

Kerrville Independent School District

District Improvement Plan

2013-2014

Kerrville ISD

Mission

The purpose of Kerrville Independent School District is to educate all students to be successful and productive citizens in a way that meets parent and community expectations through continual improvement in curriculum and instruction, a safe and orderly learning environment, sound fiscal management, and leadership dedicated to excellence.

Vision

We believe that KISD should:

- Teach foundation curriculum in English, language arts, math, science, social studies, and physical education.*
- Teach a broad selection of curriculum at the high school level.*
- Teach problem solving skills and conflict resolution skills.*
- Teach character education skills both by example and within the curriculum, realizing that parents are their children's first teachers and these skills should be encouraged and taught at home.*
- Teach citizenship and civil responsibility.*

Resources

Resource	Source
CTE Funds	Federal
Special Ed Funds	Federal
Title I Part A (School wide)	Federal
Title I Part D (KCJDC)	Federal
Title II Part Principal and Teacher Improvement	Federal
Title III Bilingual/ESL	Federal
Title VI Rural and Low Income	Federal
Bilingual/ESL	State
Gifted & Talented Funding	State
Local Funds	State
State Compensatory	State
SSI Funds	State

Faculty Campus Advisory Committee
2013-2014

Last	First	CAMPUS/AFFILIATION
<i>Community Reps.</i>		
Thompson	Brenda	Business
Arnold	Carol	Community
Thompson	Lisa	Parent
Schulte	Catherine	Parent
Swanson	Nancy	Community
Clarkson	Kim	Business
<i>School Reps.</i>		
Houghton	April	THS
Mein	John	HPMS
Doran	Barbara	BTW
Klein	Sandra	DES
Stephens	Nieves	NES
Hinton	Donna	SES
Kehoe	Scott	TES
White	Elizabeth	ECC
Fair	Gayla	SpEd
Carter	Naomi	HCHS/Alt Education

District Improvement Plan 2013-2014

Authors: Wells, Deb; Williams, Ellen; Ivy, Wade; Peters, Lissa; Carrales, Michael; Gagne, Laurie; Schwarz, Steve; Cochrane, Travis

Reviewers:

Strategic Objective/Goal 1:	Goal 1: Improve KISD Written and Taught Curriculum					
Performance Objective 1:	Monitor and Facilitate Ongoing Curriculum Alignment Updates, Revisions and Enhancements					
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation
1. Update the district's Scope & Sequence charts in all core subjects and grade levels. Revisions will be based on the following considerations: Margaret Kilgo's Model Scope & Sequence, STAAR/EOC Blueprints, and STAAR/EOC test data.	.					
	(Title I SW: 3) (Target Group: All) (NCLB: 1,5)	Wells, Deb	8/12/2013	5/30/2014	(F)Title I, (L)AEIS, (L)Campus Data, (L)General Operating Funds, (L)Other, (O)Time and Effort	Monitor Benchmark test results throughout the year to ensure effective implementation of Scope & Sequence
2. District-wide AEC CORE Subject committees in the core subject areas will research best instructional strategies and resources designed to improve lowest STAAR SE's.	.					
	(Title I SW: 2,10) (Target Group: All) (NCLB: 1,5).	Wells, Deb	8/12/2013	8/15/2014	(F)Title I, (L)AEIS, (L)Campus Data, (L)General Operating Funds, (L)Other, (S)Local Funds.	Monitor Benchmark test results throughout the year to measure effectiveness of strategies and resources
3. Update the KISD Alignment of Literature to avoid undesirable overlapping. Lexiles will be used in the literature selection process in order to ensure appropriate grade level designations.	.					
	(Title I SW: 3,10) (Target Group: All) (NCLB1,5).	Wells, Deb	11/4/2013	11/26/2013	(F)Title I, (L)AEIS, (L)Campus Data, (L)General Operating Funds, (L)Other, (O)Time and Effort, (S)Local Funds.	Monitor list of literature used in class wide assignments

4. The administrative team will meet throughout the year to evaluate the success of students in various intervention programs and make revisions as needed.	.						Students will demonstrate success on Benchmark assessments throughout the school year and will perform at Level II or Level III on their STAAR or EOC exam.
(Title I SW: 2) (Target Group: AtRisk) (NCLB:1)	Wells, Deb	8/19/2013	5/30/2014	(L)AEIS, (L)Campus Data, (L)Other, (O)Time and Effort.			
Performance Objective 2:	Maintain a focus on improving student performance on STAAR and EOC exams						
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation	
1. Based on an analysis of STAAR and EOC test data, both vertically and horizontally, the KISD curriculum alignment in grades 2 - 11 will be updated and revised. In addition, curriculum and instructional strategies will be discussed and revised based on discussions at benchmark meetings throughout the school year.	.						
(Title I SW: 1)(Target Group: All) (NCLB: 1).	Wells, Deb	8/19/2013	8/15/2014	(L)AEIS, (L)Campus Data, (L)Other, (O)Time and Effort, (S)Local Funds.		Monitor student progress through an analysis of Benchmark and Checkpoint data throughout the school year	
2. Research best practices and instructional materials in all core subject areas.	a. Study weakest TEKS/SE's b. Teachers will meet horizontally and then vertically to identify best instructional strategies and materials, to look for gaps in the curriculum, and to ensure alignment of vocabulary and instruction. c. Integrate more hands-on lab experiences into the science curriculum d. Administrators and teachers will meet following each Benchmark test to analyze test data and develop intervention plans in order to close the gaps between the written,taught, and tested curriculum.						
(Title I SW: 2) (Target Group: All) (NCLB: 1)	Wells, Deb	8/19/2013	8/15/2014	(L)AEIS, (L)Campus Data, (L)Other, (S)Local Funds.		Monitor student progress through an analysis of Benchmark and Checkpoint data throughout the school year	

Strategic Objective/Goal 2:	Goal 2: Utilize Technology to enhance instruction					
Performance Objective 1:	Facilitate the effective integration of technology into the teaching and learning process					
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation
1.The KISD Instructional Technology Academic Excellence Committee (AEC) will prioritize technology hardware and software for instructional delivery.	(Title I SW: 2) (Target Group: All)	Wells, Deb; Cochrane, Travis	8/31/2013	5/31/2014	L)AWARE, (L)Campus Data, (L)Other, (L)Technology Department, (S)Local Funds	Improvements in core academic and technology application skills and Texas STaR Chart results in target level for categories: Infrastructure of Technology and Teaching & Learning
2. Fully equip all classrooms with readily available technology to enhance student instruction	(Title I SW: 2) (Target Group: All)	Cochrane, Travis	8/31/2013	5/31/2014	(L)AEIS, (L)Campus Data, (L)Other, (S)Local Funds	Improvements in core academic and technology application skills and Texas STaR Chart results in target level for category of Infrastructure for Technology
3. Professional development includes technology integration and use of proven strategies that facilitate the development of higher-order thinking skills and collaboration.	(Title I SW: 4) (Target Group: All)	Cochrane, Travis; Wells, Deb	8/22/2013	5/31/2014	(L)AEIS, (L)Campus Data, (L)Other, (S)Local Funds	Improvements in core academic and technology application skills and Texas STaR Chart results in target level of Educator Preparation & Development

4. Continue implementation of the district-wide Assistive Technology Team to assess student needs and identify technology that will better enable special education students to access the general curriculum.	.					
	Special Education Students	Gagne, Laurie; Gohlke, Dilana; Cochrane, Travis	8/1/2013	8/19/2014	Local Funds, Federal Title VI Funds, Federal Special Education Funds, Time and Effort	Improvement is special education core academic grades and state assessment scores.
Strategic Objective/Goal 3:	Goal 3: Improvements in KISD Assessed Curriculum					
Performance Objective 1.:	Improve student performance on STAAR and TAKS utilizing data-driven instruction and focus on value-added					
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation
1. Analyze and disaggregate state assessment data by district and campus results in preparation for annual principal training in July	.					
	(Title I SW: 2) (Target Group: H, AA, ECD)	Wells, Deb	6/10/2013	8/1/2014	(L)AEIS, (L)Campus Data, (L)Other, (O)Time and Effort	Monitor student progress through an analysis of Benchmark and Checkpoint data from October through April
2. Provide Margaret Kilgo training to math, reading, social studies, and science teachers and administrators to increase the cognitive level of teacher-made tests and their alignment to the state's curriculum (TEKS)	.					
	(Title I SW: 4) (Target Group: H, AA, ECD)	Wells, Deb	9/2/2013	11/29/2013	(F)Federal Funds, (F)Title I, (F)Title II Part A Principal and Teacher Improvement, (L)AEIS, (L)Campus Data, (L)Other, (L)Relevant Staff Development	Monitor student progress through an analysis of Benchmark and Checkpoint data from October through April
3. AWARE and INOVA Reports will be used to aid campus-level and district-level Student Support Teams in identifying students at-risk of failing STAAR/EOC. Intervention and Personal Graduation Plans will be developed.	.					
	(Title I SW: 1,2) (Target Group: H, AA, ECD, LEP, SPED)	Wells, Deb	10/28/2013	5/23/2014	(F)Federal Funds, (F)Title I, (F)Title II Part A Principal and Teacher Improvement, (F)Title II Part D Technology, (L)AEIS, (L)Campus Data, (L)General Operating Funds, (L)Other	Monitor student progress through an analysis of Benchmark and Checkpoint data from October through April

4. Prepare, score, and provide teachers and administrators with analysis reports on Benchmark and Checkpoint results throughout the year for grades 1-8	.						
	(Title I SW: 2) (Target Group: H, AA, ECD)	Wells, Deb; Fager, Susan	10/1/2013	4/30/2014	F)Federal Funds, (F)Title I, (F)Title II Part A Principal and Teacher Improvement, (L)AEIS, (L)Campus Data, (L)General Operating Funds, (L)Other	Monitor student progress through an analysis of Benchmark and Checkpoint data from October through April	
Close the performance gap between "All Student" and "ELL" Student performance on Social Studies STAAR and EOC exams	1) Identify ELL students who are in need of intense interventions in Social Studies 2) Provide individual interventions 3) Monitor ELL's progress on checkpoint, benchmark, and teacher-made tests throughout the school year 4) Make adjustments in intervention plans as needed 5) Following the administration of Benchmark tests, the DLT and Social Studies teachers will meet to analyze the results, focusing on the performance of our ELL students. Curriculum and Instructional Strategies will be revised to improve ELL student performance on lowest scoring Student Expectations (SEs).						
	ELL	Wells, Deb	10/1/2013	5/30/2014	F) Federal Funds, (F) Title I, (F) Title II Part A, (L) General Operating Funds, (L) Campus Data.	Monitor student progress through an ongoing analysis of teacher-made, Benchmark, and Checkpoint assessments	
Performance Objective 2:	The Central Administration Support Team will meet with the campus principals to aid in their efforts to develop, implement, and monitor data-driven intervention plans for students at-risk of failing STAAR/EOC.						
Activity/Strategy							
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation	
1. Student STAAR/EOC test and Benchmark data will be compiled into a spreadsheet by the Central Administration in order to aid campus Student Support Teams in their analysis of student progress throughout the school year.	.						
	(Title I SW: 2) (Target Group: H, AA, ECD)	Wells, Deb	10/28/2013	5/30/2014	(L)Campus Data, (L)Other, (O)Time and Effort	Monitor student progress through an analysis of Benchmark and Checkpoint data from October through April	

2. Principals will meet with Central Administration three times a year to discuss intervention plans for students who are at-risk of failing STAAR/EOC.							
	(Target Group: H, AA, ECD)	Wells, Deb; Billeiter, Amy; Harmon, Jim; Jenschke, Donna; Tiemann, Wendy; Jones, Holly; Jachade, Jarrett; Engstrom, Heather	8/19/2013	5/30/2014	(L)Campus Data, (L)Other, (O)Time and Effort	Monitor student progress through an analysis of Benchmark and Checkpoint data from October through April	
Strategic Objective/Goal 4:	Goal 4: Refine the implementation of academic intervention programs						
Performance Objective 1.:	Provide a High School Equivalency Program (HSEP) for over-aged 9th and 10th grade students who have minimal credits and are at-risk of dropping out of school						
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation	
1. Provide an alternative education program at HCHS-Annex to meet the needs of recovered dropouts and over-aged 9th and 10th grade THS students who have minimal credits and are highly at-risk of dropping out							
	(Title I SW: 2) (Target Group: AtRisk)	Wells, Deb; Schwarz, Steve	8/19/2013	5/30/2014	(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (O)Time and Effort, (S)Texas High School Completion Grant	Every six weeks, THS Student Leaver Reports will show a decrease in drop-outs when compared to the previous school year's report.	
2. Locate and recover Student Leavers prior to the last Friday in September - focusing on the prior year's graduation cohort group							
	(Title I SW: 10) (Target Group: AtRisk)	Wells, Deb	8/26/2013	5/30/2014	(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (O)Time and Effort	Every six weeks, THS Student Leaver Reports will show a decrease in drop-outs when compared to the previous school year's report.	

