

San Perlita I.S.D.

T.E.A.M. SPISD
“Together Everyone Achieves More”

2011-2012



DISTRICT IMPROVEMENT PLAN

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

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AMANDA SHEWMAKER	PARENT
(VACANT)	BUSINESS REPRESENTATIVE
SAMANTHA RUBIO	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 citizens in 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

All students will develop essential academic skills and 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. 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.
2011-2012
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 STAAR 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.
- Continue to provide full day instruction for Pre-K students.
- Provide services for students in danger of not being on grade level on areas of the STAAR test (Summer school, Tutoring, 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 STAAR test.
- Provide data analysis through the creation of STAAR Benchmarks, and STAAR 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, STAAR Benchmarks/Mock, and STAAR, 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 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.

OBJECTIVE B: 1

Key Strategies: Reading

- Primary reading period will be moved to the morning instructional time.
- Administer and update new STAAR reading Mock and Benchmark assessments to determine students' individual needs.
- Provide staff development for teachers that focuses on the reading TEKS/STAAR objectives.
- There will be 90 minutes of direct instruction in reading in the Primary grades.
- Continue to emphasize and refine reading intervention programs (i.e. AR) 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 provide assistance and accelerate reading skills.
- Incorporate technology into the reading curricula through reading software, internet access, and use of hands-on projects, virtual field trips, distance learning conferences, and power point presentations.

Objective B: 2

KEY STRATEGIES: WRITING

- Incorporate writing in all content areas to enhance learning in the respective contents.
- Incorporate technology into the writing curricula through writing software, internet access, and use of hands-on projects, virtual field trips, distance learning conferences, and power point presentations.
- Continue to provide updated STAAR writing process training for all teachers with emphasis on the STAAR objectives.
- Implementation of English/Language Arts (ELAR) objectives throughout all classes as appropriate.
- Train staff at all campuses on Holistic scoring of writing prompts.
- Administer and update STAAR 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 STAAR mathematics Mock and Benchmark assessments to determine students' individual needs.
- Incorporate technology into the mathematics curricula through mathematics software, internet access, and 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/STAAR 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 STAAR 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/STAAR objectives.
- Continue to implement a district-wide hands-on, inquiry-based science program (i.e. Victory Gardens).
- 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 STAAR and Exit level exams and decisions related to target objectives and time of year exams will be administered.
- Provide updated scientific resources and facilities.
- Administer & update new STAAR science mock & benchmark assessments to determine students' individual needs.

Objective B: 5

KEY STRATEGIES: SOCIAL STUDIES

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

- Provide staff development for teachers that focus on the new social studies TEKS/STAAR objectives to aid in preparing for the 8th grade & 10th grade social studies STAAR test.
- Incorporate technology into the social studies curricula through social studies software, internet access, and use of hands-on projects, 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 STAAR 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 school-wide 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 school-wide 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) School-wide 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.

- 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 school-wide 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 school-wide 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, 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;
- STAAR remediation;
- Extended day sessions for pre-kindergarten through 1st grade
- Accelerated instruction.

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 will recommend appropriate interventions and strategies.
- Faculty and special education support staff will utilize best 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 hold coordination meetings with staff members working with their students to discuss student progress and concerns.
- Special Education counselor will meet with designated students in accordance with their IEP/BIP.
- 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 TELPAS.
- Computer Software will be utilized to assist ESL students in school and at home.

- 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.
- 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 indicates 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.
- 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 in all content areas.
- 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.

- Provide test administrators training to identify GT students.
- 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 best 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.
- 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 dual enrollment courses through local colleges & universities.
- Emphasize the importance of PSAT/PLAN/SAT/ACT/THEA through parent and student information workshops and bulletins.
- All 10th graders and 11th graders will take the initial PSAT at the District's expense.
- Provide a high school advisory period for senior students to allow students to complete college application forms and scholarship applications (College Prep).
- 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.
- 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.
- Proper procedures will be followed for truancy reporting 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.
- 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 who have been successful in previous assignments will be recruited.
- 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 campus needs.
- Professional development will be conducted both at the district and the education service center as well as applicable conferences and workshops.
- 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.
- The staff development plan will include instruction on detecting and reporting maltreatment (abuse and neglect) of children, in addition to child sexual abuse.

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.
- Teachers will hold a parent conference with each student's parent/guardian who is not meeting expectations, or failing during progress period.
- Provide 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.
- 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 and employ an appropriate staff member to maintain data integrity.
- Establish and align district wide procedures for effectively gathering, reporting, and using data within the district.
- Update and/or replace critical information technology and systems to support maximum data quality.
- Update TXEIS 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 integrate technology in 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.
- Counselor will provide violence prevention and crisis management assistance in the schools.
- Develop & distribute a Crisis Response Manual for use on campuses.
- Incorporate suggestions from CIT into the SPISD School Safety and Emergency Resource Manual.
- Conduct crisis management exercises.
- Teach students through individual & group counseling session's strategies for preventing violence.
- Teach students crisis management procedures.
- Administrators will meet with consultants to provide feedback on each crisis management plan.
- Provide a disciplinary alternative school for the district so students who will not abide by the SPISD Student Code of Conduct will 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
2011-2012**

DISTRICT GOAL: Students will demonstrate significantly improved achievement.

