

# **Broaddus ISD 2019-2020**

*District Improvement Plan*

**2019-2020 School Year**

**Committee Members - Planning and Decision Making**

Name	Title	Campus / District	Term Ends
Holloway, Lucas	Superintendent	Broaddus ISD	
Grant, Karianna	Elementary Principal	Broaddus Elementary School	
Crawford, Zach	High School Principal	Broaddus High School	
Hand, Natalie	Counselor	Broaddus ISD	6-2020
Williams, Candace	Parent	Broaddus ISD	6-2020
Scarber, Francis	Parent	Broaddus ISD	6-2020
Mixon, Hugh	Business Representative	Broaddus ISD	6-2020
Holloway, Joey	Community Representative	Broaddus ISD	6-2020

**Names of People Responsible For Implementation**

Name	Title	Campus / District
Holloway, Lucas	Superintendent	Broaddus ISD
Grant, Karianna	Elementary Principal	Broaddus Elementary School
Crawford, Zach	High School Principal	Broaddus High School
Hand, Natalie	Counselor	Broaddus ISD
Shapely, Robin	Diagnostician	Broaddus ISD
Sanders, Priscilla	Nurse's Aide	Broaddus ISD
Hand, Natalie	At-Risk Coordinator	Broaddus ISD
Wall, Tammy	Dyslexia Coordinator	Broaddus ISD
Kilmer, Faith	ESL Director	Broaddus ISD
Kilmer, Faith	Elementary G/T Coordinator	Broaddus Elementary School
Hand, Natalie	504 Coordinator	Broaddus ISD
Whitsitt, Cassy	Special Education Director	Broaddus ISD
Mitchell, Gary	Technology Director	Broaddus ISD
Turner, Teresa	Administrative Secretary	Broaddus ISD
Haley, Scharla	Elementary Attendance Clerk	Broaddus Elementary School
Byley, Tonillia	High School Attendance Clerk	Broaddus High School
Stewart, Leigh	PEIMS Coordinator	Broaddus ISD
Holloway, Leah	Business Manager	Broaddus ISD
Kilmer, Richard	Elementary UIL Coordinator	Broaddus Elementary School
Stanley, Tim	High School UIL Coordinator	Broaddus High School
Knopp, Heather	English Teacher	Broaddus High School
McEarchen, Tamra	Accelerated Instruction Teacher	Broaddus Elementary School
Ferguson, Brittany	Rtl Teacher	Broaddus Elementary School
Swanson, Linda	Prekindergarten Aide	Broaddus Elementary School

**Names of People Responsible For Implementation**

Name	Title	Campus / District
Kilmer, Faith	Prekindergarten Teacher	Broaddus Elementary School
Kilmer, Faith	ESL Teacher	Broaddus Elementary School
Tomlin, Skyiar	Reading Teacher	Broaddus High School
Collins, Rachel	Science Teacher	Broaddus High School
West, Brendan	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
Means, Sharon	P.E. Teacher	Broaddus Elementary School
Cook, Darren	P.E. Teacher	Broaddus High School
Mixon, Keith	P.E. Teacher	Broaddus High School
Thomas, Kellie	Instructional Aide	Broaddus Elementary School

**Attendance**

**Attendance**

Goal:

	2013	2014	2015	2016	2017
*All Students*	0.00	93.80	94.60	94.10	94.60
African American	0.00	0.00	94.50	97.40	0.00
Economically Disadvantaged	0.00	93.50	94.00	93.70	94.60
English Language Learners	0.00	97.20	95.40	96.40	97.20
Hispanic	0.00	95.30	96.40	97.00	96.60
Special Education	0.00	93.10	93.20	93.00	93.70
Two or More Races	0.00	93.40	95.60	94.00	96.40
White	0.00	93.70	94.40	93.80	94.40

**Dropouts**

**Dropouts**

Goal:

	2013	2014	2015	2016	2017
*All Students*	0.00	0.00	0.00	0.70	0.00
African American	0.00	0.00	0.00	0.00	0.00
Economically Disadvantaged	0.00	0.00	0.00	1.00	0.00
Hispanic	0.00	0.00	0.00	0.00	0.00
Special Education	0.00	0.00	0.00	0.00	0.00
White	0.00	0.00	0.00	0.80	0.00

**STAAR**

Grade: **4th, 7th**

**STAAR Writing**

100%

	2013	2014	2015	2016	2017	2019	2020	2021	2022
*All Students*	59.00	50.00	48.00	41.00	61.00	49.00	66.00	83.00	100.00
Economically Disadvantaged	54.00	45.00	45.00	38.00	61.00	46.00	64.00	82.00	100.00
English Learners	0.00	0.00	0.00	0.00	0.00	20.00	46.67	73.33	100.00
Hispanic	0.00	0.00	0.00	0.00	86.00	25.00	50.00	75.00	100.00
Special Education	0.00	0.00	0.00	0.00	0.00	8.00	38.67	69.33	100.00
White	61.00	47.00	47.00	40.00	56.00	54.00	69.33	84.67	100.00

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

**STAAR Science**

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	73.00	67.00	51.00	73.00	73.00	85.00	74.00	82.67	91.33	100.00
Economically Disadvantaged	70.00	67.00	51.00	69.00	70.00	85.00	69.00	79.33	89.67	100.00
Hispanic	0.00	0.00	0.00	0.00	0.00	0.00	63.00	75.33	87.67	100.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	45.00	63.33	81.67	100.00
White	74.00	69.00	49.00	73.00	73.00	87.00	75.00	83.33	91.67	100.00

Grade: **3rd-12th**

**All Subjects**

100%

**STAAR**

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	73.00	71.00	63.00	57.00	71.00	74.00	71.00	80.67	90.33	100.00
African American	0.00	65.00	71.00	56.00	0.00	61.00	64.00	76.00	88.00	100.00
Economically Disadvantaged	70.00	69.00	59.00	54.00	68.00	73.00	69.00	79.33	89.67	100.00
English Language Learners	100.00	92.00	86.00	28.00	0.00	0.00	0.00	0.00	0.00	0.00
English Learners	0.00	0.00	0.00	0.00	46.00	0.00	59.00	72.67	86.33	100.00
Hispanic	70.00	76.00	57.00	49.00	60.00	0.00	64.00	76.00	88.00	100.00
Special Education	0.00	66.00	24.00	28.00	41.00	47.00	51.00	67.33	83.67	100.00
Two or More Races	60.00	73.00	71.00	88.00	89.00	0.00	74.00	82.67	91.33	100.00
White	74.00	71.00	62.00	57.00	72.00	74.00	72.00	81.33	90.67	100.00

Grade: **3rd-12th**

**STAAR Mathematics**

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	75.00	73.00	57.00	55.00	80.00	79.00	78.00	85.33	92.67	100.00
Economically Disadvantaged	71.00	71.00	53.00	51.00	79.00	78.00	78.00	85.33	92.67	100.00
English Learners	0.00	0.00	0.00	0.00	63.00	0.00	82.00	88.00	94.00	100.00
Hispanic	0.00	62.00	50.00	50.00	57.00	0.00	75.00	83.33	91.67	100.00
Special Education	0.00	77.00	35.00	21.00	42.00	52.00	64.00	76.00	88.00	100.00
Two or More Races	0.00	0.00	0.00	0.00	100.00	0.00	60.00	73.33	86.67	100.00
White	74.00	73.00	56.00	53.00	83.00	80.00	80.00	86.67	93.33	100.00

Grade: **3rd-12th**

**STAAR Reading**

100%

District Improvement Plan  
**Broaddus ISD 2019-2020**

**STAAR**

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	82.00	74.00	68.00	56.00	63.00	71.00	70.00	80.00	90.00	100.00
Economically Disadvantaged	79.00	72.00	63.00	52.00	59.00	69.00	67.00	78.00	89.00	100.00
English Learners	0.00	0.00	0.00	0.00	0.00	0.00	62.00	74.67	87.33	100.00
Hispanic	64.00	85.00	56.00	47.00	52.00	0.00	73.00	82.00	91.00	100.00
Special Education	0.00	0.00	0.00	0.00	35.00	36.00	50.00	66.67	83.33	100.00
Two or More Races	0.00	0.00	89.00	100.00	88.00	0.00	83.00	88.67	94.33	100.00
White	83.00	74.00	68.00	55.00	63.00	71.00	69.00	79.33	89.67	100.00

