

# **Italy Independent School District**

## **District Improvement Plan**

**2025-2026**



# **Mission Statement**

The Mission of Italy Independent School District is to maintain a safe and caring environment by partnering with families and the community to inspire lifelong learning for intellectual and personal success for all students.

## **Vision**

Italy ISD will be a district that sees every child and creates a diverse learning environment to prepare them for an ever-changing world.

## **Value Statement**

Motto:

**Integrity**

**Tradition**

**Authentic**

**Leadership**

**You are our tomorrow....**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### Comprehensive Needs Assessment Process

District committee comprised stakeholders from all required areas usually chosen by nomination or volunteer. Committee serves as the committee for most district required communication.

Three meetings are held a year to discuss needs, create surveys for feedback, analyze feedback, and establish plans based on feedback. The committee prioritizes district needs, which then drives the creation of programs and activities as well as requested budgets to support those programs. Data from the Comprehensive Needs Assessment is used in developing both the District Improvement Plan and each Campus Improvement Plan.

ESSA requires three elements that are essential for effective implementation of a schoolwide program.

In accordance with the revised (07/31/2018) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

#### ***Conduct a comprehensive needs assessment – (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))***

- Includes academic achievement of students.
- Needs of students who are failing, or are at-risk of failing, to meet State academic standards.
- Barriers for educators, students, and parents
- Demographics
- School culture and climate
- Staff quality, recruitment and retention
- Curriculum, instruction and assessment
- Family and community involvement
- School organization
- Technology.

#### ***Prepare a comprehensive schoolwide plan – (SWP CIP) Campus Improvement Plan. (Section 1114(b))***

- Provide opportunities for all children to meet the challenging state academic standards.
- Use instructional strategies that strengthen the academic program in the school.
- Increase the amount and quality of learning time.
- Provide enriched and accelerated curriculum.
- Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
- Includes the involvement of parents, community members, teachers, principals, other school leaders, paraprofessionals, administrators, to the extent feasible, tribes and tribal organizations, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and students.
- Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

***Conduct an annual evaluation of the schoolwide plan – (SWP EPE) Evaluation of Program Effectiveness. (Section 1116(b)(3))***

- Regular monitoring and revision as necessary based on student needs.
- Ensure all students are provided opportunities to meet the State academic standards.

***State Compensatory Education Criteria***

- If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
  - Grades 7 – 12: End of six/nine weeks/semester/year student grade reports
- If a student did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
  - Grades 3 – 8: State of Texas Assessments of Academic Readiness (STAAR)
  - Grades 9 – 12: STAAR End of Course (EOC)
- If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
  - Prekindergarten:
  - Kindergarten:
  - Grade 1:
  - Grade 2:
  - Grade 3:
- If the student is pregnant or is a parent;
- If the student has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- If the student has been expelled in accordance with Section 37.007 during the preceding or current school year;
- If the student is currently on parole, probation, deferred prosecution, or other conditional release;
- If the student was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- If the student is an emergent bilingual student, as defined by TEC Section 29.052;
  - Grades PK – 12: Language Assessment System (LAS) Battery
- If the student is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

- If the student is homeless;
- If the student resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation;
- If the student has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code; or
- If the student is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548; or
- Regardless of the student's age, participates in an adult education program provided under the adult high school charter school program under Subchapter G, Chapter 12.
- In keeping with Texas Education Code Section 29.081. Compensatory, Intensive and Accelerated Instruction above, the local education agency will identify students performing below grade level in reading (reading in the content area) and mathematics to ensure compliance. Assessment instruments will include those listed above, as well as:

**Local Criteria:** Based on the results of the annual needs assessment and continuous formative evaluation results, the district and campus administrators, as well as the District and Campus Site-Based Decision-Making Committees:

- Identify priorities and/or goals to alleviate the identified student needs;
- Identify available program(s), services, financial resources and support resources through which services can be delivered;
- Identify programs, services, strategies, and activities that need modifications based on formative and summative assessment data;
- Determine the strengths and needs of faculty members in meeting the identified student needs;
- Design the professional development program to ensure that faculty members receive prerequisite training to meet students' needs;
- Enlist parental and community support in meeting identified student needs;
- Train parents and community volunteers in methods for assisting students; and
- Develop the annual District/Campus Improvement Plan to include a process for ongoing monitoring of program effectiveness and redirection of services as needed.

### ***Data Documentation***

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

- Improvement Planning Data
  - District goals
  - Campus goals
  - HB3 Reading and math goals for PreK-3
  - HB3 CCMR goals
  - Performance Objectives with summative review (prior year)
  - Campus/District improvement plans (current and prior years)
  - State and federal planning requirements

- Accountability Data
  - Texas Academic Performance Report (TAPR) data
  - Student Achievement Domain
  - Student Progress Domain
  - Closing the Gaps Domain
  - Effective Schools Framework data
  - Accountability Distinction Designations
  - Federal Report Card and accountability data
  - RDA data
- Student Data: Assessments
  - State and federally required assessment information
  - STAAR current and longitudinal results, including all versions
  - STAAR End-of-Course current and longitudinal results, including all versions
  - STAAR released test questions
  - STAAR Emergent Bilingual (EB) progress measure data
  - Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
  - Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
  - Postsecondary college, career or military-ready graduates including enlisting in the U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
  - Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information TSIA2
  - Student failure and/or retention rates
  - Local diagnostic reading assessment data
  - Local benchmark or common assessments data
  - Observation Survey results
  - Texas approved PreK - 2nd grade assessment data
  - NWEA MAP BOY-MOY-EOY results
  - Grades that measure student performance based on the TEKS
- Student Data: Student Groups
  - Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
  - Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
  - Economically disadvantaged / Non-economically disadvantaged performance and participation data
  - Male / Female performance, progress, and participation data
  - Special education/non-special education population including discipline, progress and participation data
  - At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
  - Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
  - Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
  - Section 504 data
  - Homeless data
  - Gifted and talented data
  - Dyslexia data

- Dual-credit and/or college prep course completion data
- Pregnancy and related services data
- Student Data: Behavior and Other Indicators
  - Completion rates and/or graduation rates data
  - Annual dropout rate data
  - Attendance data
  - Discipline records
  - Violence and/or violence prevention records
  - Class size averages by grade and subject
  - School safety data
  - Enrollment trends
- Employee Data
  - Professional learning communities (PLC) data
  - Staff surveys and/or other feedback
  - Teacher/Student Ratio
  - State certified and high quality staff data
  - Professional development needs assessment data
  - T-TESS data
  - T-PESS data
- Parent/Community Data
  - Parent surveys and/or other feedback
  - Community surveys and/or other feedback
- Support Systems and Other Data
  - Organizational structure data
  - Processes and procedures for teaching and learning, including program implementation
  - Communications data
  - Budgets/entitlements and expenditures data
  - Other additional data

# Demographics

## Demographics Summary

### Demographics

#### People Responsible

- Superintendent
- Coordinator of Student Support Services

#### Overview

- Italy ISD is a PK-12th grade Title I district located in Italy, TX.
- Italy is a slow-growing rural community that is located south of Dallas and in the southernmost area of Ellis County.
- Italy has always been a farming community, but that image is beginning to shift as Italy is starting to become more of a bedroom community where residents commute to the metroplex or to one of the larger nearby cities of Dallas, Ennis, Waxahachie, or Hillsboro.
- Both campuses are located in the town and within 1- 2 miles of each other.
- There is strong community support for the students and the school district.
- Italy ISD is part of a shared service arrangement with Avalon ISD and Milford ISD for special education, DAEP and support services. Italy ISD serves as the fiscal agent and provides the instructional setting for DAEP and specialized special education classes.

#### Enrollment

- Student enrollment in the district has declined:
  - 2021-2022 TAPR = 647
  - 2022-2023 TPRS = 634
  - 2023-2024 TAPR = 627
  - 2024-2025 TAPR = 597
- Per the 20234-2025 TAPR, the district has three main student groups:
  - 9.9% African American
  - 33% Hispanic
  - 52.5% White.
- 47.8% are female students and 52.5% are male.

#### Attendance

- Attendance rates have remained lower than pre-COVID:
  - 2019-2020 TAPR Attendance = 98.6%
  - 2020-2021 TAPR Attendance = 94.2%.
  - 2021-2022 Performance Report = 92.8%
  - 2022-2023 TAPR Attendance = 94.3%
  - 2023-2024 TAPR Attendance = 93.6%
  - 2024-2025 December 2024 = 95.31%

#### Student Groups

- Per the 2024-2025 TAPR Report, student groups are as follows:
  - 49.8% Economically Disadvantaged
  - 7.9% Section 504 Students

- 10.8% Emerging Bilingual Students/English Learners
- 10.9% Students with Dyslexia
- 100.0% Title I
- 42.6% At-Risk
- 25.7% Special Education rate. We attribute that to a strong reputation of great special education services that attract parents to the district.
- Annual dropout rate for Gr 7-8 & 9-12 were 0.0% in 2021-2022, 2022-2023 and 2023-2024.

#### **Graduation Rates, Mobility & CCMR**

- The four year longitudinal graduation rate has been improving:
  - 97.4% (Class of 2020)
  - 88.6% (Class of 2021)
  - 92.9% (Class of 2022)
  - 95.7% (Class of 2023)
  - 97.9% (Class of 2024)
- The five year longitudinal graduation rate remains above 90% and higher than the state 2 out of 3 years.
  - 97.4 % (Class of 2020)
  - 90.9% (Class of 2021)
  - 94.7% (Class of 2022)
  - 100% (Class of 2023)
- The 2023-2024 mobility rate was 15.6%
- Of students in grades 9-12, 82.7% are provided instruction in a career and technology educational setting.
- 87.8% of the 2023-2024 graduates were CCMR recognized.

**Staff:** Italy ISD places a very high priority in employing high-quality, talented staff. The 2024-2025 TAPR Report showed:

- Our total staff is at 105.9.
  - Professional staff makes up 59.8%
  - Educational aides 14.6%
  - Auxiliary staff 25.6%.
- Years of teaching experience stands at:
  - 6.9% beginning teachers
  - 19.7% with 1-5 years experience
  - 16.1% with 6-10 years experience
  - 30.9% with 11-20 years
  - 22.8% with 21-30 years experience.
- The turnover rate among our teaching staff is at 21.5%.

#### **Class Size**

- Class size is also a high priority for the district.
- We have been able to continue to have class sizes smaller than the state average in all grades:
  - Kindergarten was 18
  - 1st was 21.5
  - 2nd was 18.5
  - 3rd was 20
  - 4th was 17.3

- 5th was 21.8
- 6th was 17.9
- At the secondary level
  - English Language Arts was 7.9
  - Foreign Languages was 11.0
  - Math was 10.2
  - Science was 12.7
  - Social Studies was 1.1

## Demographics Strengths

### Summary of Strengths:

Italy ISD has many strengths. Some of the most notable demographics strengths include:

- There is strong community support for the students and the school district. The community shows up at events to show their support and love for the district.
- Many Italy ISD graduates are now employees in the district.
- Our CTE numbers are consistently improving and providing opportunities for our students.
- Our student-to-teacher ratios and our class sizes continue to be good.
- More than 53% of our teachers have 11+ years of experience.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Attendance rates have not averaged 96% or higher for many years.

