

De Leon Independent School District

Comprehensive Needs Assessment District Improvement Plan

2016-17

Accountability Rating: Met Standards



Committee Members

District Representatives:

Dr. Dana Marable - Superintendent, Business Office

Liesa Nowlin - High School Principal

Chuck Miller - Assistant Secondary Principal

Lori Womack - Elementary Principal

Amber Bates - Elementary Counselor, Parent

Lori Campbell - High School Teacher

Jana Cullers - Federal/Special Programs Director

Deanna Downs - ESL Teacher, Parent

Terra Jobe – Perkins Middle School Teacher, Counselor

Sheila Johnson - Elementary Teacher

Tera Kellam – High School Learning Lab Instructor

Michelle McIlvain - High School Teacher

Molly Smith – High School ESL Teacher

Roxanna Thiebaud – High School Teacher

David White - Technology Coordinator

Parent/Community Representative(s):

Nancy Brown – Community member, GED/ESL Adult Ed Teacher

Joe Burnett – Business member

Rae Jean Hasty – Community member, Former Student at De Leon ISD

Jill Hill – Parent, Business member

Mission Statement

The staff of De Leon ISD believes that all students are capable of learning. To foster student achievement, it is our responsibility to provide a well-balanced curriculum within an environment that is conducive to learning. Our goal is to help all students reach their greatest level of academic achievement. We can attain this goal by instilling in our students a love of learning and by providing a curriculum that includes basic liberal arts courses, fine arts, technology, and vocational training.

Vision

We dedicate ourselves to ensuring that all students will:

- ◆ Develop a positive self-concept and a positive attitude toward their school and learning.
- ◆ Maximize individual creativity.
- ◆ Participate as good citizens in the community, state, and nation.
- ◆ Fulfill their potential and enjoy a quality life that is as good as or better than that of their parents.
- ◆ Develop knowledge and skills required for economic responsibilities.
- ◆ Develop thinking skills necessary for problem solving.
- ◆ Acquire and utilize technological knowledge and skills
- ◆ Acquire skills to be successful as lifelong learners.

Comprehensive Needs Assessment

Student Achievement

De Leon ISD “Met Standard” on the 2013-14 Texas Academic Performance Report. The elementary campus “Met Standard,” Perkins Middle School “Met Standard”, and De Leon High School “Met Standard” with Distinction Designations of “Academic Achievement in Social Studies”, and in “Top 25 Percent: Closing Performance Gaps.” The district is struggling in two subgroups – Hispanic and Economically Disadvantaged. The district has had improvements in test scores, but has not been able to attain the “Met Standards” accountability in all subgroups. The increase in scores is largely attributed to redesigned curriculum along with the implementation of math labs and reading labs, common assessments. These along with the use of effective teaching strategies are producing positive results.

Continuous and focused data analysis is a fundamental process in De Leon ISD. Campus site-based decision making groups that are data driven continuously improve and the district is seeing more and more progress in this area. STAAR scores, TAPR, and PBMAS are used as sources of data. Another source includes common formative assessments. Teachers are using benchmarking assessments more effectively. Many of these assessments are provided through Eduphoria. These assessments are difficult and raise expectations for student achievement. The continuous analysis of student performance reinforces the district’s commitment to increasing student performance for all students while closing the gap in achievement by ethnicity and race, as well as other student groups such as special education, at-risk, economically disadvantaged, and limited English proficient.

Student Achievement Strengths

- In grade level and content area Vertical Alignment meetings in which planning, collaboration, and formative assessment are consistently used with students, there is significant growth in student achievement on STAAR mastery and on STAAR commended scores.
- Our RTI programs are continually being coordinated and implemented.
- New software helping students – Compass Learning, Apex Learning, Study Island, StemScopes, Think through Math, and iStation Reading.
- Data analysis using TAPR and local benchmarking are making teachers more aware and helping them help students.
- High School Dual Credit and College Courses: DISD offers online dual credit and college classes to high school juniors and seniors. Parent attendance at Counselor’s meetings increases awareness of educational goals.
- Majority of students are well behaved and focused on the tasks at hand.

- Labs, tutorials and flex are improving student classroom grades
- Seniors will have new courses next year
- Strong students=Success
- Continue to retain highly qualified teachers

Student Achievement Needs

- The district needs to continue to focus on math, reading, writing scores, science, and social studies – All core subjects.
- Generally, Hispanic, Economically Disadvantaged, and special population students experienced greater gaps in performance than other groups, so these areas warrant an increased focus.
- Methods to motivate the unmotivated
- Continue incentive programs for attendance/grades/UII
- Need functional Life Skills Room – textured wall, place to cook at Perkins Middle School.

Demographics (2015-16)

Student Enrollment (620 May 2013, 670 May 2014, 691 May 2016).

49.49% of student population is female.

50.51% of student population is male.

64.69% of student population is Anglo(447).

32.56% of student population is Hispanic (225).

.43% of student population is American Indian or Alaska Native (3).

.43% of student population is Black/African American (3).

