

Chapel Hill Independent School District

21st Century Learning Plans: 2015-2016



October 19, 2015

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, 2015

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

Name	Position	Term Begin/End
Kelly Aydelott	Teacher	2013-2016
Joanna Esparza	Teacher	2014-2017
Meri Mullicane	Teacher	2015-2018
Julissa Zea-Hernandez	Teacher	2015-2018
Susan Farmer	Teacher	2015-2018
Karen Jabr	Teacher	2014-2017
Bethany Chancellor	Teacher	2015-2018
Aimey Kane	Teacher	2014-2017
Sedrone Harwell	Teacher	2014-2017
Denise Schmidt	Teacher	2013-2016
Garrett Jones	Teacher	2013-2016
Shari Ellsworth	Teacher	2015-2018
Brenda Childs	Teacher	2014-2017
Tina Lawson	Teacher	2014-2017
Charitie Wright	Teacher	2015-2018
Karen Bender	CHC/DAEP Asst. Principal	2014 - 2017
Joe Bob Hall	Special Ed. Director	2012-2016
Tracy Blacketer	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
Lisa McCreary	Asst. Superintendent	Co-Chairmen

Comprehensive Needs Assessment

A Comprehensive Needs Assessment review was conducted by district committees on Sept. 28, & Oct. 8th, 2015

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 results show that we received no stage 3 or 4 in BIL, and we received four stage 3 in ESL (math/reading/science/writing). • A review of staffing certifications reveals the need for an increase in ESL certified teachers (especially in grades 6-8). • Results show that CTE met all indicators. • PBMAS Sp. Ed. results show that we met most indicators but received three Stage 3 performance level indicators and two stage 4 (stage 3 math/social studies/writing and stage 4 reading/science). • Data shows low usage of disciplinary placement for Special Education students. Other strengths show a low dropout rate and a high graduation rate. • 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. • ISIP Data 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. • 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 added an outdoor adventures program and an automated screen press service in the print shop to better serve our students and community. • 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. • NCLB Highly Qualified report reveals 100% compliance in all areas
*PBMAS Bi-lingual/ESL	
*Internal Staffing Audit	
*PBMAS CTE	
*PBMAS Special Education	
*Special Education Data	
*Student Success Results	
*CFA Results	
*ISIP/ mCLASS Math	
* HB1 Annual Performance Review	
*HB5 Student and Community Engagement Results	
* Discipline Data	
*Office of Civil Rights Reports	
*Wings Data	
*CTE Effectiveness Report	
*Enrollment/Attendance	
*NCLB Highly Qualified Report	

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 \$1,798.670***

Total FTEs funded through SCE at this District 36.5185*

The process we use to identify students at risk is through the September administration of ISIP, CIRCLE, mClass, 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, 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 – 4.9985 FTEs	\$231,096	*WE – 8.00 FTEs	\$313,308	*KI– 8.00 FTEs	\$328,675
*MS – 6.0200 FTEs	\$309,522	*JE – 7.00 FTEs	\$292,378	*Summer School	\$136,151
*District Support/Dyslexia/ - 2.5 FTEs		\$187,540			

