DISTRICT IMPROVEMENT PLAN

2021-22

Springlake-Earth ISD

Dr. Denver Crum
Superintendent

Philosophy of the Springlake-Earth ISD

We believe that a strong <u>work ethic</u> is foundational to the success of any endeavor within which we engage. While we fully recognize the crucial importance of planning and strategy, worth-while endeavors do not happen with precise planning alone--hard work is a must. Life is a series of choices for every individual, and we believe that every student should be instilled with a strong work ethic so that (s) he may choose to employ it throughout a lifetime.

We believe in <u>high expectations</u> for success. We will strive to encourage a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential knowledge and skills (and make the conscious choice to work to do so) to accomplish the task at hand. For this to be most effective, first, teachers must recognize that high expectations for student success can happen only when teachers have high expectations for self. Second, the school organization must assure that teachers have access to the necessary "tools" to help them achieve successful learning for all students. Third, the school, as a cultural organization, must recognize that it must be transformed from an institution designed for "instruction" to an institution designed to assure "learning!" (Lezotte, 1991)

We believe that to optimize the total school experience, everybody associated with the school must have <u>pride</u> in self, school, family, and community. As a human race, we take pride in our accomplishments and successes. We tend to work harder for the things that are important to us. Thus, the greater the pride that we collectedly take in the school as an organization, the greater the levels of success we will all enjoy.

We believe strongly in the importance of <u>character</u>. We are strongly of the opinion that an organization with a safe and orderly environment filled with disciplined people who exhibit the highest levels of character is one that develops a culture of success. This is a move beyond the elimination of undesirable behavior to a cooperative and collaborate environment where character is exhibited, voices are heard, and good choices and decisions are made.

We value the importance of <u>goal-driven</u> activities where success resulting from hard work, guided by high expectations, can be measured and celebrated by the disciplined individuals on the team that made it happen. Goals by their very nature build in a level of accountability that goes hand in hand with high expectations.
Lezotte, L.W. (1991). Correlates of effective schools: The first and second generation Effective Schools Products, Ltd., Okemos, MI

Springlake-Earth ISD Vision

Our vision at Springlake-Earth ISD is three-fold:

First, we want <u>everybody</u> who is or has been associated with the school in any way to join us with great pride in claiming the school as **OUR SCHOOL**.

Second, we want that pride to come as a result of the good things that are happening because of **OUR CHOICES** that are driven by high expectations, coupled with disciplined, hard work.

Third, we want everybody to understand that the goal-driven choices made by disciplined people who exhibit high levels of character make a direct impact on **OUR FUTURE**

Thus, the Springlake-Earth ISD vision can be summarized as:

OUR SCHOOL

OUR CHOICES

OUR FUTURE

Springlake-Earth ISD Mission

Patterned after Jim Collins' #1 bestseller with over two million copies sold,

Our mission is to transform our school from

GOOD

TO

GREAT

Goals and Objectives

Goal 1: Springlake-Earth ISD will have 90% of the student population, including the target populations; approaches all portions of the STAAR and EOC state assessments.
>   Performance Objective 1: 90% of all student populations will pass the STAAR Reading/ELA
>   Performance Objective 2: 90% of all student populations will pass the STAAR Writing
>   Performance Objective 3: 90% of all student populations will pass the STAAR Math
>   Performance Objective 4: 90% of all student populations will pass the STAAR Science
>   Performance Objective 5: 90% of all student populations will pass the STAAR Social Studies

Goal 2: Springlake Earth ISD will provide a curriculum and culture of success for all students.
>   Performance Objective 1: Special Programs will be offered for eligible students and 90% of all students in the programs will pass the STAAR in all subject areas
>   Performance Objective 2: 100% of high school students will graduate within 4 years from entering high school and the dropout rate will be 0%
>   Performance Objective 3: The number of students taking AP classes and students graduating with the recommended seal will increase from the previous year
>   Performance Objective 4: The number of students taking the ACT/SAT will increase; and of those taking the test, 50% or more will make the criterion score or better

Goal 3: Springlake-Earth ISD will encourage positive student behaviors and create a safe and drug free environment for increased student achievement.
>   Performance Objective 1: Student attendance will be 96% or higher
>   Performance Objective 2: Student disciplinary referrals will decrease from the previous year

Goal 4: Springlake-Earth ISD will promote parent and community involvement in order to provide the best possible education for all students.
>   Performance Objective 1: Parent involvement will increase from the previous year as documented with parent contacts

COMPREHENSIVE NEEDS ASSESSMENT FOR THE DISTRICT			
Area Reviewed	**Summary of Strengths**	**Summary of Needs**	**Priorities of the Campus & How Federal/State Funds Will be used**
Academic Achievement	Diversity, academic rigor and expectations and unity	Additional supplemental tutorials and resources; Technology and instructional supplies; To bring elementary campus reading scores to meet standards	Staff development; technology and instructional materials; Tutorials
Title I Schoolwide	Academic rigor, expectations, teamwork and unity	Additional supplemental tutorials and instructional materials for struggling students in reading; Teachers/paras to keep class size small; Professional Development	Summer school, tutorials, staff development, technology and teachers; PD coordinated with TIIA and local
Title I, Part C: Migrant	Identification and monitoring of PSF students; Coordination of services	Pass academic and STAAR tests; improve attendance; and school supplies for PFS	School supplies, instructional resources, staff to monitor Migrant staff and needs.
Title II, Part A: TPTR	Flexibility to use funds as needed under REAP	Technology upgrades-software	Continue to provide software and other technology updates

