

Eagle Mountain-Saginaw Independent School District

District Improvement Plan

2023-2024



Mission Statement

The mission of Eagle Mountain-Saginaw Independent School District is to foster a **culture of excellence** that instills a **passion** for a **lifetime of continuous achievement** in every student.

Vision

ASPIRE 2025 Strategic Plan

Excellence in Academics

- Teaching and Learning
- Recruitment and Retention of Quality Staff
- Social/Emotional Support

Excellence in Personalized Opportunities

- Student Engagement
- Staff Engagement
- Parent Engagement

Excellence in Organizational Improvement

- Systems Thinking
- Safety and Security

Core Beliefs

BELIEF STATEMENTS

1. Every student is a unique individual with unique potential.
2. Effective communication is key to success.
3. Engaged and interested students learn more effectively.
4. Respect is a key to success.
5. Education is a team effort.
6. High-quality educational facilities optimize student and staff success.

7. Accountability is essential to success.

8. A physically and emotionally safe environment promotes student learning.

9. A high-quality education is barrier free.

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Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- ASPIRE

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objectives 1;2;3)

Performance Objective 1: 100% of Tier 1, 2 and 3 instructional strategies will directly align to identified district best practices. (ASPIRE Objective 1)

Evaluation Data Sources: District Common Assessments
 Benchmarks
 State Accountability Data
 Differentiated Instructional Supervision Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement consistent goal setting for students in reading, math, science or social studies in grades PK-12 (Aspire 1.1.2, 1)</p> <p>Strategy's Expected Result/Impact: Improved Achievement in the course as well as on state accountability tests Supporting the student's Personalized Education Plan</p> <p>Staff Responsible for Monitoring: Teachers , Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize academic instructional coaches to support Tier 1 instruction at the elementary level (Aspire 1.1.1, 2)</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all areas and increase in literacy and numeracy</p> <p>Increased teacher effectiveness as evident through walk-throughs, student engagement, observations, and classroom data.</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching and Learning Campus Principals Curriculum Coordinators</p> <p>Title I: 2.4, 2.5, 2.6 - Equity Plan</p> <p>Funding Sources: Federal and Local Funds--Coaches and Interventionist Support - 199 - State Compensatory Ed, Training - 211 - Title 1, Part A</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize interventionists for Tier 2 and Tier 3 support in math and reading through middle school (Aspire 1.1.1, 5)</p> <p>Strategy's Expected Result/Impact: Increased student achievement through accelerated learning and intervention to close the achievement gap.</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching and Learning Campus Principals Curriculum Coordinators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title 1, Part A, - 199 - State Compensatory Ed</p>	Formative			Summative
	Dec	Feb	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Support campus teachers in the implementation of use of technology as a tool to increase engagement during all contents by integrating technology into the curriculum using the Instructional Technology and Curriculum Team to support teaching and learning (Aspire 1.1.1, 3)(Aspire 1.1.2, 4)</p> <p>Strategy's Expected Result/Impact: Teacher ability to use technology seamlessly as learning moves from in-person to remote or is offered simultaneously in a physical and remote environment,</p> <p>Staff Responsible for Monitoring: Campus Administrators Coordinator of Instructional Technology/ Instructional Technologists</p> <p>Title I: 2.5 - Equity Plan</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Integrate technology into the curriculum using the Instructional Technology and Curriculum Team to support teaching and learning (Aspire 1.1.1, 3)</p> <p>Strategy's Expected Result/Impact: Increase teachers' capacity and understanding of technology to best support the delivery of curriculum for student engagement and achievement through collaboration and PD.</p> <p>Staff Responsible for Monitoring: Exec. Director of Teaching and Learning Curriculum Coordinators Coordinator of Instructional Technology Instructional Technologist</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide students K-12 with support to continue their Personalized Education Plan focusing on Academic, Social and Emotional growth, and College and Career Military goals (Aspire 1.1.2, 3)</p> <p>Strategy's Expected Result/Impact: Student awareness of academics, self-regulation, growth mindset, choices for their intended CCRM path</p> <p>Staff Responsible for Monitoring: Director of Counseling Teachers Campus Administrators Counselors</p>	Formative			Summative
	Dec	Feb	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Provide instructional resources to increase language acquisition and reading skills of emergent bilingual students Funding Source: Title III \$30,000. Strategy's Expected Result/Impact: Increased language acquisition and reading ability for emergent bilinguals Staff Responsible for Monitoring: ESL Instructional Coordinator Director of Federal Programs and Accountability	Formative			Summative
	Dec	Feb	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Provide Rosetta Stone to supplement the learning of EL/EB students early in their English language development Staff Responsible for Monitoring: World Language/ESL Coordinator and Campus LPAC Representative Funding Sources: - 263 - Title III, Part A	Formative			Summative
	Dec	Feb	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objectives 1;2;3)