Objective A: Improve academic performance on TEKS-based STAAR 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 Title I SFSF ARRA	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 STAAR, 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	Title I ARRA	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 Title I SFSF ARRA GT Budget	PK-12 Students	Aug. 2011- June 2012	Common understanding TEKS as demonstrated in observable teacher and student behaviors, lesson plans and delivery, and posted student work and criteria charts or rubrics.
Continue to provide full day instruction for pre-k students	Superintendent Principal Pre-K Teacher & Para	EduJobs funds ARRA Title I	Pre-k students	Aug. 2011- June 2012	Increased results in pre-post test in 70% of students

**DISTRICT IMPROVEMENT PLAN
2011-2012**

DISTRICT GOAL: Students will demonstrate significantly improved achievement.

Objective A: Improve academic performance on TEKS-based STAAR 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 STAAR test (Summer school, Extended day i.e. Megaminds & 21 st Century programs, and Saturday sessions).	Principal Teachers	Instructional Resources Title I SSI 21 st Century Grant	PK-12 Students	Aug. 2011- June 2012	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 STAAR, 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 GT Committee Counselor	State & Federal Program Funding	Special Population Students	Aug. 2011- June 2012	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 STAAR test.	Principal Teachers	Local Funds	Parents	Aug. 2011- June 2012	Increased participation, sign-ins, logs, etc.
Provide data analysis through the creation of STAAR Benchmarks, and STAAR Mock tests.	Principal Teachers	Release Test	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 State & Federal Program Funding	PK-12	Aug. 2011- June 2012	Certificate of Attendance/Registration at Professional Development

**DISTRICT IMPROVEMENT PLAN
2011-2012**

DISTRICT GOAL: Students will demonstrate significantly improved achievement.

Objective A: Improve academic performance on TEKS-based STAAR 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
Continue diagnostic needs assessment for all students in order to meet individual needs (TPRI, AR, STAR, TELPAS, CIRCLE, Woodcock-Munoz, STAAR Benchmarks/Mock, and STAAR).	Principal Counselor Teachers	Testing Materials State & Federal Program Funding Title I	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 Teachers	Local funds	PK-12	Aug. 2011- June 2012	Increased Participation (Honor Rallies) Certificates & Awards Field Trips
Increase student and community involvement in extracurricular academic events.	Principal Teachers	Local Funds ARRA	PK-12	Aug. 2011- June 2012	Increased Participation (Academic recognition)

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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 OBJECTIVE 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 during the morning instructional time.	Principal Teachers	Master Schedule	PK-5 Students	Aug. 2011- June 2012	Strategy allows for more un-interrupted instructional time.
Administer and update new STAAR reading Mock and Benchmark assessments to determine students' individual needs.	Principal Teachers	Testing Materials Title I	3-11 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/STAAR objectives.	Principal Teachers	Professional Development Training Title I ARRA SFSF	PK-12 Teachers	On-going	Certificate of attendance/registration at professional development
There will be 90 minutes of direct instruction in reading in the Primary grades.	Principal Teachers	Teacher Time Scheduling	PK-5 Students	Aug. 2011- June 2012	Strategy allows for more un-interrupted instructional time.
Continue to emphasize and refine reading intervention programs (i.e. AR) to meet the needs of struggling readers.	Principal Teachers Computer Lab Manager	Computer Labs, Computer Software, & Internet TPTR Title I	PK-12 Students	Aug. 2011- June 2012	Quality instructional software will provide variety in instructional delivery, motivate students, and provide for individualized instruction.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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.

Accelerated Reader books will be purchased for the classrooms and/or library, and coordinating Accelerated Reader software will be purchased and installed on the system & exams made available on-line.	Principal Librarian Teachers	Accelerated Reader Program Software Top Reader Incentives Local Funds ARRA SFSF State & Federal Technology Funds REAP ARRA	PK-12 Students	Fall 2011	Quality instructional software will provide variety in instructional delivery, motivate students, and provide for individualized instruction.
STAR tests will be administered at least two times during the year.	Principal Librarian Teachers	Accelerated Reader Program Software Top Reader Incentives Local Funds ARRA SFSF State & Federal Technology Funds REAP ARRA	1-12 Students	Aug. 2011- June 2012	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	Instructional Resources	PK-12 Students	Aug. 2011- June 2012	Process will establish broader curriculum integration and common instructional practices across subject areas in preparation for state assessments.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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.

