

# Chapel Hill Independent School District

21st Century Learning Plans: 2012-2013



---

Date of School Board Approval

## **Mission Statement**

*Chapel Hill ISD works through a team effort between home, school and community to:*

- *Provide a safe and nurturing environment,*
- *Provide opportunities for social and academic growth in a technologically enriched environment, and*
- *Produce positive and productive members of society.*

## **Chapel Hill ISD Beliefs:**

- Every child has the right to the highest quality education/educational program provided in a nurturing, safe and orderly learning environment
- We hold ourselves accountable to every single child in our school
- Education flourishes in an environment where high standards of character and ethics are expected
- Education is a shared responsibility among all stakeholders-students, educators, parents and community
- We believe the development of citizenship in all students is essential to a complete education
- We believe the development of leadership throughout the organization is critical to our success
- All students can and will learn
- Learning is enhanced by passionate and highly qualified teachers who pursue expertise in their fields and are and are highly valued by the entire community

**CHISD Beliefs developed and approved in September 2010.**

**Contributor's included: Superintendent, Board of Trustees, Administration, and District Educational Improvement Committee (including faculty, parent, business, and community representatives).**

## Planning and Decision Making Committee

Name	Position	Term Begin/End
Kelly Adyelott	Teacher	2010-2013
Angie Greer	Teacher	2011-2014
Suzanne Ybarra	Teacher	2012-2015
Emily Greer	Teacher	2012-2015
Nancy Gregory	Teacher	2012-2015
Susan Solberg	Teacher	2011-2014
Jennifer Smithson	Teacher	2012-2015
Debbie Morris	Teacher	2012-2015
Cathy Morse	Teacher	2011-2014
Vicky Tave	Teacher	2011-2014
Leslie Hargrove	Teacher	2009-2013
Natalie Pizzo	Teacher	2010-2013
Ronda Toon	Teacher	2012-2015
Trina Beard	Teacher	2011-2014
Judy Carpenter	Teacher	2011-2014
Richard Palmer	CTE/DAEP Administrator	2012-2015
Joe Bob Hall	Special Ed. Director	2012-2015
Tracy Blacketer	Parent	Current Year
Kim Schlener	Community Member	Current Year
Kathy Wells	Community Member	Current Year
Mr. Ramirez	Business Member	Current Year
Donni Cook	Superintendent	Co-Chairmen
Lisa McCreary	Asst. Superintendent	Co-Chairmen

# Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on October 8<sup>th</sup>, 2012.

Data Source Examined	Findings
*State Assessment Data	<ul style="list-style-type: none"> <li>• Elementary reading and secondary math state assessment/AYP scores indicate need for improvement</li> <li>• TELPAS results indicate achievement standards were met on AMAOS with the exception of performance results on AYP for high school</li> <li>• PBMAS results show no missed indicators but monitoring necessary for stage 2 indicators (ESL STAAR passing rate, AA students in Sp. Ed., Sp. Ed. STAAR passing rate for science)</li> <li>• Student success reports revealed excellent passing rates each six weeks throughout the district but showed a continued need to focus on secondary rates in some subject areas to achieve a minimum passing rate of 85%</li> <li>• CFA results do not match student capabilities/skills and indicate a need for closer review and revision</li> <li>• HB1 continues to show high graduation rates and overall Dual Credit enrollment but shows a need to focus on increased participation in AP/Dual Credit courses by minorities</li> <li>• Both TEJAS LEE &amp; TPRI Data indicate a need for more effective instruction in comprehension</li> <li>• mCLASS overall data indicates a need for a clearer focus on math fluency</li> <li>• NCLB Highly Qualified report reveals 100% compliance in all areas</li> <li>• Special education survey</li> <li>• The data shows progress in all STAR areas to Advanced Tech level, except for EP&amp;D. For much of the 2011-2012 school year, the TIF position was vacant but has now been filled for 2012-2013.</li> <li>• TEA parent satisfaction survey showed good participation and overall feedback for the district</li> <li>• CTE program effectiveness report indicated “0” entries for industry certifications. Focus on applying certifications to all future programs of study.</li> <li>• DAEP data showed a disconnect between DAEP and campus teachers. Focus will include enhanced collaboration efforts between campuses.</li> <li>• Wings data showed increased graduation rates but indicated the need for a Spanish version of curriculum utilized (A+)</li> </ul>
*AYP	
*TELPAS/AMAOS	
*PBMAS	
*STaR Charts	
*Discipline Data	
*Student Success Report	
*CFA Results	
*HB1 Annual Performance Review	
*DAEP/Wings Data	
*CTE Data	
*Enrollment/Attendance	
*TPRI (K-2)/Tejas LEE (K-2)/mCLASS	
*NCLB Highly qualified report	
*Professional Development Needs Survey	
*Additional Surveys (as needed)	
*Informal Feedback	