COMPREHENSIVE NEEDS ASSESSMENT FOR THE DISTRICT			
Area Reviewed	**Summary of Strengths**	**Summary of Needs**	**Priorities of the Campus & How Federal/State Funds Will be used**
ESL/ Title III LEP SSA English Language Learners	Identified and monitoring staff training and updates, % of staff w/ESL endorsements	Continued training and development, ELPS training, SIOP training.	Staff development, Instructional materials, technology.
State Compensatory Education/ At Risk Students	Monitoring and identification of At-risk students	Improve attendance, passing of STAAR and academic classes, Enrichment curriculum and accelerated credit recovery	Tutorials, instructional materials, technology, summer school, transportation, staff development for at-risk
Special Education	Staff and collaborative meetings to accelerate learning	To reduce SPED Hispanic Representation and SPED identification to meet state standards; To provide classes to meet state standards in all state assessments	Specialized classes and tutorials; Professional Development; LEAD4FORWARD
CTE	High % of students enrolled in CTE classes; Continue to add more CTE opportunities.	Additional CTE classes	Instructional materials, travel for students, technology.
Curriculum	LEAD4FORWARD implementation, PLCs A+ curriculum, Accelerated reading and math	Continue development and implementation of LEAD4FORWARD and use of PLC credit recovery and academic acceleration.	Technology; staff training; substitute teachers, peer mentoring

COMPREHENSIVE NEEDS ASSESSMENT FOR THE DISTRICT			
Area Reviewed	**Summary of Strengths**	**Summary of Needs**	**Priorities of the Campus & How Federal/State Funds Will be used**
Family and Community Development	LPAC, Title One, SBDM, PAC meeting and involvement and solid attendance.	Greater parental involvement, increase internet access throughout community	Technology, professional development;
Instruction & Assessment	PLCs, peer mentoring, identifying student needs, joint staff meeting.	Staff training, on functions, and resources, on LEAD4FORWARD, and Eduphoria and WebCATT	Staff development and instructional materials, and technology.
Professional Development	Use SBDM to determine professional development needs; Use staff feedback to focus on needs.	Additional LEAD4FORWARD, Eduphoria, PDAS training; Training for data disaggregation and targeted instructions for struggling students	Title I for PD TII REAP
School Culture, Climate and Organization	High standards of expectations, strong parental and community support	Scheduling time to meet, Improved understanding among staff of student demographics.	Technology and professional development.
Staff Quality, Recruitment, Retention	100% HQ; high retention rate of staff	Mentoring new staff Continue to retain staff	Mentoring program; Attend job fairs as needed; Staff development

COMPREHENSIVE NEEDS ASSESSMENT FOR THE DISTRICT			
Area Reviewed	**Summary of Strengths**	**Summary of Needs**	**Priorities of the Campus & How Federal/State Funds Will be used**
Technology	Wireless access; smart board; additional computers on wheels	Training and implementation; Support of new technology	Technology resources and professional support of new technology; Title I
Data Sources Reviewed: Comprehensive needs assessment from previous year, AEIS, Report card grades, demographics, Surveys, Compliance reviews; PEIMS, data, PBMAS data, Eduphoria, LEAD4FORWARD, ACT scores, Staff input, ARDS			

Target Populations and Special Programs

Economically Disadvantaged
African-American
Hispanic
White
Migrant
Male
Female
Homeless
At-Risk
English Language Learners

Career and Technology Education (CTE)
Dyslexia
English as a Second Language (ESL)
Gifted and Talented (GT)
Pre-K (PK)
Special Education (SPED)
State Compensatory Education (SCE)
Title I, Part A: Schoolwide (TIA)
Title I, Part C: Migrant (Migrant)
Title II, Teacher and Principal Training and Recruiting (TII: TPTR)

Area 1: Academic Achievement

	Commissioner Priority 2: Build a foundation of reading and math	Commissioner Priority 3: Connect high school to career and college	Commissioner Priority 4: Improve low-performing schools	
Problem Statement: Students will have an academic gap.				
Root Cause(s) Covid 19 school closures.				
SMART Goal (1-year goal): By the end of the 2020-2021 school year, 85% of students will score meets and/or show expected growth on EOC/STAAR assessments. Baseline Data: Beginning of the year benchmarks 3-year Goal: 90% of students will score meets and/or expected growth on EOC/STAAR assessments.				
What are our primary strategies/ activities or significant initiatives that we think will move the needle on this goal?	Who is the primary audience for these strategies/activities (I.e. principals, math teachers, elementary teachers, etc...)?	With how many schools/students will this strategy/program work?	Formative Metrics and How will you collect data for this formative metrics? (with what frequency, using what instrument, who will be responsible, etc..)	What is the estimated cost of this strategy/activity/initiative? Which funding source will be used?

1. Follow campus assessment calendar and analyze data using multiple sources including Eduphoria in teacher teams according to professional development calendar.	EOC/STAAR assessment teachers - Administrators	High School and all EOC/STAAR students.	We will follow the assessment calendar in all areas.	Local funds and federal funds Cost – $5,000 - $7,000
2. Mandatory tutorials will be held weekly Monday through Thursday for students not meeting standards.	Teachers - Administrators	High School and all EOC/STAAR students.	Timesheets for teachers – teacher records	Local funds and federal funds Cost – $15,000 -$20,000
3. Edgenuity will be utilized in tutorial classes.	Teachers – Administrators	High School and all EOC/STAAR students	Edgenuity reports	Local and federal funds Cost - $5000-$10,000

