

Approved: TBA

Title I Campus Improvement Plans Random Validation Coversheet 2016-2017

Campus Improvement Plans

Random Validation Instructions for Uploading Documentation 2016-2017

Submission Requirements

Follow these steps to submit your supporting documentation, as applicable, through the secure GFFC Reports and Data Collections application:

1. Fill out Ten Schoolwide Components Random Validation Coversheet provided below.
2. Log on to the TEA secure environment, TEASE, or TEA Login (TEAL).
3. Select "GFFC Reports and Data Collections."
4. Select "Upload Response Documents."
5. Select the applicable response document title from the pull-down menu:
 Title I – CIP Validation
6. Select the "2016–2017" school year.
7. Select Response Doc type "Response Document."
8. Select "Upload Document." Documentation must be in PDF format.

Title I Campus Improvement Plans Random Validation Coversheet 2016-2017

LEA: _____ File 1 of 2

LEA CD#: _____ ESC _____

Campus Name: AGUA DULCE

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1. Completed coversheet
2. Campus Improvement Plan

Comments (if applicable): Here you go. I didn't know how to upload the coversheet by itself, so I put it here. Thanks.

Agua Dulce Independent School District

SECONDARY CAMPUS IMPROVEMENT PLAN 2017-2018

Mission Statement

Agua Dulce Independent School District will ensure a quality education for all students in order that they become productive citizens that are successful in all of life's endeavors.

CAMPUS EDUCATION IMPROVEMENT COMMITTEE

Dr. Christopher L. Daniels, Principal – Chairperson

Gabriel Rivera
Rachel Vardeman

Classroom Teacher – CEIC Elected Professional, Dept. Head
CEIC Elected Non-teaching Professional (counselor)

Robert Beard, Athletic Director
Amanda Cole, Classroom teacher, Dept. Head Electives
Norma Jean Rodriguez, Classroom Reading teacher
Monica Garza, Classroom science teacher
Don Woods, Classroom history teacher/coach, Dept. Head
Noel Estrada, Art
Juan Garza, Custodian
Yolanda Hinojosa, Secretary
Jessica Blair, Classroom science teacher/coach
Gena Valles-Cadena, Classroom math teacher/Dept. Head
Todd Vetter, District Sp. Ed. teacher

Margret Everett-Garcia, Classroom teacher
David Chapa, Classroom JH math Teacher
Diana Scott, Technology teacher Co-coordinator
Tammy Chewning, Classroom teacher
Norma Jean Rodriguez, Classroom teacher/Dept. Head
Amanda De La Garza, ELA teacher
Tom Sorrell, Classroom Teacher/District Tech. Director
Matthew Gonzalez, Classroom social studies teacher/coach
Michael Long – Classroom science teacher/Dept. Head
Mary Cisneros—Librarian Aide

Parents

Mrs. Karen Lopez
Mrs. Janice Reynolds

BUSINESS/COMMUNITY

MEMBERS

Allan Schulte

STUDENT MEMBERS

(Student Council Rep.)

Vision Statement

Agua Dulce Independent School District will strive to be a magnet district that produces successful citizens for today's society.

State Board of Education Mission, Goals and Objectives

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

- OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.
- OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:

- GOAL 1: The reading and writing of the English language.
- GOAL 2: The understanding of mathematics.
- GOAL 3: The understanding of science.
- GOAL 4: The understanding of social studies.

Education Code 4.001, 4.002

School Board/District Goals

Adopted by
 Agua Dulce ISD School Trustees

The following goals were developed by school trustees at the special school board meeting on Monday, January 11, 2010. These goals should be incorporated into the 2017-2018 District/Campus Improvement Plan and serve as a guide for planning and evaluation of the effectiveness of the school district.

1. The district will improve student annual performance in all areas of academic assessment as measured by such instruments as the yearly Texas Academic Performance Report, TEA’s Accountability Summary, and the Campus Report Card.

District Indicators:

- Continue Vertically and Horizontally meetings to align curriculum
- Network with other schools to investigate ways to increase student achievement
- Continue with increased visibility of principal in the classroom
- Continue to focus attention on all sub group scores
- Monitor strategies and activities identified in campus/district plan
- Improve ELA/Reading, Writing, Math, Social Studies and Science TAKS scores
- Continue substitute teacher orientation
- Continue reports to school board

ESEA Goals

By 2005-2006, all students will reach high standards at a minimum proficiency or better in reading/language arts and mathematics.