# State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria:
- Students who are at risk of dropping out of school under local criteria:
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this Campus for **salary** and **199 budget** items **\$1,699,533.00\***

Total FTEs funded through SCE at this District 40.3565\*

The process we use to identify students at risk is through the September administration of Texas Primary Reading Inventory (TPRI), TEJAS LEE, CIRCLE, STAAR and TAKS.

---

**The comprehensive, intensive, accelerated instruction program at CHISD...***includes a variety of three-tiered researched-based Response to Intervention approaches including but not limited to tutorials, satisfactory school small-group instruction, GCS, individualized intervention plans, Read 180, Rally to Read, campus interventionists and math/reading coaches.*

**At Wise Elementary, Jackson Elementary, Kissam Intermediate & Middle School, State Compensatory Funds are used to support Title I initiatives.**

*HS – 8.315	\$370,164	WE – 9.00	\$296,858	KI – 5.125	\$170,343
MS – 8.9165	\$449,784	JE – 9.00	\$312,152	Sum. Sch.	\$100,232

# Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

	<u>HS</u>	<u>MS</u>	<u>WE</u>	<u>JE</u>	<u>KI</u>	Notes:
<b>Federal Programs</b>						
Fund 211-Title I, Part A, Basic		X	X	X	X	
Fund 224-IDEA B Formula	X	X	X	X	X	
Fund 225-IDEA B Preschool			X	X		
Fund 244-Title I, Part C, Carl Perkins	X					
Fund 255-Title II, Part A, TPTR	X	X	X	X	X	
Fund 263-Title III, Part A, LEP	X	X	X	X	X	
Fund 270-Title IV, Part B, Rural Schools						Not sure for 12-13
Fund 276-Title I, Part A, School Improvement		X			X	
Fund 289-Summer LEP		X	X	X	X	
<b>State Programs/Funding Source</b>						
PIC 21-Gifted and Talented	X	X	X	X	X	
PIC 22-Career and Technical	X					
PIC 23-Special Education	X	X	X	X	X	
PIC 24-Accelerated Education (At-Risk)	X	X	X	X	X	
PIC 25-Bilingual Education	X	X	X	X	X	
PIC 28-DAEP	X	X				
PIC 29-DAEP-State Comp Ed	X	X				
PIC 30-State Comp Ed (Title I, Part A Schools)		X	X	X	X	
PIC 31-High School Success	X	X				
PIC 32-PreSchool			X	X		
<b>State Grants</b>						
Fund 397 - State SSVI	X	X	X	X	X	
Fund 397 - Advanced Placement	X					
Fund 404 - Student Success		X			X	
Fund 410 - Instructional Materials Allotment	X	X	X	X	X	
Fund 425 - DATE, Year 2	X	X	X	X	X	

## **Goal 1 – Digital Learning Environment**

To improve our learning environment, Chapel Hill ISD will provide competent instructors, who produce creative lesson designs emphasizing critical thinking and applications that incorporate 21<sup>st</sup> Century technologies while also meeting the social and emotional needs of all students.

- **Objective 1.1:** Create learning practices, human support and physical environments that will support the teaching and learning of 21<sup>st</sup> Century skill outcomes.

