Fort Davis ISD
District Plan 2022-2023

Area Reviewed: ☒Demographics; ☒ Student Achievement; ☒School Culture and Climate; ☒Staff Quality, Recruitment, and Retention;

☒ Curriculum, Instruction, and Assessment; ☒Family and Community Involvement; ☒ School Context and Organization; ☒ Technology

Data Reviewed (List All Sources)	
State assessment results (aggregated and disaggregated)	Campus attendance reports
Campus benchmark results	Student grades (report cards and progress reports), teacher observations
Edgnenuity reports, IStation reports, other online software reports	PEIMS reports
RtI reports	Discipline records
TAPR reports	TELPAS

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

Page 1 of 33

Summary of Strengths	Identified Needs
Flexibility and manipulation of data for analysis	Reading, Writing, Math performance of LEP students
Amount and variety of technology resources	Continue to update and support emergency operations needs and preparedness (Active Shooter Drills)
RtI scheduling flexibility	Lack of grant researchers and writers
RtI intervention success with targeted students	Updated/continued training on STAAR/EOC writing evaluation criteria and rubrics (Writing Across the Curriculum)
High percentage of students passing all tests	Reading, Writing, Math performance of Eco Disadv students
Staff collaboration and cooperation (PLC's, staff meetings, cmte mtgs)	
Multiple forms of assessments	

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

Causes and Contributing Factors	Consequences
Lack of software training	Not realizing improvement in student performance
Lack of classroom resources	Not realizing improvement in student performance
Difficulty in identifying writing criteria and rubrics and changing standards	Not realizing improvement in student performance
Lack of funding; difficulty in hiring additional classroom aides	Not realizing improvement in student performance

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs
✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.
✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

Page 3 of 33

Overall Summary/Actions

- Continue to provide appropriate resources/flexibility to allow creativity for teachers across all disciplines
- Continue online program training (Eduphoria, Accelerated Reader, IXL, iStation, HMH, etc.)
- Continue and develop community/business/school relationships
- Continue to nurture relationships to improve school culture and community involvement
- Students involved in extracurricular activities perform at a higher academic level and are less likely to demonstrate negative behavior
- Teachers have opportunity to participate in developing district and campus plans and policies
- Increase the number of Hispanic families who attend Open House and other non-athletic events; offer English learning classes to parents
- Teacher to student ratio remains small
- RTI, tutorials and lab classes are continuing to support students
- The campuses are continuing to recruit and retain highly qualified teachers
- The district offers a safe environment for all students and staff
- Students in special programs are receiving academic support through a variety of support systems
- 1-1 Computers are available in both lab,classroom and home settings
- Changing student state assessment requirements, criteria, format, and standards creates a challenge for students and staff
- Adding internet access for economic disadvantaged students after regular school hours

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

Multi-Year AEIS/TAPR Analysis	Transitio	1 Campus	1 Campus				COVID-19 Closure		
Year	t P	2014	2015	2016	2017	2018	2019	2020	2021	2022
STAAR All Tests Taken									
All Students		74	83	68	67	72	68		59	67
Hispanic		58	73	58	53	62	59		49	62
White		94	96	83	90	90	86		76	83
Economically Disadvantaged		63	79	54	57	65	56		45	54
	80% Min								
STAAR Reading/ELA	75% Lvl II								
All Students		79	86	70	62	69	71		60	62
Hispanic		66	77	56	47	59	64		51	56
White		95	98	89	87	86	87		78	81
Economically Disadvantaged		71	83	57	48	62	62		51	54
STAAR Mathematics									
All Students		68	94	71	72	73	65		56	70
Hispanic		49	89	60	58	66	59		46	64
White		93	100	87	94	86	79		74	82
Economically Disadvantaged		53	100	55	64	65	52		38	55
STAAR Writing		7 only	4,7 only	4,7 only	4,7 only	4,7 only	4,7 only	4,7 only	4,7 only	4,7 only
All Students		63	67	61	63	48	45		52	
Hispanic		43	50	55	50	32	41		54	
White		85	81	73	76	90	55		44	
Economically Disadvantaged		47	58	58	59	44	47		44	

