

Stamford Independent School District
District Improvement Plan
2022-2023



Mission Statement

Stamford ISD will develop a positive staff culture that is intent on creating an atmosphere based on student centered authentic learning with a global perspective.

MOTTO

Striving for Excellence

Every Student, Every Day!

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	6
Student Achievement	7
District Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Parent and Community Engagement	11
District Context and Organization	12
Technology	13
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	16
Goal 1: All required student groups in SISD will meet or exceed state and federal standards on state required assessments. Parents, community members and other stakeholders will be involved in the planning, review and evaluation of programs.	17
Goal 2: All students will be provided a well-balanced and age-appropriate curriculum that includes career and college readiness activities. All students, including those in special populations, will be challenged to meet their full educational potential. * Special populations include but may not be limited to the following student groups: ESL, Bilingual, Migrant, Dyslexia, GT, Special Education, Comp Ed, African American, White, Hispanic, Economically Disadvantaged, Limited English Proficient and At-Risk.	22
Goal 3: Campuses will attain or maintain a 97% attendance rate for all students. Each student group and will work to improve dropout prevention efforts by encouraging all students to remain in school until they obtain a high school diploma.	26
Goal 4: SISD will provide high-quality, on-going staff development opportunities focused on technology integration and Texas Instructional Leadership (TIL) techniques while maintaining that all classes in core academic subject areas are being taught by certified and highly qualified teachers.	28
Goal 5: SISD will integrate technology into classroom instruction, instructional management, staff development and administration.	32
Goal 6: School campuses will maintain a safe and disciplined environment conducive to student learning. Appropriate programs will be provided to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention and discipline management.	35
State Compensatory	41
Budget for District Improvement Plan	42
Personnel for District Improvement Plan	42
Title I	43
1. Comprehensive Needs Assessment (CNA)	44
1.1: Comprehensive Needs Assessment	44
2. Campus Improvement Plan	46
2.1: Campus Improvement Plan developed with appropriate stakeholders	46
2.2: Regular monitoring and revision	46
2.3: Available to parents and community in an understandable format and language	46
2.4: Opportunities for all children to meet State standards	46
2.5: Increased learning time and well-rounded education	46
2.6: Address needs of all students, particularly at-risk	46

3. Annual Evaluation	46
3.1: Annually evaluate the schoolwide plan	46
4. Parent and Family Engagement (PFE)	46
4.1: Develop and distribute Parent and Family Engagement Policy	47
4.2: Offer flexible number of parent involvement meetings	47
5. Targeted Assistance Schools Only	47
Title I Personnel	47
District Funding Summary	48

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The District Site Base Decision Making Committee convened to develop the 2022 -- 2023 Comprehensive Needs Assessment and to develop the District Improvement Plan. The districts strengths and needs were considered in the development of the Improvement Plan.

The District Site Base Decision Making Committee is composed of parents, teachers, staff as well as business and community representatives.

Stamford Independent School District is a public school district based in Jones County, Texas. Stamford ISD serves three campuses. SISD is ethnically diverse with 39.03% White, 50.48% Hispanic, 6.13% African American, 0.48% American Indian, 0.32% Asian and 3.55% Multi-Racial. Approximately 54.35% of the students are eligible for free or reduced price lunches under the National School Lunch Program. The projected enrollment for the 2022 -- 2023 school year was 620.

Stamford ISD participates in ESEA Title I, Part A to provide for additional instructional support for all students. The district also complements the local budget with supplemental services provided by the State Compensatory Education Funds. These funds are focused on students who meet one or more of the thirteen At Risk criteria spelled out in Section 21.089 of the Texas Education Code. These funds are supplemental to the regular education program and are labeled in the District Improvement Plan.

Members of the District Site Base Decision Making Committee grouped to determine the needs of the district in eight areas. The results of the assessments were reviewed with other materials to help establish district goals and activities. A staff and parent survey is completed every other year and was conducted in the Spring of 2022.

Title I, Part A – Improving Basic Programs:

Fiscal Agent: Stamford ISD handles its own Title I funds and completes its own application and evaluation with the assistance of a contracted consultant.

Estimated Funding: \$168,499.00

Campuses: Oliver Elementary, Stamford Middle School & Stamford High School each meet the criteria for Title I Schoolwide Campuses. However, only Oliver Elementary and Stamford Middle School are served.

Major Budget Items: (1) Payroll; (2) Supplies & Materials; (3) Professional & Contracted Services; (4) Professional Development; (5) Other Operating Costs

Title II, Part A – Teacher & Principal Training & Recruiting:

Fiscal Agent: Shared Services Arrangement with ESC Region 14

Estimated Funding: \$24,202.00

District Share: \$18,151.00

District share is used for high quality professional development. Region 14 retains 25% of funds for professional development provided by the Region Center.

Title IV, Part A – Student Support and Academic Enrichment:

Estimated Funding: \$13,438

Major Budget Items: (1) Payroll

USDE – Small, Rural School Achievement Grant Application:

Estimated Funding: \$25,926.00

Major Budget Items: Supplemental Programs for Reading and/or Math Enrichment; activities to increase student achievement in reading and math

STATE COMPENSATORY PROGRAMS SUMMARY

State Compensatory Funds are used to supplement the regular education program to help students who are At-Risk. The District uses State Guidelines to identify At-Risk students and serves those students with the supplementary funds so they can become successful, stay in school and graduate. A listing of SCE funded programs/activities follows. This list is not all-inclusive but it does show the major areas of expenditures for the funds.

Salaries:

A major portion of the SCE funds are used for salaries. The salary percentage is based on the percentage of identified At-Risk students.

Credit Recovery Program:

The Credit Recovery Program is designed for students who have fallen behind in acquiring credits and to recapture dropouts so the students will graduate. The *Odyssey Ware* software program is used in credit recovery.

Tutorials:

Tutorials are offered at all campuses for struggling students. Summer school is also offered at Oliver Elementary.

Instructional Supplies & Equipment:

Each campus has a budget to purchase supplemental supplies and equipment to use for instruction to help students who are not succeeding academically.

Demographics

Demographics Summary

Stamford ISD is comprised of a diverse ethnic population with 50.48% Hispanic; 39.03% White; 6.13% Black/African American, 0.48% American Indian, 0.32% Asian and 3.55% Multi-Racial. Over the past 3 years according to PEIMS data the Hispanic and White population has remained constant and the Black and other populations have slightly decreased.

Enrollment numbers have not changed significantly in the last three years. PEIMS snapshot data for 2021 -- 2022 reflected student enrollment to be 620.

According to 2021 -- 2022 PEIMS Snapshot Data, there were 313 students identified as At-Risk which is 50.48% of the student population. Of these students, 61.02% are Hispanic; 26.52% are White; 9.58% are Black and 2.88% are other races. The ratio of Hispanic to White is due to the enrollment ratio of Hispanics is greater than the enrollment of white students. The Economically Disadvantaged percentage district wide is 66.45%. The Special Education population makes up 12.26% of the students.