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		Commissioner Priority 3: Connect high school to career and college		**LEA Priority**
Problem Statement: Students need guidance in learning to manage time and complete assignments				

in dual credit classes.				
Root Cause(s): lack of accountability and opportunity due to covid 19				
SMART Goal (1-year goal): 100% of students who are taking dual credit classes will be monitored to ensure success Baseline Data: 5 dual credit courses received a failing grade in Spring 2020 3-year Goal: 95% of dual credit classes taken will result in a passing grade				
What are our primary strategies/ activities or significant initiatives that we think will move the needle on this goal?	Who is the primary audience for these strategies/activities (I.e. principals, math teachers, elementary teachers, etc...)?	With how many schools/students will this strategy/program work?	Formative Metrics and How will you collect data for this formative metrics? (with what frequency, using what instrument, who will be responsible, etc..)	What is the estimated cost of this strategy/activity/initiative? Which funding source will be used?
Students will turn in a copy of their dual credit grade reporting sheet weekly.	Dual Credit Monitors; dual credit students	All dual credit students	Grade sheets will be collected weekly.	Local funds
Campus will update and	Dual Credit Students; dual	All High School	MOU	Local Funds

continue MOU with South Plains College	credit monitors			

		Commissioner Priority 3: Connect high school to career and college		**LEA Priority**
Problem Statement: Too few students are participating in UIL events				
Root Cause(s): Lack of interest, lack of motivation, lack of time, lack of knowledge of what events are available				
SMART Goal (1 year goal): Increase the knowledge of events to build more participation in UIL academics. Baseline Data: 42% of Student body participated; 10 of the students averaged 5-6 events and the other 27 students averaged 1 event; did not offer 7 events 3 year Goal: 55% of the student body will participate in UIL, the average # of events per student will be more evenly distributed, and we will offer at least 2 more events.				
What are our	Who is the	With how many	Formative Metrics	What is the estimated cost

primary strategies/ activities or significant initiatives that we think will move the needle on this goal?	primary audience for these strategies/activities (I.e. principals, math teachers, elementary teachers, etc...)?	schools/students will this strategy/program work?	and How will you collect data for this formative metrics? (with what frequency, using what instrument, who will be responsible, etc..)	of this strategy/activity/initiative? Which funding source will be used?
1. We will have UIL focus meeting to inform parents and students of UIL events, time commitment, scholarships available, etc.	Parents, students	All High School	Sign in sheets and agendas	Local Funds
2. We will offer Theater design and Congress events.	Event teachers, students	High School – those students interested	Student try-outs and teams formed	Local funds

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Area 2: Professional Development

Commissioner Priority 1: Recruit, support, and retain teachers or principals	Commissioner Priority 2: Build a foundation of reading and math	Commissioner Priority 3: Connect high school to career and college		
Problem Statement: Teachers need training to learn strategies to compensate with achievement gaps.				

Root Cause(s) loss of learning due to COVID 19				
SMART Goal (1-year goal): Provide training on instructional strategies to compensate achievement gaps. Baseline Data: Benchmarks taken before Covid; benchmark data given at beginning of year 3-year Goal: Continue professional development in at risk areas according to data, surveys, and new and returning teacher profiles.				
What are our primary strategies/ activities or significant initiatives that we think will move the needle on this goal?	Who is the primary audience for these strategies/activities (I.e. principals, math teachers, elementary teachers, etc...)?	With how many schools/students will this strategy/program work?	Formative Metrics and How will you collect data for this formative metrics? (with what frequency, using what instrument, who will be responsible, etc..)	What is the estimated cost of this strategy/activity/initiative? Which funding source will be used?
Implement data disaggregation after every 6 weeks and benchmark testing.	Teachers	High School	Sign in sheets	Local funds
Monthly on Campus Professional development	EOC – STAAR – Remediation Teachers	High School	Sign in Sheets Agendas	Local Funds
Edgenuity training will be	EOC – STAAR –	High School	Sign in sheets	Local Funds

provided	Remediation Teachers		Agendas	
Training will be provided for state mandates trainings, microsoft online, MTSS, RTI, eduhero and closing achievement gaps.	Teachers	High School	Sign in sheets Agendas	Local Funds

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Area 3: School Climate – Safe and Healthy Schools

Commissioner Priority 1: Recruit, support, and retain teachers or principals				LEA Priority
Problem Statement: Facilities need to be updated to meet safety guidelines, and students and teachers need to be educated in violence prevention strategies.				
Root Cause(s) campus setup for safety; lack of student-teacher training				
SMART Goal (1-year goal): Safety doors will be installed, and violence prevention education will take place. Baseline Data: Current lock mechanisms on doors; current safety meetings 3-year Goal: Updated physical plant and rotation of safety messages in place.				

What are our primary strategies/ activities or significant initiatives that we think will move the needle on this goal?	Who is the primary audience for these strategies/activities (I.e. principals, math teachers, elementary teachers, etc...)?	With how many schools/students will this strategy/program work?	Formative Metrics and How will you collect data for this formative metrics? (with what frequency, using what instrument, who will be responsible, etc..)	What is the estimated cost of this strategy/activity/initiative? Which funding source will be used?
Install Safety doors	All High School teachers and students	All High School	Doors are installed	Grant funds
Training on Violence Prevention; Police officer interaction, and safety measures	Teachers and students	All High School	Meeting dates; Peims	Local Funds

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Commissioner Priority 1: Recruit, support, and retain teachers or principals				**LEA Priority**

Problem Statement: Teacher lack of training in mental health issues.				
Root Cause(s): Lack of PD opportunities				
SMART Goal (1-year goal): All teachers will receive the state mandated mental health trainings. Baseline Data: New guidelines in place 3-year Goal: All teachers will be up to date on mental health trainings.				
What are our primary strategies/ activities or significant initiatives that we think will move the needle on this goal?	Who is the primary audience for these strategies/activities (I.e. principals, math teachers, elementary teachers, etc...)?	With how many schools/students will this strategy/program work?	Formative Metrics and How will you collect data for this formative metrics? (with what frequency, using what instrument, who will be responsible, etc..)	What is the estimated cost of this strategy/activity/initiative? Which funding source will be used?
Eduhero and the ESC 17 Service Center will be utilized to provide the training needed.	Teachers; Administrators	High School	Sign in Sheets; certificates	Local Funds

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Commissioner Priority 1:Recruit, support, and retain teachers or principals				LEA Priority
Problem Statement: Students need support for good attendance and good behavior for students and teachers need recognition for teacher morale.				
Root Cause(s) improve attendance; improve behavior, teacher morale				
SMART Goal (1-year goal): Recognize students and teachers each 6 weeks to promote a strong school climate. Baseline Data: attendance rates, office referrals, lunch detentions numbers, teacher retention numbers 3-year Goal: Attendance rates will have improved by 1%, office referrals will be down by 1%, lunch detention numbers will decrease by 1%, and teacher retention rate will not fall below current level.				
What are our primary strategies/ activities or significant initiatives that we think will move the needle on this goal?	Who is the primary audience for these strategies/activities (I.e. principals, math teachers, elementary teachers, etc...)?	With how many schools/students will this strategy/program work?	Formative Metrics and How will you collect data for this formative metrics? (with what frequency, using what instrument, who will be responsible, etc..)	What is the estimated cost of this strategy/activity/initiative? Which funding source will be used?