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

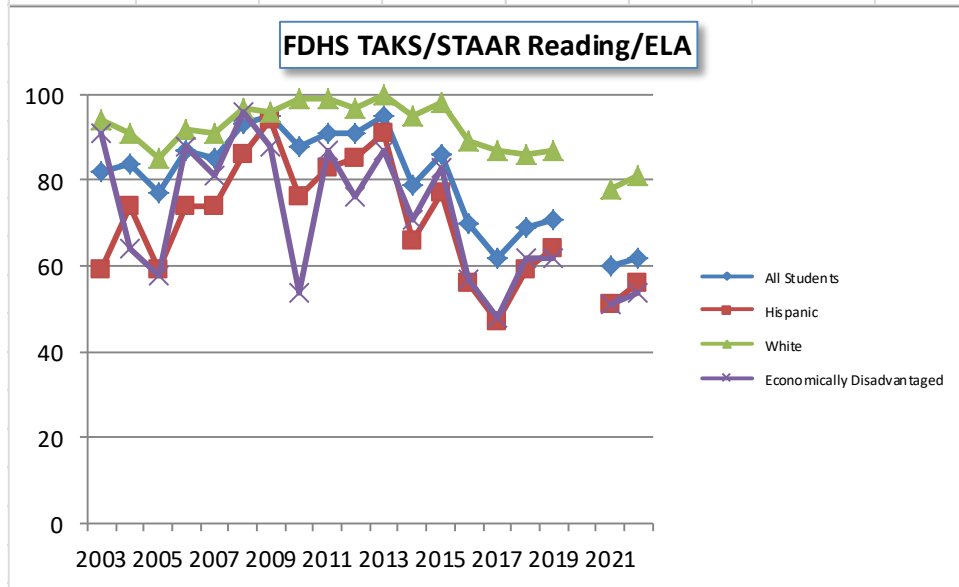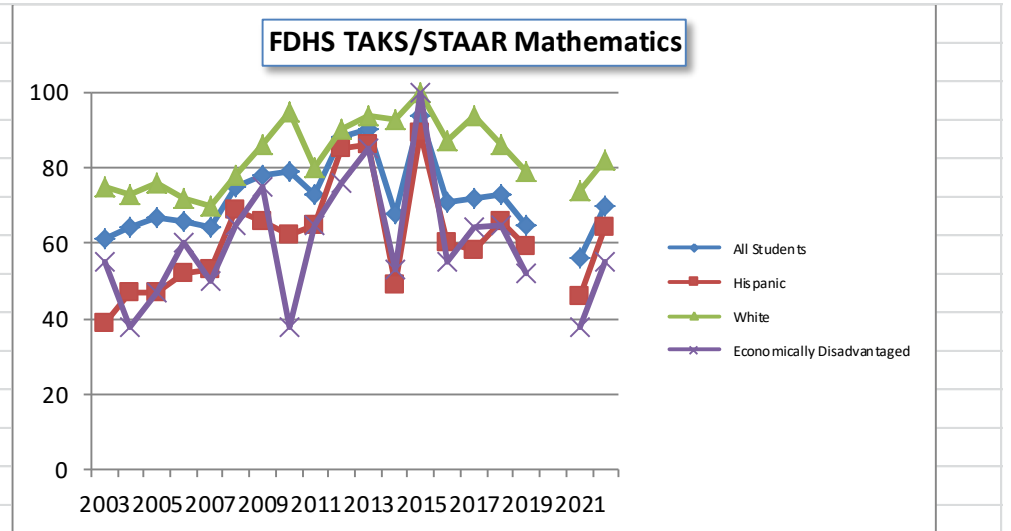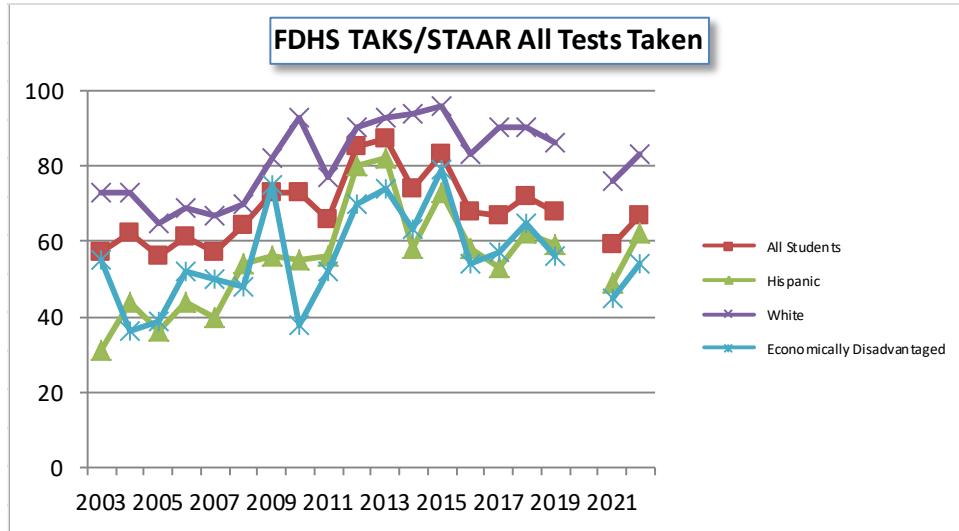| Multi-Year AEIS Analysis		1 Campus	1 Campus							
STAAR Social Studies		2014	2015	2016	2017	2018	2019	2020	2021	2022
All Students		78	84	63	71	84	72		58	66
Hispanic		63	76	59	52	72	54		42	55
White		100	94	67	94	100	100		83	90
Economically Disadvantaged		78	84	43	57	81	50		38	33
STAAR Science										
All Students		77	82	69	75	83	74		65	76
Hispanic		63	67	61	63	70	59		50	81
White		100	100	79	92	100	100		89	83
Economically Disadvantaged		70	67	54	67	76	58		52	63
Annual Dropout Rate, gr. 9-12										
All Students		0	0	0	0	0	0		0	0
Hispanic		0	0	0	0	0	0		0	0
White		0	0	0	0	0	0		0	0
Economically Disadvantaged		0	0	0	0	0	0		0	0
Completion Rate I, gr 9-12										
All Students		87	100	100	100	86.7	94.4		100	100
Hispanic		100	100	100	100	77.8	91.7		100	100
White		75	100	100	100	100	100		100	100
Economically Disadvantaged			100	100	100	100	90.9		100	100

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC= Early Childhood; H=Hispanic; ED=Economically Disadvantaged

District Plan for: Fort Davis ISD   **Year:** 2022-2023   **Date of Board Approval:** 9-12-2022

