

# District Improvement Plan

## Goal 1

### 2009-2010

**District Name:** Wortham ISD

**Date of Committee Approval:** 2/04/10

**District Name:** Wortham Independent School District

**Date of Board Approval:** 2/15/2010

**Long Range Goal # 1:** All students at Wortham ISD will reach their full academic and social potential and will be responsible citizens in a global community.

**Annual Performance Objective:** In 2009-2010, all students at Wortham ISD will attain 70 % passing rates and then increase by 5% on all district and state assessments.

**Identified Needs:** Gaps in student achievement; meet individual student needs

TARGET GROUPS	2006-2007 TAKS				2007-2008 TAKS				2008-2009 TAKS				2010-2010(Goal)			
	R/ELA	M	S	SS	R/ELA	M	S	SS	R/ELA	M	S	SS	R/ELA	M	S	SS
Anglo	94	77	77	93	96	83	84	94	93	88	82	92	98	92	86	97
African-American	92	58	65	88	95	67	47	90	98	80	50	93	99	84	70	98
Hispanic	90	67	64	99	99	73	63	83	97	86	70	86	99	90	74	90
Economically Disadvantaged	90	65	55	76	96	75	66	86	94	80	63	89	99	84	70	95
Drop-out Rate – Grades 9-12	3.9				0.7				0 (Goal)				0 (Goal)			
Attendance	Male				96.5				96.5				97 (Goal)			
	Female				96.3				96.2				97 (Goal)			



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Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation ( Documentation/ Assessment )	Benchmark Dates
<b>Programs, Con't.</b>					<b>Formative</b>	
1.2 Continue services to identified <b>Special Education</b> students <ul style="list-style-type: none"> <li>• ARDs (annual and as needed)</li> <li>• Classroom modifications</li> <li>• Assistive technology, if needed</li> <li>• Speech</li> <li>• Inclusion</li> <li>• Resource room</li> <li>• Self-Contained unit</li> <li>• OT/ PT</li> <li>• Content Mastery</li> <li>• TAKS-M</li> <li>• 504 Guidelines and student lists provided at BOY in-service</li> <li>• Lists of student modifications provided at BOY in-service</li> <li>• Continue Pre-referral program</li> <li>• Implementation of CAP (Comprehensive Analysis Process) and training on each strategy               <ul style="list-style-type: none"> <li>➤ Transitional Planning/Training</li> <li>➤ Initial testing/Placement</li> <li>➤ Least restrictive</li> </ul> </li> </ul>	Bi-County Coop  K. Frauenberger  Gayle Henson  L. Simmons  C. Kennemer  M. White  All Staff	8/09	5/10	ESC Reg. 12 Director of Special Education S. Fredrickson  Bi-County Coop  Special Education Block Grant \$444,923  ARRA IDEA- B \$32,274	Policy/procedures document on file; Progress reports, Coordination sheets, IEP; Grades List of identified students/PEIMS; Screening/testing records; PDAS/Training records for staff  <b>Benchmark Checks:</b> 1) Student referrals for 504/Special Education 2) Progress made on IEP's 3) % of students identified in special education program 4) % of discipline referrals for identified students  <b>Program Evaluation:</b> Increased number of students taking TAKS test; ARD Meetings; Increased number of students being referred out of Special Education; Parent Surveys	9/09, 12/ 09 5/10