Grade: **8th-12th**

**STAAR Social Studies**

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	68.00	79.00	50.00	67.00	80.00	70.00	72.00	81.33	90.67	100.00
Economically Disadvantaged	65.00	75.00	45.00	67.00	78.00	72.00	70.00	80.00	90.00	100.00
Hispanic	0.00	0.00	0.00	0.00	0.00	0.00	38.00	58.67	79.33	100.00
Special Education	0.00	0.00	0.00	0.00	83.00	0.00	67.00	78.00	89.00	100.00
Two or More Races	0.00	0.00	0.00	0.00	0.00	0.00	83.00	88.67	94.33	100.00
White	71.00	78.00	50.00	63.00	81.00	73.00	77.00	84.67	92.33	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:**

390

**Accountability Ratings:**

Broaddus ISD

2019 State Accountability Rating:

Overall Accountability Rating: B

- Student Achievement Rating: C
- School Progress Rating: B
- Academic Growth Rating: C
- Relative Performance Rating: B
- Closing the Gaps Rating: C

Broaddus High School

2019 State Accountability Rating:

Overall Accountability Rating: C

- Student Achievement Rating: C
- School Progress Rating: B
- Academic Growth Rating: D
- Relative Performance Rating: B
- Closing the Gaps Rating: C

Broaddus Elementary

2019 State Accountability Rating:

Overall Accountability Rating: B

- Student Achievement Rating: C
- School Progress Rating: B
- Academic Growth Rating: B
- Relative Performance Rating: B
- Closing the Gaps Rating: C

## Demographics

### 2017-2018 Enrollment:

0 – Early Childhood  
19 - Prekindergarten  
30 – Kindergarten  
32 – First Grade  
23 - Second Grade  
35 – Third Grade  
23 – Fourth Grade  
33 – Fifth Grade  
40 – Sixth Grade  
33 - Seventh Grade  
23 – Eighth Grade  
24 – Ninth Grade  
35 – Tenth Grade  
35 – Eleventh Grade  
24 – Twelfth Grade

### 2017-2018 Ethnic Distribution:

8 (2.0%) – African American  
38 (9.3%) – Hispanic  
349 (85.3%) – White  
1 (0.2%) – American Indian  
0 (0.0%) – Asian  
0 (0.0%) – Pacific Islander  
13 (3.2%) – Two or More Races

### 2017-2018 Student Groups:

320 (78.2%) – Economically Disadvantaged  
17 (4.2%) – English Learners  
0 (0.0%) – Students with Disciplinary Placements  
137 (33.5%) – Students Meeting "At-Risk" Criteria

### 2017-2018 Student Enrollment by Program:

17 (4.2%) – Bilingual/ESL Education  
113 (27.6%) – Career and Technical Education  
34 (8.3%) – Gifted and Talented Education

44 (10.8%) – Special Education

2017-2018 Students per Teacher:

15.3 – Kindergarten

15.0 – Grade 1

10.0 – Grade 2

17.5 – Grade 3

11.0 – Grade 4

15.5 – Grade 5

19.8 – Grade 6

8.9 – English/Language Arts

7.9 – Foreign Languages

8.8 – Mathematics

11.5 – Science

12.5 – Social Studies

### Federal Requirements - Schoolwide Program

#### ESSA Schoolwide

ESSA requires three elements that are essential for effective implementation of a schoolwide program.

In accordance with the revised (07/31/2018) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

1. Conduct a comprehensive needs assessment - (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))
  - a. Includes academic achievement of students.
  - b. Needs of students who are failing, or are at-risk of failing, to meet State standards.
  - c. Barriers for educators, students and parents.
  
2. Prepare a comprehensive schoolwide plan - (SWP CIP) Campus Improvement Plan. (Section 1114(b))
  - a. Provide opportunities for all children to meet the challenging state academic standards.
  - b. Instructional strategies that strengthen the academic program in the school.
  - c. Increase the amount and quality of learning time.
  - d. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
  - e. Includes the involvement of parents, Community members, Teachers, Principal, Other school leaders.
  - f. Regular monitoring and revision as necessary based on student needs.
  - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
  
3. Conduct Outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs. (SWP SPFE) School Parent and Family Engagement Requirements. (Section 1116(b-c))
  - a. School Parent and Family Engagement Policy
  - b. Shared Responsibilities for High Student Academic Achievement
  - c. Building capacity for Involvement

### Federal Requirements - Schoolwide Program Elements

Broaddus ISD conducts a Title I Schoolwide Program on both campuses. The Schoolwide Elements are addressed in the Districts Improvement Plan under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).
  - Goal #2: District Performance Objectives Strategy
  - Goal #2: Foundation Program Strategy
  - Goal #5: Professional Development Program Strategy
  - Goal #6: Technology Needs Assessment Strategy
  
2. Prepare a comprehensive Schoolwide Plan and Activities (SWP CIP).
  - Goal #2: Early Intervention Program Strategy
  - Goal #2: Accelerated Instruction Strategy
  - Goal #3: Dropout Prevention Strategy
  - Goal #4: Career and Technical Education Strategy
  - Goal #5: Professional Development Program Strategy
  - Goal #7: Safe Schools Initiatives Strategy
  - Goal #7: Counseling Responsive Services Strategy
  
3. Conduct Parent Outreach (SWP SPFE).
  - Goal #1: Parent and Family Engagement Strategy
  - Goal #1: Shared Responsibility for High Student Academic Achievement Strategy
  - Goal #1: Building Capacity for Involvement Strategy

## Needs Assessment Summary

Broaddus ISD received a State Accountability Rating of B from TEA in 2018.

### Student Strengths and Needs:

Reading/ELA: 70% of All Students met or exceeded the Approaches Grade Level standard in Reading. Passing rates for other subgroups ranged from 83% for Students of Two or More Races to 50% for Special Education students.

Math: 78% of All Students met or exceeded the Approaches Grade Level standard in Math. Passing rates for other subgroups ranged from 82% for English Learners to 60% for Students of Two or More Races.

Writing: Fourth and seventh grade students participated in the STAAR Writing test. 49% of All Students met or exceeded the Approaches Grade Level standard in Writing. Passing rates for other subgroups ranged from 54% for White students to 8% for Special Education students.

Science: Fifth and eighth through twelfth grade students participated in the STAAR Science test. 74% of All Students met or exceeded the Approaches Grade Level standard in Science. Passing rates for other subgroups ranged from 75% for White students to 45% for Special Education students.

Social Studies: Eighth through twelfth grade students participated in the STAAR Social Studies test. 72% of All Students met or exceeded the Approaches Grade Level standard in Social Studies. Passing rates for other subgroups ranged from 83% for Students of Two or More Races to 38% for Hispanic 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. Core Subject Area classes 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 increased slightly from 94.1% in 2015-2016 to 94.6% in 2016-2017. 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 were at 0.0% in 2016-2017. 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%.

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Broaddus ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>						
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.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Broaddus ISD will jointly develop with, and distribute to, parents and family members of participating children, a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>The Parent and family Engagement Policy will be available on the campus, on the website, in the Student Handbook, and at parent meetings. It is distributed in English and Spanish.</p> <p>Stakeholders are notified through the Broaddus ISD website, marquee postings, District Calendar, PTO meetings, phone calls and letters from the district and campus in English and Spanish.</p> <p>The district will inform parents of the school's participation in a Schoolwide Program and of their right to be involved in planning, reviewing and improvement of programs. The district will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location. Parents will be invited to come and a Public Notice will be posted.</p>	8/2019 - 5/2020	Superintendent - Lucas Holloway High School Principal - Zach Crawford Elementary Principal - Karianna Grant	Local Funds - Communication Vehicles		Increase in students' achievement as a result of increased parent and community involvement.  Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parental Involvement Records - 05/20: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Broaddus ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>						
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.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Shared Responsibility for High Student Academic Achievement (SWP SPFE) - In accordance with Title I regulations (Sec. 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand.  The compact is discussed, at least annually, at Parent-Teacher conferences.	8/2019 - 5/2020	Superintendent - Lucas Holloway High School Principal - Zach Crawford Elementary Principal - Karianna Grant	State - State and Local Funds - Time Contributions of Parens and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parental Involvement Records - 06/20: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Broaddus ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>						
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.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
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.	8/2019 - 5/2020	Elementary Principal - Karianna Grant High School Principal - Zach Crawford	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 - - 05/20: Parent and Community Involvement Records will reflect an increase in participation in campus activities as compared to the previous year.