.43% of student population is Asian/Pacific Islander (3).

1.45% of student population is Two or More Races (10).

SPED numbers increased (9.7%-2007-08, 9.6%-2008-09, 7.4%-2009-10, 7.2%-2010-11, 7.1%-2011-12, 9%-2012-13), 9.57% in 2013-14, 10.71% in 2015-16.

10.71% of student population is SPED (67 students)

36.76% of student population is At-Risk (2015-16)

Drop Out Rate (1 in 2008-09; 1 in 2009-10; 4 in 2010-11, 2 in 2013-14, 2 in 2014-15)

Student : Teacher ratio is 11.1:1

Attendance Rate is 95.9% (2010-11) and 96.5% (2011-12), 96.5% (2012-13), 97.2% (2013-14), 97.25%(2015-16)

422 of 691 students are eligible for free/reduced lunch (61.07%) (May 6, 2016)

Over-representation of Hispanic population in SPED

Under-representation of Hispanic population in G/T

McKinney Vento (Homeless) population is 47 students (May 6, 2016)

Demographic Strengths

- Student enrollment growing
- Student Attendance Rates increasing
- Student/Teacher Ratios are favorable for students
- Serving Diverse Student Groups by Differentiating Instruction to meet student needs
- Use of Inclusion to close learning gaps
- Serving LEP population of 30
- 100% of high school students are taking Career and Technology courses

Demographic Needs

- Continued focus and attention on At-Risk population (Elem 43.4%, MS 56%, HS 51.7%)
- Continue to increase LEP student scores in standardized testing (STAAR)

School Culture and Climate

School culture and climate was addressed in the form of staff, student, and parent surveys.

The data obtained from these surveys, combined with data obtained from Principal walkthroughs, Parent meetings, and feedback data, provided DISD with the tools to assess and evaluate differing perspectives of the school system and process.

School Culture and Climate Strengths

- Strong administration and administrative support
- High quality instruction
- Differentiated teaching
- Well maintained facilities
- Adequate amount of technology and training
- Instructional Resources
- Positive, Active Learning environment
- Teachers and community feel safe
- Positive climate
- Strong parental and community involvement when asked
- Positive Student/Teacher rapport
- Safe environment
- Concerned staff for the students
- Increased teaching time-Elementary has extended classroom instructional time and RTI time

School Culture and Climate Needs

- Provide more hands on activities
- Embrace the varied cultures and diversity of our clients
- Provide more meaningful parental involvement opportunities
- Academics ranked as most important by students and parents
- Need consistent administration
- RTI Curriculum

Staff Quality, Recruitment and Retention

- To continue to operate at a high level, high quality staff must be cultivated, maintained, and recruited
- Staff morale must remain high, especially in these difficult economic times, staff reduction, and increased work load
- Mentoring and new teacher training are vital to developing high quality staff
- Staff development must be meaningful and purposeful

Staff Quality, Recruitment and Retention Strengths

- Highly Trained staff
- Immediate feedback for Administrators from walkthroughs and PDAS
- High Quality Staff Development activities
- New teacher training and mentoring

Staff Quality, Recruitment and Retention Needs

- Maintaining High Quality Staff
- Maintaining High Morale
- Being on the cutting edge of Technology, Legislative changes, and Curricular Development
- Professional Development
 - Subject specific beyond ESC14 trainings; allow teachers to attend state level trainings/conferences; allow teachers to be active in subject specific organizations
 - Differentiation training (also possibly test students at beginning of the year to determine types of learners, then use those results in daily teaching strategies)
 - Motivating students

Curriculum, Instruction and Assessment

- Maintaining a high quality curriculum with sufficient depth and rigor to prepare students for STAAR, EOC, and their future.
- Developing and maintaining a valid testing schedule to provide data for remediation
- Providing high quality staff development
- Maintaining curricular alignment

Curriculum, Instruction and Assessment Strengths

- Adopted curriculum currently meet the rigor required by TEKS and College Readiness
- Alignment of written, taught, and tested curriculum
- Proactive use of data from benchmark and checkpoint tests
- Integration of technology (although need skills to use it – (students)(i.e.keyboarding))
- RTI model is being increasingly used
- Grade level and departmental collaboration
- Flex periods, after school tutorials, learning labs
- Credit recovery interventions monitored by librarian and aide

Curriculum, Instruction and Assessment Needs

- Ensuring teachers utilize the curriculum to the fullest
- Continue curricular alignment (ELA;SS; Math-alignment meetings this year) MS & HS
- Continuing to provide meaningful high quality staff development
- Use appropriate curriculum to achieve specific and appropriate educational goals
- Differentiate teaching to meet student needs
- Continue improved RTI practices
- Continue alignment meetings
- Continue social studies and ELA interdisciplinary instruction at MS & HS

Family and Community Involvement

- Improved job of providing pertinent information available for parents, but need more 2-way communication
- Continue to make use of technology to communicate (School website, School Messenger, School Way, School sign on highway)
- Educate community about accessibility of information
- Annual Family Night for Dyslexia information

