



CHAPEL HILL

INDEPENDENT SCHOOL DISTRICT

District Improvement Plan: 2016 - 2017

October 24, 2016

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.*

Updated: October 19, 2016

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 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

Ellie Perez	Teacher	2016-2019
Joanna Esparza	Teacher	2014-2017
Jackie France	Teacher	2016-2019
Julissa Zea-Hernandez	Teacher	2015-2018
Susan Farmer	Teacher	2015-2018
Karen Jabr	Teacher	2014-2017
Bethany Chancellor	Teacher	2015-2018
Sara Hartt	Teacher	2016-2019
Sedrone Harwell	Teacher	2014-2017
Suzanne Hogg	Teacher	2016-2019
Amy Cassady	Teacher	2016-2019
Mark Dahlgren	Teacher	2016 - 2019
Chad Richardson	Teacher	2016-2019
Tina Lawson	Teacher	2014-2017
Nathan Harbour	Teacher	2016-2019
Karen Bender	CHC/DAEP	2014 - 2017
Chamberlin Garber	Special Ed.	2016-2019
Lori Acker	Parent	Current Year
Kim Schlener	Community Member	Current Year
Kathy Wells	Community Member	Current Year
Suzette Warren	Business Member	2014 - 2017
Donni Cook	Superintendent	Co-Chairmen
Lamond Dean	Deputy Superintendent	Co-Chairmen

Comprehensive Needs Assessment

A Comprehensive Needs Assessment review was conducted by district committees on:

Data Source Examined	Findings
*State Assessment Data	<ul style="list-style-type: none"> ● Accountability rating for district and all campuses is Met Standard. ● PBMAS BE/ESL ● A review of staffing certifications reveals the need for an increase in ESL certified teachers (especially in grades 6-8). ● Efforts to recruit and retain fully certified staff to provide bilingual/ESL services at the elementary level have proven effective. (09/01/2015; HB 218 provides latitude for bilingual OR ESL certification for teacher of English instruction in dual language.) ● Teacher turnover rate is 22.2%. ● Instructional staff turnover rate is 62.9%. ● Results show that CTE met all indicators. ● PBMAS Sp. Ed. STAAR 3-8 results show that we received four Stage 3 performance level indicators and two one Stage 4 (Stage 3 math, reading, science and social studies and Stage 4-writing). ● PBMAS Sp.Ed. STAAR EOC results show that we received two Stage 3 performance level indicators and one Stage 4 (Stage 3 math and science and Stage 4 English Language Arts) ● Data shows low usage of disciplinary placement for Special Education students. Other strengths show a low dropout rate, and a high graduation rate and a low Sp. Ed. representation. ● 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%. ● CFA results indicate a continued need for closer review and revision. Academic coaches, curriculum directors, principals and teachers are focusing on improvement efforts. ● TPRI/Tejas LEE indicates a need for more effective instruction in all components of reading. ● mCLASS overall data indicates a need for a clearer focus on math fluency and concepts of numeracy. ● 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. ● HB5 results indicate all campuses were rated exemplary with the exception of middle school that was rated as recognized. The district was rated as exemplary and compliant in all areas. ● Assignments of OSS decreased by 9 % from the previous year, ISS decreased by 24%, DAEP decreased by 28%. Overall, total actions assigned decreased by 18%. ● Office of Civil Rights data reveals a need to improve the accuracy in data reporting. ● Wings data showed an increase in graduation rates, while also implementing a new Spanish version curriculum utilized by the Gradpoint program. ● CTE continues to address HB 5 graduation requirements. CTE continues to add certification opportunities for students. ● Attendance decreased by 0.2% from the previous year. Campuses should continue to implement procedures to increase attendance through positive motivations, communication with parents, and measures to prevent the spread of illness. ● Highly Qualified report reveals 100% compliance in all areas
*PBMAS Bilingual/ESL	
*Internal Staffing Audit	
*PBMAS CTE	
*PBMAS Special Education	
*Special Education Data	
*Student Success Results	
*CFA Results	
mCLASS Math/Imagine Learning/TPRI/TejasLee	
* HB1 Annual Performance Review	
*HB5 Student and Community Engagement Results	
* Discipline Data	
*Office of Civil Rights Reports	
*Wings Data	
*CTE Effectiveness Report	
*Enrollment/Attendance	
*NC Highly Qualified	

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 and District budgets for **salary and non-salary items \$1,988,429***

Total FTEs funded through SCE at this District 38.7875*

The process we use to identify students at risk is through the September administration of CIRCLE, mClass, STAAR.

