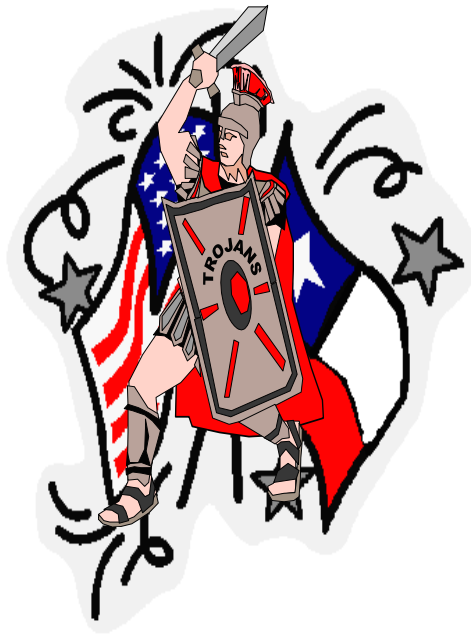


San Perlita I.S.D.

“Lighting the Path to Achievement and Success”

2009-2010



DISTRICT IMPROVEMENT PLAN

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SAN PERLITA I.S.D. DISTRICT EDUCATIONAL IMPROVEMENT COMMITTEE

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NORMA VILLEGAS	PARENT
KARI SIMMONS	BUSINESS REPRESENTATIVE
	STUDENT

SAN PERLITA I.S.D. DISTRICT INFORMATION

The San Perlita Independent School District is located in Willacy County in an outlying area East of Raymondville and serves a 314-square mile area.

This area consists of parts of the H P El Sauz Ranch, Frank D. Yturria Ranch, Rockefeller Ranch, East Ranch and Port Mansfield, all lying within unincorporated areas. The boundaries of the district are as follows:

Southern Boundary	-	Lyford/Raymondville
Northern Boundary	-	Kennedy County
Western Boundary	-	Raymondville
Eastern Boundary	-	Port Mansfield

The school district consists of three campuses:

San Perlita Elementary School	PK - 5
San Perlita Middle School	6th - 8th
San Perlita High School	9th - 12th

SAN PERLITA I.S.D. VISION

We envision that San Perlita ISD will help our students acquire the necessary knowledge, communication, and problem solving skills through a variety of educational and social experiences to become productive and enlightened members of our global society.

SAN PERLITA I.S.D. CORE VALUES

- High expectations for all.
- Excellence in teaching and learning
- Respect for the individual.
- Resources to support students' needs.
- A community with shared ownership, shared purpose, and shared commitment.
-

SAN PERLITA I.S.D. MISSION STATEMENT

The mission of the District is to educate every student to be productive in a changing society. All students will develop essential academic skills that include competence in communication and mathematical skills. All students will also acquire knowledge of citizenship, economic responsibilities, appreciation and respect for our multicultural richness, and a knowledge base on which to build lifelong learning. The District is committed to providing the best possible educational environment for learning as the means through which our mission will be fulfilled. In addition, the District believes that it must maintain accountability for this mission. Accomplishment of this mission and our belief that all children can learn is possible only through teamwork, a positive attitude, and commitment.

SAN PERLITA I.S.D. BELIEF STATEMENT

We believe that within the educational community of San Perlita I.S.D.

- Every student is a precious and unique individual who has a right to be given the opportunity to grow and learn academically, socially, and emotionally.
- It is our responsibility to nurture each child and to help each child to grow into his/her full potential.
- It is the responsibility of the community and school to teach citizenship, communication skills, social skills, and values of character along academic and career skills.
- It is important to foster understanding and appreciation of our multi-cultural heritage, and to instill pride and a feeling of self-worth into each student.
- It is crucial that all students develop decision making skills and a sense of responsibility, so they can evaluate their career goals and make appropriate decisions about their own education.
- We are committed, as teachers, administrators, parents, and community members, to help our students achieve academic success and to become productive members of society.

**SAN PERLITA I.S.D.
2009-2010
DISTRICT EDUCATIONAL
IMPROVEMENT GOALS**

- Goal One: Students will show significantly improved academic achievement.
- Goal Two: Students will graduate on time and be encouraged and provided opportunities to acquire post secondary education.
- Goal Three: San Perlita I.S.D. will demonstrate gain in student attendance.
- Goal Four: San Perlita I.S.D. will have quality teachers, principals, and staff
In all schools.
- Goal Five: San Perlita I.S.D. will collaborate and communicate effectively with parents and the community.
- Goal Six. All technology and data systems will be maintained, utilized and updated. All data systems will provide reliable, accurate, and useful information.
- Goal Seven: All campuses will maintain a safe, orderly and positive environment to ensure that the academic needs of all students are met at San Perlita ISD.

SAN PERLITA ISD NEEDS ASSESSMENT

GOAL 1: Students will demonstrate significantly improved academic achievement.

Objective A: Improve academic performance on TEKS-based TAKS tests and to meet exemplary status.

Key Strategies:

- Provide TEKS focused curriculum.
- Establish campus-based planning teams to organize and facilitate team meetings.
- Utilize higher order thinking questions throughout all classes.
- Provide services for students in danger of not being on grade level on areas of the TAKS test (Summer school, extended day, Saturday sessions, Enrichment Period, and Team-Teaching).
- Ensure that all special population students (ESL, Migrant, Bilingual, Special Education, 504, and Gifted and Talented) are identified receive appropriate instructional services according to their specialized needs.
- Provide information to parents to enhance understanding and support for the TEKS focused curriculum and the TAKS test.
- Provide data analysis through the creation of TAKS Benchmarks, and TAKS Mock tests.
- Provide staff support on addressing the affective and cognitive needs of ESL/GT students.
- Continue diagnostic needs assessment for all students in order to meet individual needs (TPRI, RPTE, AR, Star, Woodcock-Munoz, TAKS Benchmarks/Mock, and TAKS, TELPAS, CIRCLE).
- Provide recognition for academic achievement.
- Increase student and community involvement in extracurricular academic events.

Objective B: Primary students will be reading on grade level and all grade level students will show continuous progress in gaining proficiency in Reading, Writing, Mathematics, Social Studies, and Science throughout their school years.

OBJECTIVE B: 1

Key Strategies: Reading

- Primary reading period will be moved to the morning instructional time.
- Administer and update new TAKS reading Mock and Benchmark assessments to determine students' individual needs.
- Provide staff development for teachers that focuses on the reading TEKS/TAKS objectives.
- There will be 90 minutes of direct instruction in reading in the Primary grades.
- Continue to emphasize and refine reading intervention programs (Lindamood-Bell Reading Intervention, English In a Flash, and Accelerated Reading) to meet the needs of struggling readers.
- Accelerated Reader books will be purchased for the classrooms and/or library, and coordinating Accelerated Reader exams will be purchased and installed on the system.
- STAR tests will be administered at least two times during the year.
- Demonstrate reading comprehension strategies in all content areas, with an emphasis on content area vocabulary and strengthen reading across the curriculum.
- Assess the needs and provide support services for migrant students to fill in the gaps and accelerate the reading skills of all special needs students.
- Incorporate technology into the reading curricula through reading software, internet access, use of hands-on projects, virtual field trips, distance learning conferences, and power point presentations.

Objective B: 2

KEY STRATEGIES: WRITING

- Incorporate in all content areas for effectively integrating meaningful writing to enhance learning in the respective contents.
- Incorporate technology into the writing curricula through writing software, internet access, use of hands-on projects, virtual field trips, distance learning conferences, and power point presentations.
- Continue to provide updated TAKS writing process training for all teachers with emphasis on the TAKS objectives.
- Implementation of English/Language Arts (ELA) objectives throughout all classes as appropriate.
- Train staff at all campuses on Holistic scoring of writing prompts.
- Administer and update new TAKS writing Mock and Benchmark assessments to determine students' individual needs.
- Provide instructional resources such as dictionaries and thesauri in all grades.

Objective B: 3

KEY STRATEGIES: MATHEMATICS

- Administer and update new TAKS mathematics Mock and Benchmark assessments to determine students' individual needs.
- Incorporate technology into the mathematics curricula through mathematics software, internet access, use of calculators, hands-on projects, virtual field trips, distance learning conferences, and power point presentations.
- Provide staff development for teachers that focuses on the mathematics TEKS/TAKS objectives.
- Integrate mathematics in all core subjects and electives as appropriate to enhance instruction.
- Provide academic enrichment opportunities in mathematics for students and teachers in field excursions.