Professional staff demographics do not align with our student demographics.

Students:

- Hispanic 50.48%
- White 39.03%
- African American 6.13%
- Other 4.35%

The demographic makeup of our staff population is:

- Hispanic 27.9%
- White 69.1%
- African American 3%
- Other 0%

Attendance rates have remained consistent over the last 3 years with an average attendance rate of 96.4%.

Demographics Strengths

- Attendance rates remain constant from one year to the next
- Enrollment numbers remain constant
- Stamford ISD has low drop-out rates

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rates district wide; increase in attendance rates needed.

Problem Statement 2: Class Size; Continue Utilization of Class Size Reduction Teacher at Oliver Elementary.

Problem Statement 3: Number of Home School Students; Decrease in Home School Students needed.

Student Achievement

Student Achievement Summary

State accountability for the 2021-2022 school year was released on August 15, 2022. Stamford ISD was rated as an "A." Stamford High School was rated as a "B." Stamford Middle School was rated as a "B." Oliver Elementary was rated as a "B." Student data is disaggregated by each individual administrator per campus and counselor utilizing Eduphoria. This simple to use tool allows teachers and administrators to identify areas of strengths and weaknesses.

Graduation Rates for the last 5 years are >90%. District wide attendance rates have been between 95.7% to 97.2% over the last 4 years. Despite this past COVID year, students did well on STAAR and EOC tests. Other needs listed were to be able to offer and get students Industry Based Certifications and continued college readiness.

Student Achievement Strengths

The last accountability ratings were from the 2018-2019 school year due to COVID. At that time, the district was a "B", the high school was an "A", the middle school was an "F", and Oliver Elementary was a "D." Overall, STAAR/EOC scores have improved over the past three year. Although the high school was a "B", it narrowly missed an "A" by 1 point. The district is aware of student needs and utilizes tutorials and programs like Eduphoria to meet the needs of the students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Writing scores district wide; Focus and increase writing scores across the District needed. The statewide assessment of writing has changed. Writing has been combined with the Reading assessment.

Problem Statement 2: Economically disadvantaged scores; Increased scores of economically disadvantaged population on state assessments needed.

Problem Statement 3: State assessment scores of Hispanic population; Increased scores of Hispanic population on state assessments needed.

Problem Statement 4: State assessment scores of SPED students; Increased scores of SPED students on state assessments needed.

Problem Statement 5: Reading and Math state assessment scores; Increased scores on reading and math state assessments needed. Increase on Meets/Masters.

District Culture and Climate

District Culture and Climate Summary

Campus life at Stamford ISD has been described as 'fun' and 'educational' according to a recent student survey and the teacher survey described the climate as 'family oriented'. The district is free of discrimination and harassment. Teachers set high standards yet make learning fun in the process. Teachers provide hands-on projects which makes learning enjoyable. The staff is full of cooperative team players that provide not only effective support for each other and our students but contribute to a positive school environment. The participation rate in extracurricular activities is very high at Stamford ISD. This involvement results in higher attendance rates and academics. Overall, Stamford ISD has a strong culture and climate with mutual respect, good citizenship and relationships and support as well as good academic and behavioral expectations. Other strengths noted were safety, academic expectations, student/teacher relationships, and staff caring about students well-being as well as academic needs. Needs noted were better communication(day to day events) , motivation for student in danger of failing as well as extra curricular activities, positive attitudes/morale and revamp of high school TCB.

District Culture and Climate Strengths

We use a variety of practices and procedures intended to promote the safety of our students and staff.

- All doors are locked and/or monitored which helps control access to school campuses.
- Security cameras are also used to monitor behavior on campuses.
- All campuses require all visitors to sign in and wear badges.
- Regular visits from the drug dog helps to eliminate drugs in our school.
- There is very little gang activity at Stamford ISD.
- Ethnic diversity with positive relationships across groups.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: All doors should lock/unlock properly at each campus. This is now included in the Employee Handbook.

Problem Statement 2: Greater need for administration accountability for time so staff offices are not empty in order to screen visitors and in case of emergency.

Problem Statement 3: More attention to safety drills district wide. Monthly drills were planned before the beginning of the school and shared in the district Google calendar.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Stamford ISD has a long standing reputation of recruiting, hiring and retaining exceptionally talented and capable employees. All staff are certified or have local certification through District of Innovation in their area of instruction. Professional development for employees at all levels is a high priority. Being a small rural school, our district relies heavily on Region 14 Education Service Center for staff development, training and consultation. Stamford ISD has developed a definition of effective teaching that includes teaching performance, student learning, and student engagement. Teaching performance is defined as Teachers who receive Proficient or above on the dimensions of T-TESS and have no ratings of improvement needed will be considered as having effective teaching practices. Student Learning is defined by Teachers whose students show growth on state assessments, benchmark exams, and/or teacher developed assessments will be considered as having effective teaching practices. Student engagement will be defined as Teachers for whom the overall 2021-2022 attendance rate of students is at least 90% will be considered as having adequate student attendance that leads to effective teaching practices. Another thing noted was that we have quality teachers that really care about the students and their success. Also a 3% one-time stipend was paid to all employees at the completion of the 2021-22 school year. A 2% one-time retention stipend will be paid to all employees at the completion of the 2022-2023 school year. In addition, the board voted during the summer of 2022 to increase the teaching stipend by \$1,000.

Staff Quality, Recruitment, and Retention Strengths

Stamford ISD has always had a very high retention rate. Stipends and bonuses are positive incentives for employees to remain in our district. Due to this high retention rate, students and teachers are able to develop long lasting, positive relationships that improve the success of our students and create positive learning environments. Stamford ISD retains effective student/teacher ratios.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Elevate organizational culture to build morale and improve student outcomes. Increase shared decision making by using surveys.

Problem Statement 2: Continued implementation of overall mission/vision.

Problem Statement 3: Continued culture shift towards mission/vision.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Stamford ISD is implementing current technology at all levels. One-to-One computer initiative is being utilized at the High School and Middle School as every student and teacher has been given access to an individual Mac Book for use in and out of the classroom. Oliver Elementary is also One-to-One with each student utilizing an iPad while in the classroom. The district utilizes Texas Instructional Leadership (TIL) strategies. TEKS RC is the vertical alignment document of our district which demonstrates the rigor necessary to be successful on state standards. We are in the seventh year of implementing the Year at a Glance and starting the sixth year of following the IFD and performance indicators when developing lesson plans. SISD will implement Path College Career and A TEA innovated course at Stamford High School to enhance post secondary readiness. Strengths noted were following the TEKS resource scope and sequence, RTI, and assessments. Needs noted were common expectations for completeing lesson plans, more testing for data analysis, and making decsions regarding curriculum and instruction based on data analysis. TEKS aligned curriculum for CTE classes will be researched.

Curriculum, Instruction, and Assessment Strengths

Teachers throughout the district have embraced 21st century components and have accepted increasing student engagement and rigor in the classroom striving to give students the higher order thinking skills needed to be successful. Each campus has plans in place to work with struggling and low-performing students through remediation times or pull-out programs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Improvement across curriculum writing needed.