Assess the needs and provide support services for migrant students to provide assistance and accelerate reading skills.	Principal Counselor Teachers Migrant Paraprofessional	Instructional Resources Migrant Funds Title I	PK-12 Migrant students	Aug. 2011- June 2012	Provide a conducive learning environment for migrant students. Process will create a vertically aligned curriculum framework that supports maximum learning.
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 Technology Coordinator	Computer Software and Technology Local Funds ARRA SFSF State & Federal Technology Funds REAP ARRA	PK-12 Students	Aug. 2011- June 2012	Quality instructional software will provide variety in instructional delivery, motivate students, and provide for individualized instruction.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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 OBJECTIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
Incorporate writing in all content areas to enhance learning in the respective content.	Principal Teachers	Instructional Resources	PK-12 Teachers	Aug. 2011- June 2012	Increased alignment of standards and assessment.
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 Local Funds ARRA SFSF State & Federal Technology Funds REAP ARRA	PK-12 Students	Aug. 2011- June 2012	Quality instructional software will provide variety in instructional delivery, motivate students, and provide for individualized instruction.
Continue to provide updated STAAR writing process training for all teachers with emphasis on the STAAR objectives.	Principal Teachers	Instructional Resources ARRA SFSF Title I	3-11 Teachers	Aug. 2011- June 2012	Increased understanding at both district and campus level of relationship of STAAR, TEKS, and district curricula, leading to increased student achievement.
Implementation of English/Language Arts (ELAR) objectives throughout all classes as appropriate.	Principal Teachers	Instructional Resources	PK-12 Students	Aug. 2011- June 2012	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 STAAR, TEKS, and district curricula, leading to increased student achievement. Increased alignment of standards and assessment.
Train staff at all campuses on Holistic scoring of writing prompts.	Principal	Professional	2-12	Staff training	Increased alignment of standards and

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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 OBJECTIVE BE MET? (List Major Strategies and/or activities including staff development)	PERSON RESPONSIBLE	RESOURCES NEEDED/ SOURCE OF FUNDS	TARGETED GROUP	TIME LINE	EVALUATION
	Teachers	Development Training ARRA SFSF State & Federal ESL Funds	Teachers	time, as provided by individual campuses.	assessment.
Administer and update STAAR writing Mock and Benchmark assessments to determine students' individual needs.	Principal Teachers	Testing Materials Title I SFSF State & Federal Technology Funding	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	Instructional Resources Local Funds	PK-12 Students	Aug. 2011- June 2012	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 STAAR, TEKS, and district curricula, leading to increased student achievement. Increased alignment of standards and assessment.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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 OBJECTIVE 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 STAAR mathematics Mock and Benchmark assessments to determine students' individual needs.	Principal Teachers	Testing Materials Title I ARRA SFSF State & Federal Technology Funding	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	Computer Software Local Funds ARRA SFSF State & Federal Technology Funds REAP ARRA	PK-12 Students	Aug. 2011- June 2012	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 mathematics TEKS/STAAR objectives.	Principal	Professional Development Training ARRA SFSF Title I	PK-12 Teachers	Aug. 2011- June 2012	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	Instructional Resources	PK-12 Teachers	Aug. 2011- June 2012	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
2011-2012**