- Communicate with external service providers to remain aware of sequencing of mathematics courses, mathematics TAKS objectives, decisions related to target objectives, and exam schedules.

OBJECTIVE B: 4

KEY STRATEGIES: SCIENCE

- Incorporate technology into the science curricula through science software, calculators, on-line textbooks and hands-on labs, virtual field trips, distance learning conferences, and power point presentations.
- Provide staff development for teachers that focuses on the science TEKS/TAKS objectives.
- Continue to implement a district-wide hands-on, inquiry-based science program.
- Incorporate resources and stress reading and writing in science classes at all grade levels with emphasis on vocabulary and expository text.
- Stress opportunities for integration of science in all core subjects and electives as appropriate to enhance instruction.
- Provide academic enrichment opportunities in science for students and teachers in field excursions.
- Communicate with external service providers to remain aware of sequencing of science courses and science TAKS and Exit level exams and decisions related to target objectives and time of year exams will be administered.
- Provide updated scientific resources and facilities.

Objective B: 5

KEY STRATEGIES: SOCIAL STUDIES

- Administer and update TAKS social studies Mock and Benchmark assessments to determine students' individual needs.

- Provide staff development for teachers that focus on the social studies TEKS/TAKS objectives to aid in preparing for the social studies TAKS test.
- Incorporate technology into the social studies curricula through social studies software, internet access, use of hands-on projects, distance learning, distance learning, and power point presentations.
- Suggest resources and stress reading and writing in social studies classes at all grade levels with emphasis on vocabulary and expository text.
- Integrate social studies in all core subjects and electives as appropriate to enhance instruction.
- Provide academic enrichment opportunities in social studies for students and teachers in field excursions.
- Communicate with external service providers to remain aware of sequencing of social studies courses and social studies TAKS and Exit level exams and decisions related to target objectives and time of year exams will be administered.
- Update instructional resources such as maps, globes, encyclopedias by grade level.

Objective C: Ensure that all Special Population students will receive appropriate instructional services according to their specialized needs.

All three SPISD campuses are schoolwide campuses with at least 40% educationally disadvantaged students. State Compensatory Education funds are used in conjunction with Title I, Part A funds to implement the following components of a Title I, Part A schoolwide program:

- (1) A comprehensive needs assessment of the entire school to determine the performance of its children in relation to the State's challenging content and student performance standards.
- (2) Schoolwide reform strategies that;
 - Provide opportunities for all children to meet the State's proficient and advanced levels of student performance;
 - Are based on effective means of improving children's achievement;
 - Use effective instructional strategies that

- Increase the amount and quality of learning time, such as extended school year, before-and after-school, and summer school programs, help provide an enriched and accelerated curriculum; and
- Meet the educational needs of historically underserved populations, including girls and women.
- Address the needs of all children in the school, but particularly the needs of children of target populations of any program that is included in the schoolwide program, and address how the school will determine if these needs are met. These programs may include counseling and mentoring services, college and career preparation, such as college and career guidance, services to prepare students for school-to-work transition, and this incorporation of gender equitable methods and practices.
- Are consistent with, and are designed to implement, the State and local improvement plans, if any, approved under Title III of Goals 2000.

(3) Instruction by highly qualified professional staff.

(4) Professional development for teachers and aids, and where appropriate, pupil services personnel, parents, principals, and other staff to enable all children in this schoolwide program to meet the State's student performance standards.

(5) Strategies to increase parental involvement.

(6) Strategies for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.

(7) Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance. The assistance must include:

- Measures to ensure that students' difficulties are identified on a timely basis to provide sufficient information on which to base effective assistance;
- Periodic training for teachers in how to identify difficulties and to provide assistance to individual students; and
- For any student who has not met the standards, teacher-parent conferences to discuss-
 - what the school will do to help the student meet such standards;
 - what the parents can do to help the students improve the student's performance; and
 - additional assistance which may be available to the student at the school or elsewhere in the community.

(8) Steps to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the performance of individual students and the overall instructional program.

Supplemental costs include such costs as:

- Tutorials;
- Class size reduction;
- Additional, supplemental staff
- Computer-assisted instruction;
- Specialized software;
- Specialized staff development to train personnel who are working with students at risk of dropping out of school;
- Specialized reading and mathematics programs;
- Specialized materials for reading or mathematics;
- TAKS remediation;
- Extended day sessions for prekindergarten;
- Accelerated instruction; and
- Extended day, week or year.

KEY STRATEGIES: SPECIAL EDUCATION

- Utilize Wil-Cam Special Education Services to assist in identifying and monitoring of special education students.
- Utilize a district Student Assistance Program (SAP) to determine the need for a comprehensive individual assessment.
- SAP Committee consisting of teachers, administrators and parents to decide on appropriate intervention.
- Faculty and special education support staff will utilize inclusionary practices for special needs students.
- Students will utilize special education services in their regular classes through assistance from special education teachers and paraprofessionals.
- Meetings will be held if a concern arises about a particular student.
- Parent conferences will be held for all students having any problems during any time frame.
- Special education teachers will meet with paraprofessionals working with their students to discuss student progress and concerns.

- Special Education counselor will meet with designated students on a weekly basis.
- Regular Education counselor will meet with students on an as needed basis.

Key Strategies: ESL

- ESL students will strive to achieve “Advanced-High” level on RPTE by 3rd Grade.
- English in a Flash, Accelerated Reader Computer Software will be utilized to assist ESL students in school and at home.
- Provide Spanish Textbooks and other Spanish resources to assist in teaching strategies.
- ESL students will be served by ESL teachers during their regular instructional time.
- Language Proficiency Assessment Committee will serve as the decision making body in determining appropriate instructional settings and assessment procedures for ESL students.
- ESL students will be assessed utilizing Woodcock-Munoz Oral Language Proficiency Test at the beginning of every year in both English and Spanish.
- Provide training and resources to teachers of pre-literate recent immigrants.
- Provide training opportunities on addressing the affective and cognitive needs of recent immigrants.
- Provide training opportunities for ESL teachers in the transitioning process of English Language learners.

Key Strategies: Migrant

- Provide awareness and strategy training to teachers regarding migrant students.
- Organize a Parent Advisory Council (PAC).
- Provide academic opportunities for migrant students.
- Provide staff development focusing on migrant students.
- Coordinate parental involvement activities for migrant parents.
- Provide academic assistance for migrant students through extended day, extended week and extended year.

Key Strategies: Gifted and Talented

- GT students will enhance their critical thinking skills through language arts, social studies, math, and science activities including written composition, reading and oral communication.
- Provide opportunities to acquire the mandated 30 hours of staff development for teachers of the gifted and talented.
- Provide opportunities to acquire six annual hours of professional development in gifted education upon completion of the mandated 30 hours.
- Emphasize critical thinking skills in regular education and Dual Enrollment courses.
- Initiate College Board AP training for teachers in instructional strategies for teaching AP skills and concepts.

KEY STRATEGIES: 504 STUDENTS

- Implement Student Assistance Program consisting of teachers, administrators and to decide on appropriate intervention.
- Meetings will be held on a periodic basis if a concern arises about a particular student.
- Parent conferences will be held for all students having any problems during any time frame.
- Faculty and support staff will utilize inclusionary practices for special needs students.

GOAL 2: Students will graduate on time and be provided opportunities to acquire a post secondary education.

KEY STRATEGIES: DROPOUT RATE

- Maintain an annual dropout rate of less than 1%.
- Provide exit interview for students dropping out of school.

- Provide students and their families with support services.
- Employ a registrar at the district level to assist counselor with record keeping, student enrollment and student withdrawal.
- Provide accurate, timely attendance and dropout rate so that campus administrators can make informed decisions.

KEY STRATEGIES: POST SECONDARY EDUCATION

- Continue to increase of the number of students attending post secondary institutions.
- Continue the implementation of the Career Guidance Program K-12.
- Implement a district-wide Career Day.
- Provide to middle school students, high school students, teachers, and parents information about:
 - Higher education admissions and financial aid opportunities.
 - The need for students to make informed curriculum choices to be prepared for success beyond high school.
 - Sources of information on higher education admissions for financial aid.
- Develop and establish Pre-AP and AP program.
- Identify potential students for Pre-AP and AP courses and ensure enrollment representation for all ethnic subgroups.
- Encourage middle school and high school faculty to attend Pre-AP and AP conferences/workshops.
- Support and encourage Pre-AP & AP teachers to utilize research-based practices including innovative methods and strategies.
- Communicate the importance and advantages of completing advanced courses.
- Pre-registration of high school students will include verbal and written description of the merits of the Recommended High School Graduation Plan.
- Pre-registration of middle school students will include verbal and written description of the merits in taking high school credit courses.