Performance Objective 2: 100% of campuses will implement EMS ISD MTSS process (Aspire 1.1.1, 5)

Evaluation Data Sources: The MTSS Handbook Training Plan
Monitoring Tools

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the MTSS model to support students' academic, behavioral, and SEL needs in the learning environment .</p> <p>Strategy's Expected Result/Impact: Improved achievement of ALL students. Decreased Special Ed. referrals. Decreased Discipline Incidents</p> <p>Staff Responsible for Monitoring: Director of MTSS Campus Administrators Counselor</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor the process for RtI documentation and continue training campus administrators and campus teams - CARE committee.</p> <p>Strategy's Expected Result/Impact: Continued implementation of MTSS</p> <p>Staff Responsible for Monitoring: Director of MTSS Campus Administrators and Counselors</p> <p>Funding Sources: Success Ed--Funding from multiple accounts for support - 255 - Title II, Part A TPTR</p>	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Support identified students' behavioral and social/ emotional goals by working with the MTSS process and CARE team to create and implement interventions supported by counselors and Student Success Academy (SSA) (3.1.3, 4)</p> <p>Strategy's Expected Result/Impact: MTSS team notes and logs Increase in academic and behavioral successes</p> <p>Staff Responsible for Monitoring: Director of Counseling Director of MTSS Campus Principals Counselors</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 3: Implement an organized approach in which students' social and emotional learning is supported across classrooms, schools, homes, and communities (Aspire Objective 3.1.3)

Evaluation Data Sources: Behavior Data
Student, staff and community surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Survey parents/families, community annually to make necessary adjustments to develop strong family partnerships and meet the diverse needs of students.</p> <p>Strategy's Expected Result/Impact: Meet the diverse needs of students Provide parents with voice in determining needs of students</p> <p>Staff Responsible for Monitoring: Communications Department Counseling Department</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Adopt behavioral practices that emphasise proactive, restorative, and developmentally appropriate approaches for working with students including the use of CHAMPS and STOIC for Tier 1 behavior district wide, Care Teams for behavior, and Student Success Academies for tier 2/3 behavior needs at high need campuses.</p> <p>Strategy's Expected Result/Impact: Positive culture and safe environment for learning Address the behaviors needs of students proactively to decrease disruption to the learning environment and ensure all students are successful.</p> <p>Staff Responsible for Monitoring: Director of Counseling Director of MTSS</p> <p>Funding Sources: - 199 - State Compensatory Ed</p>	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Coordinated Parent Classes will be offered across departments to ensure all parents have access to needed training and learning opportunities.</p> <p>Strategy's Expected Result/Impact: Increased school home partnerships</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and Accountability Director of Special Education Director of Early Childhood Services Director of Counseling</p>	Formative			Summative
	Dec	Feb	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 4: There will be a minimum of one year growth or more on the District STAAR/EOC tested subject areas and K-2 Reading and Math (Aspire 1.1.2, 2)

High Priority

HB3 Goal

Evaluation Data Sources: Benchmarks (Istation, MCLASS, Interim, DCA. Course Specific Short Cycle Assessment)

