Italy Independent School District

District Improvement Plan

2024-2025

Accountability Rating: Not Rated

Board Approval Date: January 27, 2025
Public Presentation Date: January 27, 2025

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.

Motto

Motto:

Integrity

Tradition

Authentic

Leadership

You are our tomorrow....

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Comprehensive Needs Assessment

Revised/Approved: January 13, 2025

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 Campu 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
- Per the 2023-2024 TAPR, the district has three main student groups:
  - 10.2% African American
  - 33.8% Hispanic
  - 51.7% White.
- 49.0% are female students and 51.0% 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 Performance Report = 94.3%
  - May 2024 PEIMS calculation = 93.6%
  - August 2024 PEIMS calculation = 97.34%

Student Groups
- Per the 2023-2024 TAPR Report, student groups are as follows:
  - 68.3% Economically Disadvantaged which is higher than the state
  - 8.9% Section 504 Students which is higher than the state
  - 11.0% Emerging Bilingual Students/English Learners which is lower than the state

- 10.5% Students with Dyslexia which is higher than the state
- 100.0% Title I which is higher than the state.
- 43.7% At-Risk which is lower than the state
- 22.0% Special Education rate is high as the state is at 13.9%. 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)
- 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)
- The 2022-2023 mobility rate was 11.6% which was below the state rate.
- Of students in grades 9-12, 82.7% are provided instruction in a career and technology educational setting.
- 100% of the 2022-2023 graduates were CCMR recognized which is up from 33.3% in 2021-2022.

Staff: Italy ISD places a very high priority in employing high-quality, talented staff. THe 2022-2023 TPRS Report showed:
- Our total staff is at 117.2.
  - Professional staff makes up 63.8%
  - Educational aides 22.2%
  - Auxiliary staff 31.2%.
- Years of teaching experience stands at:
  - 3.5% beginning teachers
  - 19.8% with 1-5 years experience
  - 20.3% with 6-10 years experience
  - 35.8% with 11-20 years
  - 20.6% with 21-30 years experience.
- The turnover rate among our teaching staff is at 19.1%.

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 15.3
  - 1st was 15.6
  - 2nd was 15.9
  - 3rd was 13.6
  - 4th was 19.4 (equal to state)
  - 5th was 14.4
  - 6th was 12.4

- At the secondary level
  - English Language Arts was 8.1
  - Foreign Languages was 13.5
  - Math was 9.5
  - Science was 12.2
  - Social Studies was 11.9

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 school board is made up of all Italy ISD graduates.
- Our CTE numbers are consistently improving and providing opportunities for our students.
- Our student-to-teacher ratios and our class sizes continue to be below the state average.
- More than 50% of our teachers have 11+ years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rates have not averaged 98% or higher since 2019-2020.   **Root Cause:** As a result of COVID-19 and other factors, ADA has fallen over the past 2 years. and the ramifications on education shows a need to decrease the turnover rate of teachers.

Student Learning

Student Learning Summary

Overview
- Due to the delay in TEA's release of the 2022-2023 & 2023-2024 TAPR Report, data from the 2023-2024 TAPR Report was used
- The 2024 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 2023-2024 are 85% approaching, 60% meets, and 30% masters along with a 97% attendance rate, 75% of students show growth, and 70% of seniors earn CCMR indicator.