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 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 mathematics for students & teachers in field excursions.	Principal Teachers	Instructional Resources Title I	PK-12 Students	Aug. 2011- June 2012	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 STAAR, TEKS, and district curricula, leading to increased student achievement. Increased alignment of standards and assessment.
Communicate with external service providers to remain aware of sequencing of mathematics courses, mathematics STAAR objectives, decisions related to target objectives, and exam schedules.	Principal Teachers	Instructional Resources Title I	K-12 Teachers	Aug. 2011- June 2012	Increased alignment of standards and assessment.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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
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 Local Funds ARRA SFSF State & Federal Technology Funds REAP ARRA	PK-12 Students	Aug. 2011- June 2012	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 science TEKS/STAAR objectives.	Principal	Professional Development Training ARRA SFSF Title I	PK-12 Teachers	Aug. 2011- June 2012	Increased alignment of standards and assessment.
Continue to implement a district-wide hands-on, inquiry-based science program (i.e. Victory Gardens)	Principal Teachers	Instructional Resources VTCI Monsanto Fund Title I	PK-12 Students	Aug. 2011- June 2012	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 STAAR, TEKS, and district curricula, leading to increased student achievement. Increased alignment of standards and assessment.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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
Incorporate resources and stress reading and writing in science classes at all grade levels with emphasis on vocabulary and expository text.	Principal Teachers	Instructional Resources Title I	PK-12 Students	Aug. 2011- June 2012	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 STAAR, TEKS, and district curricula, leading to increased student achievement. Increased alignment of standards and assessment.
Stress opportunities for integration of science in all core subjects and electives as appropriate to enhance instruction.	Principal Teachers	Instructional Resources Title I	PK-12 Students	Aug. 2011- June 2012	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 STAAR, TEKS, and district curricula, leading to increased student achievement. Increased alignment of standards and assessment.
Provide academic enrichment opportunities in science for students and teachers in field excursions.	Principal Teachers	Instructional Resources Title I ARRA	PK-12 Students	Aug. 2011- June 2012	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 STAAR, TEKS, and district curricula, leading to increased student achievement. Increased alignment of standards and assessment.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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
Communicate with external service providers to remain aware of sequencing of science courses and science STAAR and Exit level exams and decisions related to target objectives and time of year exams will be administered.	Principal Teachers	Instructional Resources Title I SFSF ARRA State & Federal Funding	3-11 Teachers	Aug. 2011- June 2012	Increased alignment of standards and assessment.
Provide updated scientific resources and facilities.	Principal Teachers Maintenance	Instructional Resources	PK-12 Students	Aug. 2011- June 2012	Increased understanding at both district and campus level of relationship of STAAR, TEKS, and district curricula, leading to increased student achievement.
Administer and update STAAR new science Mock and Benchmark assessments to determine students' individual needs.	Principal Teachers	Testing Materials Title I SFSF State & Federal Technology Funding	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.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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
Administer and update STAAR social studies Mock and Benchmark assessments to determine students' individual needs.	Principal Teachers	Testing Materials Title I SFSF ARRA State & Federal Technology Funding	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 focus on the new social studies TEKS/STAAR objectives to aid in preparing for the 8 th grade social studies STAAR test and the 10 th grade Social Studies STAAR test.	Principal	Professional Development Training Title I SFSF ARRA State & Federal Technology Funding	PK-12 Teachers	Aug. 2011- June 2012	Increased alignment of standards and assessment.
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 Local Funds ARRA SFSF State & Federal Technology Funds REAP ARRA	PK-12 Students	Aug. 2011- June 2012	Quality instructional software will provide variety in instructional delivery, motivate students, and provide for individualized instruction.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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
Suggest resources and stress reading and writing in social studies classes at all grade levels with emphasis on vocabulary and expository text.	Principal Teachers	Instructional Resources Title I ARRA SFSF	PK-12 Students	Aug. 2011- June 2012	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 STAAR, TEKS, and district curricula, leading to increased student achievement. Increased alignment of standards and assessment.
Integrate social studies in all core subjects and electives as appropriate to enhance instruction.	Principal Teachers	Instructional Resources Title I ARRA SFSF	PK-12 Teachers	Aug. 2011- June 2012	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	Instructional Resources Title I ARRA SFSF	PK-12 Students	Aug. 2011- June 2012	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 STAAR, TEKS, and district curricula, leading to increased student achievement. Increased alignment of standards and assessment.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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
Communicate with external service providers to remain aware of sequencing of social studies courses and STAAR/Exit level exams; decisions related to target objectives and time of year exams will be administered.	Principal Teachers	Instructional Resources Region One Title I ARRA SFSF	3-12 Teachers	Aug. 2011- June 2012	Increased alignment of standards & assessment.
Update instructional resources such as maps, globes, encyclopedias by grade level.	Principal Teachers	Instructional Resources Title I ARRA SFSF	PK-12 Teachers	Aug. 2011- June 2012	Quality instructional resources will provide variety in instructional delivery, motivate students, and provide for individualized instruction.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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.	Principal Counselor Wil-Cam Personnel Teachers	Wil-Cam Special Education Funding State & Federal Program Funding	Special Population Students	Aug. 2011- June 2012	Appropriate identification and placement of student.
Utilize a district Student Assistance Program (SAP) to determine the need for a comprehensive individual assessment.	Principal Wil-Cam SAP Coordinator & Committee Teachers	Wil-Cam Special Education Funding State & Federal Program Funding	Special Population Students	Aug. 2011- June 2012	Appropriate identification and placement of student.
SAP Committee will recommend appropriate interventions and strategies.	Principal SAP Coordinator & Committee Teachers	Instructional Resources Special Education Funding State & Federal Program Funding	Special Population Students	Aug. 2011- June 2012	Appropriate identification and placement of student.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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.

<p style="text-align: center;">HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List Major Strategies and/or activities including staff development)</p>	<p style="text-align: center;">PERSON RESPONSIBLE</p>	<p style="text-align: center;">RESOURCES NEEDED/ SOURCE OF FUNDS</p>	<p style="text-align: center;">TARGETED GROUP</p>	<p style="text-align: center;">TIME LINE</p>	<p style="text-align: center;">EVALUATION</p>
<p>Faculty and special education support staff will utilize best practices for special needs students.</p>	<p>Principal Special Education Teachers Regular Education Teachers and Paraprofessionals</p>	<p>Instructional Resources Special Education Funding State & Federal Program Funding</p>	<p>Special Population Students</p>	<p>Aug. 2011- June 2012</p>	<p>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.</p>
<p>Students will utilize special education services in their regular classes through assistance from special education teachers and paraprofessionals.</p>	<p>Principal Special Education Teachers Regular Education Teachers and Paraprofessionals</p>	<p>Instructional Resources Special Education Funding State & Federal Program Funding</p>	<p>Special Population Students</p>	<p>Aug. 2011- June 2012</p>	<p>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.</p>
<p>Meetings will be held if a concern arises about a particular student.</p>	<p>Wil-Cam Principal Special Education Teachers Regular Education Teachers And Paraprofessionals</p>	<p>Student Records Special Education Funding State & Federal Program Funding</p>	<p>Special Population Students</p>	<p>Aug. 2011- June 2012</p>	<p>ARD minutes, revised IEP's, modifications, and/or accommodations.</p>