Performance indicator: The percentage of students, in the aggregate and for each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in reading on the State’s assessment. *

Performance indicator: The percentage of students in the aggregate and in each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in mathematics on the State’s assessment. *

Performance indicator: The percentage of Title I schools that make adequate yearly progress.

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year. (Proficiency Chart)

Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State’s assessment, as reported for performance indicator 1.1 *

Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2. *

All students will graduate from high school.

Performance indicator: The percentage of students who graduate from high school, with a regular diploma

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data

2. The district will provide innovative, technology-driven, and research-based instruction and strategies, resulting in engagement and success for all students.

District Indicators:

- Align curriculum to TEKS and STAAR standards
- Explore possibilities of additional vocational programs
- Increase participation in the distinguished achievement program
- Offer advanced, as well as, regular courses to all students

District Indicators:

- Continue utilization of technology in all grade levels
 - Continue use of the district website for communication
- Increase use of technology by the staff

3. The district will provide highly qualified staff, continuing to develop them through appropriate staff development and support.

District Indicators:

- Maintain competitive salary schedule
- Provide professional staff development plan
- Continue to improve upon teacher morale
- Recognize teachers

ESEA Goal

By 2005-06, all students will be taught by highly qualified teachers. [Section 9101(23) of ESEA] [Section 1111(h)(1)(C)(viii)]

Performance indicator: The percentage of classes being taught by “highly qualified” teachers in the aggregate and in “high-poverty” schools (top quartile of schools ranked by low-income population).

Performance indicator: The percentage of teachers receiving high-quality professional development. [Section 9101(34)]

Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.[Section 1119(c) and (d)]

Performance Targets: Performance targets define the progress the STATE expects to make at specified points in time with respect to each indicator as determined by the Texas Education Agency (TEA), effective July 1, 2004 for the 2004-2005 school year.

4. The district will improve communication between administrators, staff, and community.

District Indicators:

- Explore ways to get parents and community involved
- Continue with Elementary/Secondary Family Academic activities
- Continue visibility in community by the board, the superintendent, faculty and staff at school related functions

5. The district will maintain a balanced budget of a 65/35% ratio.

District Indicators:

- Pay bills
- Stay within budget parameters as established by the board
- Continue oversight and good management of district funds

6. Campuses will maintain a safe, fair, and well-disciplined environment that is conducive to education.

Campus Indicators:

- Enforce the Standardized Dress Code for all students
- Continue consistent ISS placements and progressive consequences
- Continue drug testing/contraband dog
- Continue safety programs for students
- Review the Crisis Management Plan
- Continue with counseling program in crisis situation
- Monitor transportation and facility safety
- Implement anti-bullying strategies
- Enforce cell phone ban during school hours

ESA Goal

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance indicator: The number of persistently dangerous schools, as defined by the State

Equal Educational Opportunity

No officer or employee of the District shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin. *42 U.S.C. 2000d; Civil Practice and Remedies Code 106.001*

District Background/Comprehensive Needs Assessment

The Agua Dulce Secondary Campus is a Title I School in the Agua Dulce Independent School District (ADISD). The Secondary Campus has 205 students, comprising of 60% economically disadvantaged students, 9.9% special education students, 60% At Risk students, and 18% non-resident transfer students. The campus improvement committee (CIC) conducted a comprehensive needs assessment based on the state's 2015-2016 Accountability Summary Report, the 2015-2016 Texas Academic Performance Report, and the 2016 System Safeguard Report including STAAR Test Data, End Of Course Test Data, attendance rates, graduation rates, and SAT/ACT data. Other sources utilized in the comprehensive needs assessment were the master schedule, attendance reports, parental involvement records, and discipline records. In addition, for general education and for special programs, the data were disaggregated for all student groups served by the campus, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs. Individual student's strengths and weaknesses were identified by disaggregating STAAR data by grade level, subject area and objectives, with DMAC, the district's data desegregation program

The CIC met on March 20th, 2017 to revise components designated by TEA as needing improvement. The CIC reviewed and concluded that the campus did not meet the major 2015-2016 goals. Agua Dulce Secondary hired a full-time art teacher, renewed the band teacher's contract to maintain the program, maintain academic remediation during the school as well as splitting the lunch hour between junior high and high school to alleviate overcrowding issues. Due to the Improvement Required (IR) status of the secondary campus, the district hired a professional service provider (PSP) to assist in improving teaching and student performance on STAAR tests. The committee also agreed that the continued use of security cameras, an aggressive bullying prevention program, and the overall discipline of the campus have maintained a safe environment for students and staff. The implementation of intruder and emergency weather drills, the addition of communication technology with parents (automated phone calling, a mass parent email list, an anti-bullying hotline, grade access by parents online through Skyward) have all helped to fulfill security and communication goals specified by the SBDM/CIP Committee in the past few years.