Problem Statement 2: Pre-test/Post test training for Student Growth needed.

Problem Statement 3: Professional Development for use of technology in the classroom needed. Staff need to be informed of what is available regarding software and hardware.

Problem Statement 4: Vertical alignment across the district 5th-6th and 8th-9th grades.

Problem Statement 5: Balancing the integration of technology and social development skills in students.

Parent and Community Engagement

Parent and Community Engagement Summary

Stamford ISD holds multiple opportunities for parents to become involved in our school and their child's education. However, the district as a whole struggles to get participation at these events. All opportunities are widely publicized through letters home, school website, newspaper articles, Facebook, Remind, and Twitter in languages parents can understand. This last year almost everything on campus was put on hold because of COVID protocols.

Parent and Community Engagement Strengths

According to a recent Parent Survey, parents feel welcome at all campuses of Stamford ISD and feel that it is a safe place for their child. Activities are staggered throughout the school year in order to give parents opportunities to attend. Several community organizations help with hygienic supplies, Christmas Angels, and school supplies.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Increase in parent involvement opportunities needed.

Problem Statement 2: Increase in vocational presentations needed.

Problem Statement 3: Increased participation in Parent/Teacher conferences needed.

Problem Statement 4: Increase community involvement by offering more opportunities.

Problem Statement 5: Recruitment of community members to serve as tutors.

District Context and Organization

District Context and Organization Summary

Stamford ISD is a small, rural community in which the majority of students are involved in all phases of extracurricular activities. These activities encourage students to attend school regularly and to retain passing grades in order to participate. Daily class schedules are designed to maximize instructional time. High School has implemented a 'Taking Care of Business' (TCB) and Middle School has a 'Bulldog' period during each school day. This time is used for remediation and allows time to meet the needs of students that have not passed the state assessments as well as students that are struggling in class. This period has also minimized the number of interruptions in instructional times for organizational meetings. Oliver Elementary offers after-school tutoring, pull-out intervention programs and also opens the computer lab Monday--Thursday until 4:00. Everyone is aware of the goals and has worked together to navigate the foreign challenges that COVID brought.

District Context and Organization Strengths

Our district utilizes a variety of pathways to communicate with parents and students. Our school website offers a wealth of information for parents, students and community members. Individual teachers and campuses use Facebook, Twitter, email, telephone, Remind, and mail to get information to our parents and students. Open communication between the staff and the administration offices allow us to handle ongoing school context and organizational issues. Our staff is small enough that all can work together easily and be a part of decision making regarding issues or new traditions.

Lessons are planned and organized to have students engaged from 'bell to bell'. No tardy policy with consequences ensures students are present throughout the entire class period. Students are entered into remedial classes or tutorials based on data gathered through classroom and state assessments. Students are given intervention time each day through tutorial periods.

Staff Development is held at the beginning of each six week reporting period

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Differentiated plan for repeat disciplinary offenders needed.

Problem Statement 2: Time Built in for PLC meetings needed.

Problem Statement 3: District wide activity calendar needed.

Problem Statement 4: Plan to better address the needs of gifted learners needed.

Technology

Technology Summary

Stamford ISD strives to provide the most up to date technology to its students and teachers. Classrooms across the district are equipped with Promethean Boards. One-to-One computer initiative is being utilized at the High School as every student and teacher has been given access to an individual Mac Book for use in and out of the classroom. Middle School is One-to-One with each student utilizing an iPad in and out of the classroom. Oliver Elementary is also One-to-One with each student utilizing an iPad while in the classroom. This has allowed the instruction in the classroom to be dramatically changed as well as improve the communication between teachers, students and parents. Teachers are always in the process of learning teaching strategies to implement this technology to use to prepare our students for an always changing world and educational setting. New strengths are New IP Cameras district wide and Gigabit access. Needs are SMS and Oliver lab refresh, multigigabit wireless access, multigigabit switches, continual purchase of iPads and Macbooks to keep teacher and student devices current for latest operating system compatibility, and continual upgrades to technology infrastructure to maintain a robust network.

Technology Strengths

All teachers have a Mac Book and also have iPads. Apple TV and projectors are in each classroom. District maintains high speed internet with robust WiFi network.

Problem Statements Identifying Technology Needs

Problem Statement 1: Upgrade intercom systems at all campuses.

Problem Statement 2: Need better internet filter for off-site devices.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: All required student groups in SISD will meet or exceed state and federal standards on state required assessments. Parents, community members and other stakeholders will be involved in the planning, review and evaluation of programs.





Performance Objective 1: Provide opportunities for stakeholders to become full partners that are positively engaged in the academic progress of their child, striving to get 90% of stakeholders to participate in one or more school functions throughout the school year. SISD will foster open communication between the school and students' families and community.

