Seminole Independent School District

District Improvement Plan

2016-2017

Accountability Rating: Met Standard

Mission Statement

Seminole Independent School District, in cooperation with parents and community, will develop well educated citizens, who are assets to society, by maintaining a high quality staff utilizing the latest technology and resources.

Vision

Our decisions and actions will be focused on Student Learning.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Enrollment has steadily increased about 4% each year from 2012-13 to 2014-15; stable from 2014-15 to 2015-16 (currently at 2850)

- 48% of student population is Anglo.   48% of student population is Female
- 49% of student population is Hispanic   51% of student population is Male

  - Attendance rates for the last 3 years remain steady at 95%

SPED population has decreased 1% each year from 2013-2014 to 2015-2016

- 6% of the student population is SPED
  - 40% Anglo
  - 56% Hispanic

Decrease of 8% in At Risk population from 2014-2015 to 2015-2016.

- 45% of the student population is At-Risk
  - 35% Anglo
  - 62% Hispanic

Economically Disadvantaged population has remained stable from 2014-2015 to 2015-2016

- 48% of the student population is Economically Disadvantaged
  - 43% Anglo
  - 74% Hispanic

ESL population has slowly decreased and BE has slowly increased from 2013-2014 to 2015-2016

- 9% of the student population is ESL
- 3% of the student population is BE

Overall Student:Teacher ratio is 13:1

Demographics Strengths

- Student Attendance Rates
- Serving Diverse Student Groups by Differentiating Instruction to meet student needs
- Use of Inclusion to close learning gaps
- Serving LEP population

Demographics Needs

- Over-representation of Hispanic population in SPED
- Continued focus and attention on At-Risk population

Student Achievement

Student Achievement Summary

STAAR passing %

Category	Group	Reading						Writing		
		Third		Fourth		Fifth		Fourth		
		Level II	Advanced Level III	Level II	Advanced Level III	Level II	Advanced Level III	Level II	Advanced Level III	
All Students	SISD	67%	20%	66%	14%	72%	20%	63%	11%	

Category	Group	Math						Science		
		Third		Fourth		Fifth		Fifth		
		Level II	Advanced Level III	Level II	Advanced Level III	Level II	Advanced Level III	Level II	Advanced Level III	
All Students	SISD	82%	21%	60%	16%	75%	22%	75%	14%	

Junior High 2016 STAAR

Category	Group	Reading						Writing		
		Sixth		Seventh		Eighth		Seventh		
		Level II	Advanced Level III	Level II	Advanced Level III	Level II	Advanced Level III	Level II	Advanced Level III	
All Students	SISD	63%	14%	68%	19%	85%	21%	64%	8%	

Category	Group	Math						Science		Social Studies	
		Sixth		Seventh		Eighth		Eighth		Eighth	
		Level II	Advanced Level III	Level II	Advanced Level III	Level II	Advanced Level III	Level II	Advanced Level III	Level II	Advanced Level III

			English I			English II					
All Students	SISD	67%	13%	66%	13%	74%	13%	76%	17%	69%	19%

Seminole High School 2016 EOC

Category	Group		English I			English II	
			Level II	Advanced Level III		Level II	Advanced Level III
All Students	SISD		60%	4%		71%	6%

Category	Group		Algebra I	
			Level II	Advanced Level III
All Students	SISD		74%	11%

Category	Group		Biology	
			Level II	Advanced Level III
All Students	SISD		88%	5%

Category	Group		US History	
			Level II	Advanced Level III
All Students	SISD		90%	24%

Student Achievement Strengths

SISD students were at or above the State and/or Regional levels for met standard in the following areas of 2016 STAAR:

- 7th & 8th Grade STAAR Reading
- 3rd, 5th 7th & 8th Grade STAAR Math
- 5th & 8th Grade STAAR Science
- 8th Grade STAAR Social Studies

- English II STAAR EOC
- Biology STAAR EOC
- U.S. History STAAR EOC

With all grades combined, improvements were noted from STARR 2015 to STAAR 2016 in the following areas:

- Hispanic students improved
  - 10% in Social Studies
  - 3% in Science
  - 2% in Writing
- White students improved
  - 8% in Social Studies
- Asian students improved
  - 37% in Reading
- Eco Disadv students improved
  - 14% in Social Studies
- ELL students improved
  - 7% in Science
  - 22% in Writing
  - 6% in Social Studies

Student Achievement Needs

SISD students were below the State and/or Regional levels for met standard in the following areas of 2016 STAAR:

- 3rd, 4th, 5th & 6th Grade STAAR Reading
- 4th & 6th STAAR Mathematics
- 4th & 7th STAAR Writing
- English I EOC
- Algebra I EOC

PBMAS areas of weakness:

- Gr 3 **BE** STAAR Mathematics
- Gr 3-8 **BE/ESL** STAAR Reading
- Gr 8 **ESL** STAAR Science
- Gr 4 & 7 **ESL** STAAR Writing

- Gr 3, 6-8 **SPED** Mathematics
- Gr 3-8 **SPED** Reading
- Gr 6-8 **SPED** Science
- Gr 8 **SPED** Social Studies
- Gr 4 & 7 **SPED** Writing
- EOC **SPED** Algebra I
- EOC **SEPD** Biology
- EOC **SPED** English I & English II

With all grades combined, declines were noted from STARR 2015 to STAAR 2016 in the following areas:

- Hispanic
  - Mathematics & Reading
- African Americans
  - Reading
- White
  - Mathematics, Reading & Writing
- Eco Disadv
  - Mathematics, Reading & Science
- ELLs
  - Mathematics & Reading
- SPED
  - Mathematics, Reading, Writing, Science & Social Studies

District Culture and Climate

District Culture and Climate Summary

School culture and climate was addressed in the form of staff, student, and parent surveys. The data obtained from these surveys, combined with data obtained from Principal walkthroughs, Parent meetings, and feedback data, provided SISD with the tools to assess and evaluate differing perspectives of the school system and process.

District Culture and Climate Strengths

- Administration and administrative support
- High quality instruction
- Facilities & Resources
- Curriculum
- Learning environment-safe and effective
- Jobs are challenging & rewarding
- Salary & Benefits for Staff
- Opportunity for professional growth
- Teamwork & planning is a cooperative effort

District Culture and Climate Needs

- Increase focus of TEKS for staff
- Create more meaningful grade level/department meetings
- Provide more meaningful parental/mentor involvement opportunities
- Create bridges from the school to the community
- Reduce stress felt by employees

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In order to continue to operate at a high level, high quality staff must be cultivated, maintained, and recruited. Staff must be focused on in the district vision. Mentoring and new teacher training are vital to developing high quality staff. Staff development provided must be meaningful and purposeful

Staff Quality, Recruitment, and Retention Strengths

- Near 100% Highly Qualified staff
- Immediate feedback for Administrators from walkthroughs and T-TESS through Eduphoria
- High Staff Attendance Rate
- New Teacher Training and Mentoring
- High Quality Staff Development activities

Staff Quality, Recruitment, and Retention Needs

- Maintaining High Morale
- Strategies for Recruiting Teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SISD strives to maintain high quality curriculum with sufficient depth and rigor to prepare students for STAAR, EOC, and their future. District Testing Coordinator and Campus Testing Coordinators along with campus principals develop and maintain a valid testing schedule to provide data for remediation. Instructional meeting are used to plan, collaborate, and develop strategies to ensure student success. Data disaggregation is used to by campuses to plan for remediation and enrichment. High quality staff development is provided and support for curricular alignment is expected.

Curriculum, Instruction, and Assessment Strengths

- Alignment of written, taught, and tested curriculum
- Proactive use of data from benchmark and checkpoint tests
- Integration of technology
- Differentiation of Instruction
- RTI model
- Extending the instructional day through technological means.

Curriculum, Instruction, and Assessment Needs

- Ensuring curriculum has sufficient depth and rigor
- Continue implementation curricular alignment
- Encourage Grade Level and Departmental communication and collaboration
- Improve tutorial, intervention and enrichment programs

Family and Community Involvement

Family and Community Involvement Summary

SISD is making pertinent information available for parents, but needs more 2-way communication. We continue to make use of technology to communicate and to educate parents & the community about accessibility of information.

Family and Community Involvement Strengths

- Parent access to grades through PowerSchool
- Schedules and assignment schedule available through technological avenues
- School Messenger to keep parents informed about vital school announcements
- Campus and District Improvement Committees
- School Health Advisory Council
- Channel 16 school news and activities
- SISD homepage
- SISD Tandem Calendar of events
- Adult Education Program
- Social Media
- Practical Parenting meeting held in Spanish/German

Family and Community Involvement Needs

- Greater opportunity for parental input and involvement at more campuses (example D.O.G.S & M.O.M.S.)
- More effective means of 2-way communication between home and school
- Parent Education opportunities

District Context and Organization

District Context and Organization Summary

SISD has improved communication and collaboration between administrative and teaching staff. Improvements have been made in the areas of communication and collaboration at the grade level and departmental level. SISD is working on quality parent involvement.