CLC/PLC Focuses

Professional Learning Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of elementary campuses will have a focused Instructional Priority Goal for Early Literacy in their Campus Improvement Plans that will be monitored by the Instructional Priority Collaboration Team.</p> <p>Strategy's Expected Result/Impact: Increased percentage of students reading on or above grade level by the beginning of 3rd grade.</p> <p>Staff Responsible for Monitoring: Instructional Priority Collaboration Team at each elementary campus.</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Early Literacy student performance will be reflected on elementary principals' professional goals.</p> <p>Strategy's Expected Result/Impact: Increased focus and monitoring of Early Literacy progress.</p> <p>Staff Responsible for Monitoring: Executive Director of Elementary Services and Elementary Principals.</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of elementary K-2 teachers will focus their SLO on Early Literacy.</p> <p>Strategy's Expected Result/Impact: Increased focus and monitoring of Early Literacy progress.</p> <p>Staff Responsible for Monitoring: Elementary Principal's, K-2 Teachers, Literacy/Reading Coaches</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Monthly principal meeting after DLT will be instructionally focused.</p> <p>Strategy's Expected Result/Impact: Increase instructional leadership in capacity of principals.</p> <p>Staff Responsible for Monitoring: Executive Director of Elementary Services and Executive Director of Teaching and Learning, Curriculum Coordinators.</p>	Formative			Summative
	Dec	Feb	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Implement additional AP PLCs after instructional hours.</p> <p>Strategy's Expected Result/Impact: Build foundational instructional knowledge through an applied learning format for APs.</p> <p>Staff Responsible for Monitoring: Executive Director of Elementary Services and Executive Director of Teaching and Learning.</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Develop and support the principal's capacity for instructional supervision.</p> <p>Strategy's Expected Result/Impact: Improved performance in targeted growth areas for accountability.</p> <p>Staff Responsible for Monitoring: Executive Director of Elementary and Secondary Services and Executive Director of Teaching and Learning.</p> <p>Results Driven Accountability</p> <p>Funding Sources: Book Study resources-Differentiated Supervision - 199 - General Fund - \$500</p>	Formative			Summative
	Dec	Feb	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objectives 1;2;3)

Performance Objective 5: Monitor each targeted school to improve percentage of MEETS and reach the required target percentage in Academic Achievement, Academic Growth, Student Success, and Graduation Rate/CCMR. (ASPIRE Objective 1)

High Priority

HB3 Goal

Evaluation Data Sources: Universal Screeners, Identification of Schools for Improvement Report, Interim assessments, STAAR, EOC, TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: Verify and support the schools that are within one year of receiving a targeted population due to already receiving two years of targeted performance.</p> <p>Strategy's Expected Result/Impact: Remove schools from the Targeted Schools List</p> <p>Staff Responsible for Monitoring: Exec. Directors of Elementary and Secondary Principals Director of Federal Programs and Accountability Coordinator of Data and State Assessment Executive Director of Teaching and Learning</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue Accountability training for all campus principals and coordinators to ensure understanding of the system along with ESSA requirements</p> <p>Strategy's Expected Result/Impact: Understanding of the state and federal accountability system</p> <p>Staff Responsible for Monitoring: Coordinator of Data and State Assessment Director of Federal Programs and Accountability</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campuses will design a specific plan of action attached to the CIP for each population who did not meet standard for the second and third year in a row.</p> <p>Strategy's Expected Result/Impact: Campuses will enact the strategies needed to ensure student success with the</p>	Formative			Summative
	Dec	Feb	Mar	June

targeted populations

Staff Responsible for Monitoring: Principals
Executive Directors of Elementary and Secondary Services
Coordinator of Data and State Assessment
Director of Federal Programs and Accountability

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No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objectives 1;2;3)

Performance Objective 6: Increase growth in participation and performance of graduating seniors meeting TSI criteria in reading and math as evidenced by an increase from 30% in 2022 to 40% in 2023. (ASPIRE Objective 1)