Evaluation Data Sources: Sign-in sheets documenting parent participation

Strategy 1 Details	Reviews			
<p>Strategy 1: Student, Parent and Staff Surveys conducted at least every other year. Strategy's Expected Result/Impact: Evaluation of data received through surveys -- used for Needs Assessment. Staff Responsible for Monitoring: Campus Principals Superintendent Federal Program Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Annual Title I Meeting: Parents will be made aware of the benefits of being a Title I Schoolwide Campus and how Title I funds are spent to benefit the education of their child. Parents will be given the opportunity to plan Title I services/activities/parent involvement policies. Campus Ratings will be discussed as well as AEIS rating. Strategy's Expected Result/Impact: Parent Sign-In Sheets. Improved communication and partnership between school and home. Staff Responsible for Monitoring: Campus Principals Counselor Federal Program Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Open House Strategy's Expected Result/Impact: Announcements, newspaper, attendance records for present school year Open House Staff Responsible for Monitoring: Campus Principals District Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Parent/Teacher Conferences Strategy's Expected Result/Impact: Post conference documentation Staff Responsible for Monitoring: District Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Include important dates on student progress reports and six weeks report cards Strategy's Expected Result/Impact: Parent attendance at events included as part of the information on report cards Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Wednesday Folders -- Oliver Elementary: To increase parent/school communication Strategy's Expected Result/Impact: Used communication folders with parents' signatures Staff Responsible for Monitoring: Campus Principal Elementary Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Special events and projects are held throughout the year including teacher appreciation week. Oliver Elementary holds Donuts for Dads and Muffins for Moms; Parent Presentations and Volunteer Recruitment Program. Title I parent ethnic diversity is encouraged on PTO board. Middle School holds Open House; Booster Meetings; Awards Ceremony; SMS Fun Days; SMS Annual Student Dance. Strategy's Expected Result/Impact: Parent Sign-In Sheets. Improved communication and partnership between school and home. Staff Responsible for Monitoring: Principals Teachers Administrative Assistants Counselors	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Parent/Community Involvement: Parents will become active partners in education.</p> <p>Develop Parent Involvement Plan that is created and revised/updated annually by a committee comprised of parents and staff. It's purpose is to involve parents in the academic learning of their child.</p> <p>Develop School/Parent Compacts that allow parental input into the educational needs for their child.</p> <p>Parents and Community will have access to District & Campus websites.</p> <p>Strategy's Expected Result/Impact: Sign-In sheets at Plan Review meetings; Signed school compacts</p> <p>Staff Responsible for Monitoring: Campus Principals District Teachers Technology Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Parenting Skills: Provide parent sessions that teach parents strategies and skills needed to help their child be successful, productive students and citizens.</p> <p>Parenting Skills will be presented by outside source.</p> <p>Strategy's Expected Result/Impact: Parent sign-in sheets</p> <p>Staff Responsible for Monitoring: Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: EC/PK/HS parent education meetings held monthly at Oliver Elementary. These meetings train parents in strategies to help play an active role in the education of their child.</p> <p>Strategy's Expected Result/Impact: Parent participation evidenced by sign-in sheets from meetings. Improved communication and partnership between school and home.</p> <p>Staff Responsible for Monitoring: Elementary Principal Elementary Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Parent/Community Involvement: Campus teachers will make positive contacts to parents documenting these contacts in each teacher's parent contact folder.</p> <p>Strategy's Expected Result/Impact: Improved communication and partnership between school and home.</p> <p>Staff Responsible for Monitoring: Campus Principals District Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 12 Details	Reviews			
<p>Strategy 12: Contract services for federal technical assistance in programs and fiscal issues.</p> <p>Strategy's Expected Result/Impact: SISD will not have compliance issues with federal programs/grants.</p> <p>Staff Responsible for Monitoring: Superintendent Federal Program Director</p> <p>Funding Sources: Contracted Services - Title I - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Federal Programs Director will provide guidance to District and Campus personnel regarding federal programs/grants/awards. (0.6 FTE)</p> <p>Strategy's Expected Result/Impact: SISD will not have compliance issues with federal programs/grants.</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Funding Sources: Federal Program Director Salary - Title I - \$29,517</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: School events, parent presentations, etc., will be reported in the local newspapers, downtown marquee and posted on the school website so parents and community will be aware of events taking place at the school.</p> <p>Strategy's Expected Result/Impact: Articles and pictures from the local newspapers will be saved as well as copies of announcements, articles and pictures of school events for documentation.</p> <p>Staff Responsible for Monitoring: Campus Principals Superintendent Federal Program Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Parents are issued a unique code and instructions in order to gain access to student's grades on-line.</p> <p>Strategy's Expected Result/Impact: Failure listing each 3 & 6 weeks will show reduction in failures</p> <p>Staff Responsible for Monitoring: Principals Administrative Assistants</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: All required student groups in SISD will meet or exceed state and federal standards on state required assessments. Parents, community members and other stakeholders will be involved in the planning, review and evaluation of programs.

Performance Objective 2: Students will meet or exceed national averages on standardized tests.

Evaluation Data Sources: STAAR Results and TPRI Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase and implement Eduphoria through contracted services of Region 14 ESC. This is a computer program to disaggregate test data, benchmarks, teacher made tests, etc. utilized to determine areas of concern.</p> <p>Strategy's Expected Result/Impact: State assessment results.</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors District Teachers Region 14 Consultant</p> <p>Funding Sources: ESC Services -- Eduphoria Suite - State & Local Funds - \$7,095</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: State assessment preparation classes, as well as tutorials, will be offered for remediation purposes to enable the economically disadvantaged and special ed students the assistance they need to succeed on the standardized tests.</p> <p>Strategy's Expected Result/Impact: 90% of all students including those identified as special ed and economically disadvantaged will show growth all portions of the State Assessment.</p> <p>Staff Responsible for Monitoring: Campus Principals District Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Oliver Elementary computer lab will be available after school is dismissed to assist students in math, science and reading. Homework assistance will also be available through the computer lab.</p> <p>Strategy's Expected Result/Impact: 90% of all students will show growth all portions of the STAAR.</p> <p>Staff Responsible for Monitoring: Campus Principal Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Daily class schedules are designed to maximize instructional time. High School has implemented a 'Taking Care of Business' (TCB) and Middle School has a 'Bulldog' period during each school day. This time is used for remediation and allows time to meet the needs of students that have not passed the state assessments as well as students that are struggling in class. Oliver Elementary offers after-school tutoring, pull-out intervention programs and also opens the computer lab Monday--Thursday until 4:00.</p> <p>Strategy's Expected Result/Impact: Grade reports at 3 & 6 weeks will show decrease in failures; higher percentage of students passing state assessments.</p> <p>Staff Responsible for Monitoring: Principals Teachers Instructional Aides</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Oliver Elementary and Stamford Middle School will continue to build a foundation of Math and Reading with the use a Reading Intervention Specialist, Supplemental Instructional programs, and activities to increase student academic achievement. Stamford Middle School will also work to improve social studies scores. Canvas, a learning management system, was purchased to assist in the implementation of asynchronous remote learning instruction.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of students on or above grade level; STAAR/TPRI Data; Increase in percentage of students who master grade level; STAAR Data</p> <p>Staff Responsible for Monitoring: Campus Principal Teachers</p> <p>Funding Sources: Reading Interventionist - Title I - \$65,780, Learning Management System - USDE - Small, Rural School Achievement Grant - \$25,926</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Stamford ISD will monitor and evaluate Special Ed data/benchmarks to help raise math, reading, and science assessment scores. Resource, life skills, study skills, bulldog period, TCB period, and STAAR math/Reading courses have been implemented to help these specific students of our student population. SISD will monitor the percentage of Special Ed students showing growth on the STAAR test.</p> <p>Strategy's Expected Result/Impact: Master schedule/state assessment data/benchmark scores/grading reports/orientation of STAAR testing accommodations</p> <p>Staff Responsible for Monitoring: District Coordinator of School Improvement/District Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: All students will be provided a well-balanced and age-appropriate curriculum that includes career and college readiness activities. All students, including those in special populations, will be challenged to meet their full educational potential. * Special populations include but may not be limited to the following student groups: ESL, Bilingual, Migrant, Dyslexia, GT, Special Education, Comp Ed, African American, White, Hispanic, Economically Disadvantaged, Limited English Proficient and At-Risk.

Performance Objective 1: Students will master the TEKS at each grade level so that all students will pass the state assessment tests.