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Broaddus ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>						
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.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations (Sec. 1116 (e)), parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district and the campuses will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> <li>- what the State academic standards are,</li> <li>- what state and local assessments are required,</li> <li>- how to monitor their child's progress and improve their achievement, and</li> <li>- other areas such as literacy training, using technology, and how to foster parental involvement.</li> </ul> <p>Teachers, support personnel, principals and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> <li>* Qualifications of staff,</li> <li>* Parental Information Resource Centers,</li> <li>* Student Progress Reports,</li> <li>* ESSA School Report Cards,</li> <li>* Application of technology, and</li> <li>* School Choice Options.</li> </ul>	8/2019 - 5/2020	Superintendent - Lucas Holloway	State - State and Local Funds - Time Contributions of Committee Members		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parental Involvement Records- 05/20: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Broaddus ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>						
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.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>District Planning and Decision-Making Committee (DPDMC) - 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.</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>	8/2019 - 5/2020	Superintendent - Lucas Holloway	State - State and Local Funds - Time Contributions of Committee Members	Documentation :Agendas, Meeting Notes - 12/19: 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.	Informal Assessment :Classroom Assessments - 05/20: 90% of all students in grades PK - 2 will pass all assessments given to continue on grade level.  Criterion-Referenced Tests :STAAR Tests - 05/20: 80% of all students in grades three through twelve will pass all appropriate grade-level and subject-area STAAR tests.

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Broaddus ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>						
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.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: 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 elements of a Title I Schoolwide Program and includes these elements in the Broaddus Elementary and Broaddus High School CIPs.  Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A and Title IV programs and other federal, state and local programs. Technical assistance is available for Every Student Succeeds Act (ESSA) requirements such as supplement, not supplant, campus allocations, and compliance and accountability.	7/2019 - 6/2020	Superintendent - Lucas Holloway	State - State Compensatory Education (SCE) - SECCA, Inc. Consulting Services <b>\$12,601.00</b>  Federal - Title I, Part A - SECCA, Inc. Consulting Services <b>\$4,117.00</b>  Federal - Title II, Part A - SECCA, Inc. Consulting Services <b>\$800.00</b>  Federal - Title IV, Part A SSAEP - SECCA, Inc Consulting Services <b>\$800.00</b>	Documentation :Agendas, Meeting Notes - - 12/19: 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 - - 05/20: Broaddus ISD will receive the State Accountability Rating of B or higher.

<b>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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: District Performance Objectives (SWP CNA) - 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.	6/2019 - 5/2020	Superintendent - Lucas Holloway Elementary Principal - Karianna Grant High School Principal - Zach Crawford	State - State and Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments - 12/19: 80% of students are working in line with their potential and moving closer to achieving the required performance.	The district performance objectives will support the needs of the district and the immediate needs of the campuses.	Informal Assessment :Classroom Assessments - 05/20: 90% of all students in grades PK - 2 will pass all assessments given to continue on grade level.  Criterion-Referenced Tests :STAAR Tests - 05/20: 80% of all students in grades three through twelve will pass all appropriate grade-level and subject-area STAAR tests.
Strategy: Basic Federal and State Mandated Testing Program - Broaddus ISD participates in the State-Developed Testing Program that is consistent with the regulations of (ESSA).  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).  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.  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.	1/2020 - 6/2020	Elementary Principal - Karianna Grant High School Principal - Zach Crawford	State - State and Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - 12/19: 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 - 05/20: 80% of all students will pass all appropriate grade-level and subject-area STAAR tests.

<b>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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Foundation Program (SWP CNA) - The Broaddus 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 Broaddus ISD.  Broaddus 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.	8/2019 - 5/2020	Elementary Principal - Karianna Grant High School Principal - Zach Crawford	State - State and Local Funds - Time Contributions of Foundation Staff	Informal Assessment :Classroom Assessments - 12/19: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	All students and all student groups academically successful as the educational system meets the needs of all.  Increased student achievement through increased teacher collaboration and refined vertical alignment.	Informal Assessment :Classroom Assessments - 05/20: 90% of all students in grades PK - 2 will pass all assessments given to continue on grade level.  Criterion-Referenced Tests :STAAR Tests - 05/20: 80% of all students in grades three through twelve will pass all appropriate grade-level and subject-area STAAR tests.

<p><b>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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)]</b></p> <p>Objective(s):</p>						
<p><b>Implementation: Reform Methodologies, Strategies and Activities</b></p>	<p><b>TimeLine</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Resources / Allocation</b></p>	<p><b>Formative Evaluation</b></p>	<p><b>Expected Outcome</b></p>	<p><b>Summative Evaluation</b></p>
<p>Activity:</p> <p>Foundation Assessments - 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 grade level.</p>	<p>8/2019 - 5/2020</p>	<p>Elementary Principal - Karianna Grant                      High School Principal - Zach Crawford                      Counselor - Natalie Hand</p>	<p>State - State and Local Funds - Assessment Instruments</p>	<p>Informal Assessment                      :Classroom Assessments - - 12/19: 80% of all PK students will master the State's Prekindergarten goals.</p> <p>Informal Assessment                      :Classroom Assessments - - 02/20: 80% of all students in grades K – 2 will score "Developed" on the TPRI.</p> <p>Informal Assessment                      :Classroom Assessments - - 02/20: 80% of all students in grades 1 – 3 will score at grade level on STAR Math and STAR Reading tests.</p>	<p>Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.</p>	<p>Informal Assessment                      :Classroom Assessments - - 05/20: 90% of all PK students will master the State's Prekindergarten goals.</p> <p>Informal Assessment                      :Classroom Assessments - - 05/20: 90% of all students in grades K – 2 will score "Developed" on the TPRI.</p> <p>Informal Assessment                      :Classroom Assessments - - 05/20: 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 - - 05/20: 80% of all students in grades three through twelve will pass all appropriate grade-level and subject-area STAAR tests.</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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)]**

Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<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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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy:  Early Intervention Program (SWP CIP, SFPE) - 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 unable to speak and comprehend English, eligible for free and reduced-price lunch program, homeless, a child of an active duty member of the armed forces, a child of a member of the armed forces who was injured or killed on active duty, or ever has been in the conservatorship of the Department of Family and Protective Services, or a child of a person eligible for the Star of Texas Award. [TEC 29.153(b)]  Broaddus Elementary conducts an extended full-day Prekindergarten program with emphasis on language acquisition skills for special population groups. The PK program is conducted by a full-time PK teacher. the PK teacher conducts 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.	8/2019 - 5/2020	Prekindergarten Teacher - Faith Kilmer	State - State and Local Funds - Time Contributions of PK Teacher  Federal - Title I, Part A - Time Contributions of PK Aide FTE: 1.00  <b>\$38,313.22</b>	Informal Assessment :Classroom Assessments - 12/19: 80% of students performing at 70% level of mastery of appropriate developmental skills, as indicated by teacher records.	Students with prerequisite early school readiness skills for success in Kindergarten.  Decrease in number of students identified as being in an "at-risk" situation as students gain prerequisite developmental skills for entrance into Kindergarten.	Informal Assessment :Classroom Assessments - 05/20: 90% of PK students will master the State's Prekindergarten goals.