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, ISIP, Read 180, Rally to Read, campus interventionists and math/reading coaches.

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

*HS – 4.7850 FTEs	\$220,322	*WE – 7.00 FTEs	\$288,526	*KE – 9.00 FTEs	\$353,763
*MS – 9.5025 FTEs	\$506,155	*JE – 6.00 FTEs	\$265,671	*Summer School	\$145,25
		*District Support/Dyslexia – 2.5 FTEs	\$208,740		

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.

Federal Programs	HS	MS	WE	JE	KI
Fund 211-Title I, Part A, Basic	X	X	X	X	X
Fund 224-IDEA B Formula	X	X	X	X	X
Fund 225-IDEA B Preschool			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/Low Income		X	X	X	X
Fund 289-Summer			X	X	X
Flow Through Region VII - Head Start			X	X	X
State Programs/Funding Source					
Pic 11-Public Education Grant (PEG)	X	X	X	X	X
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
PIC 31-High School Success	X	X			
PIC 32-35-PreSchool			X	X	X
Flow Through SHARS-Medicaid	X	X	X	X	X
State Grants					
Fund 385-State SSVI	X	X	X	X	X
Fund 397-Advanced Placement	X				
Fund 410-Instructional Materials Allotment	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 21st Century technologies while also meeting the social and emotional needs of all students.

- **Objective 1:** Create learning practices, human support and physical environments that will support the teaching and learning of 21st Century skill outcomes.

SUMMATIVE EVALUATION:

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support professional learning communities that enable educators to collaborate, share best practices, and integrate 21 st Century skills into classroom practice	District/Campus Administrators, Instructional Coaches, Department/Grade Level Heads, Technology Instructional Facilitator CIA	Each Six Weeks	Local Funds, Title I	-Professional Dev. Calendar -SAIC Agenda -PLC Agenda/Minutes -Dept./Grade level meetings with campus-level administrators -S work samples -classroom observations
2. Promote learning in relevant, real world 21 st Century contexts (e.g., through project-based or other applied work)	District Level Instructional Administrators, Instructional Coaches, Campus Administrators, Teachers, Librarians/Media Specialists	Monthly Board Meetings, PLC/Staff Dev. Dates	Region VII, CTE, IMA, Title, Special Ed., GT, Bilingual/ESL, State Comp. Ed.	-SAIC Agendas -S work samples -Lesson plans -Classroom observations -Student feedback -practicum courses -job shadowing
3. Provide equitable access to quality learning tools, technologies and resources.	Assistant Supt., Special Programs Director, Bilingual Dir., Special Ed. Director, Campus level Administrators, Curriculum Directors, Technology Director, Librarian	Fall 2016, Spring 2017	Region VII, CTE, IMA, Title, Special Ed., GT, Bilingual/ESL, State Comp. Ed. Funds	-Annual program evaluations -Lesson plans -Inventory -Usage reports -tuition paid for dual credit
4. Utilize Region VII resources to increase student achievement	Elementary/Secondary Curriculum & Special Programs Directors, Principals, Instructional Technology Facilitator, Participating Teachers	Fall 2016 Spring 2017	Region VII	-Student achievement data -Feedback from participants -Classroom observations -Region VII Prof. Development
5. Seek and utilize supplemental grant resources to enhance and improve instruction PK-12	Director of Special Programs, Bilingual Dir., 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, Head Start, Title I, Title II-A TPTR, Title III-A, Title IV-B, LEP, IDEA B Formula, IDEA B Preschool, Carl Perkins, State SSVI, SSI, SIP, IMA	-Walkthrough data -Instructional Round Data -Gomez and Gomez Fidelity Checks (internal and DLTI) -Grant compliance reports -Student achievement data
6. Increase technology training opportunities for all teachers in order to increase technology usage in the classroom	Director of Technology, Instructional Technology Facilitator, Elementary /Secondary Curriculum, Directors, Principals	Six weeks calendar of trainings	Local Funds, Title III, Title IV	-Survey teacher needs -Teacher participation -Teacher competencies developed -Lesson plans -Walkthrough

7. Continue to strengthen technology infrastructure (including Wi-Fi reliability) that supports 21 st Century learning	Technology Director, Technology Department	Fall 2016, Spring 2017	IMA, Local Funds, E-Rate Category II Funding	-Surveys -Eduphoria requests
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Goal 2 – The Learning Standards

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

- **Objective 2:** Focus on 21st Century skills, content knowledge, and expertise.