An assessment in identifying needs for the 2016-2017 school years was conducted by the principal and executive members of the committee. The campus received an "Improvement Required" rating for the 2015-2016 school years, specifically for being deficient in Index 3

by one point in lowering the achievement gap. It did miss two safeguards in the 2015 Accountability Report in the area of social studies performance for All students and Hispanic students, designating 21 of 23 safeguards met.

In analysis of test data, there were several areas that needed improvement: the 8th grade social studies STAAR exam was the area most needing improvement for the third year in a row with performance passing standard at 22% last year (2016) and 19% in the previous year (2015). In addition, 7th Grade Writing, and junior high mathematics, and high school mathematics were included in the (IR) plan with a special emphasis of using Advisory as a time for small group remediation. Most of the subject tests met or exceeded the state minimum standards overall, but closing the achievement gap in Index 3 was the overarching goal for 2017-2018. Due to having only one 8th grade social studies teacher, the improvement required is a personnel issue between the principal and the teacher, and was addressed by reassigning the Athletic Director, a current social studies teacher, and opening a teacher position for social studies position. Unfortunately, we were unable to fill the social studies position until January, 2017. The committee discussed how attendance has been decreasing this year drastically, from approximately, and ascertained the causes were due to unusually high rate of ill students this year, the lack of a full-time attendance clerk which the campus nor the district has, (the campus attendance clerk duties are shared by the library aide and secretary), a correction in the attendance software and strict enforcement of medical/physician excuses for specific class periods only, significant occurrences of parents enabling their students to miss consistently without medical excuses, a change in truancy laws, and rising absenteeism from students who drive to school and/or who do not live with their parents. Truancy filings have reduced due to the new truancy laws, mainly because the filings are ineffective. Nonetheless, students are assigned make-up hours. The CIP committee decided to increase the attendance incentive drawing with renewed guidelines, rewarding weekly perfect attendance.

The committee also identified a major goal to improve the security of our high school students during our lunch period and attendance after lunch. The committee unanimously agreed to continue in closing the campus due to concerns over students driving out-of town for lunch and walking around Agua Dulce's streets unsupervised to eat lunch at local restaurants. The committee noted that tardiness and skipping after lunch has decreased according to attendance reports. The committee views the open campus lunch policy for senior students has not hindered security and safety of students while allowing sufficient space in the cafeteria.

Title I Schoolwide Planning Components

SW 1 Comprehensive Needs Assessment

SW 2 Reform Strategies

SW 3 Highly Qualified Staff

SW 4 Professional Development

SW 5 Strategies for Attracting Highly Qualified Staff

SW 6 Parental Involvement

SW 7 Early School Transition

SW 8 Teachers Involved in Assessment Decisions and/or Use of Assessment Data

SW 9 Timely Assistance/Early Intervention

SW 10 Coordination and Integration of Local, State, and Federal Programs/Services

Goal #1

The district will improve student annual performance in all areas of academic assessment as measured by such instruments as State Accountability and AYP reports.

2016-2016 Accountability Standards

All student groups taking the STAAR, EOC, and TAKS reading, English language arts (ELA), math, writing, social studies, and science tests will meet or exceed the AYP standards and state accountability standards.

Student attendance for the district will continue to exceed the 94% state standard for attendance. The high school dropout rate will be maintained at 0%. The high school completion rate will meet or exceed the 95% standard for a rating of Exemplary.

Campus Indicators

- **Continue Vertical and Horizontal meetings to align curriculum**
- **Network with other schools to investigate ways to increase student achievement**
- **Continue with increased visibility of principal in the classroom**
- **Continue to focus attention on all sub group scores**
- **Monitor strategies and activities identified in campus/district plan**
- **Improve ELA/Reading, Writing, Math, Social Studies and Science EOC and STAAR.**
- **Continue reports to school board**

All student groups taking the STAAR reading, writing, and math tests will achieve state accountability standards as well as aim for the 100% passing standard for AYP accountability by the year 2016.

