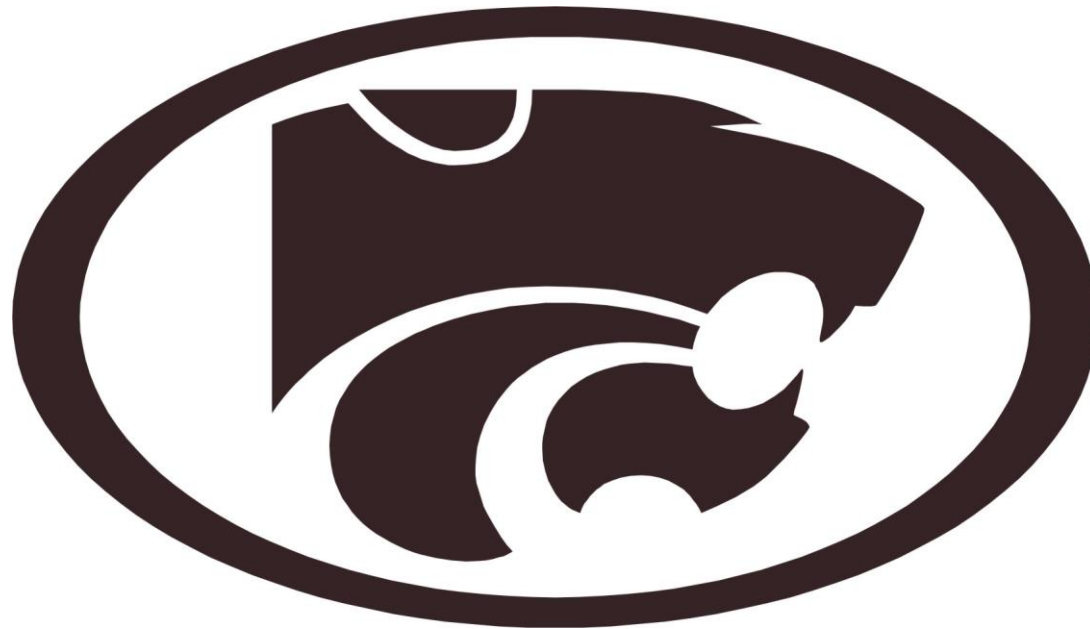


Dell City Independent School District

District Improvement Plan / Campus Improvement Plan

2014-2015



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Dell City Independent School District

Mission Statement

A Quality Education For All

Vision Statement

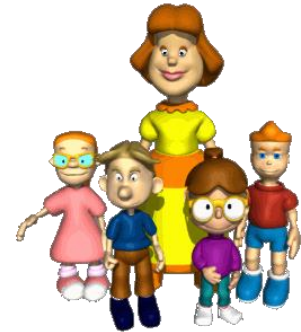
Our responsibility is to provide every student with an education that prepares them for the real life challenges of the 21st century.

Core Values

- Values each child as an individual in his/her own right.
- Encourages excellence in our students' academic, cultural and athletic pursuits.
- Challenges our students, parents and the community to eliminate boundaries and focus on possibilities for learning success.
- Builds upon partnerships within the community to maintain our position as the center for educational, cultural and civic activities.
- Inspires leadership and creativity in our children and staff.

Dell City ISD Philosophy

Dell City ISD's vision statement reflects the direction, values and goals we are striving for as we move forward. It takes into account our past, present, and future. Overall it is the common aim for everything we do from strategic planning, classroom instruction and infrastructure improvement to community outreach.



2014-2015 District/Campus Improvement Team

Fabian Gomez –Superintendent
Dr. Debra Martinez- Campus Administrator
Tracy Baeza – Elementary Teacher
Sandra Vargas – Parent Representative / Community Member
Veronica Gomez – Junior High School Teacher
Timothy Harber - High School Teacher
Robert Cedillo – Business Representative

CIP/DIP Review – November 2014

(Board of Trustee Acceptance – November 2014)

Region 19 Turn-Around Team visit for a Campus Walk-through, Training, and On-site Needs Assessment to make recommendations for a School Improvement Plan

October 8, 2014 – Addressed Focus Data Analysis, Student Level Review, On-site Needs Assessment and Targeted Improvement Plan

This plan was revised with the intention of immediate implementation to address school improvement and the district's academically unacceptable status. Modifications and future revisions will be developed based on a review of student's academic progress and suggestion for the PSP, ESC Region 19 and DIP/CIP campus mentor. The district is committed to creating a systemic change and providing a quality education for all.

ESC Region #:	19
LEA:	Dell City ISD
Co/District #:	115-903

District Improvement Plan

District Goal 1

Stage of Intervention:	Did Not Meet Standard
Revision Date:	November 2014

All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, science, and social studies.

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies , fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
<p>1a. Dell City ISD teachers will provide instruction by using curriculum specifically designed to cover state objectives (TEKS) and prepare students for State of Texas Assessments of Academic Readiness (STAAR™) and End of Course Exams (EOC) .</p>	<ul style="list-style-type: none"> • Districtwide professional development in teaching TEKS, TAKS, STAAR, EOC strategies. ESC 19 or outside consultants. • TEKS resource system professional development to tie curriculum objectives directly to TAKS objectives, to understand the standards and to embed the process standards. ✓-list 12 • Implement, as needed, research based accelerated education programs or response to interventions address the needs of all students including special populations to include small group instruction and individual instruction. • Continue research-based math and reading program strategies to include 	<p>Human Resources: Campus administrator Teachers Technology Coordinator SPED Director ESL Director Migrant Coordinator Region 19 ESC Turnaround Team - PSP</p> <p>Budget Resources: LS SC</p>	<p>Initial Evaluation:</p> <ul style="list-style-type: none"> • See needs assessment <p>Formative Evaluation:</p> <ul style="list-style-type: none"> • Staff development agendas • Benchmark test results at least two times per year. • Grades • Contact hours for Region 19 ESC Professional Development Support • Lesson Plans • Weekly CBA's • Walk-through documentation • CBA – Curriculum Based Weekly Assessments

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies , fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
	<p>but not limited to computer assisted programs. Teachers use grades and data to monitor progress. Parents receive copies of grades of reports and discuss their child's progress with teachers.(TI) √-list 7</p> <ul style="list-style-type: none"> Disaggregate and review student performance data to identify strengths and addressing areas of need, which are discussed during weekly teacher meetings (vertical alignment) and then small group meetings (horizontal alignment.) Plan instructional strategies for enhancing areas of strength and addressing areas of need. √-list 12 Plan staff development that will address areas of need. Continue diagnostic testing to assess progress by using TEKS resource system unit test and Eduphoria. √-list 7 Make needed curricular and instructional changes based on student progress by changing the tutorial focus, increasing the use of technology to teach objectives like Educate Online. √-list 7 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. (TEC) Maintain the required 22 to 1 ratio in grades K-4. (TEC) √-list 7 	FD Special Population: TI - Schoolwide (REAP) TIM ESL AR CTE	Summative Evaluation: <ul style="list-style-type: none"> Impact on targeted student performance levels. Local and state assessments Analysis of student academic assessments. (TEC) Student performance data disaggregated by student groups and gender. (TEC) Evaluation of policies and procedures to ensure a positive impact on student performance. (TEC) Evaluations of professional development activities to ensure a positive impact on student performance. (TEC)

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies , fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> and <i>Final (Summative)</i> <i>for evaluation purposes</i>
	<ul style="list-style-type: none"> • Supplemental, Research-Based instruction as sponsored by the Region 19 Turn Around Team’s professional development.(TI) These activities are monitored weekly by the campus administrator and evidence is supported by CBA. √-list 7 • Supplemental, Research-Based Social Studies and Science Instructional strategies to support CBA and supplemental STAAR/EOC test practice materials. (TI) √-list 7 • Scheduled extra time for accelerated instruction and tutorials for remediation. • Provide research-based progress-monitoring tools, technology, and professional development around effective program implementation in the classroom. (TI) To include a locally developed online Professional Learning Community monitoring program. √-list 7 		
1b. Continue to guide and support a process of curriculum alignment that will result in a comprehensive, well-balanced curriculum.	<ul style="list-style-type: none"> • Promote vertical/horizontal articulation between and among teachers to align curriculum. • Encourage and support vertical/horizontal articulation efforts through the C-Scope VAD and weekly teacher meetings. (The district has applied for and received a waiver from TEA to dismiss early each Wednesday for teacher professional development and opportunities to discuss student progress, strategies 	Human Resources: Campus administrator Teachers Technology Coordinator SPED Director Region 19 ESC Turnaround Team DIP/CIP - PSP	Initial Evaluation: <ul style="list-style-type: none"> • See needs assessment Formative Evaluation: <ul style="list-style-type: none"> • Planning session agendas • Staff development evaluations • On-site Needs Assessment by ESC Region 19’s Turnaround Team (DIP/CIP Strategy Region 19 - 1)