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<p>environment</p> <ul style="list-style-type: none"> <li>▪ Focus for this year</li> <li>➤ Related Services</li> <li>➤ Annual evaluation/follow-up</li> </ul> <ul style="list-style-type: none"> <li>• Continue to monitor progress on IEP and adjust through the ARD process as necessary</li> <li>• Give pre-ARD evaluations to teachers</li> <li>• Teacher access to pre-ARD evaluations</li> <li>• PPCD</li> <li>• Music Therapy</li> <li>• Counseling</li> <li>• Child – Find</li> <li>• RTI (Response to Intervention)             <ul style="list-style-type: none"> <li>➤ Frequent/Sustained monitoring</li> <li>➤ Prevent “over identification”</li> </ul> </li> </ul>	<p>RTI Team *Principal *Teacher *Counselor</p>	<p>8/09</p>	<p>5/10</p>	<p>Bi-County Coop ESC-12 IDEA funds Local funds</p>	<p>Number of students receiving intervention services % of student population receiving Special Education services</p>	<p>9/09, 12/ 09 5/10</p>
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Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation ( Documentation/ Assessment )	Benchmark Dates
<b>Programs Continued</b>					<b>Formative</b>	
1.3 Continue <b>Career/Vocational/ Technology (Career Awareness)</b> programs/activities <ul style="list-style-type: none"> <li>• Potentials of Job Shadowing</li> <li>• Portfolios</li> <li>• Align Curriculum toward articulation</li> <li>• Business Computer Info Systems II</li> <li>• Business Image Management and Multimedia</li> <li>• Word Processing Apps.</li> <li>• Business Computer Info Systems II Career Prep</li> <li>• Business Computer Info Systems I</li> <li>• Accounting I</li> <li>• Preparing for Parenting</li> <li>• Child Development</li> <li>• Nutrition and Food Science</li> <li>• Food Science Technology</li> <li>• Intro to Ag Mechanics</li> <li>• Wildlife Management</li> <li>• Metal Fabricator</li> <li>• Intro to Ag Science</li> <li>• Applied Ag Science</li> <li>• NRG/Navarro Certificate</li> <li>• Investigate additional programs (i.e. – Fine Arts &amp;</li> </ul>	Gayle Henson  C. Kennemer L. Simmons L. Bean A. J. Miller A. Branch D. Goodwin S. Young W. Bonner	8/09	7/10	ESC Reg. 12	Class Lists/Participation; Portfolios; Curriculum Documents  <b>Benchmark Checks:</b> <ol style="list-style-type: none"> <li>1) Observation Summary</li> <li>2) Increased number of articulation courses</li> <li>3) Continue utilizing the ASVAB test to pair students with their identified career interests</li> <li>4) Number of field trips</li> <li>5) Number of students participating in career awareness activities</li> </ol> <b>Program Evaluation:</b> Increased percentage of students involved in vocational programs; TAKS; Surveys; Local program evaluation	11/09 4/10 6/10

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<p>Social Sciences)</p> <ul style="list-style-type: none"> <li>• Extended time for College road trips</li> <li>• Elementary Keyboarding</li> <li>• Update Computer labs hardware and software</li> <li>• Career and Technology/Carl Perkins programs/activities <ul style="list-style-type: none"> <li>➤ Policies/Procedures</li> <li>➤ Course Sequence</li> <li>➤ Coordination/Planning</li> <li>➤ Individual Education Program Modifications</li> <li>➤ Integrated Academic/CATE Courses</li> <li>➤ Counseling</li> </ul> </li> </ul> <p>*compliance with Title VI and IX</p>						
<p>1.4 Provide services for identified <b>ESL</b> students</p> <ul style="list-style-type: none"> <li>• Home Language Survey</li> <li>• Consultation with parents</li> <li>• Screening / testing</li> <li>• LPAC (Language Proficiency Assessment Committee) <ul style="list-style-type: none"> <li>➤ Board Approved</li> <li>➤ Trained</li> </ul> </li> <li>• Translations</li> <li>• Follow-up (Exited Students)</li> <li>• Monitor ESL services w/teacher and new resources</li> <li>• Professional Development</li> </ul>	<p>L. Simmons</p> <p>S. Moss</p> <p>K. Frauenberger</p> <p>C. Kennemer</p>	<p>8/09</p>	<p>5/10</p>	<p>ESC Reg. 12 Lou Ann Olson</p> <p>Bi-Lingual Education Block Grant \$8,193</p>	<p>Home Language Survey; Parent Conference Records; Assessment Records; LPAC Committee Minutes; Board Minutes; Training Agendas</p> <p><b>Benchmark Check:</b></p> <ol style="list-style-type: none"> <li>1) Number of student referrals; testing records</li> <li>2) Number of LPAC records</li> <li>3) Number of students served in the ESL program</li> </ol>	<p>9/09</p> <p>4/10</p>

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<ul style="list-style-type: none"> <li>• Improve ESL services with new resources and teacher and training</li> <li>• Summer School (K-1)</li> </ul>					<p>4) % of discipline referrals for identified</p> <p><b>Program Evaluation:</b> Evaluate and monitor student progress for the year according to</p> <ul style="list-style-type: none"> <li>• TELPAS results;</li> <li>• TAKS results;</li> <li>• # of students exited;</li> <li>• TOP Assessment</li> <li>• Classroom grades</li> <li>• TAKS/TAKS-M scores</li> </ul>	
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Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation ( Documentation/ Assessment )	Benchmark Dates
<b>Programs Con't.</b>					<b>Formative</b>	
1.5 Work with the ESC Region 12 in the identification/recruitment of <b>Migrant</b> students. <ul style="list-style-type: none"> <li>• Identification and Recruitment</li> <li>• Early Childhood</li> <li>• Parental Involvement (Parent Certificate)</li> <li>• Secondary Credit Accrual</li> </ul>	C. Little C. Kennemer J. Batts	8/09	5/10	ESC Reg. 12 Lou Ann Olson	NGS Student Records; Professional Development; Assessment Records; Course Credits; Forms; Policies /Procedures; Progress Reports; Report Card Grades  <b>Benchmark Checks:</b> 1) Migrant Forms and Applications 2) Number of identified Migrant	9/09 4/10