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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
Parent conferences will be held for all students having any problems during any time frame.	Wil-Cam Principals Special Education Teachers Regular Education Teachers And Paraprofessionals	Student Records Special Education Funding State & Federal Program Funding	Special Population Students	Aug. 2011- June 2012	ARD minutes, revised IEP's, modifications, and/or accommodations.
Special education teachers will hold coordination meetings with staff members working with their students to discuss student progress and concerns.	Special Education Teachers Paraprofessionals	Student Records Instructional Resources Special Education Funding State & Federal Program Funding	Special Population Students	Aug. 2011- June 2012	Coordination logs, revised IEP's modifications, and/or accommodations.
Special Education counselor will meet with designated students in accordance with their IEP and/or BIP.	Wil-Cam Special Education Counselor	Wil-cam Special Education Funding State & Federal Program Funding	Special Population Students	Aug. 2011- June 2012	Monitor progress of IEP, Behavior Intervention Plan, & sign-in log.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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
Regular Education counselor will meet with students on an as needed basis.	Regular Education Counselor	Student Record Special Education Funding State & Federal Program Funding	Special Population Students	Aug. 2011- June 2012	Counselor logs, decreased number of referrals.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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
ESL students will strive to achieve “Advanced High” level on TELPAS.	Teachers	Instructional Resources Title III,Part A Title I	3-12 Students	Aug. 2011- June 2012	TELPAS results & meeting of exit level criteria.
Computer Software will be utilized to assist ESL students.	Teachers Technology Coordinator	Computer Software and Technology Title III,Part A Title I	PK-12 Students	Aug. 2011- June 2012	TELPAS results & meeting of exit level criteria.
ESL students will be served by ESL teachers during their regular instructional time.	Teachers	Instructional Resources Title III,Part A Title I	PK-12 Students	Aug. 2011- June 2012	TELPAS results & meeting of exit level criteria.
Language Proficiency Assessment Committee will serve as the decision making body in determining appropriate instructional settings and assessment procedures for ESL students.	LPAC Committee	Student Records Title III,Part A Title I	PK-12 Students	Aug. 2011- June 2012	Students will be placed in appropriate classes.
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 indicates 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	Testing Materials Title III,Part A Title I	PK-12	Aug. 2011- June 2012	Students will be placed in appropriate classes.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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
Provide training opportunities on addressing the affective and cognitive needs of recent immigrants.	Principal Region One	Professional Development Training Title III,Part A Title I SFSF ARRA	PK-12 Teachers	On-going	Increased alignment of standards and assessment.
Provide training opportunities for ESL teachers in the transitioning process of English Language learners.	Principal Region One	Professional Development Training Title III,Part A Title I SFSF ARRA	PK-12 Teachers	On-going	Increased alignment of standards and assessment.
Provide training and resources to teachers of pre-literate recent immigrants.	Principal Region One	Professional Development Training Title III,Part A Title I SFSF ARRA	PK-12 Teachers	On-going	Increased alignment of standards and assessment.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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 Teachers Migrant Para	Region One Title I,Part C	PK-12 Teachers	On-going	Appropriate identification of migrant students & student achievement.
Organize a Parent Advisory Council (PAC).	Supt. Principal Fed. Programs Consultant	Title I, ARRA	Migrant Parents	Fall 2011	Increase awareness, parental participation & sign-in sheets.
Provide academic opportunities for migrant students.	All Teachers	Instructional Resources Title I,Part C Title I	Migrant Students	Aug. 2011- June 2012	Student achievement (i.e. grades & STAAR scores)
Provide staff development focusing on migrant students.	Principal	Region One Title I,Part C Title I ARRA SFSF	PK-12 Teachers	On-going	Appropriate identification of migrant students & student achievement.
Coordinate parental involvement activities for migrant parents.	Supt. Principal Fed. Programs Consultant Migrant Recruiter	Title I, PartC Title I, ARRA	Migrant Parents	On-going	Increase awareness, parental participation & sign-in sheets.
Provide academic assistance for migrant students through extended day, extended week and extended year.	Principal All Teachers	Instructional Resources Title I,Part C Title I,Part A Title I	Migrant Students	Aug. 2011- June 2012	Student achievement (i.e. grades & STAAR scores)

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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 in all content areas.	All Teachers	Instructional Resources State & Federal Program Funding	GT Students	Aug. 2011- June 2012	Student achievement (i.e. grades & STAAR scores)
Provide opportunities to acquire the mandated 30 hours of staff development for teachers of the gifted and talented.	Principal Teachers	Region One State & Federal Program Funding ARRA SFSF	PK-12 Teachers	On-going	Registration & Certificates of completion.
Provide opportunities to acquire six annual hours of professional development in gifted education upon completion of the mandated 30 hours.	Principal Teachers	Region One State & Federal Program Funding ARRA SFSF	PK-12 Teachers	On-going	Registration & Certificates of completion.
Provide test administration training to identify GT students.	Principal Teachers	Region One, Consultant State & Federal Program Funding ARRA SFSF	PK-12 Teachers	On-going	Registration & Certificates of completion. Appropriate identification & placement of GT students.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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.