Texas Education Agency
2023-24 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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	74%	**75%**	*	62%	79%	-	-	-	*	67%	*	69%	92%	73%	*
	2023	76%	76%	**71%**	*	91%	62%	-	-	-	-	29%	*	68%	86%	67%	100%
At Meets Grade Level or Above	2024	48%	49%	**32%**	*	31%	25%	-	-	-	*	25%	*	22%	58%	19%	*
	2023	50%	52%	**46%**	*	36%	48%	-	-	-	-	29%	*	39%	71%	38%	33%
At Masters Grade Level	2024	21%	22%	**7%**	*	8%	8%	-	-	-	*	0%	*	0%	25%	0%	*
	2023	20%	22%	**14%**	*	0%	19%	-	-	-	-	0%	*	7%	43%	19%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	71%	**61%**	*	54%	58%	-	-	-	*	33%	*	53%	83%	50%	*
	2023	73%	74%	**71%**	*	73%	67%	-	-	-	-	43%	*	68%	86%	57%	67%
At Meets Grade Level or Above	2024	42%	45%	**30%**	*	15%	38%	-	-	-	*	8%	*	22%	50%	19%	*
	2023	45%	48%	**46%**	*	36%	52%	-	-	-	-	29%	*	39%	71%	33%	17%
At Masters Grade Level	2024	15%	18%	**7%**	*	8%	8%	-	-	-	*	0%	*	3%	17%	4%	*
	2023	19%	22%	**14%**	*	9%	19%	-	-	-	-	14%	*	4%	57%	10%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	80%	**88%**	*	85%	88%	-	-	-	-	75%	-	93%	75%	86%	100%
	2023	77%	78%	**75%**	50%	70%	81%	-	-	-	*	43%	*	69%	88%	68%	*
At Meets Grade Level or Above	2024	51%	53%	**45%**	*	23%	56%	-	-	-	-	33%	-	36%	67%	32%	17%
	2023	48%	50%	**40%**	0%	50%	45%	-	-	-	*	14%	*	34%	50%	18%	*
At Masters Grade Level	2024	23%	26%	**20%**	*	8%	24%	-	-	-	-	17%	-	7%	50%	18%	0%
	2023	22%	24%	**2%**	0%	0%	3%	-	-	-	*	0%	*	0%	6%	0%	*
Grade 4 Mathematics																	
At Approaches Grade Level or	2024	69%	70%	**73%**	*	77%	68%	-	-	-	-	50%	-	68%	83%	64%	83%

	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	2024																
	2023	71%	73%	**63%**	17%	50%	74%	-	-	-	*	43%	*	59%	69%	54%	*
At Meets Grade Level or Above	2024	46%	49%	**50%**	*	46%	52%	-	-	-	-	25%	-	46%	58%	36%	50%
	2023	48%	51%	**31%**	17%	30%	35%	-	-	-	*	43%	*	31%	31%	29%	*
At Masters Grade Level	2024	21%	23%	**28%**	*	31%	24%	-	-	-	-	8%	-	21%	42%	18%	33%
	2023	22%	25%	**4%**	0%	10%	3%	-	-	-	*	0%	*	3%	6%	4%	*
Grade 5 Reading																	

Texas Education Agency
2023-24 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)
At Masters Grade Level	2024	16%	16%	**12%**	0%	12%	17%	-	-	-	*	0%	*	10%	16%	10%	17%
	2023	17%	18%	**3%**	0%	0%	7%	-	-	*	-	0%	-	3%	0%	4%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	73%	**53%**	0%	57%	65%	-	-	-	*	20%	*	53%	52%	44%	60%
	2023	74%	76%	**47%**	29%	38%	60%	-	-	*	-	29%	-	45%	57%	35%	*
At Meets Grade Level or Above	2024	44%	47%	**30%**	0%	30%	39%	-	-	-	*	20%	*	25%	38%	25%	20%
	2023	47%	50%	**8%**	0%	0%	20%	-	-	*	-	0%	-	7%	14%	9%	*
At Masters Grade Level	2024	17%	20%	**6%**	0%	4%	9%	-	-	-	*	7%	*	6%	5%	6%	0%
	2023	17%	19%	**0%**	0%	0%	0%	-	-	*	-	0%	-	0%	0%	0%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	63%	**57%**	0%	70%	61%	-	-	-	*	33%	*	59%	52%	53%	60%
	2023	62%	64%	**42%**	0%	54%	47%	-	-	*	-	14%	-	45%	29%	30%	*
At Meets Grade Level or Above	2024	33%	36%	**26%**	0%	26%	35%	-	-	-	*	20%	*	25%	29%	28%	20%
	2023	33%	36%	**8%**	0%	0%	20%	-	-	*	-	0%	-	3%	29%	4%	*
At Masters Grade Level	2024	17%	19%	**6%**	0%	4%	9%	-	-	-	*	7%	*	3%	10%	8%	0%
	2023	16%	19%	**3%**	0%	0%	7%	-	-	*	-	0%	-	0%	14%	0%	*
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	71%	**63%**	40%	59%	75%	-	-	*	*	25%	*	65%	57%	53%	44%
	2023	72%	73%	**61%**	38%	60%	72%	-	-	-	*	20%	*	64%	55%	51%	40%
At Meets Grade Level or Above	2024	52%	53%	**37%**	10%	32%	55%	-	-	*	*	13%	*	38%	36%	25%	33%
	2023	52%	54%	**44%**	23%	43%	55%	-	-	-	*	7%	*	45%	41%	32%	30%
At Masters Grade Level	2024	16%	19%	**9%**	0%	5%	20%	-	-	*	*	0%	*	10%	7%	6%	0%
	2023	13%	16%	**9%**	0%	7%	17%	-	-	-	*	0%	*	11%	5%	6%	0%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	76%	**75%**	29%	68%	93%	-	-	-	*	17%	*	76%	73%	67%	44%