**Root Cause:** As a result of COVID-19 and other factors, ADA has slowly increase but is inconsistent and the ramifications on education shows a need to decrease the turnover rate of teachers.

# Student Learning

## Student Learning Summary

### Overview

- The 2024-2025 STAAR results include the performance levels of Approaching, Meets, and Masters Grade Level Performance. All three levels are considered to be passing. The Approaches category indicates that students show some knowledge of course content but may be missing critical elements — the student may need additional support in the coming year. The Meets category indicates the students have a strong knowledge of course content and students are prepared to progress to the next grade level or course. The Master's category indicates that students are on track for college and career readiness.
- The goals for the district for 2024-2025 are 80% approaching, 50% meets, and 20% masters along with a 95% attendance rate, 75% of students show growth, and 70% of seniors earn CCMR indicator.

**Texas Education Agency  
2024-25 STAAR Performance (TAPR)  
ITALY ISD (070907) - ELLIS COUNTY**

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2025	77%	77%	55%	+	50%	70%	-	-	-	+	33%	*	52%	67%	64%	*
	2024	74%	74%	75%	+	62%	79%	-	-	-	+	67%	*	69%	92%	73%	*
At Meets Grade Level or Above	2025	52%	52%	26%	+	42%	20%	-	-	-	+	22%	*	17%	56%	32%	*
	2024	48%	49%	32%	+	31%	25%	-	-	-	+	25%	*	22%	58%	19%	*
At Masters Grade Level	2025	23%	25%	3%	+	8%	0%	-	-	-	+	0%	*	0%	11%	4%	*
	2024	21%	22%	7%	+	8%	8%	-	-	-	+	0%	*	0%	25%	0%	*
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2025	71%	72%	50%	+	58%	55%	-	-	-	+	39%	*	45%	67%	56%	*
	2024	70%	71%	61%	+	54%	58%	-	-	-	+	33%	*	53%	83%	50%	*
At Meets Grade Level or Above	2025	46%	48%	24%	+	17%	30%	-	-	-	+	22%	*	14%	56%	20%	*
	2024	42%	45%	30%	+	15%	38%	-	-	-	+	8%	*	22%	50%	19%	*
At Masters Grade Level	2025	19%	22%	3%	+	0%	5%	-	-	-	+	6%	*	3%	0%	0%	*
	2024	15%	18%	7%	+	8%	8%	-	-	-	+	0%	*	3%	17%	4%	*
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2025	81%	80%	71%	+	60%	74%	-	-	-	+	60%	*	70%	73%	69%	*
	2024	81%	80%	88%	+	85%	88%	-	-	-	-	75%	-	93%	75%	86%	100%
At Meets Grade Level or Above	2025	54%	55%	44%	+	27%	43%	-	-	-	+	27%	*	40%	53%	41%	*
	2024	51%	53%	45%	+	23%	56%	-	-	-	-	33%	-	36%	67%	32%	17%
At Masters Grade Level	2025	24%	26%	9%	+	7%	9%	-	-	-	+	0%	*	3%	20%	10%	*
	2024	23%	26%	20%	+	8%	24%	-	-	-	-	17%	-	7%	50%	18%	0%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2025	69%	70%	53%	+	40%	57%	-	-	-	+	40%	*	53%	53%	55%	*
	2024	69%	70%	73%	+	77%	68%	-	-	-	-	50%	-	68%	83%	64%	83%
At Meets Grade Level or Above	2025	47%	49%	20%	+	7%	26%	-	-	-	+	0%	*	13%	33%	17%	*
	2024	46%	49%	50%	+	46%	52%	-	-	-	-	25%	-	46%	58%	36%	50%
At Masters Grade Level	2025	24%	26%	7%	+	7%	9%	-	-	-	+	0%	*	3%	13%	7%	*
	2024	21%	23%	28%	+	31%	24%	-	-	-	-	8%	-	21%	42%	18%	33%
<b>Grade 5 Reading</b>																	

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	78%	77%	+	85%	74%	-	-	-	-	55%	*	81%	67%	68%	100%
	2024	79%	80%	77%	50%	70%	83%	-	-	+	+	22%	-	76%	80%	67%	*
At Meets Grade Level or Above	2025	58%	60%	67%	+	62%	70%	-	-	-	-	36%	*	70%	58%	55%	100%
	2024	55%	57%	58%	33%	60%	60%	-	-	+	+	22%	-	58%	60%	48%	*
At Masters Grade Level	2025	30%	33%	31%	+	23%	35%	-	-	-	-	9%	*	26%	42%	27%	0%
	2024	29%	32%	23%	0%	20%	27%	-	-	+	+	11%	-	18%	33%	15%	*
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2025	74%	75%	90%	+	85%	91%	-	-	-	-	73%	*	93%	83%	82%	100%
	2024	77%	78%	92%	67%	100%	93%	-	-	+	+	78%	-	91%	93%	85%	*
At Meets Grade Level or Above	2025	47%	50%	67%	+	54%	74%	-	-	-	-	45%	*	70%	58%	59%	80%
	2024	50%	54%	69%	17%	70%	80%	-	-	+	+	44%	-	70%	67%	63%	*
At Masters Grade Level	2025	22%	25%	44%	+	38%	48%	-	-	-	-	9%	*	48%	33%	41%	40%
	2024	19%	23%	31%	0%	30%	40%	-	-	+	+	11%	-	30%	33%	22%	*
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2025	65%	65%	62%	+	62%	65%	-	-	-	-	36%	*	63%	58%	59%	80%
	2024	58%	58%	54%	17%	50%	67%	-	-	+	+	33%	-	52%	60%	44%	*
At Meets Grade Level or Above	2025	31%	31%	33%	+	23%	43%	-	-	-	-	9%	*	26%	50%	32%	40%
	2024	28%	28%	21%	0%	10%	30%	-	-	+	+	22%	-	21%	20%	19%	*
At Masters Grade Level	2025	12%	13%	10%	+	0%	17%	-	-	-	-	9%	*	4%	25%	5%	0%
	2024	11%	12%	2%	0%	0%	3%	-	-	+	+	11%	-	3%	0%	0%	*
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2025	77%	78%	84%	+	80%	86%	-	-	+	+	33%	*	85%	82%	79%	*
	2024	77%	78%	69%	+	64%	72%	+	-	-	-	33%	*	65%	75%	64%	20%
At Meets Grade Level or Above	2025	56%	59%	66%	+	60%	69%	-	-	+	+	0%	*	67%	64%	58%	*
	2024	57%	59%	41%	+	18%	52%	+	-	-	-	0%	*	43%	38%	36%	20%
At Masters Grade Level	2025	29%	33%	34%	+	40%	38%	-	-	+	+	0%	*	27%	55%	21%	*
	2024	26%	30%	13%	+	9%	16%	+	-	-	-	0%	*	9%	19%	12%	0%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2025	74%	76%	86%	+	90%	90%	-	-	+	+	33%	*	88%	82%	83%	*
	2024	72%	75%	64%	+	64%	64%	+	-	-	-	0%	*	57%	75%	60%	40%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2025	40%	43%	43%	+	40%	48%	-	-	+	+	0%	*	42%	45%	42%	*
	2024	39%	43%	31%	+	9%	44%	*	-	-	-	0%	*	26%	38%	24%	0%
At Masters Grade Level	2025	16%	19%	16%	+	20%	17%	-	-	+	+	0%	*	18%	9%	17%	*
	2024	14%	17%	10%	+	9%	12%	*	-	-	-	0%	*	9%	13%	12%	0%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2025	76%	77%	63%	38%	57%	70%	+	-	-	+	20%	*	55%	74%	68%	57%
	2024	74%	76%	74%	57%	74%	78%	+	-	-	+	38%	*	72%	80%	72%	89%
At Meets Grade Level or Above	2025	54%	57%	40%	13%	36%	48%	*	-	-	+	0%	*	41%	39%	45%	29%
	2024	54%	57%	60%	43%	63%	67%	*	-	-	+	25%	*	63%	53%	53%	78%
At Masters Grade Level	2025	27%	31%	13%	0%	7%	19%	*	-	-	+	0%	*	14%	13%	18%	0%
	2024	29%	33%	26%	29%	21%	28%	*	-	-	+	6%	*	25%	27%	22%	22%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2025	55%	60%	41%	38%	55%	35%	*	-	-	+	21%	*	25%	58%	41%	71%
	2024	56%	61%	49%	40%	56%	45%	*	-	-	+	31%	*	54%	36%	44%	71%
At Meets Grade Level or Above	2025	33%	41%	13%	25%	18%	0%	*	-	-	+	14%	*	5%	21%	6%	29%
	2024	34%	40%	26%	20%	25%	27%	*	-	-	+	19%	*	25%	27%	22%	43%
At Masters Grade Level	2025	11%	19%	3%	0%	0%	0%	*	-	-	+	0%	*	0%	5%	6%	0%
	2024	11%	17%	3%	0%	0%	0%	*	-	-	+	6%	*	0%	9%	4%	0%
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2025	82%	83%	93%	86%	94%	95%	-	-	-	+	77%	*	92%	100%	85%	100%
	2024	81%	83%	79%	83%	78%	83%	-	-	-	+	40%	*	88%	67%	72%	90%
At Meets Grade Level or Above	2025	58%	61%	78%	43%	81%	85%	-	-	-	+	46%	*	78%	75%	70%	86%
	2024	56%	60%	66%	33%	70%	74%	-	-	-	+	27%	*	75%	52%	61%	80%
At Masters Grade Level	2025	32%	36%	44%	29%	44%	45%	-	-	-	+	15%	*	46%	38%	45%	43%
	2024	29%	34%	40%	0%	39%	52%	-	-	-	+	7%	*	44%	33%	31%	40%
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2025	71%	71%	65%	17%	69%	74%	-	-	-	+	36%	*	63%	73%	57%	80%
	2024	72%	73%	78%	50%	81%	87%	-	-	-	+	40%	*	80%	76%	73%	92%
At Meets Grade Level or Above	2025	47%	46%	43%	17%	31%	57%	-	-	-	+	14%	*	43%	45%	38%	60%
	2024	43%	43%	49%	25%	46%	60%	-	-	-	+	27%	*	50%	48%	44%	50%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2025	18%	18%	9%	0%	13%	4%	-	-	-	+	7%	*	6%	18%	10%	0%
	2024	16%	16%	12%	0%	12%	17%	-	-	-	+	0%	*	10%	16%	10%	17%
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2025	74%	75%	73%	71%	75%	70%	-	-	-	+	38%	*	76%	63%	70%	71%
	2024	70%	73%	53%	0%	57%	65%	-	-	-	+	20%	*	53%	52%	44%	60%
At Meets Grade Level or Above	2025	48%	51%	42%	14%	31%	55%	-	-	-	+	15%	*	41%	50%	35%	43%
	2024	44%	47%	30%	0%	30%	39%	-	-	-	+	20%	*	25%	38%	25%	20%
At Masters Grade Level	2025	19%	22%	13%	0%	6%	15%	-	-	-	+	8%	*	11%	25%	15%	0%
	2024	17%	20%	6%	0%	4%	9%	-	-	-	+	7%	*	6%	5%	6%	0%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2025	58%	61%	64%	43%	63%	70%	-	-	-	+	46%	*	65%	63%	60%	57%
	2024	60%	63%	57%	0%	70%	61%	-	-	-	+	33%	*	59%	52%	53%	60%
At Meets Grade Level or Above	2025	32%	35%	29%	14%	13%	40%	-	-	-	+	31%	*	24%	50%	30%	14%
	2024	33%	36%	26%	0%	26%	35%	-	-	-	+	20%	*	25%	29%	28%	20%
At Masters Grade Level	2025	17%	20%	11%	14%	6%	10%	-	-	-	+	8%	*	8%	25%	15%	0%
	2024	17%	19%	6%	0%	4%	9%	-	-	-	+	7%	*	3%	10%	8%	0%
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2025	69%	70%	80%	40%	77%	89%	-	-	-	-	50%	-	86%	55%	78%	80%
	2024	70%	71%	63%	40%	59%	75%	-	-	-	+	+	*	65%	57%	53%	44%
At Meets Grade Level or Above	2025	49%	52%	56%	0%	55%	67%	-	-	-	-	22%	-	60%	36%	50%	60%
	2024	52%	53%	37%	10%	32%	55%	-	-	-	+	+	*	38%	36%	25%	33%
At Masters Grade Level	2025	15%	17%	20%	0%	14%	30%	-	-	-	-	6%	-	23%	9%	16%	20%
	2024	16%	19%	9%	0%	5%	20%	-	-	-	+	+	*	10%	7%	6%	0%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2025	72%	73%	65%	43%	56%	79%	-	-	+	-	23%	-	69%	50%	56%	50%
	2024	75%	76%	75%	29%	68%	93%	-	-	-	+	17%	*	76%	73%	67%	44%
At Meets Grade Level or Above	2025	55%	56%	51%	14%	38%	74%	-	-	+	-	23%	-	54%	38%	33%	25%
	2024	58%	59%	61%	29%	52%	75%	-	-	-	+	8%	*	57%	73%	51%	33%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2025	8%	10%	2%	0%	0%	5%	-	-	+	-	0%	-	3%	0%	0%	0%
	2024	9%	10%	5%	0%	0%	11%	-	-	-	+	0%	*	4%	7%	3%	11%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2025	78%	79%	70%	29%	70%	76%	-	-	-	+	21%	*	74%	45%	62%	83%
	2024	81%	81%	59%	25%	63%	68%	-	-	+	-	23%	*	56%	67%	48%	50%
At Meets Grade Level or Above	2025	45%	47%	42%	14%	44%	44%	-	-	-	+	11%	*	45%	27%	36%	58%
	2024	43%	45%	14%	0%	6%	26%	-	-	+	-	0%	*	19%	0%	11%	0%
At Masters Grade Level	2025	27%	30%	16%	0%	19%	18%	-	-	-	+	5%	*	19%	0%	10%	25%
	2024	24%	26%	2%	0%	0%	5%	-	-	+	-	0%	*	3%	0%	4%	0%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2025	92%	92%	98%	*	95%	100%	-	-	-	-	93%	-	100%	91%	100%	100%
	2024	91%	92%	82%	50%	81%	95%	-	-	+	-	62%	*	88%	67%	85%	83%
At Meets Grade Level or Above	2025	61%	62%	55%	*	57%	63%	-	-	-	-	20%	-	66%	18%	48%	50%
	2024	56%	58%	27%	0%	6%	53%	-	-	+	-	8%	*	25%	33%	19%	0%
At Masters Grade Level	2025	21%	23%	12%	*	10%	17%	-	-	-	-	7%	-	13%	9%	11%	20%
	2024	19%	21%	5%	0%	0%	11%	-	-	+	-	0%	*	6%	0%	7%	0%
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2025	95%	95%	91%	80%	85%	100%	-	-	-	+	60%	-	91%	92%	87%	82%
	2024	96%	96%	93%	80%	100%	92%	-	-	-	+	73%	-	92%	*	91%	*
At Meets Grade Level or Above	2025	68%	69%	63%	40%	48%	83%	-	-	-	+	0%	-	63%	62%	48%	27%
	2024	69%	70%	63%	40%	44%	75%	-	-	-	+	18%	-	61%	*	59%	*
At Masters Grade Level	2025	37%	40%	32%	20%	26%	39%	-	-	-	+	0%	-	35%	23%	32%	27%
	2024	37%	39%	25%	0%	11%	38%	-	-	-	+	0%	-	25%	*	27%	*
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2025	89%	90%	89%	-	*	100%	-	-	-	-	-	-	89%	-	*	-
	2024	88%	91%	67%	-	60%	67%	*	-	-	-	-	-	64%	*	71%	*
At Meets Grade Level or Above	2025	59%	64%	22%	-	*	25%	-	-	-	-	-	-	22%	-	*	-
	2024	59%	66%	25%	-	0%	50%	*	-	-	-	-	-	27%	*	14%	*