- Provide opportunities for students to take concurrent enrollment courses through local universities.
- Emphasize the importance of PSAT/PLAN/SAT/ACT/TASP through parent and student information workshops and bulletins.
- All 10th graders will take the TASP and 11th graders will take the PSAT at the District's expense.
- Meet with all senior parents at least one time each semester to inform them of the expectations and progress of their child.
- Provide high school students opportunities to visit various colleges and universities.
- Provide study materials for students who are taking ACT/SAT.

GOAL 3: San Perlita I.S.D. will demonstrate gain in student attendance.

Key Strategies:

- Recognize students with perfect attendance at “Honor Rallies.”
- Promote parent awareness of the importance of maintaining daily attendance in school.
- Provide innovative, effective and relevant instructional programs for students.
- Monitor student attendance daily. (PEIMS clerk).
- Contact parents or guardians to inquire about student illness.
- Provide accurate, timely attendance data so that campus administrators can make informed decisions.
- Attendance Review Committee (ARC) will review and meet on students in danger of not receiving credit.
- Parents will be notified of Compulsory Attendance Laws.
- Teachers and principal will file proper complaints when Compulsory Attendance Laws are violated.

GOAL 4: San Perlita I.S.D. will have quality teachers, Principal and staff in all schools.

Key Strategies:

- Highly qualified teachers will carry out the instructional program.
- Only teachers who are certified by the State to teach the subjects/grade levels to which they are assigned will be hired by the district.
- In addition to appropriate certification, teachers will be sought who have been successful in previous assignments.
- The district will provide access to high-quality ongoing professional development throughout the school year for all staff including administrators, teachers, and paraprofessionals.
- Professional development activities will be geared to individual teacher specialties and needs as determined by the staff.
- Professional development will be conducted both at the district and the education service center as well as applicable conferences and workshops and will be intensive and sustained.
- The district will pay stipends to teachers who have obtained ESL certification and have ESL students in their classroom.
- Stipends will also be available to teachers who have advanced degrees.
- Implement staff development plan

GOAL 5: San Perlita I.S.D. will collaborate and communicate effectively with parents and the community.

Key Strategies:

- Increase parental involvement at the district by providing opportunities such as PTO, PAC, DEIC, LPAC, and ARD's to improve communication between school and home.

- Seek resources to provide education to parents who want to earn a GED or participate in ESL classes, or obtain other skills.
- Require all campuses to promote and schedule an opportunity for at least one school-wide “Open House”.
- Document phone calls and/or letters sent home concerning student progress.
- Each teacher will hold a parent conference with each student’s parent/guardian who is not meeting expectations, or failing during progress period.
- Increase opportunities to engage parents/families/communities/businesses as partners in school to promote academic success for all students.
- A student/parent handbook will be provided to all students and faculty.
- District events, meetings, and parent involvement activities will be included in a district generated monthly school calendar. This calendar will be posted on the school’s web site.
- District counselor will make a concerted effort to include the parents of our students in the district career day.
- Provide workshops and support services for parents of migrant students.

Goal 6: All technology and data systems will be maintained, utilized and updated. All data systems will provide reliable, accurate and useful information.

Key Strategies:

- Employ a full-time technology specialist to update and maintain district technology.
- Provide appropriate staffing to support data integrity as a top priority.

- Establish and align district wide procedures for effectively gathering, reporting, and using data at all levels within the district.
- Update and/or replace critical information technology and systems to support maximum data quality.
- Employ a registrar for the district to assist counselor with PEIMS data entry.
- Update RSCCC computer software program as needed.
- Data collection and reporting will be accurate, timely, and accessible for use in decision-making at all levels of the system.
- By PEIMS Submission #3, the number of Personal Identification (PID) errors in PEIMS submissions will decline and remain beneath 1 percent of total district enrollment.
- All staff will infuse technology into all academic areas through computer software, internet access, distance learning, and power point presentations.
- Update technology options in hardware and web-based software to enhance instruction and student achievement.
- Update district computer labs with new hardware (CPU) as needed.

GOAL 7: All campuses will maintain a safe, orderly and positive environment to ensure that the academic needs of all students are met at San Perlita I.S.D.

As a condition of receiving funds under the *No Child Left Behind* Act, the District provides that

- A student attending a persistently dangerous public elementary school or secondary school (as defined by TEA), or
- A student who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends,

will be offered and allowed to attend a safe public elementary or secondary school within the District, including a charter school. If another campus is not available within the District, the District will provide other types of services to ensure the safety of the student, or attempt to secure a cooperative agreement with another district to accept transfers when reasonable and appropriate.

Key Strategies:

- Maintain a Student Code of Conduct that encourages student self-discipline and is aligned to current law.
- Train counselor(s) to provide violence prevention and crisis management assistance in the schools.
- Develop Crisis Response Manual for use on campuses and incorporate into the SPISD School Safety and Emergency Resource Manual.
- Administrators will meet with consultants to provide feedback on each crisis management plan.
- Establish and support long-term support systems such as a mentoring program for at-risk students.
- Provide a disciplinary alternative school for the district so students who will not abide by the SPISD Student Code of Conduct can continue their schooling off campus.
- Complete facility condition assessment of all SPISD campuses to determine the maintenance needs of each facility.
- Enforce a dress code for all staff and students.
- Promote a safe and drug-free district.

**SAN PERLITA I.S.D.
ACTION PLAN**

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will demonstrate significantly improved achievement.

Objective A: Improve academic performance on TEKS-based TAKS tests and to meet exemplary status.

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Provide TEKS focused curriculum.	Principal Teachers	Professional Development Training C-SCOPE	PK-12 Teachers	Staff training time, as provided by individual campuses.	Common understanding TEKS as demonstrated in observable teacher and student behaviors, lesson plans and delivery, and posted student work and criteria charts a rubrics. Increased understanding at both district and campus level of relationship of TAKS, TEKS, and district curricula, leading to increased student achievement. Increased alignment of standards and assessment, as reflected in classroom observations.
Establish campus-based planning teams to organize and facilitate team meetings.	Principal Teachers	Staff Time	PK-12 Teachers	Staff training time, as provided by individual campuses	Increased alignment of standards and assessments as reflected in classroom observations. Sign-in sheets from meetings
Utilize higher order thinking questions throughout all classes.	Principal Teachers	Staff Time and Instructional Resources C-SCOPE	PK-12 Students	Aug. 2009- June 2010	Common understanding TEKS as demonstrated in observable teacher and student behaviors, lesson plans and delivery, and posted student work and criteria charts or rubrics.

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will demonstrate significantly improved achievement.

Objective A: Improve academic performance on TEKS-based TAKS tests and to meet exemplary status.

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Provide services for students in danger of not being on grade level on areas of the TAKS test (Summer school, Extended day, Saturday sessions, Enrichment Period, Team Teaching).	Principal Teachers	Staff Time and Instructional Resources	PK-12 Students	Aug. 2009- June 2010	Common understanding TEKS as demonstrated in observable teacher and student behaviors, lesson plans and delivery, and posted student work and criteria charts a rubrics. Increased understanding at both district and campus level of relationship of TAKS, TEKS, and district curricula, leading to increased student achievement. Increased alignment of standards and assessment, as reflected in classroom observations.
Ensure that all special population students (ESL, Migrant, Bilingual, Special Education, 504, and Gifted and Talented) are identified and receive appropriate instructional services according to their specialized needs	Principal Teachers	State Program Funding	Special Population Students	Aug. 2009- June 2010	Counselor's log for testing and identification Meeting minutes
Provide information to parents to enhance understanding and support for the TEKS focused curriculum and the TAKS test.	Principal Teachers	Local Funds	Parents	Aug. 2009- June 2010	Increased participation, sign-ins, logs, etc.

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will demonstrate significantly improved achievement.

Objective A: Improve academic performance on TEKS-based TAKS tests and to meet exemplary status.