District Context and Organization Strengths

- High quality educational staff
- Administrative Leadership
- Resources
- Learning Environment
- Technology

District Context and Organization Needs

- Communication/collaboration between administrative and teaching staff
- Communication/collaboration on grade level and departmental levels
- Holding staff accountable

Technology

Technology Summary

The Seminole I.S.D. Technology Plan 2014-2017 is a guide to assist the district in its effort to meet requirements outlined by district goals, National Education Technology Plan, E-Rate, AYP, and the Texas Long-Range Plan for Technology. The goal of this plan is to present a model which addresses learning, assessment, teaching, infrastructure and productivity. The plan is designed to transform education through technology, while keeping pace with the 21st century. It is crucial we graduate students from a diverse population whom are ready to succeed in college and careers.

The use of technology has become an integral part of instruction within the district. Since technology represents a rapidly changing educational environment, this plan will be continually evaluated and revised.

Technology Strengths

- Networked system of classroom computers and computer labs, as well as wireless laptop carts, iPods and iPads that are available to students and teachers on all instructional campuses.
- All workstations are networked and are connected by gigabit Ethernet over a single-mode fiber optic network.
- All computers have high-speed connection to the Internet via dense secure wireless network throughout the district.
- All classroom teachers are assigned a networked computer/laptop and have full access to network printers, copiers, and district service & servers.
- Internet filtering is provided for all network users.
- All students grade 1, 3 & 5 have access to individual ipads each day for school use; other elementary grade have access to ipad carts for use in the classroom.
- All students grades 6-8 are assigned an ipad for school use.
- All students grades 9-12 are assigned a MacAir laptop for school use.
- All campuses have a technology support and a technology integration specialist onsite.
- District Google Domain utilized by all staff and students.
- District wide web-based Student Information System.

Technology Needs

- Improved Mobile Device Management for student devices.
- Continued staff development to keep and bring teachers current with emerging technologies and integration strategies.
- Address funding demands to meet and maintain technologies used and need by the district staff, faculty, and students.

- Provide additional internet bandwidth to the campuses necessary for student learning and testing.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Annual dropout rate data

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Seminole ISD will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 1: Students from all TAPR (Texas Academic Performance Report) subgroups in grades 3-11 will meet or exceed state performance standards at the Regional and State levels.

Evaluation Data Source(s) 1: TAPR report

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Students not exhibiting mastery of objectives will receive immediate and intensive remediation.		Teachers, Educational Aides	Released STAAR tests, TRS assessments, Locally developed checkpoint tests	◕	◕		
Funding Sources: Local, Title I - 0.00							
2) Continue working to align curriculum in core subjects in order to provide a strong curricular foundation for all students.	1	Assistant Superintendent, Principals, Teachers	Report cards, STAAR	◕	◕		
Funding Sources: Title I - 0.00							
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Subject area and grade level teams will develop instructional strategies and attack plans for each targeted student group.	1	Assistant Superintendent, Principals, Teachers	Benchmark tests, Checkpoint tests, STAAR, TELPAS	◔	◕		
Funding Sources: Local, Title I - 0.00							
4) Training will be provided on the usage of Aware to disaggregate state and local assessment data.	1, 8	Assistant Superintendent, Testing Coordinator, Principals, Counselors, Diagnosticians, Teachers	TAPR report, Aware reports	◕	◕		
State System Safeguard Strategy **Federal System Safeguard Strategy** 5) Tutorials and/or enrichment classes will be offered to address the needs of students, including all special program areas.	1, 2, 9, 10	Principals, Teachers	STAAR, Failing list, PBMAS	◕	◕		
Funding Sources: ARI, AMI, OEYP - 0.00							

6) 6.) Provide professional development for teachers, district-wide, pertaining to writing strategies and Best Practices in ESL strategies.	Assistant Superintendent, Special Programs Coordinator, Principals, Asst. Principals	STAAR, TELPAS				
	Funding Sources: Title III - 0.00					

✔ = Accomplished ◖ = Considerable ◗ = Some Progress ● = No Progress ✖ = Discontinue

Goal 1: Seminole ISD will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 2: The district will maintain a completion rate that is at or above the state average for all TAPR subgroups.