### **SUMMATIVE EVALUATION:**

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
1. Support professional learning communities that enable educators to collaborate, share best practices and integrate 21 <sup>st</sup> Century skills into classroom practice	District/Campus Administrators, Department/Grade Level Heads, PLP Teams, Technology Instructional Facilitator	Aug. 2012- July 2013	Local Funds	-Professional Dev. Calendar -SAIC Agenda -PLC Agenda/Minutes -Dept./Grade level meetings with campus-level administrators
2. Promote learning in relevant, real world 21 <sup>st</sup> Century contexts (e.g., through project-based or other applied work)	District Level Instructional Administrators, Campus Administrators, Teachers, Librarian	Aug. 2012- July 2013	Region VII, CTE, IMA, Title, Special Ed., GT, Bilingual/ESL, State Comp. Ed., Consultant	-SAIC Agendas -Lesson plans -Classroom observations -Student feedback
3. Provide equitable access to quality learning tools, technologies and resources	Special Programs Director, Special Ed. Director, Campus level Administrators, Curriculum Directors, Technology Director, Librarian	Aug. 2012- July 2013	Region VII, CTE, IMA, Title, Special Ed., GT, Bilingual/ESL, State Comp. Ed. Funds	-Annual program evaluations -Lesson plans -Inventory -Star chart
4. Explore 21 <sup>st</sup> Century architectural and interior designs for group, team and individual learning	District & Campus Administrators, Lead Teachers, Librarian	Sept. 2012 – June 2013	Local Funds	-P & D/SAIC/Faculty/DART/Dept. Head meeting agenda/minutes -Site-visit evaluations
5. Participate in collaboratives and utilize resources to increase student achievement in elementary and secondary math and science	Elementary/Secondary Curriculum Directors, Middle School & Kissam Principals, Participating Teachers, PLP Teams, Librarian	June 2012- June 2013	University of Texas at Tyler, PLP, Collaborative	-Grant Compliance reports -Student Achievement data -Feedback from participants -Classroom observations
6. Seek & utilize supplemental grant resources to enhance & improve instruction PK-12	Assistant Superintendent, Director of Special Programs, CTE Director, Director of Elementary Curriculum, Director of Finance, Director of Secondary Curriculum, Director of Special Education, Director of Technology, Principals	TBD by Grants	HS Success, Headstart, DATE, Title I, Title II-A TPTR, Title III-A LEP, IDEA B Formula, IDEA B Preschool, Carl Perkins, State SSVI, SSI, SIP, IMA	-Grant compliance reports -Student achievement data
7. Continue technology training opportunities for all teachers to increase technology usage in the classroom	Director of Technology, Instructional Technology Facilitator, Principals	Monthly calendar of trainings	Local Funds	-Survey teacher needs -Teacher participation -Teacher competencies developed
8. Create a media mentor for teachers taught by CHISD students	CTE Director, Technology Director, Instructional Technology Facilitator,	Spring 2013	Local, IMA, Carl Perkins	-Teacher feedback -Teacher technology competencies

## **Goal 2 – The Learning Standards**

Chapel Hill ISD will provide meaningful and enjoyable learning experiences throughout the year that are aligned to standards and include student choice, interest and real-world relevancy to transform students into creative thinkers with appropriate personal soft-skills.

- **Objective 2.1:** Focus on 21<sup>st</sup> Century skills, content knowledge and expertise.

### **SUMMATIVE EVALUATION:**

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
1. Build understanding across and among core subjects emphasizing 21st Century Interdisciplinary themes	District & Campus Administrators, Department/Grade Level Teachers	Staff Dev. Matrix timeline, ongoing through faculty/dept. meetings	Local Funds, SSI Grant Consultant	-Teacher feedback -Classroom observations -SAIC/PLC/Faculty meeting agendas
2. Emphasize deep understanding rather than basic knowledge of content areas	District & Campus Administration, Teachers	Aug. 2012 – June 2013	CTE, GT, IMA, Title Funds, Special Ed., Bilingual/ESL, State Comp. Ed.	-PLC meetings -Lesson plans -Classroom observations -Student success reports -Exemplary student samples
3. Engage students with real world data, tools and experts they will encounter in college, on the job, and in life	Campus Administration, Counselors, Teachers, Librarian	Aug. 2012 – June 2013	CTE, GT, IMA, Title Funds, Special Ed., Bilingual/ESL, State Comp. Ed.	-Lesson plans -Classroom observations -Student success reports
4. Balance direct instruction with project-oriented and problem-based teaching methods	Campus Administration, Teachers	Aug. 2012 - June 2013	IMA, Local, Consultants	-PLC meetings -Lesson plans -Classroom observations
5. Continue to expand dual credit opportunities of students that lead to advanced placement in post-secondary programs	HS Principal, CTE Director, HS Counselors	SPR 2013	Local Funds, CTE Funds, TJC, HB1 Funds, Virtual School Network	-Course catalog for 2013-2014
6. Continue evaluation, revisions and expansion of CTE programs to insure that they are relevant to student interest and prepare students for current day technical employment opportunities	Assistant Superintendent, CTE Director, HS Principal, Counselors	SPR 2013	Carl Perkins Grant, Title I C	-Feedback from Advisory Committee/Employers/Surveys -Changes made to CTE offerings based on state/local trends and student survey data
7. Focus on identifying students from all subgroups (through effective assessment) and providing challenging GT/PreAP/AP and dual credit programs	Assistant Superintendent, Elementary/Secondary Curriculum Dir., Dir. Of Special Ed., Dir. Of Special Programs GT/AP/PreAP Teachers, Principals, Counselor(s),	Sept/Jan-GT/ADV enroll May-AP Exam, June AP results	GT Funds, Local Funds	-Enrollment in GT/Pre-AP/AP and dual credit courses that is ethnically representative of CHISD -Percentage of AP scores and students meeting college readiness standards -Dual credit enrollment/completion rates



### **Goal 3 – Assessments for Learning**

Chapel Hill ISD will create assessment guidelines that will be continuous and informative reflecting student needs, learning styles, and individual growth.

