and Staff		504 students receiving an equitable education compared to their non-504 peers.	Documentation :Counselor Records - 05/17: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>G/T Modifications - G/T students in grades K – 5 are served through a pull-out program twice a week for 2 hours. Guided Reading curriculum and leveled books allow students to work on independent projects, cooperative projects with their G/T peers and cooperative projects with their grade level peers.</p> <p>G/T students in grades 6 – 12 are served in a 20 minute pull-out session twice a week through a course called Quality Experiences to Stimulate Thinking (QUEST). Through this program, students take part in competitions through both Region VII ESC and TEA, such as Model United Nations and Robotics.</p> <p>All teachers on both campuses are G/T certified.</p> <p>Strategy:</p> <p>Ancillary Services - Broaddus ISD provides Ancillary Services or "related services" to students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.</p>	<p>8/2016 - 5/2017</p>	<p>Elementary G/T Coordinator - Faith Kilmer High School G/T Coordinator - Bobby Wadsworth</p>	<p>State - Gifted and Talented Block Grant - Time Contributions of G/T Staff</p>	<p>Documentation :Counselor Records - - 12/16: Counselor's records indicate all students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class.</p>	<p>G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.</p>	<p>Informal Assessment :Classroom Assessments - - 05/17: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.</p>
	<p>8/2016 - 6/2017</p>	<p>Superintendent - Shane McGown</p>	<p>Coordinated Funds - Time Contributions of Ancillary Staff</p>	<p>Documentation :Campus Records - 12/16: 70% of students referred for Ancillary Services will have been served as indicated in campus records.</p>	<p>All students and all student groups are involved in an equitable education, with Ancillary Services available to "help level the playing field".</p>	<p>Informal Assessment :Classroom Assessments - 05/17: 90% of all PK students will master the State's Prekindergarten goals.</p> <p>Informal Assessment :Classroom Assessments - 05/17: 90% of all students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests :STAAR Tests - 05/17: 100% of all students in grades three through twelve will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 2 Broadbudd ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students.

(TI, A SW #1, #2, #7, #9)

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Counseling Services - The School Counselor's responsibilities include:</p> <ul style="list-style-type: none"> * 1:1 review of STAAR scores with students scoring below district expectations; * 1:1 and small group counseling sessions; * Focused informal groups - behavior, attendance; * Assistance with testing coordination; * Class presentations on health, communication, drug and alcohol abstinence, behavior and safety related issues; * STAAR presentations; * Responsive services and * Individual student planning. <p>The Counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to:</p> <ul style="list-style-type: none"> * Diagnostic/Prescriptive Services; * Coordination of Services-Academic and Related Services; * Child Find Activities; * ARDs; * Parent Training; * Student Planning and Transition Services and * Training Broadbudd ISD Foundation Staff on Modifications for Special Education Students. 	8/2016 - 5/2017	Counselor - Kelly Hranicky	<p>State - State Compensatory Education (SCE) - Time Contributions of Counselor FTE: 0.50</p> <p style="text-align: right;">\$21,248.96</p> <p>State - State Compensatory Education (SCE) - Supplemental Counseling Supplies</p> <p style="text-align: right;">\$600.00</p>	<p>Documentation :Counselor Records - - 12/16: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.</p>	<p>Issues related to the Counseling and Guidance Program will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.</p>	<p>Informal Assessment :Classroom Assessments - - 05/17: 90% of all PK students will master the State's Prekindergarten goals.</p> <p>Informal Assessment :Classroom Assessments - - 05/17: 90% of all students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of all students in grades three through twelve will pass all appropriate grade-level and subject-area STAAR tests.</p>

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Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)] Objective(s): PK-12 Broadus ISD will lower the district's Dropout Rate of 0.8%.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Procedures to promote student attendance will include recognition and awards for perfect attendance in the classroom each Friday and at the End of Year assembly. Classroom teachers distribute ribbons for attendance, achievement and positive behavior; attendance clerks provide awards for perfect attendance during a six weeks period and district administrators award student perfect attendance at award banquets.</p> <p>Students who are chronically absent will be given special attention by the Campus Principal and School Counselor. Parents of students who are chronically absent will be notified through phone calls, notes, home visits and/or conferences. Students with unresolved attendance issues will be scheduled for Saturday School to make up attendance deficits, after a conference with the student and his/her parent/guardian. Truancy charges will be filed against parents/guardians of students with poor attendance.</p>	8/2016 - 5/2017	Elementary Principal - Lucas Holloway High School Principal - Brad Hranicky Counselor - Kelly Hranicky Elementary Attendance Clerk - Scharla Haley High School Attendance Clerk - Kathy Myrann	Local Funds - Time Contributions of Principals and Attendance Clerks Local Funds - Awards	<p>Documentation :Agendas, Meeting Notes - 08/16: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, during open house and during parent meetings.</p> <p>Documentation :Parent Contact Agendas and Logs - 12/16: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.</p>	<p>Through the use of positive reinforcements, Broadus ISD faculty will encourage academic growth and increased student attendance.</p> <p>Decrease in unexcused absences and chronic absenteeism.</p>	<p>Documentation :Attendance Records - 05/17: Attendance records will indicate that all students and all student groups have an attendance rate of not less than 97%. Student groups whose attendance rates have been higher will meet or exceed those rates.</p> <p>Documentation :Parent Contact Agendas and Logs - 05/17: Contact with 100% of parents/guardians of students who have excessive absences.</p>