Wolverine Pride and Perfect attendance rewards will be given each 6 weeks.	Teachers and Students	High School	Wolverine Pride and Perfect Attendance Rosters	Local Funds
Teachers will be recognized each 6 weeks.	Teachers	High School	Teacher Rocks Board; staff meals; extended lunch; teacher appreciation gifts	Local funds

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Area 4: CCMR-Graduation-Dropout Reduction

	Commissioner Priority 2: Build a foundation of reading and math	Commissioner Priority 3:Connect high school to career and college		
Problem Statement: Campus needs more college and career ready opportunities				
Root Cause(s): Each pathway does not have a certification tied to it.				

SMART Goal (1-year goal): Add ACT, SAT testing on campus and consider adding other industry certifications.

Baseline Data: No ACT testing on campus; limited SAT testing on campus; number of industry certifications.

3-year Goal: On campus ACT, and SAT testing will be in place and at least one industry certification will be added to the opportunities.

What are our primary strategies/ activities or significant initiatives that we think will move the needle on this goal?	Who is the primary audience for these strategies/activities (I.e. principals, math teachers, elementary teachers, etc...)?	With how many schools/students will this strategy/program work?	Formative Metrics and How will you collect data for this formative metrics? (with what frequency, using what instrument, who will be responsible, etc..)	What is the estimated cost of this strategy/activity/initiative? Which funding source will be used?
Monitor CTE participation and completion.	CTE teachers; Students; Administrators	All High School	CTE class lists by semester, PEIMS	Local and Federal Funds
Monitor Industry Certifications already on campus and look into adding a certification in the education pathway	CTE teachers; students; administrators	All High School	Number of students acquiring an industry certification; PEIMS	Local and Federal funds

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	Commissioner Priority 2: Build a foundation of reading and math	**Commissioner Priority 3: Connect high school to career and college**		
Problem Statement: Students need knowledge of post-secondary opportunities				
Root Cause(s); Opportunities are meant for only upper classmen; needs to be reapplied every year				
SMART Goal (1-year goal): Junior and Senior students will learn about military opportunities, college opportunities, and work with Learn INC to fill out FAFSA. Baseline Data: FAFSA completions; number of recruiters- college and military on campus 3-year Goal: Each junior and senior class will be exposed to recruiters and FAFSA importance.				
What are our primary strategies/ activities or significant initiatives that we think will move the needle on this goal?	Who is the primary audience for these strategies/activities (I.e. principals, math teachers, elementary teachers, etc...)?	With how many schools/students will this strategy/program work?	Formative Metrics and How will you collect data for this formative metrics? (with what frequency, using what instrument, who will be responsible, etc..)	What is the estimated cost of this strategy/activity/initiative? Which funding source will be used?

Allow military and college recruiters assess to juniors and seniors.	Juniors and Seniors	All Juniors and Seniors	Number of recruiters visiting campus – through calendar and tutorial dates	Local funds
Learn Inc will be available to Seniors to fill out FAFSA paperwork	Seniors	All Seniors	FAFSA Completions	Local funds

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Area 5: Parent and Community Engagement

		Commissioner Priority 3: Connect high school to career and college	**Commissioner Priority 4: Improve low-performing schools**	**LEA Priority**
Problem Statement: More opportunities are needed for parent involvement.				
Root Cause(s); Lack of planning,				

SMART Goal (1-year goal): The campus will add at least 2 more opportunities for parents, students and teachers to interact in activities that are not extracurricular based.

Baseline Data: number of activities already in place - 2

3-year Goal: The campus will have at least 3 activities per semester for parents, students, and teachers to interact in activities that are not extracurricular based.

What are our primary strategies/ activities or significant initiatives that we think will move the needle on this goal?	Who is the primary audience for these strategies/activities (I.e. principals, math teachers, elementary teachers, etc...)?	With how many schools/students will this strategy/program work?	Formative Metrics and How will you collect data for this formative metrics? (with what frequency, using what instrument, who will be responsible, etc..)	What is the estimated cost of this strategy/activity/initiative? Which funding source will be used?
Add opportunities for virtual college days, meetings about careers, and different types of post-secondary schools and opportunities.	Counselor, Teachers, administrators, students, student families	All high school	Sign in sheets – agendas- calendared activities	Local funding
Bring in local employers to talk with students and parents	Counselor, Teachers, Administrators, students, student parents	All High School	Sign in sheets – agendas – calendared activities	Local Funding

Add activities such as locker decorating, academic boosters, and parental help with Wolverine Pride	Teachers, administrators, students, student parents	All High School	Sign in sheets – agendas – calendared activities	Local Funding
Start a new email communication group for parents	Administrators, parents	All High School	Copies of emails	Local Funding
Implement focused open house nights such as UIL, College, dual credit, pathways etc	Administrators, teachers, students, parents	All high school	Sign in sheets – agendas – calendared events	Local funding

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Area 6: Campus Commitments

Commissioner Priority 1: Recruit, support, and retain teachers or principals			**Commissioner Priority 4: Improve low-performing schools**	**LEA Priority**
Problem Statement: Some campus facilities need updating				
Root Cause(s): age				

SMART Goal (1-year goal): The campus will prioritize and complete at least 1 update or general clean-up project during the school year.

Baseline Data: projects gathered from meetings with student leadership groups

3-year Goal: The campus will prioritize and complete at least 2 updates or general clean-up projects each school year.