Provide data analysis through the creation of TAKS Benchmarks, and TAKS Mock tests.	Principal Teachers	Staff Time	3-11 Teachers	Testing Calendar	Provide valuable information to assist in remediation of TEKS. Assessments will provide accountability to ensure that all grade levels are contributing to the development of student success.
Provide staff support on addressing the affective and cognitive needs of ESL/GT students.	Principal	Instructional resources Region One Staff development training	PK-12	Aug. 2009- June 2010	Increased alignment of standards and assessment as reflected in classroom observations
Continue diagnostic needs assessment for all students in order to meet individual needs (TPRI, RPTE, AR, STAR, TELPAS, CIRCLE, Woodcock-Munoz, TAKS Benchmarks/Mock, and TAKS).	Principal Counselor Teachers	Testing Materials	PK-12 Students	Testing Calendar	Assessments will provide accountability to ensure that all grade levels are contributing to student success. Teachers will be able to target low-performing objectives and adjust instruction to meet individual student needs.
Provide recognition for academic achievement.	Principal	Local funds	PK-12	Aug. 2009- June 2010	Increased Participation (Honor Rallies) Certificates & Awards
Increase student and community involvement in extracurricular academic events.	Principal Teachers	Local Funds	PK-12	Aug. 2009- June 2010	Increased Participation (U.I.L. Trophies, medals)

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will show significantly improved achievement.

Objective B:1 (Reading) Primary students will be reading on grade level by the end of grade 3, and all grade level students will show continuous progress in gaining proficiency in reading, writing, mathematics, social studies, and science throughout their school years.

HOW WILL THE PERFORMANCE OBJECTRIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Primary reading period will be moved to the morning instructional time.	Principal Teachers	Teacher Time Scheduling	PK-6 Students	Aug. 2009- June 2010	Strategy allows for more uninterrupted instructional time.
Administer and update new TAKS reading Mock and Benchmark assessments to determine students' individual needs.	Counselor Principal Teachers	Testing Materials	PK-12 Students	Testing Calendar	Assessments will provide accountability to ensure that all grade levels are contributing to student success. Teachers will be able to target low-performing objectives and adjust instruction to meet individual student needs.
Provide staff development for teachers that focuses on the reading TEKS/TAKS objectives.	Principal Teachers	Professional Development Training C-SCOPE	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.
There will be 90 minutes of direct instruction in reading in the Primary grades.	Principal Teachers	Teacher Time Scheduling	PK-6 Students	Aug. 2009- June 2010	Strategy allows for more uninterrupted instructional time.
Continue to emphasize and refine reading intervention programs (Lindamood-Bell Reading Intervention, English in a Flash, and Accelerated Reading) to meet the needs of struggling readers.	Principal Teachers	Computer Labs and Computer Software	PK-12 Students	Aug. 2009- June 2010	Quality instructional software will provide variety in instructional delivery, motivate students, and provide for individualized instruction.
Accelerated Reader books will be purchased for the classrooms and/or library, and coordinating Accelerated Reader exams will be purchased and installed on the system.	Principal Librarian Teachers	Accelerated Reader Program Software Top Reader Incentives	PK-12 Students	Fall 2009	Quality instructional software will provide variety in instructional delivery, motivate students, and provide for individualized instruction.

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will show significantly improved achievement.

Objective B:1 (Reading) Primary students will be reading on grade level by the end of grade 3, and all grade level students will show continuous progress in gaining proficiency in reading, writing, mathematics, social studies, and science throughout their school years.

STAR tests will be administered at least two times during the year.	Principal Librarian Teachers	Accelerated Reader Program Software Top Reader Incentives	PK-12 Students	Aug. 2009- June 2010	Quality instructional software will provide variety in instructional delivery, motivate students, and provide for individualized instruction.
Demonstrate reading comprehension strategies in all content areas, with an emphasis on content area vocabulary and strengthen reading across the curriculum.	Principal Teachers	Staff Time And Instructional Resources	PK-12 Reading Teachers	Aug. 2009- June 2010	Process will establish a broader curriculum integration and common instructional practices across subject areas in Preparation for TEKS-based TAKS
Assess the needs and provide support services for migrant students to fill in the gaps and accelerate the reading skills of all special needs students.	Principal Counselor Teachers	Staff Time and Instructional Resources	PK-12 Migrant Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all special needs students.
Incorporate technology into the reading curricula through reading software, internet access, use of hands-on projects, virtual field trips, distance learning, and power point presentations.	Principal Teachers	Computer Software and Technology	PK-12 Students	Aug. 2009- June 2010	Quality instructional software will provide variety in instructional delivery, motivate students, and provide for individualized instruction.

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will show significantly improved achievement.

Objective B:2 (Writing) Primary students will be reading on grade level by the end of grade 3, and all grade level students will show continuous progress in gaining proficiency in reading, writing, mathematics, social studies, and science throughout their school years.

HOW WILL THE PERFORMANCE OBJECTRIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Incorporate in all content areas for effectively integrating meaningful writing to enhance learning in the respective contents.	Principal	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.
Incorporate technology into the writing curricula through writing software, internet access, use of hands-on projects, virtual field trips, distance learning, and power point presentations.	Principal Teachers	Computer Software and Technology	PK-12 Students	Aug. 2009- June 2010	Quality instructional software will provide variety in instructional delivery, motivate students, and provide for individualized instruction.
Continue to provide updated TAKS writing process training for all teachers with emphasis on the TAKS objectives.	Principal Teachers	Staff Time and Instructional Resources	3-11 Teachers	Aug. 2009- June 2010	Increased understanding at both district and campus level of relationship of TAKS, TEKS, and district curricula, leading to increased student achievement.
Implementation of English/Language Arts (ELA) objectives throughout all classes as appropriate.	Principal Teachers	Staff Time and Instructional Resources	PK-12 Students	Aug. 2009- June 2010	<p>Common understanding TEKS as demonstrated in observable teacher and student behaviors, lesson plans and delivery, and posted student work and criteria charts a rubrics.</p> <p>Increased understanding at both district and campus level of relationship of TAKS, TEKS, and district curricula, leading to increased student achievement.</p> <p>Increased alignment of standards and assessment, as reflected in classroom observations.</p>

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will show significantly improved achievement.

Objective B:2 (Writing) Primary students will be reading on grade level by the end of grade 3, and all grade level students will show continuous progress in gaining proficiency in reading, writing, mathematics, social studies, and science throughout their school years.

HOW WILL THE PERFROMANCE OBJECTRIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Train staff at all campuses on Holistic scoring of writing prompts.	Principal	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.
Administer and update new TAKS writing Mock and Benchmark assessments to determine students' individual needs.	Principal Teachers	Testing Materials	3-11 Teachers	Testing Calendar	Provide valuable information to assist in remediation of TEKS. Assessments will provide accountability to ensure that all grade levels are contributing to the development of student success.
Provide instructional resources such as dictionaries and thesauri in all grades.	Principal Teachers	Staff Time and Instructional Resources	PK-12 Students	Aug. 2009- June 2010	<p>Common understanding TEKS as demonstrated in observable teacher and student behaviors, lesson plans and delivery, and posted student work and criteria charts a rubrics.</p> <p>Increased understanding at both district and campus level of relationship of TAKS, TEKS, and district curricula, leading to increased student achievement.</p> <p>Increased alignment of standards and assessment, as reflected in classroom observations.</p>

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will show significantly improved achievement.

Objective B:3 (Math) Primary students will be reading on grade level by the end of grade 3, and all grade level students will show continuous progress in gaining proficiency in reading, writing, mathematics, social studies, and science throughout their school years.

HOW WILL THE PERFORMANCE OBJECTRIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Administer and update new TAKS mathematics Mock and Benchmark assessments to determine students' individual needs.	Principal Teachers	Testing Materials	3-11 Teachers	Testing Calendar	Provide valuable information to assist in remediation of TEKS. Assessments will provide accountability to ensure that all grade levels are contributing to the development of student success.
Incorporate technology into the mathematics curricula through mathematics software, internet access, use of calculators, hands-on projects, virtual field trips, distance learning, and power point presentations.	Principal Teachers	Staff Time and Computer Software	PK-12 Students	Aug. 2009- June 2010	Quality instructional software will provide variety in instructional delivery, motivate students, and provide for individualized instruction.
Provide staff development for teachers that focuses on the new mathematics TEKS/TAKS objectives.	Principal	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.
Integrate mathematics in all core subjects and electives as appropriate to enhance instruction.	Principal Teachers	Staff Time Instructional Resources	PK-12 Teachers	Aug. 2009- June 2010	Common understanding TEKS as demonstrated in observable teacher and student behaviors, lesson plans and delivery, and posted student work and criteria charts and rubrics.

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will show significantly improved achievement.

Objective B:3 (Math) Primary students will be reading on grade level by the end of grade 3, and all grade level students will show continuous progress in gaining proficiency in reading, writing, mathematics, social studies, and science throughout their school years.