Family and Community Involvement Strengths

- Parent access to grades, calendar, lunch room charges online
- School Messenger, Facebook, DISD website, new Athletic website, and newspaper to keep parents informed about vital school announcements
- Campus and District Improvement Committees
- School Health Advisory Council
- DISD homepage
- Calendar of events posted on website
- Parents involved in site-based decision making committees-parents are given many opportunities to participate
- Parent volunteers (bookfairs, school parties, chaperones on fieldtrips, sports, concession stand)
- School and community rapport – community feels somewhat involved in school decisions
- Parents will do what we need help with when asked one on one

Family and Community Involvement Needs

- Greater opportunity for parental input and involvement (can utilize Google Docs)
- More effective means of 2-way communication between home and school (can utilize Google Docs)
- Parent Education opportunities; GED/ESL classes at night
- Make community aware of the special programs available for students (College classes, Migrant program activities)
- Reaching out to seek volunteers/parent helpers from all socio-economic groups (Hold an ESL parent meeting at the beginning of school to inform them of school services.)

School Context and Organization

Teachers' primary areas of concern center around communication and collaboration between administrative and teaching staff

Teachers are also concerned that technological restrictions hamper the effectiveness of the network

Teachers would like to see more quality parent involvement

School Context and Organization Strengths

- High quality educational staff
- Administrative Leadership
- Resources – Teachers have access to many resources; they also are free to request when in need of additional resources
- Learning Environment
- Flex periods, Math and Science labs, Learning Labs, 8th period tutorial/study period, Content Mastery, Response to Intervention Period, Before and after school tutorials—all to improve student achievement
- Opportunities for teachers, parents, support staff, and students to be heard and to be part of solutions at grade level meetings, parent conferences, school board meetings.
- Adequate time is devoted to struggling students
- Teachers have a voice in decision making policies via faculty meetings, being members of district and campus committees, evaluating computer software and curriculum by providing input about the effectiveness in meeting the students' needs, Principal/Teacher conferences, online needs assessment surveys
- Teachers have a voice in identifying solutions to problems—communication with admin is improving greatly.

School Context and Organization Needs

- Increased parental involvement opportunities – ask for volunteers to work with struggling students
- Increase positive parental perceptions of our school from satisfactory to very good
- Increase positive community perceptions of our school from satisfactory to very good
- Need more parent and community members to be part of decision making committees.

Technology

Summary of Current Technology

- Teachers 1:1
- 946 computers in use (Apr 2016)
- District is networked via fiber connections from the Technology Hub to the campuses.
- DISD participates in the ESC14 wireless network and Totelcom to receive Internet access.
- All classrooms have access to the Internet via wired Cat6e drops.
- All three campuses are 100% covered with wireless access – one wireless access point per classroom.
- Most teachers at all the campuses have a document camera and a mimio interactive white board.
- Distance learning equipment available to all three campuses and the support center.
- VOIP phone system

Technology Strengths

- Teachers and students have great technology access.
- Teachers are integrating the technology into their lessons more (state curriculum also requires greater use of technology).
- District is utilizing programs to improve student achievement. (Study Island, Renaissance Learning, State curriculum digital resources, etc)
- ESC14 provides a large variety of technology training opportunities for teachers
- District website available for keeping DISD information, forms, policies current
- Robust network, including fiber connectivity from Elementary and High School to Tech Hub
- 1:1 laptops for students in grades 9th-12th
- >8 computers in every classroom
- Computer/student ratio below 2:1
- Diligent technology department responding quickly to all workorders (Usually in <24 hours)
- Active distance learning equipment at all locations and being used by Elementary for virtual field trips, HS offering online classes, Staff development and school board training

Technology Needs

- Consistent tech budget in order to better plan and make best decisions for student growth
- Equipment replacement schedule that all recognize and adhere to needs (Mimio, projectors, document cameras, and computers)
- Need in-depth training for new Mac Book Pro for teachers, and Google Docs
- Time to learn new programs and time to learn to integrate new knowledge
- More professional development for technology integration (and more time for training) (need meaningful training that lasts more than 1-2 hours and only for 1-2 days)
- Mount projectors in middle school and elementary.

Comprehensive Needs Assessment Data Documentation

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

- District goals
- TAPR data - longitudinal
- TAPR data - current
- Campus and/or district planning and decision making committee meeting discussions
- Benchmark assessments results
- Number of students assigned to special programs and their academic achievement
- Drop-out rates
- Attendance data
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- State and/or federal planning requirements
- Campus leadership and/or department meetings
- District committee meeting discussions
- Student Success Initiative (SSI) results
- Prior year(s) campus and/or district improvement plans
- Staff development evaluations, surveys, and/or needs assessment(s)
- STAAR results including STAAR (Accommodated), STAAR-Alt
- Texas Primary Reading Inventory (TPRI)
- Texas English Language Proficiency Assessment System (TELPAS) results
- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) population, including performance, discipline, attendance and mobility
- Student work

- Course grades
- Appropriate curriculum
- Lab schedules
- Principal interviews
- Technology Plan
- STaR Chart results

Board Goal 1: *Student Performance that exceeds State Averages*

District Goal 1: De Leon ISD will be a district that has “Met Standard” with Distinction Designations at each campus level.