Evaluation Data Sources: Academic Achievement Reports; PEIMS Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be provided professional development in the area of curriculum alignment. Contract services of Region 14 ESC.</p> <p>Strategy's Expected Result/Impact: Campus-Designed Developmental Checklist</p> <p>Staff Responsible for Monitoring: Campus Principals Region 14 Consultants District Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Reading classes to enrich or accelerate student reading skills</p> <p>Strategy's Expected Result/Impact: Number of failures each six weeks will be lower than the end of the same six weeks of previous year. Year-End Grade Reports</p> <p>Staff Responsible for Monitoring: Campus Principals District Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Path College Career, a TEA Innovative course at the High School.</p> <p>Strategy's Expected Result/Impact: Agenda, minutes, Student portfolios</p> <p>Staff Responsible for Monitoring: Campus Principals District Teachers Superintendent</p> <p>Funding Sources: ESC Services -- Curriculum Consultant - State & Local Funds - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Integrating Technology: Internet access available in each classroom. Teachers will integrate technology into their curriculum.</p> <p>Strategy's Expected Result/Impact: Year end grade reports</p> <p>Staff Responsible for Monitoring: Technology Director Campus Principals District Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: TEKS R C Curriculum & Training: Purchase TEKS R C curriculum/support for all core subjects from Region 14 ESC.</p> <p>Strategy's Expected Result/Impact: Documentation of use in teacher evaluations and/or walk-throughs. Vertical alignment and success of standardized testing.</p> <p>Staff Responsible for Monitoring: Campus Principals District Teachers</p> <p>Funding Sources: ESC Services -- TEKS Resource - State & Local Funds - \$4,990, ESC Services -- TEKS Bank - State & Local Funds - \$940</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Enriched Curriculum: Provide tutorials for all students as needed</p> <p>Strategy's Expected Result/Impact: District will be at least a C in Accountability</p> <p>Staff Responsible for Monitoring: Campus Principals District Teachers Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Stamford Middle School provides a Study Skills course to allow special education students ample opportunity to be successful on daily assignments while receiving additional assistance from Special Education Teacher.</p> <p>Strategy's Expected Result/Impact: Special Education Teacher evaluation; ARD meetings; student success on grading reports.</p> <p>Staff Responsible for Monitoring: Middle School Principal Special Education Director Tri-County Diagnostician</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All students will be provided a well-balanced and age-appropriate curriculum that includes career and college readiness activities. All students, including those in special populations, will be challenged to meet their full educational potential. * Special populations include but may not be limited to the following student groups: ESL, Bilingual, Migrant, Dyslexia, GT, Special Education, Comp Ed, African American, White, Hispanic, Economically Disadvantaged, Limited English Proficient and At-Risk.

Performance Objective 2: Provide opportunities that allow students to realize the importance of education and the opportunities for their future.

Evaluation Data Sources: Academic achievement reports

Strategy 1 Details	Reviews			
Strategy 1: Transition visits for Head Start/PK and Kindergarten/1st grade Strategy's Expected Result/Impact: Reduced transition anxiety. Staff Responsible for Monitoring: Elementary Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Transition meeting held in May for 5th graders entering 6th grade. Bulldog Camp held early August to allow 6th graders to become familiar with the Middle School campus, expectations and to meet the teachers to provide successful transition from elementary to middle school which in turn results in higher test scores; Fish Camp held to help 8th graders transitioning to 9th Grade. Strategy's Expected Result/Impact: TAPR Staff Responsible for Monitoring: Elementary Principal Middle School Principal Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Dual credit college courses will be offered to juniors and seniors Strategy's Expected Result/Impact: 100% of students will pass all dual credit courses; student schedules Staff Responsible for Monitoring: High School Principal High School Counselor High School Teachers	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Enriched curriculum to coordinate schedules of special population students with career and technology curriculum to help students reach their stated career goals.</p> <p>Strategy's Expected Result/Impact: Student schedules</p> <p>Staff Responsible for Monitoring: High School Principal High School Counselor CTE Teachers Sp Ed Teachers -- High School</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: PALS program uses high school students to mentor 'at risk' students at the Kindergarten through 2nd Grade as well as SPED for enhanced Math assistance.</p> <p>Strategy's Expected Result/Impact: RTI data for each At-Risk student</p> <p>Staff Responsible for Monitoring: Principals Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: The TEA Innovative course will be implemented to give students the skills and knowledge needed to choose and successfully obtain a post secondary education as well as a career.</p> <p>Strategy's Expected Result/Impact: Improved post secondary completion rate</p> <p>Staff Responsible for Monitoring: Principals Counselors Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Campuses will attain or maintain a 97% attendance rate for all students. Each student group and will work to improve dropout prevention efforts by encouraging all students to remain in school until they obtain a high school diploma.

Performance Objective 1: Campuses will provide motivational opportunities to encourage students to attend school and remain in school until they obtain a high school diploma.

Evaluation Data Sources: PEIMS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Attendance will be monitored on a regular basis. Communication with parents/guardians will be made to make them aware of the attendance law and the actions that will be taken to maintain an appropriate attendance rate.</p> <p>Strategy's Expected Result/Impact: Increase in attendance rates evidenced by TxEIS attendance reports and improved reading fluency rates evidenced by TPRI benchmark tests.</p> <p>Staff Responsible for Monitoring: Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Each campus will develop incentive programs in an effort to improve attendance</p> <p>Strategy's Expected Result/Impact: Increased attendance evidenced from final TxEIS attendance reports</p> <p>Increased test scores</p> <p>Staff Responsible for Monitoring: Campus Principals District Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Dropout prevention plan developed</p> <p>Strategy's Expected Result/Impact: Graduation rate analysis</p> <p>Staff Responsible for Monitoring: Superintendent Campus Principals District Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Encourage At-Risk Students to become involved in extra-curricular activities</p> <p>Strategy's Expected Result/Impact: Number of At-Risk Student participants at the conclusion of the year.</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors District Teachers Parents/Guardians</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Provide students the opportunity to regain credit and absences through attending Saturday School and Attendance Camps</p> <p>Strategy's Expected Result/Impact: Data reflecting the number of students who do not receive credit due to absences.</p> <p>Data reflecting number of students who do not graduate due to lack of required number of credits.</p> <p>Staff Responsible for Monitoring: Campus Principals District Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Credit recovery classes offered during regular school day.</p> <p>Strategy's Expected Result/Impact: Year end credit reports</p> <p>Staff Responsible for Monitoring: High School Principal H/S Teacher Counselor Parent/Guardian</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Identify students who are at-risk of not graduating and provide opportunity to recover credit lost using Odysseyware software</p> <p>Strategy's Expected Result/Impact: Student roster; PEIMS data</p> <p>Staff Responsible for Monitoring: High School Principal High School Counselor High School Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide technology for all students' use to engage students</p> <p>Strategy's Expected Result/Impact: End of Year enrollment reports</p> <p>Staff Responsible for Monitoring: Campus Principals District Teachers Technology Director</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: SISD will provide high-quality, on-going staff development opportunities focused on technology integration and Texas Instructional Leadership (TIL) techniques while maintaining that all classes in core academic subject areas are being taught by certified and highly qualified teachers.

Performance Objective 1: All teachers and paraprofessionals will meet State and Federal Highly Qualified standards.