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Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Accelerated Instruction (SWP CIP) - 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> <p>Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081 – Revised 2019 or local criteria that have been approved by the school board.</p> <p>Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state's academic achievement standards. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.</p>	<p>8/2019 - 7/2020</p>	<p>At-Risk Coordinator - Natalie Hand</p>	<p>State - State Compensatory Education (SCE) - Scientifically Validated Educational Resources  <b>\$4,000.00</b></p> <p>State - State Compensatory Education (SCE) - Instructional Testing Materials  <b>\$800.00</b></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 - 05/20: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions are implemented.</p>

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Tutorial Program - A Tutorial program is available to students in grades 1 – 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 and after school.	8/2019 - 5/2020	Elementary Principal - Karianna Grant High School Principal - Zach Crawford	State - State Compensatory Education (SCE) - Time Contributions of ES Tutorial Teachers FTE: 0.60 <b>\$31,309.61</b>  State - State Compensatory Education (SCE) - Time Contributions of HS Tutorial Teachers FTE: 0.90 <b>\$56,148.38</b>  State - State Compensatory Education (SCE) - Extra-Duty Pay for Tutorial Teachers <b>\$13,659.90</b>  Federal - Title I, Part A - Extra-Duty Pay for Tutorials Teachers <b>\$22,451.20</b>	Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/20: 90% of students in grades 1 - 2 will pass all assessments given to continue on grade level.  Criterion-Referenced Tests :STAAR Tests - - 05/20: 80% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.
Activity: Accelerated Instruction - Students in grades 1 – 5 who are either experiencing difficulty with practice STAAR tests, who have not met the minimum expectations on the STAAR tests or are experiencing difficulty mastering core subject area concepts will be provided daily supplemental, accelerated instruction in the appropriate subject area. Students in grades K - 5 will also receive small group and individualized assistance from instructional aides.	8/2019 - 5/2020	Rtl Teacher - Brittany Ferguson Accelerated Instruction Teacher - Tamra McEarchen	State - State Compensatory Education (SCE) - Time Contributions of Accelerated Instruction Teacher FTE: 1.00 <b>\$50,057.14</b>  Federal - Title V, Part B RLIS - Time Contribution of Accelerated Instruction Teacher FTE: 0.28 <b>\$7,009.36</b>	Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/20: 90% of students in grades 1 - 2 will pass all assessments given to continue on grade level.  Criterion-Referenced Tests :STAAR Tests - - 05/20: 85% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.

**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.**

**(SWP CNA, CIP) [TEC §4.001 (b)(2)(4)]**

Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity: Supplemental Math and Reading Programs - Students in grades 6 - 12 who have failed a STAAR test, or a Math/Reading class will be provided daily supplemental instruction. 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>	8/2019 - 5/2020	High School Principal - Zach Crawford	State - State Compensatory Education (SCE) - Time Contributions of Reading/Math Teachers FTE: 0.46 <b>\$32,957.30</b>  Federal - Title I, Part A - Time Contributions of Reading/Math Teachers FTE: 0.45 <b>\$26,673.25</b>	Informal Assessment :Classroom Assessments - - 12/19: 80% of students pass benchmark and teacher generated tests.	Increased student achievement.	Criterion-Referenced Tests :STAAR Tests - - 05/20: 78% of students in grades 6 - 12 will pass all appropriate grade-level and subject area STAAR tests.
<p>Activity: Individualized Instruction -The individualized instruction aide will provide small group and individualized assistance while working under the direct supervision of the certified regular education teachers assigned. The aide will assist students with subject mastery in Reading, Math, Science and/or Social Studies.</p>	8/2019 - 5/2020	Elementary Principal - Karianna Grant	State - State Compensatory Education (SCE) - Time Contributions of Instructional Aides FTE: 2.00 <b>\$37,645.58</b>	Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessment - - 05/20: 90% of students in grades K - 2 will pass all assessments given to continue on grade level.  Criterion-Referenced Tests :STAAR Tests - - 05/20: 85% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.
<p>Activity: STAAR Remediation - Students in grades 3 - 12 who have had difficulty with passing the STAAR tests or End of course exams will be provided with a 10 day STAAR Remediation class during the summer.</p>	June 2020	High School Principal - Zach Crawford Elementary Principal - Karianna Grant	State - State Compensatory Education (SCE) - Time Contributions of Summer School Teacher <b>\$5,135.30</b>		Increased student achievement.	Criterion-Referenced Tests :STAAR Tests - - 07/20: 80% of students will pass all appropriate STAAR tests.



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 Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<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>	<p>8/2019 - 5/2020</p>	<p>Special Education Director - Cassy Whitsitt</p>	<p>State - Special Education Block Grant - Time Contributions of Special Education Staff</p>	<p>Informal Assessment :Classroom Assessments - - 12/19: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	<p>Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.</p>	<p>Informal Assessment :Classroom Assessments - - 05/20: 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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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: 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.  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.  2) Services support IEP goals and are based on assessment and educational needs.  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.  4) Broaddus ISD requires no less than a 6-weeks report card for all related services.	8/2019 - 5/2020	Special Education Director - Cassy Whitsitt	State - Special Education Block Grant - Time Contributions of Related Services Personnel	Documentation :Student Records - - 12/19: 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 - - 05/20: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Child Find Effort - Child Find Activities are primarily implemented at the district level, but all staff are involved in the effort. Broaddus ISD puts forth a comprehensive and proactive effort to find anyone needing Special Education services.  Activities for Child Find include:  * 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.	7/2019 - 6/2020	Special Education Director - Cassy Whitsitt	State - Special Education Block Grant - Child Find Resources	Documentation :School Records - - 12/19: 100% of the activities posted on the Child Find Calendar completed.  Any child found to need services referred as required.	100% of the students eligible for Special Education assistance have been identified and are receiving required services within the required time frames.	Documentation :School Records - - 06/20: 100% of the activities posted on the Child Find Calendar completed.  Any child found to need services referred as required.

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Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Transition Services - Broaddus 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>	<p>8/2019 - 5/2020</p>	<p>Special Education Director - Cassy Whitsitt</p>	<p>State - Special Education Block Grant - Time Contributions of Special Education Staff</p>		<p>Students with disabilities receive the transition services required for success in and out of school, within school and within the world of work.</p>	<p>Documentation :Student Records - - 05/20: Transition activities are 100% in line with students' IEPs.</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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)]**  
 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>
<p>Strategy:                      English as a Second Language (ESL) Program - Broaddus ISD offers an ESL Program whose goal is to enable English Learners (EL) 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 EL to participate equitably in school.</p>	<p>8/2019 - 6/2020</p>	<p>ESL Director - Faith Kilmer</p>	<p>State - Bilingual Education Block Grant - Bilingual Education Allotment                      \$9,392.00                       Federal - Title III, Part A - ELA - Region VII Bilingual Co-op                      \$1,764.00</p>	<p>See Activities below</p>	<p>Students exiting EL designation by LPAC.</p>	<p>See Activities below</p>

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Activity: English Learners (EL) 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.  Identification assessments are administered to students to provide information needed for identification, placement, and re-designation of EL. Students in PK – K will be administered the Pre-LAS. LAS Links (listening and speaking components) will be administered to students in grade 1 and LAS Links (listening, speaking, reading, and writing components) will be administered to students in grades 2 – 12.  The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an EL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.	8/2019 - 5/2020	Counselor - Natalie Hand	State - State and Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/19: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Significant increase in oral, verbal, and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement.	Criterion-Referenced Tests :STAAR Tests - - 05/20: 80% of students in grades 3 - 12 will pass the STAAR Reading tests in English and/or Spanish.

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Activity: EL Modifications - EL are served in an ESL program as dictated by TEC Sections 29.053 and 29.063.  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.  Based on LPAC prescription, 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.  The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement.	8/2019 - 5/2020	ESL Teacher - Faith Kilmer	State - Bilingual Education Block Grant - Time Contributions of ESL Staff	Informal Assessment :Classroom Assessments - - 12/19: ESL students are progressing at the rate set by the LPAC.	Students exiting EL designation by LPAC.	Informal Assessment :Classroom Assessments - - 05/20: Individual students meeting LPAC's expectations based on results of an oral language proficiency test.  Criterion-Referenced Tests :STAAR Tests - - 05/20: 80% of EL will pass all appropriate grade-level and subject-area STAAR tests.

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Program Exit Criteria - A student may not be exited from the bilingual education or ESL program in prekindergarten or kindergarten. (TAC 89.1226j)  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.  The LPAC reviews each 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:  * English Language Proficiency: Grades 1 – 12: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing.  * English Reading: Grades 1, 2, 11, 12: Score at or above 40th percentile on the TEA-approved Norm-Referenced Test (NRT); Grades 3 – 10: Meet passing standard on the STAAR Reading test, or STAAR English I or English II EOC tests.  * Results of a subjective teacher evaluation using the state's standardized rubric.  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 tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints	8/2019 - 5/2020	ESL Director - Faith Kilmer	State - State and Local Funds - Time Contributions of ESL Staff and LPAC	Informal Assessment :Classroom Assessments - - 12/19: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Increase in number of students eligible to exit the ESL Program.	Criterion-Referenced Tests :STAAR Tests - - 05/20: 80% of students in grades 3 - 12 will pass the STAAR Reading tests in English and/or Spanish.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>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>Migrant Program - Broaddus ISD provides information and services to a small number of students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment.</p> <p>Broaddus ISD will provide services for migrant students and their families through a Shared Service Arrangement (SSA) with Region VII Educational Service Center (ESC).</p>	8/2019 - 5/2020	High School Principal - Zach Crawford Elementary Principal - Karianna Grant	Federal - Title I, Part C Migrant - Region VII Migrant SSA <b>\$5,231.00</b>		In a comparison of assessment data of migrant and non-migrant students, migrant students make equitable academic gains.	Criterion-Referenced Tests :STAAR Tests - 05/20: 100% of Migrant students will pass all assessments given to continue on grade level.