Emphasize critical thinking skills in regular education and Dual Enrollment courses.	All Teachers	Instructional Resources TSTC State & Federal Program Funding ARRA SFSF HS Allotment	GT Students	Aug. 2011- June 2012	Student achievement (i.e. grades & STAAR scores)
Initiate College Board AP training for teachers in instructional strategies for teaching AP skills and concepts.	Principal All Teachers	Professional Development Training State & Federal Program Funding ARRA SFSF	PK-12 Teachers	On-going	Registration & Certificates of completion.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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 Teachers Parents SAP Committee	Wil-Cam Special Education Funding State & Federal Program Funding	Special Needs Students	Aug. 2011- June 2012	Appropriate identification & placement of students.
Meetings will be held on a periodic basis if a concern arises about a particular student.	Principal Teachers SAP Committee	Wil-Cam Special Education Funding State & Federal Program Funding	Special Needs Students	Aug. 2011- June 2012	Appropriate identification & placement of students.
Parent conferences will be held for all students having any problems during any time frame.	Principal All Teachers		Parents	Aug. 2011- June 2012	Teacher logs and/or sign-in sheets. Monitor progress of recommended strategies and interventions.
Faculty and support staff will utilize best practices for special needs students.	Principal All Teachers	Instructional Resources Special Education Funding State & Federal Program Funding	Special Needs Students	Aug. 2011- June 2012	Student achievement (i.e. grades & STAAR scores)

**DISTRICT IMPROVEMENT PLAN
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**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	Title I	6-12 Students	Aug. 2011- June 2012	Decrease of drop out rate & PEIMS/AEIS reports.
Provide exit interview for students dropping out of school.	Principal Counselor		6-12 Students	Aug. 2011- June 2012	Decrease of drop out rate & PEIMS/AEIS reports.
Provide students and their families with support services.	Principal Counselor	Support Services Outreach Programs Title I ARRA	6-12 Students	Aug. 2011- June 2012	Empower families with support services; decrease of drop out rate.
Employ a registrar at the district level to assist counselor with record keeping, student enrollment and student withdrawal.	Supt. Principal SBDM	Title I ARRA	6-12 Students	Aug. 2011- June 2012	Employment of PEIMS Specialist.
Provide accurate, timely attendance and dropout rate so that campus administrators can make informed decisions.	Registrar Attendance Clerk Attendance Committee Teachers	Region One TXEIS ARRA	6-12 Students	Aug. 2011- June 2012	PEIMS/AEIS Reports

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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 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.	Counselor	Instructional Resources ARRA SFSF	K-12 Students	Aug. 2011- June 2012	Increase knowledge of career opportunities.
Provide 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	ACS FAFSA University Admissions Representatives	6-12 Students and Parents	Aug. 2011- June 2012	Increase knowledge & opportunities for Financial aid. Completion of applications for higher education learning.
Communicate the importance and advantages of completing advanced courses.	Principal Counselor Teachers	Career Guidance Instructional Resources	High School Students	Aug. 2011- June 2012	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. 2011- June 2012	Increased college options and awareness. Increased number of recommended & distinguished graduates.
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. 2011- June 2012	Increased college options and awareness. Increased number of recommended & distinguished graduates.
Provide opportunities for students to take dual enrollment courses through local colleges and/or universities.	Principal Counselor	University Enrollment HS Allotment	10-12 Students	Fall, Spring & Summer Semesters	College credit earned. Students will have increased GPA's.

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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 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
Emphasize the importance of PSAT/PLAN/SAT/ACT/THEA through parent and student information workshops and bulletins.	Counselor	Bulletins HS Allotment	8-12 Students	Fall 2011	Assessment results & increased number of dual enrollment students. Increased number of students in Post-Secondary Education.
All 10 th and 11 th graders will take the initial PSAT at the District's expense.	Counselor	HS Allotment	Sophomores and Juniors	Fall 2011	Assessment results & increased number of dual enrollment students. Increased number of students in Post-Secondary Education.
Provide a high school advisory period for senior students to allow students to complete college application forms and scholarship applications (College Prep).	Principal Counselor	Career Guidance Instructional Resources	Juniors & Seniors	Aug. 2011- June 2012	Increased 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	Career Guidance Instructional Resources	Seniors and Parents	Fall 2011 Spring 2012	Enhanced parent awareness. Increased college options and opportunities.
Provide high school students opportunities to visit various colleges and universities.	Counselor	HS Allotment	High School Students	Aug. 2011- June 2012	Increased college options and opportunities.
Provide study materials for students who are taking ACT/SAT	Counselor	SAT/ACT Instructional Materials HS Allotment	High School Students	Aug. 2011- June 2012	Improved assessment results & increased number of dual enrollment students. Increased number of students in Post-Secondary Education.
Continue to increase the number of students attending post secondary institutions.	Principal Counselor Teachers	Career Guidance Instructional Resources	High School Students	Aug. 2011- June 2012	Increased college options and awareness.
Encourage middle school and high school faculty to attend Pre-AP and AP conferences/workshops	Principal	Region One ESC ARRA SFSF	Middle and High School Teachers	Aug. 2011- June 2012	Broader selection of coursework for SPISD students. Teacher certificate of completion.