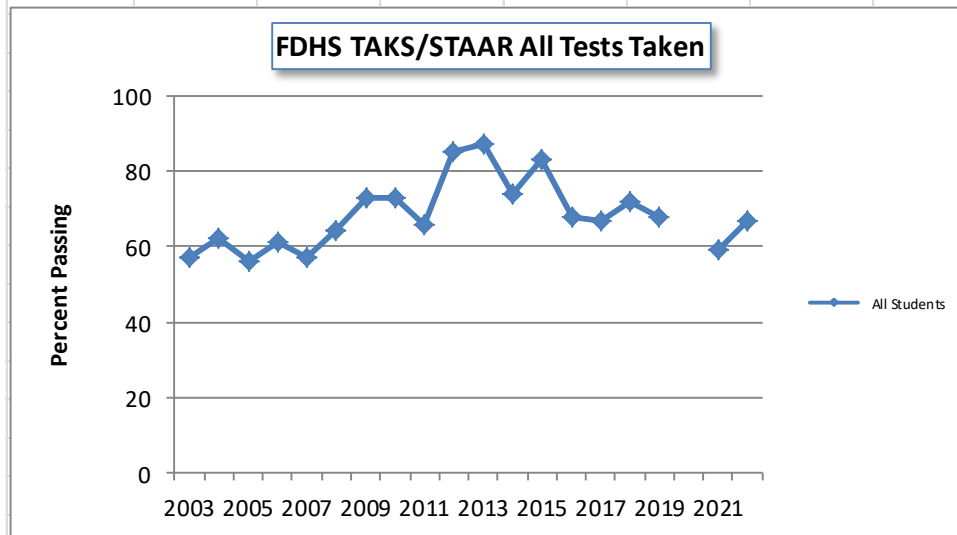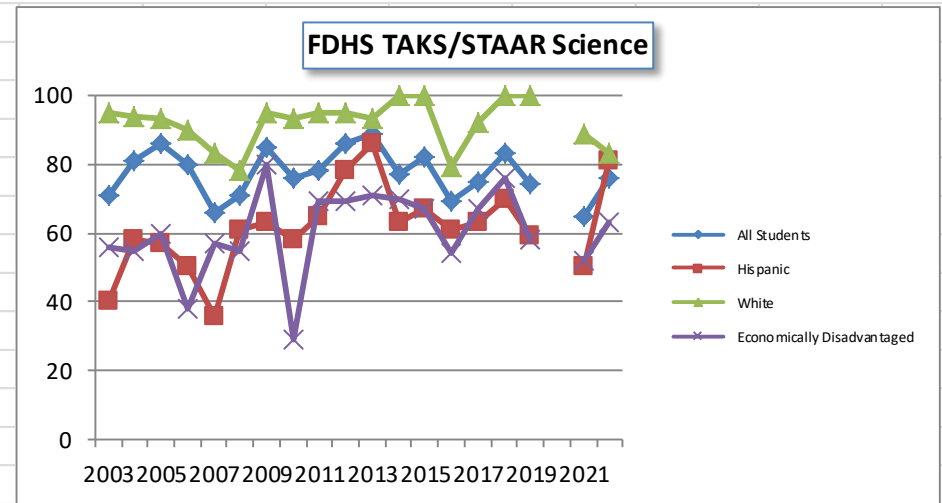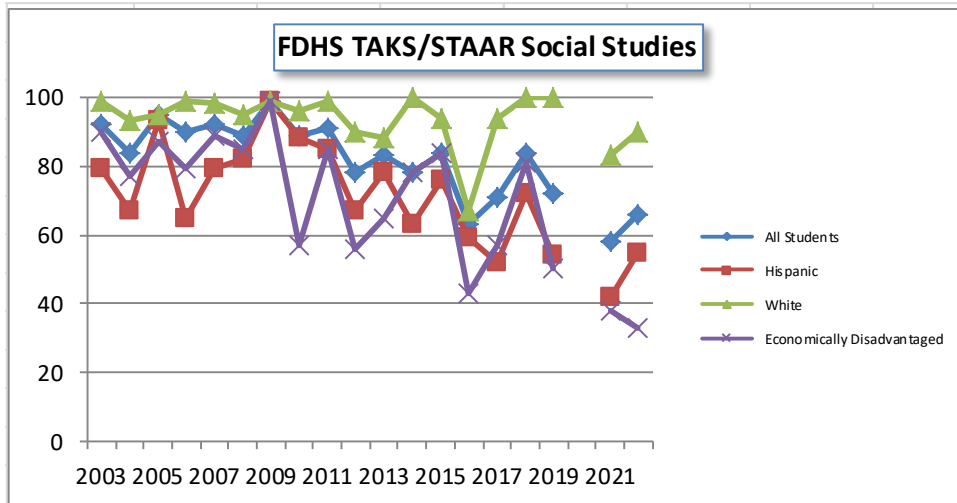| Campus Student Composition		2014	2015	2016	2017	2018	2019	2020	2021	2022
Hispanic				59.6	62.1	59.7	61			
White				39	37.2	39.4	39			
Economically Disadvantaged				51.8	53.6	53.5	48.3			
Sum of All Students										
Commended Performance/Level III Performance/Masters Grade Level										
Reading/ELA		16		16	18	21	16		13	19
Math		11		15	8	17	34		6	10
Writing						6	9		6	
Social Studies				19	15	40	39		29	13
Science		11		15	27	25	21		19	16
Advanced Course/Dual Enrollment Completion										
All Students		44.6	35.7	31.8	33		33		45	39
Hispanic		41.5	39.5	29.7	16.7					
White		51.6	30	29.6						
Economically Disadvantaged		38.5	31	30.4						
RHSP/SAP Graduates										
All Students		85	78.9	86.4	90					
Hispanic		72.7	72.7	91.7	85.7					
White		100	87.5	75						
Economically Disadvantaged			55.6	80						

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC= Early Childhood; H=Hispanic; ED=Economically Disadvantaged

District Plan for: Fort Davis ISD   **Year:** 2022-2023   **Date of Board Approval:** 9-12-2022

College Ready Graduates-ELA			2014	2015	2016	2017	2018	2019	2020	2021	2022
All Students				33	80	22.2		47		40	45
Hispanic						33.3					30
White				60							50
Economically Disadvantaged											30
College Ready Graduates-Math											
All Students				44	50	33.3		27		30	25
Hispanic						16.7					20
White				40							30
Economically Disadvantaged											20
College Ready Graduates-Both Subjects											
All Students			85	22	50	11.1		27		30	25
Hispanic			81.8			16.7					20
White			88.9	40							30
Economically Disadvantaged											20

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs
✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.
✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

FDHS TAKS/STAAR All Tests Taken

FDHS TAKS/STAAR Mathematics

FDHS TAKS/STAAR Reading/ELA

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

FDHS TAKS/STAAR Social Studies

Legend: All Students, Hispanic, White, Economically Disadvantaged

FDHS TAKS/STAAR Science

Legend: All Students, Hispanic, White, Economically Disadvantaged

FDHS TAKS/STAAR All Tests Taken

Legend: All Students

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

District Vision, Mission, and Goals

Vision ***Inspire to Reach Higher!***

Mission *The Fort Davis Independent School District is committed to providing all students a quality education that will enable them to become responsible and productive citizens in a dramatically changing society.*