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	<p>and instructional needs.) Conference calls, emails, and/or video conferencing follow up support from ESC Region 19 during Wednesday's professional development times. ✓- list 12</p> <ul style="list-style-type: none"> • Involve students in completing their own personal graduation plans. • Students will be encouraged and challenged to meet their full educational potential. (TEC) • Continue to align health and P.E. curriculum emphasizing choices for healthful living with the help of the School Health Advisory Council. • Initiate, improve, expand, and modernize quality CTE programs, including relevant technology. • On-site customized instructional planning sessions for academic teams for a unit of study and monitoring support based on the TEKS RESOURCE MANAGEMENT SYSTEM instructional focus document –targeting math and other core areas. (DIP/CIP Strategy Region 19 – 2A) ✓-list 12 • Training for the campus administrator provided by ESC Region 19 for on-site guidance to make connections and verify the alignment between the curriculum and teachers' interpretation through instructions by using the instructional focus document and vertical alignment document. (DIP/CIP Strategy Region 19 – 2A) ✓-list 12 	<p>Budget Resources: LS SC FD</p> <p>Special Population: TI - Schoolwide (REAP) TIM ESL AR CTE SE</p>	<ul style="list-style-type: none"> • Lesson Plans • Weekly CBA's <p>Walk-through documentation</p> <p>Summative Evaluation:</p> <ul style="list-style-type: none"> • 100% completion of scope and sequence documents • NCLB Compliance Report evaluation • Analysis of student academic assessments. (TEC) • AEIS Report -Student performance data disaggregated by student groups and gender. (TEC)

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies , fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
<p>1c. Communicate to teachers the status of all students in special populations programs and strategies to prevent failure and achieve potential.</p>	<ul style="list-style-type: none"> • Districtwide professional development in knowledge of special populations programs. ✓-list 9 • On-site sheltered instruction training and support provided by ESC Region 19 for proper identification, assessment, instructional placement and delivery of services to ensure the academic and linguistic success of the English Language Learners. ✓-list 12 • Mock TAKS / STAAR/EOC testing. ✓-list 8 • Plan and implement a comprehensive process for improving student performance. Strategies include using information and data from curriculum based assessments, TEKS RESOURCE MANAGEMENT SYSTEM, Eduphoira and other computer generated data. Tutorials are based on weekly skills test, TEKS RESOURCE MANAGEMENT SYSTEM unit test and student performance. The main instructional strategy for tutorials addresses different learning modalities. ✓-list 7 • Disaggregate and review student performance data to identify strengths and areas of need. ✓-list 8 • Plan instructional strategies for enhancing areas of strength and addressing areas of need. ✓-list 12 • Continue diagnostic testing to assess 	<p>Human Resources: Campus administrator Teachers SPED Director ESL Director GT Coordinator Migrant Coordinator Region 19 ESC Turnaround Team</p> <p>Budget Resources: LS SC FD</p> <p>Special Population: TI - Schoolwide (REAP) TIM ESL AR CTE SE</p>	<p>Initial Evaluation:</p> <ul style="list-style-type: none"> • See needs assessment <p>Formative Evaluation:</p> <ul style="list-style-type: none"> • Staff development agendas • Benchmark test results at least two times per year • Weekly CBA <p>Summative Evaluation:</p> <ul style="list-style-type: none"> • Impact on target student performance levels • AEIS Report -Analysis of student academic assessments. (TEC) • Evaluations of professional development activities to ensure a positive impact on student performance. (TEC)

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies , fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
	<p>progress. ✓-list 8</p> <ul style="list-style-type: none"> • Make needed curricular and instructional changes based on progress. ✓-list 8 • Evaluation of polices and procedures to ensure a positive impact on student performance. (TEC) • Coordination of districtwide professional development activities provided through other federal, state, and local programs. (Title II, Part A) ✓-list 9 • Implement and monitor Response to Intervention (RtI) strategies to meet the identified needs of students. (TI) ✓-list 7 		
1d. Facilitate staff development based on targeted areas from the comprehensive needs assessment.	<ul style="list-style-type: none"> • Generate and utilize data from a comprehensive needs assessment that will provide focus for staff development for the next several years. ✓-list 9 • Plan and implement staff development for administrators, teachers, support and auxiliary personnel that addresses the needs identified in the data review. ✓-list 9 • Provide staff development on teaching strategies that promote learning for all students; conflict resolution; and prevention of sexual harassment. ✓-list 9 • Assess effectiveness of staff development through an annual survey and make needed changes. Staff development activities are 	<p>Human Resources: Campus administrator Teachers Region 19 ESC Turnaround Team</p> <p>Budget Resources: LS SC FD</p> <p>Special Population: TI - Schoolwide (REAP) TIM ESL</p>	<p>Initial Evaluation:</p> <ul style="list-style-type: none"> • See needs assessment <p>Formative Evaluation:</p> <ul style="list-style-type: none"> • Registration for staff development sessions • Report Cards • On-site Needs Assessment by ESC Region 19's Turnaround Team <p>Summative Evaluation:</p> <ul style="list-style-type: none"> • AEIS and other state assessment data • Teacher evaluation of training

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies , fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
	<p>transferred and being used in the classroom, which is evident through student work and observed lesson from the campus administrator's walk-throughs. √-list 9</p> <ul style="list-style-type: none"> • Provide collaborative staff development opportunities, ie. Scheduled Wednesday Staff Development meetings. • Provide training and subsequent resources (including supplies and materials) to implement the training on individualized instructional strategies for students identified as needing intervention. (TI) √-list 7 • Provide staff development to support the infrastructure needed for Rtl implementation. (TI) √-list 9 	AR CTE SE	
<p>1e. Continue efforts to attract, hire, and retain highly qualified teachers resulting in 100% of teachers being state certified in their area of assignment and meet the "highly qualified: federal requirement.</p> <p>NCLB Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.</p>	<ul style="list-style-type: none"> • Continue to provide a quality employee compensation plan and benefits for district staff. • Recruit highly qualified and certified teachers by posting vacancies on various websites. • Use technology to market teacher positions, to advertise benefits, and to take applications over the Internet. • Qualified and highly effective personnel will be recruited, developed, and retained. (TEC) • Involvement and participation from teachers in determining needs for staff development and hiring (TII, Part A) • Assist teachers not currently Highly 	<p>Human Resources: Superintendent Campus administrator Teachers</p> <p>Budget Resources: LS FD</p> <p>Special Population: TI – Schoolwide NCLB</p>	<p>Initial Evaluation:</p> <ul style="list-style-type: none"> • See needs assessment <p>Formative Evaluation:</p> <ul style="list-style-type: none"> • District salary plan • Benefits • Stipends • Campus administrator Interview • DEIC recommendations <p>Summative Evaluation:</p>

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	<p>Qualified to meet the HQ requirements in a timely manner.</p> <ul style="list-style-type: none"> Assist with certification testing fees when determined the need exists. Assist teachers in attending or obtaining resources for TExES study sessions when available. Develop employee competencies to sustain the district’s technology goals. Notification to parents when child is assigned to a teacher who is not highly qualified in an understandable and uniform format in a language that the parents can understand (TI) 		<ul style="list-style-type: none"> School Board adopted employee compensation plan and benefits Certified teachers employed Approval by school board Highly Qualified Report Campus administrator Attestation
<p>1f. All Title I, Part A paraprofessionals with instructional duties and hired after January 8, 2002, and teaching in a program supported by Title I, Part A funds, have a high school diploma or its equivalent and meet the Title I, Part A qualifications based on their (1) completion of 2 years of education at an institution of higher education, or (2) earning an associate’s (or higher) degree, or (3) having met a rigorous standard of quality through a formal local academic assessment that assesses the knowledge of and the ability to assist in instructing reading, writing, and mathematics; or the knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.</p>	<ul style="list-style-type: none"> Recruit highly qualified and certified paraprofessionals by posting vacancies on various websites. Use technology to market paraprofessional positions, to advertise benefits, and to take applications over the Internet. Qualified and highly effective personnel will be recruited, developed, and retained. (TEC) Ongoing districtwide professional development training to enhance instructional competencies. √-list 9 	<p>Human Resources: Superintendent Campus administrator Teachers</p> <p>Budget Resources: LS</p> <p>Special Population: TI – Schoolwide NCLB</p>	<p>Initial Evaluation:</p> <ul style="list-style-type: none"> See needs assessment <p>Formative Evaluation:</p> <ul style="list-style-type: none"> Credentials provided by the applicant Campus administrator Interview DEIC recommendations <p>Summative Evaluation:</p> <ul style="list-style-type: none"> School Board adopted employee compensation plan and benefits Certified teachers employed Approval by school board