Summative Evaluation: **DMAC benchmark scores, Teacher database, student portfolios, STAAR/EOC scores, Student Reading Logs, Appraisal Logs, report cards, schedules, Annual ARD minutes, Grade 8 Promotion/Retention rate, attendance rate, graduation rate.**

REFORM STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p>Continue Vertical and Horizontal meetings to align curriculum</p> <ul style="list-style-type: none"> • Campus will regularly hold department and faculty meetings. • Integration of curriculum in all core classes to align with EOC and STARR exams through Advisory Period meetings • Continue benchmark system using DMAC • Implement Advisory period for teacher autonomy in deciding which assessments to use for evaluative purposes on an individual student basis.(SW 8) 	<p>Principal</p> <p>Department teacher leaders</p> <p>Teachers</p>	<p>TEKS</p> <p>STCC</p> <p>Textbooks</p> <p>DMAC</p> <p>Advisory period</p>	<p>Lesson plans, observations, DMAC data Curriculum Guides, Meeting sign-in sheets</p>	<p>Weekly lesson plans</p> <p>Six weeks grades</p> <p>Benchmarks</p>
<p>Network with other schools to investigate ways to increase student achievement</p> <ul style="list-style-type: none"> • Compare and contrast instructional strategies for improvement of student performance • Continue with the curriculum collaborative with schools in Region 2 	<p>Principal</p> <p>Principal/Staff</p>	<p>TEA Comparison Report</p> <p>Participation in curriculum collaborative with Region 2 schools.</p>	<p>Implementation of a formal analysis of curriculum and teacher effectiveness with DMAC benchmarks, and STAAR data</p>	<p>Semester, yearly</p> <p>Quarterly for curriculum collaborative</p>
<p>Continue with increased visibility of principal in the classroom and faculty/department meetings</p> <ul style="list-style-type: none"> • The principal will conduct daily walkthroughs and weekly observations. • Principal will chair department/campus meetings SW 3 	<p>Principal</p>	<p>Principal Teachers</p>	<p>Administrative Meetings Principal’s logs</p>	<p>Weekly Daily</p>

REFORM STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p>Continue to focus attention on all subgroup scores. Disaggregate student data by grade level and subject area and focus instruction and special programs on weaknesses identified in state and federal accountability reports. (SW 2)</p> <p>Implementation of daily RTI/remediation for struggling students in STAAR/EOC exams. (SW 2, 9)</p> <p>Use of DMAC and Lead4ward to identify and strategize remediation/RTI instruction.</p> <p><u>Reading, Writing, and ELA</u></p> <p><u>Math -:</u></p> <p><u>Science</u></p> <p><u>Social Studies</u></p>	<p>Principal</p> <p>Department leaders</p> <p>Teachers/ and aides</p> <p>Principal</p> <p>Counselor</p> <p>Team teachers(technology and content teachers)</p>	<p>STAAR Summary Reports</p> <p>DMAC</p> <p>Accelerated Reading Program</p> <p>Library Media</p> <p>Title V Innovative funds</p> <p>Elective classes</p> <p>Advisory period 35 minutes daily</p> <p>DMAC data program</p> <p>Think Through Math/ I-station online programs</p>	<p>Benchmark charts</p> <p>Teacher/student reviews</p> <p>Release tests</p> <p>Released STAAR exam benchmarks</p> <p>DMAC Tag assessments</p> <p>Think Through Math and I-station progress reports</p> <p>Grade reports of individual student.</p>	<p>August, December, March</p> <p>Weekly evaluations for online programs</p> <p>Every six weeks for six week benchmarks</p> <p>Semester exams/benchmarks aligned to STAAR standards</p>