Goal 1 *FDISD will promote open and honest communication, pride, and involvement to improve morale, trust, and commitment between the district, its students, parents, staff, media, and the community.*

Goal 2 *FDISD will provide a safe environment that promotes success for each individual student.*

Goal 3 *FDISD will maintain fiscal stability to provide maximum benefits for our children.*

Goal 4 *FDISD will recruit and retain quality, talented staff members and will have a professional work environment where faculty and staff feel valued and supported.*

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

1. ACADEMICS

Federal and State Goal	Every Student Succeeds Act (ESSA). Mastery of TEKS for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.
District Objective	Create a safe and exceptional learning environment that engages, challenges, and supports all students.
Campus Goal	Improve, sustain, and support academic student performance at or beyond grade level.
Performance Objective	Reference performance objectives in the data table above.
School Wide Component	SW1, SW2, SW3, SW4, SW6, SW7, SW8, SW9
Summative Evaluation	TAPR, STAAR. Early Reading Instruments, TELPAS

	Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human, Material, Fiscal)	June	July	August	September	October	November	December	January	February	March	April	May	Person/Group Responsible	Formative Evaluation	Documentation
1	For Title I, Part A, schoolwide program, the campus conducts a comprehensive needs assessment of the entire school.	Math, Reading, ELA, Sci, SS, Writing	All	Time, Data Resouces	X									X	X	X	Principals, Teacher	Student Performance Results	Needs Assessment Document
2	Continue to develop and implement aligned TEKS based curriculum, integrating technology and other instructional materials as appropriate.	Math , Reading, ELA, Writing, Sci	All	Federal, State, and Local funds; State Compensatory Funds	X		X	X	X	X	X	X	X	X	X	X	Principals, Teacher	Administrative walk-throughs, Unit Tests	Teacher lesson plans, Administrative walk-throughs, Technology training
3	Utilize diagnostic/prescriptive instruction based on disaggregated student assessment data in order to make decisions for classroom instruction and differentiated learning opportunities for students.	Math, Reading, Writing, Sci	All	Federal, State, and Local funds	X		X	X	X	X	X	X	X	X	X	X	Principals, Teacher	Testing results, increase in student performance, Unit tests	Unit test data, RtI, STAAR results, Benchmarking tests
4	Provide opportunities for student learning to extend beyond school day or calendar year.	All	At-Risk, Hispanic, Eco Dis	Federal, State, and Local funds	X		X	X	X	X	X	X	X	X	X	X	Principals, Teachers, Support Staff, Community	Increase in student performance	Sign-in sheets, Report Cards, School Calendar

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

#	Strategy/Activity	Academic Area	Student Groups	Funding Source													Person(s) Responsible	Formative Evaluation	Summative Evaluation
5	Provide intervention for students needing Reading support with online curriculum programs, Content Mastery, small reading groups, lab classes and one-on-one reading	Reading	Dyslexia, LEP, SpEd, At-Risk	Federal, State, and Local funds; State Compensatory Funds	X		X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff	Increase in student performance	Progress monitoring, IRI's, Fluency checks, Running Records, online program reports, Unit Tests
6	Provide intervention for students needing Math support through individualized and small group instruction (Content Mastery), lab classes, online curriculum programs, and one-on-one support. Ensure Accelerated Learning activities are scheduled and documented, as required, for those students failing annual state assessments.	Math	Dyslexia, LEP, SpEd, At-Risk	Federal, State, and Local funds; State Compensatory Funds	X		X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff	Increase in student performance	Progress monitoring, IRI's, Fluency checks, Running Records, online program reports, Unit Tests
7	Evaluate student performance every six weeks grading period.	All	All	Federal, State, and Local funds			X	X	X	X	X	X	X	X	X	X	Teachers	Increase in student performance	Test results
8	Provide appropriate curriculum and instruction for students in the disciplinary alternative education setting.	All	All	Federal, State, and Local funds			X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff	Student Performance Results	Student Performance, Report Cards
9	G/T students will produce products in their area of giftedness, including special projects determined by faculty and staff, and compete in area (or higher) competitions and/or clubs.	All	All	State and Local funds			X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers	Texas Performance Standards evaluations, academic contest participation and standards	Project presentations and competition results

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

#	Activity	Academic Area	Student Group	Funding												Person Responsible	Resources	Evidence
10	Fund, as possible, fees for TSI exams, ACT/SAT and PSAT tests, and dual-credit class tuition for eligible students	All	All	Federal, State, and Local funds		X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers	Student Performance Results	Test reports and course completion records
11	Review student graduation plans, explaining the benefits of college readiness activities and classes, encouraging all qualified students to participate in those higher level plans and activities.	All	All	Federal, State, and Local funds	X	X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers	Student schedules and registrations	Course completions and graduation records
12	Provide special programs and instruction to meet the needs of students qualifying for At-Risk status.	All	At-Risk	Federal, State, and Local funds		X	X	X	X	X	X	X	X	X	X	Campus administrators, Counselors, Teachers	Student Performance Results	Student report cards, assessment scores, and course completions
13	Assist students and families in completing the FAFSA (financial aid) and college applications, and provide guidance and advisory sessions to both parents and students for pursuing post-secondary education.	All	All	Federal, State, and Local funds			X	X	X	X	X	X	X	X	X	Campus administrators, Counselors	Student applications and sign-in sheets	Student applications and sign-in sheets
14	Provide career education in computer technology, industrial arts, and agricultural science.	CTE	All	Federal, State, and Local funds		X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers	Student schedules and registrations	Course completions and graduation records
15	Provide an in-school credit recovery, or advancement, program, Credit-by-Exam, and Dual-credit classes to all eligible students.	All	All	Federal, State, and Local funds		X	X	X	X	X	X	X	X	X		Campus administrators, Counselors, Teachers	Student schedules and registrations	Course completions and graduation records