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			<ul style="list-style-type: none"> Highly Qualified Report Campus administrator Attestation
<p>1g. Continue to implement a systematic long-range planning process that results in exemplary student performance to the following levels: TAKS 98% passing all test with 50% commended performance, SAT 50% above 1110, ACT 50% above 20, 100% of graduates participating in Special Education meeting Individual Education Plan (IEP) requirements, 75% of graduates enrolled in post secondary studies or in military, 75% of graduates receiving distinguished or recommended diploma.</p> <p>NCLB Performance Goal 5: All students will graduate from high school.</p>	<ul style="list-style-type: none"> Continue to provide guidance to ensure that students have support needed to succeed. Monitor student performance on a regular basis via report cards, test results, grade sheets, diagnostic testing, course passing rates, etc. and make targeted instructional changes for students. √-list 8 Use information to make informed decisions about placement and tutorials as well as to develop new strategies for supporting and helping students. (TI) √-list 8 Conduct in-district summer school for all students failing courses. √-list 16 Provide diagnostic testing to identify students that need additional support, place students in appropriate classes, and establish tutorials for students in need. (TI) √-list 8 Students who require related services receive the kind and amount necessary to assist the child to benefit from special education services. √-list 8 Students receive a variety of related services based on need and integrated in the regular curriculum. Provide supplemental teacher, tutor, and/or substitute pay to support 	<p>Human Resources: Campus administrator Teachers SPED Director Diagnosticians Assistive Technology Team Region 19 ESC Turnaround Team Math/Science Initiative Consultants PSP and Mentor</p> <p>Budget Resources: LS SC FD</p> <p>Special Population: TI - Schoolwide (REAP) TIM ESL AR</p>	<p>Initial Evaluation:</p> <ul style="list-style-type: none"> See needs assessment <p>Formative Evaluation:</p> <ul style="list-style-type: none"> Course passing rates Attendance at tutorials (TI) Diagnostic data Fewer special populations referrals Lesson Plans Walk-through documentation Weekly CBA's <p>Summative Evaluation:</p> <ul style="list-style-type: none"> Enrollment numbers Decrease in leavers Passing rates shown on progress reports Six weeks report cards Number of students identified as special population Analysis of student academic assessments. (TEC) Attendance rates disaggregated by student groups and gender. (TEC) AEIS Report - Student

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	<p>appropriate interventions. (TI) √-list 8</p> <ul style="list-style-type: none"> To provide on campus support to teachers and the campus campus administrator through a mentoring program designed to provide a change agent for the district thus enabling new and effective teaching strategies to be incorporated into the teaching and learning process. The program will be based on consulting, collaborating and then coaching the math professional to discover the disconnect between the educator and the learner. √-list 12 Increase the use of manipulative, graphing calculators, and hands-on activities in math classes through training and provided materials. √-list 9 	CTE	<p>performance data disaggregated by student groups and gender. (TEC)</p>
<p>1h. Starting in 2011-2012 Students will demonstrate progress based on the TAKS test in all areas by achieving at least a 93% or better passing rate for Reading/ELA, 92% or better passing rate for Mathematics, 70% or better passing rate for Writing and Social Studies, and 60% or better passing rate for Science. For Students taking the new STAAR/EOC the passing rate is pending the release of state standards.</p> <p>Goals include subpopulation groups for all students and student groups (economically disadvantaged, students in major ethnic groups to include white and Hispanic, special education, LEP) by grade levels and by subject areas to meet or exceed performance</p>	<ul style="list-style-type: none"> Districtwide professional development in teaching TEKS and TAKS strategies. (TI) (FD) √-list 9 & 12 Use of the Accelerated Reading and math programs. √-list 7 Use of computer assisted technology and other course recovery software to provide diagnostic/prescriptive help for students. √-list 7 Assist and support teachers in preparing At-Risk, LEP, Migrant, 504/dyslexic, and special education students to meet or exceed TAKS standards. (Supported by Effective Strategy – ESC Region 19) √-list 12 Provide information on program rules and regulations to campus 	<p>Human Resources: Campus administrator Teachers Technology Coordinator Region 19 ESC Turnaround Team</p> <p>Budget Resources: LS SC FD DIP/CIP</p>	<p>Initial Evaluation:</p> <ul style="list-style-type: none"> See needs assessment <p>Formative Evaluation:</p> <ul style="list-style-type: none"> Diagnostic data Attendance for RTI and impact classes. (TI) Weekly CBA's Walk-through documentation <p>Summative Evaluation:</p> <ul style="list-style-type: none"> TAKS scores – Spring Testing Analysis of student academic assessments. (TEC) Student performance data

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<p>standards listed above on state assessments.</p> <p>NCLB Performance Goal 1: By 2013-2014, all students will reach high standards at a minimum attaining proficiency or better in reading/language arts and mathematics.</p>	<p>administrators and other appropriate staff. (TEC)</p> <ul style="list-style-type: none"> • Use the student performance data resulting from the academic readiness assessments and achievement tests administered, to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable the students to be performing at grade level at the conclusion of the next regular school term. (TEC) ✓-list 8 • Student bench mark testing will be done twice a year to monitor student progress. Weekly CBA's and/or unit test will provide information on the student's progress, and then instructional adjustments are made to accommodate student progress. ✓-list 8 • Teachers use the C-Scope lesson plans, VAD (Vertical Alignment Document), Year at a Glance, and IFD (Instructional Focus Document). Monitoring is done through lesson plans and observations by the campus campus administrator. The campus campus administrator will stay current on TEKS RESOURCE MANAGEMENT SYSTEM administrator support sessions hosted by ESC Region 19. (DIP/CIP Strategy – Region 19 – 5) ✓-list 7 & 12 • Parent conferences for the purpose of communicating progress on the TEKS and/or state assessments. ✓-list 10 	<p>Special Population: TI - Schoolwide (REAP) TIM ESL AR CTE</p>	<p>disaggregated by student groups and gender. (TEC)</p> <ul style="list-style-type: none"> • Evaluation of policies and procedures to ensure a positive impact on student performance. (TEC) • Evaluations of professional development activities to ensure a positive impact on student performance. (TEC)

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies , fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> and <i>Final (Summative)</i> <i>for evaluation purposes</i>
	<ul style="list-style-type: none"> • Parent and community support and encouragement for students to succeed on the state assessments (incentives, snacks, and pep rally, and online training modules, etc.) (Supported by DIP/CIP Effective Strategy – ESC Region 19) √-list 10 &12 Use online or professionally developed testing databases for benchmarking. (Supported by DIP/CIP Effective Strategy – ESC Region 19) √-list 12 • Scheduled extra classes for accelerated instruction and tutorials for remediation. √-list 7 • On-site parent/family trainings hosted by ESC Region 19 to help parents to understand the STAAR, support their child at school and to learn about TEKS RESOURCE MANAGEMENT SYSTEM. (DIP/CIP Strategy – Region 19 – 7B) √-list 10 & 12 • The campus will continue with the online parent modules to provide resources, materials, and training in English or Spanish for additional topics. (DIP/CIP Strategy – Region 19 – 7A) √-list 10 		
1i. Students with disabilities are educated with non-disabled peers in the least restrictive environment.	<ul style="list-style-type: none"> • Districtwide professional development for ARD committee members and all staff regarding placement options and pre-referral process. • Annual examination and determination of placement in LRE. • Implement strategies and monitor 	Human Resources: Campus administrator Teachers SPED Director Region 19 ESC	Initial Evaluation: <ul style="list-style-type: none"> • See needs assessment Formative Evaluation: <ul style="list-style-type: none"> • Leaver reports

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies , fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
	<p>progress towards keeping students in school (TEC). ✓-list 8</p> <ul style="list-style-type: none"> • Decrease the number of movers. (TEC). • Use information from the leaver report to make informed decisions and to develop strategies for retaining students. • Review current strategies for dropout prevention and determine successes and challenges. • Place all special needs students in the least restrictive environment. ✓-list 8 • Coordination of districtwide professional development activities with professional development activities provided through other federal, state, and local programs. (Title II, Part A) (FD) • Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color. ✓-list 8 	<p>Turnaround Team</p> <p>Budget Resources: LS SC FD</p> <p>Special Population: TI - Schoolwide (REAP) TIM ESL AR CTE</p>	<p>Summative Evaluation:</p> <ul style="list-style-type: none"> • Enrollment numbers • Decrease leavers by a minimum of 10 percent • Attendance rates disaggregated by student groups and gender. (TEC) • Dropout rates disaggregated by student groups and gender. (TEC)
<p>1j. Dell City ISD's initial evaluations for special education services will be completed in a timely manner so that services are not delayed.</p>	<ul style="list-style-type: none"> • Staff development in pre-referral instruction strategies, support service options, and evaluations. (FD) • Staff development in guidelines and tracking for the re-evaluations. • Re-evaluations for special education services will occur every three years or more frequently if conditions warrant or if requested by parent or 	<p>Human Resources: Campus administrator SPED Director Diagnostician Region 19 ESC Turnaround Team</p>	<p>Initial Evaluation:</p> <ul style="list-style-type: none"> • See needs assessment <p>Formative Evaluation:</p> <ul style="list-style-type: none"> • Program documentation • Program enrollment • Diagnostic data • Fewer special populations