Objective 1.1: By 2016-17, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Summative Evaluation: STAAR Results, TAPR Data, Campus Assessments

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
1.11 Frequent screening of indicators of Academic success; STAR Reading, iStation Reading and Math, ESSi, Study Island, Teacher Use of Eduphoria, Texas Gateway, Compass Learning, APEX Learning, MSTAR, Aimsweb, TPRI. Decrease time to initiate use. Annual benchmarks in all subjects.	Aug - June 2016-17	Campus Principals, Campus Teachers	Local Budget	Benchmark Results are accessed through Eduphoria. Progress reports from teachers to Campus Principal at the end of each semester.
1.12 Campus Interventions to increase Student success. (Ex. RTI, Appropriate curriculum, Eduphoria)	2016-17 Once each six weeks	Campus Staff, Principal	Title I Funds, SCE (see 2.17 for \$), Local Budget	Benchmarks, Progress monitoring, grades, grade level assessments & meetings, RTI meetings
1.13 Transition meetings, Collaboration horizontally and vertically; After School Programs/Tutorials for At-Risk,	2016-17	Campus Staff, Principal	Title I Funds, SCE (see 2.17 for \$), Local Budget	List of after school/tutorial programs and names of students served sent to Principal’s office.

<p>Students in Need of Assistance</p> <p>1.14 Teachers and students will receive the resources needed to promote better outcomes for students in the classroom.</p>	<p>Aug 2016- June 2017</p>	<p>Superintendent, Campus Staff, Principals</p>	<p>Title I, Title III, SSI SCE(\$750), Rural & Low Inc, Local Budget</p>	<p>Purchase orders, invoices, inventories</p>
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Board Goal 2: *Graduates well prepared for success in life*

District Goal 2: DISD will meet the academic needs of all students.

Objective 2.1 DISD will meet the academic needs of all special populations including ESL, Dyslexic, 504, Gifted & Talented, and Special Education, At-Risk, Migrant, LEP, Foster, McKinney-Vento, Vocational, Regular Ed students and reach academic standards, as measured by state assessments.

Summative Evaluation: STAAR Results, TAPR Data, Campus Assessments

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
2.11 Frequent screening of indicators of Academic success; ex –AimsWeb, STAAR Benchmarks, Teacher Use of Eduphoria, Texas Gateway, TELPAS, iStation, TPRI, APEX and Compass Learning.	2016-17 Sept, Dec, May	Campus Principals, Campus Teachers	Local Budget	Progress reports from teachers to Campus Principal at the end of each three week period. Benchmarks, End of Year Assessments, Grades
2.12 Campus Interventions to increase Student success. Ex. Counseling, Referrals, RTI, Appropriate curriculum, Eduphoria, Flex Period, Learning Labs	Aug-May 2016-17	Campus Staff, Principal Counselors	Title I, Title III, SCE(see 2.17 for \$), Local Budget, McKinney-Vento, Spec. Ed, CTE	Progress reports from teachers to Campus Principal at the end of each three week period. Benchmarks, End of Year Assessments, Grades
2.13 Transition meetings, Collaboration horizontally and vertically, Before & After School Programs, Tutorials for At-Risk,	Aug-June 2016-17	Campus Staff, Principal	Title I, SCE(see 2.17 for \$)	List of after school/tutorial programs and students served in Principal’s office.

Students in Need of Assistance 2.14 Plan supplemental opportunities for G/T	Aug-May 2016-17	Prin, Counselor, staff	Local	List of students served in Principal's office
2.15 CTE – Continue providing and expanding where possible CTE opportunities for students	2016-17	Prin, Counselor, staff	CTE, Local	List of courses and students served in Principal's office
2.16 Fund supplemental academic and support programs on campuses that meet Title I qualification (40% and above low socioeconomic status).	2016-17	Supt, Principals, Fed Prog Dir	Title I, SCE(see 2.17 for \$)	Previous year state assessment, student achievement, staff training Title Public Meeting. At-Risk student STAAR scores will meet the district's 90% goal in all areas.
2.17 Provide highly trained professionals to offer support in targeted academic subjects for students who are coded as at risk according to state guidelines.	2016-17	Supt, Principals, Fed Prog Dir	SCE-Prof Staff High School \$39,033 (.86 FTE) Elem \$127,625 (3.25 FTE) SCE-Support Staff High School \$16,830 (1.0 FTE) Perkins MS \$14,401 (1.0 FTE) Elem \$16,434 (1.0 FTE) (Plus benefits)	Test scores and academic achievement of at risk students as compared to the general population of students. At-Risk students will perform at 90% or above on the STAAR in all areas.
2.18 Evaluate and modify district regular and special pops programs through utilization of assessment data. A professional team will review special education performance and recommend program changes as needed.	2016-17	Supt, Principals, Spec Ed Dir	Title I, Title III, Local Budget, Spec. Ed, CTE	Longitudinal/historical data provided by STAAR, formative assessments, semester, and achievement test results, will be used to ensure that special education students meet the districts 90% district goals in all areas of STAAR.