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)] Objective(s): PK-12 Broadus ISD will lower the district's Dropout Rate of 0.8%.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Dropout Prevention Program (TI, A SW #2, #9) - Dropout prevention and intervention efforts begin in Prekindergarten and continue on in High School. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.	8/2016 - 5/2017	Elementary Principal - Lucas Holloway High School Principal - Brad Hranicky	Local Funds - Time Contributions of Faculty and Staff	Documentation :Attendance Records - 12/16: Attendance rate at 97% or above.	Positive school attitudes and personal habits are formed to prevent dropouts and discipline problems when these students reach high school. 100% Graduation Rate.	Documentation :Campus Records - 05/17: 100% of students will attain the appropriate credits and graduate in four years.
Activity: Motivational Activities - Broadus Elementary utilizes several programs and activities to motivate students to learn, promote values and self-discipline and provide students with recognition, rewards and opportunities for completion. These activities include: * Motivational Assemblies * Book Buddies: 5th graders volunteer to be peer tutors for students in the lower grades, reading to them and listening to them read. * High School Heroes and Heroines Visits: High School "Heroes and Heroines" will be invited to talk to Elementary students about the importance of grades, attendance and their relationship to extracurricular activities.	8/2016 - 5/2017	Elementary Principal - Lucas Holloway	Local Funds - Awards, Certificates, Prizes	Informal Assessment :Surveys - - 12/16: Student Survey results reflect an increase in student awareness of what they do now affects what they do later and motivation to do their very best in school.	Positive school attitudes and personal habits are formed to prevent dropouts and discipline problems when these students reach high school.	Informal Assessment :Surveys - - 05/17: Student self-reports to teachers indicate a positive reaction to the High School students' presentations.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]

Objective(s): PK-12 Broadus ISD will lower the district's Dropout Rate of 0.8%.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Credit Recovery Program (TI, A SW #9) - Broadus High School utilizes Odysseyware, allowing students the opportunity to regain failed credits. This is a web-based program that will be used for credit recovery for students who have failed a class and/or STAAR test and serves as a tool to reduce dropout rates.</p> <p>Students who are having difficulty mastering the TEKS in core subject areas will be able to use these programs to receive targeted interventions that extend and support the classroom lessons. Odysseyware will also accommodate students with different learning styles by providing multi-dimensional learning opportunities and allowing students to work at their own pace outside of the foundation classroom.</p>	8/2016 - 5/2017	Counselor - Kelly Hranicky	<p>State - State Compensatory Education (SCE) - Odysseyware Site License</p> <p>\$5,000.00</p>	<p>Informal Assessment :Report Card Grades - - Six Weeks: Six week grade reports show on-time credit accrual.</p>	<p>Students will continue to attend school and earn the required credits necessary to graduate in four years.</p>	<p>Informal Assessment :Classroom Assessments - - 05/17: 100% of students will be promoted to the next grade level or attain the appropriate credits and graduate in four years.</p>

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]						
Objective(s): PK-12 Broadus ISD will lower the district's Dropout Rate of 0.8%.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Extracurricular Activities - Broadus ISD encourages student participation in UIL academic and athletic competitions to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.</p> <p>Sports include:</p> <ul style="list-style-type: none"> * Boys and Girls Basketball * Boys and Girls Track * Boys and Girls Cross Country * Baseball * Girls Softball * Cheerleading <p>Clubs and organizations include:</p> <ul style="list-style-type: none"> * America * Future Farmers of American (FFA) * Family, Career and Community Leaders of America (FCCLA) * National Honor Society * School Yearbook * School Newspaper * UIL Academic Teams * Student Council and Class Officers 	8/2016 - 5/2017	Elementary Principal - Lucas Holloway High School Principal - Brad Hranicky Elementary UIL Coordinator - Richard Kilmer	Local Funds - Time Contributions of Extracurricular Staff	Informal Assessment :Classroom Assessments - 12/16: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)	All students have an opportunity to participate in UIL competitions. Students will become more diversified, goal-oriented and well-rounded individuals.	Informal Assessment :Classroom Assessments - 05/17: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Career Guidance and Counseling - The counselor will assist students in monitoring and understanding their own development.</p> <p>Areas addressed include:</p> <p>* Education: Acquisition of study skills and choosing appropriate programs and services;</p> <p>* Career: Need for positive work habits, career awareness and investigations of opportunities;</p> <p>*Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.</p> <p>The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents:</p> <p>1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.);</p> <p>2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56;</p> <p>3) The need for students to make informed curriculum choices to be prepared for success beyond high school;</p> <p>4) Source of information on higher education and</p> <p>5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits.</p>	8/2016 - 5/2017	Counselor - Kelly Hranicky	Coordinated Funds - Time Contributions of Counselor		Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Documentation :Student Records - 05/17: An increase in the percentage of graduating seniors enrolling in college as compared to the previous year.