Evaluation Data Source(s) 2: TAPR report

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			**Summative**
				Oct	Jan	May	July
1) SISD will maintain a completion rate that is greater than the state average for all TAPR subgroups.		Assistant Superintendent, Testing Coordinator, Principals	TAPR report				
Funding Sources: Local, Title I - 0.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Seminole ISD will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 3: The district wide attendance rate will meet or exceed the state's base indicator rate for all students.

Evaluation Data Source(s) 3: TAPR report

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			**Summative**
				Oct	Jan	May	July
1) Maintain a district-wide attendance rate that is higher than the state average.		Assistant Superintendent, Testing Coordinator, Principals	TAPR report				
Funding Sources: Local, Title I - 0.00							
✔ = Accomplished　 = Considerable　 = Some Progress　 = No Progress　✘ = Discontinue							

Goal 1: Seminole ISD will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 4: The SISD average SAT/ACT scores will meet or exceed the state average scores on SAT/ACT.

Evaluation Data Source(s) 4: TAPR report

Summative Evaluation 4:

				Reviews			
Strategy Description	**Title I**	**Staff Responsible for Monitoring**	**Evidence that Demonstrates Success**	**Formative**			**Summative**
				Oct	Jan	May	July
1) SISD will close the gap on the state average in SAT results while continuing to outperform state averages in ACT results.		Assistant Superintendent, Testing Coordinator, HS Testing Coordinator, Principal, Career Counselor	TAPR	🟠	🟠		
Funding Sources: Local, Title I - 0.00							
✔ = Accomplished 🟠 = Considerable 🟡 = Some Progress ⚪ = No Progress ✖ = Discontinue							

Goal 1: Seminole ISD will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 5: The percentage of students taking College Admissions Tests (SAT/ACT) will meet or exceed the state percentage.

    Evaluation Data Source(s) 5: TAPR report

    Summative Evaluation 5:

					Reviews			
Strategy Description	**Title I**	**Staff Responsible for Monitoring**	**Evidence that Demonstrates Success**	**Formative**			**Summative**
				Oct	**Jan**	**May**	**July**
1) SISD will close the gap on the percentage of students taking College Admissions Tests in comparison to the state average.		Assistant Superintendent, Testing Coordinator, HS Testing Coordinator, Principal, Career Counselor	TAPR	🟠	🟠		
Funding Sources: Local, Title I - 0.00							
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue							

Goal 2: Instruction will be provided by highly qualified professional staff.

Performance Objective 1: Maintain the percentage of "highly qualified" core academic subject area teachers on each campus to meet 100%.

Evaluation Data Source(s) 1: Number of certified and highly qualified applicants hired.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative			Summative
				Oct	Jan	May	July
1) Scholarship Program, Recruitment Screening, Maintain 100% HQ staff	3	Superintendent, Principals	100% Highly Qualified Staff				
		Funding Sources: Local, Title I - 0.00					

✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✗ = Discontinue

Goal 2: Instruction will be provided by highly qualified professional staff.

Performance Objective 2: 100% of teachers will receive high-quality professional development on each campus.

Evaluation Data Source(s) 2: Eduphoria-Workshop

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Administrator approval of professional development.	4	Assistant Superintendent, Principals	Training Certificates	◔	◔		
		Funding Sources: Local, Title I - 0.00					
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 2: Instruction will be provided by highly qualified professional staff.

Performance Objective 3: Attract and retain highly qualified teachers.

Evaluation Data Source(s) 3: TAPR Report

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Scholarship Program, Recruitment Screening	1, 5	Superintendent, Principals	Teaching Certificates				
		Funding Sources: Local, Title I - 0.00					
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue							

Goal 3: Technology will be integrated into instructional, administrative, and community programs.

Performance Objective 1: Technology integration will be an annual focus for both the district and campus improvement committees.

    Evaluation Data Source(s) 1: Technology Plan

    Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Technology training and technical assistance will be provided throughout the year to the staff.	1	Director of Technology, Assistant Director of Technology, Principals, Campus Instructional Technologists	Sign in sheets. Staff Development certificates	◕	◕		
Funding Sources: Local, Title I - 0.00							
2) Implementation of an integrated technology plan.		Director of Technology, Principals Campus Instructional Technologists	Technology Plan	◕	◕		
Funding Sources: Local, Title I - 0.00							
3) The district has 1-1 technology at high school and junior high school and is working on implementation of 1-1 technology at elementary campuses.		Director of Technology, Assistant Director of Technology, Principals, Campus Instructional Technologists	Inventory List	◕	◕		
Funding Sources: Local, Title I - 0.00							
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 4: The district will ensure a safe environment conducive to student learning.