High Priority

HB3 Goal

Evaluation Data Sources: TSI Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify seniors who have not been successful on the SAT, ACT, or TSIA and provide opportunities for them to retake.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for success on SAT, ACT, or TSIA.</p> <p>Staff Responsible for Monitoring: Director of CCMR, Executive Director of Secondary Services, and High School Principals.</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify seniors who have not taken the SAT, ACT, or TSIA and have them take one or more exams.</p> <p>Strategy's Expected Result/Impact: Increased opportunity for success on SAT, ACT, or TSIA.</p> <p>Staff Responsible for Monitoring: Director of CCMR, Executive Director of Secondary Services, and High School Principals.</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Market the importance of taking the SAT and ACT and doing well for scholarships.</p> <p>Strategy's Expected Result/Impact: Increased percentage of students with scholarship eligibility.</p> <p>Staff Responsible for Monitoring: Director of CCMR, Executive Director of Secondary Services, and High School Principals.</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Recruit students for test prep that need to pass the SAT or ACT.</p> <p>Strategy's Expected Result/Impact: Increased percentage of student participation and success on SAT and ACT.</p> <p>Staff Responsible for Monitoring: Director of CCMR, Executive Director of Secondary Services, and High School Principals.</p>	Formative			Summative
	Dec	Feb	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: All students in Algebra II or English 3 Take the SAT, ACT, and/or TSIA Strategy's Expected Result/Impact: Increased participation in SAT, ACT, and/or TIA participation. Staff Responsible for Monitoring: Director of CCMR, Executive Director of Secondary Services, and High School Principals.	Formative			Summative
	Dec	Feb	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 7: In the 2023-2024 school year 15% of graduating seniors will earn an industry-based certification (IBC) up from 10% the previous year.

HB3 Goal

Evaluation Data Sources: IBC outcomes

Strategy 1 Details	Reviews			
<p>Strategy 1: 85% of students enrolled in Floral Design will take and earn the Floral Design Knowledge-Based certification. Strategy's Expected Result/Impact: Avenue to industry based certification for students with this interest area. Staff Responsible for Monitoring: Director of CCMR, Director of CTE, CTE leadership staff at the campus level, Floral Design teacher.</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 85 % of students enrolled in BIM will take and earn their Microsoft Office certification. Strategy's Expected Result/Impact: Avenue to industry based certification for students with this interest area. Staff Responsible for Monitoring: Director of CCMR, Director of CTE, CTE leadership staff at the campus level, BIM teachers.</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 85% of students enrolled in Counseling and Mental Health will take and earn their Community Health Worker certification. Strategy's Expected Result/Impact: Avenue to industry based certification for students with this interest area. Staff Responsible for Monitoring: Director of CCMR, Director of CTE, CTE leadership staff at the campus level, Counseling and Mental Health teachers.</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 90% of students enrolled in HCTC certification courses will take and earn the certification aligned with their course. Strategy's Expected Result/Impact: Overall increase in certification attempts will increase overall certification outcomes and support students with potential career pathways after graduation. Staff Responsible for Monitoring: Director of CCMR, Director of CTE, CTE leadership staff at the campus level.</p>	Formative			Summative
	Dec	Feb	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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Performance Objective 8: Increase growth in participation and performance in GT program and Advanced Academic courses, including but not limited to National Testing, Advanced Placement, Dual Credit, and OnRamps. (ASPIRE Objective 1)

Evaluation Data Sources: Class enrollment in Advanced courses - AP, Dual Credit, OnRamps
 Performance data on AP Exams
 Performance and participation on SAT, ACT, PSAT tests and prep courses
 Data collection and presentations for all courses by secondary campuses