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
For the benefit of all students in grades 11 and 12, the ACT test is offered at Broaddus High School to all students interested in taking the test.						

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Career Awareness Activities - As a rural school district, Broaddus High School faculty appreciates the need to expose students, especially students meeting the State adopted at-risk criteria, to a wide range of career opportunities, from those requiring technical skills to those requiring advanced post-graduate degrees. Broaddus High School: 1) Offers a Parent Curriculum Planning Night for grades 5 and 8; 2) Offers Career Investigation through classroom instruction by means of interdisciplinary, thematic, or other appropriate instructional modules or arrangements; 3) Offers Career Investigation software and internet sites for further discovery and research; 4) Administers Aptitude and Interest Inventories to students in grades 6 – 8; 5) Offers Dual Credit Courses: English 1301 and English 1302; 6) Funds and administers the PSAT to all Sophomores; 7) Encourages all students to take the ACT and provides resources (study guides and computer programs) for students to prepare and 8) Hosts a financial aid night for High School students, parents, and teachers, and provides information relating to higher education and the Texas Grant Program through Senior English classes.	8/2016 - 5/2017	High School Principal - Brad Hranicky Counselor - Kelly Hranicky	State - High School Allotment - High School Allotment \$32,208.00		All students will be exposed to the myriad career opportunities available to them and the paths they must follow. Students exhibiting college readiness and earning both high school and college credit.	Documentation :Campus Records - 05/17: Campus records indicate 100% of students will have participated in Career Awareness activities. Documentation :Student Records - 05/17: All students participating in concurrent and dual credit courses will earn high school and college credits.

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Career and Technical Education (TI, A SW #10) - Broaddus High School offers CTE programs in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.</p> <p>Academic TEKS are integrated into the Career and Technology TEKS through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula. Students and parents are given the opportunity to explore career opportunities in the following areas:</p> <ul style="list-style-type: none"> * Agricultural Science - Agricultural Mechanics and Metal Technology - Agricultural Food and Natural Resources - Building Maintenance - Welding I and II * Computer Science - Business Information Management - Business Marketing and Finance 	8/2016 - 5/2017	<p>CTE Teacher - Nicholas Jack</p> <p>CTE Teacher - Wesley Little</p> <p>CTE Teacher - Joey Woods</p>	<p>State - Career and Technology Block Grant - Time contributions of CTE Staff</p> <p style="text-align: right;">\$300,008.00</p>	<p>Informal Assessment</p> <p>:Classroom Assessments - 12/16: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.</p>	<p>Students will be exposed to the career opportunities available so that they, along with their parents may make informed decisions regarding their course of study.</p>	<p>Documentation :Campus Records - 05/17: Campus records indicate an increase in the number of students enrolled in Career and Technology courses and students earning professional certifications as compared to the previous school year.</p>

<p>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #1, #3, #4, #5) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): PK-12 100% of Broaddus ISD faculty will be considered Fully Certified as defined by state law.</p> <p> PK-12 100% of the instructional paraprofessionals are participating in Continuing Education efforts.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>DPDMC Involvement in Needs Assessment Process [TI, A SW #1] - Through the DPDMC and SMDMCs, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the campus. This ensures that PD supports both the District and Campus Improvement Plans.</p> <p>Annual needs assessment results indicate a need for:</p> <p>* Training and mentorship for new teachers;</p> <p>* Professional development in specialized areas - i.e.; G/T students, students meeting the State-adopted "at-risk" criteria, students with disabilities, technology and curriculum areas such as reading, math, science and writing;</p> <p>* Life Skills training for Special Education teachers;</p> <p>* Effective strategies for dropout prevention and credit recovery and</p> <p>* Periodic training for teachers in how to identify difficulties and to provide assistance to individual students.</p>	7/2016 - 6/2017	Professional Development Coordinator - Shane McGown	Local Funds - Time Contributions of Committee Members	Documentation :Professional Development Records - 12/16: A professional development program will have been designed that meets the needs of Broaddus ISD.	A professional development program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.	Documentation :Agendas, Meeting Notes - 05/17: Broaddus ISD and the DPDMC will have reviewed the list of PD activities determining that 100% of the teachers and paraprofessionals have participated in activities that support their individual needs.

<p>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #1, #3, #4, #5) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): PK-12 100% of Broaddus ISD faculty will be considered Fully Certified as defined by state law.</p> <p> PK-12 100% of the instructional paraprofessionals are participating in Continuing Education efforts.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Professional Development Program [TI, A SW #4, #5] - The Broaddus ISD Professional Development (PD) Coordinator, DPDMC, Principals and SBDMCs design and/or support professional development programs and activities that:</p> <p>* will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods;</p> <p>* will be intense and sustained;</p> <p>* will relate to the TEKS and STAAR;</p> <p>* will apply research to meet the learning needs of all students, i.e., students meeting the State-adopted "at-risk" criteria, 504 students, LEP students, students with disabilities, G/T, etc.;</p>	7/2016 - 6/2017	<p>Professional Development Coordinator - Shane McGown</p> <p>Elementary Principal - Lucas Holloway</p> <p>High School Principal - Brad Hranicky</p>	<p>State - State Compensatory Education (SCE) - PD Travel and Registration</p> <p>\$3,000.00</p>		<p>Increase in student performance as professional development activities focus on weaknesses in the educational system—faculty, students and resources.</p>	<p>Documentation :HR Records - 05/17: 100% of the faculty will have received appropriate training to be considered Fully Certified, per state standards.</p>