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies , fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
	teacher. <ul style="list-style-type: none"> Districtwide professional development for diagnostic staff in general and special education issues. Add timeline section to referral/re-evaluation checklist to indicate beginning, assessments, and ARD meetings. Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color. 	Budget Resources: LS SE FD Special Population: TI - Schoolwide (REAP) TIM ESL AR CTE SE	referrals Summative Evaluation: <ul style="list-style-type: none"> Enrollment numbers Decrease in leavers Passing rates shown on progress reports Six weeks report cards Number of students identified as special population Analysis of student academic assessments. (TEC)
1k. The Individual Education Plan (IEP) for each student beginning at age 14 (or younger if appropriate) will include a statement of needed transitions services. Parents will be notified of the purpose for IEP and transition meetings and students will be invited to attend.	<ul style="list-style-type: none"> IEP's for students age 14 include statement of transition services related to post secondary goals. Individual transition plans linked to IEP's for student's age 16 and older. Establish partnerships with agencies and post secondary entities. Ensure that special programs are implemented to meet specialized learning needs of all students as measured by the Performance-Based Monitoring indicators. ✓-list 8 Identify and implement effective monitoring system to ensure that students are being identified and served in programs for which they qualify. ✓-list 8 Evaluate periodically whether 	Human Resources: Campus administrator SPED Director Diagnostician Region 19 ESC Turnaround Team Budget Resources: LS FD Special Population: TI - Schoolwide (REAP)	Initial Evaluation: <ul style="list-style-type: none"> See needs assessment Formative Evaluation: <ul style="list-style-type: none"> Review of each program. Summative Evaluation: <ul style="list-style-type: none"> Annual review of each program.

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies , fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
	monitoring system is effective and efficient and make needed changes. <ul style="list-style-type: none"> Implement Response to Intervention (RTI) strategies to meet the identified needs of students. (TI) √-list 7 	TIM ESL AR CTE SE	
<p>11. Ensure that special programs (i.e. At-risk, ESL, Career and Technical Education, Migrant, Section 504, Special Education, etc.) are implemented to meet specialized learning needs of all students as measured by the Performance-Based Monitoring indicators.</p> <p>NCLB Performance Goal 2: 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.</p>	<ul style="list-style-type: none"> Identify and implement effective monitoring system to ensure that students are being identified and served in programs for which they qualify. The monitoring systems incorporates a combination of the required special populations meetings (ARD, LPAC, GT, Teacher Pac) with the campus administrator developing a graduation plan that is aligned with their educational needs. The data is discussed and updated twice per semester by key personnel that are appropriate to make educational changes for the student. The educational learning environment for the student is modified or adjusted accordingly to the data to track student performance. √-list 8 Provide information on program rules and regulations to campus administrators and other appropriate staff. (TEC) Evaluate periodically whether monitoring system is effective and work with campus administrators, diagnosticians, and district staff to implement courses. Determine budgetary and staffing needs. 	<p>Human Resources: Campus administrator SPED Director Diagnostician Region 19 ESC Turnaround Team CTE Advisory Board</p> <p>Budget Resources: LS SC FD</p> <p>Special Population: TI - Schoolwide (REAP) TIM ESL AR CTE SE</p>	<p>Initial Evaluation:</p> <ul style="list-style-type: none"> See needs assessment <p>Formative Evaluation:</p> <ul style="list-style-type: none"> Meeting agendas Periodic review of progress Special populations' achievement <p>Summative Evaluation:</p> <ul style="list-style-type: none"> Increased participation in courses Test scores Retention rates Credit awarded Analysis of student academic assessments. (TEC) Student performance data disaggregated by student groups and gender. (TEC)

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies , fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
	<ul style="list-style-type: none"> • Review progress periodically. • A well-balanced and appropriate curriculum will be provided to all students. (TEC) (FD) (Supported by ESC Region 19) √-list 12 • Provide modifications for instruction, assessment, and differentiated instruction to meet the needs of various populations and eliminate achievement gaps between low-income and minority students and other students. (FD) √-list 7 • Teachers and the campus administrator will attend on-site differentiated training provided by ESC Region 19 followed by 2 observations with feedback. Region 19 – 2B) √-list 12 • Evaluation of policies and procedures to ensure a positive impact on student performance. (TEC) • Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color. • Implement in the 2010-2011 school year sequential CTE courses. 		

KEY CODES FOR SPECIAL POPULATION

(TI) Title I
 (TIM) Title I Migrant
 (ESL) English as a Second Language
 (SE) Special Education
 (AR) At Risk
 (CTE) Career/Technology

KEY CODES FOR FUNDING

(LS) Local & State
 (SC) State Compensatory
 (FD) Federal/State Program -
Title I, TPTR, Title II- En Ed,
Title IV-Safe/Drug Free, Career/Tech.,
Tech. Allotment, Migrant, OEYP,
Education Job Fund, US Dept. Ed.

SPECIAL CODES

(PBMI) Performance Based Monitoring Indicator
 (TEC) Education Code Requirement
 (GT) Gifted and Talented
 (TP) Technology Plan
 (NCLB) No Child Left Behind

ESC Region #:	19
LEA:	Dell City ISD
Co/District #:	115-903

District Improvement Plan

District Goal 2

Stage of Intervention:	Did Not Meet Standard
Revision Date:	November 2014

All students will be educated in learning environments that are safe, drug-free, and conducive to learning which will lead to all students graduating from high school.

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies , fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
2a. Ensure that all students will be in attendance 98% of the school year.	<ul style="list-style-type: none"> Maintain contact with parents through phone calls, email, and parent/teacher conferences. √-list 10 Send letters home for excessive absences or tardies. √-list 10 Enforce written notes from parents and/or doctors for absences. Saturday school for making up days as necessary. √-list 16 Student incentives for perfect attendance. Maintain active, functioning Attendance Committee on each campus. Establish function of committee, clarify roles and responsibilities of members, and develop a timeline for meetings. Generate an attendance report and review and analyze information on a six weeks basis. 	Human Resources: Campus administrator Teachers Administrative Assistant Budget Resources: LS SC FD Special Population: TI - Schoolwide (REAP) TIM ESL AR	Initial Evaluation: <ul style="list-style-type: none"> Past attendance rate from previous years See needs assessment Formative Evaluation: <ul style="list-style-type: none"> Daily attendance reports Student cumulative attendance reports Summative Evaluation: <ul style="list-style-type: none"> Attendance committee meeting logs Student attendance intervention activities Attendance rates disaggregated by student groups and gender. (TEC) Dropout rates disaggregated by student groups and gender.

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies , fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
	<ul style="list-style-type: none"> • Use information from the report to make informed decisions and to plan strategies for improving attendance. • Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEC) • The district will enforce the compulsory attendance statute. √-list 8 • Provide information/materials in home language (TI) √-list 10 • Provide interpreter/translator at program activities. (TI) √-list 10 	CTE SE	(TEC)
2b. Dell City ISD tardy rate will decrease to 10% or less.	<ul style="list-style-type: none"> • Maintain contact with parents through phone calls, email, and parent/teacher conferences. √-list 10 • Send letters home for excessive absences or tardies. • Student incentives for perfect attendance. 	Human Resources: Campus administrator Teachers Administrative Assistant Budget Resources: LS Special Population: TI - Schoolwide (REAP) TIM ESL AR CTE	Initial Evaluation: <ul style="list-style-type: none"> • See needs assessment Formative Evaluation: <ul style="list-style-type: none"> • Attendance records Summative Evaluation: <ul style="list-style-type: none"> • Grades and attendance • Discipline records • PEIMS attendance rates

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies , fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
		SE	
2c. Ensure a dropout rate of 1% or less and/or completion rate of 100%.	<ul style="list-style-type: none"> • Use of computer lab software to accelerate instruction. (FD) √-list 7 • Before, during, and after school tutorials and/or Saturday school. (TI) √-list 16 • Invite parents and community members to share their expertise and the importance of learning with students. • Initiate parent conferences and calls for the purpose of communicating progress. √-list 10 	Human Resources: Campus administrator Teachers Technology Coordinator SPED Director ESL Director Migrant Coordinator Budget Resources: LS FD Special Population: TI - Schoolwide (REAP) TIM ESL AR CTE SE	Initial Evaluation: <ul style="list-style-type: none"> • See needs assessment Formative Evaluation: <ul style="list-style-type: none"> • Attendance records Summative Evaluation: <ul style="list-style-type: none"> • PEIMS drop-data and attendance rates • Discipline records • SDFS performance evaluation • Dropout rates disaggregated by student groups and gender. (TEC) • Evaluation of Parental Involvement activities to determine whether level of participation has increased and if activities meet the needs of parents. (TI)
2d. Dell City ISD will build parental and community support by increasing involvement in school activities.	<ul style="list-style-type: none"> • Invite and inform parents and community members to be involved in school functions/activities. √-list 10 • Increase the number of parents participating in open house, 	Human Resources: Campus administrator Teachers Parents	Initial Evaluation: <ul style="list-style-type: none"> • See needs assessment Formative Evaluation: <ul style="list-style-type: none"> • Meeting dates and agendas