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase GT population to more closely represent the district student demographics. Strategy's Expected Result/Impact: Increase our GT student population. Talent pools will increase the possibility of identification of GT students. Increase from 6.88% to 9% which is commensurate with the state average. Staff Responsible for Monitoring: Coordinator of GT and SS PACE Teachers</p> <p>Title I: 2.4</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Focus on appropriate testing, practices, and procedures to ensure an equitable opportunity for students of diverse backgrounds in the GT program. Strategy's Expected Result/Impact: Increase in the diversity of students that are identified for the GT program. Staff Responsible for Monitoring: Coordinator of GT and SS PACE teachers.</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Counselors present AP/DUAL/OnRamps/Advanced Academics/CTE course opportunities during the advisement process and counseling sessions to promote more students' participation in these courses.</p> <p>Strategy's Expected Result/Impact: Increased participation intentional advisement based on the students' personalized education plan Advanced Academic Parent Nights Middle School Presentations on AA programs</p> <p>Staff Responsible for Monitoring: Counselors, Teachers</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Advertising and promoting of offered courses for college readiness and test prep for students during the school year and summer.</p> <p>Strategy's Expected Result/Impact: Student performance on readiness exams Increase College enrollment Increase in CCMR results</p> <p>Staff Responsible for Monitoring: Director of CCMR, Coordinator of Student Support, Coordinator of Advanced Academics</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase parent awareness of the benefits of advanced placement coursework and taking Pre-ACT/ACT, PSAT/SAT, and TSIA2 tests.</p> <p>Strategy's Expected Result/Impact: Increase in student interest and participation in advanced placement courses and availing themselves of taking the PACT/ACT, PSAT/SAT, and TSI</p> <p>Staff Responsible for Monitoring: Director of CCMR, Campus Administrators, Counseling events inclusive of this information</p> <p>Title I: 4.2</p>	Formative			Summative
	Dec	Feb	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 9: Leaders will be equipped with the essential skills to identify, hire, and capitalize on the talent of personnel in such a way that it benefits the campus or departments in achieving goals. (Aspire Objective 2.1.2)

Evaluation Data Sources: Staff surveys
Campus and Department Plan Goal achievement
Recruitment and Retention data

Strategy 1 Details	Reviews			
Strategy 1: HR will conduct professional development for district and campus leadership on metrics that measure and monitor hiring trends. Strategy's Expected Result/Impact: Hiring of high quality staff Staff Responsible for Monitoring: Executive Director of HR HR Department	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a process for the regular review, update, and adherence to hiring standards and staffing guidelines. Strategy's Expected Result/Impact: Adherence to legal and best practices in hiring. Staff Responsible for Monitoring: Executive Director of HR HR Department	Formative			Summative
	Dec	Feb	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objectives 1;2;3)

Performance Objective 10: 100% of district staff will be aware of the district plan and be able to recognize the warning signs of Sexual Abuse and Trafficking and the plan will be posted by the district in locations accessible to staff and students. (ASPIRE Objective 3)

Evaluation Data Sources: Training documentation maintained by the campus principal.

Strategy 1 Details	Reviews			
<p>Strategy 1: Yearly training through completion of the district compliance bundle. Strategy's Expected Result/Impact: 100% of staff will feel equipped to recognize and respond to recognize the warning signs of Sexual Abuse and Trafficking. Staff Responsible for Monitoring: Director of Compliance and Policy Campus Principals</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff hired after the first day of school will participate in onboarding which will include the compliance bundle. Strategy's Expected Result/Impact: 100% of staff will feel equipped to recognize and respond to recognize the warning signs of Sexual Abuse and Trafficking. Staff Responsible for Monitoring: Human Resources Department Campus Principals</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus principals will ensure 100% of campus staff complete the compliance bundle. Strategy's Expected Result/Impact: 100% of staff will feel equipped to recognize and respond to recognize the warning signs of Sexual Abuse and Trafficking. Staff Responsible for Monitoring: Executive Directors of Student Services Campus Principals</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Department leaders will ensure 100% of department staff complete the compliance bundle. Strategy's Expected Result/Impact: 100% of staff will feel equipped to recognize and respond to recognize the warning signs of Sexual Abuse and Trafficking. Staff Responsible for Monitoring: Department Directors</p>	Formative			Summative
	Dec	Feb	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: The district plan for addressing child sexual abuse, trafficking, and other maltreatment of children is posted on the district web site and in the student handbook.</p> <p>Strategy's Expected Result/Impact: 100% of staff will feel equipped to recognize and respond to recognize the warning signs of Sexual Abuse and Trafficking.</p> <p>Staff Responsible for Monitoring: Director of Compliance and Policy</p>	Formative			Summative
	Dec	Feb	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 1: 100% of district training for district and campus administrators will focus on building capacity to improve the learning environment. (ASPIRE Objective 4,5,6)