HOW WILL THE PERFORMANCE OBJECTRIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Provide academic enrichment opportunities in mathematics for students and teachers in field excursions.	Principal Teachers	Staff Time and Instructional Resources	PK-12 Students	Aug. 2009- June 2010	<p>Common understanding TEKS as demonstrated in observable teacher and student behaviors, lesson plans and delivery, and posted student work and criteria charts a rubrics.</p> <p>Increased understanding at both district and campus level of relationship of TAKS, TEKS, and district curricula, leading to increased student achievement.</p> <p>Increased alignment of standards and assessment, as reflected in classroom observations.</p>
Communicate with external service providers to remain aware of sequencing of mathematics courses, mathematics TAKS objectives, decisions related to target objectives, and exam schedules.	Principal Teachers	Staff Time and Instructional Resources	PK-12 Teachers	Aug. 2009- June 2010	Access to appropriate/quality TAKS formatted, TEKS-based assessment items is important to success on TAKS.

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will show significantly improved achievement.

Objective B:4(Science) Primary students will be reading on grade level by the end of grade 3, and all grade level students will show continuous progress in gaining proficiency in reading, writing, mathematics, social studies, and science throughout their school years.

HOW WILL THE PERFROMANCE OBJECTRIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Incorporate technology into the science curricula through science software, calculators, on-line textbooks and hands-on labs, virtual field trips, distance learning, and power point presentations.	Principal Teachers	Computer Software and Technology	PK-12 Students	Aug. 2009- June 2010	Quality instructional software will provide variety in instructional delivery, motivate students, and provide for individualized instruction.
Provide staff development for teachers that focuses on the science TEKS/TAKS objectives.	Principal	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.
Continue to implement a district-wide hands-on, inquiry-based science program.	Principal Teachers	Staff Time and Instructional Resources	PK-12 Students	Aug. 2009- June 2010	<p>Common understanding TEKS as demonstrated in observable teacher and student behaviors, lesson plans and delivery, and posted student work and criteria charts a rubrics.</p> <p>Increased understanding at both district and campus level of relationship of TAKS, TEKS, and district curricula, leading to increased student achievement.</p> <p>Increased alignment of standards and assessment, as reflected in classroom observations.</p>

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will show significantly improved achievement.

Objective B:4(Science) Primary students will be reading on grade level by the end of grade 3, and all grade level students will show continuous progress in gaining proficiency in reading, writing, mathematics, social studies, and science throughout their school years.

HOW WILL THE PERFROMANCE OBJECTRIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Incorporate resources and stress reading and writing in science classes at all grade levels with emphasis on vocabulary and expository text.	Principal Teachers	Staff Time and Instructional Resources	PK-12 Students	Aug. 2009- June 2010	<p>Common understanding TEKS as demonstrated in observable teacher and student behaviors, lesson plans and delivery, and posted student work and criteria charts a rubrics.</p> <p>Increased understanding at both district and campus level of relationship of TAKS, TEKS, and district curricula, leading to increased student achievement.</p> <p>Increased alignment of standards and assessment, as reflected in classroom observations.</p>
Stress opportunities for integration of science in all core subjects and electives as appropriate to enhance instruction.	Principal Teachers	Staff Time and Instructional Resources	PK-12 Students	Aug. 2009- June 2010	<p>Common understanding TEKS as demonstrated in observable teacher and student behaviors, lesson plans and delivery, and posted student work and criteria charts a rubrics.</p> <p>Increased understanding at both district and campus level of relationship of TAKS, TEKS, and district curricula, leading to increased student achievement.</p> <p>Increased alignment of standards and assessment, as reflected in classroom observations.</p>

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will show significantly improved achievement.

Objective B:4(Science) Primary students will be reading on grade level by the end of grade 3, and all grade level students will show continuous progress in gaining proficiency in reading, writing, mathematics, social studies, and science throughout their school years.

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Provide academic enrichment opportunities in science for students and teachers in field excursions.	Principal Teachers	Staff Time and Instructional Resources	PK-12 Students	Aug. 2009- June 2010	Common understanding TEKS as demonstrated in observable teacher and student behaviors, lesson plans and delivery, and posted student work and criteria charts a rubrics. Increased understanding at both district and campus level of relationship of TAKS, TEKS, and district curricula, leading to increased student achievement. Increased alignment of standards and assessment, as reflected in classroom observations.
Communicate with external service providers to remain aware of sequencing of science courses and science TAKS and Exit level exams and decisions related to target objectives and time of year exams will be administered.	Principal Teachers	Staff Time Instructional Resources	3-11 Math Teachers	Aug. 2009- June 2010	Access to appropriate/quality TAKS-formatted, TEKS-Based assessment items is important to success on the 2010 TAKS.
Provide updated scientific resources and facilities.	Principal Teachers Maintenance	Instructional Resources	PK-12 Students	Aug. 2009- June 2010	Increased understanding at both district and campus level of relationship of TAKS, TEKS, and district curricula, leading to increased student achievement.

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will show significantly improved achievement.

Objective B:5 (Social Studies) Primary students will be reading on grade level by the end of grade 3, and all grade level students will show continuous progress in gaining proficiency in reading, writing, mathematics, social studies, and science throughout their school years.

HOW WILL THE PERFROMANCE OBJECTRIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Administer and update TAKS social studies Mock and Benchmark assessments to determine students' individual needs.	Principal Teachers	Testing Materials	3-11 Social Studies Teachers	Testing Calendar	Provide valuable information to assist in remediation of TEKS. Assessments will provide accountability to ensure that all grade levels are contributing to the development of student success.
Provide staff development for teachers that focuses on the new social studies TEKS/TAKS objectives to aid in preparing for the 8 th grade social studies TAKS test and the 10 th grade World History TAKS test.	Principal	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.
Incorporate technology into the social studies curricula through social studies software, internet access, use of hands-on projects, virtual field trips, distance learning, and power point presentations.	Principal Teachers	Computer Software and Technology	PK-12 Students	Aug. 2009- June 2010	Quality instructional software will provide variety in instructional delivery, motivate students, and provide for individualized instruction.
Suggest resources and stress reading and writing in social studies classes at all grade levels with emphasis on vocabulary and expository text.	Principal Teachers	Staff Time and Instructional Resources	PK-12 Students	Aug. 2009- June 2010	Common understanding TEKS as demonstrated in observable teacher and student behaviors, lesson plans and delivery, and posted student work and criteria charts a rubrics. Increased understanding at both district and campus level of relationship of TAKS, TEKS, and district curricula, leading to increased student achievement. Increased alignment of standards and assessment, as reflected in classroom observations.

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will show significantly improved achievement.

Objective B:5 (Social Studies) Primary students will be reading on grade level by the end of grade 3, and all grade level students will show continuous progress in gaining proficiency in reading, writing, mathematics, social studies, and science throughout their school years.

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Integrate social studies in all core subjects and electives as appropriate to enhance instruction.	Principal Teachers	Staff Time and Instructional Resources	PK-12 Teachers	Aug. 2009- June 2010	Common understanding TEKS as demonstrated in observable teacher and student behaviors, lesson plans and delivery, and posted student work and criteria charts a rubrics.
Provide academic enrichment opportunities in social studies for students and teachers in field excursions.	Principal Teachers	Staff Time and Instructional Resources	PK-12 Students	Aug. 2009- June 2010	Common understanding TEKS as demonstrated in observable teacher and student behaviors, lesson plans and delivery, and posted student work and criteria charts a rubrics. Increased understanding at both district and campus level of relationship of TAKS, TEKS, and district curricula, leading to increased student achievement. Increased alignment of standards and assessment, as reflected in classroom observations.
Communicate with external service providers to remain aware of sequencing of social studies courses and social studies TAKS and Exit level exams and decisions related to target objectives and time of year exams will be administered.	Principal Teachers	Staff Time Instructional Resources	3-11 Social Studies Teachers	Aug. 2009- June 2010	Access to appropriate/quality TAKS-formatted, TEKS-Based assessment items is important to success on the 2010 TAKS.
Update instructional resources such as maps, globes, encyclopedias by grade level.	Principal Teachers	Instructional Resources	3-12 Social Studies Teachers	Aug. 2009- June 2010	Quality instructional resources will provide variety in instructional delivery, motivate students, and provide for individualized instruction.

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will show significantly improved achievement.

Objective C:1 (Special ED) Ensure that all Special Population students will receive appropriate instructional services according to their specialized needs.