<p>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #1, #3, #4, #5) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): PK-12 100% of Broadus ISD faculty will be considered Fully Certified as defined by state law.</p> <p> PK-12 100% of the instructional paraprofessionals are participating in Continuing Education efforts.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Professional Development Focuses - TEKS and STAAR workshops are available through in-house training specialists, the Region VII ESC and myriad state and national conferences.</p> <p>Training focuses include:</p> <p>1) Disaggregating STAAR Data using TAPS Program</p> <p>2) Interpretation and Use of Assessment Data</p> <p>3) G/T Training through Region VII</p> <p>4) Region VII Math and Science Academies</p> <p>5) Region VII ELA and Social Studies Academies</p> <p>6) In-house Training on Math and Science STAAR Strategies</p> <p>7) Workshop on Successful Math Strategies</p> <p>8) Differentiating Instruction, incorporating Science and Social Studies curriculum and TEKS into Reading/Language Arts and Math</p> <p>9) Reading TEKS and Strategies for STAAR</p> <p>10) Region VII's Reading Strategies Based on STAAR Objectives</p> <p>11) Reading Workshops</p> <p>12) Technology Workshops</p> <p>13) Instructional activities tied to the TEKS and STAAR</p>	7/2016 - 6/2017	Professional Development Coordinator - Shane McGown	Local - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/16: 80% of students passing benchmark assessments.	Increased student achievement.	Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.

<p>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #1, #3, #4, #5) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): PK-12 100% of Broaddus ISD faculty will be considered Fully Certified as defined by state law.</p> <p> PK-12 100% of the instructional paraprofessionals are participating in Continuing Education efforts.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Evaluation of Professional Development Program - The Broaddus ISD Professional Development Program will be evaluated in light of students performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.</p>	8/2016 - 5/2017	Professional Development Coordinator - Shane McGown Elementary Principal - Lucas Holloway High School Principal - Brad Hranicky	Coordinated Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - 12/16: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Increased student achievement.	Criterion-Referenced Tests :STAAR Tests - 05/17: 100% of all students in grades three through twelve will pass all appropriate grade-level and subject-area STAAR tests.
<p>Strategy:</p> <p>Recruitment and Retention Initiatives [TI, A SW #3, #5] - The SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers will be recruited through the Region VII Personnel Services Cooperative and the Stephen F. Austin University Job Fair. New district administrators will be trained through the Region VII Superintendent Academy. All applicants are screened prior to the interview process. Recruiting activities will ensure that Broaddus ISD has 100% Fully Certified faculty in each teaching position, as defined by state law.</p> <p>Broaddus ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their fully certified status.</p> <p>Retention incentives include a \$1,500 stipend to all Broaddus ISD teachers, stipends for individuals with a Master's Degree and Math/Science stipends to retain staff in hard to fill areas..</p>	4/2016 - 4/2017	Professional Development Coordinator - Shane McGown Elementary Principal - Lucas Holloway High School Principal - Brad Hranicky	Local Funds - Region VII Leadership Development	Documentation :HR Records - 08/16: 100% Fully Certified Faculty.	100% Fully Certified Faculty.	Documentation :HR Records - 05/17: 100% Fully Certified Faculty.