- **Objective 3.1:** Provide a balance of formative and summative classroom assessment types.

### **SUMMATIVE EVALUATION:**

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
1. Increase utilization of assessments “for” learning rather than “of” learning that reflect student needs, learning styles and individual growth	Curriculum Directors, Campus Administrators, Reading & Math Coaches, Teachers	Aug. 2012 – June 2013	DMAC, Eduphoria, Local Funds	-PLC minutes -Lesson plans -Assessment samples -Classroom observations -Teacher feedback
2. Provide useful feedback on student performance that is embedded into everyday learning	Curriculum Directors, Campus Administrators, Reading & Math Coaches, Teachers	June 2012 – Aug. 2013	DMAC, Eduphoria, Local Funds	-Lesson plans -Student success reports -Teacher feedback -PLC
3. Provide a balance of technology-enhanced, formative and summative assessments that measure student mastery of 21 <sup>st</sup> Century skills and core curriculum	Curriculum Directors, Campus Administrators IMA Grant Committee, Teachers	June 2012 – Aug. 2013	DMAC, Eduphoria, Local, IMA, CTE	-Lesson plans -Student success reports -Teacher feedback -Assessment samples/data -Easytech
4. Educate, create and begin utilizing assessments which include components that measure student growth, as related to soft skills and appropriate communication	Campus Administrators, PLP Teams, Department/Grade-Level Teams	Oct. 2012 – June 2013	Local Funds	-PLP leadership agenda/minutes -PLC agenda/minutes -Lesson plans -Classroom observations -PLP presentations -Rubrics
5. Continue to review, revise and utilize locally developed scope & sequence and common formative assessments to address all TEKS	Curriculum Directors, Campus Administrators, IMA Grant Committee, Dept. Heads, Teachers	Every six weeks	Local Funds, D.A.T.E. Grant	-PLC agenda/minutes -Curriculum maps -Lesson plans
6. Explore the development of electronic portfolios for student work that demonstrate mastery of 21 <sup>st</sup> Century skills to educators and prospective employees	Curriculum Directors, Principals, Instructional Technology Facilitator, Reading Coaches, Teachers	Oct. 2012 – June 2013	Local, DMAC, Eduphoria, IMA, Media Center	-Final implementation recommendations -IMA technology projects awarded -Staff Dev. agendas/minutes

### **Goal 4 – Accountability for learning**

Chapel Hill ISD will partner with all stakeholders to create a shared-value educational system that promotes an atmosphere of learning and an environment in which all students can flourish.

- **Objective 4.1:** Work collaboratively with parents, students, teachers, administrators and community members to ensure student proficiency in 21<sup>st</sup> Century skills.

### **SUMMATIVE EVALUATION:**

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
1. Work effectively and respectfully with diverse teams	Campus/District Administration, Teachers	Aug. 2012 – June 2013	Local Funds, SSI Funds, Region VII Consultants	-Faculty/Parent/Student Surveys
2. Foster environments that showcase student success in variety of innovative ways and encourage students to take pride & ownership in their education	Principals, Teachers, Campus Organizational Leaders	Aug. 2012 – June 2013	HB1, Local Funds	-Monthly showcase activities -Board Reports -Displayed student work
3. Expand community & international involvement in learning, both face-to-face and online	IT Director, Instructional Technology Facilitator, Principals, Teachers, Site-based Teams, PTO, Organizational Leaders	Aug. 2012 – June 2013	Local Funds, Campus Labs, Technology Equipment	-Stakeholder participation/ sign-in sheets -Stakeholder Surveys -Informal feedback -Lesson plans
4. Provide all parents with clearly stated information about: TAKS/STAAR/EOC and interpretation of scores, academic requirements, and programs (AP, Pre-AP, ESL, Bilingual, GT, Dyslexia, SSI, SpEd., 504, NCLB).	Director of Special Programs, Director of Special Education, Testing Coordinator, Principals, Student Services Coordinator, Counselor(s)	Sept. 2012, Nov. 2012, Feb. 2013, May 2013	Local Funds, State Funds	-Parent meetings/documentation -Written correspondence
5. Continue to explore the feasibility of an education foundation for business and community members to participate in the enhancement of education for CHISD students	Superintendent, District Administrators	Fall '12/Spring '13	Local Funds	-Increase in financial resources through grants, donations, and fundraisers to invest in innovative, creative teacher and student programs not otherwise funded by the district