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies , fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> and <i>Final (Summative)</i> <i>for evaluation purposes</i>
	<p>school events, district committees, and parent/teacher organizational meetings. √-list 10</p> <ul style="list-style-type: none"> • Sponsor youth club activities. • Provide parents with information on scheduling, degree/career planning, TEXAS Grant, higher education admissions, financial aid, Teach for Texas, and other scholarship/aid. √-list 10 • Provide parent information sessions for TAKS. √-list 10 • Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TEC) • Open house for students, parents, and community members. √-list 10 • Actively solicit parent and community members to serve on DEIC, School Health Advisory, Title I Advisory, GT Advisory, and other committees as appropriate. √-list 10 • Inclusion of parents in the development, review, and evaluation of the campus and district improvement plans through site-based decision-making committee. (TEC) √-list 10 • Maintain copies of District 	<p>Community Members DEIC Volunteers Extra Curricular Organizations</p> <p>Budget Resources: LS FD</p> <p>Special Population: TI – Schoolwide</p>	<ul style="list-style-type: none"> • Handbooks, newspaper articles, and announcements <p>Summative Evaluation:</p> <ul style="list-style-type: none"> • Sign in sheets • Membership rosters • Disaggregated student achievement data • Analysis of student academic assessments. (TEC) • Evaluation of parental involvement activities to determine whether level of participation has increased and if activities meet the needs of parents. (TI) • Student performance data disaggregated by student groups and gender. (TEC)

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies , fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> and <i>Final (Summative)</i> <i>for evaluation purposes</i>
	<p>Improvement Plan, AEIS Report, state assessment data, and other parent resources for review.</p> <ul style="list-style-type: none"> • Provide specific information and support to parents of ESL, Migrant, Title I, and Special Education students. ✓-list 10 • Inclusion of parents in the activities of the Title I, Part A campuses. (TI) (Supported by ESC Region 19) ✓-list 12 • Inclusion of parents in the development and review of parent involvement policies and their effectiveness. (TI) ✓-list 10 • Inclusion of parents in the development of school-parent compacts. (TI) ✓-list 10 • Provide information/materials in home language (TI) ✓-list 10 • Provide interpreter/translator at program activities. (TI) ✓-list 10 		

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies , fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> and <i>Final (Summative)</i> <i>for evaluation purposes</i>
2e. Improve communication between school, parents, and community.	<ul style="list-style-type: none"> • Promote two-way communication and involvement between DCISD and parents/community members. ✓-list 10 • Maintain contact with parents through phone calls, email, and parent/teacher conferences. (TEC) ✓-list 10 • Continue to publicize student/school achievement and activities in the local paper, web sites, newsletter, and posters. • Continue to maintain and update the DCISD website to provide web-based communication to all members in the public. ✓-list 10 • Offer a transition meeting for 5th grade students entering Junior High. • Continue to expand student leadership and community service opportunities. • Identify current student clubs, organizations, and activities that focus on leadership development. • Review recruitment strategies and guidelines for student participation and determine successes and challenges. • Assess progress on a periodic basis. • Maintain an “open door” policy for parent and community visits. ✓-list 10 • Review and revise, if necessary, school-student-parent compacts and LEA and campus parent involvement polices. ✓-list 10 	<p>Human Resources: Superintendent Campus administrator Teachers Technology Coordinator</p> <p>Budget Resources: LS</p> <p>Special Population: TI – Schoolwide</p>	<p>Initial Evaluation:</p> <ul style="list-style-type: none"> • See needs assessment <p>Formative Evaluation:</p> <ul style="list-style-type: none"> • Prior year participation • Visitor sign-in sheets • Copy of compacts (handbooks) • Copies of information provided <p>Summative Evaluation:</p> <ul style="list-style-type: none"> • Current year participation • Parent feedback • Revised school-student-parent compact • Parent signature sheets

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies , fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
	<ul style="list-style-type: none"> • Provide information, whenever possible, in the home language and ensure parents know how to access an interpreter. √-list 10 • Materials provided in an understandable format and in the parent's primary language. (TI) √-list 10 		

KEY CODES FOR SPECIAL POPULATION

(TI) Title I
 (TIM) Title I Migrant
 (ESL) English as a Second Language
 (SE) Special Education
 (AR) At Risk
 (CTE) Career/Technology

KEY CODES FOR FUNDING

(LS) Local & State
 (SC) State Compensatory
 (FD) Federal/State Program -
Title I, TPTR, Title II- En Ed,
Title IV-Safe/Drug Free, Career/Tech.,
Tech. Allotment, Migrant, OEYP,
Education Job Fund, US Dept
Of Education,

SPECIAL CODES

(PBMI) Performance Based Monitoring
 Indicator
 (TEC) Education Code Requirement
 (GT) Gifted and Talented
 (TP) Technology Plan
 (NCLB) No Child Left Behind

ESC Region #:	19
LEA:	Dell City ISD
Co/District #:	115-903

District Improvement Plan

District Goal 3

Stage of Intervention:	Did Not Meet Standard
Revision Date:	November 2014

Students will have a Personal Education Plan (PEP) that targets a challenging curriculum by focusing on leadership, innovative thinking, and instruction.

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
3a. Students will become better problem solvers as their levels of critical thinking increase.	<ul style="list-style-type: none"> Districtwide professional development in higher level thinking skills (TI) ✓-list 9 Gifted and Talented districtwide professional development. Collaboration with teachers to assist students with special needs, college dual credit, and pre-AP/AP courses. Continue to implement educational technologies and instructional strategies in the classroom demonstrated through Districtwide professional development and Appraisal System (PDAS) evaluations. ✓-list 9 Identify and implement research based instructional strategies based on needs. ✓-list 7 & 12 Utilize information from conferences, staff development 	Human Resources: Campus administrator Teachers Technology Coordinator SPED Director ESL Director GT Coordinator Migrant Coordinator Region 19 ESC Turnaround Team PSP and Mentor Budget Resources: LS SC FD Special Population: TI - Schoolwide (REAP)	Initial Evaluation: <ul style="list-style-type: none"> See needs assessment Formative Evaluation: <ul style="list-style-type: none"> DEIC agendas Agendas and schedules of trainings Summative Evaluation: <ul style="list-style-type: none"> Implementation of research based instructional strategies Local and state assessments Analysis of student academic assessments. (TEC) Evaluations of professional development activities to ensure a positive impact on student performance. (TEC)

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> and <i>Final (Summative)</i> <i>for evaluation purposes</i>
	<p>sessions, small group sessions, educational literature, and feedback from staff to identify instructional strategies that work.</p> <ul style="list-style-type: none"> • Work with staff to identify promising practices and develop a plan of how they can be utilized in the classroom. √-list 12 • Train teachers in accelerated learning techniques and differentiated teaching and testing strategies. Teachers and the campus administrator will attend on-site differentiated training provided by ESC Region 19 followed by 2 observations with feedback. (Region 19 – 2B) √-list 12 • Coordination of districtwide professional development activities with professional development activities provided through other federal, state, and local programs. (Title II, Part A) (FD) √-list 9 	TIM ESL AR CTE	
3b. The number of Dell City ISD seniors taking the SAT and/or ACT College Admissions test will increase to the top quartile.	<ul style="list-style-type: none"> • Offer dual credit courses. • Use of the Computer Lab to provide diagnostic/prescriptive help for students. √-list 7 & 8 • Follow up with students that need academic support √-list 8 • Include a testing calendar in the PLC program that can be distributed to staff. 	<p>Human Resources: Campus administrator Teachers Technology Coordinator El Paso Community College Dual Credit Coordinators</p> <p>Budget Resources:</p>	<p>Initial Evaluation:</p> <ul style="list-style-type: none"> • See needs assessment <p>Formative Evaluation:</p> <ul style="list-style-type: none"> • Master Schedule • Testing calendar <p>Summative Evaluation:</p>

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
	<ul style="list-style-type: none"> Require the 8th-10th graders to utilize the Career Cruising program, 11th graders to take the PSAT and ASVAB. Continue to provide information and guidance to students on university/college admissions requirements, financial aid, and grant opportunities. 	LS SC FD Special Population: TI – Schoolwide	<ul style="list-style-type: none"> 75% or higher of graduates continuing with postsecondary education.