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #1, #3, #4, #5) [TEC §4.001 (b)(6)(9)] Objective(s): PK-12 100% of Broaddus ISD faculty will be considered Fully Certified as defined by state law. PK-12 100% of the instructional paraprofessionals are participating in Continuing Education efforts.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Parent Notifications - In compliance with Federal Title I, Part A regulations, parents are notified of situations that ultimately impact their student's education, providing the opportunity for parental input and feedback. Parents are notified at the beginning of school concerning the availability of teachers' qualifications. Parents are notified when a child has been assigned or taught for 30 instructional days or more by a teacher who is not fully certified. Communication is provided in an understandable format and in the parent's primary language.	8/2016 - 5/2017	Superintendent - Shane McGown Elementary Principal - Lucas Holloway High School Principal - Brad Hranicky	Local Funds - Parent Notifications Resources	Documentation :Parent Contact Agendas and Logs - 12/16: 100% of all applicable parents were contacted in a timely manner. Parental feedback was documented with each contact.	100% Contact. Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parent Contact Agendas and Logs - 05/17: 100% of all applicable parents were contacted in a timely manner. Parental feedback was documented with each contact.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW #2) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Technology Enriched Curriculum (TI, A SW #2) - The comprehensive needs assessment indicates the need to expand the use of technology in student learning. Priorities include:</p> <ul style="list-style-type: none"> * professional development * Updated servers * Security cameras * Increased bandwidth <p>Classroom teachers and the School Librarian provide technology-enriched curriculum utilizing the vast array of on-line educational and educational-research sites, including those that are research forums, informational, teacher-facilitated, University-facilitated and federal-facilitated to name just a few. All Broadus ISD classrooms have computers, most with Internet access, in addition to two computer labs.</p>	8/2016 - 5/2017	Technology Director - Wesley Little	Federal - Title I, Part A - Supplemental Technology Resources \$16,709.00	Documentation :School Records - 12/16: Appropriate hardware and software will be available in classrooms, labs and libraries so that teachers may begin training on integrating technology into instruction.	The educational system of Broadus ISD will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Criterion-Referenced Tests :STAAR Tests - 05/17: 100% of students will pass the appropriate grade-level and subject-area STAAR tests.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW #2)
[TEC §4.001 (b)(10)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Integrating Technology - Broadus ISD classroom teachers are using technology as an alternative instructional tool.</p> <p>Activities include:</p> <p>1) Using instructional software programs such as Waterford support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression.</p> <p>2) Internet access provides students access to an unlimited number of websites for research projects - material unavailable through traditional library access.</p> <p>3) Instructional management software tools such as Class Assessments and IEPs are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills.</p>	8/2016 - 5/2017	Elementary Principal - Lucas Holloway High School Principal - Brad Hranicky	Local - Time Contributions of Technology Staff	Documentation :Lesson Plans - - 12/16: Teacher Lesson Plans will indicate that 50% of the classroom teachers are integrating technology into instruction.	<p>Increasing numbers of teachers using the Internet and software systems to integrate technology into instruction.</p> <p>Special Populations students like Special Education students, and G/T students benefiting from the differentiation of instruction and enrichment activities that meet their specific needs.</p> <p>An educational system that is strengthened by utilizing technology as an integral component.</p>	Documentation :Lesson Plans - - 05/17: Teacher Lesson Plans will indicate that 100% of the classroom teachers use technology to support the instructional process.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW #2) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Technology Policies - Every Broaddus ISD faculty member, student and parent having access to Broaddus ISD computers, networked, Internet connected - or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission form.</p> <p>Broaddus ISD is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Broaddus ISD has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Broaddus ISD School Board Policy CQ (Local).</p>	8/2016 - 5/2017	Elementary Principal - Lucas Holloway High School Principal - Brad Hranicky	Local Funds - Technology Policies	Documentation :Student Records - 08/16: 100% of the students at Broaddus ISD that will have access to the Internet will have an Acceptable Use Policy and Parental Permission form signed and on file.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documentation :School Records - 06/17: No incidents of students breaking the Acceptable Use Policy.

<p>Goal: 7 Broaddus ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12 A decline of discipline referrals in comparison to the previous school year.</p> <p>PK-12 A 25% decrease in incidents of school violence in comparison to the previous school year.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

<p>Goal: 7 Broadus ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12 A decline of discipline referrals in comparison to the previous school year.</p> <p>PK-12 A 25% decrease in incidents of school violence in comparison to the previous school year.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving students' overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote 	8/2016 - 5/2017	Superintendent - Shane McGown	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Health and Fitness Assessments - 12/16: 80% of students passing all benchmark and health-related assessments.	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p> <p>Students develop life long healthy eating habits and exercise habits to prevent overweight conditions that can lead to health problems.</p>	Documentation :Discipline Records - 05/17: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.

Goal: 7 Broadbuss ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s): PK-12 A decline of discipline referrals in comparison to the previous school year.

PK-12 A 25% decrease in incidents of school violence in comparison to the previous school year.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>optimum overall student health and social development; and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>Activity:</p> <p>School Health Advisory Council (SHAC) - The School Health Advisory Council (SHAC), made up of more than 50% parents, monitors existing school health initiatives and recommends new programs to promote student health. Members meet at least four times a year to discuss prevention and intervention strategies concerning health and wellness. The council's duties include recommending:</p> <ol style="list-style-type: none"> 1. The number of hours of instruction to be provided in health education; 2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, and type 2 diabetes through coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco; 3. Appropriate grade levels and methods of instruction for human sexuality instruction; and 4. Strategies for integrating the curriculum components specified above with the following elements in a coordinated school health program: <ol style="list-style-type: none"> a. School health services; b. Counseling and guidance services; c. A safe and healthy school environment; and d. School employee wellness. <p>Texas Education Code 28.004(c)</p>	8/2016 - 5/2017	Superintendent - Shane McGown	Local - Time Contributions of SHAC committee members		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :School Records - - 05/17: Local Board Policies reflect all new mandated medical and health-related policies, as well as Broadbuss ISD's specific policies.