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<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>	<p>8/2019 - 5/2020</p>	<p>Dyslexia Coordinator - Tammy Wall</p>	<p>Local Funds - Time Contributions of Dyslexia Staff</p> <p>Local Funds - Scottish Rite Dyslexia Program</p> <p>State - Dyslexia Allotment - Dyslexia Resources  <b>\$14,757.00</b></p>	<p>See Activities below</p>	<p>Increased student achievement.</p>	<p>See Activities below</p>
<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>	<p>8/2019 - 5/2020</p>	<p>Counselor - Natalie Hand</p>	<p>State - State and Local Funds - Assessment Instruments</p>		<p>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.</p>	<p>Documentation :Counselor Records - - 05/20: 100% of the students identified have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.</p>

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: 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. 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. 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. 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. Students who have exited the Dyslexia program are monitored by the Counselor.	8/2019 - 5/2020	Dyslexia Coordinator - Tammy Wall	State - State and Local Funds - Time Contributions of Dyslexia Staff	Informal Assessment :Report Card Grades - - 12/19: 80% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.	Increased student achievement.	Informal Assessment :Report Card Grades - - 05/20: 90% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports. Criterion-Referenced Tests :STAAR Tests - - 05/20: 80% of all students will achieve a passing score on the STAAR Reading/English tests.

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<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, and use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include changing student seating as needed for the situation, adapting environment to avoid distractions, providing notebooks for organization, and providing 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 TEKS.</p>	8/2019 - 5/2020	504 Coordinator - Natalie Hand	State - State and Local Funds - Time Contributions of Faculty and Staff		504 students receiving an equitable education compared to their non-504 peers.	Documentation :Counselor Records - 05/20: 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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Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Gifted and Talented (G/T) Program - Broaddus ISD has adopted a process for identifying and serving G/T students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who: 1) exhibits high performance capability in an intellectual, creative or artistic area; 2) possesses an unusual capacity for leadership or 3) excels in a specific academic field.</p>	8/2019 - 5/2020	Elementary G/T Coordinator - Faith Kilmer	State - State and Local Funds - G/T Resources	Documentation :Counselor Records - 12/19: 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.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessments - 05/20: 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>Activity:</p> <p>G/T Assessment - Students in grades K – 12 are eligible to participate in the G/T Program of Broaddus ISD. Students go through a nomination and assessment process for G/T identification that includes at least 3 criteria, which include both qualitative and quantitative measures, gathered by the Identification Committee. The Identification Committee is composed of at least three (3) district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).</p> <p>Assessment instruments include:</p> <ul style="list-style-type: none"> <li>* G/T Teacher Rating Inventory,</li> <li>* Teacher Recommendation,</li> <li>* Parent Questionnaire/Evaluation,</li> <li>* Writing Sample and</li> <li>* Structure of Intellect (SOI) Exam: Measures where the student's area of knowledge will lie and focuses more on the child's creativity than on their IQ.</li> </ul>	8/2019 - 5/2020	Counselor - Natalie Hand	State - State and Local Funds - Assessment Instruments		G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documentation :Student Records - - 05/20: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program.

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Activity: 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.  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.  All teachers on both campuses are G/T certified.	8/2019 - 5/2020	Elementary Principal - Karianna Grant High School Principal - Zach Crawford	State - State and Local Funds - Time Contributions of G/T Staff	Documentation :Counselor Records - - 12/19: 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.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessments - - 05/20: 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.
Strategy: 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.	8/2019 - 6/2020	Superintendent - Lucas Holloway	Coordinated Funds - Time Contributions of Ancillary Staff	Documentation :Campus Records - 12/19: 70% of students referred for Ancillary Services will have been served as indicated in campus records.	All students and all student groups are involved in an equitable education, with Ancillary Services available to "help level the playing field".	Informal Assessment :Classroom Assessments - 05/20: 90% of all students in grades PK - 2 will pass all assessments given to continue on grade level.  Criterion-Referenced Tests :STAAR Tests - 05/20: 80% of all students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

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Activity: Counseling Services - The School Counselor's responsibilities include:  * 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.  The Counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to:  * Diagnostic/Prescriptive Services; * Coordination of Services- -Academic and Related Services; * Child Find Activities; * ARDs; * Parent Training; * Student Planning and Transition Services and * Training Broaddus ISD Foundation Staff on Modifications for Special Education Students.	8/2019 - 5/2020	Counselor - Natalie Hand	State - State Compensatory Education (SCE) - Time Contributions of Counselor FTE: 0.50  <p style="text-align: right;"><b>\$36,674.20</b></p> State - State Compensatory Education (SCE) - Supplemental Counseling Supplies  <p style="text-align: right;"><b>\$600.00</b></p>	Documentation :Counselor Records - - 12/19: 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.	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.	Informal Assessment :Classroom Assessments - - 05/20: 90% of all students in grades PK - 2 will pass all assessments given to continue on grade level.  Criterion-Referenced Tests :STAAR Tests - - 05/20: 80% of all students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

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**(SWP CNA, CIP) [TEC §4.001 (b)(2)(4)]**

Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Library Services - Available library resources include:</p> <ul style="list-style-type: none"> <li>* Full-scale Library facilities available to students</li> <li>* Accelerated Reader Books and Tests</li> <li>* Computers with internet access</li> <li>* Electronic encyclopedias and references</li> <li>* Interactive Language Arts, Math, Science and Social Studies Software</li> <li>* Age-appropriate Library Books.</li> </ul> <p>Broaddus ISD students visit the Library at least once a week for 30 minutes. Scholastic Book Fair is hosted by the Library once a year.</p>	<p>8/2019 - 5/2020</p>	<p>High School Principal - Zach Crawford                      Elementary Principal - Karianna Grant</p>	<p>State - State and Local Funds - Time Contributions of Library Aide                      FTE: 1.00</p>	<p>Documentation :Teacher Records - - 12/19: All Broaddus ISD students have access to the library on a regularly scheduled basis.</p> <p>Librarian and teacher records indicate that at least 90% of the students have participated in Library activities.</p>	<p>The Broaddus ISD Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.</p>	<p>Documentation :Teacher Records - - 05/20: Librarian and teacher records indicate that 100% of the students have participated in Library activities.</p>
<p>Activity:</p> <p>Homeless Services - The Broaddus ISD Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.</p> <p>The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Broaddus ISD will be in compliance with federal Homeless regulations.</p>	<p>8/2019 - 5/2020</p>	<p>Counselor - Natalie Hand</p>	<p>State - State and Local Funds - Time Contribution of Homeless Liaison</p> <p>Federal - Title I, Part A - Homeless Resources                      \$50.00</p>	<p>Documentation :Agendas, Meeting Notes - - 12/19: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.</p>	<p>No student will suffer an interruption in his/her education because of homelessness.</p> <p>Homeless students 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>Documentation :Student Records - - 05/20: 90% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.</p>

<b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]</b>						
Objective(s): PK-12 Broaddus ISD will lower the district's Dropout Rate of 0.7%.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<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>	8/2019 - 5/2020	Elementary Principal - Karianna Grant High School Principal - Zach Crawford Counselor - Natalie Hand  Elementary Attendance Clerk - Scharla Haley High School Attendance Clerk - Tonillia Byley	Local Funds - Time Contributions of Principals and Attendance Clerks  Local Funds - Awards	Documentation :Agendas, Meeting Notes - 08/19: 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.  Documentation :Parent Contact Agendas and Logs - 12/19: 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.	Through the use of positive reinforcements, Broaddus ISD faculty will encourage academic growth and increased student attendance.  Decrease in unexcused absences and chronic absenteeism.	Documentation :Attendance Records - 05/20: 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.  Documentation :Parent Contact Agendas and Logs - 05/20: Contact with 100% of parents/guardians of students who have excessive absences.