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At Masters Grade Level	2025	13%	18%	0%	-	*	0%	-	-	-	-	-	-	0%	-	*	-
	2024	12%	18%	0%	-	0%	0%	+	-	-	-	-	-	0%	+	0%	+
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2025	75%	76%	72%	51%	71%	77%	*	-	*	80%	44%	71%	73%	70%	70%	78%
	2024	75%	76%	71%	46%	70%	77%	80%	-	83%	71%	40%	75%	71%	71%	64%	67%
At Meets Grade Level or Above	2025	50%	52%	45%	23%	40%	52%	*	-	*	72%	18%	43%	45%	45%	40%	44%
	2024	48%	51%	42%	17%	35%	52%	20%	-	50%	52%	19%	63%	41%	45%	35%	33%
At Masters Grade Level	2025	21%	24%	17%	6%	15%	19%	*	-	*	40%	4%	24%	16%	18%	15%	12%
	2024	20%	23%	14%	4%	10%	18%	0%	-	17%	10%	5%	21%	12%	18%	11%	10%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2025	76%	76%	74%	54%	70%	80%	*	-	*	80%	44%	63%	75%	71%	71%	76%
	2024	76%	77%	75%	55%	70%	82%	*	-	*	89%	40%	70%	75%	74%	68%	65%
At Meets Grade Level or Above	2025	54%	56%	54%	29%	50%	60%	*	-	*	70%	22%	50%	55%	51%	47%	52%
	2024	54%	56%	51%	27%	46%	58%	*	-	*	67%	20%	60%	49%	54%	42%	46%
At Masters Grade Level	2025	23%	25%	20%	7%	17%	23%	*	-	*	40%	4%	38%	19%	23%	16%	11%
	2024	22%	25%	18%	7%	14%	23%	*	-	*	11%	5%	30%	14%	25%	13%	15%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2025	72%	74%	66%	37%	66%	72%	*	-	*	70%	36%	75%	67%	65%	63%	79%
	2024	72%	74%	69%	51%	70%	72%	*	-	*	71%	37%	78%	67%	75%	62%	70%
At Meets Grade Level or Above	2025	45%	48%	36%	20%	31%	41%	*	-	*	60%	15%	38%	35%	39%	31%	42%
	2024	43%	47%	39%	14%	30%	51%	*	-	*	57%	18%	56%	38%	42%	32%	33%
At Masters Grade Level	2025	20%	23%	13%	3%	14%	15%	*	-	*	20%	4%	13%	14%	11%	12%	13%
	2024	17%	21%	13%	3%	11%	17%	*	-	*	14%	4%	11%	11%	18%	10%	12%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2025	78%	78%	79%	71%	80%	79%	-	-	-	*	59%	*	81%	71%	78%	86%
	2024	75%	75%	62%	25%	63%	74%	-	-	*	*	38%	*	64%	58%	57%	68%
At Meets Grade Level or Above	2025	47%	49%	44%	7%	40%	54%	-	-	-	*	15%	*	46%	39%	39%	45%
	2024	43%	45%	26%	0%	18%	39%	-	-	*	*	16%	*	24%	31%	21%	11%

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At Masters Grade Level	2025	17%	19%	12%	0%	6%	16%	-	-	-	+	8%	*	10%	19%	10%	9%
	2024	16%	18%	4%	0%	2%	7%	-	-	+	+	5%	*	5%	2%	4%	0%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2025	77%	78%	79%	58%	77%	86%	-	-	-	+	52%	*	79%	81%	76%	72%
	2024	78%	80%	72%	36%	78%	77%	-	-	-	+	50%	*	76%	60%	67%	69%
At Meets Grade Level or Above	2025	50%	53%	48%	25%	35%	63%	-	-	-	+	17%	*	45%	57%	41%	22%
	2024	51%	53%	42%	18%	31%	55%	-	-	-	+	19%	*	44%	36%	40%	15%
At Masters Grade Level	2025	27%	30%	23%	17%	19%	26%	-	-	-	+	4%	*	23%	24%	25%	17%
	2024	27%	30%	14%	0%	6%	23%	-	-	-	+	4%	*	15%	12%	16%	0%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2025	39%	40%	16%	*	17%	15%	-	-	-	+	17%	*	3%	56%	16%	*
	2024	35%	37%	20%	*	15%	21%	-	-	-	+	8%	*	9%	50%	15%	*
Reading and Mathematics Including EOC	2025	39%	40%	16%	*	17%	15%	-	-	-	+	17%	*	3%	56%	16%	*
	2024	35%	37%	20%	*	15%	21%	-	-	-	+	8%	*	9%	50%	15%	*
Reading Including EOC	2025	52%	52%	26%	*	42%	20%	-	-	-	+	22%	*	17%	56%	32%	*
	2024	48%	49%	32%	*	31%	25%	-	-	-	+	25%	*	22%	58%	19%	*
Math Including EOC	2025	46%	48%	24%	*	17%	30%	-	-	-	+	22%	*	14%	56%	20%	*
	2024	42%	45%	30%	*	15%	38%	-	-	-	+	8%	*	22%	50%	19%	*
<b>4th Graders</b>																	
Reading and Mathematics	2025	40%	41%	20%	*	7%	26%	-	-	-	+	0%	*	13%	33%	17%	*
	2024	38%	41%	43%	*	23%	52%	-	-	-	-	25%	-	36%	58%	32%	17%
Reading and Mathematics Including EOC	2025	40%	41%	20%	*	7%	26%	-	-	-	+	0%	*	13%	33%	17%	*
	2024	38%	41%	43%	*	23%	52%	-	-	-	-	25%	-	36%	58%	32%	17%
Reading Including EOC	2025	54%	55%	44%	*	27%	43%	-	-	-	+	27%	*	40%	53%	41%	*
	2024	51%	53%	45%	*	23%	56%	-	-	-	-	33%	-	36%	67%	32%	17%
Math Including EOC	2025	47%	49%	20%	*	7%	26%	-	-	-	+	0%	*	13%	33%	17%	*
	2024	46%	49%	50%	*	46%	52%	-	-	-	-	25%	-	46%	58%	36%	50%
<b>5th Graders</b>																	
Reading and Mathematics	2025	42%	45%	64%	*	54%	70%	-	-	-	-	36%	*	67%	58%	55%	80%
	2024	42%	45%	50%	17%	50%	57%	-	-	+	+	22%	-	48%	53%	41%	*