<p>Goal: 7 Broadus ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12 A decline of discipline referrals in comparison to the previous school year.</p> <p>PK-12 A 25% decrease in incidents of school violence in comparison to the previous school year.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Health Services - Broadus ISD recognizes the link between good health and student academic achievement. Broadus ISD encourages, promotes and provides health services in order to provide an environment conducive to healthful living habits and to ensure that students' health-related needs are met.</p> <p>The Health Services program of Broadus ISD includes prevention, intervention, promotion and health education. Students' educational opportunities are enhanced by promoting wellness and removing health-related problems that may hinder learning. Services include health counseling, referral, health education and health promotion that facilitate the educational process by creating healthy lifestyles and responsible decision making regarding self-care. (Local Policy FFA)</p> <p>The Districtwide School Nurse and Nurse's Aide conduct screening activities such as vision, height, weight and scoliosis for Broadus ISD students.</p>	8/2016 - 5/2017	Nurse - Amanda Sowell	<p>Local Funds - Time Contributions of Nurse FTE: 1.00</p> <p>Federal - Title II, Part A TPTR - Time Contributions of Nurse's Aide FTE: 0.64</p> <p>\$15,567.42</p>	<p>Documentation :Nurse Records - 12/16: Nurse's records indicate all screening has been conducted as required, everyday medical assistance has been provided and students with needs beyond the Nurse's certification have been referred to the appropriate professional(s) for treatment.</p>	To promote strong, healthy, active students with the hope that they will continue to be strong, healthy, active adults.	Informal Assessment :Health and Fitness Assessments - 05/17: 90% of students passing all health-related end of year assessments.

Goal: 7 Broadus ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s): PK-12 A decline of discipline referrals in comparison to the previous school year.

PK-12 A 25% decrease in incidents of school violence in comparison to the previous school year.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Pregnancy Related Services (PRS) - Pregnancy Related Services (PRS) is a support service provided to students during the prenatal and postpartum periods of pregnancy. The intended purpose of the service is to provide academic, mental and physical support and encouragement so that students will remain in school until they earn a diploma. A student is eligible for PRS if:</p> <ul style="list-style-type: none"> * the student is pregnant and attending classes on a district campus; * the pregnancy prenatal period prevents the student from attending classes on a district campus and * the pregnancy postpartum period prevents the student from attending classes on a district campus. <p>The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff and parents. Counseling services include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities and coping skills.</p>	8/2016 - 5/2017	Nurse - Amanda Sowell Counselor - Kelly Hranicky	Coordinated Funds - Time Contributions of Nursing Staff Local Funds - Time Contributions of Counselor	Documentation :Campus Records - - 12/16: Campus records indicate a reduction in absences and an increase in passing six weeks grades.	Students who are pregnant continue to attend school.	<p>Documentation :Campus Records - - 05/17: Campus records indicate all students graduate from school.</p> <p>Documentation :Attendance Records - - 05/17: Attendance rates will meet or exceed 95%.</p>

Goal: 7 Broadus ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s): PK-12 A decline of discipline referrals in comparison to the previous school year.

PK-12 A 25% decrease in incidents of school violence in comparison to the previous school year.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>School Based Medicaid - Through the School Health and Related Services Program (SHARS), Broadus ISD may obtain Medicaid reimbursements for specified health services for students in Special Education. These services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services and special transportation. In order to be eligible, students must meet the following requirements:</p> <p>* be Medicaid eligible;</p> <p>* be under 21 years of age;</p> <p>* meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA) and</p> <p>* have Individual Education Plans (IEPs) that prescribe the needed services.</p>	8/2016 - 5/2017	Nurse - Amanda Sowell	Local - Time Contributions of Nursing Staff		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :School Records - - 05/17: Appropriate services have been received by students.

Goal: 7 Broadus ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s): PK-12 A decline of discipline referrals in comparison to the previous school year.

PK-12 A 25% decrease in incidents of school violence in comparison to the previous school year.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Child Sexual abuse and Other Maltreatment of Children -The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at the Counselor's office. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).</p> <p>Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.</p> <p>A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or</p>	8/2016 - 5/2017	<p>Superintendent - Shane McGown Elementary Principal - Lucas Holloway High School Principal - Brad Hranicky</p>	Local - Sexual Abuse Policy	Documentation :School Records - - 08/16: Sexual Abuse policy has been distributed to staff, parents and students.	Staff, parents and students have an increased awareness of issues regarding the sexual abuse and other maltreatment of children.	Documentation :School Records - - 05/17: Sexual Abuse policy will have been implemented.

Goal: 7 Broadus ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s): PK-12 A decline of discipline referrals in comparison to the previous school year.

PK-12 A 25% decrease in incidents of school violence in comparison to the previous school year.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.</p> <p>As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.</p> <p>The following Web sites might help you become more aware of child abuse and neglect: http://www.childwelfare.gov/pubs/factsheets/signs.cfm http://sapn.nonprofitoffice.com http://www.taasa.org/member/materials2.php http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml</p> <p>Reports may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at http://www.txabusehotline.org).</p>						

<p>Goal: 7 Broadus ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12 A decline of discipline referrals in comparison to the previous school year. PK-12 A 25% decrease in incidents of school violence in comparison to the previous school year.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Safe School Initiatives (TI, A SW #10) - In an effort to promote "Safe Schools", Broadus ISD will promote special initiatives and activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> * Campus Safety Rules * Campus Dress and Discipline Codes * Fire Prevention Week - Guest and Fire truck for Fantastic Friday. * Regularly scheduled fire and tornado drills * Security Audits * Dating Violence Policy (see Board Policy FFH-Local) * Video Camera Security System * Texas Behavior Support Initiative (TBSI) - Builds campus-level knowledge and skills on the use of positive behavior supports for students with disabilities and positive behavior interventions. 	8/2016 - 6/2017	<p>Elementary Principal - Lucas Holloway High School Principal - Brad Hranicky</p>	Local Funds - Security Services/Drug Dog	<p>Documentation :Discipline Records - 12/16: Number of discipline referrals each six weeks will decrease.</p> <p>Documentation :Campus Records - 12/16: A log for emergency drill and safety inspections has been established and updated on a regular basis.</p>	Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.	Documentation :Discipline Records - 05/17: Improved discipline in the classroom and reduced number of referrals per year.