REFORM STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p>Monitor strategies and activities identified in campus/district plan</p> <p>The campus will review the campus plan once each semester to ensure that activities are completed and to measure the effectiveness of the strategies for regular education and special programs students.(SW 2, 9)</p> <ul style="list-style-type: none"> ○ At-Risk students <ul style="list-style-type: none"> ▪ Tutorials ▪ STAAR classes 6-11 grades ▪ Counseling ▪ Parent Conferences ○ Bilingual/ESL students <ul style="list-style-type: none"> ▪ ESL Certified teachers ▪ Continue timely identification, placement and services ▪ Maintain accurate records ▪ Spanish documents ▪ Adhere to state exit criteria ○ Dyslexia/504 <ul style="list-style-type: none"> ▪ Staff development to all staff on characteristics of dyslexia and related disorders ○ Special Programs ○ Curriculum ○ Student Academic Progress ○ Student Attendance ○ Dropout/ Leaver Audit ○ Discipline Referrals/Placement ○ School Activities ○ Gifted and Talented <ul style="list-style-type: none"> ▪ 30-hour training ▪ 6-hour update training ▪ Homogeneous advanced classes with differentiated instruction with depth and complexity 	<p>Superintendent</p> <p>Principal</p> <p>Counselor</p> <p>Faculty Staff</p> <p>ESC 2 Personnel for training</p>	<p>Administrative Team</p> <p>Secondary campus info</p> <p>Teachers</p> <p>Aides</p> <p>Supplies</p> <p>Title funds</p> <p>ESL funds</p> <p>Gifted/Talented funds</p> <p>Special Education funds</p> <p>Local funds</p> <p>Scotish Rites (dyslexia program)</p> <p>Advisory Period</p> <p>RTI/Remediation, and G/T</p> <p>Brush Country Co-Op (special ed advisor)</p>	<p>State Accountability Reports 2014.</p> <p>AYP report</p> <p>Faculty meetings (agendas, minutes, and sign-in sheets for January meeting)</p>	<p>Six weeks</p> <p>Evaluate at mid-year by reviewing campus plan to check progress.</p>

REFORM STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p><u>Special Education</u> Focus on areas of special ed. most in need for the 2016-17 school year from the 5 categories (Initial Evaluations, Reevaluations, LRE, Related Services, and Transition). Formalize pre-referral with TAT process Training in Referral Packet Monitor number of special education students taking the TAKS ALT. below grade level for NCLB – 1% rule Addition of an instructional aide for content mastery support.</p>	Superintendent Principal Brush Country Co-op District Testing Coordinator			
<p>Improve ELA/Reading, Writing, Math, Science, and Social Studies Staar scores (SW 2)</p> <ul style="list-style-type: none"> • The campus will provide students with opportunities to have cross-curriculum in ELA/reading, math, science, and social studies activities • Accelerated Reader continuation with increased parental involvement in its support. • Reading remediation for comprehension skills in advisory period • Continue AP course selections to include English, math, and science • Continue PAP course selection to include English, math, science, and social studies in 2016 and beyond • Continue with annual needs assessment with the SBDM. (SW1, 3) 	Principal Department Leaders Teachers/aides	Compensatory Education Funds \$40,000 (extra math teacher on campus) Classroom teachers Staff development Think Through Math I-Station Computer lab Non-fiction publications	Benchmark tests Teacher/student review AP and Pre-AP Institute certificates Progress/six weeks reports for AR grades.	August, December March
<p>Continue reports to school board</p> <ul style="list-style-type: none"> • Administrative team will prepare reports for board meetings: 	Principal Campus secretary District counselor	Administrative Team Secondary Campus info	Board meetings, agendas, minutes, sign-in sheets	Monthly

Goal #2:

The district will provide innovative, technology-driven, and research-based instruction and strategies, resulting in engagement and success for all students.

Campus Indicators

- Continued use of STCC curriculum and participation in curriculum collaborative to STAAR and EOC standards
- Addition of vocational programs
- Increase participation in the distinguished achievement program
- Implementation of a fine art curriculum
- Offer advanced, as well, as regular courses to all students
- Continue utilization of technology in all grade levels
- Continue use of the district website for communication
- Increase use of technology by staff

Summative Evaluations: Membership and attendance rosters, Campus website, Technology Plan, STAAR, EOC, TAKS scores, Website access hits, master schedule