KEY CODES FOR SPECIAL POPULATION

- (TI) Title I
- (TIM) Title I Migrant
- (ESL) English as a Second Language
- (SE) Special Education
- (AR) At Risk
- (CTE) Career/Technology

KEY CODES FOR FUNDING

- (LS) Local & State
- (SC) State Compensatory
- (FD) Federal/State Program - Title I, TPTR, Title II- En Ed, Title IV-Safe/Drug Free, Career/Tech., Tech. Allotment, Migrant, OEYP, Education Job Fund, US Dept. Ed.

SPECIAL CODES

- (PBMI) Performance Based Monitoring Indicator
- (TEC) Education Code Requirement
- (GT) Gifted and Talented
- (TP) Technology Plan
- (NCLB) No Child Left Behind

ESC Region #:	19
LEA:	Dell City ISD
Co/District #:	115-903

District Improvement Plan

District Goal 4

Stage of Intervention:	Did Not Meet Standard
Revision Date:	November 2014

Use technology as a tool to enhance student and teacher educational opportunities, creativity and learning.

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
<p>4a.</p> <p>Beginning in 2011-2012 Students will demonstrate progress based on the TAKS test in all areas by achieving at least a 93% or better passing rate for Reading/ELA, 92% or better passing rate for Mathematics, 70% or better passing rate for Writing and Social Studies, and 60% or better passing rate for Science. For Students taking the new STAAR/EOC the passing rate is pending the release of state standards.</p> <p>Goals include subpopulation groups for all students and student groups (economically disadvantaged, students in major ethnic groups to include white and Hispanic, special education, LEP) by grade levels and by subject areas to meet or exceed performance standards listed above on state assessments.</p>	<ul style="list-style-type: none"> • Use of the Computer Labs for TEKS practice to provide diagnostic/prescriptive help for students. √-list 7 & 12 • Use of the course recovery software program for TEKS practice. √-list 7v • Districtwide professional development on technology integration in the curriculum. (TI) (FD) (ESC Region 19) √-list 9 & 12 • Open computer lab for technology exploration. (TI) • The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language. (TEC) • Students will demonstrate exemplary performance in the understanding of mathematics. (TEC) • Students will demonstrate 	<p>Human Resources: Campus administrator Teachers Technology Coordinator SPED Director ESL Director Region 19 ESC Turnaround Team Mentor</p> <p>Budget Resources: LS FD</p> <p>Special Population: TI – Schoolwide</p>	<p>Initial Evaluation:</p> <ul style="list-style-type: none"> • See needs assessment <p>Formative Evaluation:</p> <ul style="list-style-type: none"> • Diagnostic data • Attendance at before, during, and after school tutorials. (TI) • Lesson Plans • Walk-through documentation <p>Summative Evaluation:</p> <ul style="list-style-type: none"> • TAKS /STAAR/EOC scores – Spring Testing • Analysis of student academic assessments. (TEC) • AEIS Reports -Student performance data disaggregated by student groups and gender. (TEC)

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> and <i>Final (Summative)</i> <i>for evaluation purposes</i>
	exemplary performance in the understanding of science. (TEC) <ul style="list-style-type: none"> Students will demonstrate exemplary performance in the understanding of social studies. (TEC) 		
4b. Teachers will be proficient in the use of technology and integrate it into classroom activities. (TI)	<ul style="list-style-type: none"> Districtwide professional development in technology integration. (TI) √-list 9 Teacher self-assessment in technology proficiency via the Texas Star Chart or local survey. The school will purchase, install, and implement the use of Interactive White Boards and Classroom Response Systems (clickers) in instructional classroom where students may receive math instruction. Teachers will enhance instruction in mathematics aligned with the student expectations and performance indicators from the TEKS RESOURCE MANAGEMENT SYSTEM Exemplar Lessons in the curriculum management system. √-list 12 Use of technology in the curriculum, ie. TEKS Resource Management System. Maintain the district web page for school news. Technology will be implemented and used to increase the 	Human Resources: Campus administrator Teachers Technology Coordinator Region 19 ESC Turnaround Team Mentor Budget Resources: LS FD Special Population: TI - Schoolwide CTE	Initial Evaluation: <ul style="list-style-type: none"> See needs assessment Formative Evaluation: <ul style="list-style-type: none"> Number and type of training opportunities Participant feedback Lesson Plans Summative Evaluation: <ul style="list-style-type: none"> Disaggregated student achievement Test Scores Analysis of student academic assessments. (TEC) AEIS Reports - Student performance data disaggregated by student groups and gender. (TEC)

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> and <i>Final (Summative)</i> <i>for evaluation purposes</i>
	<p>effectiveness of student learning, instructional management, staff development, and administration. (TEC) (TI) (United Streaming) (ESC Region 19) ✓-list 8 & 12</p> <ul style="list-style-type: none"> • Integration of federal and/or state funds districtwide professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy. (Title II, Part A) (FD) ✓-list 9 & 12 • Integration of advanced technology, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments. (FD) ✓-list 8 & 12 • Instructional staff will be provided with a district owned laptop and/or technology like or similar to I Pad to develop and expand technology competencies. (FD-) • Provide and use education technology to promote higher-order thinking skills, problem solving, and creativity. (TI) ✓-list 7 & 12 • On-site training and support with the implementation of interactive whiteboards and classroom response systems provided by ESC Region 19. (Region 19 – 4) ✓-list 9 & 12 		

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES/STRATEGIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> and <i>Final (Summative)</i> <i>for evaluation purposes</i>
4c. Students will be proficient in the use of technology.	<ul style="list-style-type: none"> • Student self-assessment in technology proficiency. • Flexible lab times for technology related lessons/projects. (TI) ✓-list 8 • Upgrading hardware and software. (FD) • Teachers will make assignments that will facilitate the use of technology. • Purchase, upgrade or adapt equipment, including instructional aids and publications designed to strengthen and support academic and technical skill achievement. (TI) (FD-) ✓-list 8 & 12 	Human Resources: Campus administrator Teachers Vocational Teachers Technology Coordinator Region 19 ESC Turnaround Team Mentor Budget Resources: LS FD Special Population: TI - Schoolwide CTE	Initial Evaluation: <ul style="list-style-type: none"> • See needs assessment Formative Evaluation: <ul style="list-style-type: none"> • Lesson plans • Student projects • Appropriate equipment available for all students Summative Evaluation: <ul style="list-style-type: none"> • Review of student projects • Impact on targeted student performance levels

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> and <i>Final (Summative)</i> <i>for evaluation purposes</i>
4d. Parents and community members will have the technology skills to help students.	<ul style="list-style-type: none"> • Computer access at the library once a week. • Provide objective and goals oriented to help/support parental involvement. ESC Region 19) ✓-list 10 & 12 	Human Resources: Campus administrator Teachers Technology Coordinator Technology Lab	Initial Evaluation: <ul style="list-style-type: none"> • See needs assessment Formative Evaluation: <ul style="list-style-type: none"> • Student projects

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> and <i>Final (Summative)</i> <i>for evaluation purposes</i>
	<ul style="list-style-type: none"> Establish web portal, so grades can be viewed/emailed to parents. 	Region 19 ESC Turnaround Team Library Budget Resources: LS FD Special Population: TI – Schoolwide	<ul style="list-style-type: none"> Student participation Summative Evaluation: <ul style="list-style-type: none"> Parent feedback
4e. To improve academic achievement of all students through appropriate use of technology as a tool for instruction and as an essential component of the curriculum. (TP) (TI)	<ul style="list-style-type: none"> Integrate technology to improve academic achievement. (TP) (TI) (FD) √-list 8 Use technology as a tool to: √-list 8 <ol style="list-style-type: none"> Improve critical thinking, problem solving, student engagement and decision making skills (TP) (TI) √-list 12 To be able to access, analyze, evaluate and communicate information in an expedient and efficient format (TP) To be able to work ethically, independently, and collaboratively with a diverse and changing population (TP) Use the Internet to enhance the 	Human Resources: Campus administrator Teachers Vocational Teachers Technology Coordinator Region 19 ESC Turnaround Team Mentor Budget Resources: LS FD Special Population:	Initial Evaluation: <ul style="list-style-type: none"> See needs assessment Formative Evaluation: <ul style="list-style-type: none"> Lesson plans Student projects Appropriate equipment available for all students Summative Evaluation: <ul style="list-style-type: none"> Review of student projects Impact on targeted student performance levels