<b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]</b>						
Objective(s): PK-12 Broaddus ISD will lower the district's Dropout Rate of 0.7%.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Dropout Prevention Program (SWP CIP) - 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.	8/2019 - 5/2020	Elementary Principal - Karianna Grant High School Principal - Zach Crawford	State - State and Local Funds - Time Contributions of Faculty and Staff	Documentation :Attendance Records - 12/19: 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 - 05/20: 100% of students will attain the appropriate credits and graduate in four years.
Activity: Credit Recovery Program - Broaddus 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.  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.	8/2019 - 5/2020	Counselor - Natalie Hand	State - State Compensatory Education (SCE) - Odysseyware Site License <b>\$5,000.00</b>	Informal Assessment :Report Card Grades - - Six Weeks: Six week grade reports show on-time credit accrual.	Students will continue to attend school and earn the required credits necessary to graduate in four years.	Informal Assessment :Classroom Assessments - - 05/20: 100% of students will be promoted to the next grade level or attain the appropriate credits and graduate in four years.

**Goal: 3** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]

Objective(s): PK-12 Broaddus ISD will lower the district's Dropout Rate of 0.7%.

<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>Extracurricular Activities - Broaddus 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"> <li>* Boys and Girls Basketball</li> <li>* Boys and Girls Track</li> <li>* Boys and Girls Cross Country</li> <li>* Baseball</li> <li>* Girls Softball</li> <li>* Cheerleading</li> </ul> <p>Clubs and organizations include:</p> <ul style="list-style-type: none"> <li>* America</li> <li>* Future Farmers of American (FFA)</li> <li>* Family, Career and Community Leaders of America (FCCLA)</li> <li>* National Honor Society</li> <li>* School Yearbook</li> <li>* School Newspaper</li> <li>* UIL Academic Teams</li> <li>* Student Council and Class Officers</li> </ul>	<p>8/2019 - 5/2020</p>	<p>Elementary Principal - Karianna Grant                      High School Principal - Zach Crawford                      Elementary UIL Coordinator - Richard Kilmer</p>	<p>Local Funds - Time                      Contributions of Extracurricular Staff</p>	<p>Informal Assessment                      :Classroom Assessments - 12/19: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)</p>	<p>All students have an opportunity to participate in UIL competitions.</p> <p>Students will become more diversified, goal-oriented and well-rounded individuals.</p>	<p>Informal Assessment                      :Classroom Assessments - 05/20: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)</p>

**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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]

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>

<b>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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Career Guidance and Counseling - The counselor will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquisition of study skills and choosing appropriate programs and services; * Career: Need for positive work habits, career awareness and investigations of opportunities; *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior. The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents: 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.); 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56; 3) The need for students to make informed curriculum choices to be prepared for success beyond high school; 4) Source of information on higher education and 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits.	8/2019 - 5/2020	Counselor - Natalie Hand	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 - 05/20: 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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)] 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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]

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>
<p>Strategy:</p> <p>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:</p> <ol style="list-style-type: none"> <li>1) Offers a Parent Curriculum Planning Night for grades 5 and 8;</li> <li>2) Offers Career Investigation through classroom instruction by means of interdisciplinary, thematic, or other appropriate instructional modules or arrangements;</li> <li>3) Offers Career Investigation software and internet sites for further discovery and research;</li> <li>4) Administers Aptitude and Interest Inventories to students in grades 6 – 8;</li> <li>5) Offers Dual Credit Courses: English 1301 and English 1302;</li> <li>6) Funds and administers the PSAT to all Sophomores;</li> <li>7) Encourages all students to take the ACT and provides resources (study guides and computer programs) for students to prepare and</li> <li>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.</li> </ol>	<p>8/2019 - 5/2020</p>	<p>High School Principal - Zach Crawford                      Counselor - Natalie Hand</p>	<p>State - State and Local Funds - Career Awareness Resources</p>		<p>All students will be exposed to the myriad career opportunities available to them and the paths they must follow.</p> <p>Students exhibiting college readiness and earning both high school and college credit.</p>	<p>Documentation :Campus Records - 05/20: Campus records indicate 100% of students will have participated in Career Awareness activities.</p> <p>Documentation :Student Records - 05/20: All students participating in concurrent and dual credit courses will earn high school and college credits.</p>

<b>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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Career and Technical Education (SWP CIP) - 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.  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: * 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	8/2019 - 5/2020	CTE Teacher - Nicholas Jack CTE Teacher - Wesley Little CTE Teacher - Joey Woods	State - Career and Technology Block Grant - Time contributions of CTE Staff <b>\$373,054.00</b>  Federal - Carl D. Perkins - Title I, Part C - CTE Consortium <b>\$7,052.00</b>	Informal Assessment :Classroom Assessments - 12/19: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.	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.	Documentation :Campus Records - 05/20: 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><b>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. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)]</b></p> <p>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.</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>Strategy:</p> <p>DPDMC Involvement in Needs Assessment Process (SWP CNA) - 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> <ul style="list-style-type: none"> <li>* Training and mentorship for new teachers;</li> <li>* 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;</li> <li>* Life Skills training for Special Education teachers;</li> <li>* Effective strategies for dropout prevention and credit recovery and</li> <li>* Periodic training for teachers in how to identify difficulties and to provide assistance to individual students.</li> </ul>	7/2019 - 6/2020	High School Principal - Zach Crawford Elementary Principal - Karianna Grant	State - State and Local Funds - Time Contributions of Committee Members	Documentation :Professional Development Records - 12/19: 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 - 05/20: 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.

**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. (SWP CNA, CIP) [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.

<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>Professional Development Program (SWP CIP) - 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, EL, students with disabilities, G/T, etc.;</p>	<p>7/2019 - 6/2020</p>	<p>Elementary Principal - Karianna Grant                      High School Principal - Zach Crawford</p>	<p>State - State Compensatory Education (SCE) - PD Travel and Registration                      \$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 - 05/20: 100% of the faculty will have received appropriate training to be considered Fully Certified, per state standards.</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. (SWP CNA, CIP) [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.

<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>
Activity: Professional Development Focuses - TEKS and STAAR workshops are available through in-house training specialists, the Region VII ESC and myriad state and national conferences.  Training focuses include:  1) Disaggregating STAAR Data using TAPS Program  2) Interpretation and Use of Assessment Data  3) G/T Training through Region VII  4) Region VII Math and Science Academies  5) Region VII ELA and Social Studies Academies  6) In-house Training on Math and Science STAAR Strategies  7) Workshop on Successful Math Strategies  8) Differentiating Instruction, incorporating Science and Social Studies curriculum and TEKS into Reading/Language Arts and Math  9) Reading TEKS and Strategies for STAAR  10) Region VII's Reading Strategies Based on STAAR Objectives  11) Reading Workshops  12) Technology Workshops  13) Instructional activities tied to the TEKS and STAAR	7/2019 - 6/2020	High School Principal - Zach Crawford Elementary Principal - Karianna Grant	Federal - Title I, Part A - Professional Development Travel and Registration  <b>\$3,454.00</b>	Informal Assessment :Classroom Assessments - - 12/19: 80% of students passing benchmark assessments.	Increased student achievement.	Criterion-Referenced Tests :STAAR Tests - - 05/20: 80% of all students will pass all appropriate grade-level and subject-area STAAR tests.

<b>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. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)]</b>						
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.						
<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>
Strategy: 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.	8/2019 - 5/2020	Elementary Principal - Karianna Grant High School Principal - Zach Crawford	Coordinated Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - 12/19: 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 - 05/20: 80% of all students in grades three through twelve will pass all appropriate grade-level and subject-area STAAR tests.
Strategy: Recruitment and Retention Initiatives - 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.  Broaddus ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their fully certified status.  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.	4/2019 - 4/2020	Elementary Principal - Karianna Grant High School Principal - Zach Crawford	Local Funds - Region VII Leadership Development	Documentation :HR Records - 08/19: 100% Fully Certified Faculty.	100% Fully Certified Faculty.	Documentation :HR Records - 05/20: 100% Fully Certified Faculty.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CIP) [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
Strategy: Technology Needs Assessment and Curriculum (SWP CIP) - The comprehensive needs assessment indicates the need to expand the use of technology in student learning. Priorities include: <ul style="list-style-type: none"> <li>* Professional development</li> <li>* Updated servers</li> <li>* Security cameras</li> <li>* Increased bandwidth</li> </ul> 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 Broaddus ISD classrooms have computers, most with Internet access, in addition to two computer labs.	8/2019 - 5/2020	Technology Director - Gary Mitchell	Federal - Title I, Part A - Supplemental Technology Resources \$15,169.00	Documentation :School Records - 12/19: 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 Broaddus 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 - 05/20: 80% 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. (SWP CIP) [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
Activity: Integrating Technology - Broaddus ISD classroom teachers are using technology as an alternative instructional tool.  Activities include:  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.  2) Internet access provides students access to an unlimited number of websites for research projects - material unavailable through traditional library access.  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.	8/2019 - 5/2020	Elementary Principal - Karianna Grant High School Principal - Zach Crawford	Federal - Title IV, Part A SSAEP - STEM and Technology Resources  \$10,899.00	Documentation :Lesson Plans - - 12/19: Teacher Lesson Plans will indicate that 50% of the classroom teachers are integrating technology into instruction.	Increasing numbers of teachers using the Internet and software systems to integrate technology into instruction.  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.  An educational system that is strengthened by utilizing technology as an integral component.	Documentation :Lesson Plans - - 05/20: 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. (SWP CIP) [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>	8/2019 - 5/2020	Elementary Principal - Karianna Grant High School Principal - Zach Crawford	Local Funds - Technology Policies	Documentation :Student Records - 08/19: 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 - 06/20: No incidents of students breaking the Acceptable Use Policy.