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Reading and Mathematics Including EOC	2025	42%	45%	64%	*	54%	70%	-	-	-	-	36%	*	67%	58%	55%	80%
	2024	42%	45%	50%	17%	50%	57%	-	-	+	+	22%	-	48%	53%	41%	*
Reading Including EOC	2025	58%	60%	67%	*	62%	70%	-	-	-	-	36%	*	70%	58%	55%	100%
	2024	55%	57%	58%	33%	60%	60%	-	-	+	+	22%	-	58%	60%	48%	*
Math Including EOC	2025	48%	50%	67%	*	54%	74%	-	-	-	-	45%	*	70%	58%	59%	80%
	2024	51%	54%	69%	17%	70%	80%	-	-	+	+	44%	-	70%	67%	63%	*
<b>6th Graders</b>																	
Reading and Mathematics	2025	37%	40%	39%	*	40%	41%	-	-	+	+	0%	*	36%	45%	33%	*
	2024	36%	41%	28%	*	9%	40%	*	-	-	-	0%	*	26%	31%	20%	0%
Reading and Mathematics Including EOC	2025	37%	40%	39%	*	40%	41%	-	-	+	+	0%	*	36%	45%	33%	*
	2024	36%	41%	28%	*	9%	40%	*	-	-	-	0%	*	26%	31%	20%	0%
Reading Including EOC	2025	56%	59%	66%	*	60%	69%	-	-	+	+	0%	*	67%	64%	58%	*
	2024	57%	59%	41%	*	18%	52%	*	-	-	-	0%	*	43%	38%	36%	20%
Math Including EOC	2025	41%	45%	43%	*	40%	48%	-	-	+	+	0%	*	42%	45%	42%	*
	2024	40%	44%	31%	*	9%	44%	*	-	-	-	0%	*	26%	38%	24%	0%
<b>7th Graders</b>																	
Reading and Mathematics	2025	36%	41%	21%	13%	14%	26%	*	-	-	+	0%	*	21%	22%	18%	14%
	2024	35%	39%	30%	43%	16%	39%	*	-	-	+	13%	*	25%	40%	22%	33%
Reading and Mathematics Including EOC	2025	38%	42%	21%	13%	14%	26%	*	-	-	+	0%	*	21%	22%	18%	14%
	2024	36%	40%	30%	43%	16%	39%	*	-	-	+	13%	*	25%	40%	22%	33%
Reading Including EOC	2025	54%	57%	40%	13%	36%	48%	*	-	-	+	0%	*	41%	39%	45%	29%
	2024	54%	57%	60%	43%	63%	67%	*	-	-	+	25%	*	63%	53%	53%	78%
Math Including EOC	2025	43%	47%	25%	25%	21%	26%	*	-	-	+	13%	*	24%	26%	18%	29%
	2024	40%	44%	32%	43%	21%	39%	*	-	-	+	19%	*	28%	40%	25%	33%
<b>8th Graders</b>																	
Reading and Mathematics	2025	30%	31%	36%	17%	31%	46%	-	-	-	+	15%	*	35%	43%	31%	60%
	2024	28%	29%	45%	0%	48%	57%	-	-	-	+	13%	*	50%	38%	39%	60%
Reading and Mathematics Including EOC	2025	44%	48%	49%	29%	44%	55%	-	-	-	+	15%	*	49%	50%	45%	71%
	2024	41%	45%	45%	0%	48%	57%	-	-	-	+	13%	*	50%	38%	39%	60%
Reading Including EOC	2025	59%	62%	78%	43%	81%	85%	-	-	-	+	46%	*	78%	75%	70%	86%
	2024	57%	60%	66%	33%	70%	74%	-	-	-	+	27%	*	75%	52%	61%	80%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Math Including EOC	2025	51%	54%	49%	29%	44%	55%	-	-	-	+	15%	*	49%	50%	45%	71%
	2024	49%	52%	49%	0%	52%	61%	-	-	-	+	27%	*	53%	43%	44%	60%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2025	38%	40%	32%	18%	26%	37%	*	-	+	56%	11%	29%	29%	39%	28%	31%
	2024	36%	39%	37%	19%	28%	45%	*	-	+	57%	14%	63%	33%	44%	29%	31%
Reading and Mathematics Including EOC	2025	40%	43%	34%	21%	29%	39%	*	-	+	60%	11%	38%	32%	40%	30%	36%
	2024	38%	42%	37%	19%	28%	45%	*	-	+	57%	14%	63%	33%	44%	29%	31%
Reading Including EOC	2025	55%	57%	54%	38%	51%	56%	*	-	+	70%	22%	50%	54%	54%	49%	57%
	2024	54%	56%	51%	33%	48%	55%	*	-	+	71%	24%	63%	50%	54%	43%	53%
Math Including EOC	2025	46%	49%	37%	24%	30%	43%	*	-	+	60%	16%	38%	36%	41%	32%	39%
	2024	45%	48%	44%	19%	36%	54%	*	-	+	57%	21%	63%	42%	48%	36%	39%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

## **Curriculum, Instruction, and Assessment**

### **Summary of Strengths:**

- The 2025 STAAR results include the performance levels of Approaching, Meets, and Masters Grade Level Performance. All three levels are considered to be passing.
  - The Approaches category indicates that students show some knowledge of course content but may be missing critical elements — the student may need additional support in the coming year.
  - The Meets category indicates the students have a strong knowledge of course content and students are prepared to progress to the next grade level or course.
  - The Master's category indicates that students are on track for college and career readiness.
- The goals for the district for 2025-2026 are:
  - 80% approaching
  - 50% meets
  - 20% masters
  - 95% attendance rate
  - 75% of students show growth
  - 80% of seniors earn CCMR indicator.
- Italy ISD has several programs in place to address identified needs. Students who need additional support or have difficulty passing the STAAR tests will qualify to receive additional assistance through the following programs:
  - Prekindergarten Program for eligible students
  - Intervention Program for grades PK - 12
  - Individualized Instruction for grades PK - 12
  - After School Tutorials for grades 2 - 12
  - Friday School for grades 3 - 12
  - Summer School Program for grades PK - 12
  - Counseling Services for grades PK - 12
  - English Learners are supported by the ESL Program

- Special Education services for eligible students
- Dyslexia services for eligible students
- 504 services for eligible students

Summary of Needs:

- Some teachers required additional training on the resources available to support aligned curriculum expectations
  - Bluebonnet ELAR (K-5)
  - Bluebonnet Math (K-5)
  - Carnegie Math (6-12)

Priorities:

- Training
- Identification
- Effectiveness Analyzation
- Identify Usage Frequency

Actions:

- Identify all resources available
- Provide professional development on effective usage of materials and resources available
- Evaluate teacher usage of resource in comparison to student performance
- Ensure materials used by teachers are state adopted materials
- Encourage teachers to utilize research-based effective strategies to support the use of curriculum during instruction
- Provide evidence-based activities including intervention, tutorials, and summer school

**School Culture and Climate:**

Summary of Strengths:

- High expectations are yielding high student performance outcomes.
- The schools/district are small, collaborate together well, and support the efforts of each other and the district.
- Low teacher-student class ratios provide opportunities for more individualized & small group student instruction.
- Consistency of administrative staff the past 4-5 school years.
- 4-Day Instructional Week Calendar year 3
- Faculty Committees for staff morale
- Experienced staff with continuity at the campuses
- Use of multiple communication methods
- Positive reputation with the community for support and services provided to students.
- Campus and district committees provide teachers and staff the opportunity to voice their concerns, ideas, and suggestions.

Summary of Needs:

- Lack of substitute teachers
- The curriculum materials, campus leadership and district leadership collaborate and identify the assessments used to measure student progress.
- Principals continue to work with class schedules to maximize planning opportunities within the school day.
- Integrate health and safety practices within everyday school activities
- Continuing mental health and support services to address the social, emotional, and mental health needs of all students

Priorities:

- Continuity of leadership and instructional support
- Instructional support plans at both campuses
- More counselor time for counseling, fewer administrative tasks
- Integrate health and safety practices within everyday school activities
- Mental health and support services to address the social, emotional, and mental health needs of all students

Actions:

- Continue to evaluate the school calendar and consider any options that would improve student achievement.
- Identify opportunities for more collaborative planning and discussion about instruction.
- Drug Testing Program
- Student CPR and First Aid Training
- 

### **Staff Quality, Professional Development, Recruitment, and Retention**

Summary of Strengths:

- Increase in hiring teachers with experience
- Decreasing retention rate of teachers

Summary of Needs:

- Retain fully certified staff and continue to employ existing staff

Priorities:

- Professional Development
- Retain fully certified staff and continue to employ existing staff

Actions:

- Professional Development
- Offer retention stipends once per year

### **Family and Community Involvement:**

Summary of Strengths:

- Various parent and community engagement opportunities

Summary of Needs:

- Continue to grow high school information meeting opportunities (FAFSA night, NHS, etc.)

Priorities:

- Improve communication to families and community
- Find/post instructional supports for parents on Google classrooms

Actions:

- More posting and emails to community and parents

## **Student Learning Strengths**

Italy ISD has a population of hard-working, high-achieving students.

The district is proud of many different student achievement strengths as identified in the preliminary 2023-2024 charts above.

Italy ISD has several programs in place to address identified needs. Students who need additional support or have difficulty passing the STAAR tests will qualify to receive additional assistance.

High expectations are yielding high student performance outcomes.

The schools/district are small, collaborate together well, and support the efforts of each other and the district.

Low teacher-student class ratios provide opportunities for more individualized & small group student instruction.

Consistency of administrative staff the past 4-5 school years.

4-Day Instructional Week Calendar year 3

Increase in hiring teachers with experience

Decreasing retention rate of teachers

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The district's percentages at the Meets level and the Masters level need to improve to 50% and 20%.

**Root Cause:** A difficult transition to emphasis on moving students to the meets and masters level and not just passing the test.

**Problem Statement 2 (Prioritized):** All campus student groups need to improve to at least 90% approaching in all subject areas.

**Root Cause:** A transition to a more rigorous curriculum and better aligned assessments.

# District Processes & Programs

## District Processes & Programs Summary

### Curriculum and Instruction

Italy ISD uses the TRS Scope and Sequence from Region 10. Highly qualified instructional materials also include Bluebonnet Math & RLA, SAVVAS RLA, Lowman Social Studies and Stemsscopes Science. The teachers follow the six weeks sequencing but have the academic freedom to rearrange the sequence based on student needs and the 4-day instructional week school calendar. The curriculum outlines what is taught but the teachers are in complete control as to how it is taught in their classrooms. All core teachers create their own quizzes and tests and their own mid-term and final exams. The district uses NWEA MAP, iReady and TEKSReady assessments two-three times per year to monitor student progress. The district conducts benchmark/interim testing one to two times per school year depending on the subject and the needs of the students. All results from NWEA MAP, tests, mid-term, final, and benchmarks/interims are monitored by the district staff, campus administrators and instructional coaches.

### Recruitment and Retention

Italy ISD will continue to be aggressive in recruiting new teachers and staff when vacancies occur. The district posts openings on the district website as well as the Region 10 Job Network site. All applications are screened by the campus administrators with support from the superintendent's office. The district has adopted multiple strategies to attract and retain teachers and staff including a retention bonus in December, increasing pay, decreasing the number of contracted work days, moving to a 4-day instructional week calendar and becoming a District of Innovation. The district participates in a teacher mentor program and offers other support with high quality and on going professional development.