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> and <i>Final (Summative)</i> <i>for evaluation purposes</i>
	<p>curriculum and academic performance (TP)</p> <p>e. Use technology to facilitate curriculum alignment. (TP) (TI) (Supported by DIP/CIP Effective Strategy – ESC Region 19) √-list 12</p> <ul style="list-style-type: none"> • Use technology resources to evaluate/monitor success rate for implementation/utilization of the TAKS and TEKS. (TP) (FD) • Use results for curriculum alignment (TP) • Integrate TEKS for technology into the curriculum. (TP) (TI) <p>a. Elementary School and High School (TP)</p> <p>b. Address computer literacy skills, Internet access and e-mail use (TP)</p> <p>c. Improve technology education strategies to increase student achievement and narrow the gap between high and low achievers (TP) (TI) (FD) √-list 8</p> <p>d. Add and strengthen advanced technology studies (TP) (TI)</p> <ul style="list-style-type: none"> • Provide protection in compliance with Children’s Internet Protection Act through filtering service for local monitoring. • Utilize state or federal funding for software acquisition and technology training. (FD) • Fully develop and implement the Technology Application TEKS at all levels. 	<p>TI - Schoolwide CTE</p>	

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> and <i>Final (Summative)</i> <i>for evaluation purposes</i>
	<ul style="list-style-type: none"> • Districtwide professional development in the use of technology to access data and resources to develop curricula and instructional materials supported by ESC Region 19 by on-site training on Eduphoria and the use of Aware and CSOPE. (DIP/CIP Strategy – Region 19 – 5) ✓-list 12 • Districtwide professional development in the use of technology to lead to improvements in classroom instruction in the core academic subjects, including increasing student technology literacy, that effectively prepare students to meet the challenging state academic content standards and student academic achievement standards. (FD) ✓-list 9 • Districtwide professional development to retrieve Internet-based learning resources such as web conferencing 		
4f. To upgrade and develop the Dell City ISD technology facilities to support and enhance curriculum and student achievement. (TP) (TI)	<ul style="list-style-type: none"> • Utilize distant learning technology for an enhanced curriculum, increase academic achievement and close the equity gap between diverse student populations. (TP) ✓-list 8 		Initial Evaluation: <ul style="list-style-type: none"> • See needs assessment Formative Evaluation:

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> and <i>Final (Summative)</i> <i>for evaluation purposes</i>
	<ul style="list-style-type: none"> a. Identify equipment needs and cost. (TP) (FD) b. Identify training needs (TP) c. Plan for distant learning course in the schedule and curriculum (TP) d. Use distant education to enhance the curriculum and the needs of students (TP) √-list 8 e. Use distant education to increase academic achievement (TP) √-list 8 f. Assess curriculum needs (TP) g. Dual course credit (credit for high school classes and college classes) (TP) <ul style="list-style-type: none"> • Enhance the student performance by providing support, collaboration, and training to teachers and staff (TP) √-list 12 a. In house training for distant learning (TP) b. Provide opportunities for districtwide professional development and continuing education for teachers and staff (TP) (TI) (FD) <ul style="list-style-type: none"> • Make distant learning courses available to community members (TP) a. Integrate Distant Learning in the curriculum (TP) b. Utilize distant learning resources for Adult Continuing Education, ESL, and Advance Placement Classes (TP) • Coordination of districtwide 		<ul style="list-style-type: none"> • Lesson plans • Student projects • Appropriate equipment available for all students <p>Summative Evaluation:</p> <ul style="list-style-type: none"> • Review of student projects • Impact on targeted student performance levels • Evaluation of policies and procedures to ensure a positive impact on student performance. (TEC) • Evaluations of professional development activities to ensure a positive impact on student performance. (TEC)

MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
	professional development activities with professional development activities provided through other federal, state, and local programs. (Title II, Part A) (FD)		

KEY CODES FOR SPECIAL POPULATION

- (TI) Title I
- (TIM) Title I Migrant
- (ESL) English as a Second Language
- (SE) Special Education
- (AR) At Risk
- (CTE) Career/Technology

KEY CODES FOR FUNDING

- (LS) Local & State
- (SC) State Compensatory
- (FD) Federal/State Program -
Title I, TPTR, Title II- En Ed, Title IV-Safe/Drug Free, Career/Tech., Tech. Allotment, Migrant, OEYP, Education Job Fund, US Dept. Ed.

SPECIAL CODES

- (PBMI) Performance Based Monitoring Indicator
- (TEC) Education Code Requirement
- (GT) Gifted and Talented
- (TP) Technology Plan
- (NCLB) No Child Left Behind

Appendix I

Budgetary Resources

2014-2015

Funding Source	Revenue \$
Regular State Aid	768,261
General Fund Revenue	785,016
Career/Technology Block Grant	20,953
Gifted/Talented (GT) Block Grant	3,112
State Compensatory Education (SCE)	107,975
Bilingual Education Block Grant	6,928
Transportation Allotment	29,082
Special Education Block Grant	56,206
Federal Special Education – Individuals with Disabilities Act (IDEA)	19,850
<i>No Child Left Behind (NCLB):</i>	
Title I, Part A – Improving Basic Programs Includes 15% Allocation for Professional Development for School Improvement - \$8,861	53,748
<i>NCLB</i> - Title II, Part A – Teacher/Campus administrator Training and Recruiting (TPTR)	11,556

Funding Source	Revenue \$
IMAT	12,453
US Department of Education	6,253
Migrant Education	ESC 19 SSA
High School Allotment	3,742

2014-2015 Budget Pending State Funding

General Guidelines

Supplement Not Supplant Procedures

The district has implemented guidelines to ensure compliance with the federal fiscal requirement of supplement, not supplant. The purpose of the procedures is to ensure that the level of state and local support for programs remains at least constant and is not replaced by federal funds. Federal funds are used to supplement (add to, enhance, to expand, or increase the funds available from non-federal sources, and not to supplant (replace or take the place of) existing non-federal funds.

Time and Effort Requirements

Split funding positions on a daily basis results in Time & Effort statements having to be maintained on a daily basis, which takes away from performing assigned duties. We discourage split funding on a daily basis if at all possible; however, if it becomes necessary to split fund a person that is allowable for both fund sources we split the pay by assigned time periods to cover the whole salary. Employees assigned to a master schedule will accomplish time and effort documentation with semi-annual certification and copy of master schedule indicating duties performed on a daily basis. A semi-annual time and effort certification signed by employee will be submitted to verify accuracy.

TEAL Access

TEAL access is required for program access such as compliance reporting, application submission, budget amendment submission and expenditure reporting/draw downs. If an employee with TEAL access terminates employment from the district, a request will be submitted to deactivate access to the TEAL system. If a replacement is employed for the terminated employee, then it will be determined if TEAL access is required and a request will be submitted to gain access to the system.

Financial Department Responsibilities

Responsibilities include:

Maintaining fiduciary and financial responsibility for all grant activities

Processing and maintaining the accounting data for the grant

Grant accounting shall include the details of all grant transactions, from the approval of the proposed grant to final action by the grantee and grantor

Requesting funds through the automated payment request systems

Preparing and submitting written expenditure reports and certifying expenses are true and correct

Classifying and reporting the accounting transactions properly, according to TEA guidelines

Ensuring that funds are expended as approved in the application

Filing the following reports:

- Monthly project expenditure reports
- Final expenditure report; and
- Revised final expenditure report (if necessary)

Process for Completing Monthly Expenditure Reports

The following steps will be completed each month:

Accounts payable clerk and/or ESC Region 11 Business Support Services will post all finance expenditures and payroll clerk and/or ESC Region 11 Business Support Services will post all payroll transactions prior to obtaining printout for expenditures for each federal report in order to complete monthly expenditure report for reimbursement from TEA for expenses incurred for the month. The district contracts with Region 11 for Business Support Services. They work in coordination with Dell City ISD to process and complete monthly expenditure reports.

Region 11 Business Support Services will verify transactions/expenditures and enter the cumulative expenditures and request funds via E-grants system expenditure reporting for each NOGA that incurred expenses.

If threshold amount is exceeded, provide written documentation for NOGA with a breakout by object code to justify expenditures and fax to the appropriate department within the agency.

Appendix II

State Compensatory Education

Guidelines for Compensatory Education Programs

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase the academic achievement and reduce the drop out rate of these students.

Program Purpose

In keeping with the intent and purpose of Section 29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Dell City ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at risk of dropping out of school.

Compensatory Education Goals

The goal of state compensatory education is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students (TEC Section 29.081.)

Compensatory Education Objectives

State compensatory education funds were authorized by the legislature to provide financial support for programs and/or services designed by LEAs to increase the achievement of students at risk of dropping out of school. State law, Section 29.081, TEC, requires LEAs to use student performance data from the state’s legislatively-mandated assessment instrument known as the Texas Assessment of Knowledge and Skills (TAKS) tests and any other achievement tests administered under Subchapter B, Chapter 39, of the Texas Education Code, including norm-referenced tests approved by the State Board of Education to provide accelerated intensive instruction to students who have not performed satisfactorily or who are at risk of dropping out of school.