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<ul style="list-style-type: none"> <li>• Graduation Enhancement</li> <li>• New Generation System</li> <li>• Migrant Services Coordination</li> <li>• Forms (English/Spanish)</li> <li>• Monitoring (Program &amp; Retention)</li> <li>• Intervention Strategies</li> <li>• Priority for Services</li> <li>• Follow-up for exited students</li> </ul>					<p style="text-align: center;">students</p> <p>3) Parent Advisory Council identified</p> <p>4) Identification of 3 and 4 yr. olds</p> <p><b>Program Evaluation:</b> Annual Student Performance Records; Migrant Application/Form required at Title I, Part A Schoolwide Campuses</p>	
<p>1.6 Continue programs/services for students identified with <b>Dyslexic</b> tendencies:</p> <ul style="list-style-type: none"> <li>• Policies/Procedures/Notification</li> <li>• Parent Notification/Consent</li> <li>• Identification/Student Assessment</li> <li>• Program/Activities <ul style="list-style-type: none"> <li>➢ Small Group instruction</li> <li>➢ Frequent benchmarks</li> </ul> </li> <li>• Professional Development</li> <li>• Early Identification</li> <li>• Accommodations</li> <li>• READ RIGHT</li> </ul>		8/09	5/10	<p>C. Rudd, S. Fredrickson ESC Reg. 12 Bi-County Coop - Julia Hobson</p> <p>High School Allotment – \$32,285</p>	<p>Student Records; Assessment Records; Lesson Plans</p> <p><b>Benchmark Checks:</b></p> <p>1) Number of students referred for testing</p> <p>2) % of discipline referrals of identified students</p> <p><b>Program Evaluation:</b> % of mastery on TAKS reading</p> <p>Number of students exiting Read Right and Dyslexia programs.</p> <p>Number of students referred for Special education</p>	10/09 3/10
1.7 Provide programs/activities to	G. Henson	8/09	7/10	B. Agee	Student Identification forms;	10/09

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<p>serve identified <b>At-Risk</b> students</p> <ul style="list-style-type: none"> <li>• Policies/Procedures/Notification</li> <li>• Student Identification</li> <li>• Program Activities             <ul style="list-style-type: none"> <li>➤ Tutorials</li> <li>➤ Optional Extended Year Program</li> <li>➤ Counseling</li> </ul> </li> <li>• Professional Development             <ul style="list-style-type: none"> <li>➤ At-Risk Criteria</li> <li>➤ Services/Programs</li> <li>➤ Confidentiality</li> </ul> </li> <li>• Pregnancy Related Services</li> <li>• Career Days</li> <li>• PLATO (credit recovery &amp; acceleration)</li> <li>• Visit area colleges &amp; increase tech-prep</li> <li>• Outside counseling</li> <li>• Train Mentor Teachers</li> <li>• Parent Topics (min. 2)             <ul style="list-style-type: none"> <li>➤ Health</li> <li>➤ Drugs</li> <li>➤ Gangs</li> </ul> </li> <li>• Research adding programs:             <ul style="list-style-type: none"> <li>➤ Aim For Success</li> <li>➤ AVID</li> </ul> </li> <li>• Increase projects             <ul style="list-style-type: none"> <li>➤ Internet</li> <li>➤ Motivational Assignments</li> <li>➤ Thematic Units</li> </ul> </li> </ul>	<p>K. Frauenberger C. Little C. Kennemer</p> <p>Class room Teachers</p>			<p>G. Barker ESC Reg. 12</p> <p>SCE Funds \$254,275</p> <p>Position: Math Teacher, Reading specialist, Plato instructor</p> <p>Title I Funds \$70,422</p> <p>Computer Lab Aide, Pre-K Aide, Counselor</p> <p>Check into grants for AVID program</p>	<p>Assessment Records; Conference Records; Activity Records; Surveys</p> <p><b>Benchmark Checks:</b></p> <ol style="list-style-type: none"> <li>1) Identification of at-risk students</li> <li>2) Parents in attendance at information/training sessions</li> <li>3) Survey Parents</li> <li>4) % of discipline referrals</li> </ol> <p><b>Program Evaluation:</b></p> <p>Life Track Services; TAKS; Benchmark testing; Local Program Evaluation</p>	<p>3/10</p>
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<ul style="list-style-type: none"> <li>• Provide vocational classes regularly</li> <li>• Require Planners</li> <li>• Character Building</li> </ul> <p>Evaluate/Research potential for adding programs by developing partnerships with the community.</p> <p>Continue to increase the number of home visits</p>						
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Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation ( Documentation/ Assessment )	Benchmark Dates
<b>Programs, Con't.</b>					<b>Formative:</b>	
<b>Curriculum/Instruction</b>						
1.8 Provide an enriched curriculum to insure academic success for all students in all subjects Curriculum alignment  Continue <b>Pre-Kindergarten and/or Kindergarten</b> programs and activities for the young learner and their parents <ul style="list-style-type: none"> <li>• Policies and Procedures</li> </ul>	All Faculty & Staff ESC 12 K. Frauenberger G. Henson C. Kennemer L. Simmons  T. Spain	8/09	5/10	ESC Reg. 12	Lesson Plans; Staff Development; Student Assessment Records  <b>Benchmark Checks</b>  1) TPRI Early Inventory Reports  2) Read Right reports  3) % of students participating in UIL Prose, Poetry, Story	Each nine weeks   BOY, MOY, EOY