3. Develop a student leaver reporting system so that all required student entry/withdrawal information can be monitored throughout the school year in an efficient and accurate manner	.						
	(Title I SW: 2) (Target Group: AtRisk)	Wells, Deb	8/26/2013	5/30/2014	(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (O)Time and Effort	Every six weeks, THS Student Leaver Reports will show a decrease in drop-outs when compared to the previous school year's report.	
4. By using the Student Assistance Team Model, implement individualized intervention plans at THS to prevent drop-outs	.						
	(Title I SW: 10) (Target Group: AtRisk)	Wells, Deb; Young, Kendall; Vanacker, Keely; Perez, Micaela; Milner, John; Jachade, Jarrett; Davis, Missy	8/26/2013	5/30/2014	(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (O)Time and Effort	Every six weeks, THS Student Leaver Reports will show a decrease in drop-outs when compared to the previous school year's report.	
Performance Objective 2.:	Effectively implement the Bilingual/ESL program						
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation	
1. Coordinate and collaborate with Bilingual/ESL Campus Coordinators to ensure that they have the knowledge required to properly identify LEP students, serve LEP students, and evaluate the progress of LEP students and their campus program	.						
	(Title I SW: 10) (Target Group: LEP) (NCLB: 2)	Peters, Lissa	8/22/2013	5/31/2014	(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Other, (L)PEIMS Report, (L)Staff Surveys, (O)Discipline Data, (O)Time and Effort	Approximately each six weeks the Bilingual Director will meet with campus Bilingual Coordinators to discuss the progress of LEP students served on their campuses and to create intervention plans to implement and monitor to ensure success.	

2. Evaluate Bilingual/ESL Program to identify areas for growth	.						
	(Title I SW: 2)	Peters, Lissa	8/26/2013	5/31/2014	(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Other, (L)PEIMS Report, (L)Staff Surveys, (O)Time and Effort	Approximately each six weeks the Bilingual Director will meet with campus Bilingual Coordinators to discuss the progress of LEP students served on their campuses and to create intervention plans to implement and monitor to ensure success.	
3. Review Skyward reports and campus lists to ensure accurate PEIMS reporting identification, placement, and services	.						
	(Title I SW: 2)	Peters, Lissa	8/26/2013	5/31/2014	L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Other, (L)PEIMS Report, (L)Staff Surveys, (O)Time and Effort	Approximately each six weeks the Bilingual Director will meet with campus Bilingual Coordinators to discuss the progress of LEP students served on their campuses and to create intervention plans to implement and monitor to ensure success.	

4. Meet with Bilingual/ESL Teachers and/or Bilingual Campus Coordinators to monitor the progress of LEP students and provide intervention for identified LEP students who are struggling in school	.					
	(Title I SW: 2) (NCLB: 2)	Peters, Lissa	8/26/2013	5/31/2014	(O)Time and Effort	Approximately each six weeks the Bilingual Director will meet with campus professionals to discuss the progress of LEP students served on their campuses and to create intervention plans to implement and monitor to ensure success.
5. Provide additional instructional support for LEP students by utilizing instructional paraprofessionals to implement one-on-one and/or small group instruction, as well as instructional support to achieve student success	.					
	(Title I SW: 2)	Peters, Lissa	8/26/2013	5/31/2014	(F)Title III Bilingual / ESL, (S)Bilingual/ESL , (S)State Compensatory	Approximately each six weeks the Bilingual Director will meet with campus Bilingual Coordinators to discuss the progress of LEP students served on their campuses and to create intervention plans to implement and monitor to ensure success.

6. Staff development opportunities will be provided to Bilingual/ESL teachers, as well as Content Area teachers who serve LEP students, in the following ways: 1. Bilingual/ESL pull-out staff development; 2. Region 20 Workshop Offerings for LEP student achievement	.					
	(Title I SW: 4,5)	Peters, Lissa	8/26/2013	5/31/2014	(F)Title III Bilingual / ESL, (S)Bilingual/ESL , (S)State Compensatory	Approximately each six weeks the Bilingual Director will meet with campus Bilingual Coordinators to discuss the progress of LEP students served on their campuses and to create intervention plans to implement and monitor to ensure success.
7. Analyze and collect assessment data for each 3rd - 12th grade Limited English Proficient student in order to make informed decisions on an individual plan to ensure LEP student academic success	.					
	(Title I SW: 1)	Peters, Lissa	8/26/2013	5/31/2014	(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Other, (L)PEIMS Report, (L)Staff Surveys, (O)Time and Effort	Approximately each six weeks the Bilingual Director will meet with campus Bilingual Coordinators to discuss the progress of LEP students served on their campuses and to create intervention plans to implement and monitor to ensure success.
8. Increase the number of ESL- certified teachers in grades PK-8	.					
	(Title I SW: 5)	Jung, Doug; Ivy, Wade; Peters, Lissa	8/26/2013	5/31/2014	(F)Title III Bilingual / ESL, (L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Other, (L)PEIMS Report, (L)Staff Surveys, (S)Bilingual/ESL , (S)State Compensatory	Monitor the number of KISD teachers completing ESL certification

9. The Bilingual Director will provide teacher and student instructional resources as needed and as determined through needs assessments.	.						
	(Title I SW: 2)	Peters, Lissa	8/22/2013	5/31/2014	(F)Title III Bilingual / ESL, (L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Other, (L)PEIMS Report, (L)Staff Surveys, (S)Bilingual/ESL , (S)Gifted & Talented Funding	Approximately each six weeks the Bilingual Director will meet with campus Bilingual Coordinators to discuss the progress of LEP students served on their campuses and to create intervention plans to implement and monitor to ensure success.	
Performance Objective 3:	Intervention Program: Special Education and Pre-Referral Process						
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation	
1. Review and revise the Special Education Pre-Referral Process to ensure least restrictive environment support services through the campus Rtl process are provided to students prior to referral to Special Education.	.						
	(Title I SW: 2) (Target Group: SPED, AtRisk)	Gagne, Laurie; Fair, Gayla; Williams, Ellen	8/26/2013	5/31/2014	(F)Special Ed Funds, (L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Other, (L)Parent Surveys, (L)Staff Surveys, (O)Time and Effort	Fully functioning SAT teams on all campuses; Lowered number of DNQs in the SpEd referral process	
2. Define the decision-making process for placing and identifying appropriate accommodations and modifications for special education students on the STAAR, STAAR Modified and STAAR Alternate	.						
	(Title I SW: 2) (Target Group: SPED, AtRisk)	Gagne, Laurie	8/22/2013	5/31/2014	(F)Special Ed Funds, (O)Time and Effort	SpEd students placed on appropriate state assessment test	
4. Analyze assessment data and revise Special Education Intervention programs as necessary to ensure an increasing number of students demonstrate growth	.						
	(Title I SW: 1) (Target Group: SPED, AtRisk)	Gagne, Laurie	8/22/2013	5/31/2014	(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Other, (L)Parent Surveys, (L)Staff Surveys, (O)Time and Effort	Increased number of SpEd students demonstrate growth using the INOVA data	

5. Continue to provide FAPE (Free and Appropriate Public Education) to students with disabilities and focus on improving areas of risk as identified in the State Performance Plan and PBMAS	.					
	(Title I SW: 2) (Target Group: SPED, AtRisk)	Gagne, Laurie	8/22/2013	5/31/2014	(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Other, (L)Parent Surveys, (L)Staff Surveys, (O)Time and Effort	SpEd students are appropriately placed in the LRE using the PBMAS data
6. Collect data on the inclusion programs across the district to assure the continued support of general and special educators in meeting the needs of Special Education students	.					
	(Title I SW: 1) (Target Group: SPED, AtRisk)	Gagne, Laurie; Glosson, Stacey	8/22/2013	5/31/2014	(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Other, (L)Parent Surveys, (L)Staff Surveys, (O)Time and Effort	SpEd students are appropriately placed in the LRE using the PBMAS data
7. Work with administrators, teachers and parents to ensure that Special Ed students are identified and served in full compliance with state and federal law	.					
	(Title I SW: 2) (Target Group: SPED, AtRisk)	Gagne, Laurie; Hopson, Lisa; Glosson, Stacey	8/22/2013	5/31/2014	(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Other, (L)Parent Surveys, (L)Staff Surveys, (O)Time and Effort	SpEd students are appropriately identified and placed
9. Train campus administrators and teachers to ensure they have knowledge to provide positive behavioral support to ALL students.	.					
	(Title I SW: 4) (Target Group: SPED, AtRisk)	Gagne, Laurie; Erickson, Jacquelynn; Hopson, Lisa; Glosson, Stacey	8/22/2013	5/31/2014	(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Other, (L)Parent Surveys, (L)Staff Surveys, (O)Time and Effort	Reduced numbers of SpEd students placed in DAEP and ISS
Performance Objective 4:	Provide appropriate interventions to assist At-Risk students in reaching academic success					
Activity/Strategy						
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation

<p>1. Conduct State Compensatory Education Evaluation to determine progress of at-risk students and measure program effectiveness in shrinking the achievement gap between at-risk and non-at-risk students</p>	.						
<p>2. Analyze evaluation reports to create a plan to address the areas in which the achievement gap is increasing among at-risk vs. non-at-risk students</p>	.						
	<p>(Title I SW: 1) (Target Group: AtRisk)</p>	<p>Peters, Lissa</p>	<p>8/22/2013</p>	<p>5/31/2014</p>	<p>(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Failure Reports, (L)Other, (L)PEIMS Report, (O)Discipline Data</p>	<p>Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR/TAKS and discuss the intervention plan to ensure student success. Formal Evaluation is done by Region 20 once every three years.</p>	
	<p>(Title I SW: 1) (Target Group: AtRisk)</p>	<p>Schwarz, Steve; Jenschke, Donna; Harmon, Jim; Billeiter, Amy; Jones, Holly; Tiemann, Wendy; Peters, Lissa; Jachade, Jarrett; Vanacker, Keely</p>	<p>8/26/2013</p>	<p>5/31/2014</p>	<p>(F)Title I, (L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Extra Duty Pay, (L)Failure Reports, (L)Other, (L)PEIMS Report, (L)Soar To Success, (L)TAKS Disaggregated Data, (O)Benchmark Data, (O)Discipline Data, (S)Optional Extended Year Program, (S)State Compensatory</p>	<p>Each semester the Central Office Administrative Team will review the progress of students not likely to pass TAKS/STAAR and discuss the intervention plan to ensure student success.</p>	

<p>3. Provide intervention strategies to address the needs of all students including those in special populations and to ensure that all students identified "At-Risk" are provided with the support and resources to achieve academic success in all core areas and pass the STAAR/TAKS, as well as reduce the drop-out rate and increase the completion rate</p>	.						
<p>4. Provide Reading Recovery Teachers or Reading Specialists at elementary campuses to implement programming that will assist struggling readers in early grades</p>	<p>(Title I SW: 10) (Target Group: AtRisk)</p>	<p>Peters, Lissa; Wells, Deb</p>	<p>8/26/2013</p>	<p>5/31/2014</p>	<p>(F)Title I, (L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Extra Duty Pay, (L)Failure Reports, (L)Instructional Aides, (L)Other, (L)PEIMS Report, (L)Soar To Success, (L)TAKS Disaggregated Data, (O)Benchmark Data, (O)Discipline Data, (S)Optional Extended Year Program, (S)State Compensatory</p>	<p>Each semester the Central Office Administrative Team will review the progress of students not likely to pass TAKS/STAAR and will discuss the intervention plan to ensure student success.</p>	
<p>5. Provide a structured and supportive learning environment (DAEP) for students removed from the regular campus through discretionary or mandatory means</p>	.						
	<p>(Title I SW: 3,9) (Target Group: AtRisk)</p>	<p>Schwarz, Steve</p>	<p>8/22/2013</p>	<p>5/31/2014</p>	<p>(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Other, (L)PEIMS Report, (O)Discipline Data</p>	<p>Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR/TAKS and will discuss the intervention plan to ensure student success.</p>	