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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 end of each six weeks "Honor Rallies."	Attendance Clerk Principal	Student Activity Funds & Principal's Budget	All Students	Each Six Weeks	Increased ADA (Average Daily Attendance) & increased attendance rate. & increased attendance rate.
Promote parent awareness of the importance of maintaining daily attendance in school.	Principal Counselor All Teachers	Student & Parent Handbook Local Funds	All Students	Aug.2011- June 2012	Increased ADA (Average Daily Attendance) & increased attendance rate.
Monitor student attendance daily.	Attendance Clerk All Teachers Counselor Principal		All Students	Aug.2011- June 2012	Increased ADA (Average Daily Attendance) & increased attendance rate.
Contact parents or guardians to inquire about student illness.	School Nurse Teachers		All Students	Aug.2011- June 2012	Increase ADA (Average Daily Attendance) & increased attendance rate.
Provide accurate, timely attendance data so that campus administrators can make informed decisions.	Attendance Clerk Teachers		All Students	Aug.2011- June 2012	Accurate PEIMS Data. Increase ADA (Average Daily Attendance) & increased attendance rate.
Attendance Review Committee (ARC) will review and meet on students in danger of receiving credit.	Attendance Review Committee (ARC)		All Students	Aug.2011- June 2012	Decreased student retention due to absences & increased attendance rate.
Proper procedures will be followed for truancy reporting when Compulsory Attendance Laws are violated.	Principal Counselor Attendance Clerk	Precinct Judge & District Attorney	All Students	Aug.2011- June 2012	Increased ADA (Average Daily Attendance) & increased attendance rate.

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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
Highly-qualified teachers will carry out the instructional program.	Superintendent Principal Teachers DEIC	Professional Development Training ARRA SFSF	PK-12 Teachers	Aug.2011- June 2012	Increased alignment of standards and assessment.
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 DEIC	Professional Development Training ONE*APP ARRA SFSF	PK-12 Teachers	Aug.2011- June 2012	Increased alignment of standards and assessment.
In addition to appropriate certification, teachers who have been successful in previous assignments will be recruited.	Superintendent Principal DEIC	Professional Development Training ARRA SFSF	PK-12 Teachers	Aug.2011- June 2012	Increased alignment of standards and assessment.
The district will provide access to high-quality ongoing professional development throughout the school year for all staff including administrators, teachers, and paraprofessionals.	Principal Teachers	Professional Development Training ARRA SFSF	PK-12 Teachers	Aug.2011- June 2012	Increased alignment of standards and assessment.
Professional development activities will be geared to individual teacher specialties and campus needs.	Principal Teachers	Professional Development Training ARRA SFSF	PK-12 Teachers	Aug.2011- June 2012	Increased alignment of standards and assessment.
Professional development will be conducted both at the district and the education service center as well as applicable conferences and workshops.	Principal Teachers	Professional Development Training ARRA SFSF	PK-12 Teachers	Aug.2011- June 2012	Increased alignment of standards and assessment.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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
The district will pay stipends to teachers who have obtained ESL certification and have ESL students in their classroom.	Superintendent Business Mgr.	ESL Certification Stipends Local Funds	ESL Teachers	Aug.2011- June 2012	ESL enrollment roster & teacher ESL certification.
Stipends will also be available to teachers who have advanced degrees.	Superintendent Business Mgr.	Personnel Records Stipends Local Funds	Advanced Degreed Teachers	Aug.2011- June 2012	Degrees held.
Implement a staff development plan that incorporates staff development. Topics may 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) • Modifications for Special Populations • Computerized Lesson Plans • School Safety • STAAR/TEKS • Critical Thinking • Testing Strategies • TELPAS • GT • LPAC 	Principal Teachers	Professional Development Training SFSF ARRA	PK-12 Teachers	Aug.2011- June 2012	Increased alignment of standards and assessment.
The staff development plan will include instruction on detecting and reporting maltreatment (abuse and neglect) of children, in addition to child sexual abuse	Superintendent Principal Counselor	Board Policy Local funds TPTR	Teachers/ Teacher aides	Aug.2011- June 2012	Staff development documentation

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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		Parents and Community	Aug. 2011- June 2012	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 Parent Liaison	ARRA Title I	Parents and Community	Fall 2011 Spring 2012	Sign-in sheets (attendance/participation)
Require all campuses to promote and schedule an opportunity for at least one school-wide Open House.	Principal All Teachers	ARRA Title I	Parents & Community	Aug. 2011- June 2012	Sign-in sheets (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	Web Site ARRA Title I	Parents and Community	Aug. 2011- June 2012	Web page & copies of newsletters/monthly calendars; Sign-in sheets (attendance/participation)
Provide workshops and support services for parents of migrant students.	Supt. Counselor Migrant Para-professional	ESEA, Title I, Part C ARRA	Migrant Parents	Fall 2011 Spring 2012	Sign-in sheets (attendance/participation)
Document phone calls and/or letters sent home concerning student progress.	All Teachers	Printing/Postage Costs ARRA Title I	Parents	Aug. 2011- June 2012	Teacher logs
Teachers 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		Parents	Aug. 2011- June 2012	Teacher logs
Provide opportunities to engage parents, families, communities and businesses as partners in school to promote academic success for all students.	All staff		Parents & Community	Aug. 2011- June 2012	Sign-in sheets (attendance/participation)
A student/parent handbook will be provided to all students and faculty.	Principal All Teachers	Local Funds	Parents Students Teachers	August 2011	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 employ an appropriate staff member to maintain data integrity.	Supt. PEIMS Spec. Principal Technology Coordinator	ARRA SFSF Title II, Part D Technology Allotment	PK-12 Teachers	Aug. 2011- June 2012	Improved technology accessibility; PEIMS data accuracy.
Establish and align district wide procedures for effectively gathering, reporting, and using data within the district.	Principal Technology Coordinator	ARRA SFSF Title II, Part D Technology Allotment	PK-12 Teachers	Aug. 2011- June 2012	Improved technology accessibility; PEIMS data accuracy.
Update and/or replace critical information technology and systems to support maximum data quality.	PEIMS Clerk Technology Coordinator	TXEIS TX Gradebook ARRA SFSF Title II, Part D Technology Allotment	PK-12 Teachers	Aug. 2011- June 2012	Improved technology accessibility; PEIMS data accuracy.
Update TXEIS computer software program as needed.	PEIMS Spec. Technology Coordinator	Region One ARRA SFSF Title II, Part D Technology Allotment	TXEIS Users	Aug. 2011- June 2012	Improved technology accessibility; PEIMS data accuracy.
Data collection and reporting will be accurate, timely, and accessible for use in decision-making at all levels of the system.	PEIMS Spec.	TXEIS TX Gradebook ARRA SFSF Title II, Part D Technology Allotment	TXEIS Users	Aug. 2011- June 2012	Improved technology accessibility; PEIMS data accuracy.