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<ul style="list-style-type: none"> <li>• Oral reading of novels when appropriate from teachers, community members, and grade level to grade level</li> <li>• Disaggregated Test Data to target sub-groups</li> <li>• Student current event/curriculum</li> <li>• Continue reading and writing across the curriculum using related lessons and writing activities</li> <li>• Continue strong grammar instruction in all classes</li> <li>• Begin real-life writing</li> <li>• Develop incentives to write</li> <li>• Field trips that include research/ investigation</li> <li>• Reading Renaissance Training for Teachers</li> <li>• Require an outside reading every 6-weeks in AP classes</li> <li>• Continue to reward class if passing rate for TAKS reading is at least 90%</li> <li>• Continue professional development in the area for all teachers</li> <li>• Include essays and/or short answer questions on tests across the curriculum</li> <li>• Require correct style and grammar for written</li> </ul>	<p>E. Rankin R. Baird</p>					
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responses in all classes <ul style="list-style-type: none"> <li>• Build on grammar instruction making sure to include correct spelling and complete sentences</li> <li>• Include a variety of nonfiction reading</li> <li>• Encourage publication</li> <li>• Encourage participation in local and national essay and poetry contests</li> <li>• TAKS remediation</li> </ul>						
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Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation ( Documentation/ Assessment )	Benchmark Dates
<b>Curriculum/Instruction, Con't.</b>					<b>Formative</b>	
<u><b>Math:</b></u> <ul style="list-style-type: none"> <li>• After school tutorials as needed</li> <li>• Integrate C-Scope Curriculum</li> <li>• Scheduled TAKS benchmark assessments</li> <li>• Math teachers to appropriate grade level math academies</li> <li>• Accelerated Math Instruction</li> <li>• Accelerated Math Computer Program</li> <li>• Employ Math Tutor</li> </ul>	Teachers Para-professionals C. Kennemer S. Rooks J. Coy T. Chapman	8/09	5/10	ESC Reg. 12 B. Bell ARI/AMI Fund 404 \$6,040	Lesson Plans; Staff Development; Student Assessment Records Curriculum; Lesson Plans; Progress Reports; Report Card Grades; Participation Records; Passing Rates  <b>Benchmark Checks</b> 1) Increase student mastery to 80% on assessments 2) Equation Testing 3) Number of students participating in Practice Meets	10/09 5/10

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<ul style="list-style-type: none"> <li>• Reward for all students if they pass TAKS at 90%</li> <li>• Use disaggregated TAKS data to target sub-groups for enrichment</li> <li>• Use current assessment materials to include cross-curriculum usage</li> <li>• Maintain current rigorous mandatory TAKS tutorial schedule</li> <li>• Continue Mandatory class tutorials</li> <li>• Continue computer generated practice</li> <li>• Provide students greater access to computers</li> <li>• Increased professional development for teachers to include curriculum usage</li> <li>• Use TAKS material as sponge activity at beginning of class</li> <li>• Increase UIL participation in calculators number sense, mathematics contests</li> <li>• Utilize previous TAKS data to target students in need of assistance</li> </ul>					<p>4) # of students attending tutorials identified in need of assistance</p>	
<p><b><u>Social Studies:</u></b></p> <ul style="list-style-type: none"> <li>• Integrated curriculum</li> <li>• Cross-curricular instruction</li> <li>• PowerPoint Presentations</li> </ul>	<p>J. Gillen M. Shelton B. Gorden Elementary</p>	<p>8/09</p>	<p>5/10</p>	<p>ESC Reg. 12 Mobile Lab</p>	<p>Lesson Plans; Staff Development; Student Assessment Records</p>	<p>9/09 2/10</p>