<p>6. Monitor at-risk and drop-out reports to follow-up on student progress and recovery to re-enroll previous drop-outs</p>	.						
<p>7. Offer the opportunity for students to gain credit through Credit by Exam, correspondence courses, or the Texas Virtual School Network</p>	<p>(Title I SW: 1,9) (Target Group: AtRisk)</p>	<p>Schwarz, Steve; Peters, Lissa</p>	<p>8/22/2013</p>	<p>5/31/2014</p>	<p>(F)Title I, (L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Extra Duty Pay, (L)Failure Reports, (L)Other, (L)PEIMS Report, (L)Soar To Success, (L)TAKS Disaggregated Data, (O)Benchmark Data, (O)Discipline Data, (S)Optional</p>	<p>Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR/TAKS and will discuss the intervention plan to ensure student success.</p>	
<p>8. Provide Title I services to homeless children and youth on each KISD campus (even non- Title I campuses)</p>	.						
	<p>(Title I SW: 9,10) (Target Group: AtRisk)</p>	<p>Schwarz, Steve; Jachade, Jarrett; Vanacker, Keely; Williams, Ellen</p>	<p>8/22/2013</p>	<p>5/31/2014</p>	<p>(F)Title I, (L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Extra Duty Pay, (L)Failure Reports, (L)Other, (L)PEIMS Report, (L)Soar To Success, (L)TAKS Disaggregated Data, (O)Benchmark Data, (O)Discipline Data, (S)Optional Extended Year Program, (S)State Compensatory</p>	<p>Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR/TAKS and will discuss the intervention plan to ensure student success.</p>	
	<p>(Title I SW: 9,10) (Target Group: AtRisk)</p>	<p>Peters, Lissa</p>	<p>8/26/2013</p>	<p>5/31/2014</p>	<p>(F)Title I, (L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Extra Duty Pay, (L)Failure Reports, (L)Other, (L)PEIMS Report, (L)Soar To Success, (O)Benchmark Data, (O)Discipline Data, (S)Optional Extended Year Program, (S)State Compensatory</p>	<p>At least once a week a homeless report is run and sent to the appropriate departments and personnel to identify additional students and ensure services are provided (ex - free lunch).</p>	

<p>9. Provide a structured and supportive learning environment (HCHS) for students eligible to attend an alternative education program that will enable them to reach the requirements for graduates</p>	.					
	(Title I SW: 3,9) (Target Group: AtRisk)	Schwarz, Steve	8/26/2013	5/31/2014	(F)Title I, (L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Extra Duty Pay, (L)Failure Reports, (L)Other, (L)PEIMS Report, (L)Soar To Success, (L)TAKS Disaggregated Data, (O)Benchmark Data, (O)Discipline Data, (S)Optional Extended Year Program, (S)State Compensatory	Each semester the Central Office Administrative Team will review the progress of students not likely to pass TAKS/STAAR and will discuss the intervention plan to ensure student success.
<p>10. Provide credit/dropout recovery program and an alternative high school setting (HCHS & Annex) for THS eligible students</p>	.					
	(Title I SW: 9,10) (Target Group: AtRisk)	Schwarz, Steve	8/26/2013	5/31/2014	(F)Title I, (L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Extra Duty Pay, (L)Failure Reports, (L)Other, (L)PEIMS Report, (L)Soar To Success, (L)TAKS Disaggregated Data, (O)Benchmark Data, (O)Discipline Data, (S)Optional Extended Year Program, (S)State Compensatory	Each semester the Central Office Administrative Team will review the progress of students not likely to pass TAKS/STAAR and will discuss the intervention plan to ensure student success.

<p>11. Provide Summer Credit Recovery Program at Tivy High School for at-risk students</p>	.						
<p>12. The KISD LSSP and Special Programs Director will address individual student (at-risk students) concerns throughout the district and will provide opportunities for parental involvement.</p>	<p>(Title I SW: 9,10) (Target Group: AtRisk)</p>	<p>Jachade, Jarrett; Vanacker, Keely</p>	<p>8/26/2013</p>	<p>5/31/2014</p>	<p>(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Extra Duty Pay, (L)Failure Reports, (L)Other, (L)PEIMS Report, (L)Soar To Success, (L)TAKS Disaggregated Data, (O)Benchmark Data, (O)Discipline Data, (S)Optional Extended Year Program, (S)State Compensatory</p>	<p>Each semester the Central Office Administrative Team will review the progress of students not likely to pass TAKS/STAAR and will discuss the intervention plan to ensure student success.</p>	
<p>13. Coordinate social and academic services for teen parents to ensure academic success</p>	.						
	<p>(Title I SW: 1,2,6,9,10) (Target Group: AtRisk) (NCLB: 5)</p>	<p>Young, Kendall; Perez, Micaela; Milner, John; Vanacker, Keely; Williams, Ellen; Schwarz, Steve; Cook, Karen; Davis, Missy</p>	<p>8/26/2013</p>	<p>5/31/2014</p>	<p>(L)At-Risk Reports, (L)Club Ed, (L)Contact with Parents, (L)Failure Reports, (L)General Operating Funds, (L)School Nurse, (L)Special Programs, (O)Classroom Teachers, (O)LSSP, (O)Time and Effort, (S)Life Skills Grant</p>	<p>Teen parent grades, credits, and graduation plans (targets) will be used to evaluate the success each semester.</p>	

Performance Objective 5:	Effectively implement Title I school-wide programs at ECC,DES, NES, SES, TES, BTW, and HPMS					
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation
1. Continue to provide reading specialists at the elementary campuses and paraprofessionals at all Title I campuses for additional reading and instructional support	(Title I SW: 9,10) (Target Group: H, AA, ECD, AtRisk	Peters, Lissa; Harris, Jane; Billeiter, Amy; Engstrom, Heather; Jones, Holly; Tiemann, Wendy	8/26/2013	5/31/2014	(F)TEKS Aligned Curriculum, (L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Parent Surveys, (L)PEIMS Report, (L)Staff Surveys, (O)Early Success, (S)ARI/AMI	Each semester the Central Office Administrative Team will review the progress of students not likely to pass TAKS/STAAR and will discuss the intervention plan to ensure student success.
2. Continue to provide two reading teachers at HPMS to provide additional instruction in reading to ensure student success	(Title I SW: 9,10) (Target Group: H, AA, ECD, AtRisk	Jenschke, Donna; Peters, Lissa	8/26/2013	5/31/2014	(F)TEKS Aligned Curriculum, (L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Parent Surveys, (L)PEIMS Report, (L)Soar To Success, (L)Staff Surveys, (L)Study Island, (O)Early Success	Each semester the Central Office Administrative Team will review the progress of students not likely to pass TAKS/STAAR and will discuss the intervention plan to ensure student success.

<p>3. Conduct campus and district comprehensive needs assessment to identify areas of weakness and strengths for data driven instruction and reform</p>	.						
	(Title I SW: 1) (Target Group: H, AA, AtRisk)	Billeiter, Amy; Harmon, Jim; Jenschke, Donna; Schwarz, Steve; Harris, Jane; Tiemann, Wendy; Williams, Ellen; Jones, Holly; Engstrom, Heather; Peters, Lissa	8/26/2013	5/31/2014	(F)TEKS Aligned Curriculum, (L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Parent Surveys, (L)PEIMS Report, (L)Soar To Success, (L)Staff Surveys, (L)Study Island, (O)Early Success, (S)ARI/AM	Each semester the Central Office Administrative Team will review the progress of students not likely to pass TAKS/STAAR and will discuss the intervention plan to ensure student success.	
<p>4. Implement transition programs to assist students transitioning from Pre-K to Kinder, 5th grade to 6th grade, 6th grade to 7th grade, and 8th grade to 9th grade</p>	.						
	(Title I SW: 7) (Target Group: H, AA, AtRisk)	Billeiter, Amy; Harmon, Jim; Jenschke, Donna; Tiemann, Wendy; Jones, Holly; Jachade, Jarrett; Engstrom, Heather; Harris, Jane	8/26/2013	5/31/2014	(F)TEKS Aligned Curriculum, (L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Parent Surveys, (L)PEIMS Report, (L)Soar To Success, (L)Staff Surveys, (L)Study Island, (O)Early Success, (S)ARI/AMI	Each semester the Central Office Administrative Team will review the progress of students not likely to pass TAKS/STAAR and will discuss the intervention plan to ensure student success.	
<p>5. Continue Site-Based Decision-Making in the forms of: *Faculty Campus Advisory Council *Grade Level Teams *Campus Improvement Teams</p>	.						
	(Title I SW: 8) (Target Group: H, AA, AtRisk)	Billeiter, Amy; Harmon, Jim; Jenschke, Donna; Tiemann, Wendy; Jones, Holly; Jachade, Jarrett; Engstrom, Heather; Schwarz, Steve; Harris, Jane	8/26/2013	5/31/2014	(F)TEKS Aligned Curriculum, (L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Parent Surveys, (L)PEIMS Report, (L)Soar To Success, (L)Staff Surveys, (L)Study Island, (O)Early Success	Each semester the Central Office Administrative Team will review the progress of students not likely to pass TAKS/STAAR and will discuss the intervention plan to ensure student success.	

<p>6. Coordinate and integrate federal, state, and local funding to provide effective, timely assistance to struggling students</p>	.						
	(Title I SW: 10) (Target Group: H, AA, AtRisk)	Billeiter, Amy; Harmon, Jim; Jenschke, Donna; Williams, Ellen; Jones, Holly; Tiemann, Wendy; Peters, Lissa; Engstrom, Heather; Jachade, Jarrett; Schwarz, Steve	8/26/2013	5/31/2014	(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Parent Surveys, (L)PEIMS Report, (L)Staff Surveys	Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR/ TAKS and will discuss the intervention plan to ensure student success.	
<p>7. Implement programs that are scientifically based in research, such as: *Early Success *Soar to Success *Breakthrough to Literacy</p>	.						
	(Title I SW: 2) (Target Group: H, AA, AtRisk)	Billeiter, Amy; Harmon, Jim; Jenschke, Donna; Tiemann, Wendy; Jones, Holly; Williams, Ellen; Peters, Lissa; Engstrom, Heather; Jachade, Jarrett	8/26/2013	5/31/2014	(F)TEKS Aligned Curriculum, (L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Parent Surveys, (L)PEIMS Report, (L)Soar To Success, (L)Staff Surveys, (L)Study Island, (O)Early Success	Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR/TAKS and will discuss the intervention plan to ensure student success.	
<p>8. Provide varied parental involvement opportunities to promote increased participation, such as: *District Parent Conference *Campus Family Literacy Nights *Monthly Parent Meetings *PTO/PTA *Open House *Health Education Parent Nights *Latino Family Literacy Project</p>	.						
	(Title I SW: 6) (Target Group: H, AA, AtRisk)	Billeiter, Amy; Harmon, Jim; Jenschke, Donna; Williams, Ellen; Jones, Holly; Tiemann, Wendy; Peters, Lissa; Engstrom, Heather; Jachade, Jarrett; Harris, Jane	8/26/2013	5/31/2014	(F)TEKS Aligned Curriculum, (L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Parent Surveys, (L)PEIMS Report, (L)Soar To Success, (L)Staff Surveys, (L)Study Island, (O)Early Success, (O)Time and Effort	Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR/TAKS and will discuss the intervention plan to ensure student success.	

9. Provide additional tutoring to students who are at-risk for failing STAAR/TAKS							
	(Title I SW: 9) (Target Group: H, AA, AtRisk)	Billeiter, Amy; Harmon, Jim; Jenschke, Donna; Tiemann, Wendy; Jones, Holly; Peters, Lissa; Engstrom, Heather; Jachade, Jarrett	8/26/2013	5/31/2014	(F)TEKS Aligned Curriculum, (L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Parent Surveys, (L)PEIMS Report, (L)Soar To Success, (L)Staff Surveys, (L)Study Island, (O)Early Success, (S)ARI/AMI	Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR/TAKS and will discuss the intervention plan to ensure student success.	
Performance Objective 6:	Provide job awareness and training, including industry standard certifications, in Career and Technical Education Courses						
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation	
1. Encourage career and academic awareness in all grades with a focus on "Career Awareness" at the elementary level, "Career Investigations" at the middle school level, and "Career Focus" at the high school level	(Title I SW: 10) (Target Group: All) (NCLB: 5)	Williams, Ellen; Young, Kendall; Allen, Kate; Pace, Dana; Swinney, Jacklyn; Blount, Carrie; Eckhart, Sherry; Davis, Missy; Perez, Micaela; Milner, John; Waiser, Amy; Whittle, Holly	8/26/2013	5/31/2014	(L)AEIS, (L)Campus Data, (L)Other	The advisory board will evaluate and make recommendations for industry standard improvements in all career and tech courses.	
2. Increase students' and parents' awareness of Dual Credit and DAP measures that can be achieved through CTE programs through district publications and community meetings prior to registration	(Title I SW: 6,10) (Target Group: All) (NCLB: 5)	Williams, Ellen; Young, Kendall; Perez, Micaela; Milner, John; Vanacker, Keely; Davis, Missy	8/26/2013	5/31/2014	(L)AEIS, (L)Campus Data, (L)KISD Website, (L)Other	The advisory board will evaluate and make recommendations for industry standard improvements in all career and tech courses.	