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

2. ACADEMICS – STUDENT PERFORMANCE AND ASSESSMENT

Federal and State Goal	Every Student Succeeds Act (ESSA). Mastery of TEKS for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.
District Objective	Improve student learning and achievement.
Campus Goal	Improve student learning and achievement through effective implementation of the district curriculum.
Performance Objective	Increase student performance on state assessments. . All subgroups will increase state assessment proficiency by meet a minimum passing level 55%.
School Wide Component	SW1, SW2, SW3, SW4, SW8, SW9, SW10
Summative Evaluation	TAPR, STAAR. Early Reading Instruments, TELPAS

Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human, Material, Fiscal)	June	July	August	September	October	November	December	January	February	March	April	May	Person/Group Responsible	Formative Evaluation	Documentation
16 Expand core curriculum through the implementation of district expectations for reading, mathematics, and science.	Math, ELA, Sci, SS	All	Federal, SSI, and Local funds	X		X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff	Assessment Data	Lesson Plans, Schedules, Test scores
17 Implement STAAR improvement strategies through whole group, small group, and one-on-one instruction including SSI students.	Math, ELA, Sci	All, Hispanic, Low SES	Federal, SSI, and Local funds	X		X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff	Student performance data	Unit test data, PLC data
18 Implement instructional strategies that will improve student performance, especially with regard to Writing Across the Curriculum.	All	All	Local funds			X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff	Assessment Data	Diagnostic test scores, Unit test scores
19 Continue the departmentalization of elementary classes, as appropriate, so that students are grouped in core content area classes.	All	All	Local funds			X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff	Improved student performance data	Unit test results, Lesson plans, Campus schedule

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC= Early Childhood; H=Hispanic; ED=Economically Disadvantaged

#	Strategy															Person Responsible	Formative	Summative
20	Continue RtI processes and create goal sheets for individual students who struggle. Ensure Accelerated Learning activities are scheduled and documented, as required, for those students failing annual state assessments.	All	All	Local funds			X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff	Teacher and student feedback	Test scores, Attendance, Other reports
21	Provide necessary and related special education services to qualifying students.	All	Spec Ed students	Special Ed, 588 Coop			X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff	Student schedules, Teacher assignments, Student grades	Course completions, Assessment results, and Student Report Cards
22	Increase support for LEP students via online programs , one-on-one and small group instruction, and additional aide/teacher access.	All	LEP, ESL	Local funds, Title 1, Title 3			X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff	Student schedules, Teacher assignments, Student grades	Course completions, Assessment results, and Student Report Cards

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

3. ACADEMICS – STUDENT SUPPORT PROGRAMS

Federal and State Goal	Every Student Succeeds Act (ESSA). Mastery of TEKS for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-
District Objective	Improve student learning and achievement.
Campus Goal	Improve student learning and achievement through effective implementation of the district curriculum.
Performance Objective	Increase student performance on state assessments. All subgroups will increase state assessment proficiency by a minimum of 5%.
School Wide Component	SW1, SW2, SW3, SW4, SW6, SW9, SW10
Summative Evaluation	TAPR, STAAR. Early Reading Instruments, TELPAS, Unit Test Data

Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human, Material, Fiscal)	Timeline													Person/Group Responsible	Formative Evaluation	Documentation
				June	July	August	September	October	November	December	January	February	March	April	May			
23 Provide accelerated and individualized instruction within the school day (STAAR groups, AR, IStation, IXL, Lexia and IRI's)HMH, , Edgenuity, Rennaisance Learning, STAR 360. Ensure Accelerated Learning activities are scheduled and documented, as required, for those students failing annual state assessments.	All	All	Federal, Local, State Compensatory Ed funds	X		X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff	Testing results, Increase in Student performance	Report cards, Test scores, Fluency and Comprehension levels, State assessments
24 Identify and meet the needs of various student populations through targeted campus strategies (small group, tutorials, whole group, ability group)	All	At-Risk, Migrant, LEP, GT, 504, Special Ed., Low SES, Dyslexia, Hispanic	Federal, Local, State Compensatory Ed funds	X		X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff, Parents	ARD documents, 504 documents, At-risk reports, Special Programs reports, ESL folders, GT identification, Dyslexia identification	Test scores, Special populations documents

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC= Early Childhood; H=Hispanic; ED=Economically Disadvantaged

#	Description			Funds													Staff	Formative	Summative
25	The district coordinates and integrates Title I, Part A, services with other educational services in the district or individual school and services for children with limited English proficiency or with disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children in order to increase program effectiveness, to eliminate duplication, and to reduce fragmentation of the instructional program.	All	All	Federal, Local funds			X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff	Increase Student performance results	Unit test scores, STAAR Interim assessment reports
26	At-Risk programs provide special instruction for qualifying students, including technology applications such as Edgenuity, IXL, Lexia and iStation.	All	At-Risk	Federal, Local funds	X	X	X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff	Student schedules, Teacher assignments, Stuent grades	Course completions, Assessment results, Student Report Cards, Program reports and data
27	Schedule remediation support activities and times (such as remediation lab classes and tutorials before/after school) for struggling students, and Indian Days (end of 6 weeks tutorial for ONLY those students at risk of failing). Ensure Accelerated Learning activities are scheduled and documented, as required, for those students failing annual state assessments.	All	All	Federal, Local, and SSI funds			X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support Staff	Student schedules, Teacher assignments, Stuent grades	Course completions, Assessment results, Student Report Cards
28	Review, approve, and implement a Response to Intervention (RtI) program to identify students requiring remediation.	All	All	State, Local funds			X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers	Student schedules, RtI documentation, Stuent grades	Course completions, Assessment results, Student Report Cards