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	2023	74%	75%	**75%**	60%	62%	83%	-	-	-	*	39%	-	69%	100%	68%	*
At Meets Grade Level or Above	2024	58%	59%	**61%**	29%	52%	75%	-	-	-	*	8%	*	57%	73%	51%	33%
	2023	54%	56%	**41%**	20%	23%	60%	-	-	-	*	6%	-	40%	45%	26%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
ITALY ISD (070907) - ELLIS COUNTY

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At Masters Grade Level	2024	21%	22%	**7%**	*	8%	8%	-	-	-	*	0%	*	0%	25%	0%	*
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Grade 3 Mathematics																	
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	2023	45%	48%	**46%**	*	36%	52%	-	-	-	-	29%	*	39%	71%	33%	17%
At Masters Grade Level	2024	15%	18%	**7%**	*	8%	8%	-	-	-	*	0%	*	3%	17%	4%	*
	2023	19%	22%	**14%**	*	9%	19%	-	-	-	-	14%	*	4%	57%	10%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	80%	**88%**	*	85%	88%	-	-	-	-	75%	-	93%	75%	86%	100%
	2023	77%	78%	**75%**	50%	70%	81%	-	-	-	*	43%	*	69%	88%	68%	*
At Meets Grade Level or Above	2024	51%	53%	**45%**	*	23%	56%	-	-	-	-	33%	-	36%	67%	32%	17%
	2023	48%	50%	**40%**	0%	50%	45%	-	-	-	*	14%	*	34%	50%	18%	*
At Masters Grade Level	2024	23%	26%	**20%**	*	8%	24%	-	-	-	-	17%	-	7%	50%	18%	0%
	2023	22%	24%	**2%**	0%	0%	3%	-	-	-	*	0%	*	0%	6%	0%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	70%	**73%**	*	77%	68%	-	-	-	-	50%	-	68%	83%	64%	83%
	2023	71%	73%	**63%**	17%	50%	74%	-	-	-	*	43%	*	59%	69%	54%	*
At Meets Grade Level or Above	2024	46%	49%	**50%**	*	46%	52%	-	-	-	-	25%	-	46%	58%	36%	50%
	2023	48%	51%	**31%**	17%	30%	35%	-	-	-	*	43%	*	31%	31%	29%	*
At Masters Grade Level	2024	21%	23%	**28%**	*	31%	24%	-	-	-	-	8%	-	21%	42%	18%	33%
	2023	22%	25%	**4%**	0%	10%	3%	-	-	-	*	0%	*	3%	6%	4%	*
Grade 5 Reading																	