<p>3. Develop and implement comprehensive career plans (8 - 12) for all students</p>	.					
	(Title I SW: 10) (Target Group: All) (NCLB: 5)	Williams, Ellen; Young, Kendall; Perez, Micaela; Vanacker, Keely; Milner, John; Eckhart, Sherry; Davis, Missy	8/26/2013	5/31/2014	(L)AEIS, (L)Campus Data, (L)Other, (O)Time and Effort	The Senior Director of Advanced Academics will verify that career plans are in place for all students in compliance with the Perkins Grant.
<p>4. Improve the STAAR/TAKS passing rate of students enrolled in career and technology education classes, including all special populations and special needs students</p>	.					
	(Title I SW: 2) (Target Group: All)	Williams, Ellen; Young, Kendall; Jachade, Jarrett; Vanacker, Keely; Milner, John; Perez, Micaela; Davis, Missy	8/26/2013	5/31/2014	(L)AEIS, (L)Campus Data, (L)Other	The advisory board will evaluate and make recommendations for industry standard improvements in all career and tech courses. PBMAS data will be used to analyze success of CTE.
<p>5. Offer a variety of CTE courses, both traditional and nontraditional, to meet the interests of all Tivy students including special populations, as well as the needs of businesses in the Kerrville area</p>	.					
	(Title I SW: 2) (Target Group: All)	Williams, Ellen; Milner, John; Perez, Micaela; Vanacker, Keely; Jachade, Jarrett; Davis, Missy	8/26/2013	5/31/2014	(L)AEIS, (L)Campus Data, (L)Other	The advisory board will evaluate and make recommendations for industry standard improvements in all career and tech courses.
<p>6. Continue to provide VAC (Vocational Adjustment Class) for high school special education students as recommended by the ARD/IEP committee</p>	.					
	(Title I SW: 2) (Target Group: All)	Gagne, Laurie; Williams, Ellen; Jachade, Jarrett	8/26/2013	5/31/2014	(L)AEIS, (L)Campus Data, (L)Other	The advisory board will evaluate and make recommendations for industry standard improvements in all career and tech courses.

Continue to offer a CNA certification course in Spring 2014 for seniors interested in becoming a Certified Nursing Assistant	.						
	All	Williams, Ellen; Leifeste, Shirley	8/26/2013	5/31/2014	(L) PEIMS data; (L) campus data, (O) Time and Effort	The advisory board will evaluate and make recommendations for industry standard improvements in all career and tech courses.	
Performance Objective 7:	Provide appropriate interventions to students with Dyslexia or Characteristics of Dyslexia						
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation	
1. Provide campus-based dyslexia services to identified students using appropriately designed materials and/or programs	.						
	(Title I SW: 9) (Target Group: AtRisk)	Peters, Lissa	8/26/2013	5/31/2014	(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)KISD Dyslexia Plan, (L)Lexia Software, (L)Other, (L)PEIMS Report, (L)Reading Teachers, (O)Instructional Supplemental Supplies, (O)Time and Effort, (S)State Compensatory	Each semester the Dyslexia Campus Coordinators will review the progress of identified dyslexia students with the Director of Special Programs to ensure proper program implementation as well as student success.	
2. Staff development will be provided by the campus dyslexia representative on a variety of topics, such as program overview, referral process, intervention programs, and lesson planning, etc.	.						
	(Title I SW: 4,6) (Target Group: AtRisk)	Peters, Lissa	8/26/2013	5/31/2014	(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)KISD Dyslexia Plan, (L)Lexia Software, (L)Other, (L)PEIMS Report, (L)Reading Teachers, (O)Instructional Supplemental Supplies, (O)Time and Effort, (S)State Compensatory	Each semester the Dyslexia Campus Coordinators will review the progress of identified dyslexia students with the Director of Special Programs to ensure proper program implementation as well as student success.	

<p>3. Additional supplemental services will be provided through academic intervention and program coordination that improve the regular education program for identified dyslexic students.</p>	.						
<p>4. Ensure appropriate implementation of a scientifically-based dyslexia program that will provide support to assist dyslexic students in succeeding in school</p>	<p>(Title I SW: 9) (Target Group: AtRisk)</p>	<p>Peters, Lissa</p>	<p>8/26/2013</p>	<p>5/31/2014</p>	<p>(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)KISD Dyslexia Plan, (L)Lexia Software, (L)Other, (L)PEIMS Report, (L)Reading Teachers, (O)Instructional Supplemental Supplies, (O)Time and Effort, (S)State Compensatory</p>	<p>Each semester the Dyslexia Campus Coordinators will review the progress of identified dyslexia students with the Director of Special Programs to ensure proper program implementation as well as student success.</p>	
<p>5. Monitor dyslexia reports to ensure accuracy in reporting and monitor student progress</p>	<p>(Title I SW: 1) (Target Group: AtRisk)</p>	<p>Peters, Lissa</p>	<p>8/26/2013</p>	<p>5/31/2014</p>	<p>(L)KISD Dyslexia Plan, (L)Lexia Software, (L)Reading Teachers, (O)Instructional Supplemental Supplies, (O)Time and Effort, (S)State Compensatory</p>	<p>Each semester the Dyslexia Campus Coordinators will review the progress of identified dyslexia students with the Director of Special Programs to ensure proper program implementation as well as student success.</p>	

6. Continue implementation of all the district reading programs (Lexia, Herman Method, etc)	.						
7. Provide staff development and distribute the most recent district dyslexia and dysgraphia handbook updates	(Title I SW: 9,10) (Target Group: AtRisk)	Peters, Lissa	8/26/2013	5/31/2014	(L)KISD Dyslexia Plan, (L)Lexia Software, (L)Reading Teachers, (O)Instructional Supplemental Supplies, (O)Time and Effort, (S)State Compensatory	Each semester the Dyslexia Campus Coordinators will review the progress of identified dyslexia students with the Director of Special Programs to ensure proper program implementation as well as student success.	
8. Coordinate with testing coordinators to ensure Dyslexia Accomodations are implemented for testing purposes	(Title I SW: 4) (Target Group: AtRisk)	Peters, Lissa	8/26/2013	5/31/2014	(L)KISD Dyslexia Plan, (L)Lexia Software, (O)Instructional Supplemental Supplies, (O)Time and Effort, (S)State Compensatory	Each semester the Dyslexia Campus Coordinators will review the progress of identified dyslexia students with the Director of Special Programs to ensure proper program implementation as well as student success.	
	.						
	(Title I SW: 10) (Target Group: AtRisk)	Peters, Lissa	8/26/2013	5/31/2014	(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)KISD Dyslexia Plan, (L)Lexia Software, (L)Other, (L)PEIMS Report, (O)Instructional Supplemental Supplies, (O)Time and Effort, (S)State Compensatory	Each semester the Dyslexia Campus and Testing Coordinators will review the progress of identified dyslexia students with the Director of Special Programs to ensure proper program implementation as well as student success.	

Strategic Objective/Goal 5:	Goal 5. Advanced Academics Programs					
Performance Objective 1:	The KISD Academic Excellence Committee will consider best practices and programs related to instructional technology, implementing the Rtl model to provide strategies for student assistance teams, implementing internships for students at the high school level, studying best practices related to the appropriate use of social media how to control relational aggression between students, and studying the weakest SE's and making instructional modifications for success of STAAR/EOC exams.					
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation
1. The AEC instructional technology committee will research best practices to continuously update teacher's use of technology in the classroom and provide appropriate training for all teachers in the district.	(Title I SW: 2) (Target Group: All) (NCLB: 1)	Williams, Ellen; Cochrane, Travis	8/22/2013	5/31/2014	(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Other, (L)PEIMS Report, (O)Time and Effort	AEC Committee program review and recommendations in Spring 2014
2. The AEC Committee will research the implementation and coordination of Rtl strategies through a district level Student Assistance Team.	(Title I SW: 2) (Target Group: All)	Williams, Ellen	8/26/2013	5/31/2014	(L)AEIS, (L)At-Risk Reports, (L)Campus Data, (L)Other, (L)PEIMS Report, (O)Time and Effort	AEC Committee program review and recommendations in Spring 2014
4. The AEC Relational Aggression and Social Media Committee will research best practices to educate students about the hazards of online bullying, inappropriate text messaging, and interpersonal behaviors that are damaging to student self-esteem.	All	Wrase, Micah; Williams, Ellen	8/26/2013	5/31/2014	(L) At risk reports (O)Time and Effort,	AEC committee program review and recommendations in Spring 2014
5. The AEC curriculum committee will research best practices to improve weaknesses in the curriculum, instruction, or assessment to improve district and campus results on STAAR/EOC exams.	All	Wells, Deb; Williams, Ellen	8/26/2013	5/31/2014	(L) PEIMS Report, (L) AEIS Report, (O) Time and Effort, (L) Campus data	The AEC committee program review and recommendations in Spring 2014

6.The AEC Early College High School Program will research best practices and consider the implementation of an Early College High School in the 2015-2016 school year.	.					
	First time college students, low socioeconomic students	Williams, Ellen	8/26/2013	5/31/2014	Time and Effort	AEC Committee program review and recommendation in Spring 2014
7. The AEC Bilingual Curriculum Committee will review curriculum, assessment, and instructional strategies to improve the alignment between the bilingual curriculum and the expectations of both the TELPAS and the STAAR Assessments.	.					
	Title III Part A (Bilingual, ESL)	Peters, Lissa	5/26/2013	5/31/2014	Time and Effort, AEIS data, campus data	AEC Committee program review and recommendations in Spring 2014
Performance Objective 2.:	Increase Minority Participation in Dual Credit/AP courses and representation in the gifted and talented program					
Activity/Strategy						
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation
1. The Senior Director of Advanced Academics will monitor the gifted and talented identification process as well as the use of the Challenge Lab and make recommendations to leadership to increase minority representation in all upper level programs.	.					
	(Title I SW: 2) (Target Group: GT)	Williams, Ellen	8/26/2013	5/31/2014	(L)AEIS, (L)Campus Data, (L)Other, (O)Time and Effort	AEIS Data will be used to compare current minority representation to that in past years. Challenge Lab attendance data will also be used to review the ethnic diversity of its use.
2. The Senior Director of Advanced Academics will meet with the counselors to ensure that the AP Potential information from the sophomore schoolwide PSAT administration is used to encourage minority representation in Dual Credit/AP courses.	.					
	(Title I SW: 2) (Target Group: All)	Williams, Ellen; Young, Kendall; Milner, John; Perez, Micaela; Vanacker, Keely; Davis, Missy	8/26/2013	5/31/2014	(L)AEIS, (L)Campus Data, (L)Other, (O)Time and Effort	Increased number of students taking AP courses compared to the previous year.