SUMMATIVE EVALUATION:

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide resources/support to teachers as we create lessons that emphasize deep understanding rather than basic knowledge of content areas	District & Campus Administration, Academic Coaches, Teachers, Curriculum, Instruction and Assessment	Staff Dev. Matrix timeline, ongoing through faculty/PLC meetings	CTE, GT, IMA, Title Funds, Special Ed., Bilingual/ESL, State Comp. Ed.	-PLC/agendas -Lesson plans -Classroom observations -Student success reports -Authentic student samples -Advisory Committees -Community Partnerships -Internships -Practicums -Career Preparation Program -Student work samples
2. Engage students in real world opportunities to work with data, tools and field experts in preparation for post-secondary education, future employment, and lifelong learning	Campus Administration, Counselors, Teachers, Librarian	Every Six Weeks	CTE, GT, IMA, Title Funds, Special Ed., Bilingual/ESL, State Comp. Ed.	-Lesson plans -Classroom observations -Student success reports -Advisory Committees -Community Partnerships -Internships -Practicums -Career Preparation Program -Student work samples -TAPR report
3. Continue to enhance direct instruction with project-oriented and problem-based teaching methods.	Campus Administration, Academic Coaches, Teachers, Curriculum Instruction and Assessment	Every Six Weeks	Local, Title Funds	-Assessments -PLC meetings -Lesson plans -Classroom observations -Student work/projects and feedback
4. Continue to promote district-wide focus related to creating a college bound culture	Directors, Principals, Counselors, Teachers & University Partners	Every six weeks	Local, Title Funds, TJC Promise	-University partnerships established -Campus activity list -Dual Credit Enrollment -ECHS enrollment -Post Secondary Ed Report -Campus activity portfolio
5. Continue to expand academic/technical dual credit and Pre-AP and AP opportunities of students that lead to accelerated placement in postsecondary programs	HIS Principal, MS Principal, CTE Director, MS/HIS Counselors	Spring 2017	Local Funds, CTE Funds, HB1 Funds, Virtual School Network, TJC	-Course catalog for 2016-2017 -HB1 Annual Report -Reports on earned credits

	Curriculum Instruction and Assessment			-TAPR
6. Continue evaluation, revisions and expansion of CTE programs to ensure that they are relevant to student interest and prepare students for current day career technical employment opportunities	CTE Director, HS Principal, Counselors	Spring 2017	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 -Number of certifications earned -Enrollment data -CTE staffing audit
7. Form a partnership with public institution of higher education and local business, labor, and/or community leaders to offer a course or other activities needed to obtain industry-recognized credentials or certificate that is approved by the local school board for credit without obtaining SBOE approval under certain circumstances, as needed	High School Principal, CTE Director, Counselors, Site-based Team	Spring 2017	Local Funds, Carl Perkins Grant	-Committee meeting agendas/minutes Course catalog certification/credential report -School Partnership Agreement signed annually
8. Continue to focus on identifying students from all subgroups (through effective assessment) and providing challenging GT/PreAP/AP and dual credit programs	Deputy Superintendent, Curriculum Directors, Director of Special Ed., & Special Programs, Bilingual Director., GT/AP/Pre-AP Teachers, Principals, Counselor (s)	Aug.- May, GT/ADV enroll May-AP Exam, June AP results	GT Funds, Local Funds, Region VII	-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 by subgroups -Dual credit enrollment/completion rates by subgroups -HB 5 Student and Community Engagement Results
9. Provide after school acceleration programs for students to enhance learning opportunities beyond the school day.	Principals, Director of Special Programs, Curriculum Director, Director of Transportation	November-May	Local Funds, Title I Funds	Success Reports CFA Data TAPR Report

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

SUMMATIVE EVALUATION:

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase utilization of assessments “for” learning that reflect student needs, learning styles, and individual growth	Curriculum Directors, Campus Administrators, Instructional Coaches, Teachers Bil/ESL	Every 3 to 6 weeks	Local Funds	-Progress monitoring -PLC agendas/minutes? -DMAC/Eduphoria -Lesson plans -Assessment samples -Classroom observations -Teacher feedback?
2. Focus on the awareness and articulation of performance standards by both teacher and students	Curriculum Directors, Instructional Coaches, Campus Administrators, Teachers	Every 3 to 6 weeks	Local Funds, Title I	-Lesson Plans -Assessments -Walk throughs Student achievement -PLC Meeting Agendas
3. Provide useful feedback to students related to their performance that is embedded into everyday learning.	Curriculum Directors, Instructional Coaches, Campus Administrators, Teachers	Daily	Local Funds	-Lesson plans -DMAC/Eduphoria -Student success reports -Teacher feedback Observations Evidence of goal setting and progress tracking -PLC meeting agendas
2. Continue to create and utilize informal/formal assessment techniques that measure effective instruction, student growth, as related to soft skills and appropriate communication	Curriculum Directors, Campus Administrators, Counselors, Instructional Coaches, Teachers	Every 6 weeks	Local Funds	-PLC agendas/minutes -Lesson plans -Classroom observations -Rubrics

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:** Work collaboratively with parents, students, teachers, administrators and community members to ensure student proficiency in 21st Century skills.

SUMMATIVE EVALUATION:

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Showcase student success in a variety of innovative ways and encourage students to take pride and ownership in their education (such as Facebook, Twitter, Kids Blog, etc.)	Principals, Teachers, Campus Organizational sponsors. District Administrators, District and campus webmaster	Every 6 weeks	HBI, Local Funds, CTE Funds, Carl Perkins Grant	-Monthly showcase activities -Board Reports -Displayed student work -HB5 Student and Community Engagement Results
2. Expand local to global involvement in learning, both face-to-face and online	Technology Director, Instructional Technology Facilitator, Principals, Teachers, Site-based Teams, Campus Organizational sponsors	Every 6 weeks	Local Funds, Campus Labs, Technology Equipment	-Stakeholder participation/ sign-in sheets -Informal feedback -Event agendas -Lesson plans -HB5 Student and Community Engagement Results
3. Provide all parents with clearly stated information about: STAAR/EOC and interpretation of scores, academic/graduation requirements, and programs (AP, Pre-AP, ESL, Bilingual, GT, Dyslexia, SSI, SpEd., 504, ESSA)	Director of BII/ESL, Director of Special Education, Testing Coordinator, Principals, Student Services Coordinator, Counselors	Sept. 2016, Nov. 2016, Feb. 2017, May 2017	Local Funds, State Funds, Website	-Parent meetings/documentation -Written correspondence -HB5 Student and Community Engagement Results Reading material website
4. 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	Fall '16, Spring '17	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 21st Century members by focusing on students' interests and encouraging self-directed learners.

- **Objective 5:** District and campus leaders will research 21st Century learning standards to identify potential organizational changes and begin implementation.

SUMMATIVE EVALUATION:

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize a scalable and sustainable model of professional development that focuses on best instructional practices which will result in increased student engagement and encourages self-directed, lifelong learners	District and Campus Administration, Instructional Coaches, PLC's, Consultants	Staff Dev. Calendar	Local, IMA, Title Funds, GT, Special Ed., HBI, CTE	-District/Campus professional development matrix/agendas Eduphoria PLC agendas Lesson plans -classroom observations -Student work samples -post-secondary readiness data (TAPR)
2. Provide equitable opportunities (and choice) to apply for the Wise Fine Arts Magnet School	Deputy Superintendent, Principals	Spring 2017	Local	-Magnet Registration Matrix -HB5 Student and Community Engagement Results Magnet Enrollment Data
3. Continue to offer Chapel Hill Collegiate (Early College High School) and re-apply for TEA designation	Curriculum Directors, High School Principal, CHC Coordinator, CHC steering committee	Fall 2016	Local & HBI Funds, TJC	-Needs assessment data -Early college application -Steering committee agendas/minutes -HB5 Student and Community Engagement Results