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p>Align the curriculum to STAAR, EOC, and (TAKS for a few students under TAKS graduation requirements) (SW 2)</p> <ul style="list-style-type: none"> • Update curriculum guides to ensure that all students have the opportunity to be successful • Implement Curriculum Collaborative for other core classes. 	<p>Principal Teachers Lead4ward (curriculum collaborative)</p>	<p>TEKS STCC Lead4ward</p>	<p>Curriculum and campus Meetings, agendas, minutes, sign-in sheets</p>	<p>Quarterly</p>
<p>Addition of vocational programs (SW 10)</p> <ul style="list-style-type: none"> • Expand the CATE curriculum to include additional courses and to enhance current coherent sequences (Career Pathways) 	<p>Principal Vocational and Business Teachers Counselor</p>	<p>Tech-Prep Consortium College Counselors</p>	<p>Contact logs Course description books</p>	<p>Semester Yearly</p>

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p>Increase participation in the distinguished achievement program</p> <ul style="list-style-type: none"> • Monitor students pursuing the DAP to ensure success in meeting all requirements • Provide increased opportunities to acquire the “measures” required by the DAP. • Meet the state standard for SAT/ACT testing. (ACT=24 and SAT=1110) • Increase the percent of students taking the SAT/ACT from 84% to 90% by providing the opportunity to take the test one time paid for by the district during their high school years. • Increase the percent of students scoring above their previous year’s score • Inform juniors and seniors that the top 10% of the graduating class will receive automatic admission to state colleges and universities. • Provide sources of information on higher education admissions and financial aid opportunities 	<p>Principal Counselor</p>	<p>Pre-registration forms DAP Requirements (4-year plan)</p>	<p>AP Class enrollment Dual-credit enrollment Registration for SAT/ACT</p>	<p>6 weeks Semester Registration calendar</p>
<p>Implementation of Fine Art Curriculum (SW 10)</p> <ul style="list-style-type: none"> • Implement Art program. Seek full-time position. 	<p>Principal Counselor Superintendent</p>	<p>District funds Parent support communication of fine art program</p>	<p>Student art portfolios Art 6 weeks grades</p>	<p>Every six weeks</p>
<p>Offer advanced, as well as, regular courses to all students</p> <ul style="list-style-type: none"> • Continue DECA work program for juniors and seniors • Continue Dual-credit program support • Promote/recruit multi-certified teachers 	<p>Principal Counselor Teachers Superintendent</p>	<p>Local businesses Dual credit budget financed by district Financial incentive: testing fees reimbursement for those who pass</p>	<p>Master schedule Pre-registration Class rosters Teacher certification, reports and records</p>	<p>Semester Yearly</p>

Goal #3 The district will provide highly qualified staff, continuing to develop them through appropriate staff development and support.

Campus Indicators

- Provide professional staff development plan
- Continue to improve upon teacher morale
- Recognize teachers
- Continue substitute teacher orientation
- Attract highly qualified teachers

Summative Evaluation: teacher personnel files, applications, retention rate, TAPR Report, HQ report, training logs for professional development, substitute recruitment, training and development

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES RESOURCES	FORMATIVE EVALUATIONS	TIMELINES TIMELINES
<p>Continue to improve upon teacher morale</p> <ul style="list-style-type: none"> • Increase staff luncheons for special occasions • Recognize teachers during semester award ceremonies 	<p>Principal Secretary Voluntary Teachers</p>	<p>Parent, teacher, student surveys Advisory Period time</p>	<p>Surveys Faculty meeting input</p>	<p>Continuous through the year</p>
<p>Recognize teachers</p> <ul style="list-style-type: none"> • Promote teacher retention through recognition programs. 	<p>Principal Campus Secretary Superintendent</p>	<p>School events calendar Birthday calendar Teacher attendance</p>	<p>Faculty meeting agendas Recognition records End-of-Year Breakfast Agenda/Awards</p>	<p>Weekly Monthly May 2017</p>
<p>Continue substitute teacher orientation</p> <ul style="list-style-type: none"> • Substitute teachers will be provided with handbooks and trained in the expectations of the district. 	<p>Principal Superintendent secretary</p>	<p>Substitute teacher handbook District policy</p>	<p>Orientation agenda, minutes, sign-in sheets.</p>	<p>August 2017 As needed</p>
<p>Attract Qualified teachers (SW 5)</p> <ul style="list-style-type: none"> • Advertise campus openings on district website • Attend TAMUK Job Fair • Post openings in local news paper • Post opening on ESC 2 job consortium page 	<p>Principal Superintendent</p>	<p>Certification stipends and programs</p> <p>ESC II ,TASA Texas A&M Kingsville, Corpus Christi,</p>		<p>Every year as needed</p>