Board Goal 3: *Attract qualified staff and encourage continued staff development*

Goal 3: All students will be taught by highly trained teachers.

Objective 3.1 The administration will ensure 100% of the professional staff is highly trained.

Summative Evaluation: Employment Recommendations from Campus Principals to fill all open positions, District documents for employment.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
3.11 De Leon ISD will recruit and retain high quality staff for the instruction of students, for support personnel and student/ teacher support services.	Summer, Fall '16	Superintendent Principals	Title IIA, Local Budget	Documentation of funding and hiring.
3.12 Attend University Job Fairs as needed	Spring '17	Superintendent Principals	Local Budget	Copies of Interview/applicant list from university job fairs.
3.13 As required in TEC 21.451 on staff development, all campuses in the district will include content specific training, RTI, Differentiation, Vertical Alignment, Student Motivation, Technology training, training in Conflict resolution, Discipline strategies, Valuing Parents, Positive behavioral support.(Ex. Eduphoria, TMSDS, Study Island, STARR/EOC standards, Ruby Payne, etc)	Aug 2016 – August 2017	Principals, ESC14, Tech Dir	Local, Title I, Title IIA, SCE (\$1,100 for subs, \$5,500 training)	Sign in sheets, certificates, electronic reports.

Board Goal 4: *Develop a partnership with the parents and community to build a community of learners*

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Objective 4.1 Security will be increased for the safety of all stakeholders at DISD.

Summative Evaluation: Safe and Drug Free Schools Report, Campus Report

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
4.11 Safe visitor protocol	2016-17	Campus Principal and Staff	Local Budget	Logs of visitor sign in forms
4.12 Safety Drills for emergency preparedness as required to meet or exceed state requirements	2016-17	Campus Principals, Superintendent Safety Officer	Local Budget	Logs of safety drills from campus principal to Supt.
4.13 Investigate improvement of security systems (PMS Sci bldg, Elem outdoor areas)	Oct, Jan, July	Campus Principals, Superintendent	Local Budget	Documentation of reviews and improvement made June '16 & '17
4.14 Improve Lighting at Perkins MS	Aug - Dec	Campus Principals, Superintendent	Local Budget	Documentation of reviews and improvement made June '16 & '17
4.15 Maintain local law enforcement relationship	Aug - May	Campus Principals, Superintendent	Local Budget	District Budget Report 2016-17 hiring K-9 dogs, Incident reports
4.16 High Expectations for behavior and performance	Aug - May	Campus Principal and Staff	Local Budget	Report from campus principals on programs and activities to raise student awareness of

4.17 Safety Audits as required	Aug - May	Superintendent, Maintenance Director	Local	behavior and performance expectations Satisfactory audit results
4.18 Train faculty and students and monitor bullying and Internet safety incidents	2016-17	Principals, Counselors, Network Admin ESC14 Trainers	Local	Sign-in Sheets for teachers, Date verification of training for students (Counselor email, ESC 14 contract, etc) Number of bullying reports to principals/counselors; Printout of Internet safety incidents
4.19 Address and repair leaking and draining issues at elementary gymnasium.	2016-17	Superintendent, Elementary Principal, Maintenance Director	Local	Invoices, Documentation of improvement

Objective 4.2 Incentives will be provided to all students in order to increase motivation and result in academic growth.

Summative Evaluation: Campus Reports

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
4.21 Create incentives for positive behaviors	2016-17	Campus Principal and Staff	Local Budget	Collect data that supports desired results (Grades, attendance, behavior)

Board Goal 4: *Develop a partnership with the parents and community to build a community of learners*

District Goal 5: All students will graduate from high school.

Objective 5.1 DISD will promote increased student attendance rates to a level at or above 98%.

Summative Evaluation: TxEIS Attendance Reports, TAPR, and Dropout Reports

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
5.11 DISD will promote increased student attendance rates to a level at or above 98%	Aug 2016- May 2017	Superintendent, Campus Principals, Staff	Local Budget, Title I	TAPR and TxEIS Reports

Board Goal 1: *Student Performance that exceeds State Averages*

Objective 5.2 DISD will promote high academic achievement for all students.