## **Goal 5 – Organizational Transformation**

Chapel Hill ISD will empower staff and students to be productive 21<sup>st</sup> century members by focusing on students' interests and encouraging self-directed learners.

- **Objective 5.1:** District and campus leaders will research 21<sup>st</sup> Century learning standards, identify potential organizational changes and begin implementation.

### **SUMMATIVE EVALUATION:**

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
1. Utilize a scalable & sustained model of professional development that focuses on student interests & encourages self-directed learners	District and Campus Administration, Department/Grade Level Leaders, PLC	Staff Dev. Calendar	DMAC, Eduphoria, Local, IMA, Title Funds, GT, Special Ed., HB1, CTE, DATE, SSI Grant, SIP Grant, Consultants	-District/Campus professional development matrix/agendas
2. Cultivate teachers' ability to identify students particular learning styles, intelligences, strengths, & weaknesses	District & Campus Administration, Department/Grade Level Leaders, Mentor Teachers, PLC	Aug. 2012 – June 2013	Local Funds, SIP, SSI Grant funds, Region VII, Consultants	-Professional development matrix -SAIC/Faculty/PLC meetings -Lesson plans -Classroom observations -Student Success Reports
3. Encourage knowledge sharing among communities of practitioners, using face-to-face, virtual & blended communications	Campus Administration, PLP Teams, Department/Grade Level Heads, PLC's	Aug. 2012 – June 2013	Local Funds, Project Share	-PLC & PLP agendas/minutes -PLP projects
4. Conduct site visits to other districts/campuses that have established effective 21 <sup>st</sup> Century practices	District & Campus Administration, Reading/Math Coaches, Leadership Teams	Sept. 2012- June 2013	Local Funds	-Site visit follow-up meeting minutes -Committee recommendations for advancement

## Appendix A

### 1. Coordinated Health

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain district student health advisory committee (SHAC) to review and recommend policies related to health, nutrition and safety	Director of Special Programs, SHAC Committee Chair, Nurses	Minimum of 4 scheduled meetings per school year	Title Funds	-SHAC meeting agendas/minutes -School board report
2. Provide an environment that fosters safe and enjoyable fitness activities that promotes the health and well-being of all students	Director of Special Programs, Principals, Campus Nurse, PE Coach, Teachers	Minimum of 4 scheduled meetings per school year	Title IV – Part A, Local Funds	-Fitnessgram results -Attendance rate
3. Ensure that support services including compensatory education home instruction (CEHI), is provided to students during the pregnancy prenatal and postpartum periods to help her adjust academically, mentally and physically and stay in school.	Director of Special Programs, High School Principal, Counselors, Middle School Principal, Nurses	Aug. 2012 – June 2013	Title I, State Compensatory	-High School completion rate -Drop out rate
4. Develop and implement a district allergy management plan for severe food allergies and conduct training of all faculty/staff	Director of Special Programs, Campus Administrators, Campus Nurses	August 2012	Title Funds	-Allergy management plan/procedures -School board report -Training Agendas/Sign-in sheets -Teacher documentation

### 2. Discipline Management – Safe Environments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide positive behavioral support systems at each campus for all students	Campus Administrators, Director of Special Education, Director of Special Programs, Licensed Specialist in School Psychology	Each Six Weeks	IDEA B Formula, Local Funds, HBI	-PBS program documentation -Discipline referrals -Teacher/student surveys -DAEP placements
2. Provide research based training at each campus to students and staff on prevention, identifying, responding to and reporting incidences of bullying, (verbal, non-verbal & physical) harassment and hitlists. Also included, providing an Online Internet Safety Course through Region Service Center to all students (grades K-5 & grades 6-12) in compliance with CIPA (Children's Internet Protection Act) that includes, cyberbullying, harassment and other topics.(Target Group: All)	Director of Special Programs, Director of Technology, Principal, Assistant Principal(s), Counselor(s), Teachers	Aug. 2012	Local Funds, State Funds	-Campus bullying plans -Campus surveys -Number of students reporting activities -Number of discipline referrals per campus
3. Provide programs that promote school safety and a drug free environment for all student groups including direct instruction of the Student Code of Conduct and Character Counts.	Director of Special Programs, Principals, Counselor,	Aug. 2012 – June 2013	Local Funds	-Discipline referrals -Student participation in programs -SCADDA counseling sign-in sheets and surveys