	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																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	74%	**75%**	*	62%	79%	-	-	-	*	67%	*	69%	92%	73%	*
	2023	76%	76%	**71%**	*	91%	62%	-	-	-	-	29%	*	68%	86%	67%	100%
At Meets Grade Level or Above	2024	48%	49%	**32%**	*	31%	25%	-	-	-	*	25%	*	22%	58%	19%	*
	2023	50%	52%	**46%**	*	36%	48%	-	-	-	-	29%	*	39%	71%	38%	33%
At Masters Grade Level	2024	21%	22%	**7%**	*	8%	8%	-	-	-	*	0%	*	0%	25%	0%	*
	2023	20%	22%	**14%**	*	0%	19%	-	-	-	-	0%	*	7%	43%	19%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	71%	**61%**	*	54%	58%	-	-	-	*	33%	*	53%	83%	50%	*
	2023	73%	74%	**71%**	*	73%	67%	-	-	-	-	43%	*	68%	86%	57%	67%
At Meets Grade Level or Above	2024	42%	45%	**30%**	*	15%	38%	-	-	-	*	8%	*	22%	50%	19%	*
	2023	45%	48%	**46%**	*	36%	52%	-	-	-	-	29%	*	39%	71%	33%	17%
At Masters Grade Level	2024	15%	18%	**7%**	*	8%	8%	-	-	-	*	0%	*	3%	17%	4%	*
	2023	19%	22%	**14%**	*	9%	19%	-	-	-	-	14%	*	4%	57%	10%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	80%	**88%**	*	85%	88%	-	-	-	-	75%	-	93%	75%	86%	100%
	2023	77%	78%	**75%**	50%	70%	81%	-	-	-	*	43%	*	69%	88%	68%	*
At Meets Grade Level or Above	2024	51%	53%	**45%**	*	23%	56%	-	-	-	-	33%	-	36%	67%	32%	17%
	2023	48%	50%	**40%**	0%	50%	45%	-	-	-	*	14%	*	34%	50%	18%	*
At Masters Grade Level	2024	23%	26%	**20%**	*	8%	24%	-	-	-	-	17%	-	7%	50%	18%	0%
	2023	22%	24%	**2%**	0%	0%	3%	-	-	-	*	0%	*	0%	6%	0%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	70%	**73%**	*	77%	68%	-	-	-	-	50%	-	68%	83%	64%	83%
	2023	71%	73%	**63%**	17%	50%	74%	-	-	-	*	43%	*	59%	69%	54%	*
At Meets Grade Level or Above	2024	46%	49%	**50%**	*	46%	52%	-	-	-	-	25%	-	46%	58%	36%	50%
	2023	48%	51%	**31%**	17%	30%	35%	-	-	-	*	43%	*	31%	31%	29%	*
At Masters Grade Level	2024	21%	23%	**28%**	*	31%	24%	-	-	-	-	8%	-	21%	42%	18%	33%
	2023	22%	25%	**4%**	0%	10%	3%	-	-	-	*	0%	*	3%	6%	4%	*
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
ITALY ISD (070907) - ELLIS COUNTY

Italy Independent School District
Generated by Plan4Learning.com

15 of 60

District #070907
January 16, 2025 4:17 PM

	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																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	74%	**75%**	*	62%	79%	-	-	-	*	67%	*	69%	92%	73%	*
	2023	76%	76%	**71%**	*	91%	62%	-	-	-	-	29%	*	68%	86%	67%	100%
At Meets Grade Level or Above	2024	48%	49%	**32%**	*	31%	25%	-	-	-	*	25%	*	22%	58%	19%	*
	2023	50%	52%	**46%**	*	36%	48%	-	-	-	-	29%	*	39%	71%	38%	33%
At Masters Grade Level	2024	21%	22%	**7%**	*	8%	8%	-	-	-	*	0%	*	0%	25%	0%	*
	2023	20%	22%	**14%**	*	0%	19%	-	-	-	-	0%	*	7%	43%	19%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	71%	**61%**	*	54%	58%	-	-	-	*	33%	*	53%	83%	50%	*
	2023	73%	74%	**71%**	*	73%	67%	-	-	-	-	43%	*	68%	86%	57%	67%
At Meets Grade Level or Above	2024	42%	45%	**30%**	*	15%	38%	-	-	-	*	8%	*	22%	50%	19%	*
	2023	45%	48%	**46%**	*	36%	52%	-	-	-	-	29%	*	39%	71%	33%	17%
At Masters Grade Level	2024	15%	18%	**7%**	*	8%	8%	-	-	-	*	0%	*	3%	17%	4%	*
	2023	19%	22%	**14%**	*	9%	19%	-	-	-	-	14%	*	4%	57%	10%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	80%	**88%**	*	85%	88%	-	-	-	-	75%	-	93%	75%	86%	100%
	2023	77%	78%	**75%**	50%	70%	81%	-	-	-	*	43%	*	69%	88%	68%	*
At Meets Grade Level or Above	2024	51%	53%	**45%**	*	23%	56%	-	-	-	-	33%	-	36%	67%	32%	17%
	2023	48%	50%	**40%**	0%	50%	45%	-	-	-	*	14%	*	34%	50%	18%	*
At Masters Grade Level	2024	23%	26%	**20%**	*	8%	24%	-	-	-	-	17%	-	7%	50%	18%	0%
	2023	22%	24%	**2%**	0%	0%	3%	-	-	-	*	0%	*	0%	6%	0%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	70%	**73%**	*	77%	68%	-	-	-	-	50%	-	68%	83%	64%	83%
	2023	71%	73%	**63%**	17%	50%	74%	-	-	-	*	43%	*	59%	69%	54%	*
At Meets Grade Level or Above	2024	46%	49%	**50%**	*	46%	52%	-	-	-	-	25%	-	46%	58%	36%	50%
	2023	48%	51%	**31%**	17%	30%	35%	-	-	-	*	43%	*	31%	31%	29%	*
At Masters Grade Level	2024	21%	23%	**28%**	*	31%	24%	-	-	-	-	8%	-	21%	42%	18%	33%
	2023	22%	25%	**4%**	0%	10%	3%	-	-	-	*	0%	*	3%	6%	4%	*
Grade 5 Reading																	