**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. (SWP CIP) [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>

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<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>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"> <li>1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy;</li> <li>2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care;</li> <li>3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being;</li> <li>4. Counseling services designed to improve the mental, emotional and social health of students;</li> <li>5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities;</li> <li>6. School, parent and community involvement in the health and well-being of students;</li> <li>7. A physical education curriculum that integrates mental and physical learning experiences to promote</li> </ol>	<p>8/2019 - 5/2020</p>	<p>Superintendent - Lucas Holloway</p>	<p>State - State and Local Funds - Time Contributions of Faculty and Staff</p>	<p>Informal Assessment :Health and Fitness Assessments - 12/19: 80% of students passing all benchmark and health-related assessments.</p>	<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>	<p>Documentation :Discipline Records - 05/20: 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.</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. (SWP CIP) [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>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:                      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:                      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:                      a. School health services;                      b. Counseling and guidance services;                      c. A safe and healthy school environment; and                      d. School employee wellness.                      Texas Education Code 28.004(c)</p>	<p>8/2019 - 5/2020</p>	<p>Superintendent - Lucas Holloway</p>	<p>Local Funds - Time Contributions of SHAC members</p>		<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :School Records - - 05/20: Local Board Policies reflect all new mandated medical and health-related policies, as well as Broaddus ISD's specific policies.</p>

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<p>Strategy:</p> <p>Health Services - Broaddus ISD recognizes the link between good health and student academic achievement. Broaddus 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 Broaddus 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 Broaddus ISD students.</p>	<p>8/2019 - 5/2020</p>	<p>Elementary Principal - Karianna Grant                      High School Principal - Zach Crawford</p>	<p>Federal - Title II, Part A - Time Contributions of Nurse's Aide                      FTE: 0.60                      \$20,728.49</p>	<p>Documentation :Nurse Records - 12/19: 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>	<p>To promote strong, healthy, active students with the hope that they will continue to be strong, healthy, active adults.</p>	<p>Informal Assessment :Health and Fitness Assessments - 05/20: 90% of students passing all health-related end of year assessments.</p>

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<p>Activity:                      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"> <li>* the student is pregnant and attending classes on a district campus;</li> <li>* the pregnancy prenatal period prevents the student from attending classes on a district campus and</li> <li>* the pregnancy postpartum period prevents the student from attending classes on a district campus.</li> </ul> <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>	<p>8/2019 - 5/2020</p>	<p>Counselor - Natalie Hand</p>	<p>Coordinated Funds - Time Contributions of Nursing Staff</p> <p>State - State and Local Funds - Time Contributions of Counselor</p>	<p>Documentation :Campus Records - - 12/19: Campus records indicate a reduction in absences and an increase in passing six weeks grades.</p>	<p>Students who are pregnant continue to attend school.</p>	<p>Documentation :Campus Records - - 05/20: Campus records indicate all students graduate from school.</p> <p>Documentation :Attendance Records - - 05/20: Attendance rates will meet or exceed 95%.</p>

<p><b>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. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b></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>						
<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:                      School Based Medicaid - Through the School Health and Related Services Program (SHARS), Broaddus 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> <ul style="list-style-type: none"> <li>* be Medicaid eligible;</li> <li>* be under 21 years of age;</li> <li>* meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA) and</li> <li>* have Individual Education Plans (IEPs) that prescribe the needed services.</li> </ul>	8/2019 - 5/2020	Elementary Principal - Karianna Grant High School Principal - Zach Crawford	State - State and Local Funds - Time Contributions of Staff		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :School Records - - 05/20: Appropriate services have been received by students.

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<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>	<p>8/2019 - 5/2020</p>	<p>Superintendent - Lucas Holloway                      Elementary Principal - Karianna Grant                      High School Principal - Zach Crawford</p>	<p>Local Funds - Sexual Abuse Policy</p>	<p>Documentation :School Records - - 08/19: Sexual Abuse policy has been distributed to staff, parents, and students.</p>	<p>Staff, parents and students have an increased awareness of issues regarding the sexual abuse and other maltreatment of children.</p>	<p>Documentation :School Records - - 05/20: Sexual Abuse policy will have been implemented.</p>

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<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 <a href="http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp">http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp</a>.</p> <p>The following Web sites might help you become more aware of child abuse and neglect:  <a href="http://www.childwelfare.gov/pubs/factsheets/signs.cfm">http://www.childwelfare.gov/pubs/factsheets/signs.cfm</a>  <a href="http://savn.nonprofitoffice.com">http://savn.nonprofitoffice.com</a>  <a href="http://www.taasa.org/member/materials2.php">http://www.taasa.org/member/materials2.php</a>  <a href="http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml">http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml</a>  <a href="http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml">http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml</a></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 <a href="http://www.txabusehotline.org">http://www.txabusehotline.org</a>).</p>						

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<p>Strategy:                      Safe School Initiatives (SWP CIP) - In an effort to promote "Safe Schools", Broaddus ISD will promote special initiatives and activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> <li>* Campus Safety Rules</li> <li>* Campus Dress and Discipline Codes</li> <li>* Fire Prevention Week - Guest and Fire truck for Fantastic Friday.</li> <li>* Regularly scheduled fire and tornado drills</li> <li>* Security Audits</li> <li>* Dating Violence Policy (see Board Policy FFH-Local)</li> <li>* Video Camera Security System</li> <li>* 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.</li> </ul>	<p>8/2019 - 6/2020</p>	<p>Elementary Principal - Karianna Grant                      High School Principal - Zach Crawford</p>	<p>Local Funds - Security Services/Drug Dog                       State - School Safety Allotment - Safety Resources   <b>\$3,532.00</b></p>	<p>Documentation :Discipline Records - 12/19: Number of discipline referrals each six weeks will decrease.                       Documentation :Campus Records - 12/19: A log for emergency drill and safety inspections has been established and updated on a regular basis.</p>	<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.</p>	<p>Documentation :Discipline Records - 05/20: Improved discipline in the classroom and reduced number of referrals per year.</p>

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<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 periodic security audits of each of the campuses, with coordination with local emergency management agencies, law enforcement and fire departments.</p> <p>Broaddus ISD creates and maintains a safe and drug-free school environment by providing various methods of security (i.e., intercoms, limited 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>	<p>8/2019 - 5/2020</p>	<p>Superintendent - Lucas Holloway</p>	<p>State - State and Local Funds - Time Contributions of Faculty and Staff</p> <p>Local Funds - Security Audit Reports</p>		<p>A safe climate for student learning, having a positive impact on student achievement.</p>	<p>Documentation :District Records - - 05/20: An Emergency and security operations plan has been implemented.</p>

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<p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Broaddus 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> <p>Activities may include:</p> <ul style="list-style-type: none"> <li>* Student Assemblies to enhance Drug/Alcohol Awareness</li> <li>* Drug dogs</li> <li>* Anti-bullying Program</li> </ul>	<p>8/2019 - 5/2020</p>	<p>Elementary Principal - Karianna Grant                      High School Principal - Zach Crawford</p>	<p>State - State and Local Funds - Time Contributions of Staff</p>	<p>Documentation :Agendas, Meeting Notes - - 08/19: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year.</p>	<p>A Drug-Free and Violence-Free Student Body, Faculty and Staff</p>	<p>Documentation :Counselor Records - - 05/20: Counselor's Summary Report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse.</p>