What are our primary strategies/ activities or significant initiatives that we think will move the needle on this goal?	Who is the primary audience for these strategies/activities (I.e. principals, math teachers, elementary teachers, etc...)?	With how many schools/students will this strategy/program work?	Formative Metrics and How will you collect data for this formative metrics? (with what frequency, using what instrument, who will be responsible, etc.)	What is the estimated cost of this strategy/activity/initiative? Which funding source will be used?
Involve student groups in planning and prioritizing the updating and upgrading of school facilities.	Student groups, administrators, teachers, student group sponsors	All High School	Minutes of meetings; completion of project	Local funds
Look into grants and talk with other districts and UIL personnel about auditorium upgrades.	Administrators, teacher leaders	All High School	Communication logs	Local fund

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Needs Assessment, Priorities and Program Outcomes Planning Document

Commissioner Priority 1:Recruit, support, and retain teachers or principals	Commissioner Priority 2: Build a foundation of reading and math	Commissioner Priority 3: Connect high school to career and college	Commissioner Priority 4: Improve low-performing schools	LEA Priority
Problem Statement:				
Root Cause(s)				
SMART Goal (1-year goal): Baseline Data: 3-year Goal:				

What are our primary strategies/ activities or significant initiatives that we think will move the needle on this goal?	Who is the primary audience for these strategies/activities (I.e. principals, math teachers, elementary teachers, etc...)?	With how many schools/students will this strategy/program work?	Formative Metrics and How will you collect data for this formative metrics? (with what frequency, using what instrument, who will be responsible, etc..)	What is the estimated cost of this strategy/activity/initiative? Which funding source will be used?

Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; attain approaches on the STAAR and EOC in 2021-22.

Performance Objective 1: 90% of all students will pass the STAAR Reading/ELA and EOC ENG I

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use Title I funds to provide teacher training in data disaggregation and data driven instruction in reading and other core subjects	Supt. And principals	Sept thru STAAR testing	Title I and SIP	Benchmarks	STAAR/EOC
Provide a district-wide research-based and data driven curriculum that: • Contains the TEKS • Identifies concepts and content skills • Aligns with STAAR, EOC, SAT, PSAT, ACT THEA, and SCANS • Demonstrates vertical and horizontal alignment • Specifies appropriate level of thinking for student activities • Designates appropriate teaching time for each skill • Provides activities • Specifies vocabulary	Supt.	Daily	Local	Curriculum meetings and notes	Lesson Plans STAAR/EOC
Provide quality instruction by appropriately certified and highly qualified faculty and staff	Supt. Principals	When hiring	Local Title II A	Personnel Records	Highly qualified report
Utilize multiple instructional delivery models that are compatible with brain research findings to enhance the retention of information and improve problem- solving and higher-order Thinking skills.	Teachers	Daily	Local	6 weeks grades	End of year grades/STAAR

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide 3 Tier Reading program	Principals	Daily	Local	Local assessments	STAAR
Incorporate reading into TEKS in all subject areas	Reading teachers	Daily	Local	6 weeks grades	TPRI STAAR

Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; pass all portions of the STAAR in 2014-15.
Performance Objective 2: 90% of all students will pass the STAAR Writing

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide a district-wide research-based and data driven curriculum that: • Contains the TEKS • Identifies concepts and content skills • Aligns with STAAR, SAT, PSAT, ACT THEA, and SCANS • Demonstrates vertical and horizontal alignment • Specifies appropriate level of thinking for student activities • Designates appropriate teaching time for each skill • Provides activities • Specifies vocabulary	Supt.	Daily	Local	Curriculum meetings and notes	Lesson Plans STAAR
Utilize multiple instructional delivery models that are compatible with brain research findings to enhance the retention of information and improve problem- solving and higher-order Thinking skills.	Teachers	Daily	Local	6 weeks grades	Grades /STAAR/EOC
Maximize instructional time by keeping	Teachers	Daily	Local	Lesson Plans	Discipline

all students actively engaged in learning during the entire amount of time allotted To each instructional period.					records/end of year grades
Provide professional development as identified by the administration, faculty, and staff in accordance with T-PESS, and federal, state, and local rules and Regulations.	Supt. Principals	During year and summer	Local Title I Title II A	Calendar of training	Training certificates
Enhance professionally collaboration efforts among faculty to integrate multiple Disciplines into every class and subject.	Principals	Monthly	Local	Staff Meetings	Staff meeting minutes/survey
Use direct writing instruction • Total immersion Across discipline instruction and assignments in writing	Core subject area teachers	Daily	Local	Lesson Plans	STAAR/EOC
Provide A+ and Edgenuity Labs	Core subject teachers	Weekly	Local	6 Weeks grades	STAAR/EOC
Provide extended day program for students at-risk of passing	Administrator	After school	SCE	Students served	Students promoted

Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; attain approaches in the STAAR and EOC in 2021-22

Performance Objective 3: 90% of all students will attain approaches in the STAAR Math/EOC Alg I

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide a district-wide research-based and data driven curriculum that: • Contains the TEKS • Identifies concepts and content skills • Aligns with STAAR, EOC, SAT, PSAT, ACT THEA, and SCANS • Demonstrates vertical and horizontal alignment • Specifies appropriate level of thinking for student activities • Designates appropriate teaching time for each skill • Provides activities • Specifies vocabulary	Supt.	Daily	Local	Curriculum meetings and notes	Lesson Plans STAAR/EOC
Provide quality instruction by appropriately certified and highly qualified faculty and staff	Supt. Principals	When hiring	Local Title II A	Personnel Records	Highly qualified report
Utilize multiple instructional delivery models that are compatible with brain research findings to enhance the retention of information and improve	Teachers	Daily	Local	6 weeks grades	End of year grades/STAAR