Evaluation Data Sources: Number and types of training opportunities
 Opportunities for collaboration and sharing of best practices
 Standardization of district processes and procedures

Strategy 1 Details	Reviews			
<p>Strategy 1: Build capacity through participation in district focused and aligned learning opportunities. Strategy's Expected Result/Impact: Attendance and participation in Thursday DLT, PLCs; Lead4Ward training, Social/ Emotional Support. Implementation of learning in departments and campuses. Staff Responsible for Monitoring: Deputy Sup. Exec. Director of Teaching and Learning Exec. Director of Secondary Services Exec. Director of Elementary Services Exec. Director of Special Programs</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide reimbursement for elementary and secondary ELAR teachers who gain ESL certification. Funding Source: Title III-\$1,000 Strategy's Expected Result/Impact: Increase number of ESL certified teachers Staff Responsible for Monitoring: Dr. Mary Jones Funding Sources: - 263 - Title III, Part A</p>	Formative			Summative
	Dec	Feb	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 2: The district will support technology to promote engagement and learning in a 1:1 environment. (ASPIRE Objective 4)

Evaluation Data Sources: Documentation of number of provided devices, monitoring current equipment utilization

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor and augment internet access as usage demands dictate.</p> <p>Strategy's Expected Result/Impact: Management and increase of internet bandwidth to meet the growing demand for instruction and district support.</p> <p>Maintain WiFi and network equipment to support needs of all users at all buildings.</p> <p>Continued support for computer replacement cycles to ensure 1:1 access for students and professional staff to support instructional needs and district growth</p> <p>Staff Responsible for Monitoring: Director of Technology Technology Team</p>	Formative			Summative
	Dec	Feb	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 3: Provide opportunities for EL and Bilingual parents and staff to increase their capacity to support children in their education. (ASPIRE Objective 6)

Evaluation Data Sources: qualitative pre and post survey data.

Strategy 1 Details	Reviews			
Strategy 1: Conduct a Fall and Spring Bilingual Parent Academy Strategy's Expected Result/Impact: Increased parent participation Staff Responsible for Monitoring: Bilingual/ESL Curriculum Coordinator, ESL Instructional Coordinator, Bilingual Instructional Coach, Parent Liaison Funding Sources: - 263 - Title III, Part A - \$8,000	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Parent liaisons will provide supplemental support to ensure parent participation in their child's education. Strategy's Expected Result/Impact: Increased parent knowledge and participation in their child's schooling Staff Responsible for Monitoring: Dr. Mary Jones Funding Sources: - 263 - Title III, Part A - \$40,000	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide ongoing support to K-2 bilingual teachers through coaching and modeling lessons. Strategy's Expected Result/Impact: Students reading on grade level. Staff Responsible for Monitoring: Bilingual/ESL Curriculum Coordinator. Bilingual Instructional Coach. Funding Sources: - 263 - Title III, Part A - \$30,000	Formative			Summative
	Dec	Feb	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide ESL Teacher trainings to improve instructional knowledge and capacity of teachers to increase academic achievement of EB/ELs. Trainings are offered in the areas of elementary, secondary ELAR, and secondary content. Modeling and offering support to all teachers working with EB/EL students.</p> <p>Strategy's Expected Result/Impact: Increased achievement on STAAR/EOC tested areas and K-2 Reading and Math.</p> <p>Staff Responsible for Monitoring: ESL Instructional Coordinator</p> <p>Funding Sources: - 263 - Title III, Part A - \$100,000</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Conduct reading strategies and differentiation professional development sessions for K-2 bilingual teachers.</p> <p>Strategy's Expected Result/Impact: Closing reading achievement gaps in grades K-2.</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Curriculum Coordinator.</p> <p>Funding Sources: - 263 - Title III, Part A - \$20,000</p>	Formative			Summative
	Dec	Feb	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 4: EMS ISD will increase community partnerships and involvement to enhance the learning environment. (ASPIRE Objective 4;6)