Evaluation Data Sources: Highly Qualified Teacher Reports and Documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Recruitment Strategies: Utilize various resources to publicize job vacancies and attract Highly Qualified candidates.</p> <p>Strategy's Expected Result/Impact: Highly Qualified Teacher Report; Proof of Highly Qualified status from all paraprofessionals; District Equity Plan</p> <p>Staff Responsible for Monitoring: Central Administration Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review certification and qualifications of staff annually to ensure all staff members are certified and highly qualified in their present position.</p> <p>FTE's: 1</p> <p>Strategy's Expected Result/Impact: Texas Educator Certificate administered by State Board for Educator Certification; Highly Qualified Teacher report; proof of highly qualified status from all paraprofessionals; District Equity Plan</p> <p>Staff Responsible for Monitoring: Central Administration Campus Principals Federal Programs Director</p> <p>Funding Sources: Salary - Title I - \$68,952</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Hiring practices must support only hiring certified as well as HQ individuals. However, SISD has a written plan in place to become HQ in the event this should occur.</p> <p>Strategy's Expected Result/Impact: Texas Educator Certificate administered by State Board for Educator Certification; HQ Teacher Report; Proof of Highly Qualified status from all paraprofessionals; District Equity Plan</p> <p>Staff Responsible for Monitoring: Central Administration Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Create & maintain a positive work environment for all staff. Activity: Staff meals; tokens of appreciation Strategy's Expected Result/Impact: Needs Assessment & Satisfaction Survey Teacher turnover rate analysis Staff Responsible for Monitoring: Superintendent Campus Principals District Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Review data defined by the district to ensure teachers meet the district's definition of effective teaching. Strategy's Expected Result/Impact: District Equity Plan; Proof of Effective Teachers Staff Responsible for Monitoring: Superintendent Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: SISD will provide high-quality, on-going staff development opportunities focused on technology integration and Texas Instructional Leadership (TIL) techniques while maintaining that all classes in core academic subject areas are being taught by certified and highly qualified teachers.

Performance Objective 2: Teachers and staff members will receive high quality professional development.

Evaluation Data Sources: Professional Development Certificates, In-service Agendas and Staff Survey Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff members will participate in research based professional development. Professional development for teachers will focus on the development of STAAR & TEKS strategies.</p> <p>Strategy's Expected Result/Impact: Cumulative record of staff professional development from Region 14 ESC.</p> <p>Sign-In sheets from local professional development sessions.</p> <p>Staff Responsible for Monitoring: Superintendent Campus Principals District Teachers Paraprofessionals</p> <p>Funding Sources: ESC Services -- Professional Development - Title IIA -- SSA ESC 14 - \$6,050.50</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Needs assessment survey completed by each staff member to identify professional development needs.</p> <p>Strategy's Expected Result/Impact: Survey results from end of year needs assessment</p> <p>Staff Responsible for Monitoring: Superintendent Campus Principals District Teachers Paraprofessionals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Coordinate and consult with other school districts regarding "Best Practices".</p> <p>Strategy's Expected Result/Impact: Review activity log at year end.</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors District Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate in web-based and face-to-face professional development to enhance the ability of the staff to effectively use technology. District will provide Professional Development opportunities at district/campus level.</p> <p>Strategy's Expected Result/Impact: Listing of teachers who have completed training. Summative T-TESS evaluation</p> <p>Staff Responsible for Monitoring: Campus Principals Technology Director District Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Establish PLC groups on each campus to facilitate teacher collaboration.</p> <p>Strategy's Expected Result/Impact: Listing of groups with sign-in sheets</p> <p>Staff Responsible for Monitoring: Campus Principals District Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: District staff will participate in conferences related to their assignments.</p> <p>Strategy's Expected Result/Impact: Cumulative record of professional development obtained from conference.</p> <p>Staff Responsible for Monitoring: Superintendent Campus Principals Federal Programs Director</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: SISD will integrate technology into classroom instruction, instructional management, staff development and administration.

Performance Objective 1: Teachers will receive the staff development necessary to meet the Highly Qualified status in the area of technology. These skills will be used to improve instruction in the classroom.

Evaluation Data Sources: Staff Development Documentation





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will incorporate technology into their daily teaching routine in order to enhance instruction. Strategy's Expected Result/Impact: Summative evaluations Staff Responsible for Monitoring: Campus Principals District Teachers Technology Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Technology Enriched Curriculum: Technology Initiative provides MacBooks to High School and iPads to Middle School students on a 1:1 basis. Students issued a Mac Book and/or iPad laptop for personal and instructional use. Strategy's Expected Result/Impact: Acceptable use policy and student computer check out listing. Staff Responsible for Monitoring: Principals Technology Director Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Technology Enriched Curriculum: Teachers will continue to implement the use of iPads for daily curriculum/instructional use at Oliver Elementary School Strategy's Expected Result/Impact: More use of technology in instruction and student use and delivery. Staff Responsible for Monitoring: Elementary Principal Technology Director Elementary Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: SISD will participate in distance learning sessions to allow students to extend learning beyond the classroom</p> <p>Strategy's Expected Result/Impact: Final log of all Distance Learning sessions that occurred throughout the year</p> <p>Students feedback on Distance Learning experience</p> <p>End of year grade reports</p> <p>Staff Responsible for Monitoring: Campus Principals Technology Director Region 14 Consultant District Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: SISD will integrate technology into classroom instruction, instructional management, staff development and administration.

Performance Objective 2: The district will increase the amount of technology available to teachers in order to improve classroom instruction through the use of technology implementation in the classroom.

Evaluation Data Sources: Increased STAAR testing scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Technology Enriched Curriculum: Apple TV's, HD projectors and Promethean boards, will allow teachers to successfully integrate technology.</p> <p>Strategy's Expected Result/Impact: Increased STAAR testing scores</p> <p>Staff Responsible for Monitoring: Campus Principals Technology Director District Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 6: School campuses will maintain a safe and disciplined environment conducive to student learning. Appropriate programs will be provided to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention and discipline management.

Performance Objective 1: Decrease the number of incidents involving violence, tobacco and other drug use while increasing the opportunities for good behavior. Provide safe grounds and facilities.