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p>Continue utilization of technology in grade levels 6-12 Continue integration of I-pads, and mobile cart use.</p>	Principal, District Technology Coordinator	Lesson plans and STAR Chart District funds CATE funding	Lesson Plans T-TESS walkthroughs/observations	Continued throughout the school year
<p>Continue use of the district website for communication</p> <ul style="list-style-type: none"> Update the district website on a monthly basis Implement Parental Grade Access online Continue Bullying Hotline monitoring. 	Principal, District Technology Coordinator Secretary	Skyward Online Program (Parental Access) Cyber-bullying hotline Superintendent	Website Updates Calendar of events	Monthly On-going
<p>Increase use of technology by staff</p> <ul style="list-style-type: none"> Provide staff development for integrating technology into classroom instruction. Seek teacher input on technology issues, requests, and evaluations of current use. 	Principal, District Technology Coordinator Teacher	Title II, Part A funds Title II, Part D funds Math Grant TAMUK Region 2 ESC	Staff calendar T-TESS sub-domain ratings Agendas, sign-in sheets Teacher surveys	On-going

Goal #4

The district will improve communication between administrators, staff, and community.

Campus Indicators

- Implement technology and communication to get parents and community involved
- Continue with Elementary/Secondary Family Academic activities
- Continue visibility in the community by the board, the superintendent, faculty and staff at school related functions

	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>
• Volunteers:	23	18	0	10	19
• Booster Club membership	50	58	43	20	35
• Open House	150	129	196	205	210
• Federal Programs Parent Meetings	15	11	6	15	12

Summative Evaluation: total parental involvement, total business/community involvement,

<u>STRATEGIES</u>	<u>PERSONS RESPONSIBLE</u>	<u>RESOURCES</u>	<u>FORMATIVE EVALUATIONS</u>	<u>TIMELINES</u>
<p>Initiate parents and community involvement (SW 6)</p> <ul style="list-style-type: none"> • Communicate through email and newsletters. • Post student and campus news on the district website • Provide online access to grades by parents • Provide an automated phone system to contact parents • Recruit parent volunteers for other clubs and organizations • Continue Parent Open House Night • Initiate Mandatory Parent Contact logs by teachers • Promote/Monitor Anti-bullying Hotline 	<p>Principal</p> <p>Technology Director</p> <p>Campus secretary</p> <p>Teachers</p>	<p>Grade Access/Automated Parent contact Components added to Skyward</p> <p>Anti-bullying system</p> <p>Technology Director</p> <p>Campus Secretary</p>	<p>Email records</p> <p>District Website Checks</p> <p>Parent grade access records</p> <p>Automated phone system records</p> <p>Parent Contact logs</p> <p>Anti-bullying Records</p>	<p>Email/newsletter weekly</p> <p>Website is on-going</p> <p>Automated phone system (updates with new students as needed) Use weekly</p> <p>Open House Aug. 2017</p> <p>Monitoring anti-bullying hotline daily</p>
<p>Continue visibility in the community by the faculty and staff at school related functions</p> <ul style="list-style-type: none"> • Attend athletic, academic, FFA events. • Attend/monitor pep rallies, homecoming dance, prom, • Participate in career fair 	<p>Principal</p> <p>Faculty</p> <p>Counselor (career fair)</p> <p>Sponsors</p>	<p>Faculty</p> <p>Community members</p> <p>Parents</p>	<p>Administrator duty schedule for home games, homecoming, prom</p> <p>Voluntary by principal to attend away games.</p>	<p>Home Athletic as scheduled for duty</p> <p>Away athletic events (off-duty)</p> <p>Nueces and Jim Wells County Career Fair 2017</p>
<p>Implement Transition Program for incoming students (6th graders) (SW 7)</p> <ul style="list-style-type: none"> • The campus Grade Placement Committee will form with the elementary GPC to assess, evaluate, and make appropriate plans for students placed in the 6th grade. 	<p>Secondary/Elementary Principals</p> <p>Teachers from both campuses</p> <p>District Special education teacher</p>	<p>DMAC Data STAAR Reports</p> <p>State Accountability Reports</p>	<p>Joint Committee records</p> <p>6th graders Academic Plans for remediation</p>	<p>August</p>

<ul style="list-style-type: none"> The joint GPC committees will meet to disaggregate 5th grade STAAR scores and class grades to plan on academic remediation for all incoming students to the secondary campus. 		District SBDM committee/Plan	STAAR Records	
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Goal #5

The district will maintain a balanced budget of a 65/35% ratio (student/other), as well as maintain a three-month fund balance.