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<ul style="list-style-type: none"> <li>• Internet Questions</li> <li>• Continue TAKS material &amp; professional development to include cross-curriculum usage</li> <li>• Higher order essay questions and short answer responses on tests</li> <li>• Use TAKS materials sponge activity at beginning of class</li> <li>• Increase use of maps, oral reports, projects</li> <li>• Journal Writing</li> <li>• Field Trips</li> </ul>	<p>teachers</p>			<p>Library</p>	<p><b>Benchmark Checks:</b>                  1) Number of presentations                   2) Tests/Portfolios                   TAKS passing rates                   Scheduling criteria</p>	
<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Integrated curriculum</li> <li>• Cross-curricular instruction</li> <li>• Scheduled TAKS benchmark assessments</li> <li>• ITBS grades 2-5</li> <li>• Integrate weather station into curriculum</li> <li>• Integrate greenhouse into curriculum</li> <li>• Science Fair</li> <li>• Add one computer lesson to each grade per semester</li> <li>• Build Elem Science “wing”</li> <li>• Continue TAKS material &amp; staff development to include cross-curriculum usage</li> <li>• Update Lab equipment and facilities</li> </ul>	<p>S.Wallace L. Croft T. McCord Elementary teachers</p>	<p>8/09</p>	<p>5/10</p>	<p>ESC Reg. 12</p> <p style="text-align: center;">Fund Balance ARRA Stimulus Funds</p>	<p>Lesson Plans; Student Assessment Records; Curriculum; Professional Development Records; Participation Records; Passing Rates; Technology Records; Monthly MTG; Field Trip Agendas/Records</p> <p>TAKS passing rates</p> <p>Scheduling criteria</p>	<p>9/09 5/10</p>

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- Increased teacher training

<b>Homeless Program</b>					<b>Formative</b>	
1.9 Provide services to identified homeless students: <ul style="list-style-type: none"> <li>➤ Policies/Procedures</li> <li>➤ Identified Homeless Liaison</li> <li>➤ Student Identification</li> <li>➤ Program/Services</li> </ul>	L. Simmons G. Henson			B. Agee ESC Reg. 12	Homeless students are being identified and served.  <b>Benchmark Checks:</b>  1) Student records reviewed to identify homeless 2) Students are advised of services and programs	9/09  Upon enrollment
<b>Initiatives: Strategies/ (steps)</b>	<b>Person Responsible</b>	<b>Begin Time</b>	<b>End Time</b>	<b>Resource</b>	<b>Evaluation ( Documentation/ Assessment )</b>	<b>Benchmark Dates</b>
<b>Mastery Activities</b>					<b>Formative</b>	
1.10 Continue to provide opportunities for students not mastering required objectives to acquire needed skills: <ul style="list-style-type: none"> <li>• TAKS Tutorials</li> <li>• Class Tutorials</li> <li>• Study Skills</li> <li>• Instructional Assistance</li> <li>• Summer school</li> <li>• Credit recovery(Plato)</li> <li>• Content Mastery</li> </ul>	All Faculty and Staff  K. Frauenberger C. Kennemer	8/09	5/10		Lesson Plans; Participation Records for Tutorials  <b>Benchmark Checks:</b> 1) # of students attending tutorials  2) % of mastery on student assessments	9/09 12/09  2/10

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<ul style="list-style-type: none"> <li>• Library open 9-12 Saturday</li> <li>• Tutorials AM and PM as needed</li> <li>• Optional Extended Year Activities</li> <li>• Employ Tutors</li> </ul>						
<b>Staff Development</b>					<b>Formative</b>	

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<p>1.11 Provide appropriate staff development to meet the needs of all staff.</p> <ul style="list-style-type: none"> <li>• * See Staff Development Calendar (approved by the SBDM Committee)</li> <li>• Substitute Training <ul style="list-style-type: none"> <li>○ Create packet to give subs with policies and procedures</li> <li>○ Include subs in in-service training</li> <li>○ Punishment measures for students exhibiting disrespect toward a substitute</li> <li>○</li> </ul> </li> </ul>	<p>SBDM K. Frauenberger C. Kennemer L. Simmons</p>	<p>8/09</p>	<p>5/10</p>	<p>ESC Reg. 12</p>	<p>Staff Development Calendar; Policies/Procedures; Training Agendas/Sign-in Sheets</p>	<p>9/09; 12/10; 5/10</p>
<b>Assessments</b>						
<p>1.12 Administer appropriate assessments to monitor student progress</p> <p>*Plato</p> <p>* See Professional Development Calendar (developed/approved by the SBDM Committee)</p> <ul style="list-style-type: none"> <li>• Benchmark TAKS</li> </ul>	<p>All Faculty K. Frauenberger C. Kennemer L. Simmons J. Coy J. Paden</p>	<p>8/09</p>	<p>5/10</p>	<p>ESC Reg. 12</p> <p>State Compensatory Education Grant</p>	<p>Assessments; Performance Records</p> <p><b>Benchmark Checks</b></p> <p>1) % of mastery on benchmark student assessments (including 3wk and 6wk assessments)</p> <p>2) % of mastery on TAKS assessment</p>	
<b>Technology Uses</b>						
<p>1.13 Continue to expand the</p>	<p>A. Branch</p>	<p>8/09</p>	<p>5/10</p>	<p>ESC Reg. 12</p>	<p>Checkout lists for portable labs;</p>	<p>11/09</p>