## Appendix B - Components of a Schoolwide Plan

### 1. Comprehensive Needs Assessment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct a comprehensive needs assessment annually at the district and each campus	District & Campus Administrators, District/Campus SBDM teams	Oct. 2012 – Spring 2013	Local Funds	-Identified areas for improvement as noted in DIP's/CIP's
2. Enhance the reform strategies of Title I school-wide programs through State Compensatory Ed funds at: Jackson, Wise, Kissam, Middle School, and the District	Director of Finance, Director of Special Programs, Principals	Aug. 2012 – June 2013	State Comp. Ed., Title I	-PEIMS identification of At-Risk -Student Success Reports -Variance between At-Risk passing rate compared to other students in all areas tested
3. Provide reform strategies for At-Risk students through State Compensatory Ed funds: High School and DAEP	Director of Finance, Director of Special Programs, CTE Director, Principals	Aug. 2012 – June 2013	State Comp. Ed., Title I	-Student Success Rate -CFA Success -Decrease the variance between At-Risk passing rate on state assessments compared to other students in all areas tested
4. Continue to monitor the SPED PBMAS indicators: SPED AA Representation and Sp. Ed. science STAAR passing rate	Director of Special Education, Principals	Aug. 2012 – June 2013	Local Funds, IDEA Formula	-STAAR data -PBMAS indicators for September 2012

### 2. School wide reform strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and implement improvement plans related to AYP Stage 1, Year 1 subject areas: District–Math & Reading, Middle School–Math & Read, Kissam - Reading	District/Campus Administrators, SIP District/Campus Teams, Department/Grade Level Chairs, Reading/Math Coaches, Teachers	October 2012	Local Funds, SIP Grant, SSI Grant, Title Funds	-Student success reports -Student achievement data -District/Campus SIP meeting agendas & minutes
2. Utilize contingency funds left from Part II of the DATE (District Award for Teacher Excellence) grant to provide staff development and materials in the identified areas of need and pay teachers to update curriculum and assessments in identified areas	Assistant Superintendent, Director of Elementary Curriculum, Director of Secondary Curriculum, Principals, Math Specialist, Reading Specialist	Jan. 2013- Aug. 2013	D.A.T.E. Contingency Funds, Consultants	-Student Success data -Revised curriculum & assessments -Staff development matrix/agendas

### **3. Instruction by highly qualified professional staff**

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
1. Maintain a highly qualified professional staff	District and Campus Administration	Aug. 2012 – June 2013	Local Title II Part A	-Principal attestation report -HQ compliance report

### **4. Highly-qualified and Ongoing Professional Development**

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
1. Provide strong academic programs for LEP students to ensure on level core content area development and language acquisition in English and Spanish 2. (Dual Language/BIL/ESL)	Director of Special Programs, Director of Technology, Principals, Teachers	Aug. 2012 – June 2013	Title I, Title III Bilingual/ESL, Local Funds	-Six week student success reports -AMAOs -LPAC reports
3. Provide annual training and review of PEIMS discipline data, code of conduct, student handbook, TEC Chapter 37, and related PEIMS Data Standards.	CTE Director, PEIMS Coordinator, Principals	Aug. 2012 – July 2013	Local Funds, State Funds	-Satisfactory TEA DVM Report -Training agendas and evaluation records -Review training schedule annually -Superintendent's Monthly Report from Resource Officer

### **5. Strategies to attract Highly Qualified Staff**

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
1. Recruit, hire, and retain qualified teachers through a competitive pay scale, teacher raises, applicable high need stipends, and training, placing an additional focus on “growing our own” teachers through other programs such as Instructional practice in education and training	Superintendent, Director of Finance, Director of Special Programs, Human Resources, CTE Director, CTE Teachers	Spring/Summer 2012, Aug. 2012 – June 2013	HB1, Title IIA, Title III, Local Funds, State Funds, CTE Funds	-Continue to meet highly qualified report annually -Maintain Bilingual/ESL PBMAS stage “0” -Implementation of a Bilingual (Spanish/English) dual language program K-5 -Bilingual exception until no longer needed -Reduce program denials in Bilingual/ESL
2. Attend university job fairs and advertise job opportunities	District and Campus Administration, HR assistant	Aug. 2012 – June 2013	Local Funds, Region VII, Universities	-Newspaper/website advertisements -Job fair attendance