Evaluation Data Sources: Incident referral reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Code of Conduct as well as the Student Handbook will be given to all parents and students. These will also be posted on the website.</p> <p>Strategy's Expected Result/Impact: Final PEIMS discipline report: compare with previous year.</p> <p>Staff Responsible for Monitoring: Campus Principals Technology Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review and revise as necessary the District & Campus Crisis Plans. Plans will meet the requirements of Homeland Security. Contract services of Region 14 ESC.</p> <p>Strategy's Expected Result/Impact: Revised Plan; Safety Audit</p> <p>Staff Responsible for Monitoring: Superintendent Campus Principals Region 14 Consultant</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students district-wide will be educated on the dangers of drug and tobacco usage. Activities will include: Red Ribbon Week; Health Talks; Drug Awareness Programs; Random Drug Testing.</p> <p>Strategy's Expected Result/Impact: Reduction in incidents noted as well as discipline referrals from one year to the next year; PEIMS discipline reports</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors School Resource Officer Region 14 Consultant</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Physical, Verbal or Cyber Aggression Awareness. Provide for awareness, prevention and education in these areas: Unwanted physical or verbal aggression; Sexual harassment including sexting; Dating violence; Bullying in school, on school grounds and/or in school vehicles.</p> <p>Strategy's Expected Result/Impact: Data reflecting students who reported an incident of date rape, harassment, and/or bullying</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors District Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Campuses will routinely perform safety drills, fire drills, crisis drills & tornado drills.</p> <p>Strategy's Expected Result/Impact: Safe school; Ending drill logs</p> <p>Staff Responsible for Monitoring: Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: R-time awards issued throughout school year.</p> <p>Strategy's Expected Result/Impact: Comparison of prior year program with current year program to document a decrease in discipline incidents.</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors District Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Increase awareness of appropriate online behavior. Teach students digital citizenship skills.</p> <p>Strategy's Expected Result/Impact: Comparison of prior year with current year to document decrease in discipline incidents</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors District Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 8 Details	Reviews			
<p>Strategy 8: Intercept by Positive Proof software installed at all campuses to screen campus visitors by scanning drivers license.</p> <p>Strategy's Expected Result/Impact: Visitor Sign-in sheets</p> <p>Staff Responsible for Monitoring: Campus Principals Administrative Assistants Technology Director</p> <p>Funding Sources: Positive Proof Security Software - State & Local Funds - \$1,197</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Incorporate Anonymous Alerts for anonymous reporting of bullying issues.</p> <p>Strategy's Expected Result/Impact: Local Documentation; Reduced Referrals</p> <p>Staff Responsible for Monitoring: Campus Principals Administrative Assistants Counselors Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: School campuses will maintain a safe and disciplined environment conducive to student learning. Appropriate programs will be provided to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention and discipline management.

Performance Objective 2: Awareness programs and instruction will be provided to students to decrease acts of violence and bullying while giving a strong foundation in good ethics and character development.

Evaluation Data Sources: Incident referrals





Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be counseled on an ongoing and continuous basis in an effort to prevent suicide and reduce conflicts. The counseling sessions will address such issues as bullying, dropout prevention, conflict resolution and pregnancy. Contract services of Region 14 ESC.</p> <p>Strategy's Expected Result/Impact: TxEIS discipline reports</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors Region 14 Consultant</p> <p>Funding Sources: ESC Services -- Counselor Consortium Support - State & Local Funds - \$350</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Developmentally appropriate curriculum will be monitored for program size, scope, quality and effectiveness in developing knowledge, skills and competencies necessary for a broad range of career opportunities.</p> <p>Strategy's Expected Result/Impact: Higher grades/report cards; career survey done with students</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors District Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Career Fair and Career Day</p> <p>Strategy's Expected Result/Impact: Student and teacher evaluation of activity</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Oliver Elementary participates in a Career Awareness Day. Strategy's Expected Result/Impact: Higher grades -- report cards; higher test scores -- TAPR Staff Responsible for Monitoring: Elementary Principal Elementary Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: School campuses will maintain a safe and disciplined environment conducive to student learning. Appropriate programs will be provided to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention and discipline management.

Performance Objective 3: Maintain disciplinary procedures that prevent disproportionate number of special ed students assigned to DAEP & ISS.

Evaluation Data Sources: Future PEIMS reports will demonstrate a more proportional breakdown of special ed students to regular ed students being assigned to DAEP & ISS.

Strategy 1 Details	Reviews			
<p>Strategy 1: Principals will seek alternative disciplinary procedures for students such as after school detention and Saturday School.</p> <p>Strategy's Expected Result/Impact: Fewer special education students assigned to DAEP as evidenced by PEIMS reports.</p> <p>Staff Responsible for Monitoring: Superintendent Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Principals will seek professional development relating to disciplinary procedures for special education students through the Education Service Center.</p> <p>Strategy's Expected Result/Impact: Certificate of completion</p> <p>Staff Responsible for Monitoring: Superintendent Campus Principal Region 14 ESC Consultant</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Principals will utilize a spreadsheet to monitor number of special education students assigned to DAEP & ISS.</p> <p>Strategy's Expected Result/Impact: Completed spreadsheet</p> <p>Staff Responsible for Monitoring: Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$644,514.00

Total FTEs Funded by SCE: 8.15

Brief Description of SCE Services and/or Programs

This money is used for classroom teachers that provide academic intervention throughout the year for those students that are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Beeson, April	Classroom Teacher	0.4
Bell, Ashley	Classroom Teacher	0.4
Bell, Shannon	Classroom Teacher	0.4
Blount, Rebecca	Classroom Teacher	0.05
Carver, Stephanie	Classroom Teacher	0.05
Corzine, Amber	Classroom Teacher	0.4
Davis, Lauren	Classroom Teacher	0.4
Eldridge, Janet	Classroom Teacher	0.4
Ender, Alexis	Classroom Teacher	0.4
Ender, Delinda	Classroom Teacher	0.4
Follis, Angelita	Classroom Teacher	0.4
Gould, Marissa	Classroom Teacher	0.4
Guzman, Joni	Classroom Teacher	0.4
Hotchkin, John	Classroom Teacher	0.05
Larner, Jodi	Classroom Teacher	0.4
Mueller, Tiffany	Classroom Teacher	0.4
Patton, Lisa	Classroom Teacher	0.4
Roberts, Brittany	Classroom Teacher	0.4
Salazar, Kelsie	Classroom Teacher	0.4

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Seelke, Ashley	Classroom Teacher	0.4
Strand, Lindsay	Classroom Teacher	0.4
Turner, Brooke	Classroom Teacher	0.4
Wilhelm, Heather	Classroom Teacher	0.4

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

1:1 Comprehensive Needs Assessment

Stamford ISD began with a lengthy Comprehensive Needs Assessment (CNA) to update our existing schoolwide programs at Oliver Elementary and Stamford Middle School. The District CNA revealed the priority areas for required focus. The academic information about all students in the District, including economically disadvantaged students; students from all ethnic groups; students with disabilities; limited English proficient students; and homeless students helped personnel to identify where needs have changed within these campuses and where efforts should be concentrated for the school year.

Title I Part A:

The purpose of Title 1, Part A, is to provide opportunities for children served to acquire the knowledge and skills contained in the challenging State content standards [Texas Essential Knowledge and Skills (TEKS)] and to meet the challenging State assessment standards.

A schoolwide program serves all children in order to upgrade the entire educational program in a school.

1. Allows integrated planning based on student needs
2. Allows for building level decisions about program design, program delivery, and resources.
3. Promotes campus reformation/restructuring for the purpose of increasing student performance.
4. Comprehensive needs assessment tied to the state campus planning process.
5. Supplement, not supplant, is based on funds not a program activity.

Title I funds budgeted for payroll are \$166,145.00 and an additional \$10,000 being budgeted for Contracted Services; \$2,000 budgeted for Professional Development/Miscellaneous Expenses and \$100 set aside for homeless services.

Title IIA: Preparing, Training and Recruiting High Quality Teachers and Principals.