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
problem- solving and higher-order Thinking skills.					
Maximize instructional time by keeping all students actively engaged in learning during the entire amount of time allotted To each instructional period. Provide A+ Program	Teachers	Daily	Local	Lesson Plans	Discipline records/end of year grades
Provide professional development as identified by the administration, faculty, and staff in accordance with T-TESS, and federal, state, and local rules and Regulations.	Supt. Principals	During year and summer	Local Title I Title II A	Calendar of training	Training certificates
Enhance professionally collaboration efforts among faculty to integrate multiple Disciplines into every class and subject.	Principals	Monthly	Local	Staff Meetings	Staff meeting minutes/survey
Provide Pre-K	Administrator	Daily	PK grant	Students served	TPRI
Provide extended day/year for students at-risk or failing	Administrator	After school	SCE	Students served	Students promoted
Integrate math and problem solving skills into TEKS in all content areas	Core subject teachers	Daily	Local	Lesson Plans	STAAR/EOC
Supplement Saxon math at PK-5 with STAAR appropriate higher order problem solving materials	Math teachers	Daily	Local	Lesson Plans	STAAR/EOC
Implement problem solving centers • During enrichment • Peer tutoring • Multi-age groups	Math teachers	Daily	Local	Lesson Plans	STAAR/EOC

Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; attain approaches in the STAAR and EOC in 2021-22

Performance Objective 4: 90% of all students will attain approaches on the STAAR Science/ EOC biology

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide a district-wide research-based and data driven curriculum that: • Contains the TEKS • Identifies concepts and content skills • Aligns with STAAR, SAT, PSAT, ACT THEA, and SCANS • Demonstrates vertical and horizontal alignment • Specifies appropriate level of thinking for student activities • Designates appropriate teaching time for each skill • Provides activities • Specifies vocabulary	Supt.	Daily	Local	Curriculum meetings and notes	Lesson Plans STAAR/EOC
Provide quality instruction by appropriately certified and highly qualified faculty and staff	Supt. Principals	When hiring	Local Title II A	Personnel Records	Highly qualified report
Utilize multiple instructional delivery models that are compatible with brain research findings to enhance the	Teachers	Daily	Local	6 weeks grades	Grades/ EOC/STAAR

retention of information and improve problem- solving and higher-order Thinking skills. A+ Program					
Maximize instructional time by keeping all students actively engaged in learning during the entire amount of time allotted To each instructional period.	Teachers	Daily	Local	Lesson Plans	Discipline records/end of year grades
Provide professional development as identified by the administration, faculty, and staff in accordance with T-TESS, and federal, state, and local rules and Regulations.	Supt. Principals	During year and summer	Local Title I Title II A	Calendar of training	Training certificates
Enhance professionally collaboration efforts among faculty to integrate multiple Disciplines into every class and subject.	Principals	Monthly	Local	Staff Meetings	Staff meeting minutes/survey
Provide Study Island A+ Program	Core subject teachers	Weekly	Local	6 Weeks grades	STAAR
Provide extended day program for students at-risk of passing	Administrator	After school	SCE Local	Students served	Students promoted

Goal 1: Springlake-Earth ISD will have 90% of all students, including the target populations; attain approaches in the STAAR and EOC in 2021-22
Performance Objective 5: 90% of all students attain approaches on the STAAR Social Studies and EOC US HIst

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide a district-wide research-based and data driven curriculum that: • Contains the TEKS • Identifies concepts and content skills • Aligns with STAAR, EOC, SAT, PSAT, ACT THEA, and SCANS • Demonstrates vertical and horizontal alignment • Specifies appropriate level of thinking for student activities • Designates appropriate teaching time for each skill • Provides activities • Specifies vocabulary	Supt.	Daily	Local	Curriculum meetings and notes	Lesson Plans STAAR/EOC
Provide quality instruction by appropriately certified and highly qualified faculty and staff	Supt. Principals	When hiring	Local Title II A	Personnel Records	Highly qualified report
Utilize multiple instructional delivery models that are compatible with brain research findings to enhance the	Teachers	Daily	Local	6 weeks grades	grades/STAAR/EOC

retention of information and improve problem- solving and higher-order Thinking skills.					
Maximize instructional time by keeping all students actively engaged in learning during the entire amount of time allotted To each instructional period.	Teachers	Daily	Local	Lesson Plans	Discipline records/end of year grades
Provide professional development as identified by the administration, faculty, and staff in accordance with T-TESS, and federal, state, and local rules and Regulations.	Supt. Principals	During year and summer	Local Title I Title II A	Calendar of training	Training certificates
Enhance professionally collaboration efforts among faculty to integrate multiple Disciplines into every class and subject.	Principals	Monthly	Local	Staff Meetings	Staff meeting minutes/survey

Goal 2: Springlake-Earth ISD will provide a curriculum and a culture of success for all students.
Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will attain approaches all portions of the STAAR and EOC assessments.   **Career and Technology Education (CTE)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Offer CTE courses • Ag Science & Technology • Family & Consumer Economics • Word Processing Applications	Administrator	Semester	CTE Local	Courses scheduled	Courses completed
Provide Career Awareness programs • Grades 7-8	Administrator	Semester	Local	Course offered	Course completions
Provide transition for work/post-secondary education	CTE staff	Senior year	CTE Local	Lesson plans	Participating students
Increase number of female students completing non-traditional courses • Fix schedule for girls to be able to take courses • Provide counseling assistance on schedules	Principal	Semester	Local	Number of non-traditional courses in which females are enrolled	No. of non-tional courses completed by females at end of each semester

Goal 2: Springlake-Earth ISD will provide a curriculum and a culture of success for all students.

Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will attain approaches all portions of the STAAR and EOC assessments.