Goal: 7 Broaddus ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s): PK-12 A decline of discipline referrals in comparison to the previous school year.

PK-12 A 25% decrease in incidents of school violence in comparison to the previous school year.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Emergency and Security Operations - Broaddus ISD will implement an Emergency Management Plan that includes emergency response training, student and staff emergency drills and Broaddus ISD creates and maintains a safe and drug-free school environment by providing various methods of security (i.e., intercoms, limited periodic security audits of each of the campuses, with coordination with local emergency management agencies, law enforcement and fire departments.</p> <p>entrances, assigned locks for school lockers, cameras), with random visits from a contracted drug dog to encourage students to stay drug-free.</p> <p>Broaddus ISD will make any necessary changes to improve safety and security for their students.</p>	8/2016 - 5/2017	Superintendent - Shane McGown	<p>Local Funds - Time Contributions of Faculty and Staff</p> <p>Local Funds - Security Audit Reports</p>		A safe climate for student learning, having a positive impact on student achievement.	Documentation :District Records - - 05/17: An Emergency and security operations plan has been implemented.

Goal: 7 Broadus ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s): PK-12 A decline of discipline referrals in comparison to the previous school year.
PK-12 A 25% decrease in incidents of school violence in comparison to the previous school year.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities [TI, A SW #10] - The staff of Broadus ISD recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities. In addition to including parents in a meaningful and ongoing dialogue, community members and business representatives are also invited to participate.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the Counselor and campus Principals, using the data to plan specific programs and activities.</p>	8/2016 - 5/2017	Elementary Principal - Lucas Holloway High School Principal - Brad Hranicky	Local - Time Contributions of Staff	Documentation :Agendas, Meeting Notes - - 08/16: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year.	A Drug-Free and Violence-Free Student Body, Faculty and Staff	Documentation :Counselor Records - - 05/17: Counselor's Summary Report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse.
<p>Activity:</p> <p>Crisis Management Plan - A Crisis Management Team is in place on each campus to ensure that the Campus Management Plan meets the safety needs of the Broadus ISD.</p> <p>Broadus ISD staff and faculty will attend CPI training provided through Region VII ESC. Participants are taught how to safely manage disruptive and assaultive behavior. The workshop will train participants to use verbal, nonverbal, physical restraint and transport techniques with verbally and physically acting-out individuals</p>	8/2016 - 5/2017	Elementary Principal - Lucas Holloway High School Principal - Brad Hranicky	Local - Time Contributions of Crisis Intervention Team	Documentation :District Records - - 12/16: The Crisis Management Plan will have been utilized during Mock Emergencies to ensure that refinements that are needed are made to ensure that the Plan fits all of the needs of Broadus ISD and that all of the staff has had the prerequisite practice to ensure each feel comfortable with the Plan.	Emergencies will be addressed in a professional, expeditious and effective manner.	Documentation :District Records - - 05/17: Broadus ISD will have a Crisis Management Plan to meet all safety needs and a fully trained Crisis Intervention Team.

Goal: 7 Broaddus ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

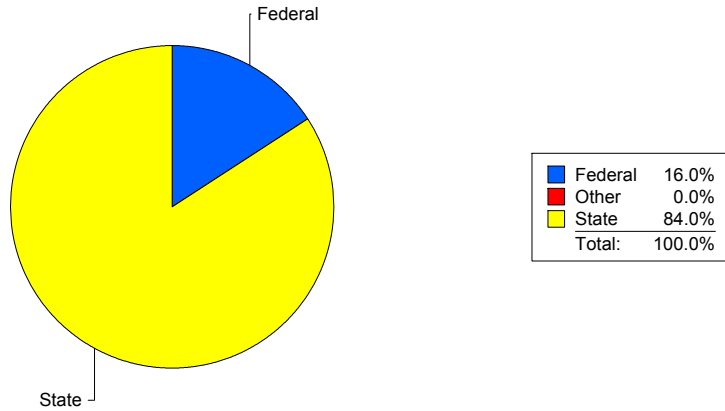
Objective(s): PK-12 A decline of discipline referrals in comparison to the previous school year.