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

#	Activity/Strategy		Student Group	Funding													Person Responsible	Formative	Summative
29	Provide pre-referral processes for ESL/LEP students to assess their academic needs.	All	ESL, LEP, Bilingual, Immigrant students	Federal, State, Local funds	X	X	X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers	Home surveys, TELPAS testing, Student Performance	Course completions, Assessment results, Student Report Cards
30	Provide language acquisition software and instructional software to improve English comprehension and fluency.	All	ESL, LEP, Bilingual, Immigrant students	Federal, State, Local funds			X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers	Student progress reports, Student schedules	Course completions, Assessment results, Student Report Cards
31	Provide pregnancy related, home-bound, homeless, and other At-Risk services as needed.	All	At-Risk Students	Federal, State, Local funds			X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers	Student progress reports, Student schedules	Course completions, Assessment results, Student Report Cards

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

4. ACADEMICS – Highly Qualified Staff Retention and Recruitment

Federal and State Goal	All students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.
District Objective	Recruit, develop, and retain talented, high quality employees.
Campus Goal	Interview, assign, and train personnel to ensure all academic classes are taught by Highly Qualified educators. (No longer required in ESSA)
Performance Objective	1. 100% of core area teachers will be highly qualified by the end of the school year. 2. 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year. 3. 100% of new hires will meet highly qualified status prior to employment. 4. ESSA Indicator 3.1: The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools will be 100%. 5. ESSA Indicator 3.2: The percentage of teachers receiving high-quality professional development will be 100%. 6. ESSA Indicator 3.3: The percentage of instructional paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are highly qualified will be 100%.
School Wide Component	SW4, SW5
Summative Evaluation	TAPR, STAAR. Personnel Records, Highly Qualified Worksheets, Principal Attestations

Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human, Material, Fiscal)	June	July	August	September	October	November	December	January	February	March	April	May	Person/Group Responsible	Formative Evaluation	Documentation
32 Participate in recruitment activities, review Highly Qualified applicants, posting vacancies on campus, posting vacancies on website.	All	All	Federal, Local funds	X	X	X								X	X	Superintendent, Campus administrators	ESSA Reports	# of positions posted, # of applications completed
33 Provide a mentoring program for teachers new to campus or for teachers in need of assistance.	All	All	Federal, Local funds	X		X					X				X	Campus administrators	Mentor teacher feedback	Mentor assignment, Training records, Program evaluation
34 Complete the Compliance/Performance Report Annually.	All	All	Federal, Local funds	X	X	X	X									Campus administrators	ESSA Reports	Personnel files, Professional development records, Teacher interviews, SBEC records

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

#	Strategy	Student Group	Student Group	Funding	1	2	3	4	5	6	7	8	9	10	11	12	13	Person Responsible	Evidence	Documentation
35	Encourage staff members to obtain alternative certifications, review certification requirements, offer certification opportunities.	All	All	Federal, Local funds	X	X	X											Campus administrators	ESSA Reports	Personnel files, Professional development records, # of teachers completing TExES exams in core areas
36	Analyze data from applicant files to ensure all teachers and instructional aides are Highly Qualified (no longer required in ESSA).	All	All	Federal, Local funds				X										Campus administrators	ESSA Reports	Personnel files, Professional development records
37	Provide incentives for teachers to attain ESL and G/T Certification.	All	All	Federal, Local funds			X	X										Campus administrators	ESSA Reports	Personnel files, Professional development records
38	Seek professional development opportunities for teachers and aides targeted at LEP/ESL/Eco Dis student populations, to improve Reading, Writing, and Math student performance.	All	LEP, ESL, Eco Dis	Federal, State, Local funds	X	X	X	X	X	X	X	X	X	X	X	X	X	Campus administrators	Campus reports	Personnel files, Professional development records

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

Page 21 of 33

5. STUDENT ATTENDANCE AND DROPOUT PREVENTION

Federal and State Goal	Every Student Succeeds Act (ESSA). School completion for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.
District Objective	Create an exceptional learning environment that engages, challenges, and supports all students.
Campus Goal	Improve, sustain, and support academic student performances at or beyond grade level.
Performance Objective	Obtain an Attendance Rate of 97% for the academic year.
School Wide Component	SW3, SW4, SW9
Summative Evaluation	TAPR, Attendance Data, PEIMS Data, Other: TPRI

Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human, Material, Fiscal)	Timeline													Person/Group Responsible	Formative Evaluation	Documentation
				June	July	August	September	October	November	December	January	February	March	April	May			
39 Use campus-level attendance committee to establish, review, and implement processes and procedures for improving student attendance.	All	All	Local funds			X	X	X	X	X	X	X	X	X	X	Campus administration, Counselor, Teachers	Number of referrals	Contact log, Campus records
40 Provide extended learning opportunities for at-risk students including, credit recovery, attendance make-up, SSI, and academic acceleration.	All	All	Local, State Compensatory Ed funds	X	X	X	X	X	X	X	X	X	X	X	X	Campus administration, Counselor, Teachers	Increase impact on positive student performance	Sign-in sheets, SSI documentation, Test scores
41 Continue campus incentives to increase student attendance.	All	All	Local funds			X	X	X	X	X	X	X	X	X	X	Campus administration, Counselor, Teachers	Increase impact on positive student performance	Campus attendance records
42 Enforce compulsory attendance law via the Truancy Prevention Measures policy.	All	All	Local funds			X	X	X	X	X	X	X	X	X	X	Campus administration	Notification letters	Campus attendance records

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC= Early Childhood; H=Hispanic; ED=Economically Disadvantaged