Evaluation Data Sources: Number of New Partnerships
 Survey Data from K12 Insight of Staff, Parents, Community and Students
 Involvement in Volunteers

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with the community through EMS Education Foundation and school partnerships such as church partners, B2SB, Junior Achievement, Watch Dogs, and Community Link to build a network of support for families.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Increased parent participation. Increased community participation. Increased safe environment for learning.</p> <p>Staff Responsible for Monitoring: Campus Principals Coordinator of Education Foundation Executive and Director Teams</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the number of parent education opportunities to support student learning and achievement at all level.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement and knowledge: * Through Parent University, Parent Education Nights, Super Saturday, College Fair, FAFSA information meetings, and Mental Health Support and Awareness provided by the Counseling Department. *Curriculum support and participation in GEMSS Board Parent Events *World Language Academy by Curriculum Department.</p> <p>Staff Responsible for Monitoring: Campus Principals Ex. Director and Director Team</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Dec	Feb	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 5: Foster a culture that provides all students the opportunity to take ownership of their learning and grow the skills represented in the EMS Profile of a Graduate. (ASPIRE Objective 4)

- Evaluation Data Sources:** Student goal setting
 Progress monitoring
 Student achievement
 Student participation in career exploration opportunities
 Graduation planning

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of elementary students will collaborate with their teachers to set personalized goals, create action plans, and monitor their progress in data folders.</p> <p>Strategy's Expected Result/Impact: Students will develop the skills to take ownership of their learning.</p> <p>Staff Responsible for Monitoring: Executive Director of Elementary Elementary Principals</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Middle School students will engage in career exploration and have exposure to a multitude of post-secondary options in order to monitor their learning and make personalized decisions about goal setting.</p> <p>Strategy's Expected Result/Impact: Increased student awareness of and involvement in their personal future planning.</p> <p>Staff Responsible for Monitoring: Executive Directory of Secondary Middle School Principals</p>	Formative			Summative
	Dec	Feb	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 6: In grades 7-12, we will increase the yearly band and choir student participation in TMEA auditions by 5% annually

Increase the annual percentage of student retention by 5% in secondary Dance programs. (ASPIRE Objective 4)

Evaluation Data Sources: Student enrollment

Strategy 1 Details	Reviews			
Strategy 1: Create incentives for those who participate, such as lettering requirements in our high school programs. Strategy's Expected Result/Impact: Increase of Student participation Staff Responsible for Monitoring: Director of Fine Arts	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Build relationships with students and parents through personal encouraging conversations. Strategy's Expected Result/Impact: Increase in participation in Band, Choir and Dance. Staff Responsible for Monitoring: Director of Fine Arts Title I: 2.5	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Create new opportunities for growth, development and student leadership within the Dance program. Strategy's Expected Result/Impact: Increase in student retention in secondary Dance program. Staff Responsible for Monitoring: Director of Fine Arts Title I: 2.5	Formative			Summative
	Dec	Feb	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 7: 100% of EMS ISD professional staff will be actively involved in the development of a personalized PL plan that aligns with the EMS ISD strategic plan. (ASPIRE Objective 5)