**DISTRICT IMPROVEMENT PLAN
2011-2012**

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
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 Spec. Counselor	TXEIS ARRA SFSF Title II, Part D Technology Allotment	TXEIS Users	Aug. 2011- June 2012	PEIMS data accuracy.
All staff will integrate technology in all academic areas through computer software, internet access, distance learning, and power point presentations.	Principal Teachers Tech. Coordinator	Computer Software and Technology ARRA SFSF Title II, Part D Technology Allotment	PK-12 Students	Aug. 2011- June 2012	Improved technology accessibility & curriculum integration.
Update technology options in hardware and web-based software to enhance instruction and student achievement.	Principal Teachers Technology Coordinator	Computer Software and Technology ARRA SFSF Title II, Part D Technology Allotment	PK-12 Students	Aug. 2011- June 2012	Improved technology accessibility & curriculum integration.
Update district computer labs with new hardware as needed.	Principal Technology Coordinator	Computer Software and Technology ARRA SFSF Title II, Part D Technology Allotment	PK-12 Students	Aug. 2011- June 2012	Improved technology accessibility & curriculum integration.

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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 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 a Student Code of Conduct that encourages student self-discipline and is aligned to current law.	Principal All Teachers	TEA Chapter 37	PK-12 students	Aug. 2011- June 2012	Acknowledgement of receipt of student code of conduct.
Counselor will provide violence prevention and crisis management assistance in the schools.	Counselor	ARRA SFSF Title XIV	PK-12 students	Aug. 2011- June 2012	Increased awareness of crisis management strategies & decreased referrals.
Develop and distribute a Crisis Response Manual for use on campuses.	Superintendent Principal Crisis Intervention Team		PK-12 students & District Personnel	Aug. 2011- June 2012	Increased awareness & implementation of crisis management strategies.
Conduct crisis management exercises.	Principal Teachers	Intercom System SFSF	PK-12 Students & District Personnel	Aug. 2011- June 2012	Increased awareness & implementation of crisis management strategies.
Teach students, through individual and group counseling sessions, strategies for preventing violence.	Counselor	ARRA, Title XIV, SFSF	PK-12 Students	Aug. 2011- June 2012	Counselor log & decreased referrals.
Teach students crisis management procedures.	Counselor Crisis Intervention Team		PK-12 Students	Aug. 2011- June 2012	Increased awareness & implementation of crisis management strategies.
Incorporate suggestions from CIT into the SPISD Crisis Response Manual.	Superintendent Principal Crisis Intervention Team	CIT	PK-12 students & District Personnel	Aug. 2011- June 2012	Increased awareness & implementation of crisis management strategies.
Administrators will meet with consultants to provide feedback on each crisis management plan.	Superintendent Principal	Willacy County Emergency Response Team	PK-12 students & District Personnel	Aug. 2011- June 2012	Increased awareness & implementation of crisis management strategies.

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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 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 a disciplinary alternative school for the district so students who will not abide by the SPISD Student Code of Conduct will continue their schooling off campus.	Superintendent Principal	DAEP Setting/City Hall	Students 10 years & older	Aug. 2011- June 2012	Decreased referrals & lower DAEP placement.
Complete facility condition assessment of all SPISD campuses to determine the maintenance needs of each facility.	Superintendent Principal Business Mgr. Maintenance		SPISD	Aug. 2011- June 2012	Safe and orderly environment for all students & staff.
Enforce a dress code for all students and staff.	Principal Teachers DEIC	Student Parent Handbook & Employee Handbook	Students and Staff	Aug. 2011- June 2012	Acknowledgement of receipt of student parent handbook/employee handbook & dress code violation log.
Promote a safe and drug-free district.	Principal Teachers Counselor All Staff	District Personnel SFSF ESEA, Title IV, Part A	Students and Staff	Aug. 2011- June 2012	Safe & orderly environment; decreased referrals; decreased K-9 detections; decreased involvement of law enforcement agencies.

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:

- District-wide parent involvement activities ➤ Addressed with Title I, ARRA
- Preschool programs ➤ Addressed with Title I, ARRA and EduJobs funds
- District-wide 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 and EduJobs funds
- 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 and EduJobs funds