Summative Evaluation: STAAR, EOC, TAPR, Report Cards

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
5.21 De Leon ISD will provide information and counseling to students concerning career pathways.	2016-17	Counselors, Campus Principals, Staff, Family Consumer Science Teacher	Local Budget, Title I, CTE	Educational field trips, guest speaker scheduled, career shadowing experiences
5.22 DISD will offer dual credit classes to high school students	Aug 2016 - May 17	Campus Principal, Counselor, Facilitator,	Local, Migrant, Interlocal Agreements with Ranger College, TSTC, Sul Ross Univ	Interlocal Agreements with Sul Ross, Ranger, TSTC, Class Rosters, Grades
5.23 DISD will provide remediation help to struggling students	Aug 2016 - May 17	Campus Principals, Staff	Local Budget, Title I, SCE (See 2.17 for \$), Title III, Spec Ed	Elementary RTI, tutoring, and enrichment period; MS and HS flex periods for RTI and tutoring (before and after school as needed). Sign-in sheets, List of remediation programs and list of students served located in Principal's office

Board Goal 4: *Develop a partnership with the parents and community to build a community of learners*

Goal 6: The district will increase opportunities for parental and community involvement in the educational process.

Objective 6.1 DISD will collaborate efforts with parents/guardians to increase student learning and success.

Summative Evaluation: Parent survey results and Campus Parent Contact logs; Improved student performance; Title I Compliance Report

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
6.11 Publicize meetings and encourage public attendance	Aug 2016- June 2017 as needed	Superintendent, Campus Principals	Local Budget, Title I	Website, newspaper, posted meeting agendas, School Messenger, notes with students, school announcements via PA system
6.12 Utilize the DISD district, campus, teacher, and administrative web pages, School Messenger to foster and increase communications with parents and the community	Aug 2016- May 2017	Superintendent, Campus Principals, Staff	Local Budget	Website postings School Messenger Log
6.13 Provide all interested parents with access to TxConnect so they can monitor their student's grades and attendance daily.	Aug or anytime a request is received	Principals, Counselors, Technology staff	Local	Number of requests received; number of times website is accessed

6.14 Attend parent involvement training meeting and implement new strategies upon return	Oct, July	Administrators	Local Budget, Title I	Implementation of new strategies on campuses
6.15 Annual Title I meeting at each Title I campus	Fall 2016	Administrators	Title I, Local	Sign-in sheets, minutes, handouts
6.16 Provide opportunities for parents to be trained in options for their student's education (Pre-K, Head Start, retention, etc)	Fall 2016	Administrators	Local	Agenda, Sign-in Sheet, minutes

Board Goal 5: *Provide resources and facilities that enhance learning in a safe environment.*

Goal 7: Modern digital resources will be integrated into instructional, administrative, and community programs.

Objective: 7.1 Technology integration training will be an annual focus for both the district and campus improvement committees.

Summative Evaluation: Training sign-in sheets, Certificates

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
7.11 The Technology Coordinator, and campus technology support staff will provide training and technical assistance to the staff	Aug 2016, and when need arises	Technology Coordinator, Tech Specialists	Local, Title I	Sign-In Sheets, Certificates
7.12 Implementation of an integrated technology plan.	Review every June	Technology Coordinator, Principals, Teachers, Parents	Local Budget, Federal funds involved	Technology plan in place and updated annually
7.13 Contract with ESC14 and/or 3 rd party vendors to assist with Federal Programs, training needs of teachers, administrators, staff.	2016-17	Superintendent, Principals, Technology Coordinator, Central Office Staff	Local, Title I, Title II-A, ESC14, SCE (\$350)	Agenda, Sign-in sheets, minutes of meetings

Objective: 7.2 DISD’s systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district’s educational and operational structures.

Summative Evaluation: The implementation of all district initiatives involving technology, facilities, maintenance, and management will document success.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
7.21 Monitor and upgrade hardware that supports the LAN/WAN infrastructure.	Aug 2016, and when need arises	Technology Coordinator, Tech Specialists	Local, eRate	Technology in place, functional, and updated
7.22 Replace oldest hardware at a 25% annual rate. (Particularly needing money for Macbooks, projectors, document cameras)	Summer 2016	Technology Coordinator, , Technology Specialists	Local Budget, Federal funds involved, Grant	Technology in place, functional, and updated annually
7.23 Staff will receive necessary training to manage employees, equipment, and programs.	Aug 2016- July 2017	Superintendent, Principals, Maintenance Super, Trans Director, Tech Coordinator, Tech Specialists	Local	Agenda, Sign-in sheets, Certificates
7.24 Staff will receive the resources needed to support and enhance the district’s educational and operational structures.	Aug 2016- July 2017	Superintendent, Principals, Maintenance supervisor, Transportation director, Technology Coordinator, , Technology Specialists	Local, Title I, CTE, Spec Ed	Purchase orders, invoices, items in place and functional
7.25 Mount projectors in Elem and Middle School	Aug 2016- July 2017	Superintendent, Principals, Maintenance supervisor, Technology Coordinator,	Seek grant/local \$40,000; Title I	Purchase orders, invoices, items in place and functional
7.26 Facilities, lighting, Ice machine and Laminator at MS	Aug 2016- July 2017	Superintendent, Principals, Maintenance supervisor,	Seek grant/local \$130,000	Purchase orders, invoices, items in place and functional

Goal 8: DISD will manage district funds and keep detailed records required by NCLB and TEA.

Objective 8.1 Organized recordkeeping and total accountability of all funds will be the primary focus of the district office.