6. STAFF DEVELOPMENT	
Federal and State Goal	Every Student Succeeds Act (ESSA). Mastery of TEKS for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.
District Objective	Recruit, develop, and retain talented, high quality employees.
Campus Goal	Interview, assign, and train personnel to ensure all academic classes are taught by Highly Qualified educators. (No longer a requirement in ESSA)
Performance Objective	1. 100% of core area teachers will be highly qualified by the end of the school year. 2. 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year. 3. 100% of new hires will meet highly qualified status prior to employment. 4. ESSA Indicator 3.1: The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools will be 100%. 5. ESSA Indicator 3.2: The percentage of teachers receiving high-quality professional development will be 100%. 6. ESSA Indicator 3.3: The percentage of instructional paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are highly qualified will be 100%.
School Wide Component	SW3, SW4, SW5, SW10
Summative Evaluation	TAPR, STAAR, Highly Qualified Report, Needs Assessment, Teacher Self-Report, Teacher Evaluations

Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human, Material, Fiscal)	Timeline												Person/Group Responsible	Formative Evaluation	Documentation
				June	July	August	September	October	November	December	January	February	March	April	May			
43 Provide professional development based on scientific research that supports the LEA and CIP for delivering TEKS-based instruction and meets the standards for highly qualified teachers. (using technology).	All	All	Federal, Local funds, ESC 18	X	X	X	X	X	X	X	X	X	X	X	X	Superintendent, Campus administration, Teachers, ESC18, Support Staff	Implementation of strategies by classroom teachers	DIP, Test scores, Evaluations, Highly Qualified report, Teacher Self-Reports, Teacher Evaluations
44 Provide the 30 hour initial and/or 6 hour annual updates on G/T professional development.	All	All	Local funds		X	X	X	X	X	X	X	X	X	X	X	Campus administration	Professional Development records	Professional Development records

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

#	Activity	Student Group	Academic Area	Funding Source														Persons Responsible	Formative Evaluation	Summative Evaluation
45	Provide campus wide professional development opportunities in conflict resolution, district discipline policies, and the Student Code of Conduct.	All	All	Local funds			X	X										Campus administration	Professional Development records	Professional Development records
46	Provide opportunities for professional development to meet the needs of At-Risk student instruction, classroom management, data disaggregation, and use of the curriculum framework materials, and Writing Across the Curriculum.	All	All	Federal, Local funds, ESC 18			X	X	X	X	X	X	X	X	X	X		Campus administration, Teachers, Support staff	Implementation of strategies by classroom teachers	Professional Development records
47	Provide district based professional development on educator ethics and standard of conduct	All	All	Local funds			X						X					Superintendent, Campus administration	PD Calendar, Schedule	Professional Development records

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

Page 24 of 33

7. PARENT AND COMMUNITY INVOLVEMENT AND TRAINING

Federal and State Goal	Every Student Succeeds Act (ESSA). Mastery of TEKS for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.
District Objective	Promote open and honest communication, pride, and involvement to improve morale, trust, and commitment between the district, students,
Campus Goal	Provide and expand opportunities for parent and community involvement in campus operations.
Performance Objective	1. Increase parent and community involvement in academic and extra-curricular activities. 2. Increase parent and community participation in campus committees. 3. Increase opportunities for comprehensive two-way communication with parents and community members.
School Wide Component	SW2, SW9
Summative Evaluation	Campus Committee membership, Parent Sign-in sheets

	Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human, Material, Fiscal)	June	July	August	September	October	November	December	January	February	March	April	May	Person/Group Responsible	Formative Evaluation	Documentation
48	Utilize media resources, district website, and district App as a means of communicating with parents and community.	All	All	Local funds, Parents	X	X	X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Support staff	Increase parent and community involvement	Publications, website postings, FaceBook postings
49	Expand opportunities for parent and community involvement on campus committees (PTO, improvement, annual school/parent compact review, School Health Advisory Committee).	All	All	Local funds			X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Parents, Community	Increase parent and community involvement	Flyers, sign-in sheets, Committee minutes
50	Encourage parents and community members to participate in school events (Science Fair, Open House, Book Fair, family fun nights, music program, presentations).	All	All	Federal, Local funds	X		X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Parents, Community	Increase parent and community involvement	Flyers, sign-in sheets, Committee minutes, Media coverage, photos

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC= Early Childhood; H=Hispanic; ED=Economically Disadvantaged

No.	Description	Group	Group	Resources													Person(s) Responsible	Evaluation	Documentation
51	Provide information/training sessions for Federal funds, School-wide performance, migrant, ESL, SSI guidelines to district parents.	All	All	Federal, Local funds	X		X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers	Increase parent and community involvement	Flyers, sign-in sheets, Handouts, Media coverage, photos
52	Provide information and parent correspondence in the students' home language.	All	LEP	Local funds	X			X	X	X	X	X	X	X	X	X	Campus administrators, Teachers	Increase parent and community involvement	Sample letters and documents
53	Report to parents on academic progress of students (report cards, homework log, progress reports, Campus Review Committee, ARD Committee, parent conferences, e-mail).	All	All	Local funds, 588 Coop	X		X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Diagnostician	Increase parent and community involvement, Increased student performance	Student report cards, STAAR Reports
54	The district has a written parent involvement policy that is developed jointly with, agreed upon by, and distributed to, parents of participating students.	All	All	Campus committee input, Student Handbooks			X										Superintendent, Campus administrators	Improved Parent-School communication	Parent acknowledgement form, Meeting agendas
55	Each Title I, Part A, campus convenes an annual meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved.	All	All	Title 1 guidelines, After school hours			X	X									Superintendent, Campus administrators	Improved Parent-School communication	Open House schedules, Agendas, Parent sign-in sheets
56	The district has School-Parent compacts that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and by what means the school and parents will build and develop a partnership to help children achieve the State's high standards.	All	All	Campus committee input, Student Handbooks			X										Superintendent, Campus administrators	Improved Parent-School communication	Parent acknowledgement form, Meeting agendas
57	Encourage local businesses to continue donations to school and scholarships for college bound seniors.	All	All	Campus administrators, Counselor			X	X	X	X	X	X	X	X	X	X	Campus administrators, Counselor	Solicitations, Donations, Contributions, Participation	Awards and scholarships to students, Material for campuses