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<p>use of technology for instruction and educational management</p> <ul style="list-style-type: none"> <li>• Plato</li> <li>• Replace and update Portable Laptops</li> <li>• Update to Wireless Network</li> <li>• Expand Computer Stations</li> <li>• Establish AR Network</li> <li>• Add 4-6 student computers in each classroom</li> <li>• Update and add software</li> <li>• Cable TV in each classroom</li> <li>• Phones in each classroom</li> <li>• Intel teach to future</li> <li>• Replace and update old computers</li> </ul>	<p>C. Kennemer All Faculty D. Goodwin</p> <p>J. Paden J. Coy W. Bonner</p>			<p>Fund Balance</p> <p>State Comp. Ed. Funds</p> <p>State Technology Grant</p>	<p>lesson plans</p> <p>Benchmark:</p> <ol style="list-style-type: none"> <li>1) % of students being served with technology in the regular classroom</li> <li>2) % of students using internet resources for academic assignments</li> <li>3) % of teachers using internet resources for reference, planning, and instruction</li> </ol>	<p>4/10</p>
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<b>Clubs and Activities</b>						
1.14 Provide campus clubs and organizations for student involvement and leadership development. <ul style="list-style-type: none"> <li>• Increase Student Council participation</li> <li>• Community Services projects (Main Street Adoption)</li> <li>• Service Projects</li> <li>• Create special days</li> <li>• Jr. Beta Club</li> <li>• AVID</li> <li>• UIL Academics</li> <li>• One Act Play (JH and HS)</li> <li>• Interact (Rotary International)</li> <li>• FFA</li> <li>• FCCLA</li> <li>• Little Cheerleaders</li> <li>• Drama Club</li> </ul>	K. Frauenberger Club sponsors	8/09	5/10	State Beta Club Rotary Intl.	Participation records Meeting agendas Sign-in Sheets	10/09 3/10

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<b>Initiatives: Strategies/ (steps)</b>	<b>Person Responsible</b>	<b>Begin Time</b>	<b>End Time</b>	<b>Resource</b>	<b>Evaluation ( Documentation/ Assessment )</b>	<b>Benchmark Dates</b>
<b>Transitions</b>					<b>Formative</b>	
1.15 Continue activities to transition students successfully through the educational process <ul style="list-style-type: none"> <li>• Career Pathways</li> <li>• Go center</li> <li>• Exit Program</li> <li>• Graduate Tracking Service</li> <li>• Back to School Bash</li> <li>• Open House</li> <li>• Kindergarten Roundup</li> <li>• Investigate possibility of adding other clubs</li> </ul>	G. Henson K. Frauenberger  L. Simmons T. Spain M. Weems S. Lee S. Matthews Cheerleaders	8/09	5/10	ESC Reg. 12  Bi-County Coop  CENTEX ARC  Navarro College	Activity Records Open House	10/09 5//09
<b>Support Systems</b>						
1.16 Utilize support / technical assistance from sources listed below: <ul style="list-style-type: none"> <li>• School Support Team</li> <li>• TPCP (Teacher Prep)</li> <li>• College Universities</li> <li>• Advisory Committee</li> <li>• Attract and Maintain highly qualified staff</li> </ul>	SBDM Committee K. Frauenberger L. Simmons	8/09	5/10	ESC Reg. 12	Meeting Schedule/Agendas; Sign-in Sheets; ARD agendas	10/09 5/10