Performance Objective 3.:	Differentiate the curriculum to meet the needs of gifted students in gifted and talented cluster classes on all elementary campuses, the HORIZONS classes at BTW and HPMS, and in the Pre-AP and AP classes at THS					
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation
1. The Challenge Lab teachers will create a variety of advanced level products with gifted and high ability students and display them for the public at an Advanced Product fair in May 2014.	(Title I SW: 2) (Target Group: GT)	Williams, Ellen; Davis, Lisa; Mitchell, Marilyn; Daniels, Dianna; Falcon, Erin	8/26/2013	5/31/2014	(L)AEIS, (L)Campus Data, (L)Other, (O)Time and Effort	Campus Advanced Product Fairs - May 2014
2. Teachers will receive additional training on differentiation strategies for gifted students in grades K - 12.	(Title I SW: 4) (Target Group: GT)	Williams, Ellen	8/26/2013	5/31/2014	(L)AEIS, (L)Campus Data, (L)Other, (L)Relevant Staff Development, (S)Local Funds	Parent and Student survey of GT services - May 2014; Increased observation of good differentiation strategies by principals during classroom walk-throughs
Performance Objective 4.:	Increase the number of students taking AP courses and passing the AP tests in May 2014					
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation
1. Continue to monitor and support the AP teachers with training, materials, and expectations	(Title I SW: 2) (Target Group: GT)	Williams, Ellen; Vanacker, Keely	8/26/2013	5/31/2014	(L)AEIS, (L)Campus Data, (L)Other, (O)Time and Effort, (S)Gifted & Talented Funding, (S)Local Funds (S) AP Reimbursement	Compare the 2014 AP scores to those of the last three years.
2. Communicate the importance of taking the AP tests to the students in AP classes	(Title I SW: 2) (Target Group: GT)	Williams, Ellen; Young, Kendall; Perez, Micaela; Milner, John; Davis, Missy	8/26/2013	5/31/2014	(L)AEIS, (L)Campus Data, (L)Other, (O)Time and Effort	Compare the 2014 AP scores to those of the last three years

3. Evaluate the effectiveness of teachers based on resulting AP test scores	.						
	(Title I SW: 1) (Target Group: GT)	Williams, Ellen; Jachade, Jarrett; Vanacker, Keely	8/26/2013	5/31/2014	(L)AEIS, (L)Campus Data, (L)Other, (O)Time and Effort	Compare the 2014 AP scores to those of the last three years	
Performance Objective 5:	Increase the opportunities for dual credit and early admission credit through Alamo Colleges Greater Kerrville Center						
Activity/Strategy							
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation	
1. Conduct parent meeting regarding dual credit and TXVSN online options in January 2014; Update course selection booklet to accurately detail dual credit options and virtual school options in both core content and CTE classes	.						
	(Title I SW: 6) (Target Group: All)	Williams, Ellen; Young, Kendall; Milner, John; Perez, Micaela; Vanacker, Keely; Davis, Missy	1/1/2014	5/31/2014	(L)Campus Data, (L)Other, (O)Time and Effort	Compare number of students enrolled in dual credit courses as well as the variety of courses offered in Fall 2013 to those enrolled in Fall of past years; Monitor the enrollment of students at the Alamo Colleges Greater Kerrville Center	
2. Enroll graduating seniors at Alamo Colleges Greater Kerrville Center to ensure that each student has the opportunity to continue with higher education	.						
	(Title I SW: 10) (Target Group: All)	Young, Kendall; Milner, John; Perez, Micaela; Vanacker, Keely; Leifeste, Shirley; Davis, Missy	8/22/2013	5/31/2014	(L)Campus Data, (L)Other, (O)Time and Effort	Compare number of students enrolled in dual credit courses as well as the variety of courses enrolled in Fall 2013 compared to previous years; Monitor the enrollment of students at the Alamo Colleges Greater Kerrville Center	

3. Conduct Accuplacer testing in March and April 2014 for Fall 2014 dual credit courses	.						Compare number of students enrolled in dual credit courses as well as the variety of courses offered in Fall 2013 to those enrolled in past years; Monitor the enrollment of students at the Alamo Colleges Greater Kerrville Center
Performance Objective 6.:	Increase the number of National Merit Finalists in KISD						
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation	
1. Continue to offer a summer PSAT prep program	.						
	(Title I SW: 10) (Target Group: All)	Young, Kendall; Perez, Micaela; Milner, John; Leifeste, Shirley; Williams, Ellen; Davis, Missy	6/1/2014	8/31/2014	(L)AEIS, (L)Campus Data, (L)Extra Duty Pay, (L)Other	Monitor the number of students who participate in the summer PSAT program who qualify as a semi-finalist or finalist on the National Merit Scholarship Qualifying Test	
Strategic Objective/Goal 6:	Goal 6: To pro-actively recruit high-quality professionals who understand and support the district's focus on student academic achievement and growth, and who are diverse in their ethnicity, years of experience, and gender.						
Performance Objective 1:	Remain at level of 100% highly-qualified in professional staff						
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation	
1. Develop and implement a competitive salary schedule	.						
	(Title I SW: 3) (Target Group: All)	Ivy, Wade; Carrales, Michael	8/26/2013	8/1/2014	(L)AEIS, (L)PEIMS Report, (L)Staff Surveys, (S)Local Funds	August 2014 presentation to Board of Trustees	

2. Monitor and attend applicable statewide job fairs	.					
	(Target Group: All)	Ivy, Wade; McNeil, Janie; Hollingsworth, Carolyn	10/1/2013	8/8/2014	(L)AEIS, (L)PEIMS Report, (L)Staff Surveys, (S)Local Funds	Receive applications from high quality potential employees met at state job fairs
3. Host the annual KISD Job Fair	.					
	(Title 1 SW:3) (NCLB: 3)	Ivy, Wade; Hollingsworth, Carolyn; McNeil, Janie	2/3/2014	3/31/2014	Local Funds	Maintain 100% highly qualified status in the 2013-2014 school year
4. Develop recruitment materials that highlight Kerrville ISD and the Kerrville community	.					
	(Target Group: All)	Ivy, Wade; Fails, Jamie	9/2/2013	12/13/2013	Local Funds	Materials created and printed by December 2013
5. Create a database which allows administrators to track the most qualified applicants as indicated by experiences and interviews	.					
	All	Ivy, Wade; McNeil, Janie	9/3/2013	5/31/2014	Local Funds	Applicant database created and implemented by May, 2014
Strategic Objective/Goal 7:	Goal 7: To serve as developmental resource for new teachers					
Performance Objective 1:	Provide training and mentorships to new teachers to the Kerrville ISD					
Activity/Strategy						
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation
1. Provide the New Teacher Academy in August, 2014 to ensure a smooth transition into employment with the KISD	.					
	(Target Group: All)	Ivy, Wade; McNeil, Janie; Hollingsworth, Carolyn	7/7/2014	8/22/2014	(S)Local Funds	Teacher Rating forms at completion of academy

2. Ensure each new teacher has an assigned campus mentor	.						
	All	Ivy, Wade; McNeil, Janie	8/25/2014	6/30/2015	Local Funds	Each new teacher is assigned a campus mentor.	
Strategic Objective/Goal 8:	Goal 8: To retain quality teachers within the KISD						
Performance Objective 1:	Continue to provide teachers with quality compensation and benefits						
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation	
1. Maintain current percentages of KISD contributions to TRS, health insurance, and long-term disability	.						
	(Title I SW: 3) (Target Group: All)	Ivy, Wade; Carrales, Michael	8/26/2013	5/30/2014	(F)Title II Part A Principal and Teacher Improvement, (L)Other, (L)PEIMS Report, (O)Computer Based Highly Qualified Testing , (O)Highly Qualified Training Module, (S)Local Funds	Percentage of contributions maintained by September, 2014	
2. Provide resources and take time to discuss strategies for team- building and morale-boosting activities on campuses and within district departments	.						
	All	Ivy, Wade	9/2/2013	5/30/2014	Local Funds	Indicators on 2014 Staff Satisfaction Survey that apply will improve when compared to the 2013 survey.	
3. Revise the process of conducting exit interviews, collect data on interview responses, and share that data with district and campus administrators to inform future decisions	.						
	??	Ivy, Wade	9/2/2013	8/4/2014	Local Funds	Spreadsheet of collected data completed for the year to be shared with administration by August, 2014	

Strategic Objective/Goal 9:	Goal 9: Reduce Acts of Violence and Student-to-Student Conflict					
Performance Objective 1.:	Provide relevant Safe Schools Staff Development to appropriate staff					
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation
1. Continue revisions of KISD Secondary Discipline procedures through committee discussion	(Title I SW: 10) (Target Group: All)	Schwarz, Steve; Harmon, Jim; Jenschke, Donna; Ivy, Wade; Jachade, Jarrett; Gagne, Laurie	8/26/2013	5/30/2014	(F)Title I, (L)AEIS, (L)Campus Data, (L)Other, (L)PEIMS Report, (O)Chapter 37, (O)Discipline Data, (O)Positive Behavioral Support Initiatives, (O)Time and Effort, (S)PEIMS 425 Report	Review Secondary Discipline Committee progress Spring 2014
2. Monitor the placement of special education and all sub-populations of students in the disciplinary alternative school	(Title I SW: 1) (Target Group: All)	Franklin, Benjamin; Schwarz, Steve; Jenschke, Donna; Harmon, Jim; Ivy, Wade; Jachade, Jarrett; Peters, Lissa; Gagne, Laurie	8/26/2013	5/30/2014	(F)Special Ed Funds, (F)Title I, (L)AEIS, (L)Campus Data, (L)Other, (L)PEIMS Report, (O)Chapter 37, (O)Discipline Data, (O)Positive Behavioral Support Initiatives, (O)Time and Effort, (S)PEIMS 425 Report	PEIMS 425 data submission
3. Select, provide training, and implement research-based violence prevention curriculum such as conflict resolution, anger management, no-bullying, and dating violence	(Title I SW: 4) (Target Group: All)	Ivy, Wade; Billeiter, Amy; Jenschke, Donna; Harmon, Jim; Jones, Holly; Tiemann, Wendy; Wells, Deb; Engstrom, Heather; Jachade, Jarrett; Peters, Lissa	8/26/2013	5/30/2014	(F)Title I, (L)AEIS, (L)Campus Data, (L)Other, (L)PEIMS Report, (O)Chapter 37, (O)Discipline Data, (O)Positive Behavioral Support Initiatives, (O)Time and Effort, (S)PEIMS 425 Report	PEIMS 425 data summer submission

4. Provide training on PEIMS 425 discipline data reporting to administrators to ensure data integrity	.						
	(Title I SW: 10) (Target Group: All)	Ivy, Wade; Billeiter, Amy; Harmon, Jim; Jenschke, Donna; Jones, Holly; Tiemann, Wendy; Engstrom, Heather; Jachade, Jarrett; Peters, Lissa; Schwarz, Steve	8/26/2013	5/30/2014	(F)Title I, (L)AEIS, (L)Campus Data, (L)Other, (L)PEIMS Report, (O)Chapter 37, (O)Discipline Data, (O)Positive Behavioral Support Initiatives, (O)Time and Effort, (S)PEIMS 425 Report	PEIMS 425 summer submission	
5. Provide training to secondary staff on student-to-student sexual harassment and bullying issues	.						
	(Title I SW: 4) (Target Group: All)	Harmon, Jim; Jenschke, Donna; Schwarz, Steve; Ivy, Wade; Jachade, Jarrett; Peters, Lissa	8/26/2013	5/30/2014	(F)Title I, (L)AEIS, (L)Campus Data, (L)Other, (L)PEIMS Report, (O)Chapter 37, (O)Discipline Data, (O)Positive Behavioral Support Initiatives, (O)Time and Effort, (S)PEIMS 425 Report	PEIMS 425 submission	
Performance Objective 2.:	Develop Positive Campus Climates with the implementation and monitoring of proven practices in Safe Schools						
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation	
1. Continue implementation of Safe and Drug- Free Schools curriculum at the elementary and middle school level	.						
	(Title I SW: 10) (Target Group: AtRisk)	Harmon, Jim; Jenschke, Donna; Ivy, Wade; Billeiter, Amy; Jones, Holly; Harris, Jane; Tiemann, Wendy; Peters, Lissa; Engstrom, Heather	8/27/2013	5/31/2014	(F)Title II Part A Principal and Teacher Improvement, (F)Title IV Safe and Drug Free, (L)AEIS, (L)Campus Data, (L)Other, (L)PEIMS Report, (L)Relevant Staff Development, (O)Discipline Data, (O)Relevant Curriculum, (O)Safe and Drug Free Curriculum(s), (O)Time and Effort	PEIMS 425 submission	