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

8. SAFE, SECURE, AND ORDERLY ENVIRONMENT

Federal and State Goal	Every Student Succeeds Act (ESSA). Mastery of TEKS for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.
District Objective	Provide a safe, drug free, and disciplined environment conducive to student learning.
Campus Goal	Provide a safe and secure environment for students and staff.
Performance Objective	1. Decrease student discipline referrals by 5% each year. 2. conduct annual campus facilities safety evaluations.
School Wide Component	SW3, SW10
Summative Evaluation	Safe and Drug Free School Evaluation, PEIMS Data

	Strategies with Corresponding Action Steps	Academic Area	Student Group	Resources (Human, Material, Fiscal)	June	July	August	September	October	November	December	January	February	March	April	May	Person/Group Responsible	Formative Evaluation	Documentation
58	Implement and monitor a district and campus level Emergency Operations Plan.	All	All	Local funds	X		X	X	X	X	X	X	X	X	X	X	Superintendent, Campus administrators, Teachers, Support staff	Increased positive impact on student performance	Records of safety drills and training, Student-Parent Handbook
59	Communicate and promote high expectations for school climate.	All	All	Local funds	X		X	X	X	X	X	X	X	X	X	X	Superintendent, Campus administrators, Teachers, Support staff, Parents	Increased positive impact on student performance	Staff training records, Student-Parent Handbook
60	Provide orientation to 5th grad students transitioning from elementary campus to secondary campus.	All	All	Local funds												X	Campus administrators, Teachers, Support staff	Orientation schedule	Program agenda and documents

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC= Early Childhood; H=Hispanic; ED=Economically Disadvantaged

#	Strategy/Activity	Student Groups	Academic Area	Resources													Person(s) Responsible	Formative	Summative
61	Provide opportunities for conflict resolution, violence prevention , sex trafficking awareness, child abuse awareness, and discipline management techniques.	All	All	Local funds			X	X	X	X	X	X	X	X	X	X	Campus administrators, Teachers, Counselor, Support staff	Reports, Scheduled assemblies, Class presentations	Reports, Scheduled assemblies, Class presentations
62	Implement findings from the school safety audit to improve campus security.	All	All	Local funds									X	X			Superintendent, Campus administrators, Teachers, Support staff	After action report from auditor	Corrected district plans
63	Conduct periodic emergency evacuations and drills.	All	All	Campus administrators			X	X	X	X	X	X	X	X	X	X	Campus administrators	Drill activity and response	Drill documentation
64	Conduct Safe and Drug Free school surveys and programs, including alcohol abuse prevention and suicide prevention.	All	All	Campus administrators			X	X	X	X	X	X	X	X	X	X	Campus administrators and Counselor	Survey administration, program participation, student handouts	District corrective actions
65	Inspect, conserve, repair, maintain, and improve district buildings and facilities on a periodic basis, and as needed.	All	All	Local funds	X	X	X	X	X	X	X	X	X	X	X	X	Superintendent, Campus administrators	Maintenance requests, orders, and quotes	Completed projects and repairs
66	Implement the coordinated school health program using the Big Decisions curriculum (6-8) in the health classrooms, in accordance with the district SHAC recommendations	All	All	Local funds			X	X	X	X	X	X	X	X	X	X	Counselor, Teachers	Lesson plans, Student assignments	Course completions, Student report cards

67	Participate, as required, in the local and UIL periodic drug and steriod testing	All	All	Local funds			X	X	X	X	X	X	X	X	X	X	Campus administrators	Inspection and testing calendar	Student reports
68	Propose policy changes to the Student-Parent Handbok, Student Code of Conduct, and Employee Handbook	All	All	Local funds	X	X	X	X	X	X	X	X	X	X	X	X	Superintendent, Campus administrators	Meetings, notes, annotated documents	Revised and approved documents
69	Implement a Pandemic response plan to maximize student safety and instruction	All	All	Local funds	X	X	X	X	X	X	X	X	X	X	X	X	Superintendent, Campus administrators	Meetings, notes, annotated documents	Revised and approved documents

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs
✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.
✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

Page 30 of 33

GLOSSARY

AEIS	Academic Excellence Indicator System
AEP	Alternative Education Placement
ALC	Accelerated Learning Committee
AM	Accelerated Math (program)
AR	Accelerated Reader (program)
ARD	Admission, Review, and Dismissal (committee meeting)
CAP	Comprehensive Analysis Program/Corrective Action Plan
CIP	Campus Improvement Plan
CNA	Comprehensive Needs Assessment
DAEP	Disciplinary Alternative Education Placement
DIP	District Improvement Plan
ELL	English Language Learner
EOC	End Of Course (exam)
ESC	Education Service Center
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
GT	Gifted and Talented
HQ	Highly Qualified (staff/teacher)
IEP	Individualized Education Plan
IPI	Intensive Program of Instruction
LEA	Local Education Authority
LEP	Limited English Proficient
NCLB	No Child Left Behind
NSF	National Science Foundation
OEY	Optional Extended Year
OFSDP	Optional Flexible School Day Program
PEIMS	Public Education Information Management System
RTI	Response to Intervention
SCE	State Compensatory Education
SHAC	School Health Advisory Council
SRO	School Resource Officer
SSI	Student Success Initiative
SST	School Support Team
STAAR	State of Texas Assessment of Academic Readiness
SWP	Schoolwide Plan
TAKS	Texas Assessment of Knowledge and Skills
TAPR	Texas Academic Performance Report
EKS	Texas Essential Knowledge and Skills

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged

[BLANK]

✔ School-Wide Components: SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

✔ Academic Areas: Examples include but are not limited to: reading, writing, English Language Arts, Mathematics, Social Studies, Computer, CATE, etc.

✔ Student Groups – The Texas Education Code requires specific reference to student groups and others. Student groups include but are not limited to: All = All Students; GT= Gifted and Talented; AP = Students in Advanced Placement Courses; LEP=Limited English Proficient; AR=At-Risk; SE=Special Education; DYS = Dyslexia, EC=Early Childhood; H=Hispanic; ED=Economically Disadvantaged