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 LEP			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	Each Six Weeks	Local Funds, Title I	-Professional Dev. Calendar -SAIC Agenda -PLC Agenda/Minutes -Dept./Grade level meetings with campus-level administrators
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	Monthly Board Meetings, PLC/Staff Dev. Dates	Region VII, CTE, IMA, Title, Special Ed., GT, Bi-lingual/ESL, State Comp. Ed.	-SAIC Agendas -Lesson plans -Classroom observations -Student feedback
3. Provide equitable access to quality learning tools, technologies and resources	Assistant Supt., Special Programs Director, Special Ed. Director, Campus level Administrators, Curriculum Directors, Technology Director, Librarian	Fall 2015, Spring 2016	Region VII, CTE, IMA, Title, Special Ed., GT, Bi-lingual/ESL, State Comp. Ed. Funds	-Annual program evaluations -Lesson plans -Inventory
4. Support and encourage participation in collaboratives and utilize resources to increase student achievement in UT Math/Science and University Academy, Region VII consortium.	Elementary/Secondary Curriculum & Special Programs Directors, Middle School & Kissam Principals, University Academy Director, Instructional Technology Facilitator, Participating Teachers	Collaborative Meeting Dates	University of Texas at Tyler Region VII	-UT/Chapel Hill collaborative meeting -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, 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	-Grant compliance reports -Student achievement data
6. Increase technology training opportunities for all teachers 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	-Survey teacher needs -Teacher participation -Teacher competencies developed
7. Continue to strengthen technology infrastructure (including Wi-Fi reliability) that supports 21 st Century learning	Technology Director, Technology Department	Fall 2015, Spring 2016	IMA, Local Funds, E-Rate Category II Funding	-Surveys -Eduphoria requests

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	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
2. 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	Every Six Weeks	CTE, GT, IMA, Title Funds, Special Ed., Bilingual/ESL, State Comp. Ed.	-PLC Agenda -Lesson plans -Classroom observations -Student success reports
3. Continue to enhance direct instruction with project-oriented and problem-based teaching methods.	Campus Administration, Academic Coaches, Teachers	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	-University partnerships established -Campus activity list
5. Continue to enhance district-wide mini sessions led by CHISD personnel that focuses on the advancement of 21 st Century learning approaches	Assistant Supt., Directors/Instructional Technology Facilitator, Technology Director, Principals	August 2015	Local Funds	-Mini Session Matrix -Mini Session staff survey results
6. Continue to expand academic/technical dual credit and Pre-AP and AP opportunities of students that lead to advanced placement in post-secondary programs	Secondary Curriculum Dir., HS Principal, MS Principal, CTE Director, MS/HS Counselors	Spring 2016	Local Funds, CTE Funds, HB1 Funds, Virtual School Network, TJC	-Course catalog for 2015-2016 -HB1 Annual Report
7. Continue evaluation, revisions and expansion of CTE programs to insure that they are relevant to student interest and prepare students for current day career technical employment opportunities	CTE Director, HS Principal, Counselors	Spring 2016	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

<p>9. 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</p>	<p>High School Principal, CTE Director, Counselors, Site-based Team</p>	<p>Spring 2016</p>	<p>Local Funds, Carl Perkins Grant</p>	<p>-Committee meeting agendas/minutes</p>
<p>10. Continue to focus on identifying students from all subgroups (through effective assessment) and providing challenging GT/PreAP/AP and dual credit programs</p>	<p>Assistant Superintendent, Elementary/Secondary Curriculum Directors, Director of Special Ed., & Special Programs, GT/AP/Pre-AP Teachers, Principals, Counselor(s)</p>	<p>Aug.- May, GT/ADV enroll May-AP Exam, June AP results</p>	<p>GT Funds, Local Funds, Region VII</p>	<p>-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 -HB 5 Student and Community Engagement Results</p>

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 rather than “of” learning that reflect student needs, learning styles and individual growth	Curriculum Directors, Campus Administrators, Instructional Coaches, Teachers	Every 3 to 6 weeks	Local Funds	<ul style="list-style-type: none"> -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 teachers and students	Curriculum Directors, Instructional Coaches, Campus Administrators, Teachers	Every 3 to 6 weeks	Local Funds, Title I	<ul style="list-style-type: none"> -Lesson Plans -Assessments -Walk throughs -PLC Meeting Agendas
3. Provide useful feedback to students related to their performance that is embedded into everyday learning	Curriculum Directors, Campus Administrators, Instructional Coaches, Teachers	Daily	Local Funds	<ul style="list-style-type: none"> -Lesson plans -DMAC/Eduphoria -Student success reports -Teacher feedback -Observations -PLC meeting agendas
4. Continue to educate, create and utilize informal/formal assessment techniques that measure student growth, as related to soft skills and appropriate communication	Curriculum Directors, Campus Administrators, Counselors, Instructional Coaches, Teachers	Every 6 weeks	Local Funds	<ul style="list-style-type: none"> -PLC agendas/minutes -Lesson plans -Classroom observations -Rubrics
5. Finalize the district’s Curriculum Management Plan and continue to review, revise and utilize locally developed scope and sequence and curriculum documents.	Curriculum Directors, Assistant Supt., Special Program Directors, Campus Administrators, Instructional Coaches, Teachers, Curriculum Committee	Fall 2015, Spring 2016	Local Funds	<ul style="list-style-type: none"> -Updated Curriculum Management Plan/Documents