The intent and purpose of this program is to provide financial assistance to LEA's to do the following:

1. Increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools.
2. Hold LEA's and schools accountable for improving student academic achievement.

Title IIA funds may be used to implement one or more of the following allowable activities:

1. Recruiting, hiring and retention of highly qualified personnel;

2. Providing professional development;
3. Improving the quality of the teacher and paraprofessional work force under Section 1119;
4. Reducing class size (only when the class-size reduction teacher is a highly qualified teacher).

Title IIA funds budgeted for high quality professional development are \$15,573.00. Stamford ISD is in a Shared Service Arrangement with Region 14 Education Service Center for Title IIA funds.

Title IV, Part A, Student Support & Academic Enrichment Program

LEA's that are eligible may apply for these funds through TEA and may use these funds to meet the intent and purposes of any of the ESSA programs.

Title IV, Part, A, Student Support & Academic Enrichment Program funds budgeted for Stamford ISD are \$14,494.00.

Title V, Part B, Small Rural School Achievement Program

LEA's that are eligible may apply for these funds in a separate application through TEA and may use these funds to meet the intent and purposes of any of the ESSA programs.

Title V, Part, B, Small Rural School funds budgeted for Stamford ISD are \$23,119.00.

State Compensatory Education Program (SCE)

Intent and Purpose (SCE):

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

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

- The goal for SCE is to increase achievement and reduce the disparity in (a) performance on the state assessment and (b) rates of high school completion between students at-risk of dropping out of school and all other district students.

The following campuses in Stamford ISD have a student poverty rate percent as documented in the 2022 -- 2023 ESSA Consolidated Federal Grant Application SC5000:

Oliver Elementary: 74.04%

Stamford Middle School: 61.19%

Stamford High School: 59.2%

District Total: 66.45%

State Compensatory Education funds are used at Oliver Elementary and Stamford Middle School to upgrade the schoolwide instructional program as these campuses are Title IA Schoolwide campuses with a Free/Reduced rate of 40% or higher.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Stamford ISD utilizes a group of appropriate stakeholders including principals, general education teachers, special education teachers, parents, and community members. The diversity allows our site based decisions to be reflective of the campus.

2.2: Regular monitoring and revision

The campus improvement plans are reviewed, revised and approved by site base committees as well as the school board. Formative reviews are performed quarterly.

2.3: Available to parents and community in an understandable format and language

The campus improvement plans are available on our campus website or can be requested in paper at each campus office. The plans will be available in Spanish upon request. The Stamford ISD translation procedure is available on our website at <https://www.stamford.esc14.net/upload/page/0052/docs/2021-2022/Stamford%20ISD%20Translation%20Procedure%20.pdf>

2.4: Opportunities for all children to meet State standards

Stamford ISD provides opportunities for all children to meet state standards. See Goal 1 Performance Objective 2 Strategies 2, 5, 6, & 8.

2.5: Increased learning time and well-rounded education

Stamford ISD provides instructional strategies that strengthen academics and increase the amount of learning time. This also includes supplemental programs and activities that provide a well-rounded education. See Goal 2 Performance Objective 2 Strategies 1-6.

2.6: Address needs of all students, particularly at-risk

Stamford ISD provides instructional programs and strategies to address the needs of all students, particularly at-risk students. Programs are in place such as after school tutorials, summer school and targeted instruction during the school day.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The District Site Based Committee meets annually to review the schoolwide plan. Typically this meeting occurs before the school year starts or shortly thereafter.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Stamford ISD Parent and Family engagement Policy was developed by the District Site Base Committee. The Parent and Family Engagement Policy was distributed to each student at registration (online) and is available in English and Spanish on the district website.

4.2: Offer flexible number of parent involvement meetings

Stamford ISD offers multiple opportunities for family engagement at each campus through various events like PTO meetings, campus sponsored parent involvement events, Title I Parent Meetings, and Site Base Meetings.

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Copeland, Michele	Federal Programs Director	Title I	0.44
Hall, Lanesa	Classroom Teacher	Title I	1.0
Hart, Chae	Classroom Teacher	Title I	1.0
Martinez, Yolanda	Instructional Aide	SRSA	1.0
Moreno, Sally	Instructional Aide	Title IV 100% REAP	1.0
Sledge, Melinda	Instructional Aide	Title II SSA ESC14	1.0

District Funding Summary

Title IIA -- SSA ESC 14					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	ESC Services -- Professional Development		\$6,050.50
Sub-Total					\$6,050.50
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	Contracted Services		\$10,000.00
1	1	13	Federal Program Director Salary		\$29,517.00
1	2	5	Reading Interventionist		\$65,780.00
4	1	2	Salary		\$68,952.00
Sub-Total					\$174,249.00
State & Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESC Services -- Eduphoria Suite		\$7,095.00
2	1	3	ESC Services -- Curriculum Consultant		\$5,000.00
2	1	5	ESC Services -- TEKS Resource		\$4,990.00
2	1	5	ESC Services -- TEKS Bank		\$940.00
6	1	8	Positive Proof Security Software		\$1,197.00
6	2	1	ESC Services -- Counselor Consortium Support		\$350.00
Sub-Total					\$19,572.00
USDE - Small, Rural School Achievement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Learning Management System		\$25,926.00
Sub-Total					\$25,926.00

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have been designated LEP in the Student Designation section of the Texas New Generation System (TX-NGS) Supplemental Program Component; <u>or</u> ● For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

Priority for Service (PFS) Action Plan

School Year: 2022 - 2023

School District:
Region:14

Filled Out By: Jo Ann Gonzales
Date: September 19, 2022

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Goal(s): To ensure that identified Priority for Service (PFS) migrant students in Region 14 Migrant Non-Project districts receive interventions in order to succeed in school.	Objective(s): Region 14 MEP and the Non-Project districts will identify Migrant students and youth who require priority access to MEP services and develop a plan for serving those PFS students.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	July 2022-June 2023	ESC 14 MEP Staff	NGS Reports
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August-September 2022	ESC 14 MEP Staff District Coordinators	PFS Action Plan
Additional Activities			
<ul style="list-style-type: none"> ▪ 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	August 2022-July 2023	ESC 14 MEP Staff LEA Staff	NGS Reports, Email Communications, PFS Criteria

<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	August 2022- July 2023	ESC 14 MEP Staff LEA Staff	Home Visit Logs, Phone Logs, PFS Student Progress Forms
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	August 2022- July 2023	ESC 14 MEP Staff LEA Staff	Home Visit Logs, Phone Logs, PFS Student Progress Forms
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	August 2022- July 2023	ESC 14 MEP Staff LEA Staff	NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	August 2022- July 2023	ESC 14 MEP Staff LEA Staff	NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms, Supplemental Services Form
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	August 2022- July 2023	ESC 14 MEP Staff LEA Staff	NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms, Supplemental Services Form
Additional Activities			
<ul style="list-style-type: none"> 			

Will Breen

LEA Signature

9/21/22

Date Completed

Jo Ann Gonzales
ESC Signature

09/21/22

Date Received