English as a Second Language (ESL)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify LEP students and provide program to develop proficiency in comprehension., speaking, reading & composition	ESL coordinator	Early Aug. Upon enrollment	ESL, (SSA)	Home Lang. Survey List	RPTE STAAR/EOC

> **Goal 2: Springlake-Earth ISD will provide a curriculum and a culture of success for all students.**
>
> **Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will attain approaches all portions of the STAAR and EOC assessments.**
>
> **State Compensatory Education (SCE)**: Springlake-Earth has two Schoolwide Programs with 70% or greater poverty rate. SCE funds are coordinated with Title I funds on the campuses to serve at-risk students.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use SCE funds to improve at-risk student performance, to accelerate progress, and to reduce the drop-out rate	Administrator	Aug. - July	SCE and FTEs	Grades Progress reports	STAAR/EOC RPTE
Identify and provide teachers with list of at-risk students	At-Risk Coordinator.	August & upon entry	SCE	Teachers list of students	PEIMS at-risk list
Provide A+ Program	Administrator	Daily	Local	Computer generated exams	STAAR/EOC

Goal 2: Springlake-Earth ISD will provide a curriculum and a culture of success for all students.

Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the STAAR

Title I, Part A: Schoolwide (TIA)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use Title I funds and local to provide teacher training in data disaggregation and data driven instruction in reading and other core subjects	Supt. And principals	Sept thru STAAR testing	Title I	Benchmarks	STAAR/EOC
Incorporate the ten School wide Components at the two schoolwide campuses	Principal	Aug.-May	TIA	CIP	CIP/CNA
1) Conduct Comprehensive Needs Assessment to determine needs and plan instruction on a continual basis	Principal	Spring-Spring.	TIA	Data disaggre-gated	CNA
2) Plan reform strategies to address needs • Focus: Economically disadvantaged, & At-Risk to meet state standards • Provide extended day/year • Provide small teacher/pupil ratio • A+ Program	Site-Base Team, Chair	Quarterly	TIA, TIIA Migrant, ESL, SCE, Local	Benchmark	STAAR/EOC
3) Provide instruction by highly qualified (HQ) staff(CSF 7) • Retain HQ staff • Assist teachers with exam fees if needed • Provide continuous high quality PD	Site-Base Team Chair	Quarterly	TIA, TIIA ESL, SCE	Benchmarks Progress Reports	STAAR/EOC Personnel files; HQT campus reports

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
4) Provide staff development for teachers, paraprofessionals, & staff • With staff input • Intensive, sustained, research-based	Principal	Year-round	TIA, local, TIIA	Staff Development Calendar	STAAR/EOC
5) Attract and retain highly qualified teachers to high needs campus(campuses both high need)	Administrators	Summer	Local TIA, TII TPTR	Personnel Files	Personnel Files
6) Increase parent involvement • To improve academic achievement • For parents opportunities to participate in educational decisions (CSF 5)	Principals	Monthly	TIA, Local	PI Events Parent Input, Surveys	PI Evaluation
7) Assist pre-school children to local elementary. school with visitation day for kids & parents	Principal	May	TIA	Event planned	Sign-In sheet
8) Get Teachers input on all alternative academic assessments to be used	Principal	Fall	Local	Meeting agenda	T Input
9) Identify students who need assistance • Provide timely additional help • Students having difficulties with academic proficiency or advanced levels • Provide small teacher/pupil ratio	Teachers	Each reporting period	TIA	List of identified students	STAAR/EOC
10) Coordinate & integrate federal/state/local programs • Hold planning meetings for programs • Discuss coordination ideas	Principal	August Through May	TIA, Migrant, TIIA, BE/ESL, CTE, GT, SCE, SPED/Local	Meeting agendas	STAAR/EOC

Goal 2: Springlake-Earth ISD will provide a curriculum and a culture of success for all students.

Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will attain approaches in all portions of the STAAR and EOC assessments.

Title I, Part C: Migrant

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Determine NCLB program needs: • Migrant STAAR • Migrant dropout • Migrant RHSP/DAP	Administrator	Upon release of AEIS	Local	STAAR release tests	STAAR/EOC
Identify and recruit eligible students 3-21 • Home visits • Visibility in community: churches, stores,	MEP staff	Year round	Migrant Local TIA	Logs	COEs
Attend training on NGS and TMSTPS	MEP staff	As scheduled	Migrant TIA	Training schedule	Certificates of training
Provide MSC, 3-21, to coordinate school programs/services for families	MSC	Daily	Migrant	Schedules	Record of services provided
Provide home-based or school-based early childhood program coordinated with Head Start	Administrator	Weekly	Migrant	Checklists	Annual evaluation
Enhance graduation: • Compile data • Monitor progress • Provide help for student needs	MEP staff	Year round	Migrant TIA Local	NGS records	Graduation rates
Provide secondary credit exchange and accrual • Grades 9-12	MEP staff	Semester	Migrant	NGS records	Credits

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
• Cross reference NGS with transcripts					
Provide Parent Involvement/Family & Community Engagement (CSF 5) • PAC • Regular meetings • Form partnership • Establish communications • Provide parent opportunities for Migrant parents to learn how to help their children at home with academic s	Administrator MEP staff	Aug – May	Migrant TIA Local	PI Calendar	Sign in sheets
Conduct comprehensive needs assessment to determine needs • Include pre-school	Administrator MEP staff	May-Aug	Migrant Local	Meeting agenda	Needs identified
Provide services for students: • List priority for services students and needs • Tutorials • Acceleration • CAI • Support services	Administrator	Weekly	Migrant	Services offered	Log STAAR TPRI
Provide professional development for Teachers and paraprofessionals • With input from MEP staff • Research-based	Administrator	As scheduled	Migrant TIA Local	Training calendar	Certificates

Goal 2: Springlake-Earth ISD will provide a curriculum and a culture of success for all students.
Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will attain approaches all portions of the STAAR and EOC assessments.
Special Education (SPED)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Focus on strategies to bring PBMAS indicator to state standards	Supt.	6 Weeks	Local/ TIA	PBMAS Reports	PBMAS Reports
Reduce district SPED identification • Provide staff development • Utilize Student Assistance & Intervention teams • Utilize Content Mastery	Supt. SSA Director Principals	6 weeks	Local SPED	ID	PBMAS report
Reduce % of Hispanic students identified for SPED • Provide staff development • Develop new referral packet to gather additional RTI data and input from parents • Rule out cultural/environmental factors • Utilize Student Assistance & Intervention teams • Utilize Content Mastery	Supt. SSA Director Principals	6 weeks	Local SPED	ID	PBMAS report
Reduce % of LEP students identified for SPED • Provide staff development • Utilize Student Assistance &	Supt. SSA Director Principals	6 weeks	Local SPED	ID	PBMAS report