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. Continue to foster environments that 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, CTE Director, District and campus webmaster	Every 6 weeks	HB1, Local Funds, CTE Funds, Carl Perkins Grant	-Monthly showcase activities -Board Reports -Displayed student work -HB5 Student and Community Engagement Results
2. Expand community and international involvement in learning, both face-to-face and online	IT Director, Instructional Technology Facilitator, Principals, Teachers, Site-based Teams, PTO, Campus Organizational sponsors	Every 6 weeks	Local Funds, Campus Labs, Technology Equipment	-Stakeholder participation/ sign-in sheets -Informal feedback -Lesson plans -HB5 Student and Community Engagement Results
3. 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 BIL/ESL, Director of Special Education, Testing Coordinator, Principals, Student Services Coordinator, Counselors	Sept. 2015, Nov. 2015, Feb. 2016, May 2016	Local Funds, State Funds, Website	-Parent meetings/documentation -Written correspondence -HB5 Student and Community Engagement Results
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 '15, Spring '16	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 student engagement and encourages self-directed learners	District and Campus Administration, Instructional Coaches, PLC's, Consultants	Staff Dev. Calendar	Local, IMA, Title Funds, GT, Special Ed., HB1, CTE	-District/Campus professional development matrix/agendas -DMAC/Eduphoria
2. Continue to provide a choice to students and parents interested in applying for the Wise Fine Arts Magnet School	Assistant Superintendent, Principals	Spring 2016	Local & Title Funds	-Magnet Registration Matrix -HB5 Student and Community Engagement Results
3. Continue to offer Chapel Hill Collegiate (Early College High School) and re-apply for TEA designation	Secondary Curriculum Director, High School Principal, CHC Coordinator, CHC steering committee	Fall 2015	Local & HB1 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
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 Nurses, PE Coaches, Teachers	Minimum of 4 scheduled SHAC meetings per school year	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	Fall 2015, Spring 2016	Title I, State Compensatory	-High School completion rate -Drop out rate
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 2015	Local Funds	-Allergy management plan/procedures -Training Agendas/Sign-in sheets -Teacher documentation

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 hitlists. 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. 2015	Local Funds, Region VII	-Campus bullying plans -Number of students reporting activities -Number of discipline referrals per campus -Attendance

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, Counselors	Every 6 weeks	Local Funds, Region VII, Next Step	-Discipline referrals -Student participation in programs. -Next Step counseling sign-in sheets and surveys -Parent, student, teacher, principal contract
4. Continue to ensure that all faculty and staff participate in the required Child Abuse and Maltreatment training modules.	Director of Special Programs, Principals, Nurses,	Sept. 30, 2015	Local Funds	-Principal/Director Attestations

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 2015, Spring 2016	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 Compensatory Ed funds at: Jackson, Wise, Kissam, and the District	Director of Finance, 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
3. Provide strategies for At-Risk students through State Compensatory Ed funds: Middle School, High School, and DAEP	Director of Finance, Director of Special Programs, CTE Director, Principals	Every 6 weeks	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. Develop, implement and monitor Corrective Action Plans related to the PBMAS indicators.	Director of Special Education & Director of Special Programs, BL/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. Develop, implement, and monitor Targeted Improvement Plan related to State accountability rating of Met Standard with Formerly Improvement required activities at Jackson Elementary.	District Leadership Team, Campus Leadership Team, Professional Service Provider, and Campus Teachers	Fall 2015, Quarterly	Local Funds, Title Funds	-District/Campus Intervention meeting agendas & minutes -Targeted Improvement Plan -Quarterly Reports -Student achievement data -Administrative Monitoring Logs