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Utilize Wil-Cam Special Education Services to assist in identifying and monitoring of special education students.	Wil-Cam Personnel Teachers	Staff Time	Special Population Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all special needs students.
Utilize a district Student Assistance Program (SAP) to determine the need for a comprehensive individual assessment.	Principal SAP Coordinator Teachers	Staff Time	Special Population Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all special needs students.
SAP Committee consisting of teachers, administrators and parents to decide on appropriate intervention.	Principal SAP Coordinator Teachers	Staff Time and Instructional Resources	Special Population Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all special needs students.
Faculty and special education support staff will utilize inclusionary practices for special needs students.	Special Education Teachers	Staff Time and Instructional Resources	Special Population Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all special needs students.
Students will utilize special education services in their regular classes through assistance from special education teachers and paraprofessionals.	Special Education Teachers Regular Education Teachers and Paraprofessionals	Staff Time and Instructional Resources	Special Population Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all special needs students.

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will show significantly improved achievement.

Objective C:1 (Special ED) Ensure that all Special Population students will receive appropriate instructional services according to their specialized needs.

HOW WILL THE PERFROMANCE OBJECTRIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Meetings will be held if a concern arises about a particular student.	Principals Special Education Teachers Regular Education Teachers	Staff Time	Special Population Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all special needs students.
Parent conferences will be held for all students having any problems during any time frame.	Principals Special Education Teachers Regular Education Teachers	Staff Time	Special Population Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all special needs students.
Special education teachers will meet with paraprofessionals working with their students to discuss student progress and concerns.	Special Education Teachers Paraprofessionals	Staff Time	Special Population Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all special needs students.
Special Education counselor will meet with designated students on a weekly basis.	Special Education Counselor	Staff Time	Special Population Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all special needs students.
Regular Education counselor will meet with students on an as needed basis.	Regular Education Counselor	Staff Time	Special Population Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all special needs students.

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will show significantly improved achievement.

Objective C:2 (ESL) Ensure that all Special Population students will receive appropriate instructional services according to their specialized needs.

HOW WILL THE PERFROMANCE OBJECTRIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
ESL students will strive to achieve “Advanced High” level on RPTE by 3 rd Grade.	ESL Teachers	Staff Time and Instructional Resources	PK-12 ESL Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all ESL students.
English In A Flash, Accelerated Reader Computer Software will be utilized to assist ESL students.	ESL Teachers	Computer Software and Technology	PK-12 Students	Aug. 2009- June 2010	Quality instructional software will provide variety in instructional delivery, motivate students, and provide for individualized instruction.
Provide Spanish Textbooks and other Spanish resources to assist in teaching strategies.	ESL Teachers	Staff Time and Instructional Resources	PK-12 ESL Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all ESL students.
ESL students will be served by ESL teachers during their regular instructional time.	ESL Teachers	Staff Time and Instructional Resources	PK-12 ESL Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all ESL students.
Language Proficiency Assessment Committee will serve as the decision making body in determining appropriate instructional settings and assessment procedures for ESL students.	LPAC Committee	Staff Time	PK-12 ESL Students		Students will be placed in appropriate classes.

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will show significantly improved achievement.

Objective C:2 (ESL) Ensure that all Special Population students will receive appropriate instructional services according to their specialized needs.

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Students new to the district will be assessed utilizing the Woodcock-Munoz Oral Language Proficiency Test at the beginning of the school year in both English and Spanish if the parent indicate a language other than English on the Home Language Survey. Identified LEP students will be tested in English at the end of the year using the Woodcock-Munoz Proficiency Test.	Counselor Paraprofessionals	Staff Time Testing Materials	PK-12	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all ESL students.
Provide training opportunities on addressing the affective and cognitive needs of recent immigrants.	Principal Region 1 ESC	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.
Provide training opportunities for ESL teachers in the transitioning process of English Language learners.	Principal Region 1 ESC	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.
Provide training and resources to teachers of pre-literate recent immigrants.	Principal Region One ESC	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will show significantly improved achievement.

Objective C:3 (Migrant) Ensure that all Special Population students will receive appropriate instructional services according to their specialized needs.

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Provide awareness and strategy training to teachers regarding migrant students.	Principal Region 1 ESC	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.
Organize a Parent Advisory Council (PAC).	Counselor	Staff Time	Migrant Parents	Fall 2009	Increase awareness and parental participation.
Provide academic opportunities for migrant students.	All Teachers	Staff Time and Instructional Resources	Migrant Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all migrant students.
Provide staff development focusing on migrant students.	Principal Region 1 ESC	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.
Coordinate parental involvement activities for migrant parents.	Counselor	Staff Time Resources	Migrant Parents	Fall 2009	Increase awareness and parental participation.
Provide academic assistance for migrant students through extended day, extended week and extended year.	Principal All Teachers	Staff Time and Instructional Resources	Migrant Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all migrant students.

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will show significantly improved achievement.

Objective C:4(Gifted and Talented) Ensure that all Special Population students will receive appropriate instructional services according to their specialized needs.

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
GT students will enhance their critical thinking skills through language arts and social studies activities including written composition, reading, oral communication, and the study of literature and history.	All Teachers	Staff Time and Instructional Resources	GT Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all G/T students.
Provide opportunities to acquire the mandated 30 hours of staff development for teachers of the gifted and talented.	Principal Region 1 ESC	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.
Provide opportunities to acquire six annual hours of professional development in gifted education upon completion of the mandated 30 hours.	Principal Region 1 ESC	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.
Emphasize critical thinking skills in regular education and Dual Enrollment courses.	AP and Pre-AP Teachers	Staff Time and Instructional Resources	GT Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all G/T students.
Initiate College Board AP training for teachers in instructional strategies for teaching AP skills and concepts.	AP Teachers	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.

**DISTRICT IMPROVEMENT PLAN
2009-2010**

DISTRICT GOAL: Students will show significantly improved achievement.

Objective C:5(504) Ensure that all Special Population students will receive appropriate instructional services according to their specialized needs.

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Implement Student Assistance Program consisting of teachers, administrators and parents to decide on appropriate intervention.	Principal	Staff Time	Special Needs Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all 504 students.
Meetings will be held on a periodic basis if a concern arises about a particular student.	Principal Counselor Teachers	Staff Time	Special Needs Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all 504 students.
Parent conferences will be held for all students having any problems during any time frame.	All Teachers	Staff Time	Parents	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all 504 students.
Faculty and special education support staff will utilize inclusionary practices for special needs students.	All teachers Special Education Teachers	Staff Time and Instructional Resources	504 Students	Aug. 2009- June 2010	Provide a conducive learning environment for students with specialized needs. Process will create a vertically aligned curriculum framework that supports maximum learning for all 504 students.

**DISTRICT IMPROVEMENT PLAN
2009-2010**

**GOAL 2: Students will graduate on time and be encouraged and provided opportunities to acquire post secondary education.
Objective A: Dropout Rate**

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Maintain an annual dropout rate of less than 1%.	Principal All Teachers Counselor Registrar	Registrar	PK-12 Students	Aug. 2009- June 2010	Decrease of drop out rate.
Provide exit interview for students dropping out of school.	Principal Counselor	Registrar	PK-12 Students	Aug. 2009- June 2010	Decrease of drop out rate.
Provide students and their families with support services	Principal Counselor	Support Services Outreach Programs	PK-12 Students	Aug. 2009- June 2010	Empower families with support services.
Employ a registrar at the district level to assist counselor with record keeping, student enrollment and student withdrawal.	Principal Counselor	Registrar	PK-12 Students	Aug. 2009- June 2010	PEIMS Accuracy
Provide accurate, timely attendance and dropout rate so that campus administrators can make informed decisions.	Registrar Attendance Clerk Counselor	Registrar	PK-12 Students	Aug. 2009- June 2010	PEIMS Accuracy

**DISTRICT IMPROVEMENT PLAN
2009-2010**

**GOAL 2: Students will graduate on time and be encouraged and provided opportunities to acquire post secondary education.
Objective B: Post Secondary Education**