## 6. Strategies to increase parental involvement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for parents to be partners in the education of their child: -SBDM -Program Planning -Open House/PTO Events -Parent Action Committee (PAC) -Volunteer Program -Campus/District/Teacher Website & Email -Parent Conferences -CTE Open House/Career Day -Parent Literacy Programs-Jackson Campus -Alert Now -Seasonal Programs -Guest Speakers	Assistant Superintendent, Director of Special Education, Director of Special Programs, Director of Technology, CTE Director, Principals, PTO, Teachers	Aug. 2012 – June 2013	Title I, Title III, Local Funds	-Meeting agendas/minutes -Participation sign-in sheets -District/campus websites -Newsletters -Parent surveys -Informal feedback
2. Provide notification to parents of students “at risk” of failing (courses, state assessment, graduation).	Principals, HS Student Services Coordinator, Counselors, Teachers	Progress report dates, report cards	State Comp. Ed., Title Funds	-Parental notices -Parent surveys -Phone logs
3. Emphasize frequent parental contacts related to attendance as well as notification to legal authorities concerning truancy as allowable	PEIMS Coordinator, Principals, Attendance Clerks, Resource Officer, Counselors, Teachers	Daily	Local Funds	-Attendance rate -Completion rate
4. Promote more accurate documentation related to attendance and continue to utilize school incentive programs to increase attendance rates	Principals, PEIMS Coordinator, Attendance Clerks, Teachers	Daily	Local Funds	-Training agendas -Attendance rate -Completion rate -Student participation

## 7. Preschool Transition Strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue partnership with Region VII in order to provide Head Start classes that are targeted to transition students into Kindergarten with appropriate academic and social skills.	Finance Director Wise and Jackson Campus Administrators Teachers	Aug. 2012 – June 2013	Region VII Local Funds	-Beginning of year TPRI/Tejas LEE -Lesson Plans -Observations -Schedules
2. Provide Pre-Kindergarten classes that are targeted to transition students into Kindergarten with appropriate academic and social skills.	Wise and Jackson Campus Administrators Teachers	Aug. 2012 – June 2013	State Pre-K Funds, Local Funds	-Beginning of year TPRI/Tejas LEE -Lesson Plans -Observations -Schedules

## **8. Timely and additional assistance to students having difficulty mastering the standards**

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
1. Provide effective three-tiered Response to Intervention (RtI) to all students in need and also explore new ways to incorporate additional community resources	Director of Special Education, Director of Special Programs, Principals, Curriculum Directors Reading/Math Coach, Teachers, LSSP, UT Students, Local Engineers, Professionals in the industry	Aug. 2012 – June 2013	Head Start Funds, Title I, Title III Bilingual / ESL, Local Special Ed	-SAIC/PLC/Campus Intervention Team agendas and minutes -Intervention schedules
2. Provide annual update training for all staff to ensure common understanding of district procedures for identifying, supporting placement and monitoring of the following students: LEP, At-Risk, SpEd., GT, Dyslexia, and 504	Assistant Superintendent, Curriculum Director, Director of Special Education, Director of Special Programs, Principals, Counselors	Aug. 2012	Local Funds	-NTI/Professional Dev. agendas

## **9. Coordination and integration of Federal, State, and Local Programs and Resources**

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
1. Provide programs, training, and/or instructional strategies to increase math, reading, writing, science and social studies achievement for all student groups in the LRE	Director of Special Education, Diagnosticians, Campus Administration, Teachers, Coaches	Aug. 2012 – June 2013	IDEA B Pre-School, IDEA Formula, Local Funds, Region VII	-ARD documentation -Training agendas -Student schedules

## **10. Measures to include teachers in the decisions regarding the use of academic assessments**

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
1. Utilize district/campus SBDM teams and PLC's to analyze the effectiveness of programs and enhance student achievement	District and Campus Administration, SBDM Teams, Department/Grade Level Chairs	Aug. 2012 – June 2013	Local Funds, Title Funds	-Needs assessment data -SBDM/PLC agendas



**ID&R Goal:**

To actively identify and recruit eligible migrant children and youth who:

- are enrolled or reside in our school District according to all applicable federal laws and regulations
- qualify for appropriate educational services
- meet requirements of:

State Comprehensive Needs Assessment,  
Statewide Service Delivery Plan and  
NCLB Consolidated Federal Grant Application, Title I, Part C

**ID&R Objective:**

To ensure all eligible migrant children and youth residing in the District are properly identified, recruited, and effectively served through

- instructional services
- supplemental services such as health, clothing, school materials and referrals for social services
- Parent Advisory Council to empower parents to advocate at home and at school for their children's academic success

<b>Evidence of Need</b>	<b>Activity</b>	<b>Timeline</b>	<b>Staff Responsibility</b>	<b>Materials</b>	<b>Method of Evaluation</b>
Need # 1 Meet federal requirements for annual ID&R training.	Ensure District Migrant staff receive annual ID&R training	Upon delivery by TEA	Region VII Migrant Personnel	Upon delivery of ID&R Manual and state training for ESC	Certification exam and required TEA certificate
Need #2 Meet with Migrant SSA and Project school personnel to brainstorm recruitment activities for the ID&R Action Plan	Develop, create and/or revise ID&R Action Plan	September 2012	Region VII & District Migrant Personnel	ID&R Plan Template, NCLB Consolidated Application, 2011-12 ID&R Action Plan, Statewide Delivery Plan	Distribution of revised/ completed 2012-2013 ID&R Action Plan to be attached to District Improvement Plans
Need #3 Actively recruit children/youth based on the family survey and/or home visits who <ul style="list-style-type: none"> <li>• Are between the ages of birth through 21</li> <li>• Cross District</li> </ul>	Ensure every family receives a required Family Survey annually	Upon initial enrollment	Campus enrollment personnel	Family Survey, Home Visit Log	Completed Family Survey maintained for two years and Home Visit Logs
	Screening Family Surveys for eligibility	August and ongoing	District and Region 7 Migrant Personnel	Family Survey, Home Visit Log	Completed screening process on each family

<p>lines alone or with parents</p> <ul style="list-style-type: none"> <li>Moved due to economic necessity to obtain temporary or seasonal agricultural employment</li> </ul>	Use NGS/MSIX to verify previously eligible Migrant students	August and ongoing	NGS Data Specialist	Family survey and NGS/MSIX reports	NGS/MSIX reports
	Tracking late enrollment and early withdrawal	Ongoing throughout the school year	Campus Enrollment/ Withdrawal personnel	Late Enrollment/ Early Withdrawal Form, and/or PEIMS reports	PEIMS reports or Late Enrollment/Early Withdrawal Form
Need #4 Based on federal requirements, actively recruit out of school youth	Utilize Employer Survey	Ongoing throughout the school year	Region 7 and District Migrant personnel	Employer Letter and Survey	Completed Employer Survey
Need #5 Certificate of Eligibility (COE)	Complete the Certificate of Eligibility (COE)	Ongoing throughout the school year	Region 7 and District Migrant personnel	COE, COE Supplemental Documentation Form	Eligibility Reviewer signature on COE
	Submit and enter data into NGS Online System	Ongoing throughout the school year	NGS Data Specialist	COE, COE Supplemental Documentation Form, NGS Online System	NGS Reports
Need #6 Residency Verification (reporting period)	Verify continued residency for current Migrant students in 2 <sup>nd</sup> or 3 <sup>rd</sup> year of eligibility	Sept 1-Nov 1, 2012	Region 7 and District Migrant personnel	Residency Verification Signature on COE, school records	NGS Residency Verification Report
Need #7 Mapping of Region 7	Provide current mapping documentation	Ongoing throughout the school year	Region 7 and District Migrant personnel	Region 7 agricultural MEP grid, TX Produce Availability chart in ID&R Manual	Updated mapping grid for Districts and Region 7
Need #8 Based on Texas state requirements maintain and improve a strong system of Quality Control.	Conduct re-interview process	Jan to April 2013	Trained eligibility reviewers	ID&R Manual and TEA information, COE, COE Supplemental Documentation Form	Completed documentation returned to TEA
	Follow written procedures in ID&R and NGS Manuals for Quality Control	Ongoing throughout the school year	Region 7 and District Migrant Personnel	ID&R Manual, NGS Manual, NGS Reports	NGS Quality Control checklist, ID&R Practices through migrant webpage and email
Need #9 Annual Evaluation of ID&R Program	Gather and analyze data from ID&R Action Plan	June 2013	Region & District MEP Staff and Migrant PAC	ID&R Action Plan, current district data, NGS reports, NGS Quality Control list	Completed evaluation report for Migrant Education Program