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Intervention teams • Develop new referral packet to gather additional RTI data and input from parents • Rule out cultural/environmental factors Utilize Content Mastery					
Implement specialized STAAR classes and tutorials focusing on individual needs to allow acceleration (Academic Performance (CSF1)	Principals	Daily	SPED Local	Schedule List of students in classes	STAAR EOC
Implement LEAD4FORWARD district-wide and provide on-going staff development regarding implementation	Principals SPED staff	Regular year	SPED Local	LEAD4FOR WARD monitoring	STAAR/EOC Completion Rates

Goal 2: Springlake-Earth ISD will provide a curriculum and culture of success for all students.

Performance Objective 2: 100% of high school seniors will graduate within 4 years of entering high school and the dropout rate will be at or below 1%.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students who may not graduate in 4 years • Plan strategies to meet student needs • Provide extended year program	Counselor	Fall	Local P	Student List	Completion rate
Utilize alternatives • Accelerated AEP • I lab for credit recovery • Online courses • Dual credit courses	Principal	Daily	Local	Student schedules	Completion rate
Provide one-on-one tutoring	Teachers	Daily	Local	Student schedule	Completion / Dropout rate

Performance Objective 3: The number of students taking AP classes and graduating with the recommended seal will increase from the previous year.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Counsel students regarding choices • Inform parents of curriculum choices	Counselor	Spring	Local	Courses	Graduation plan

Goal 2: Springlake-Earth ISD will provide a curriculum and a culture of success for all students.

Performance Objective 4: The number of students taking the ACT/SAT will increase; and of those taking the test, 50% or more will make the criterion score or better.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Inform students and parents of importance of tests - Beginning in Junior High - Focus at 8th grade parent meetings - Newsletters	Principals Counselor	Junior high years	Local	Activity planned	Parent survey
Provide PLAN test for 10th graders	Principal	Fall	Local	Test scheduled	Test participation
Encourage participation in PSAT for 10th graders	Counselor	Fall	Local	Test scheduled	Test participation
Make one-to-one contact with 11th graders on scheduling test dates for SAT/ACT	Counselor	Fall	Local	Test schedules	Test participation
Provide test study guides for students	Counselor	Fall	Local	Study guides	Test scores

Goal 3: Springlake-Earth ISD will encourage positive student behaviors and create a safe and drug free environment for increased student achievement

Performance Objective 1 and 2: Maintain an annual ADA at 96% or higher and decrease disciplinary referrals.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation

Provide for prevention and education/awareness for parents, students, and teachers in these areas:
• Child abuse and neglect
• Dating Violence
• Unwanted physical or verbal aggression
• Sexual harassment include sexting
• Other forms of bullying
   o In schools,
   o On school grounds
   o In school vehicles
	Administrators Counselors	Daily	Local	Incidents reported each 6 weeks Brochure with information provided /online	PEIMS incidents reports Toll Free abuse hotline 1-800-252-5400

Child Abuse Plan: Any staff member who suspects that a child has been or may be abused or neglected will report the suspected abuse to law enforcement or to Child Protective Services	All ISD staff	Year Round	Local	Reported abuse	Reported incidents and activities initiated
Provide training for staff in the 5 areas above • How to recognize signs • Prevention strategies • Resources • Counseling	Counselor	In-service days	Local	Sign in Handouts	Counseling Log; Training certificates
Review policy and procedures for 5 areas	Superintendent	Yearly	Local	Policy and	Incidents

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
	and principals			procedure	
Form partnership with the local police to eliminate problems • Include local police in SBDM meetings regarding the areas • Invite them to school for assistance with training/prevention techniques	Principals	During Year	Local	Sign In	Meetings with local policy
Provide campus specific attendance incentives	Administrators	6 weeks	Local	Attendance	ADA
Provide counseling and motivational activities to encourage attendance • Student Council • Motivational speakers	Counselor	As needed	Local	Attendance each 6 weeks	ADA
Provide professional development: • Student Code of Conduct • Conflict Resolution • Classroom Management • Crisis management	Administrator	Fall	Local	Training calendar	Sign in sheets
Utilize drug council to plan and promote safe & drug free district • D.A.R.E. program	Drug Council	Spring	Local	Activities planned	Sign in sheets
Discuss • Code of Conduct, discipline policy, sexual harassment, and violence prevention with students using handbook as a guide • With SBDM committee and distribute information to stakeholders • Include local police dept. as part of	Administrators SBDM Team Chair	August-May	Local	Activity planned Agenda for SBDM	Referrals Handbook Website

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
SBDM team when areas of concern are on the agenda					
Utilize AEP/DAEP when needed	Administrators	As needed	SCE Local	Referrals	Student placements

Goal 4: Springlake-Earth ISD will promote parent and community involvement in order to provide the best possible education for all students.

Performance Objective 1: Parent involvement will increase from the past year as documented by contacts.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Hold regular meetings of the Planning and Decision Making Teams • Parents, community/business & school staff collaboration	Chair	Quarterly	Local	Meetings scheduled	Sign In Sheet Minutes
Inform parents of • State assessments • Proficiency levels required • General Curriculum • Special Programs	Counselor	Meeting scheduled	Spring	Meeting held	Sign-in Sheet
Provide parents with information on : • Higher education admissions • Financial aid opportunities • TEXAS grant • Teach for Texas grant • Curriculum choices for success beyond HS	Counselor	Fall/Spring	Local	Meeting scheduled	Parent Surveys
Survey parents to evaluate: • School climate • Special programs • Parent involvement	Administrator	Surveys	Local	Principals	Survey Results STAAR