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Continue the implementation of the Career Guidance Program K-12.	Counselor	Career Guidance Instructional Resources	PK-12 Students	Aug. 2009- June 2010	Career choice knowledge.
Implement a district-wide Career Day.	Counselor	Career Guidance Instructional Resources	PK-12 Students	Aug. 2009- June 2010	Career choice knowledge.
Provide to middle school students, high school students, teachers, and parents information about: <ul style="list-style-type: none"> • Higher education admissions and financial aid opportunities. • The need for students to make informed curriculum choices to be prepared for success beyond high school. • Sources of information on higher education admissions for financial aid. 	Counselor	Staff Time COSTEP FAFSA University Admissions	PK-12 Students and Parents	Aug. 2009- June 2010	Financial aid and higher education knowledge.
Develop and establish Pre-AP and AP programs.	Counselor Pre-AP and AP Teachers	Staff Time Meeting Resources	6-12 Students and Parents	Aug. 2009- June 2010	Increased awareness of the benefits of Pre AP and AP courses.
Identify potential students for Pre-AP and AP courses and ensure enrollment representation for all ethnic subgroups.	Counselor	Staff Time Meeting Res	6-12 Students	Aug. 2009- June 2010	Increased awareness of the benefits of Pre AP and AP courses.
Support and encourage Pre-AP and AP teachers to utilize research-based practices including innovative methods and strategies.	Principal Counselor Teachers	Career Guidance Instructional Resources	High School Students	Aug. 2009- June 2010	Increase college options and opportunities

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**GOAL 2: Students will graduate on time and be encouraged and provided opportunities to acquire post secondary education.
Objective B: Post Secondary Education**

HOW WILL THE PERFROMANCE OBJECTRIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Communicate the importance and advantages of completing advanced courses.	Principal Counselor Teachers	Career Guidance Instructional Resources	High School Students	Aug. 2009- June 2010	Increase college options and opportunities
Pre-registration of high school students will include verbal and written description of the merits of the Recommended High School Graduation Plan.	Principal Counselor Teachers	Career Guidance Instructional Resources	High School Students	Aug. 2009- June 2010	Increase college options and opportunities
Pre-registration of middle school students will include verbal and written description of the merits in taking high school credit courses.	Principal Counselor Teachers	Career Guidance Instructional Resources	Middle School Students	Aug. 2008- June 2010	Increase college options and oppourtunities
Provide opportunities for students to take concurrent enrollment courses through local universities.	Principal Counselor	University Enrollment (Tuition, Fees)	Junior and Senior Students	Fall and Spring Semester	Allow students to acquire college credit.
Emphasize the importance of PSAT/SAT/ACT through parent and student information workshops and bulletins.	Counselor	Staff Time Bulletins	High School Students	Fall 2009	Assessment result required for college entry. Data can help potential that needs to be nourished.
All 10 th and 11 th graders will take the PSAT at the District's expense.	Counselor	PSAT Test Fees	Sophomores and Juniors	Fall 2009	Provide experiences for NES Assessment.
Provide a high school advisory period for senior students to allow students to complete college application forms and scholarship applications.	Secondary Principal Counselor	Staff Time Printing Costs	Seniors	Aug. 2009- June 2010	Increase college options and opportunities.
Meet with all senior parents at least one time each semester to inform them of the expectations and progress of their child	Counselor	Staff Time	Seniors and Parents	Fall 2009 Spring 2010	Enhance parent awareness.
Provide high school students opportunities to visit various colleges and universities.	Counselor	Staff Time Transportation Travel and Meals	High School Students	Aug. 2009- June 2010	Provide post secondary education experiences.

**DISTRICT IMPROVEMENT PLAN
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HOW WILL THE PERFROMANCE OBJECTRIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Provide study materials for students who are taking ACT/SAT	Counselor	SAT/ACT Instructional Materials Staff Time	High School Students	Aug. 2009- June 2010	Enhance awareness and importance of assessments.
Continue to increase the number of students attending post secondary institutions.	Principal Counselor Teachers	Career Guidance Instructional Resources	High School Students	Aug. 2009- June 2010	Increase college options and opportunities
Encourage middle school and high school faculty to attend Pre-AP and AP conferences/workshops	Principal	Region One ESC	Middle and High School Teachers	Aug. 2009- June 2010	Offer a broader selection of coursework for SPISD students.

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GOAL 3: San Perlita I.S.D. will demonstrate gain in student attendance.

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Recognize students with perfect attendance using certificates at monthly "Honor Rallies."	Attendance Clerk Principal	Certificates, Tags, Media Expenses	All Students	Each Six Weeks	Increase ADA (Average Daily Attendance).
Promote parent awareness of the importance of maintaining daily attendance in school.	Principal Counselor All Teachers	Staff Time	All Students	Daily	Increase ADA (Average Daily Attendance).
Provide innovative, effective and relevant instructional programs for students.	All Teachers	Staff Time	All Students	Daily	Increase ADA (Average Daily Attendance).
Monitor student attendance daily.	Attendance Clerk All Teachers Counselor Principal	Staff Time	All Students	Daily	Increase ADA (Average Daily Attendance).
Contact parents or guardians to inquire about student illness.	School Nurse	Staff Time	All Students	Daily	Increase ADA (Average Daily Attendance).
Provide accurate, timely attendance data so that campus administrators can make informed decisions.	Attendance Clerk	Staff Time	All Students	Daily	Accurate PEIMS Data.
Attendance Review Committee (ARC) will review and meet on students in danger of receiving credit.	Attendance Review Committee (ARC)	Staff Time	All Students	Each Semester	Decrease student retention due to absences.
Parents will be notified of Compulsory Attendance Laws.	Principal Counselor Attendance Clerk	Staff Time	All Students	Aug. 2009-June 2010	Increase ADA (Average Daily Attendance).
Teachers and principal will file proper complaints when Compulsory Attendance Laws are violated.	Principal Counselor Attendance Clerk	Staff Time	All Students	Aug. 2009-June 2010	Increase ADA (Average Daily Attendance).

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GOAL 4: San Perlita I.S.D. will have highly-qualified teachers, Principal and staff in all schools.

HOW WILL THE PERFROMANCE OBJECTRIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Highly-qualified teachers will carry out the instructional program.	Superintendent Principal	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.
Only teachers who are certified by the State to teach the subjects/grade levels to which they are assigned will be hired by the district.	Superintendent Principal	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.
In addition to appropriate certification, teacher will be sought who have been successful in previous assignments.	Superintendent Principal	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.
The district will provide access to high-quality ongoing professional development throughout the school year for all staff including administrators, teachers, and paraprofessional.	Principal Region 1 ESC	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.
Professional development activities will be geared to individual teacher specialties and needs as determined by the staff.	Principal Region 1 ESC	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.

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GOAL 4: San Perlita I.S.D. will have highly-qualified teachers, Principal and staff in all schools.

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Professional development will be conducted both at the district and the education service center as well as applicable conferences and workshops and will be intensive and sustained.	Principal	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.
The district will pay stipends to teachers who have obtained ESL certification and have ESL students in their classroom.	Superintendent	Personnel Records Stipends	ESL Teachers	Yearly	Quality Teachers
Stipends will also be available to teachers who have advanced degrees.	Superintendent	Personnel Records Stipends	Advance Degreed Teachers	Yearly	Quality Teachers
Implement a staff development plan that incorporates staff development. Topics are to include: <ul style="list-style-type: none"> • Integrating technology into the classroom • The professional Development and Appraisal system (PDAS) • Discipline Management • Texas Essential Knowledge and Skills (C-SCOPE) • Modification for Special Populations • Computer Lesson Plan Generation • School Safety • TAKS/TEKS • Critical Thinking • Testing Strategies 	Principal Region 1 ESC	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations.

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GOAL 5: San Perlita I.S.D. will collaborate and communicate effectively with parents and the community.

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Increase parental involvement at the district by providing opportunities such as PTO, PAC, DEIC, LPAC, and ARD's to improve communication between school and home	Principal All Teachers	Printing Costs Staff Time	Staff Time	Monthly	Sign-in sheets (attendance/participation)
Seek resources to provide education to parents who want to earn a GED or participate in ESL classes, or obtain other skills.	GED/ESL Teacher	Building Use Region 1 ESC Services	Parents and Community	Fall 2009 Spring 2010	Attendance/participation/completion
Require all campuses to promote and schedule an opportunity for at least one school-wide Open House.	All Teachers	Staff Time	Parents	Aug. 2009- June 2010	Attendance/participation
District events, meetings, and parent involvement activities will be included in a district generated monthly school calendar. This calendar will be posted on the school's web site.	Principal	Staff Time Web Site	Parents and Community	Aug. 2009- June 2010	Web page
District counselor will make a concerted effort to include the parents of our students in the district career day.	Counselor	Staff Time Career Day Materials	Parents and Community	Spring 2010	Attendance/participation
Provide workshops and support services for parents of migrant students.	Counselor	Staff Time Materials Red Bags	Migrant Parents	Fall 2009 Spring 2010	Attendance/participation
Document phone calls and/or letters sent home concerning student progress.(Positive Notes)	All Teachers	Printing/Postage Costs Staff Time	Parents	Ongoing	Teacher logs
Each teacher will hold a parent conference with each student's parent/guardian, when student is not meeting expectations or failing during progress period.	All Teachers Principal	Staff Time (conference period)	Parents	Staff Time	Teacher logs
Increase opportunities to engage parents, families, communities and businesses as partners in school to promote academic success for all students.	All staff	Staff Time	Staff Time	Staff Time	Attendance/participation
A student/parent handbook will be provided to all students and faculty.	Principal All Teachers	Printing Costs	Parents Students Teachers	August 2009	Acknowledgement sheet signed and returned

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Goal 6: All technology and data systems will be maintained, utilized and updated. All data systems will provide reliable, accurate, and useful information.