District/Campus Improvement Plans

Since school year 1992-1993, the Texas Education Code has required each school district (including charter schools) to have a district and campus improvement plan. The state compensatory education program must be described in the campus improvement plan if the program is implemented at the campus level or be described in the district improvement plan if the state compensatory education program is implemented districtwide.

Law requires the district/campus improvement plan; it is the primary record supporting expenditures attributed to the state compensatory education program.

State Compensatory Education

Staff Member & Position	Campus	Time - Approximately	% Approximately
Claudia Mustain- Teacher	Elementary	1.0 hour	6.25%
Tracy Baeza- Teacher	Elementary	1.0 hour	6.25%
Marta Velazco– Teacher	Elementary	1.0hour	6.25%
Josh Mustain– Teacher	Secondary	1.0 hour	6.25%
Victor Melendez– Teacher	Secondary	1.0 hour	6.25%
Jayne Green- Teacher	Secondary	1.0 hour	6.25%
Timothy Harber– Teacher	Secondary	1.0 hour	6.25%
Bobby Oaks- Teacher	Secondary	1.0 hour	6.25%
Elizabeth Johnson – Instructional Aide	Secondary	1.0 hour	6.25%
Veronica Gomez- PEIMS	All Levels	1.0 hour	6.25%
Patricia Duran- Curriculum Coordinator/Dean of Student	All Levels	8.0 hour	70%

In determining the appropriate accelerated, intensive compensatory programs and/or services, districts must use student performance data from the TAKS and other appropriate assessment instruments and achievement tests administered under Subchapter B, Chapter 39 of the Texas Education Code. The district must design the state compensatory education program based on the identified needs of students at risk of dropping out of school.

In addressing the needs of students at risk of dropping out of school, the district and/or campus improvement plan, as appropriate, must include the following:

- Total amount of state compensatory education funds allocated for resources and staff
- Comprehensive needs assessment
- Identified strategies
- Supplemental financial resources for state compensatory education
- Supplemental FTEs for state compensatory education (This is not necessary if the schoolwide campus is at or above 40% is using SCE funds to support their Title I, Part A program.)
- Measurable performance objectives
- Timelines for monitoring strategies
- Formative and summative evaluation criteria

State compensatory education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

School districts are required to have local policies and procedures to identify:

1. Students who are at risk of dropping out of school under the criteria in Section 29.081, TEC;
2. Students who are at risk of dropping out of school under local criteria and document compliance with the 10% cap in Section 29.081, TEC;
3. How students are entered into the SCE program;
4. How students are exited from the SCE program;
5. The methodologies involving calculation of 110% satisfactory performance on all assessment instruments, in accordance with Section 29.081, TEC; and
6. The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Many districts utilize their regional education service centers to assist in the development of their campus and/or district improvement plans. ESC's provide technical assistance to school districts and can provide a wealth of information on best practices and model programs.

State Criteria for Identification of Students At Risk of Dropping Out of School

Section 29.081 of the Texas Education code defines the State criteria used to identify students at risk of dropping out of school.

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. Is in prekindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. Has been expelled in accordance with Section 37.007 during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by Section 29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

12. Is homeless, as defined by the McKinney-Vento Homeless Education Assistance Improvement Act of 2001, Section 725; or
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

State Compensatory Education Programs and Resources

As districts design state compensatory education programs and/or services, resources must be identified in the [campus and/or district improvement plan](#) in summary level detail by campus or organization. Resources may include specialized materials for reading or mathematics, specialized software, additional staff and equipment. In addition to the state compensatory education allotment, districts may also identify other state or local funds to help support the designated state compensatory education programs and/or services. Some examples of supplemental state compensatory education programs and/or services developed by local districts include but are not limited to:

- tutorials;
- class size reduction;
- computer-assisted instruction;
- specialized staff development to train personnel who are working with students at risk of dropping out of school;
- specialized reading and mathematics programs;
- TAKS remediation;
- individualized instruction;
- extended day sessions for prekindergarten;
- accelerated instruction; and
- extended day, week, or year

State compensatory education funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school.

Identification Procedures

Responsibilities – Campus Contact

The Superintendent, in consultation with the campus administrator, shall appoint an At-Risk contact. Responsibilities of the At-Risk contact include the following:

- Oversee processes for identification of students
- Maintain a list of identification of students
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student data to determine the student's continued eligibility
- Collaborate with campus administration and staff to ensure appropriate services are available to identified students
- Plan and conduct an annual evaluation of program effectiveness at the campus level
- Collaborate with the campus administrator and campus staff to provide appropriate staff development sessions

Procedures for Identifying Eligible Students

The At-Risk contact shall establish uniform procedures for identifying students, utilizing a district adopted/created document for identifying and monitoring the status of students at at-risk situations according to the criteria outlined by the State. The contact shall ensure that PEIMS data is updated accordingly.

Periodic Updates and Eligibility Review

The campus contact shall establish procedures to conduct periodic review semiannually, at a minimum, to identify additional eligible students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data to be review shall include, but may not be limited to, the following:

For primary students only – students' performance on readiness test or assessment instrument administered during the current school year (e.g., TPRI)

Student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in semester preceding the current school year or maintenance within the current school year (failure to maintain less than 70 in two or more subjects qualified student to identified as At-Risk)

Retention Rates

Performance on State assessments (failure or lack of mastery equal to 110 percent of the level of satisfactory performance)

Parental or pregnancy status

Expulsion records (current or preceding school year)

Previous dropout information

Homeless status

Provision of Services

Services

Upon identification of students, the campus contact shall ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- Intensive remediation services for state assessments
- Extended learning opportunities (e.g., Before, during, and/or after school tutoring sessions)
- Counseling sessions
- Peer, teacher, community-member mentoring sessions
- ACT/SAT preparation sessions for identified students
- Intensive, supplemental reading programs
- Study skills sessions
- Self-esteem enhanced sessions
- Summer enhanced programs
- Individualized instruction

Monitoring

In addition to provision of services, the campus contact will establish measures for timely monitoring of the student's progress. Such measures may include the following:

Periodic interviews with service providers

Written progress reports

Review of subject area performance

Periodic benchmark assessments

Review of six-weeks failure list

Exit Review

Since some criteria may only temporarily qualify students for SCE services (e.g., performance in subject area curriculum, on readiness test, on State assessments, pregnancy or parent status, expulsion timeframe, LEP status), the campus contact will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on State assessments
- Retention status
- Maintenance of passing grades with a score of 70 or greater
- Residential placement status
- Condition of pregnancy or parent status
- LEP status

Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact will establish periodic review of student's performance for those students who have been exited from the SCE Program services.

Program Evaluation

The At-Risk contact will conduct an annual program evaluation to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

The disparity in performance on assessment instruments administered under Subchapter B, Chapter 39

The disparity in the rates of high school completion

PROGRAM	PRIMARY OBJECTIVES	EVALUATION
Summer School	Additional instruction will enable student to acquire the skills necessary to move to the next grade level.	<ul style="list-style-type: none"> Students will be promoted to the next grade level.
Reading Intervention	Specialized instruction will enable students to read on or above grade level.	<p>Students will be promoted to the next grade level.</p> <p>Students will meet minimum expectations on the TAKS / STAAR reading test and/or be promoted to the next grade level</p>
Content Mastery Services	Increased academic support will enable students to acquire the skills necessary to stay on level and succeed.	Students will be promoted to the next grade level.
Educate Online	Increased academic support will enable students to acquire the skills necessary to stay on level and succeed.	Students will be promoted to the next grade level.
Educate Online	Computerized instruction will enable students to enrich reading fluency skills.	Student will demonstrate proficiency in skills needed to meet graduation standards.
Educate Online	Additional instruction will enable student to acquire the skills necessary to meet expectations on the TAKS/STAAR/EOC test.	Student will meet minimum expectations on the TAKS/STAAR/EOC test for the supplemental course.
Educate Online	Specialized instruction will enable students to read on or above grade level and attain English language skills.	Student will meet minimum expectations on the TAKS/STAAR/EOC test and/or be promoted to the next grade level.
Tutorials	Specialized instruction will enable students to read on or above grade level and attain English language skills.	Student will meet minimum expectations on the TAKS/STAAR/EOC test and/or be promoted to the next grade level.
ESC 19 PD	Specialize Professional Development for all Teachers	Teachers will be trained in all areas of instruction to better deliver services to students.

Appendix III

Highly Qualified

NCLB requires that the LEA publicly report the annual progress of the LEA and each campus served by the LEA in meeting the State's measurable highly qualified teacher objectives. The annual targets of these objectives are as follows:

Baseline Data and Targets	Percentage of Classes Taught by HQ Teachers	Target for Percentage of Classes Taught by HQ Teachers
2008-2009	100.0%	100.0%
2009-2010	100.0%	100.0%
2010-2011	100.0%	100.0%
2011-2012	100.0%	100.0%
2012-2013	100.0%	100.0%
2013-2014	100.0%	100.0%
2014-2015	100.0%	100.0%