2. Continue to review and revise Math curriculum guides/scope & sequence to reflect new math TEKS (K-8 in 2014 – 2015 and 9-12 in 2015 – 2016)	Curriculum Directors, Principals, Instructional Coaches, Teachers	Summer 2015, Fall 2015, Spring 2016, Summer 2016	Local Funds, Title Funds, Rural Schools Grant	-Updated Curriculum guides -Student achievement data
3. Continue a district-wide focus related to writing and the implementation and monitoring of best practices for ELAR instruction	Curriculum Directors, Principals, Instructional Coaches, Teachers	Fall 2015, Spring 2016	Local Funds, Title Funds, Rural Schools Grant	-Staff Development Activities -PLC agendas/minutes -Lesson plans -Classroom observations
4. Provide ongoing staff development to seek Math and Reading improvement (SI, ELPS, Reading Readiness, Guided Reading, Language Enrichment, Scientific Spelling, Writing, Multi-sensory grammar, Daily 5, Thinking Maps, Work Stations/Literacy Centers, Esperanza, Fontes & Pinnell Reading Intervention, M.A.T.H.)	Curriculum Directors, BIL/ESL Director, Principals, Instructional Coaches	Fall 2015, Spring 2016	Local Funds, Title Funds	-Staff development agendas -PLC agendas/minutes -Lesson plans -Classroom observations -Student achievement data
5. Develop appropriate academic vocabulary in science utilizing multi-sensory practices (Collaborative learning, SI, ELPS, Thinking Maps, journaling)	Curriculum Directors, BIL/ESL Director, Campus Principals, Instructional Coaches, Teachers	Every 6 weeks	Local Funds	-PLC agendas -Lesson plans

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 2015	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/BL Director, Director of Technology, Principals, Teachers	Every 6 weeks	Title I, Title III Bilingual/ESL, Local Funds, DLTI	-Six week student success reports -LPAC reports -TELPAS
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 2015	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 2015, Aug. 2015 - June 2016	HBI, Title IIA, Title III, Local Funds, State Funds, CTE Funds	-Continue to meet highly qualified report annually -Maintain BE/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 Director	Spring 2016	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 -SHAC -Program Planning -Open House/PTO Events -Parent Action Committee (PAC) -Volunteer Program -Campus/District/Teacher Website & Email -Twitter/Facebook Accounts -Parent Conferences -CTE Open House/Career Day -Parent Literacy Programs-Jackson Campus -Skylert Notification -Seasonal Programs -Guest Speakers -Multi-Cultural classes provided by UTT -Hispanic parent night -Parent reading night/Dyslexia -Remind 101 -Book fairs -District online Newsletter -Development of district scorecard for HBS accountability requirement	Assistant Superintendent, BIL/ESL Director, Director of Special Education, Director of Special Programs, Director of Technology, CTE Director, Principals, Teachers, PTO	Every 6 weeks	Title I, Title III, Local Funds	-Meeting agendas/minutes -Participation sign-in sheets -District/campus websites -Newsletters -Parent surveys -Informal feedback

-Parent ESL class				
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
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
4. Promote accurate documentation related to attendance and continue to 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
5. Enhance website presence to include easier access to campus and district-wide events (plays, sports, concerts, meetings, etc.)	Technology Director, Instructional Technology Facilitator, Data Systems Analyst, Principals	Weekly	Local Funds	-Website -Parental/community surveys

7. 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	Elementary Curriculum Director, Principals, Finance Director, Region VII, Teachers	Every 6 weeks	Region VII Local Funds	-Beginning of year TPRI/Tejas LEE -Lesson Plans -Observations -Schedules -Curriculum
2. Provide campus transition activities to promote appropriate academic and social skills preparedness	Principals, Counselors	Spring 2016	State Pre-K Funds, 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	Head Start Funds, 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
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, BL/ESL Director, Principals, Counselors, Diagnosticians	Aug. 2015	Local Funds	-New Teacher Induction -Professional Dev. agendas