Summative Evaluation: Accurate financial data; organized reports, records

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
8.11 Contract with ESC14 for budget and financial recordkeeping	Sept 2016-Aug 2017	Superintendent, Central Office Staff	All funding involved	Balanced budget, accurate accounting records, organized financial documents
8.12 Contract with ESC14 and others to assist with federal applications and recordkeeping requirements; Participate in Shared Services Arrangement (SSA) with ESC14 for Title II, Title III, Carl Perkins, Migrant, McKinney Vento	Sept 2016-Aug 2017	Superintendent, Central Office Staff	Local Budget, Federal funds involved; Title I	Applications filed, organized copies filed onsite; reports filed in timely manner; Annual contract with ESC14
8.13 District administrators and Central Office Staff Communicate with ESC14 and others to learn regulations and appropriate expenditures for each funding source.	Sept 2016-Aug 2017	Superintendent, Principals, Central Office Staff	None	Agenda, Sign-in sheets, minutes of meetings, Hand written notes
8.14 DISD will train staff on new EDGAR procedures.	Aug 2016	Central Office Staff	None	Agenda, Sign-in sheets, minutes of meetings

De Leon ISD Title I Components

1) Comprehensive Needs Assessment

De Leon ISD reviews disciplinary reports, TAPR Reports, AYP reports as well as parent, teacher, and community input to determine campus needs and goals.

2) Reform Strategies

De Leon ISD stays in touch with current trends and issues in education through Region XIV and TEA Reports to create changes in structure, instruction, and to adapt to student learning to create student success.

3) Highly Qualified Teachers

De Leon currently has 100% of the teachers documented as highly qualified.

4) Highly Qualified Professional Development

De Leon ISD aligns professional development opportunities to the needs assessment, instructional practices, teacher requests within subject fields, and current information on best practices gained from TEA, and Regional Education Service Centers in Texas.

5) Strategies to attract highly qualified teachers.

De Leon ISD campus administrators will visit various colleges Educational Employment Fair Days as needed to identify and recruit highly qualified teachers for employment in De Leon ISD. Job opportunities will be posted by the De Leon ISD campus principals on the Internet for further notification of openings.

6) Plans for assisting pre-school children in transition.

De Leon ISD will work to develop a system of evaluation from approved early childhood methodology and RTI processes to measure and document every child's development to insure a successful transition into kindergarten.

7) Parent Involvement

De Leon ISD will seek to make parents full partners in the educational process of their children through parent/teacher conferences, Meet the Teacher Night, Open House, and by developing Parental Involvement opportunities at every school campus.

8) Include Teachers in decisions about the use of academic assessments.

De Leon ISD will include teachers in determining the best use and best practices in preparation for state mandated assessments. Furthermore, teachers will play a critical role in developing benchmark assessments and the timing of those measurements.

9) Activities to ensure students who experience difficulty mastering proficient or advanced levels of academic achievement will be provided with effective, and timely additional assistance.

De Leon ISD will provide additional assistance for students in need of assistance through tutorials, RTI interventions, and use of peer tutors for students who do not meet STAARS passing standards as identified by the state.

10) Coordination and integration of Federal, State, and local service and programs.

De Leon ISD will monitor and review programs to coordinate and integrate Federal, State, and local services and programs to create the best opportunity for student success and prevent repetition of services.

2016-17 Region 14 SSA Priority for Service (PFS) Action Plan

Region 14 SSA Members: Abilene ISD, Albany ISD, DeLeon ISD, Eastland ISD, Gustine ISD, Hamlin ISD, Haskell CISD, Hawley ISD, Paint Creek ISD, Roby CISD, Roscoe ISD, Rotan ISD, Rule ISD, Sweetwater ISD

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2016-17 Region 14 SSA Priority for Service (PFS) Action Plan for Migrant Students

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 whom to serve first and foremost with MEP funds. Students are identified as PFS if they meet both of the following criteria:

Criteria for 2016-17	
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/STAAR 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.

2016-17 Region 14 SSA Priority for Service (PFS) Action Plan

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Region 14 Shared Service Arrangement PFS Action Plan

<p>Goal(s): To ensure that identified Priority for Service (PFS) migrant students in Region 14 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p>Objective(s): Region 14 MEP SSA districts will identify Migrant students and youth who require priority access to MEP services and develop a plan for serving those PFS students.</p>
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Required Activities	Timeline	Person(s) Responsible	Documentation
Identification & Recruitment	As needed throughout the school year	District/ESC 14 Migrant Recruiter	Family surveys will be distributed to all district families upon enrollment. Family surveys that indicate that a family has moved in the past 3 years and/or has worked in agriculture or fishing will be processed by the district or ESC 14 Recruiter. The current school year and the previous school year's family surveys are to be kept on file in each campus office at a central location.
New Generation System (NGS) and PEIMS	As needed throughout the school year	District/ESC 14 NGS Data Entry Specialist and District PEIMS Coordinator	Upon entry of migrant student eligibility, the NGS Data Entry Specialist will collaborate with the District PEIMS Coordinator to ensure that PEIMS data submission has been completed for the Migrant student(s) in the district.
PFS Action Plan	Before the first day of school/ and REVISE within the first 6 weeks of school	ESC 14 Migrant Consultant, District Migrant Coordinator	A clearly identified section for the Migrant Education Program is part of the District Improvement Plan (DIP) and is kept at the administration office and at each campus office. The DIP addresses the needs of Migrant students and how services will be provided to PFS students and