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, P.E. Coaches	Minimum of 4 scheduled SHAC meetings per school year	Local Funds	-SHAC meeting agendas/minutes -School board report Health Nutrition Safety Policy -professional development data
2. Provide safe and enjoyable fitness activities that promote the health and well-being of all students	Director of Special Programs, Principals, Campus Nurses, PE Coaches, Teachers	School year	Local Funds	-Fitnessgram results -Attendance rate Course catalog Course enrollment Lesson plans -professional development plans/data
3. Ensure that support services including compensatory education home instruction (CEHI), is provided to students during the pregnancy prenatal and postpartum periods to help expectant mothers adjust academically, mentally and physically and stay in school	Director of Special Programs, High School Principal, Counselors, Middle School Principal, Nurses	Fall 2016, Spring 2017	Title I, State Compensatory	-High School completion rate Decreased drop out rate Proof of attendance -professional development plans/data
4. Continue to review and refine our district allergy management plan for severe food allergies and conduct training for all faculty/staff	Director of Special Programs, Campus Administrators, Campus Nurses	August 2016	Local Funds	-Allergy management plan/procedures - Eduhero -Training Agendas/Sign-in sheets -Teacher documentation -professional development plans/data

2. Discipline Management – Safe Environments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue positive behavioral support systems at each campus with the ability to support all students	Campus Administrators, Director of Special Education, Director of Special Programs, Counselors, Licensed Specialist in School Psychology	Each Six Weeks	IDEA B Formula, Local Funds, HBI	-PBS program documentation -Discipline referrals -Teacher/student surveys -DAEP/ISS 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 and physical) harassment and hit lists. Also included, providing an Online Internet Safety Course 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, Principals, Assistant Principals, Counselors, Teachers	Aug. 2016	Local Funds, Region VII	-Campus bullying plans -Number of students reporting activities -Number of discipline referrals per campus -Attendance Resolution of reported incidences Course completion Sign-in sheets

<p>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</p>	<p>Director of Special Programs, Principals, Counselors</p>	<p>Every 6 weeks</p>	<p>Local Funds, Region VII, Next Step</p>	<p>-Discipline referrals -Student participation in programs -Next Step counseling sign-in sheets and surveys -Parent, student, teacher, principal contract Campus evidence Lesson plans</p>
<p>4. Continue to ensure that all faculty and staff participate in the required Child Abuse and Maltreatment training modules.</p>	<p>Director of Special Programs, Principals, Nurses,</p>	<p>Sept. 30, 2016</p>	<p>Local Funds</p>	<p>-Principal/Director Attestations Sign-in sheet/course credit</p>

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	Fall 2016, Spring 2017	Local Funds	-Identified areas for improvement as noted in DIP's/CIP's
2. Enhance the strategies of Title I school-wide programs and State	Director of Special Programs, Principals	Every 6 weeks	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 Program Evaluations
3. Provide strategies for At-Risk students through State Compensatory Ed funds	Director of Special Programs, CTE Director,, District and Campus Administrators	Every 6 weeks	State Comp. Ed., Title I	-Student Success Rate -Decrease the variance between At-Risk passing rate on state assessments compared to other students in all areas tested
4. Develop, implement and monitor Corrective Action Plans related to the PBMAS indicators.	Director of Special Education & Director of Special Programs, Bil/ESL Director, Principals	Every 6 weeks	Local Funds, IDEA B Formula, Title Funds	-STAAR data -Corrective Action Plans -PBMAS indicators for October 2016

2. School wide reform strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue a district-wide focus related to writing and the implementation and monitoring of best practices for ELAR/SLAR instruction	Curriculum Directors, Principals, Instructional Coaches, Teachers	Fall 2016, Spring 2017	Local Funds, Title Funds, Rural Schools Grant	-Staff Development Activities -PLC agendas/minutes -Lesson plans -Classroom observations -S work samples; journals -TELPAS writing samples
2. Provide ongoing staff development to improve Math and Reading	Curriculum Directors, BIL/ESL Director, Principals, Instructional Coaches	Fall 2016, Spring 2017	Local Funds, Title Funds	-Staff development agendas -PLC agendas/minutes -Lesson plans -Classroom observations -Student achievement data -TELPAS results
3. Develop appropriate academic vocabulary across content areas	Curriculum Directors, BIL/ESL Director, Campus Principals, Instructional Coaches, Teachers	Every 6 weeks	Local Funds	-PLC agendas -Lesson plans Walkthroughs Student achievement Student journals Language objectives -TELPAS writing samples