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 of the means 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 2015, Spring 2016	IDEA B Pre-School, IDEA B 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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize PLCs and district/campus SBDM teams to analyze the effectiveness of programs and enhance student achievement	District and Campus Administration, SBDM Teams, Instructional Coaches	Every 6 weeks	Local Funds, Title Funds	-Needs assessment data -SBDM/PLCs agendas & minutes

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 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	CHISD and ESC Migrant Contacts	May, 2016	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	CHISD and ESC Migrant Contacts	September, 2015 and April, 2016	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 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.	CHISD and ESC	Year round	Family survey	NGS district reports, completed surveys
	Screening family surveys	CHISD and ESC	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	Project districts and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	CHISD and ESC	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, 2015- November 1, 2015. 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 MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC 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 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 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, 2016	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 and Districts	September - October 2015	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Districts	November, 2015	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Districts	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 Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Districts	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 Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is required Program Activity for the Migrant Education Program.

Criteria for determining Priority for Service Students

Grades K-2 Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level <u>and</u> have their school interrupted during the previous or current regular school year.		Grades 3-12 Students who failed one or more sections of the State Assessment, ARD Exempt, Absent or were not enrolled in a Texas school during the assessment period for their grade level <u>and</u> have their school interrupted during the previous or current regular school year.	
Required Activities	Timeline	Person(s) Responsible	Documentation
New Generation System (NGS) Priority for Service (PFS) report will be generated monthly.	Before the end of each month, August, 2015-July, 2016	NGS Specialist	PFS tracking report
Updated NGS PFS report, criteria and PFS response form will be provided to campus principals and/or counselors	Within 5 days of receipt by district Migrant Contact	District Migrant Contact	Letter to principal, dated PFS form
A completed PFS response form provides documentation of academic services provided to the migrant student. The PFS response form will be returned to the ESC 7 MEP.	Within 5 days of receipt	District Migrant Contact, principal, teacher or district assigned personnel	Completed PFS response form
Meet the instructional and social supplemental needs of the PFS Migrant	Ongoing	ESC and District Migrant personnel	NGS Supplemental Services Report
Provide Federal, State and Local programs and services for PFS students (Chapel Hill ISD programs-bilingual, ESL, before school and afterschool tutorials, Summer school, and UTTyler afterschool cooperative)	Ongoing	District Personnel	PFS response form and NGS Supplemental Services Report
The district's Title I Migrant Coordinator/MEP staff will make home and/or community visits to update parents on the academic progress of their students.	End of each grading period	District Staff	Documentation of home visits, phone calls, report cards, State Assessment letters

Priority for Service Action Plan 2015-2016
 (PFS)

District submits Fall and Spring Semester grades to ESC 7 MEP for grades 9-12. District submits End of Year grades for grades 6-8 to ESC 7 MEP.	Within 5 days of the end of the semester or year	District Migrant Contact	Grades Report from NGS
Migrant Contact reports late enrollment or early withdrawal to ESC 7 MEP.	Within 5 days of enrollment or withdrawal	District Migrant Contact	Enrollment or withdrawal form, NGS report
The <i>Region VII Migrant office</i> will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities	As students enroll in the district	District Migrant Contact and District Staff	Enrollment or withdrawal form, NGS report
Offer to Migrant families with 3 or 4 year olds not enrolled in school A Bright Beginning. A Bright Beginning is an in-home preschool program.	When the child turns 3 until the student is eligible for enrolling in a district. August, 2015 through May, 2016	ESC MEP	A Bright Beginning documentation
Chapel Hill ISD will send a copy of the approved District Improvement Plan to ESC 7 for Compliance Reporting	After School Board approval	District Migrant Contact	A copy of the District Improvement Plan

The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with the other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).