Performance Objective 1: The district will implement programs to improve responsible behavior, decision making skills, and self-esteem.

Evaluation Data Source(s) 1: Discipline referrals, 425 forms, 360 Discipline

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Staff will be trained in Crisis Prevention Techniques of appropriate intervention during a crisis situation.		Assistant Superintendent, Director Special Education, CPI Instructor(s)	Certificates	◑	◑		
Funding Sources: Local, Title I - 0.00							
2) Bullying will be addressed with students in counselor sessions and/or with outside presenters.		Principals, Counselors	Counseling Schedules	◔	◔		
3) Bullying will be addressed with faculty through SafeSchools Training Modules.		Assistant Superintendent	SafeSchools Report	✔	✔	✔	✔
✔ = Accomplished ◑ = Considerable ◔ = Some Progress ◯ = No Progress ✗ = Discontinue							

Goal 4: The district will ensure a safe environment conducive to student learning.

Performance Objective 2: All campuses will annually review and implement the district's Student Code of Conduct

    Evaluation Data Source(s) 2: Staff signature

    Summative Evaluation 2:

Strategy Description	**Title I**	**Staff Responsible for Monitoring**	**Evidence that Demonstrates Success**	**Reviews**			
				Formative			**Summative**
				Oct	**Jan**	**May**	**July**
1) Principals will develop the Student Code of Conduct		Superintendent, Campus Principals	Publish Student Code of Conduct	✓	✓	✓	✓
✓ = Accomplished ◕ = Considerable ◑ = Some Progress ⚪ = No Progress ✗ = Discontinue							

Goal 4: The district will ensure a safe environment conducive to student learning.

Performance Objective 3: All campuses will annually review and implement the district's Safety Plan and procedures.

Evaluation Data Source(s) 3: Safety Audit

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			**Summative**
				Oct	Jan	May	July
1) Security measures will be implemented at all campuses, such as panic buttons and secure entry at campuses.		Assistant Superintendent	Inventory of devices	◕	◕		
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 5: The district will collaborate efforts with parents/guardians to increase student learning and success.

Performance Objective 1: The District will collaborate efforts with parents/guardians to increase student learning and success.

Evaluation Data Source(s) 1: Parent Compact

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Increased parent participation in all site based committees	1	Assistant Superintendent, Special Programs Coordinator, SBDM Committee	Minutes of meetings	◑	◑		
Funding Sources: Local - 0.00							
2) Provide activities, i.e. registration day, classroom/campus visitation, Transition Meeting for parents to ensure a smooth transition for students into the public school setting, Meet the Teacher	7	PreKindergarten Teachers, Counselor, WTO personnel	Activities scheduled, motivations, agenda, handouts, Sign-in sheets	✓	✓	✓	✓
3) Provide Practical Parenting Education meetings	6	Practical Parenting Education Coordinator	Calendar, Sign-in sheets	◑	◑		
✓ = Accomplished ◕ = Considerable ◑ = Some Progress ⬤ = No Progress ✗ = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Students not exhibiting mastery of objectives will receive immediate and intensive remediation.
1	1	3	Subject area and grade level teams will develop instructional strategies and attack plans for each targeted student group.
1	1	5	Tutorials and/or enrichment classes will be offered to address the needs of students, including all special program areas.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Students not exhibiting mastery of objectives will receive immediate and intensive remediation.
1	1	3	Subject area and grade level teams will develop instructional strategies and attack plans for each targeted student group.
1	1	5	Tutorials and/or enrichment classes will be offered to address the needs of students, including all special program areas.

State Compensatory

Budget for District Improvement Plan:

Account Code	Account Title	Budget
6100 Payroll Costs		
1991161120000l530000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$1,500.00
1991161120002530000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$1,000.00
1992361120001530000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$500.00
1991161190002530000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$27,030.00
1991161280001530000	6128 Overtime Pay - Locally Defined	$2,000.00
1992361280002530000	6128 Overtime Pay - Locally Defined	$1,000.00
1991161290002530000	6129 Salaries or Wages for Support Personnel	$58,719.00
1991261290001530000	6129 Salaries or Wages for Support Personnel	$31,417.00
1992361290001530000	6129 Salaries or Wages for Support Personnel	$150,188.00
1992361290002530000	6129 Salaries or Wages for Support Personnel	$58,045.00
1993161290001530000	6129 Salaries or Wages for Support Personnel	$40,445.00
1993261290002530000	6129 Salaries or Wages for Support Personnel	$29,851.00
1991161290001530000	6129 Salaries or Wages for Support Personnel	$204,609.00
1991161410001530000	6141 Social Security/Medicare	$3,141.00
1991161410002530000	6141 Social Security/Medicare	$392.00
1992361410001530000	6141 Social Security/Medicare	$2,192.00
1992361410002530000	6141 Social Security/Medicare	$842.00
1993261410002530000	6141 Social Security/Medicare	$433.00
1991161420001530000	6142 Group Health and Life Insurance	$61,000.00
1991161420002530000	6142 Group Health and Life Insurance	$6,600.00
1991261420001530000	6142 Group Health and Life Insurance	$6,600.00
1992361420001530000	6142 Group Health and Life Insurance	$33,000.00

19923614200002530000	6142 Group Health and Life Insurance	$13,200.00
19931614200001530000	6142 Group Health and Life Insurance	$6,600.00
19911614300002530000	6143 Workers' Compensation	$168.00
19912614300001530000	6143 Workers' Compensation	$195.00
19923614300001530000	6143 Workers' Compensation	$937.00
19923614300002530000	6143 Workers' Compensation	$360.00
19931614300001530000	6143 Workers' Compensation	$251.00
19932614300002530000	6143 Workers' Compensation	$185.00
19911614300001530000	6143 Workers' Compensation	$1,343.00
19911614500001530000	6145 Unemployment Compensation	$157.00
19911614500002530000	6145 Unemployment Compensation	$20.00
19912614500001530000	6145 Unemployment Compensation	$23.00
19923614500001530000	6145 Unemployment Compensation	$109.00
19923614500002530000	6145 Unemployment Compensation	$42.00
19931614500001530000	6145 Unemployment Compensation	$29.00
19932614500002530000	6145 Unemployment Compensation	$22.00
19911614600001530000	6146 Teacher Retirement/TRS Care	$10,941.00
19911614600002530000	6146 Teacher Retirement/TRS Care	$554.00
19912614600001530000	6146 Teacher Retirement/TRS Care	$644.00
19923614600001530000	6146 Teacher Retirement/TRS Care	$3,099.00
19923614600002530000	6146 Teacher Retirement/TRS Care	$1,190.00
19931614600001530000	6146 Teacher Retirement/TRS Care	$829.00
19932614600002530000	6146 Teacher Retirement/TRS Care	$612.00
	6100 Subtotal:	**$762,014.00**
6400 Other Operating Costs		
19911641100001530000	6411 Employee Travel	$1,188.00
19911641100002530000	6411 Employee Travel	$190.00

	6400 Subtotal:	$1,378.00

Title I

1: Comprehensive Needs Assessment

Goal 1, Objective 1, Strategy 2;

Goal 1, Objective 1, Strategy 3;

Goal 1, Objective 1, Strategy 4;

Goal 1, Objective 1, Strategy 5;

Goal 2, Objective 3, Strategy 1;

Goal 3, Objective 1, Strategy 1;

Goal 5, Objective 1, Strategy 1;

2: Schoolwide Reform Strategies

Goal 1, Objective 1, Strategy 5

3: Instruction by highly qualified professional teachers

Goal 2, Objective 1, Strategy 1;

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Goal 2, Objective 2, Strategy 1;

5: Strategies to attract highly qualified teachers

Goal 2, Objective 3, Strategy 1;

6: Strategies to increase parental involvement

Goal 5, Objective 1, Strategy 3;

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Goal 5, Objective 1, Strategy 2;

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Goal 1, Objective 1, Strategy 4;

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Goal 1, Objective 1, Strategy 5;

10: Coordination and integration of federal, state and local services and programs

Goal 1, Objective 1, Strategy 5;

Title I Personnel

Name	Position	Program	FTE
Espino, Monica	Parent Involvement Liaison		1.0

District Funding Summary

Local

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			$0.00
				Sub-Total	$0.00

Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			$0.00
				Sub-Total	$0.00

Local, Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	1	3			$0.00
1	2	1			$0.00
1	3	1			$0.00
1	4	1			$0.00
1	5	1			$0.00
2	1	1			$0.00
2	2	1			$0.00
2	3	1			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
4	1	1			$0.00
				Sub-Total	$0.00

ARI, AMI, OEYP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	5			$0.00
				Sub-Total	$0.00

Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00