3. Instruction by highly qualified professional staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain a highly qualified professional staff	District and Campus Administration	November 2016	Local Title II Part A, Region VII	-Principal attestation report -HQ compliance report

4. Highly-qualified and Ongoing Professional Development

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide strong academic programs for LEP students to ensure on-level core content area development and language acquisition in English and Spanish (Dual Language/BE/ESL)	BIL/ BE ESL Director, Director of Technology, Principals, Teachers, Instructional Coaches	Weekly	Title I, Title III Bilingual/ESL, Local Funds, DLTII	-Six week student success reports -LPAC reports -TELPAS Course credit CFAs PLC agendas -classroom observations -Gomez and Gomez Fidelity Checks (internal and out-sourced) -7 Steps Fidelity Checks (internal) -Documentation of ELPS and appropriate linguistic accommodations in lesson plans daily -S work samples -Program exit data -Reduce program denials in Bilingual/ESL
2. Provide annual training and review of PEIMS discipline data, code of conduct, student handbook, TEC Chapter 37, and related PEIMS Data Standards and incorporate new campus Behavior Coordinator Position	PEIMS Coordinator, Principals, Campus Behavior Coordinator	Fall 2016	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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recruit, hire, and retain highly 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, HR Director, CTE Director, Special Ed Director, Principals, CTE Teachers	Spring/Summer 2016, Aug. 2016 - June 2017	HB1, Title IIA, Title III, Local Funds, State Funds, CTE Funds	<ul style="list-style-type: none"> -Continue to meet highly qualified report annually -Implementation of a Bilingual (Spanish/English) dual language program K-5 -Bilingual exception until no longer needed -ESL waiver until no longer needed -Teacher turnover data -Instructional staff turnover data -Job Fair attendance and outcomes -annual eval of Job Fair production PLC agendas Prof Dev Records Pay Scale evaluation - comparison group -Stipend evaluation - comparison group -School district permit until no longer needed -innovative approach to certification compliance (implementation of options such as TCAP, school district permit, etc. when necessary) - Focus Group(s) information/data -S schedule audits -use of labor-based visa programs -university partnership agreement -student teacher/internship program data -Fast Track Data
2. Attend university job fairs and advertise job opportunities	District and Campus Administration, HR Director, Technology Dir.	Spring 2017	Local Funds, Region VII, Universities, District Website, Social media	<ul style="list-style-type: none"> -Newspaper/website advertisements -Job fair attendance/outcomes -Social media -District Website

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	Deputy Superintendent, BIL/ESL Director, Director of Special Education, Director of Special Programs, Director of	Every 6 weeks	Title I, Title III, Local Funds	<ul style="list-style-type: none"> -Meeting agendas/minutes -Participation sign-in sheets -District/campus websites -Newsletters -Parent surveys

	Technology, CTE Director, Principals, Teachers, PTO			-Informal feedback Skylert Log -Parent Informational Mtgs/trainings
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	Local, State Comp. Ed., Title Funds	-Parental notices/reports -Phone logs Progress Reports Skyward -LPACs - Monitoring S data
3. Emphasize frequent parental contacts related to attendance as well as notification to legal authorities concerning truancy as allowable and incorporate the new truancy laws	PEIMS Coordinator, Principals, Attendance Clerks, Resource Officer, Truancy Prevention Facilitator, Counselors, Teachers	Every 6 weeks	Local Funds	-Phone logs -Attendance rate -Completion rate TRuancy Filing Reports
4. Utilize school incentive programs to increase attendance rates	Principals, PEIMS Coordinator, Attendance Clerks, Teachers	Weekly	Local Funds	-Training agendas -Attendance rate -Completion rate -Student participation -Attendance waiver Attendance audit Incentive Documentation
5. Increase communication with all stakeholders through technological means.	Technology Director, Instructional Technology Facilitator, Data Systems Analyst, Principals	Weekly	Local Funds	-Website Tracker -Parental/community surveys Skylert Log Social Media Following
6. Enhance website presence to include easier access to campus and district wide events. (plays, sports, concerts, meetings, etc.)	Data System Analyst, Principals, Directors	Weekly	Local Funds	Website Parent/Community Survey