PK-12 A 25% decrease in incidents of school violence in comparison to the previous school year.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Discipline Alternative Education Program (DAEP) - The Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same.</p> <p>Broaddus ISD students who have violated the district code of conduct will be placed in the DAEP. Computer assisted instruction and counseling services will be provided for any student who is at risk of dropping out of school. The DAEP is offered through a shared service arrangement with St. Augustine ISD. The cost to the high school campus per student is \$25/day.</p>	8/2016 - 5/2017	High School Principal - Brad Hranicky	Local Funds - Student Tuition	<p>Informal Assessment :Classroom Assessments - 12/16: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion.</p> <p>Maintain classroom assignments through DAEP instructional arrangement.</p>	<p>Dropout rate decreases to 0%.</p> <p>Students will stay and succeed in school.</p>	<p>Informal Assessment :Classroom Assessments - 05/17: Final report card grades and STAAR assessments will indicate program's success.</p>

<p>Goal: 7 Broadus ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12 A decline of discipline referrals in comparison to the previous school year.</p> <p>PK-12 A 25% decrease in incidents of school violence in comparison to the previous school year.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Counseling Responsive Services (TI, A SW #10) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include:</p> <ul style="list-style-type: none"> * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education <p>The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior 	8/2016 - 5/2017	Counselor - Kelly Hranicky	Coordinated Funds - Time Contributions of Counselor	Documentation :Agendas, Meeting Notes - 12/16: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.	<p>All students get along with their peers with a healthy outlook toward life.</p> <p>Reduction in retention and dropout rates.</p>	Documentation :Counselor Records - 05/17: Referrals to counselor have decreased as compared to the previous year.

Funding Values By Program



District Improvement Plan
Broaddus ISD 2016-2017

Funding Values By Program

Federal

Title I, Part A

Time Contributions of PK Aide	1.00	\$26226.23
Supplemental Technology Resources	0.00	\$16709.00
SECCA, Inc. Consulting Services	0.00	\$2821.00
Time Contributions of Instructional Aides	1.50	\$24051.03
Time Contributions of Supplemental MathTeacher	42.86	\$24130.09
Time Contributions of STAAR Accelerated Instruction Teacher	0.50	\$23163.36
Time Contributions of Computer Lab Aide	0.55	\$16935.20

Title II, Part A TPTR

Time Contributions of Nurse's Aide	0.64	\$15567.42
SECCA, Inc. Consulting Services	0.00	\$600.00

\$150,203.33

Other

FTE DollarValue

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Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
Time Contributions of ESL Staff and LPAC	0.00	\$0.00
Time Contributions of Nursing Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Teachers	0.00	\$0.00
Time Contributions of PK Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Local		
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Technology Staff	0.00	\$0.00
Time Contributions of SHAC committee members	0.00	\$0.00
Time Contributions of Nursing Staff	0.00	\$0.00
Sexual Abuse Policy	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Crisis Intervention Team	0.00	\$0.00
Local Funds		
Communication Vehicles	0.00	\$0.00
Communication Vehicles	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Assessment Instruments	0.00	\$0.00
Time Contributions of Foundation Staff	0.00	\$0.00
Time Contributions of Dyslexia Staff	0.00	\$0.00
Scottish Rite Dyslexia Program	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Principals and Attendance Clerks	0.00	\$0.00
Awards	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Extracurricular Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Region VII Leadership Development	0.00	\$0.00
Parent Notifications Resources	0.00	\$0.00
Technology Policies	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Nurse	1.00	\$0.00
Security Services/Drug Dog	0.00	\$0.00
Student Tuition	0.00	\$0.00
Time Contributions of Parents, Staff and Faculty	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Dyslexia Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Library Aide	1.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contribution of Homeless Liaison	0.00	\$0.00
Homeless Resources	0.00	\$0.00
Awards, Certificates, Prizes	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Security Audit Reports	0.00	\$0.00
		<u>\$0.00</u>
State	<u>FTE</u>	<u>DollarValue</u>
Bilingual Education Block Grant		
Bilingual Education Allotment	0.00	\$4642.00
Time Contributions of ESL Staff	0.00	\$0.00
Career and Technology Block Grant		
Time contributions of CTE Staff	0.00	\$300008.00
Gifted and Talented Block Grant		
G/T Adjusted Allotment	0.00	\$16733.00
Time Contributions of G/T Staff	0.00	\$0.00
High School Allotment		
High School Allotment	0.00	\$32208.00
Special Education Block Grant		
Special Education Adjusted Allotment	0.00	\$216688.00
Time Contributions of Special Education Staff	0.00	\$0.00
Time Contributions of Related Services Personnel	0.00	\$0.00

Funding Values By Program

State	FTE	DollarValue
Special Education Block Grant		
Child Find Resources	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
State Compensatory Education (SCE)		
Time Contributions of Instructional Aides	0.94	\$16842.08
Time Contributions of Summer School Teacher	0.00	\$2562.66
Time Contributions of Counselor	0.50	\$21248.96
Supplemental Counseling Supplies	0.00	\$600.00
Odysseyware Site License	0.00	\$5000.00
Instructional Testing Materials/Test Scoring	0.00	\$800.00
Time Contributions of ES Tutorial Teachers	1.08	\$48017.83
Time Contributions of HS Tutorial Teachers	1.17	\$59789.06
Time Contribution of Computer Lab Aide	0.25	\$7113.66
Time Contributions of Science Teachers	0.29	\$14514.42
SECCA, Inc. Consulting Services	0.00	\$9029.00
PD Travel and Registration	0.00	\$3000.00
Scientifically Validated Educational Resources	0.00	\$4000.00
Time Contributions of PK Teacher	0.50	\$25920.69
Supplemental Funding for Prekindergarten		
Supplemental Resources	0.00	\$1563.00
		\$790,280.36
Grand Total:		\$940,483.69