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Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation ( Documentation/ Assessment )	Benchmark Dates
<b>Communications</b>						
1.17 Continue multiple approaches to improve communication on the campus and within the community. <ul style="list-style-type: none"> <li>• Local Papers</li> <li>• Community Services through Youth Organizations</li> <li>• Adult Programs</li> <li>• Web page</li> <li>• Radio</li> <li>• Monthly Calendar</li> <li>• Newsletters</li> <li>• PTO Bulletin Board</li> <li>• Weekly planner</li> <li>• Email Staff Accounts</li> </ul>	SBDM Committee K. Frauenberger L. Carr A. Branch L. Jones C. Kennemer J. Batts Faculty	8/09	5/10	Local funds Media resources: Mexia Daily News Freestone County Times Fairfield Recorder	Publications; Monthly Projects; Certifications; Web Site Updates; Marquee on Highway	
<b>Staff Issues/Personnel</b>						
1.18 Develop a plan and a timeline to attract/maintain highly qualified, highly-skilled staff for high risk programs/student groups: Possible Options: <ul style="list-style-type: none"> <li>➤ Incentives</li> <li>➤ Tuition Costs for additional Certifications</li> <li>➤ Mentor Program</li> <li>➤ Signing Bonus</li> <li>➤ Christmas Bonus according to years of</li> </ul>	SBDM Committee  C. Kennemer L. Simmons  K. Frauenberger  Board of Trustees	8/09	5/10	ESC Reg. 12  Local funding   Title II Part A funds to be used for: 1. Incentives 2. Signing bonus 3. Planning	Employment Records  Develop issue and review survey results.  Staff development calendar; Mentor program records  Benchmarks: 1) % of surveys returned 2) Feedback on survey results 3) # of staff development sessions 4) # of mentor teachers assigned	10/09 4/10

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<p>experience with the district (\$100 per year after 5 years of service)</p> <ul style="list-style-type: none"> <li>➤ Provide supplemental pay or stipends for additional duties and responsibilities including UIL academic coaching</li> <li>➤ Increase Local Sick Days</li> <li>➤ Pay daily rate to teachers not utilizing local sick days</li> </ul> <p>Investigate possibility of adding the following position:</p> <ul style="list-style-type: none"> <li>➤ Middle School Aide to help with tutoring, grading, copying, taking students to library</li> </ul> <p>Conduct employee survey to access needs</p> <p>Implement plan meeting NCLB requirements for staff qualifications/certification:</p> <ul style="list-style-type: none"> <li>➤ All Teachers – Highly Qualified</li> <li>➤ All Paraprofessionals - Certified</li> </ul>				<p>and goal-setting retreat</p>		

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<b>Planning Opportunities</b>					<b>Formative</b>	
1.19 Provide various opportunities for the staff and others to be involved in planning for campus improvements <ul style="list-style-type: none"> <li>• SBDM Committee</li> <li>• Faculty Meetings</li> <li>• Suggestion Box</li> <li>• Surveys</li> <li>• Comprehensive Planning Process</li> </ul>	SBDM Committee	8/09	5/10	B. Agee ESC Reg. 12	Meetings agenda; calendar; surveys and sign-in sheets; surveys  Benchmark: 1) Survey conducted 2) SBDM elections 3) # of staff meetings/agendas	11/09 5/10

<b>Initiatives: Strategies/ (steps)</b>	<b>Person Responsible</b>	<b>Begin Time</b>	<b>End Time</b>	<b>Resource</b>	<b>Evaluation ( Documentation/ Assessment )</b>	<b>Benchmark Dates</b>
<b>Planning Evaluation</b>						
1.20 Disseminate a survey to evaluate the campus planning process	SBDM Committee	8/09	5/10	B. Agee ESC Reg. 12 TEA Campus Planning Process evaluation	Compiled Survey results  Benchmark: # of surveys returned	5/10
<b>Attendance</b>						
1.21 Continue strategies/activities to assure high student attendance <ul style="list-style-type: none"> <li>• Semester Exam Exemptions (High school students only)</li> <li>• 9<sup>th</sup> and 10<sup>th</sup> meeting criteria exempt from 2 non-academic courses</li> <li>• Continue procedures for calling absent students</li> </ul>	SBDM Committee  C. Little K. Frauenberger L. Carr C. Kennemer J. Batts	8/09	5/10	Local funding Donations Newspapers	Attendance Records; PEIMS; grades; tardy records; procedures/policies; parent conference records; committee meeting agendas/sign-in sheets  Awards certificates; sample copy of attendance letters; newspaper article	Each 6 weeks