### Student Learning-Staff Working Environment

Italy ISD strives to provide a positive, safe and instructionally rigorous learning environment for our students and the same for our staff. Safety is a top priority as is evidenced by our district safety and security committee meetings 3 times a year, a developed and approved Emergency Operation Plan with multiple annexes, regular drills throughout the district, our partnership with the City of Italy Police Department and their canine member, as well as annual drug testing with random follow-up testing throughout the year. Bell-to-bell instruction is expected, monitored and recognized. The 4-day instructional calendar also contributes to the positive attitude, morale and endurance seen in our students and staff.

### School Organization

Italy ISD is composed of two campuses. Italy Junior High- High School is grades 7-12 and has a principal, a school counselor, an instructional coach, and a school nurse. Stafford Elementary School is grades PK-6 and also has a principal, student support specialist (part time), a school counselor (part time), two instructional coaches and a school nurse. The district administrative offices are located in the junior high/high school. Departments with offices there are the superintendent's office, business office, food services, PEIMS, and technology departments. There is also a maintenance facility near the junior high-high school and it houses maintenance and transportation. Another building on the junior high - high school campus houses the DAEP and special education SSA (ECSSA).

### Technology

Italy ISD has state-of-the-art technology. Bandwidth and firewall infrastructure is solid for accommodating end-user clients. One-to-one devices are available for all students. Promethean boards are installed and working in all classrooms. A variety of instructional technology resources are available for teachers. Professional development is provided in groups and individually. There is an efficient and effective help desk to remedy issues in classrooms. Technology resources are available and used to meet different levels of student learning.

## District Processes & Programs Strengths

- The TRS scope and sequence is a proven curriculum with excellent results.
- Teachers have the academic freedom in their classrooms to meet the needs of the students.
- High quality instructional materials and researched based instructional strategies are used in our classrooms.
- Italy ISD is aggressive in teacher recruitment and creative in teacher retention.
- Italy ISD has state-of-the-art technology and excellent wireless capabilities.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Recruiting and retaining high quality teachers will continue to be an issue for Italy ISD.

**Root Cause:** Neighboring districts pay scale is higher.

**Problem Statement 2 (Prioritized):** The learning and teaching environment is still challenged and directly impacted with social-emotional deficits, character education needs and endurance issues among its staff and students. Voluntary student extra-curricular drug-testing has also been identified as a need. Decreases in failure rates and office referrals, improved attendance and teacher retention rates are needed.

**Root Cause:** As a result of societal issues, various student learning-staff working environmental issues have emerged.

# Perceptions

## Perceptions Summary

Italy ISD works diligently to create an inclusive family atmosphere at the district and both campuses.

Safety of our staff and students is of primary importance and the focus on this component is evident throughout the district.

Students can enter our hallways knowing that they will graduate with many options including a job skill, career and technical preparation toward an industry certification or college readiness.

Our students and our staff like being a part of Italy ISD, and they believe that it is an excellent school district and a great place to learn and work.

Italy ISD is committed to a feeling of family and this intangible quality is encouraged and exemplified on every campus.

- We actively work toward that goal in three areas:
  - Student/Teacher
  - Families/School
  - Staff/Staff.

Administrators, counselors, and teachers regularly work to create opportunities for parent involvement in student learning.

The culture of Italy ISD is carefully studied and monitored and new employees are carefully vetted to make sure they have the same commitment to our family atmosphere.

Many programs, services, and common courtesies are extended to make sure that walking into a campus feels as if one is part of the family.

Italy ISD is responsible with the use of Federal, State, and Local services programs and funds.

## Perceptions Strengths

Italy ISD is a great place to work and learn.

Teachers, staff, and students enjoy working and learning here in Italy.

There is definitely a feeling of family in Italy ISD.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Students struggle with self-motivation and endurance to consistently perform at the level they are capable and achieve attendance expectations..

**Root Cause:** Previous expectations for academic, attendance and behavioral performance were not clearly defined and consistently reinforced and enforced..

# Priority Problem Statements

**Problem Statement 1:** Attendance rates have not averaged 96% or higher for many years.

**Root Cause 1:** As a result of COVID-19 and other factors, ADA has slowly increase but is inconsistent and the ramifications on education shows a need to decrease the turnover rate of teachers.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The district's percentages at the Meets level and the Masters level need to improve to 50% and 20%.

**Root Cause 2:** A difficult transition to emphasis on moving students to the meets and masters level and not just passing the test.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** All campus student groups need to improve to at least 90% approaching in all subject areas.

**Root Cause 3:** A transition to a more rigorous curriculum and better aligned assessments.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Recruiting and retaining high quality teachers will continue to be an issue for Italy ISD.

**Root Cause 4:** Neighboring districts pay scale is higher.

**Problem Statement 4 Areas:** District Processes & Programs

**Problem Statement 5:** The learning and teaching environment is still challenged and directly impacted with social-emotional deficits, character education needs and endurance issues among its staff and students. Voluntary student extra-curricular drug-testing has also been identified as a need. Decreases in failure rates and office referrals, improved attendance and teacher retention rates are needed.

**Root Cause 5:** As a result of societal issues, various student learning-staff working environmental issues have emerged.

**Problem Statement 5 Areas:** District Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

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

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- School Behavioral Threat Assessment Data (Senate Bill 11)

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- T-TESS data
- T-PESS data
- Staff mobility/stability
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

### **Parent/Community Data**

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

## Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Scope and Sequence; Pacing Guides; and Other Focus Documents

# Goals

## Goal 1: Academic Achievement:

Given high quality educational programs and instructional materials that equip all students for high levels of academic achievement and continuous growth and development, Italy ISD, as well as both campuses, will achieve the TEA accountability rating of "A".

### Performance Objective 1: Instruction:

Given high quality instructional materials, Italy ISD instruction will provide students an engaging, yet rigorous learning experience where teachers use instructional strategies and are confident in how they integrate the TEKS-based curriculum.

#### High Priority

#### HB3 Goal

**Evaluation Data Sources:** STAAR results, RDA, TAPR, lesson plans, walkthroughs, assessments, interims and benchmarks

Strategy 1 Details	Reviews		
	Formative		Summative
Dec	Mar	June	
<p><b>Strategy 1:</b> Effective Tier 1 Instruction: Italy ISD teachers will practice effective Tier 1 Instructional strategies including:</p> <ul style="list-style-type: none"><li>- Increased student-to-student and student-to-teacher engagement related to TEKS being taught</li><li>- Appropriate rigor levels</li><li>- Use of research-based instructional strategies</li><li>- Use of high quality instructional materials with consistency &amp; fidelity</li><li>- TEKS standards-based instruction</li></ul> <p><b>Strategy's Expected Result/Impact:</b> Instruction that is aligned to the scope and sequence and instruction that is engaging.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Coaches</p>			

Strategy 2 Details		Reviews		
		Formative		Summative
Dec	Mar	June		
<b>Strategy 2:</b> Coaching & Feedback: Italy ISD will provide evidence-based coaching and feedback to instructional staff using: - Uniform Observation Tool - Consistent coaching and feedback schedule - Opportunities for modeling and practice - Providing teachers a voice and participation in growth				
<b>Strategy's Expected Result/Impact:</b> Staff will be provided ongoing and relevant professional development that translates to student engagement and success.				
<b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Coaches				
<b>Funding Sources:</b> Professional Development Expenses - 255 - Title II, Part A Prof Develop - \$396, Professional Development Expenses - 211 - Title 1, Part A-Improving Basic Prog. - \$125,261				
Strategy 3 Details		Reviews		
		Formative		Summative
Dec	Mar	June		
<b>Strategy 3:</b> Personalized Learning: Italy ISD instruction will be focused on individual student needs based on measurable student achievement goals that are achieved through data driven instruction, high dosage tutorials and acceleration/intervention plans while working to eliminate any disparity in performance for each student who are educationally disadvantaged or at risk of dropping out of school [TEC 11.255].				
<b>Strategy's Expected Result/Impact:</b> Each campus will evaluate and monitor the academic performance of every student on their campus and will implement supplemental intensive and/or accelerated compensatory instructional programs and services designed to eliminate disparity in sub-populations academic performance.				
<b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Coaches				
<b>Funding Sources:</b> Extra Duty Compensation - 211 - Title 1, Part A-Improving Basic Prog. - \$500, Personnel, Instructional Materials and Support Services for At-Risk Students - State Compensatory Education (SCE) - \$459,363, Instruction, Intervention & Support's for Special Education Preschool students - 314 - IDEA-B Preschool - \$11,565, Instruction, Intervention & Support's for Early Childhood students - Early Education Allotment - \$110,350, Instruction, Intervention & Support's for Special Education students - 313 - IDEA-B Formula - \$151,809				

Strategy 4 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
<p><b>Strategy 4: Graduation:</b>  Italy ISD will prepare our graduates to be successful after high school by:  - Encouraging students to graduate in four years at a 96.0% rate or higher  - Providing information about higher education admissions and financial aid opportunities [TEC 11.252(a)(4)(A-D)]  - Increase the percentage of graduates that meet the criteria for CCMR according to the targets established of 5 percent per year with the overall goal of a 20 percent increase over 5 years. Targets will be revised as appropriate. (HB3)  - Execute dropout prevention strategies to limit the number of students leaving school so that the dropout rate is 0.0% [TEC 11.255].  - Providing eligible high school students opportunities for dual credit courses and college credit.</p> <p><b>Strategy's Expected Result/Impact:</b> Students graduate in four years at a 96.0% rate or higher with CCMR opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration &amp; School Counselor</p>			



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1:** Academic Achievement:

Given high quality educational programs and instructional materials that equip all students for high levels of academic achievement and continuous growth and development, Italy ISD, as well as both campuses, will achieve the TEA accountability rating of "A".

**Performance Objective 2:** Curriculum & Instructional Resources:

Italy ISD curriculum and instructional resources will align to the state-mandated Texas Essential Knowledge and Skills (TEKS) and support high levels of academic achievement and continuous growth and development for students.

**High Priority**

**Evaluation Data Sources:** Comprehensive Needs Assessment, STAAR results, NWEA MAP results, Response to intervention, RDA, TAPR, all CCMR data indicators such as dual credit, TSI, SAT, ACT, Military, CTE classes with certifications, students passing the College Prep classes, etc.