7. Transition Strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with Region VII in order to provide Head Start classes that are targeted to transition students into Kindergarten with appropriate academic and social skills	Elementary Curriculum Director, Principals, Finance Director, Region VII, Teachers	Every 6 weeks	Region VII Local Funds PreK grant	-Beginning of year TPRI/Tejas LEE -Lesson Plans -Observations -Schedules -Curriculum EOY Head Start testing
2. Provide campus transition activities to promote appropriate academic and social skills preparedness	Principals, Counselors	Spring 2016	Pre-K grant, Local Funds	-Parent Notifications -Transition Activities Sign-In Sheets -Campus Feedback

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide effective three-tiered Response to Intervention (RtI) to all students in need	Director of Special Education, Director of Special Programs, Principals, Curriculum Directors, Instructional Coaches, Teachers, LSSP, Diagnosticians	Every 6 weeks	Title I, Title III Bilingual / ESL, Local Special Ed, Local Funds	- PLC/RTI agendas and minutes -Intervention schedules -Student Success Reports -Reduction in system safeguard areas -District RtI systems protocol and documentation guidance document/manual
2. Provide annual update training for all staff to ensure common understanding of district procedures for identifying, supporting placing 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, BIL/ESL Director, Principals, Counselors, Diagnosticians	Aug. 2016	Local Funds, Title Funds	-New Teacher Induction -Professional Dev. agendas -Eduphoria-Workshop reports

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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. One example of providing these instructional strategies is through contracted programming with Tyler Regional Day School Program for the Deaf	Director of Special Education, Diagnosticians, Campus Administration, Instructional Coaches, Teachers	Fall 2016, Spring 2017	IDEA B Pre-School, IDEA B Formula, Local Funds, Region VII	-ARD documentation -Training agendas -Student schedules -PBMAS Scores

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district/campus SBDM teams to analyze the effectiveness of programs and enhance student achievement	District and Campus Administration, SBDM Teams,	ongoing	Local funds	-Needs assessment data -SBDM/PLCs agendas & minutes -Usage and data reports

IDR Action Plan

Strategy 1: Professional Development Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC 7 Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	Chapel Hill ISD and ESC Migrant Contacts	May, 2017	District data, plan	Certificate, Needs Assessment Plan, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	Chapel Hill ISD and ESC Migrant Contacts	September, 2016 and April, 2017	Action Plan Templates, PowerPoint	Certificate, Needs Assessment Plan, PFS Action Plan Template and ID&R Action Plan Template

Strategy 2: Identification and Recruitment Process ESC 7 and districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Actively and safely recruit out of school youth (OSY)	Meeting community members, churches, Chambers of Commerce, businesses	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Employer survey	Completed surveys
	Community festivals	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Booths, flyers	Flyers, handouts
	ESC Recruiters follow ESC7 Safety Procedures	ESC 7 Recruiters	Ongoing	ESC7 Procedures	Procedures reviewed with Recruiters

Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity.	Contact potentially eligible migrant families by conducting family surveys during school registration and throughout the year.	Chapel Hill ISD and ESC 7	Year round	Family survey	NGS district reports, completed surveys
	Screening family surveys	Chapel Hill ISD and ESC 7	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Use New Generation System and Migrant Student Interstate Exchange (NGS and MSIX) to verify previously eligible Migrant students	ESC 7	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	Chapel Hill ISD and ESC 7	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys
Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Complete Certificate of Eligibility (COE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 3 days of parent signatures	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additional information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 5 days of parent signature.	COEs	Completed COE with 2 signatures and NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Specialist	September 1, 2016- November 1, 2016. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	Updated COE, parent signature, NGS residency verification report
Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation

Maintain a strong system of Quality Control	Eligibility Review-Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the EC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of COEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC 7 MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC 7 to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC 7 and districts	May, 2015	NGS forms	Completed NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC 7 and districts	Ongoing	COEs	COE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2017	COEs, TEA guidance	TEA report

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	MEP staff	Ongoing	List of entities	Calendars, agendas, data

Strategy 3: Family and Community Relations and Coordination Region 7 Project and SSA districts will actively, accurately and effectively work with families and community members.

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC 7 and Chapel Hill ISD	September - October 2016	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC 7 and Chapel Hill ISD	November, 2016	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Chapel Hill ISD	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC 7 Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC 7 and Chapel Hill ISD	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC 7 Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form