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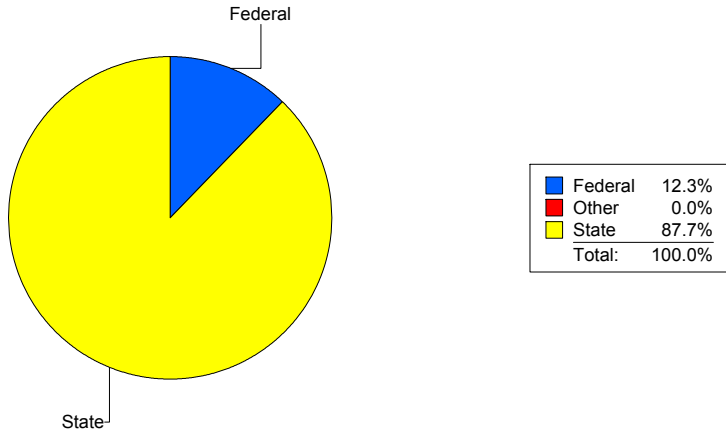
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Crisis Management Plan - A Crisis Management Team is in place on each campus to ensure that the Campus Management Plan meets the safety needs of the Broaddus ISD.</p> <p>Broaddus 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>	8/2019 - 5/2020	Elementary Principal - Karianna Grant High School Principal - Zach Crawford	Local Funds - Time Contributions of Crisis Intervention Team	Documentation :District Records - - 12/19: 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 Broaddus 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 - - 05/20: Broaddus ISD will have a Crisis Management Plan to meet all safety needs and a fully trained Crisis Intervention Team.
<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>	8/2019 - 5/2020	High School Principal - Zach Crawford	Local Funds - Student Tuition	<p>Informal Assessment :Classroom Assessments - 12/19: 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 - 05/20: Final report card grades and STAAR assessments will indicate program's success.</p>

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<p>Strategy:</p> <p>Counseling Responsive Services (SWP CIP) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include:</p> <ul style="list-style-type: none"> <li>* Academic concerns</li> <li>* School-related concerns such as misbehavior, excessive absences and tardiness</li> <li>* Dropout prevention</li> <li>* Physical, sexual or emotional abuse</li> <li>* Coping with stress</li> <li>* Discipline management</li> <li>* Health and wellness</li> <li>* Drug and Alcohol abuse prevention</li> <li>* Bullying</li> <li>* Suicide prevention</li> <li>* Conflict resolution</li> <li>* Violence prevention</li> <li>* Parent education</li> </ul> <p>The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> <li>* Self-Esteem Development</li> <li>* Good Character</li> <li>* Emotion Management</li> <li>* Motivation to Achieve</li> <li>* Decision-Making Skills</li> <li>* Goal Setting</li> <li>* Planning and Problem-Solving Skills</li> <li>* Interpersonal Effectiveness</li> <li>* Communication Skills</li> <li>* Cross Cultural Effectiveness</li> <li>* Responsible Behavior</li> </ul>	<p>8/2019 - 5/2020</p>	<p>Counselor - Natalie Hand</p>	<p>Coordinated Funds - Time Contributions of Counselor</p>	<p>Documentation :Agendas, Meeting Notes - 12/19:                      Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.</p>	<p>All students get along with their peers with a healthy outlook toward life.</p> <p>Reduction in retention and dropout rates.</p>	<p>Documentation :Counselor Records - 05/20: Referrals to counselor have decreased as compared to the previous year.</p>

## Funding Values By Program



District Improvement Plan  
**Broaddus ISD 2019-2020**

### Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
<b>Federal</b>		
<b>Carl D. Perkins - Title I, Part C</b>		
CTE Consortium	0.00	\$7052.00
<b>Title I, Part A</b>		
Supplemental Technology Resources	0.00	\$15169.00
Time Contributions of PK Aide	1.00	\$38313.22
Extra-Duty Pay for Tutorials Teachers	0.00	\$22451.20
SECCA, Inc. Consulting Services	0.00	\$4117.00
Homeless Resources	0.00	\$50.00
Professional Development Travel and Registration	0.00	\$3454.00
Time Contributions of Reading/Math Teachers	0.45	\$26673.25
<b>Title I, Part C Migrant</b>		
Region VII Migrant SSA	0.00	\$5231.00
<b>Title II, Part A</b>		

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**Funding Values By Program**

<b>Federal</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Title II, Part A</b>		
Time Contributions of Nurse's Aide	0.60	\$20728.49
SECCA, Inc. Consulting Services	0.00	\$800.00
<b>Title III, Part A - ELA</b>		
Region VII Bilingual Co-op	0.00	\$1764.00
<b>Title IV, Part A SSAEP</b>		
STEM and Technology Resources	0.00	\$10899.00
SECCA, Inc Consulting Services	0.00	\$800.00
<b>Title V, Part B RLIS</b>		
Time Contribution of Accelerated Instruction Teacher	0.28	\$7009.36
		<b>\$164,511.52</b>
<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Coordinated Funds</b>		
Time Contributions of Counselor	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 Counselor	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 Nursing Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
<b>Local Funds</b>		
Time Contributions of SHAC members	0.00	\$0.00
Sexual Abuse Policy	0.00	\$0.00

**Funding Values By Program**

<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>		
Security Audit Reports	0.00	\$0.00
Time Contributions of Crisis Intervention Team	0.00	\$0.00
Time Contributions of Extracurricular Staff	0.00	\$0.00
Time Contributions of Principals and Attendance Clerks	0.00	\$0.00
Awards	0.00	\$0.00
Region VII Leadership Development	0.00	\$0.00
Security Services/Drug Dog	0.00	\$0.00
Student Tuition	0.00	\$0.00
Technology Policies	0.00	\$0.00
Time Contributions of Dyslexia Staff	0.00	\$0.00
Scottish Rite Dyslexia Program	0.00	\$0.00
Communication Vehicles	0.00	\$0.00
		<b>\$0.00</b>
<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Bilingual Education</b>		
<b>Block Grant</b>		
Bilingual Education Allotment	0.00	\$9392.00
Time Contributions of ESL Staff	0.00	\$0.00
<b>Career and Technology</b>		
<b>Block Grant</b>		
Time contributions of CTE Staff	0.00	\$373054.00
<b>Dyslexia Allotment</b>		
Dyslexia Resources	0.00	\$14757.00
<b>School Safety Allotment</b>		
Safety Resources	0.00	\$3532.00

**Funding Values By Program**

<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Special Education Block Grant</b>		
Special Education Adjusted Allotment	0.00	\$486252.00
Time Contributions of Special Education Staff	0.00	\$0.00
Time Contributions of Related Services Personnel	0.00	\$0.00
Child Find Resources	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
<b>State and Local Funds</b>		
Assessment Instruments	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of ESL Staff and LPAC	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 G/T Staff	0.00	\$0.00
Time Contributions of Library Aide	1.00	\$0.00
Time Contribution of Homeless Liaison	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
G/T Resources	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00

**Funding Values By Program**

<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>State and Local Funds</b>		
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Foundation Staff	0.00	\$0.00
Time Contributions of PK Teacher	0.00	\$0.00
Career Awareness Resources	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
<b>State Compensatory Education (SCE)</b>		
PD Travel and Registration	0.00	\$3000.00
Scientifically Validated Educational Resources	0.00	\$4000.00
Instructional Testing Materials	0.00	\$800.00
Odysseyware Site License	0.00	\$5000.00
Time Contributions of Counselor	0.50	\$36674.20
Supplemental Counseling Supplies	0.00	\$600.00
SECCA, Inc. Consulting Services	0.00	\$12601.00
Time Contributions of ES Tutorial Teachers	0.60	\$31309.61
Time Contributions of HS Tutorial Teachers	0.90	\$56148.38
Extra-Duty Pay for Tutorial Teachers	0.00	\$13659.90
Time Contributions of Accelerated Instruction Teacher	1.00	\$50057.14
Time Contributions of Reading/Math Teachers	0.46	\$32957.30
Time Contributions of Instructional Aides	2.00	\$37645.58
Time Contributions of Summer School Teacher	0.00	\$5135.30

**Funding Values By Program**

	<u>\$1,176,575.41</u>
<b>Grand Total:</b>	<b>\$1,341,086.93</b>