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff members will create their personalized PL plan in collaboration with their supervisor, and aligned to their TTESS goals</p> <p>Strategy's Expected Result/Impact: Aligned personalized learning plans that support individual teacher growth at all levels.</p> <p>Staff Responsible for Monitoring: Principals, Executive Directors of Elementary and Secondary</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: EMS ISD will offer learning opportunities on a variety of relevant topics for teachers at different levels of experience and aligned to district goals.</p> <p>Strategy's Expected Result/Impact: Engaged staff who feel supported in their work as measured through staff surveys.</p> <p>Staff Responsible for Monitoring: Exec. Director of Teaching and Learning Principals Exec. Director of Elementary Services Exec. Director of Secondary Services</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The Professional Learning Department will utilize stakeholder feedback, including teacher feedback, advisory teams, and the DPAC committee, to inform and continuously improve PD offerings.</p> <p>Strategy's Expected Result/Impact: Improved relevant PD for all levels of staff</p> <p>Staff Responsible for Monitoring: Exec. Director of Teaching and Learning</p>	Formative			Summative
	Dec	Feb	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 1: 100% of the campuses will follow the District protocols/plan to ensure a safe and secure environment. (ASPIRE Objective 8)

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor continued use of the Crisis Go protocols and Standard Response Protocols (SRP) with all staff, including substitutes.</p> <p>Strategy's Expected Result/Impact: District aligned system utilized during emergency drills and situations.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Director of Safety and Security/Chief of EMS ISD Police Department Executive Director of Secondary Services Campus Principals</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ongoing employment and training of EMS Police Department employees including school safety specialists, police officers, and EMS ISD Police Department leadership.</p> <p>Staff Responsible for Monitoring: Director of Safety and Security/Chief of EMS ISD Police Department</p> <p>Funding Sources: Training and Supplies--Using Title IV - 199 - General Fund</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor and Evaluate the Standard Reunification Method and District Threat Assessment Tool.</p> <p>Strategy's Expected Result/Impact: Alignment and consistency of emergency drills.</p> <p>Staff Responsible for Monitoring: Director of Safety and Security Chief of EMS ISD Police Department</p>	Formative			Summative
	Dec	Feb	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 2: 100% of campuses and departments will utilize the Continuous Improvement model and the PDSA tool to identify, document, communicate, and monitor effectiveness of key processes. (ASPIRE Objective 7)

Evaluation Data Sources: District, Department, and Campus Improvement Plans, Documented Processes, Focus Groups, Advisory Committees.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campuses and department will ensure that key processes are documented using the "process checklist" to ensure effective implementation.</p> <p>Strategy's Expected Result/Impact: Alignment of key processes at the campus and district levels.</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching and Learning Executive and Senior Director Team</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Each department will assign a staff member to support and sustain CI processes within the department including strategic planning, formative assessment, and key process work.</p> <p>Strategy's Expected Result/Impact: Sustainable CI work across all departments</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive and Senior Director Team Department Leadership</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: EMS ISD will follow the PDSA protocol district-wide for communicating, evaluating, and updating key processes.</p> <p>Strategy's Expected Result/Impact: Alignment and continued effectiveness of key processes across campuses and departments.</p> <p>Staff Responsible for Monitoring: Director of PD & CI</p>	Formative			Summative
	Dec	Feb	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$14,000,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

We utilize our SCE funds for the Student Success Academy, Interventionists, alternative schools, and for tutoring programs.

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	4	6	Book Study resources-Differentiated Supervision		\$500.00
2	5	1			\$0.00
3	1	2	Training and Supplies--Using Title IV		\$0.00
Sub-Total					\$500.00
211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Training		\$0.00
1	1	3			\$0.00
Sub-Total					\$0.00
199 - State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Federal and Local Funds--Coaches and Interventionist Support		\$0.00
1	1	3			\$0.00
1	3	2			\$0.00
Sub-Total					\$0.00
255 - Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Success Ed--Funding from multiple accounts for support		\$0.00
Sub-Total					\$0.00
263 - Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
2	1	2			\$0.00
2	3	1			\$8,000.00
2	3	2			\$40,000.00

263 - Title III, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	3			\$30,000.00
2	3	4			\$100,000.00
2	3	5			\$20,000.00
				Sub-Total	\$198,000.00