<p>2. Guidance counselors will provide an anger management small group counseling program at the campus to assist in preventing acts of violence and student-to-student conflict.</p>	.						
<p>3. Work with Kerrville Police Department to ensure a Student Resource Officer Program is successful at Tivy High School and Hal Peterson Middle School</p>	<p>(Title I SW: 9,10) (Target Group: AtRisk)</p>	<p>Ivy, Wade; Billeiter, Amy; Harmon, Jim; Jenschke, Donna; Blount, Carrie; Swinney, Jacklyn; Pace, Dana; Eckhart, Sherry; Davis, Missy; Young, Kendall; Jones, Holly; Tiemann, Wendy; Wells, Deb; Waiser, Amy; Allen, Kate; Peters, Lissa; Engstrom, Heather; Whittle, Holly</p>	<p>8/27/2013</p>	<p>5/31/2014</p>	<p>(F)Title II Part A Principal and Teacher Improvement, (F)Title IV Safe and Drug Free, (L)AEIS, (L)Campus Data, (L)Other, (L)PEIMS Report, (L)Relevant Staff Development, (O)Discipline Data, (O)Relevant Curriculum, (O)Safe and Drug Free Curriculum(s), (O)Time and Effort</p>	<p>PEIMS 425 submission</p>	
<p>4. Review, revise, and implement the KISD Student Code of Conduct according to District needs and mandated changes in state law</p>	<p>(Title I SW: 10) (Target Group: AtRisk)</p>	<p>Ivy, Wade; Billeiter, Amy; Harmon, Jim; Jenschke, Donna; Jones, Holly; Tiemann, Wendy; Jachade, Jarrett; Engstrom, Heather; Schwarz, Steve; Peters, Lissa</p>	<p>8/27/2013</p>	<p>5/31/2014</p>	<p>(F)Title II Part A Principal and Teacher Improvement, (F)Title IV Safe and Drug Free, (L)AEIS, (L)Campus Data, (L)Other, (L)PEIMS Report, (L)Relevant Staff Development, (O)Discipline Data, (O)Relevant Curriculum, (O)Safe and Drug Free Curriculum(s), (O)Time and Effort</p>	<p>PEIMS 425 submission and local discipline data</p>	

5. KISD will work collaboratively with juvenile court systems to ensure the judges are knowledgeable about the programs available in KISD to address delinquency.	.						
	(Title I SW: 10) (Target Group: AtRisk)	Ivy, Wade; Billeiter, Amy; Harmon, Jim; Jenschke, Donna; Schwarz, Steve; Jung, Doug; Torres, David; Tiemann, Wendy; Jones, Holly; Jachade, Jarrett; Engstrom, Heather	8/31/2013	5/31/2014	(F)Title II Part A Principal and Teacher Improvement, (F)Title IV Safe and Drug Free, (L)AEIS, (L)Campus Data, (L)Other, (L)PEIMS Report, (L)Relevant Staff Development, (O)Discipline Data, (O)Relevant Curriculum, (O)Safe and Drug Free Curriuclum(s), (O)Time and Effort	PEIMS 425 submission and KPD juvenile data	
Strategic Objective/Goal 10:	Goal 10: Implement the Safe Schools Model and ensure that value-based learning oportunties are present on all KISD campuses						
Performance Objective 1.:	Implement the Safe Schools Model and ensure values-based learning oportunities are present on all KISD campuses						
Activity/Strategy							
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation	
1. Student threat assessments will be conducted by the KISD Special Education Department when students are suspected to be in danger of harming themselves or others .	.						
	(Title I SW: 10) (Target Group: All)	Wruse, Micah; Ivy, Wade; Billeiter, Amy; Harmon, Jim; Jenschke, Donna; Tiemann, Wendy; Jones, Holly; Engstrom, Heather; Jachade, Jarrett; Coyne, Leanne	8/26/2013	5/30/2014	(F)Title II Part A Principal and Teacher Improvement, (F)Title IV Safe and Drug Free, (L)Campus Data, (L)Other, (O)Discipline Data	Reduced acts of violence as reported in the PEIMS 425 submission	
2. Annually update and provide training on the KISD District Crisis Plan	.						
	(Title I SW: 4) (Target Group: All)	Ivy, Wade; Harmon, Jim; Jenschke, Donna; Tiemann, Wendy; Jones, Holly; Engstrom, Heather; Jachade, Jarrett; Billeiter, Amy; Harris, Jane; Schwarz, Steve	8/26/2013	5/30/2014	(F)Title II Part A Principal and Teacher Improvement, (F)Title IV Safe and Drug Free, (L)Campus Data, (L)Other, (O)Discipline Data	Appropriate responses to crisis events throughout the school year	

3. Review teen parent data for trends/concerns in grades 6-12 at-risk population and evaluate the effectiveness of the Worth the Wait curriculum	.						
	(Title I SW: 1) (Target Group: All)	Williams, Ellen; Wrase, Micah; Eckhart, Sherry; Young, Kendall; Allen, Kate; Peters, Lissa	8/26/2013	5/30/2014	(F)Title II Part A Principal and Teacher Improvement, (F)Title IV Safe and Drug Free, (L)Campus Data, (L)Other, (O)Discipline Data	Reduced number of teen pregnancies	
4. Provide appropriate training/staff development in safety and prevention of student engagement and signs and symptoms of sexual abuse or suicidal characteristics or behaviors	.						
	(Title I SW: 4) (Target Group: All)	Ivy, Wade; Billeiter, Amy; Harmon, Jim; Jenschke, Donna; Tiemann, Wendy; Jones, Holly; Engstrom, Heather; Jachade, Jarrett; Harris, Jane; Schwarz, Steve	8/26/2013	5/30/2014	(F)Title II Part A Principal and Teacher Improvement, (F)Title IV Safe and Drug Free, (L)Campus Data, (L)Other, (O)Discipline Data	Increased student achievement and maintenance of student well-being	
5. Appropriate staff/teams are trained in CPR/AED/First Aid	.						
	(Title I SW: 10) (Target Group: All)	Ivy, Wade; Goette, Anne; McNeil, Janie; Harris, Jane; Billeiter, Amy; Tiemann, Wendy; Engstrom, Heather; Jones, Holly; Harmon, Jim; Jenschke, Donna; Schwarz, Steve; Jachade, Jarrett	8/26/2013	5/30/2014	(F)Title IV Safe and Drug Free, (L)Campus Data, (L)Other, (O)Discipline Data	Human Resources will coordinate with all Campus Principals	
6. Conduct safety audits on a three-year schedule: Year 1 - All KISD campuses audited; Year 2 - KISD self-audits; Year 3 - All KISD non-campus sites audited	.						
	(Title I SW: 1) (Target Group: All) (NCLB: 4)	Ivy, Wade	8/26/2013	5/30/2014	(L)Safety Procedure Resources, (L)Special Programs, (O)Local Personnel, (O)Time and Effort, (S)Local Funds	Review audit findings annually and make necessary changes	
Strategic Objective/Goal 11:	Goal 11: Increase Parental Involvement						
Performance Objective 1.:	Provide multiple Parental Involvement opportunities						
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation	

1. All campuses provide opportunities for parents to be stakeholders. Title I campuses follow NCLB guidelines (Distribute compact, Title I Parent Night, etc.).	.					
	(Title I SW: 6) (Target Group: All)	Schwarz, Steve; Billeiter, Amy; Jenschke, Donna; Harmon, Jim; Fails, Jamie; Tiemann, Wendy; Jones, Holly; Peters, Lissa; Jachade, Jarrett; Engstrom, Heather	8/27/2013	5/31/2014	(F)Title I, (F)Title I Compact, (L)AEIS, (L)Campus Data, (L)Other, (L)Parent - Teacher Conferences, (L)Staff Surveys, (O)Discipline Data	Campus plans for Parental Involvement nights and Parental Involvement Evaluations from Title I campuses that will be turned in at the end of the year
2. All administrators work collaboratively with Jamie Fails to publicly inform parents and the community of vital information and opportunities.	.					
	(Title I SW: 6) (Target Group: All)	Wells, Deb; Williams, Ellen; Schwarz, Steve; Ivy, Wade; Fails, Jamie; Peters, Lissa	8/27/2013	5/31/2014	(F)Title I, (L)AEIS, (L)Campus Data, (L)Other, (L)Staff Surveys, (O)Discipline Data	Campus plans for Parental Involvement nights and Parental Involvement Evaluations from Title I campuses that will be turned in at the end of the year
3. All Title I campuses will administer the Title I Parental Involvement Evaluation at the end of the year.	.					
	(Title I SW: 6) (Target Group: All)	Jenschke, Donna; Harmon, Jim; Ivy, Wade; Billeiter, Amy; Schwarz, Steve; Tiemann, Wendy; Jones, Holly; Peters, Lissa; Jachade, Jarrett; Engstrom, Heather	8/27/2013	5/31/2014	(F)Title I, (L)AEIS, (L)Campus Data, (L)Other, (L)Staff Surveys, (O)Discipline Data	Campus plans for Parental Involvement nights and Parental Involvement Evaluations from Title I campuses that will be turned in at the end of the year
4. Provide many various opportunities for parental involvement in the school setting, especially through participation as a member of district committees. (SHAC, AEC, etc.)	.					
	(Title I SW: 6) (Target Group: All)	Harmon, Jim; Jenschke, Donna; Schwarz, Steve; Billeiter, Amy; Fails, Jamie; Harris, Jane; Jones, Holly; Tiemann, Wendy; Peters, Lissa; Jachade, Jarrett; Engstrom, Heather	8/27/2013	5/31/2014	(F)Title I, (L)AEIS, (L)Campus Data, (L)Other, (L)Staff Surveys, (O)Discipline Data	Campus plans for Parental Involvement nights and Parental Involvement Evaluations from Title I campuses that will be turned in at the end of the year

5. Utilize Student and Family Services to involve parents in relevant school related trainings	.						
	(Title I SW: 6) (Target Group: All) (NCLB: 5)	Wruse, Micah; Peters, Lissa	8/27/2013	5/31/2014	(F)Title I, (F)Title I Part A (Schoolwide), (F)Title VI Rural and Low Income, (L)At-Risk Reports, (L)Contact with Parents, (L)District Website, (L)General Operating Funds, (L)Technology Department	Evaluations from monthly parent trainings and input from the campus administration	
Strategic Objective/Goal 12:	Goal 12: Continue partnership development with Emergency Responders to ensure timely and effective Services						
Performance Objective 1:	Continue Community Partnerships and Planned Activities						
Activity/Strategy							
	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation	
1. Continue effective communication and information sharing with local law enforcement	.						
	(Title I SW: 10) (Target Group: ECD, AtRisk)	Schwarz, Steve; Troxell, Dan; Fails, Jamie	8/26/2013	5/30/2014	(L)Campus Data, (L)Other, (L)Staff Surveys, (O)Time and Effort	Superintendent and staff communicate regularly with local law enforcement.	
2. Continue relations with Community Service Agencies to ensure timely, effective response for students and/or families struggling with issues that are beyond the scope of the schools; Such agencies include, but are not limited to: K'STAR, Hill Country Crisis Council, Hill Country Council on Alcohol and Drug Abuse, Families in Literacy, American Red Cross, Kerrville Child Advocacy Place, Christian Assistance Ministries, San Antonio Food Bank.	.						
	(Title I SW: 10) (Target Group: ECD, AtRisk)	Williams, Ellen; Wruse, Micah; Schwarz, Steve; Peters, Lissa	8/26/2013	5/30/2014	(L)Campus Data, (L)Other, (L)Staff Surveys, (O)Time and Effort	Campus Principals annually evaluate community resources used. Staff attends various community programs to ensure services to students.	
3. Senior Director of Alternative Education attends Kerr County training as required for Emergency Preparedness.	.						
	(Title I SW: 10) (Target Group: ECD, AtRisk)	Schwarz, Steve	8/26/2013	5/30/2014	(L)Campus Data, (L)Other, (L)Staff Surveys, (O)Time and Effort	Review training certificates annually	

Strategic Objective/Goal 13:	Goal 13: Implement Guidance and Counseling Program- Compliance and Program Development					
Performance Objective 1.:	Guidance and Counseling Program - Compliance					
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation
1. Continue to implement and evaluate the state-mandated comprehensive developmental guidance program (TEC 33.001 - 33.009)	.					
	(Title I SW: 1,10) (Target Group: All)	Allen, Kate; Swinney, Jacklyn; Pace, Dana; Blount, Carrie; Eckhart, Sherry; Davis, Missy; Young, Kendall; Perez, Micaela; Milner, John; Whittle, Holly; Cook, Karen; Waiser, Amy	8/26/2013	5/30/2014	(F)Special Ed Funds, (F)Title I, (L)At-Risk Reports, (L)Campus Data, (L)General Operating Funds, (L)Other, (L)PEIMS Report, (O)Discipline Data, (O)Local Personnel, (O)Time and Effort, (S)TEA Developmental Guidance Program Manual	KISD Guidance Counselors will annually review the requirements of a comprehensive developmental guidance program.
2. All high school and middle school counselors will notify students, teachers, and students' parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program to assist in making informed curriculum choices for adequate preparation for success beyond high school and for awareness of sources of information on higher education admissions and financial aid (TEC 33.001 - 33.009).	.					
	(Title I SW: 10) (Target Group: All)	Young, Kendall; Eckhart, Sherry; Davis, Missy; Perez, Micaela; Milner, John; Cook, Karen; Allen, Kate	8/26/2013	5/30/2014	(F)Special Ed Funds, (F)Title I, (L)At-Risk Reports, (L)Campus Data, (L)General Operating Funds, (L)Other, (L)PEIMS Report, (O)Discipline Data, (O)Local Personnel, (O)Time and Effort, (S)TEA Developmental Guidance Program Manual	KISD Guidance Counselors will monitor the number of students and parents attending informational events.
Performance Objective 2.:	Guidance and Counseling Program - Responsive Services					
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation

<p>1. Guidance Counselors will implement the aligned curriculum through classroom presentations and school programs.</p>	.						
<p>2. Guidance Counselors will implement small group counseling addressing, but not limited to, these district-wide issues: *Bullying *Anger-Management *Conflict Resolution *Trauma Intervention (Death, Divorce, Crisis, Loss, etc.) *Suicide Prevention</p>	.						
	<p>(Title I SW: 10) (Target Group: All)</p>	<p>Young, Kendall; Allen, Kate; Blount, Carrie; Swinney, Jacklyn; Pace, Dana; Eckhart, Sherry; Davis, Missy; Perez, Micaela; Milner, John; Whittle, Holly; Cook, Karen; Waiser, Amy</p>	<p>8/26/2013</p>	<p>5/30/2014</p>	<p>(F)Special Ed Funds, (F)Title I, (L)Other, (L)Staff Surveys, (O)Time and Effort</p>	<p>100% of guidance counselor departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: curriculum, responsive services, individual planning, and system support.</p>	
	<p>(Title I SW: 9,10) (Target Group: All)</p>	<p>Wrase, Micah; Young, Kendall; Allen, Kate; Pace, Dana; Blount, Carrie; Swinney, Jacklyn; Eckhart, Sherry; Davis, Missy; Whittle, Holly; Perez, Micaela; Milner, John; Cook, Karen; Waiser, Amy</p>	<p>8/26/2013</p>	<p>5/30/2014</p>	<p>(F)Special Ed Funds, (F)Title I, (L)Other, (L)Staff Surveys</p>	<p>100% of guidance counselor departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: curriculum, responsive services, individual planning, and system support.</p>	

<p>3. Guidance Counselors will implement the Suicide Intervention program outlined in the Trauma Response Manual to ensure appropriate and timely response.</p>	.						
<p>4. Guidance Counselors at the elementary schools will implement the anti-victimization curriculum as required by board policy.</p>	<p>(Title I SW: 9,10) (Target Group: All)</p>	<p>Wrase, Micah; Young, Kendall; Perez, Micaela; Milner, John; Eckhart, Sherry; Davis, Missy; Blount, Carrie; Swinney, Jacklyn; Allen, Kate; Pace, Dana; Whittle, Holly; Cook, Karen; Waiser, Amy</p>	<p>8/26/2013</p>	<p>5/30/2014</p>	<p>(F)Special Ed Funds, (F)Title I, (L)Other, (L)Staff Surveys, (O)Time and Effort</p>	<p>100% of guidance counselor departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: curriculum, responsive services, individual planning, and system support.</p>	

5. Guidance Counselors will complete the Personal Graduation Plans as required by legislation for students who failed TAKS or are at-risk of not completing high school.	.						
	(Title I SW: 10) (Target Group: All)	Jenschke, Donna; Eckhart, Sherry; Davis, Missy; Young, Kendall; Wells, Deb; Perez, Micaela; Jachade, Jarrett; Allen, Kate; Milner, John; Cook, Karen	8/26/2013	5/30/2014	(F)Special Ed Funds, (F)Title I, (L)Other, (L)Staff Surveys, (O)Time and Effort	100% of guidance counselor departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: curriculum, responsive services, individual planning, and system support.	
6. The HPMS Counselors will meet with all 8th grade students and develop individual four-year plans.	.						
	(Title I SW: 10) (Target Group: All)	Jenschke, Donna; Eckhart, Sherry; Allen, Kate; Williams, Ellen	8/26/2013	5/30/2014	(F)Special Ed Funds, (F)Title I, (L)Other, (L)Staff Surveys, (O)Time and Effort	Completion of a four-year plan for each 8th grader	
7. Provide specialized services (academic and social) for teen parents through counseling, homebound, and day care	.						
	(Title I SW: 9,10)	Williams, Ellen; Young, Kendall; Milner, John; Perez, Micaela; Eckhart, Sherry; Davis, Missy; Harris, Jane; Allen, Kate	8/26/2013	5/30/2014	(L)At-Risk Reports, (L)Campus Data, (L)PEIMS Report	100% of teen parents graduate from high school	
Strategic Objective/Goal 14:	Goal 14: Continue to reinforce the importance of Character Education in KISD Schools						
Performance Objective 1.:	Implement a Character Education Program on all KISD campuses.						
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation	

1. Each KISD Campus will implement a Character Education Program.	.					
	(Title I SW: 10) (Target Group: All)	Allen, Kate; Swinney, Jacklyn; Blount, Carrie; Pace, Dana; Eckhart, Sherry; Davis, Missy; Young, Kendall; Whittle, Holly; Perez, Micaela; Milner, John; Cook, Karen; Wrase, Micah; Waiser, Amy	8/26/2013	5/30/2014	(F)Title I, (L)Campus Data, (L)Other, (L)PEIMS Report, (L)Staff Surveys, (O)Discipline Data, (O)Supplemental Materials, (O)Time and Effort, (S)Local Funds, (S)State Compensatory	Campus Principals Central Office personnel will monitor PEIMS 425 data.
2. Provide training in Character Education Programs for staff when campus Principals request updates.	.					
	(Title I SW: 4) (Target Group: All)	Billeiter, Amy; Harmon, Jim; Jenschke, Donna; Tiemann, Wendy; Jones, Holly; Engstrom, Heather; Jachade, Jarrett; Schwarz, Steve; Wrase, Micah	8/26/2013	5/30/2014	(F)Title I, (L)Campus Data, (L)Other, (L)PEIMS Report, (L)Staff Surveys, (O)Discipline Data, (O)Supplemental Materials, (O)Time and Effort, (S)Local Funds, (S)State Compensatory	Review staff development records
Strategic Objective/Goal 15:	Goal 15: Maintain School Health Advisory Council (SHAC) and District Coordinated Health Programs					
Performance Objective 1:	School Health Advisory Council and Coordinated Health Programs					
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation
1. Review implementation of multiple Coordinated Health Programs	.					
	(Title I SW: 1) (Target Group: AtRisk)	Peters, Lissa	8/27/2013	5/31/2014	(F)Title I, (F)Title IV Safe and Drug Free, (L)At-Risk Reports, (L)Campus Data, (L)Other, (O)Time and Effort	Programs reviewed annually at SHAC meeting
2. School Health Advisory Council (SHAC) meets regularly and develops recommendation(s) to the Board of Trustees/Administration.	.					
	(Title I SW: 1,10) (Target Group: AtRisk)	Peters, Lissa	8/27/2013	5/31/2014	(F)Title I, (F)Title IV Safe and Drug Free, (L)At-Risk Reports, (L)Campus Data, (L)Other, (O)Time and Effort	Review evaluations from each SHAC member

3. The SHAC will monitor implementation of the KISD Worth the Wait program.	.					
	(Title I SW: 1,10) (Target Group: AtRisk)	Peters, Lissa	8/27/2013	5/31/2014	(F)Title I, (F)Title IV Safe and Drug Free, (L)At-Risk Reports, (L)Campus Data, (L)Other, (O)Time and Effort	Review evaluations from each SHAC member
4. Plan and provide staff development and/or activities for new SHAC target areas.	.					
	(Title I SW: 4) (Target Group: AtRisk)	Peters, Lissa	8/27/2013	5/31/2014	(F)Title I, (F)Title IV Safe and Drug Free, (L)At-Risk Reports, (L)Campus Data, (L)Other, (O)Time and Effort	Review SHAC evaluations from each SHAC member
Strategic Objective/Goal 16:	Goal 16: Monitor Discipline Alternative Education in accordance with the Texas Education Agency					
Performance Objective 1:	Monitor DAEP Placement and Performance					
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation
1. Monitor student groups served by Disciplinary Alternative School for over-representation (economically disadvantaged, ethnicity, disability, limited English proficient)	.					
	(Title I SW: 1,10) (Target Group: AtRisk)	Franklin, Benjamin; Schwarz, Steve; Jenschke, Donna; Harmon, Jim; Jachade, Jarrett	8/26/2013	5/30/2014	(L)AEIS, (L)Campus Data, (L)PEIMS Report, (O)Discipline Data, (O)Time and Effort	Decrease in over-represented groups at DAEP
2. Monitor student attendance rates for Disciplinary Alternative School	.					
	(Title I SW: 1,9) (Target Group: AtRisk)	Franklin, Benjamin; Schwarz, Steve; Jenschke, Donna; Harmon, Jim; Jachade, Jarrett	8/26/2013	5/30/2014	L)AEIS, (L)Campus Data, (L)PEIMS Report, (O)Discipline Data, (O)Time and Effort	Increased attendance rates for students attending DAEP
3. Monitor pre-post assessment results, dropout rates, graduation rates, and recidivism rates for students attending Disciplinary Alternative School	.					
	(Title I SW: 1,9) (Target Group: AtRisk)	Franklin, Benjamin; Schwarz, Steve; Jenschke, Donna; Harmon, Jim; Jachade, Jarrett	8/26/2013	5/30/2014	(L)AEIS, (L)Campus Data, (L)PEIMS Report, (O)Discipline Data, (O)Time and Effort	Reduced drop-out and recidivism rates

4. Monitor student transition from home campus to DAEP	.						
	(Title I SW: 1) (Target Group: AtRisk)	Franklin, Benjamin; Schwarz, Steve; Jenschke, Donna; Harmon, Jim; Jachade, Jarrett	8/26/2013	5/30/2014	(L)AEIS, (L)Campus Data, (L)PEIMS Report, (O)Discipline Data, (O)Time and Effort	Reduction in lost credits for DAEP students	
5. Provide counseling services for each DAEP student throughout the day	.						
	(Title I SW: 9) (Target Group: AtRisk)	Franklin, Benjamin; Schwarz, Steve; Cook, Karen	8/26/2013	5/30/2014	(L)AEIS, (L)Campus Data, (L)PEIMS Report, (O)Discipline Data, (O)Time and Effort	Reduced drop-out and recidivism rates	
Strategic Objective/Goal 17:	Goal 17: Continue to Manage and Increase Reserves through Sound Fiscal Practices						
Performance Objective 1:	Maximize All Funding Sources						
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation	
1. Identify additional economically-disadvantaged students to achieve higher e-rate funding level for the district dropout rates, graduation rates, and recidivism rates for students attending Disciplinary Alternative School	.						
	Target Group: All	Carrales, Michael; Peters, Lissa; Gagne, Laurie	8/22/2013	5/31/2014	(L)Other, (L)PEIMS Report, (O)Skyward data, (S)TEA	Develop automated system to enroll identified homeless students in NSLP; Compare NSLP list of students to other	
	(Title I SW: 1,9) (Target Group: AtRisk)	Franklin, Benjamin; Schwarz, Steve; Jenschke, Donna; Harmon, Jim; Jachade, Jarrett	8/26/2013	5/30/2014	(L)AEIS, (L)Campus Data, (L)PEIMS Report, (O)Discipline Data, (O)Time and Effort	Reduced drop-out and recidivism rates	

4. Monitor student transition from home campus to DAEP	.					
	(Title I SW: 1) (Target Group: AtRisk)	Franklin, Benjamin; Schwarz, Steve; Jenschke, Donna; Harmon, Jim; Jachade, Jarrett	8/26/2013	5/30/2014	(L)AEIS, (L)Campus Data, (L)PEIMS Report, (O)Discipline Data, (O)Time and Effort	Reduction in lost credits for DAEP students
5. Provide counseling services for each DAEP student throughout the day	.					
	(Title I SW: 9) (Target Group: AtRisk)	Franklin, Benjamin; Schwarz, Steve; Cook, Karen	8/26/2013	5/30/2014	(L)AEIS, (L)Campus Data, (L)PEIMS Report, (O)Discipline Data, (O)Time and Effort	Reduced drop-out and recidivism rates