Campus Indicators

- Stay within budget parameters as established by the Supt.
- Continue oversight and good management of campus funds

Goal #6:

Campuses will maintain a safe, fair, and well-disciplined environment that is conducive to education.

Campus Indicators

- Implement anti-bullying strategies, reporting system
- Enforce the Standardized Dress Code for all students
- Continue drug testing/contraband dog
- Continue safety programs for students
- Review the Crisis Management Plan
- Continue with counseling program in crisis situation
- Monitor transportation and facility safety

Elementary and Secondary Education Act (ESEA) Performance Goal (effective 2003-2004):

- All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

Summative Evaluations: PEIMS 425 Discipline Report, SDFSC Annual Program Evaluation, Gun Possession Act Report, Drug testing reports, discipline reports

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p>Enforce the Standardized Dress Code for all students</p> <ul style="list-style-type: none"> • Student appearance will coincide with community values • Maintain enforcement for overall discipline 	<p>Principal Teachers</p>	<p>Student Handbook</p>	<p>Student referrals Parent and student surveys</p>	<p>Daily enforcement, Weekly review of referrals</p>
<p>Continue drug testing/contraband dog</p> <ul style="list-style-type: none"> • Continue to reduce the number of positive hits in Grades 6-12 in the drug-testing program for UIL participants • Coordinate drug dog random searches • Provide students with drug testing information each year 	<p>Superintendent Principals District nurse</p>	<p>K-9 Contraband Services Compliance Consortium Corporation (drug testing)</p>	<p>Drug testing records Drug dog reports</p>	<p>Monthly 6 times a year</p>
<p>Continue safety programs for students (SW 10)</p> <ul style="list-style-type: none"> • Integrate safety programs through health classes and assemblies, i.e., guest speakers • Curriculum/Training/counseling services on <ul style="list-style-type: none"> • physical or verbal aggression • sexual harassment • bullying • abstinence • drug abuse • child abuse 	<p>Principal Teachers Counselor</p>	<p>Counselor Health teacher Advisory Period Time Region II ESC staff (Title IV funds) Child Protective Services</p>	<p>Calendar of events Sign in sheets Discipline referrals AEIS and School Report Card reports</p>	<p>Monthly Twice a year</p>

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p>Review the Crisis Management Plan (SW 10)</p> <ul style="list-style-type: none"> • Suicide Prevention • Violence Prevention • Lockdown Drills • Conflict Resolution • Implement Positive Behavior Support strategies derived from the Texas Behavior Support Initiative • All grade level teachers and office staff will be trained in CPR and First Aid 	<p>Principal Counselor</p>	<p>Counselor District trainer (TBSI team) Region II ESC</p>	<p>Fire/safety drill logs PEIMS 425 Certificates of training Professional Safety Associates Inc</p>	<p>Weekly Monthly Jan 2017</p>
<p>Continue with counseling program in crisis situations</p> <ul style="list-style-type: none"> • In a crisis situation, every child will be offered and provided an opportunity to speak with a counselor 	<p>Principal Counselor</p>	<p>Counselor Brush Country Special Education Co-Op Dr. Fisher (psychiatrist-Brush Country Cop-Op)</p>	<p>Counselor’s log Psychologist’s log</p>	<p>Per occurrence</p>
<p>Monitor transportation and facility safety</p> <ul style="list-style-type: none"> • Bus safety Evacuation Drills • Continue the issue parking permits to staff and students and monitor the parking lots • Continue monthly fire drills • Install and use security cameras to monitor campus 	<p>Principal, Technology Director Transportation Director Cafeteria Director</p>	<p>Teachers CDL drivers Counselor/Principal</p>	<p>Evacuation Forms Fire Drill Logs Transportation records/reports</p>	<p>Twice a year On-going Monthly</p>
<p>Look at ways to expand current counseling program</p> <ul style="list-style-type: none"> • Continue to implement the District Comprehensive Guidance Plan in accordance with the State Guidance Plan 	<p>Principal Counselor</p>	<p>Counselor</p>	<p>Master Schedule Counselor’s log</p>	<p>Daily</p>