2016-17 Region 14 SSA Priority for Service (PFS) Action Plan

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			all Migrant students.
PFS Reports	By the end of each month	ESC 14 NGS Data Entry Specialist	Monthly Migrant PFS student reports will be scheduled for run and kept on file in a central location with the District Migrant Coordinator, the administration office, and at each campus office in order to target services appropriately to Migrant PFS students for improved academic performance.
Provide a list of Migrant Priority for Service (PFS) students to principal(s), appropriate campus staff, and parents	By the end of each month	District Migrant Coordinator, ESC 14 NGS Data Entry Specialist	NGS PFS reports and Migrant Individualized Education Plans will be kept on file and used to document the needs of each PFS student. PFS Reporting Forms will be shared with the ESC 14 NGS Data Entry Specialist to ensure that documentation is entered into NGS in a timely manner.
Review the academic status of each PFS student after each six-week grade reporting period. In consultation with the campus administrator(s), counselor(s), and classroom teacher(s), a migrant individualized education plan will be developed for each PFS student not meeting or at risk of not meeting all academic standards	At the end of each six weeks grading period	District Migrant Coordinator, ESC 14 NGS Data Entry Specialist	Progress reports, six-weeks report cards, Migrant Individualized Education Plan (MIEP) with date of consultation and signature of participants will be kept on file. Copies will be sent to the ESC 14 NGS Data Entry Specialist for data entry into NGS in a timely manner.
Include services/strategies/interventions by non-migrant funded programs in each PFS student's MIEP (List federal, state and local programs servicing Priority for Service students)	Updated as needed or per six weeks	District Migrant Coordinator, ESC 14 NGS Data Entry Specialist	MIEP (Migrant Individualized Education Plan), PFS Reporting Forms will be sent to the ESC 14 NGS Data Entry Specialist for data entry into NGS in a timely manner.
Ensure Migrant students receive priority access to instructional services, as well as social workers and community social services/agencies	As needed throughout the school year	District Migrant Coordinator, ESC 14 NGS Data Entry Specialist	Phone logs kept at district; PFS Reporting Forms will be sent to the ESC 14 NGS Data Entry Specialist for data entry into NGS in a timely manner.
Focus services on PFS students according to MIEPs	As needed throughout the school year	Migrant Coordinator, Counselor, Principal, Teachers	Monthly service log/time & effort reflecting services and time spent with PFS students; PFS Reporting Forms will be sent to the ESC 14 NGS Data Entry Specialist for data entry into NGS in a timely manner.

2016-17 Region 14 SSA Priority for Service (PFS) Action Plan

Region 14 SSA Members: Abilene ISD, Albany ISD, DeLeon ISD, Eastland ISD, Gustine ISD, Hamlin ISD, Haskell CISD, Hawley ISD, Paint Creek ISD, Roby CISD, Roscoe ISD, Rotan ISD, Rule ISD, Sweetwater ISD

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Conduct home visits or community visits to update parents on the academic progress of their children	As needed, minimum once per semester	Migrant Coordinator, ESC 14 Consultant	Phone logs, travel logs, copies of documents shared on home visits; PFS Reporting Forms will be sent to the ESC 14 NGS Data Entry Specialist for data entry into NGS in a timely manner.
Monitor all migrant students' academic achievement with particular focus on Migrant PFS students' progress; disaggregate data to determine and target achievement gaps; utilize data to target service and develop student MIEPs	Ongoing throughout the school year	District and Campus Administrators, Counselors, Teachers, Migrant Coordinator	Data disaggregation & comparisons, MIEPs; PFS Reporting Forms will be sent to the ESC 14 NGS Data Entry Specialist for data entry into NGS in a timely manner.
Conduct two Parent Advisory Council (PAC) meetings per year to consult with parents on the effectiveness and improvement of the educational setting for their children	Fall and Spring Meetings	District Migrant Coordinator, ESC 14 Migrant Consultant	PAC meeting agenda, sign-in sheets, minutes, handouts,
Address the identified needs of PFS students in the District Improvement Plan	Ongoing throughout the school year	District Migrant Coordinator, District Administrators, Counselors, Teachers	District Improvement Plan, meeting agenda, notes
Out of School Youth (OSY)	Ongoing throughout the school year	District Migrant Coordinator, ESC 14 OSY Recruiters	OSY Student Profile, OSY Student Services Plan, Phone Logs, Home Visits

Ensure that the district includes 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).

2016-17 Region 14 SSA Priority for Service (PFS) Action Plan

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Additional Activities as Provided by the District	Timeline	Person(s) Responsible	Documentation