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Employ a full-time technology specialist to update and maintain district technology and provide appropriate staffing to support data integrity as a top priority.	Principal Technology Coordinator	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	Increased alignment of standards and assessment, as reflected in classroom observations PEIMS data quality
Establish and align district wide procedures for effectively gathering, reporting, and using data at all levels within the district.	Principal Technology Coordinator	Professional Development Training	PK-12 Teachers	Staff training time, as provided by individual campuses.	PEIMS data quality Disaggregated TAKS data
Update and/or replace critical information technology and systems to support maximum data quality.	PEIMS Clerk Technology Coordinator	RSCCC Grade Speed	PEIMS Data Students Grades PK-12	Aug. 2009	Purchase order data
Employ a registrar for the district to assist counselor with PEIMS data entry.	Superintendent Principal Counselor	RSCCC Grade Speed	PEIMS Data Students Grades PK-12	Aug. 2009	Staff data (PEIMS)
Update RSCCC computer software program as needed.	Superintendent Technology Coordinator	Region One	RSCCC Users	As available	Purchase order data Update history
Data collection and reporting will be accurate, timely, and accessible for use in decision-making at all levels of the system.	PEIMS Clerk Counselor	RSCCC Grade Speed	PEIMS Data Students Grades PK-12	Aug. 2009	Accurate PEIMS Data
By PEIMS Submission #3, the number of Personal Identification (PID) errors in PEIMS submissions will decline and remain beneath 1 percent of total district enrollment.	PEIMS Clerk Counselor	RSCCC Grade Speed	PEIMS Data Students Grades PK-12	Aug. 2009	Accurate PEIMS Data
All staff will infuse technology into all academic areas through computer software, internet access, distance learning, and power point presentations.	Principal Teachers	Computer Software and Technology	PK-12 Students	Aug. 2009- June 2010	Walk-through and PDAS data

**DISTRICT IMPROVEMENT PLAN
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Goal 6: All technology and data systems will be maintained, utilized and updated. All data systems will provide reliable, accurate, and useful information.

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Update technology options in hardware and web-based software to enhance instruction and student achievement.	Principal Technology Coordinator	Computer Lab	7-12 Students	Fall 2009	Purchase order data Inventory data
Update district computer labs with new hardware as needed.	All Teachers	Computer Software and Technology	PK-12 Students	Aug. 2009- June 2010	Purchase order data Inventory data

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Goal 7: All campuses will maintain a safe, orderly and positive environment to ensure that the academic needs of all students are met at San Perlita I.S.D.

HOW WILL THE PERFORMANCE OBJECTRIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Maintain a Student Code of Conduct that encourages student self-discipline and is aligned to current law.	Principal All Teachers	Staff Time TEA Updates TASB Updates Printing Resources	All Students	Aug. 2009- June 2010	Board-approved document
Train counselors to provide violence prevention and crisis management assistance in the schools.	Counselors	Staff Time Region One	Counselors	Aug. 2009- June 2010	Participation/completion
Develop and distribute a Crisis Response Manual for use on campuses.	Superintendent Principal	Staff Time	District Personnel	Aug. 2009- June 2010	Board-approved document
Conduct crisis management exercises.	Principal Teachers	Staff Time Intercom System	Teachers and Students	Aug. 2009- June 2010	Appropriate documentation
Teach students, through individual and group counseling sessions, strategies for preventing violence	Counselor Region One	Staff Time Instructional Resources	All Students	Aug. 2009- June 2010	Participation/completion Referral data
Teach students crisis management procedures.	Counselor Teachers	Staff Time Instructional Resources	All Students	Aug. 2009- June 2010	Participation/completion Referral data
Incorporate suggestions from DEIC into the SPISD Crisis Response Manual.	Superintendent Principal	DEIC	District Personnel	Aug. 2009- June 2010	DEIC minutes Board-approved document
Administrators will meet with consultants to provide feedback on each crisis management plan.	Superintendent Principal	Staff Time	District Personnel	Aug. 2009- June 2010	Appropriate documentation
Establish and support long-term support systems such as a mentoring program for at-risk students.	Counselor Staff	Staff Time TSTC Access to Successs	MS Students	Jan 2009- May 2010	Participation/completion
Provide a disciplinary alternative school for the district so students who will not abide by the SPISD Student Code of Conduct can continue their schooling off campus.	Superintendent Principal	DAEP Setting	All Students	Aug. 2009- June 2010	Referral data

**DISTRICT IMPROVEMENT PLAN
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Goal 7: All campuses will maintain a safe, orderly and positive environment to ensure that the academic needs of all students are met at San Perlita I.S.D.

HOW WILL THE PERFROMANCE OBJECTRIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Complete facility condition assessment of all SPISD campuses to determine the maintenance needs of each facility.	Superintendent Principal Maint. Supervisor	District Facilities	District Students and Staff	Aug. 2009- June 2010	Appropriate documentation
Enforce a dress code for all students and staff.	Principal	District Personnel	Students and Staff	Aug. 2009- June 2010	Referral data
Promote a safe and drug-free district.	Principal	District Personnel	Students and Staff	Aug. 2009- June 2010	Referral data

Summary of Needs Assessment - stimulus funding

Data sources reviewed:

- AEIS (including graduation/dropout rates)
- Report Card grades
- Attendance rates
- Teacher surveys
- SBDM Committee recommendations
- Financial Integrity Rating System of Texas
- District Technology Plan
- District/Campus Improvement Plans

Findings of needs:

- Districtwide parent involvement activities ➤ Addressed with Title I, ARRA
- Preschool programs ➤ Addressed with Title I, ARRA
- Districtwide professional development activities, high quality, focused, and aligned to TEKS ➤ Addressed with Title I, ARRA
- Additional supplemental professional development ➤ Addressed with Title I, ARRA
- Extra-duty pay for teachers and instructional leaders to attend professional development ➤ Addressed with Title I, ARRA
- Training and resources to instruct students needing intervention and those at-risk of dropping out ➤ Addressed with Title I, ARRA
- Training- using data to inform instruction ➤ Addressed with Title I, ARRA
- Create and execute action plans and evaluate results ➤ Addressed with Title I, ARRA
- Professional development- K-2 screening/diagnosis and transition from EC programs ➤ Addressed with Title I, ARRA
- Research-based progress monitoring tools and technology ➤ Addressed with Title I, ARRA
- Supplemental staff to support Rtl interventions ➤ Addressed with Title I, ARRA
- Accelerate the implementation of strategic technology plan ➤ Addressed with Title I, ARRA
- Implement quality curriculum management ➤ Addressed with Title I, ARRA

- systems to meet identified needs
- Strategies and activities to incorporate technology into the classroom ➤ Addressed with Title I, ARRA
- Use educational technology to promote higher order thinking skills, problem solving, and creativity ➤ Addressed with Title I, ARRA
- Collaborate with T-STEM centers for access to high-quality, engaging and rigorous content strategies (MS/HS) ➤ Addressed with Title I, ARRA
- Expansion of half-day Pre-K to a full day program ➤ Addressed with Title I, ARRA
- Prepare teachers as technology leaders ➤ Addressed with Title II, D ARRA
- Enhance and acquire educational technology ➤ Addressed with Title II, D ARRA
- Support instruction with appropriate materials ➤ Addressed with TXIV, SFSF
- Provide additional library books ➤ Addressed with TXIV, SFSF
- Reduce pupil/teacher ratio ➤ Addressed with TXIV, SFSF
- Increase teacher development with staff development ➤ Addressed with TXIV, SFSF
- Provide librarian for support of literacy ➤ Addressed with TXIV, SFSF
- Counselor to provide academic & emotional support ➤ Addressed with TXIV, SFSF