Strategic Objective/Goal 17:	Goal 17: Continue to Manage and Increase Reserves through Sound Fiscal Practices					
Performance Objective 1:	Maximize All Funding Sources					
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation
1. Identify additional economically-disadvantaged students to achieve higher e-rate funding level for the district	Target Group: All	Carrales, Michael; Peters, Lissa; Gagne, Laurie	8/22/2013	5/31/2014	(L)Other, (L)PEIMS Report, (O)Skyward data, (S)TEA	Develop automated system to enroll identified homeless students in NSLP; Compare NSLP list of students to other reports available to district; Identify more NSLP participants before the start of school
2. Maximize Medicaid funding from SHARS and MAC programs	Target Group: Special Ed	Gagne, Laurie; Carrales, Michael	8/22/2013	5/31/2014	(F)Federal Funds, (L)Other, (L)PEIMS Report, (O)Skyward data, (O)Supplemental Materials	Review Federal Reimbursement Requests quarterly; Develop SHARS reimbursement transportation report
Performance Objective 2:	Decrease District Expenditures					
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation
2. Continue to maintain and develop replacement budgets for technology equipment, buses, choir and band uniforms, and other district capital assets.	Target Group: All	Harvey, Brad; Carrales, Michael; Cochrane, Travis	8/22/2013	8/31/2014	(L)Other, (S)Local Funds	Review Budget Requests Annually

3. Transition District-wide administrative software to Web-based access	.					
	Target Group: All	Cochrane, Travis; Feldman, Cami	8/22/2013	8/31/2014	(L)Other, (O)Skyward Software, (S)Local Funds	Communicate regularly with Skyward Users
4. Continue to use School Dude software to monitor energy efficiency; plan to reduce energy usage by 5% per year	.					
	Target Group: All	May, Donald; Carrales, Michael; Cochrane, Travis	8/1/2013	8/31/2014	(L)Other, (S)Local Funds	Review Utility Reports from School Dude quarterly
5. Review programs for efficiency/additional revenues	.					
	Target Group: All	Harris, Jane; Carrales, Michael	8/22/2013	5/31/2014	(L) Local	Review Child Nutrition, TCDC, Revenue & Expenditure statements monthly
Performance Objective 3:	Provide Staff Development					
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation
1. Continue staff training in all areas related to: a. Use of Skyward Software; b. Technology; c. Tax Office; d. Central Office Business Functions	.					
	Target Group: All	Carrales, Michael; Cochrane, Travis; Feldman, Cami	8/22/2013	8/31/2014	(L)Other, (S)Local Funds, (S)TASBO/TASB	Review Technology Department reports of training participation; Develop training opportunities for all staff
Strategic Objective/Goal 18:	Goal 18: Facilities					
Performance Objective 1:	Long-Range Facilities Plan Development					
Activity/Strategy	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources - Material/Fiscal	Evaluation
1. Plan for district property usage at the following areas: a. Future elementary	.					

school site; b. Ag Farm property master plan c. Antler Stadium master plan	(Title I SW: 1,10) (Target Group: All)	Troxell, Dan; Ivy, Wade	8/19/2013	5/30/2014	(L)Campus Data, (L)Other, (L)PBK Architect, (S)Local Funds	Review architectural recommendations
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**2013-2014 SSA and Non Project Districts
ID&R Action Plan**

Education Service Center, Region 20

Migrant Education Program: Identification and Recruitment Action Plan					
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.				
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).				
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact
Required Training	Attend Annual Identification & Recruitment (ID&R) Training and New Generation System (NGS) Training offered by the Texas Education Agency (TEA)	August or dates the online state training is released	Ed Specs	Online state trainings NGS website ID&R & NGS Manuals	Certificates
	New employees attend MSIX training offered by ESC 20	Year round	Ed Specs	TEA materials MSIX website	Certificates
Identification & Recruitment	Brainstorm and plan recruitment strategies for SSAs and Non Project districts and review roles & responsibilities of recruiters.	Year round	MEP staff	ID&R Manual new guidelines SSA Procedures Handbook	Increased identification of migrant students
	Finalize all forms, documents and logs that will be utilized. Disseminate and train on all forms, documents, and logs, etc.	By September 30	MEP staff	ID&R Manual SSA Procedures Handbook	Forms that meet Title I Part C Migrant Compliance Report

**2013-2014 SSA and Non Project Districts
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Education Service Center, Region 20

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Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on COEs.				
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact
Identification & Recruitment (continued)	Contact potential/current eligible migrant families: using door to door recruitment based on leads or referrals, following-up on family surveys, during school registration, conducting community outreach, visiting growers, locating out of school youth including pre-school aged children and contacting other state and federal agencies that serve migrant families.	Year round	Recruiters SEA Reviewers	Family Surveys Growers Community agencies District personnel COEs	Recruiter logs and certified letters sent to parents after three attempts to contact the family; completed COEs
	Contact current eligible migrant families to determine if new qualifying moves have occurred. Complete new COEs as needed.	July 1- October 1	Recruiters	ID&R Manual	Completed COEs and documentation of contact attempts on First Contact Spreadsheet
	Recruiter will complete COEs and Supplemental Documentation Form (SDF) for all families with a new Qualifying Arrival Data (QAD) and submit to Eligibility Reviewer.	Year round submit to reviewer within 3 working days from parent signature	Recruiters SEA Reviewers	ID&R Manual COE, SDF SSA Procedures Handbook	Completed COE and SDF for all families having a new QAD

Migrant Education Program 2013-2014

Revised 7/15/2013

**2013-2014 SSA and Non Project Districts
ID&R Action Plan**

Education Service Center, Region 20

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Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on COEs.				
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact
Identification & Recruitment (continued)	SEA Reviewers review COEs and SDF for all families with a new QAD. Return COE and SDF to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed for entry in NGS.	September-August Reviewer submit to terminal site within 5 days of parent signature Refer to current NGS Manual for entry procedures and timelines.	Recruiters SEA Reviewer System Specialist	COE, SDF ID&R Manual NGS Guidelines SSA Procedures Handbook COE Log	Monthly Unique Reports for each SSA district.
	Conduct Residency Verification to verify continued residency for all currently eligible children who have not made a new qualifying move during the current reporting period.	Sept 1 – Nov 1 or For 2 year olds turning 3: on or after 3 rd birthday	Recruiters System Specialist	NGS Guidelines ID & R Manual NGS Reports PEIMS	Monthly Residency Verification Report.

**2013-2014 SSA and Non Project Districts
ID&R Action Plan**

Education Service Center, Region 20

Migrant Education Program: Identification and Recruitment Action Plan					
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Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on COEs.				
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact
Interagency Coordination	Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff.	Year round	Recruiters Ed Spec Counselor	ID&R Manual SSA Procedures Handbook	Increase in services provided to migrant families by community organizations
	Share and exchange information with parents, students, and district staff regarding High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) sites and Teaching and Mentoring Communities (TMC).	Year round	MEP staff	ID&R Manual District Staff	Increase in services provided to migrant families by community organizations
Quality Control	Develop written procedures that outline ID&R quality control within the SSA.	September 30	Ed Spec	ID&R Manual TEA SSA Procedures Handbook	Written procedures for quality control
	Develop written procedures that outline ID&R quality control for Project Districts.	September 30	Ed Spec		Written procedures for quality control
	Follow protocol for COEs that warrant further review by TEA as outlined in the ID & R Manual	Year round	Ed Spec		Compliance with TEA requirements

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Education Service Center, Region 20

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Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on COEs.				
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact
Quality Control (continued)	Provide ID&R training and support to SSA MEP staff as specific needs are observed throughout the year.	Year round	Ed Spec	ID & R Manual SSA Procedures Handbook Second Reviewer Form	Annual Quality Control Documentation
	Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven years from the date eligibility ends.	Year round	NGS	ID&R Manual NGS Manual SSA Procedures Handbook	Compliance with Records Retention policies by April 30.
	Validate eligibility through re-interview process according to instructions set forth by TEA.	As directed by the State MEP	Ed Specs Recruiters	ID&R Manual	100 percent accuracy rate
Evaluation	Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes in subsequent ID&R plan for continuous improvement.	November 30	MEP Staff	ESC-20 Quality Services Survey Parent Advisory Council (PAC) Parent Survey Student Survey SSA Contacts Survey;	Identify strengths and weaknesses to redesign the services provided by ESC-20 MEP.

2013-2014 SSA Migrant Districts Priority for Service (PFS) Action Plan Education Service Center, Region 20

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304 (d)]

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet both of the following criteria:

Criteria for [Insert School Year]	
Grades 3-12, Ungraded (UG) or Out of School (OS)	Students who failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level; and have their education interrupted during the previous or current regular school year.
Grades K-2	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level and have their education interrupted during the previous or current regular school year.

The following template is provided as a resource for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the NCLB Consolidated Application for Federal Funding, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This tool can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

2013-2014 SSA Migrant Districts Priority for Service (PFS) Action Plan Education Service Center, Region 20

Goal(s): Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.	Objective(s): 100% of PFS migrant students will receive priority access to supplemental instructional opportunities.
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Required Activities	Timeline	Person(s) Responsible	Documentation
On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.			
➤	Monthly	System Specialists	NGS Monthly Reports
Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.			
➤	May-August	MEP Coordinator Ed Spec Supervisors Counselors Recruiters System Specialists District Contact	Completed 2013-2014 ID&R Action Plan
The PFS Action Plan must include the following:			
1. When, in your school year calendar, the district's Title 1 Migrant Coordinator will provide each campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.			
➤ Provide SSA migrant contacts a copy of the PFS criteria, monthly updated NGS PFS reports, and expectation of procedures to follow with PFS students.	Monthly	Ed Spec Supervisors Counselor District Contact, Campus Administrator or Campus Designee	PFS Report
➤ Provide parents of PFS students a copy of the PFS criteria, discuss what it means, and discuss implications for the student.	Monthly	Ed Spec Supervisors Counselor District Contact, Campus Administrator or Campus Designee	PFS Criteria Sign-In Sheet
2. When, in your school year calendar, the district's Title I Migrant Coordinator, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.			

<p>➤ Provide parents with the knowledge of local and state requirements for promotion, graduation, academic progress of their child, PFS criteria and community or social services.</p>	<p>Year Round</p>	<p>Ed Spec Supervisors Counselor Recruiters Tutors District Contact, Campus Administrator or Campus Designee</p>	<p>Parent evaluations/ feedback Counselor follow-up Tutor Feedback Student Feedback</p>
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**2013-2014 SSA Migrant Districts Priority for Service (PFS) Action Plan
Education Service Center, Region 20**

3. How the district's Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.			
➤ SSA districts will provide migrant students who enroll late priority placement in core content classes. (Required Activity "m")			100% of students who enroll late will be placed in the necessary core content classes
4. How the district's Title I Migrant Coordinator will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.			
➤ Provide appropriate placement/ programs for students not meeting the state content standards or mastering TEKS objectives. Examples: tutoring, state assessment (TAKS, STAAR and EOC) remediation, UT Austin migrant coursework, credit recovery (Nova Net, Plato, FLEX, night school, etc.), summer school, or community resources/services	Year Round	Ed Spec Ed Spec Supervisor Counselor	Increased number of students completing partial credit and/or passing state assessments
➤ Identify dropout students/ out-of-school youth (OSY) to provide information regarding options for obtaining diploma/ GED.	Year Round	OSY Recruiter Ed Spec Supervisor Counselor	Identify and provide information regarding options to 100% of OSY students
5. What federal, state and local programs service Priority for Service students?			
➤ Identify state, federal, and local programs that serve PFS students during the current school year in order to ensure migrant services are supplemental.	Year Round	Ed Spec Supervisor	Completed spreadsheet from each SSA district on file
The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).			
6. Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	July-September	Ed Spec Supervisor Counselors	Visually verify that PFS Action Plan was included in all district DIPs

**2013-2014 SSA Migrant Districts Priority for Service (PFS) Action Plan
Education Service Center, Region 20**

Additional Activities	Timeline	Person(s) Responsible	Documentation
Collect and analyze sources of student data to determine progress toward graduation.	Year Round	Counselor Ed Spec Supervisor	Increased number of students completing partial credit and/or passing state assessments
Provide an opportunity for campus counselors to participate in the Migrant Counselor Overview session to analyze migrant student educational needs.	Year Round	Counselor	Increase the number of participants to this session by 100%.
Provide on-line and face to face opportunities for district/campus staff to attend staff development for enhancing their knowledge of the migrant student population including migrant student needs.	Year Round	Ed Spec Supervisor Counselor	Increase the number of participants at the ESC sessions/ contact meetings by 100%. Participant evaluations Participant feedback