Strategy 1 Details	Reviews		
	Formative	Summative	
Dec	Mar	June	
<p><b>Strategy 1:</b> HQIM: High Quality Instructional Materials: Italy ISD staff will utilize high quality instructional materials and support programs for teaching and engaging students.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in effective teaching practices by ensuring the curriculum objectives are taught and at a high level by conducting walkthroughs, checking lesson plans, and checking coverage of TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Administration and Instructional Coaches</p> <p><b>Funding Sources:</b> - 410 - IMA (Instructional Materials Allotment) - \$32,280</p>			
Strategy 2 Details	Reviews		
	Formative	Summative	
Dec	Mar	June	
<p><b>Strategy 2:</b> Instructional Technology: Italy ISD will continue to integrate and use technology in the instructional process and will expand as needs are identified [TEC 11.252(a)(3)(D)].</p> <p><b>Strategy's Expected Result/Impact:</b> To make sure the district and campuses stay up to date and operational at all times, achieve a 1:1 for grades PK-12 with enough student computers available for quality instruction at all grade levels in order to improve students' use of and understanding of technology in their current and future lives.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Executive Director of Technology, Campus Administration</p> <p><b>Funding Sources:</b> Instructional &amp; Technology Support - 270 - REAP Grant - \$33,840</p>			

Strategy 3 Details		Reviews		
		Formative		Summative
Dec	Mar	June		
<p><b>Strategy 3:</b> Intervention, Support &amp; Differentiated Enrichment Programs:</p> <p>Italy ISD will provide supplemental intensive or accelerated compensatory instructional programs and services as well as differentiated enrichment programs designed to ensure that all students are equipped with the proficiency in the use of academic, technical, vocational, and life skills as well as fulfill requirements of HB1416 (formerly HB 4545).</p> <ul style="list-style-type: none"> <li>- GT</li> <li>- Dyslexia [TEC 11.252(a)(3)(B)(iv)]</li> <li>- ELL</li> <li>- Special Education</li> <li>- Multi-Tiered System of Supports</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Be able to determine the effectiveness of all subjects, courses, programs, and services and to monitor and react to any gaps in performance.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Director of ECSSA and Campus Administration</p> <p><b>Funding Sources:</b> Homeless Resources - 211 - Title 1, Part A-Improving Basic Prog. - \$100, Dyslexia Allotment - Dyslexia Allotment - \$41,019, Bilingual Education Allotment - Bilingual Education lock Grant - \$40,242, Gifted &amp; Talented Adjusted Allotment - Gifted &amp; Talented Block Grant - \$8,858, ELL Support Personnel and Materials - 263 - Title III, Part A (ELL Region 10 ESC SSA) - \$6,030, Special Education Personnel, Services and Materials - 313 - IDEA-B Formula - \$151,809, Intervention &amp; Support Supplies and Materials - 211 - Title 1, Part A-Improving Basic Prog. - \$5,310</p>				
Strategy 4 Details		Reviews		
		Formative		Summative
Dec	Mar	June		
<p><b>Strategy 4:</b> Career and Technology Education:</p> <p>Italy ISD will provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)] as well as ensure information about higher education admissions and financial aid opportunities will be provided at the Junior High-High School [TEC 11.252(a)(4)(A-D)].</p> <p><b>Strategy's Expected Result/Impact:</b> Increase from prior year by 2% or more of graduating students will be CCMR and students will be better prepared for college and/or careers..</p> <p><b>Staff Responsible for Monitoring:</b> High school administration, High school counselor, and PEIMS coordinator</p> <p><b>Funding Sources:</b> CTE Personnel, instructional supplies &amp; materials, ETC.... - CTE Block Grant - \$461,827</p>				
Strategy 5 Details		Reviews		
		Formative		Summative
Dec	Mar	June		
<p><b>Strategy 5:</b> Financial Management of Resources:</p> <p>Italy ISD will responsibly budget and allocate resources to ensure a long-term plan for financial stability and growth while maintaining an A on the Financial Integrity Rating System of Texas (FIRST) Report.</p> <p><b>Strategy's Expected Result/Impact:</b> A rating on the Financial Integrity Rating System of Texas (FIRST) Report</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Business Manager</p>				



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1:** Academic Achievement:

Given high quality educational programs and instructional materials that equip all students for high levels of academic achievement and continuous growth and development, Italy ISD, as well as both campuses, will achieve the TEA accountability rating of "A".

**Performance Objective 3:** Assessment:

Italy ISD will monitor student academic progress in all grades and establish an annual testing calendar to strategically administer assessments required at the local and state level.

**High Priority****HB3 Goal**

**Evaluation Data Sources:** STAAR, End-of-Course (EOC) Assessments, STAAR Alt2, TELPAS and other required state assessments

Strategy 1 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
<p><b>Strategy 1:</b> State Assessments:</p> <p>Italy ISD will monitor student academic progress in all grades using STAAR, End-of-Course (EOC) Assessments, STAAR Alt2, TELPAS and other required state assessments while striving for STAAR excellence with:</p> <ul style="list-style-type: none"> <li>- 90% approaching, 60% meets, and 30% masters</li> <li>- Individual student growth on STAAR will be 75%</li> <li>- The percentage of 3rd graders that score Meets grade level or above on STAAR Reading will increase according to the targets established of 4 percent per year with the overall goal of a 16 percent increase over 5 years.</li> </ul> <p>Targets will be revised as appropriate. (HB3)</p> <ul style="list-style-type: none"> <li>- The percentage of 3rd graders that score Meets grade level or above on STAAR Math will increase according to the targets established of 4 percent per year with the overall goal of a 16 percent increase over 5 years.</li> </ul> <p>Targets will be revised as appropriate. (HB3)</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent improvement in student performance on STAAR in all areas and subgroups.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Campus Administration</p>			

Strategy 2 Details			Reviews		
			Formative		Summative
Dec	Mar	June			
<b>Strategy 2:</b> District Assessments: Italy ISD will monitor student academic progress in all grades by administering locally defined assessments as outlined in the district testing calendar. Testing dates will coordinate with the state testing calendar and include: - NWEA MAP Assessments - Interim Assessments - PK-2 Assessments <b>Strategy's Expected Result/Impact:</b> Consistent improvement in student performance on all locally determined assessments. <b>Staff Responsible for Monitoring:</b> Superintendent and Campus Administration					
Strategy 3 Details			Reviews		
			Formative		Summative
Dec	Mar	June			
<b>Strategy 3:</b> CCMR: College, Career & Military Readiness: Italy ISD will increase the percentage of graduates that meet the criteria for CCMR by completion of Industry-based certifications, opportunities to take the TSIA2, ACT & ASVAB on campus and College Bridge courses for remedial support with the TSIA2. <b>Strategy's Expected Result/Impact:</b> Percent of graduates that meet the criteria for CCMR will increase according to the targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. <b>Staff Responsible for Monitoring:</b> High school administration, High school counselor, and PEIMS coordinator <b>Funding Sources:</b> CTE Personnel, Instructional Supplies & Materials, etc... - CTE Block Grant - \$461,827, College Prep testing and preparation - 265 - Title IV, Part A (SSAEP) - \$7,526					



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1:** Academic Achievement:

Given high quality educational programs and instructional materials that equip all students for high levels of academic achievement and continuous growth and development, Italy ISD, as well as both campuses, will achieve the TEA accountability rating of "A".

**Performance Objective 4:** Personnel:

Italy ISD will recruit, support, retain and reward quality personnel while providing ongoing and relevant professional development that translates to student engagement and success.

**Evaluation Data Sources:** Turnover Rate, Salary Schedules, Benefits available, Recruitment Strategies,

Strategy 1 Details	Reviews		
Strategy 1: Recruit & Retain Highly Qualified Staff: Italy ISD will continue to prioritize recruiting, hiring, and retaining the highest quality of certified teachers and support staff, with attention to critical need areas at both campuses.  <b>Strategy's Expected Result/Impact:</b> Italy ISD will be able to better attract teaching candidates and also be able to retain current teachers. <b>Staff Responsible for Monitoring:</b> Superintendent & Campus Administration	Formative		Summative
	Dec	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Coaching & Feedback: Italy ISD will continuously monitor and develop staff to provide the highest quality and effectiveness of curriculum, instruction, and assessment throughout the district. This will include using instructional coaching, walk through data, lesson plan monitoring, mentoring, performance evaluations, etc...  <b>Strategy's Expected Result/Impact:</b> Italy ISD will participate in local mentoring opportunities as well as services through BUILD Consulting Group to help the district in training and retaining new teachers to the profession. <b>Staff Responsible for Monitoring:</b> Superintendent & Campus Administration	Formative		Summative
	Dec	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Professional Development: Italy ISD will provide orientation and training for new staff and provide high quality staff development for all staff.  <b>Strategy's Expected Result/Impact:</b> Italy ISD will provide orientation and training for new staff and provide high quality staff development for current staff  <b>Staff Responsible for Monitoring:</b> Superintendent and Campus Administration  <b>Funding Sources:</b> Contracted Professional Development - 255 - Title II, Part A Prof Develop - \$16,510	Formative		Summative
	Dec	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** Learning Environment:

Italy ISD will provide all students with a safe, secure, nurturing and positive learning environment that cultivates character and high expectations.

**Performance Objective 1:** School Calendar:

Italy ISD, in coordination with the district site-based decision making committee, will create and follow a 4-day instructional week calendar to retain and attract quality teachers and staff, provide stability and quality instruction for students, boost student and staff well-being, maintain strong student attendance and give time back to students and staff to improve overall performance and quality of life.

**High Priority**

**Evaluation Data Sources:** Turnover Rate and Recruitment Strategies

**Goal 2:** Learning Environment:

Italy ISD will provide all students with a safe, secure, nurturing and positive learning environment that cultivates character and high expectations.

**Performance Objective 2:** Safety & Security:

Italy ISD will implement a comprehensive crisis management plan.

**High Priority**

**Evaluation Data Sources:** Number and types of drills performed at each campus, results of safety audit

Strategy 1 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
<p><b>Strategy 1:</b> Safety Plans, Audits and Assessments (Crisis Management Plans): Italy ISD's comprehensive crisis management plan includes completion of regular audits and assessments (including threat assessments) as well as the development and ongoing review and revision of Emergency Operation Plans and Annexes as guided by the District Safe Schools and Security Committee.</p> <p><b>Strategy's Expected Result/Impact:</b> Create campuses and district buildings that are safe and secure</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, District Emergency Management Coordinator, &amp; Campus Administration</p> <p><b>Funding Sources:</b> Audit costs - School Safety Allotment - \$10,000</p>			
Strategy 2 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
<p><b>Strategy 2:</b> School Resource Officer per campus: Per HB 3 of the 88th Texas legislature, Italy ISD will have an armed police officer, arranged through a memorandum of understanding with the city of Italy police department, present at every campus during regular school hours.</p> <p><b>Strategy's Expected Result/Impact:</b> An armed police officer, arranged through a memorandum of understanding with the city of Italy police department, present at every campus during regular school hours</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, District Emergency Management Coordinator, &amp; Campus Administration</p> <p><b>Funding Sources:</b> School Police Officers compensation - School Safety Allotment - \$68,469</p>			

Strategy 3 Details			Reviews		
			Formative		Summative
Dec	Mar	June			
<b>Strategy 3:</b> TEA School Safety Standards and Upgrades: Italy ISD will comply with all TEA mandates related to school safety standards and annually assess other upgrades needed to maintain and improve the safety components of our facilities and property.  <b>Strategy's Expected Result/Impact:</b> Create campuses and district buildings that are safe and secure <b>Staff Responsible for Monitoring:</b> Superintendent, District Emergency Management Coordinator, & Campus Administration					
Strategy 4 Details			Reviews		
			Formative		Summative
Dec	Mar	June			
<b>Strategy 4:</b> Safety Week and Monthly Drills: Italy ISD will hold two safety weeks per year and comply with all the required drills each year including drills during non-instructional settings throughout the day.  <b>Strategy's Expected Result/Impact:</b> Create campuses and district buildings that are safe and secure <b>Staff Responsible for Monitoring:</b> District Emergency Management Coordinator, & Campus Administration					
Strategy 5 Details			Reviews		
			Formative		Summative
Dec	Mar	June			
<b>Strategy 5:</b> Facilities maintenance: Italy ISD will develop and periodically review a plan to maintain and improve our facilities for a safe, secure, nurturing and positive learning environment.  <b>Strategy's Expected Result/Impact:</b> Create campuses and district buildings that are safe and secure <b>Staff Responsible for Monitoring:</b> Director of Operations, District Emergency Management Coordinator, & Campus Administration					



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2:** Learning Environment:

Italy ISD will provide all students with a safe, secure, nurturing and positive learning environment that cultivates character and high expectations.