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<ul style="list-style-type: none"> <li>○ Phone Calls</li> <li>○ E-mails to parents</li> <li>○ Truancy letters mailed home</li> <li>○ Citations Issued</li> <li>○ Complaints Filed with the County Court</li> <li>● Parent Conferences for students with multiple absences</li> <li>● \$20 Fee for make-up days</li> <li>● Advisory Attendance Committee</li> <li>● Incentive awards for perfect and near perfect attendance</li> <li>● Publish District attendance policy</li> <li>● Attendance Letters</li> <li>● Immediate Restitution for tardies</li> <li>● Work on TAKS remediation during make-up days</li> <li>● Special trip (97% Attendance Middle school students only)</li> </ul>	<p>Attendance committee</p>				<p><b>Benchmark Checks:</b></p> <ul style="list-style-type: none"> <li>1) # of students receiving attendance incentives</li> <li>2) # of attendance letters sent</li> <li>3) Superintendents 6-weeks report</li> </ul>	
<b>Recognition/Celebrations</b>						
<p>1.22 Continue multiple opportunities to recognize student/staff success</p> <ul style="list-style-type: none"> <li>● Collaboration Time</li> <li>● Celebrate faculty and staff birthdays for each month with a cake</li> <li>● Covered Dish Luncheons</li> </ul>	<p>SBDM Committee K. Frauenberger Faculty</p>	<p>8/09</p>	<p>5/10</p>	<p>Local funding Donations Newspapers</p>	<p>Special Occasion notices; waivers; certificates/rewards; integrated curriculum; in-service records</p>	<p>12/10 5/10</p>

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<ul style="list-style-type: none"> <li>• Use state waiver days to integrate curriculum and form partnerships for development of units of study</li> <li>• Reward teachers for years of service every five years</li> <li>• UIL recognize in local papers and on website</li> <li>• Bulldog Pride Positive Referrals</li> <li>• Field Trip to Six Flags for students who meet one or all of the following criteria:             <ul style="list-style-type: none"> <li>➤ Perfect Attendance (each period)</li> <li>➤ Pass all sections of TAKS</li> <li>➤ A/B Honor Roll for the Year</li> <li>➤ Student of the Year</li> <li>➤ Successfully compete in the District UIL Academic Meet</li> <li>➤ Attend all TAKS tutorials for the year</li> <li>➤ 7) Receive 3 or more Bulldog Pride Positive Referrals for the year</li> </ul> </li> <li>• Parties/Celebrations for A-Honor Roll students (Middle School only)</li> <li>• Hall Parties (Middle School only)</li> </ul>						
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<ul style="list-style-type: none"> <li>• Attendance/academic awards</li> <li>• A/B Honor roll</li> <li>• Citizen of the month/year</li> </ul>						
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<b>Initiatives: Strategies/ (steps)</b>	<b>Person Responsible</b>	<b>Begin Time</b>	<b>End Time</b>	<b>Resource</b>	<b>Evaluation ( Documentation/ Assessment )</b>	<b>Benchmark Dates</b>
<b>Major Campus Documents</b>					<b>Formative</b>	
1.23 Disseminate all major campus documents in English and Spanish and provide an interpreter, if needed.	K. Frauenberger Campus Staff C. Kennemer L. Simmons J. Batts S. Moss	8/09	5/10	Local funds	Campus Documents in both languages (as required)  1) # of times an interpreter is needed	10/09 4/10
<b>Federal Requirements</b>						
1.24 Ensure compliance with the requirements of Title IX (Sexual Discrimination) <ul style="list-style-type: none"> <li>• Posted Notice</li> <li>• Student/ Staff Handbooks</li> <li>• Parent Rights Booklets</li> </ul>	K. Frauenberger Campus Staff C. Kennemer L. Simmons	8/09	5/10	Local funds	Notices; Student Handbook; Staff Handbook; Footnote disclaimer notice; sign-off from forms	9/09 5/10
1.25 Ensure compliance with the requirements of Title VI (Civil Rights) <ul style="list-style-type: none"> <li>• Posted Notice</li> <li>• Application Form</li> <li>• Student/Staff Handbooks</li> <li>• Posted on all outgoing mail</li> </ul>	K. Frauenberger Campus Staff C. Kennemer L. Simmons	8/09	5/10	Local funds	Notices; Applications; Student Handbooks/ Staff Handbooks; Footnote disclaimer notice; sign-off from forms; Parent Rights Booklets  Benchmark: Date Notice is posted Date handbooks are distributed	9/09 5/10

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<p>1.26 Ensure that all students and parents are informed of their rights and responsibilities</p> <ul style="list-style-type: none"> <li>• Student Handbook</li> <li>• Parental Involvement Policy</li> <li>• School/Parent Compact</li> <li>• Texas Grant</li> <li>• Top 10% Rule</li> <li>• Parent Rights Booklets</li> <li>• Parents Right-to-know</li> </ul>	<p>K. Frauenberger L. Carr Campus Staff C. Kennemer L. Simmons</p>	<p>8/09</p>	<p>5/10</p>	<p>Local funds Print Media</p>	<p>Student Handbook; Parental Involvement Policy; Texas Grant; Top 10% Rule; sign-off sheets; Transcript applications filed with appropriate agencies; Parent Rights Booklets Benchmark: Date Notice is posted Date handbooks are distributed</p>	<p>9/09 5/10</p>
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