**Performance Objective 3:** Attendance:

Italy ISD will continue to encourage students on each campus to attend school so that the overall attendance for the district and each campus is 96% or greater.

**High Priority**

**Evaluation Data Sources:** Daily, weekly & 6-weeks attendance reports, TAPR, Accountability Summaries

Strategy 1 Details		Reviews		
		Formative		Summative
		Dec	Mar	June
<b>Strategy 1:</b> Attendance Incentives: Italy ISD campuses will each implement appropriate incentives for attendance and promote the importance of good attendance.	<b>Strategy's Expected Result/Impact:</b> Overall attendance for the district and each campus is 97% or greater. <b>Staff Responsible for Monitoring:</b> Campus Administration & PEIMS Coordinator			
Strategy 2 Details		Reviews		
		Formative		Summative
		Dec	Mar	June
<b>Strategy 2:</b> Attendance Counseling: Italy ISD campuses will each implement strategies to counsel parents, guardians, and students who have excessive absences.	<b>Strategy's Expected Result/Impact:</b> Overall attendance for the district and each campus is 97% or greater. <b>Staff Responsible for Monitoring:</b> Campus Administration & School Counselor			
Strategy 3 Details		Reviews		
		Formative		Summative
		Dec	Mar	June
<b>Strategy 3:</b> Attendance Recovery Italy ISD, along with each campus attendance committee, will develop and implement opportunities for students to make-up missed assignments, to recover credit, and to recover days missed from school.	<b>Strategy's Expected Result/Impact:</b> Reduced retention/credit recovery rates and increased attendance percentage <b>Staff Responsible for Monitoring:</b> Campus Administration & School Counselor			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2:** Learning Environment:

Italy ISD will provide all students with a safe, secure, nurturing and positive learning environment that cultivates character and high expectations.

**Performance Objective 4:** Student Behavior Management - Positive Behavioral Supports:

Italy ISD will utilize a variety of models and methods to maintain a safe, positive and a supportive learning environment for all students.

**Evaluation Data Sources:** Discipline records, RDA

Strategy 1 Details	Reviews		
	Formative		Summative
Dec	Mar	June	
<p><b>Strategy 1:</b> Discipline Management Plan and BIPs:</p> <p>Italy ISD will follow a discipline management plan that complies with all federal and state laws and supports the Student Code of Conduct, including compliance with individualized 504 and special education Behavior Intervention Plans as well as appropriate use of DAEP, ISS, OSS and other intervention placements.</p> <p><b>Strategy's Expected Result/Impact:</b> Follow a discipline management plan that complies with all federal and state laws and supports the Student Code of Conduct with the goal of reducing the number of disciplinary actions.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Director of ECSSA &amp; Campus Administration</p>			
Strategy 2 Details			Reviews
Strategy 2: Positive Behavior Programs and Supports:	Formative		Summative
	Dec	Mar	June
<p>Italy ISD will provide positive behavior programs and supports that teach and encourage positive social behaviors for success after high school [TEC 11.252(3)(E)].</p> <p><b>Strategy's Expected Result/Impact:</b> Create schools that are safe and orderly</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and Counseling Staff</p>			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Learning Environment:

Italy ISD will provide all students with a safe, secure, nurturing and positive learning environment that cultivates character and high expectations.

**Performance Objective 5:** Social-Emotional Learning:

Italy ISD will provide social-emotional learning opportunities and staff training to improve the support we provide students challenged with social-emotional issues.

**High Priority**

**Evaluation Data Sources:** School counselors training, TEA approved programs in trauma care delivered at campuses by counselors or by other providers. Training of all new employees and number of current staff trained.

Strategy 1 Details	Reviews		
	Formative		Summative
	Dec	Mar	June
<p><b>Strategy 1:</b> Comprehensive School Counseling Program: Italy ISD school counselors will work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a comprehensive school counseling program that conforms to the most recent edition of the Texas Model for Comprehensive School Counseling Programs developed by the Texas Counseling Association [TEC 11.252(a)(3)(I)], [TEC 33.005].</p> <p><b>Strategy's Expected Result/Impact:</b> School counseling program that provides the support students, staff and families need to assist students for overall success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and Counseling staff</p>			
Strategy 2 Details		Reviews	
<p><b>Strategy 2:</b> Staff Training: Italy ISD will provide staff training and support in the areas of:</p> <ul style="list-style-type: none"> <li>- Grief-informed and trauma-informed care (psychological first aid training) [TEC 38.036]</li> <li>- Suicide prevention and conflict resolution [TEC 11.252(3)(B)]</li> <li>- Prevention program of unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E)], [TEC 37.083(a)]</li> <li>- Dating violence and violence prevention [TEC 11.252(3)(B)(iii)]</li> <li>- Sexual abuse, sex trafficking, and other maltreatment of children [TEC 38.0041(a)]</li> <li>- Positive behavior supports and interventions</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Create schools, staff and students that are safe, healthy, aware and supportive of how to protect themselves and others against violent and traumatic incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Administration, and Counseling staff</p>		Formative	
Dec	Mar	June	



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 3:** Communication & Community Partnerships :

Italy ISD will engage and connect with the community in a partnership to further the success of Italy ISD students that includes maintaining a communication system that facilitates an open exchange of information relating to student academic performance and safety between students, parents, and the citizens of Italy.

**Performance Objective 1:** Communication:

Italy ISD will maintain a communication system that facilitates an open exchange of information relating to student academic performance and safety between students, parents, and the citizens of Italy.

**Evaluation Data Sources:** Apptegy analytics of social media engagement and interaction. Number of website and Facebook views. Number of emails/alerts sent to parents.

Strategy 1 Details		Reviews		
		Formative		Summative
Dec	Mar	June		
<b>Strategy 1:</b> Website: Italy ISD will maintain, update and improve the website so that it functions effectively and allows for immediate and relevant information available to parents and the community.	<b>Strategy's Expected Result/Impact:</b> Create a website that functions effectively and allows for two-way communication between schools and parents/community <b>Staff Responsible for Monitoring:</b> Superintendent, Executive Director of Technology & Campus Administration			
Strategy 2 Details		Reviews		
		Formative		Summative
Dec	Mar	June		
<b>Strategy 2:</b> Parent Communication: Italy ISD will continue to offer the parent grade portal and a parent/student messaging system (Rooms, text messaging and emails) where the district, campus, and teachers can notify parents and students quickly of events as well as parents and students having immediate access to their grades and assignments.	<b>Strategy's Expected Result/Impact:</b> Parents and students will be more aware of their grades and assignments as well as campus and district notifications. <b>Staff Responsible for Monitoring:</b> Executive Director of Technology & Campus Administration			
Strategy 3 Details		Reviews		
		Formative		Summative
Dec	Mar	June		
<b>Strategy 3:</b> Social Media: Italy ISD will utilize social media outlets to convey information to the public on school events, activities, and updates.	<b>Strategy's Expected Result/Impact:</b> Consistent flow of accurate and current information through social media sites. <b>Staff Responsible for Monitoring:</b> Executive Director of Technology & Campus Administration			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 3:** Communication & Community Partnerships :

Italy ISD will engage and connect with the community in a partnership to further the success of Italy ISD students that includes maintaining a communication system that facilitates an open exchange of information relating to student academic performance and safety between students, parents, and the citizens of Italy.

**Performance Objective 2:** Community Partnerships:

Italy ISD will engage and connect with the community in a partnership to further the success of Italy ISD students.

**Evaluation Data Sources:** Number of opportunities to foster positive relationships between parents, community, and schools to include: Campus and District Site-Based Committees, SHAC Committee, School Safety and Security Committee, Open Houses, Homecoming Week community activities, volunteer opportunities, etc...

Strategy 1 Details	Reviews		
	Formative		Summative
Dec	Mar	June	
<p><b>Strategy 1:</b> Community Activities: Italy ISD will provide opportunities to foster positive relationships between parents, community, and schools to include: Campus and District Site-Based Committees, Booster Clubs, SHAC Committee, School Safety and Security Committee, Open Houses, Homecoming Week community activities, volunteer opportunities, etc...</p> <p><b>Strategy's Expected Result/Impact:</b> Local Partnerships, Increased number of community events and community/parent participation</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent &amp; Campus Administration</p>			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Communication & Community Partnerships :

Italy ISD will engage and connect with the community in a partnership to further the success of Italy ISD students that includes maintaining a communication system that facilitates an open exchange of information relating to student academic performance and safety between students, parents, and the citizens of Italy.

**Performance Objective 3:** Social Media:

Italy ISD will publish increasing amounts of information that positively highlight the district using district-selected sites.

**Evaluation Data Sources:** Social media sources posts and comments

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$459,363.00

**Total FTEs Funded by SCE:** 8.3

### Brief Description of SCE Services and/or Programs

Italy ISD spends a minimum of 55% of the State Compensatory Education Funds for direct supplemental support of students at risk of dropping out of school or who have not performed satisfactorily on STAAR, EOCs or other end-of course assessments. That includes instructional support personnel, contracted support for training and coaching, as well as supplies and materials for small group or specifically identified student instructional needs. The remaining 45% is used for non-direct costs to supplement ways to meet the needs of all students to decrease the number of at-risk students. \$546,335 (83.3% Direct Costs) are budgeted as follows: Payroll Costs \$528,735 Professional & Contracted Services \$6,500 Supplies & Materials \$13,900

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amber Simpson	LSSP-Student Support Counselor	0.75
Angela Guidry	504 Coordinator	0.5
Angela Janek	Dyslexia Teacher	0.5
Christina Richards	504 Teacher	0.5
Connie Case	Elementary Teacher	0.5
Francis Allen	Elementary Paraprofessional	0.75
Haley Mounce	Elementary Paraprofessional	0.8
Kristi Cooley	JH-HS Paraprofessional	0.25
LaShanda Johnson	JH-HS Paraprofessional	1
Misty Escamilla	Elementary Paraprofessional	0.75
Patricia Price	Elementary Paraprofessional	1
Wahalla Spraberry	Elementary Teacher	1

# Title I

## Descriptor 4: Measure of Poverty

NA for Italy ISD. We only have 2 campuses; Stafford Elementary for grades Prekindergarten-6th grade and Italy JH-HS for grades 7-12.

## Descriptor 7: Parent and Family Engagement Strategy

The Italy Independent School District values parents as partners in preparing our students to succeed in college, career, and beyond. We are dedicated to building intentional partnerships to advance student achievement by promoting a welcoming environment, honoring families, and linking activities to learning. We offer many services to help all IISD schools improve their unique engagement programs. The services are designed to give school staff and faculty the tools they need to build relationships with parents, link family events to learning, address differences on their campuses, support parent advocacy, and share power with their communities.

For Title I, Part A campuses, communication with parents is important. To facilitate excellent communication between parent and school personnel, the school may utilize the following strategies: monthly newsletters, written notifications, phone calls, emails, social media engines and podcasts.

Communication between parents and school personnel must be in the language parents understand. To better assist campus-parent communication, the district may provide training for school personnel on beneficial communication skills with parents.

All school and district activities will promote and encourage parental involvement. As described above, the district will offer Annual Meetings for Title 1 Part A to collaborate with parents and other stakeholders about the policy. Teachers, paraprofessionals, principals, other school personnel, parents, community members and business representatives will annually be invited to discuss and suggest activities to update the District Parent and Family Engagement Policy. The goal is to have parent participation in the decision making process regarding the Title I, Part A program.

### Italy JH-HS

Provide parents the opportunity to be involved in the school through:

- Annual Open House /Meet the Teacher
- Parent/teacher conferences upon the request of the parent or teacher
- Various extracurricular activities, events and competitions
- Parent meeting explaining dual credit opportunities
- Parent meeting explaining on high school graduation plans
- Athletic Team Meetings with parents

- Band, FFA and Athletic Booster Clubs

3. Provide parents with frequent reports on their child's progress using:

- Parent Portal
  - To check a child's progress frequently, parents may register online for Parent Portal. This allows registered users (i.e., parents and/or students) to log in to access a variety of student information, and in some cases see class assignments and school calendars, and even communicate electronically with teachers.
- Teacher Communications
- Progress Reports
- Report Cards
- Parent/Teacher Conferences.

4. Provide parents opportunities to volunteer. However, before volunteering within the school all parents will need to register with Italy ISD and possibly be fingerprinted.

#### **Stafford Elementary**

Provide parents with frequent reports on their child's progress using:

- Parent Portal
  - To check a child's progress frequently, parents may register online for Parent Portal. This allows registered users (i.e., parents and/or students) to log in to access a variety of student information, and in some cases see class assignments and school calendars, and even communicate electronically with teachers.
- Teacher Communications
- Progress Reports, including diagnostic tests and reading levels.
- Report Cards
- Parent/Teacher Conferences.

Provide parents reasonable access to staff by hosting regular parent information meetings.

Provide parents opportunities to volunteer and participate in their child's class or at Stafford. However, before volunteering within the school all parents will need to register with Italy ISD and possibly be fingerprinted.

Provide parents the opportunity to be involved in the school through:

- Annual Open Houses
- Regularly scheduled parent/teacher conferences upon the request of the parent or teacher
- Various grade-level Parent Information Meetings
- Reading Initiatives campus-wide
- Career Days campus-wide
- Open communication with staff through a weekly newsletter from the teacher and a Thursday update video from the principal.

## **Descriptor 9: Identification of Eligible Children – Targeted Assistance Program**

Not Applicable to Italy ISD.

# Italy ISD Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Shauna Steinmetz	Classroom Teacher
Classroom Teacher	Sharon Mitchell	Classroom Teacher
Non-Classroom Professional	Angela Guidry	Diagnostician-504 Coordinator
Classroom Teacher	Patrick Carter	Italy JH-HS Teacher
Classroom Teacher	Jessica Roberts	Stafford Teacher
Classroom Teacher	Holly Spraberry	Stafford Teacher
Non-classroom Professional	Anita Barnes	Stafford School Counselor
Administrator	Lisa Minton	Stafford Student Support Specialist
Paraprofessional	Anita Lamar	ECSSA Administrative Assistant
Non-classroom Professional	Holly Bradley	Italy JH-HS Instructional Coach
Classroom Teacher	Jeremiah Glover	Italy JH-HS Teacher
Classroom Teacher	Lacy Brown	Italy JH-HS Teacher
Classroom Teacher	Jay Bundick	Italy JH-HS Teacher
Classroom Teacher	Esther Caballero	Stafford Teacher
Classroom Teacher	Amanda Sanderson	Stafford Teacher
Classroom Teacher	Marianne Malone	Stafford Teacher
Parent	Michelle Owen	Parent
Parent	Calob Collett	Parent
Parent	Amber Reeves	Parent
Business Representative	Debbie Garvin	Business Member
Community Representative	Sandra Graves	Community Member
Administrator	Sharon Graves	Italy JH-HS Principal
Administrator	Lance Bray	Stafford Principal
Administrator	Elizabeth McDaniel	Director of ECSSA
Administrator	Rachel Kistner	Superintendent

# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
  - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
  - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan** Signature of Assurance

# District Funding Summary

## 211 - Title 1, Part A-Improving Basic Prog.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development Expenses		\$125,261.00
1	1	3	Extra Duty Compensation		\$500.00
1	2	3	Intervention & Support Supplies and Materials		\$5,310.00
1	2	3	Homeless Resources		\$100.00
				<b>Sub-Total</b>	\$131,171.00
				<b>Budgeted Fund Source Amount</b>	\$131,171.00
				<b>+/- Difference</b>	\$0.00

## 255 - Title II, Part A Prof Develop

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development Expenses		\$396.00
1	4	3	Contracted Professional Development		\$16,510.00
				<b>Sub-Total</b>	\$16,906.00
				<b>Budgeted Fund Source Amount</b>	\$16,906.00
				<b>+/- Difference</b>	\$0.00

## 263 - Title III, Part A (ELL Region 10 ESC SSA)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	ELL Support Personnel and Materials		\$6,030.00
				<b>Sub-Total</b>	\$6,030.00
				<b>Budgeted Fund Source Amount</b>	\$6,030.00
				<b>+/- Difference</b>	\$0.00

## 265 - Title IV, Part A (SSAEP)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	College Prep testing and preparation		\$7,526.00
				<b>Sub-Total</b>	\$7,526.00
				<b>Budgeted Fund Source Amount</b>	\$7,526.00
				<b>+/- Difference</b>	\$0.00

**313 - IDEA-B Formula**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Instruction, Intervention & Support's for Special Education students		\$151,809.00
1	2	3	Special Education Personnel, Services and Materials		\$151,809.00
				<b>Sub-Total</b>	\$303,618.00
				<b>Budgeted Fund Source Amount</b>	\$303,618.00
				<b>+/- Difference</b>	\$0.00

**314 - IDEA-B Preschool**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Instruction, Intervention & Support's for Special Education Preschool students		\$11,565.00
				<b>Sub-Total</b>	\$11,565.00
				<b>Budgeted Fund Source Amount</b>	\$11,565.00
				<b>+/- Difference</b>	\$0.00

**364 - IDEA-B Formula ARP**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$0.00
				<b>+/- Difference</b>	\$0.00

**365 - IDEA-B Preschool ARP**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$0.00
				<b>+/- Difference</b>	\$0.00

**270 - REAP Grant**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	2	Instructional & Technology Support		\$33,840.00
				<b>Sub-Total</b>	\$33,840.00
				<b>Budgeted Fund Source Amount</b>	\$33,840.00
				<b>+/- Difference</b>	\$0.00

**280 - ARP Act - Homeless II**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$0.00
				<b>+/- Difference</b>	\$0.00
<b>410 - IMA (Instructional Materials Allotment)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1			\$32,280.00
				<b>Sub-Total</b>	\$32,280.00
				<b>Budgeted Fund Source Amount</b>	\$32,280.00
				<b>+/- Difference</b>	\$0.00
<b>Bilingual Education lock Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	3	Bilingual Education Allotment		\$40,242.00
				<b>Sub-Total</b>	\$40,242.00
				<b>Budgeted Fund Source Amount</b>	\$40,242.00
				<b>+/- Difference</b>	\$0.00
<b>CTE Block Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	4	CTE Personnel, instructional supplies & materials, ETC....		\$461,827.00
1	3	3	CTE Personnel, Instructional Supplies & Materials, etc...		\$461,827.00
				<b>Sub-Total</b>	\$923,654.00
				<b>Budgeted Fund Source Amount</b>	\$923,654.00
				<b>+/- Difference</b>	\$0.00
<b>Dyslexia Allotment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	3	Dyslexia Allotment		\$41,019.00
				<b>Sub-Total</b>	\$41,019.00
				<b>Budgeted Fund Source Amount</b>	\$41,019.00
				<b>+/- Difference</b>	\$0.00

### Early Education Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instruction, Intervention & Support's for Early Childhood students		\$110,350.00
				<b>Sub-Total</b>	\$110,350.00
				<b>Budgeted Fund Source Amount</b>	\$110,350.00
				<b>+/- Difference</b>	\$0.00

### Gifted & Talented Block Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Gifted & Talented Adjusted Allotment		\$8,858.00
				<b>Sub-Total</b>	\$8,858.00
				<b>Budgeted Fund Source Amount</b>	\$8,858.00
				<b>+/- Difference</b>	\$0.00

### School Safety Standards Formula Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$0.00
				<b>+/- Difference</b>	\$0.00

### Special Education Block Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$0.00
				<b>+/- Difference</b>	\$0.00

### State Compensatory Education (SCE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Personnel, Instructional Materials and Support Services for At-Risk Students		\$459,363.00
				<b>Sub-Total</b>	\$459,363.00
				<b>Budgeted Fund Source Amount</b>	\$459,363.00
				<b>+/- Difference</b>	\$0.00

School Safety Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Audit costs		\$10,000.00
2	2	2	School Police Officers compensation		\$68,469.00
			<b>Sub-Total</b>		\$78,469.00
			<b>Budgeted Fund Source Amount</b>		\$78,469.00
			<b>+/- Difference</b>		\$0.00
Safety and Facilities Enhancement Grant (SAFE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
			<b>Sub-Total</b>		\$0.00
			<b>Budgeted Fund Source Amount</b>		\$0.00
			<b>+/- Difference</b>		\$0.00
			<b>Grand Total Budgeted</b>		\$2,204,891.00
			<b>Grand Total Spent</b>		\$2,204,891.00
			<b>+/- Difference</b>		\$0.00

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Campus Principals	7/24/2025	Rachel Kistner	1/9/2026
Child Abuse and Neglect	Superintendent	7/24/2025	Rachel Kistner	1/9/2026
Coordinated Health Program	District Nurse	7/24/2025	Rachel Kistner	1/9/2026
Disciplinary Alternative Education Program (DAEP)	Director of ECSSA	7/24/2025	Rachel Kistner	1/9/2026
Dropout Prevention	Campus Principals	1/5/2026	Rachel Kistner	1/9/2026
Dyslexia Treatment Program	Dyslexia Teacher		Rachel Kistner	1/9/2026
Pregnancy Related Services	PEIMS Coordinator	7/24/2025	Rachel Kistner	1/9/2026
Post-Secondary Preparedness	Campus Principal		Rachel Kistner	1/9/2026
Recruiting Teachers and Paraprofessionals	Superintendent & Campus Principals		Rachel Kistner	1/9/2026
Student Welfare: Discipline/Conflict/Violence Management	Campus Principals	7/24/2025	Rachel Kistner	1/9/2026
Technology Integration	Exec. Director of Technology	8/4/2025	Rachel Kistner	1/9/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Superintendent	9/1/2025	Rachel Kistner	1/9/2026