Texas Education Agency
2023-24 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)

Category	Year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Reading and Mathematics Including EOC	2024	42%	45%	**50%**	17%	50%	57%	-	-	*	*	22%	-	48%	53%	41%	*
	2023	43%	46%	**31%**	*	25%	32%	*	-	-	*	14%	-	27%	38%	23%	*
Reading Including EOC	2024	55%	57%	**58%**	33%	60%	60%	-	-	*	*	22%	-	58%	60%	48%	*
	2023	57%	58%	**36%**	*	25%	36%	*	-	-	*	14%	-	35%	38%	31%	*
Math Including EOC	2024	51%	54%	**69%**	17%	70%	80%	-	-	*	*	44%	-	70%	67%	63%	*
	2023	51%	55%	**49%**	*	63%	48%	*	-	-	*	29%	-	38%	69%	42%	*
6th Graders																	
Reading and Mathematics	2024	36%	41%	**28%**	*	9%	40%	*	-	-	-	0%	*	26%	31%	20%	0%
	2023	35%	40%	**42%**	29%	33%	56%	-	-	-	-	15%	*	39%	47%	32%	43%
Reading and Mathematics Including EOC	2024	36%	41%	**28%**	*	9%	40%	*	-	-	-	0%	*	26%	31%	20%	0%
	2023	35%	40%	**42%**	29%	33%	56%	-	-	-	-	15%	*	39%	47%	32%	43%
Reading Including EOC	2024	57%	59%	**41%**	*	18%	52%	*	-	-	-	0%	*	43%	38%	36%	20%
	2023	52%	55%	**53%**	43%	50%	61%	-	-	-	-	31%	*	57%	47%	43%	57%
Math Including EOC	2024	40%	44%	**31%**	*	9%	44%	*	-	-	-	0%	*	26%	38%	24%	0%
	2023	40%	45%	**51%**	43%	33%	72%	-	-	-	-	15%	*	46%	60%	43%	43%
7th Graders																	
Reading and Mathematics	2024	35%	39%	**30%**	43%	16%	39%	*	-	-	*	13%	*	25%	40%	22%	33%
	2023	37%	42%	**45%**	13%	48%	55%	-	-	-	*	13%	*	44%	45%	40%	50%
Reading and Mathematics Including EOC	2024	36%	40%	**30%**	43%	16%	39%	*	-	-	*	13%	*	25%	40%	22%	33%
	2023	38%	43%	**45%**	13%	48%	55%	-	-	-	*	13%	*	44%	45%	40%	50%
Reading Including EOC	2024	54%	57%	**60%**	43%	63%	67%	*	-	-	*	25%	*	63%	53%	53%	78%
	2023	55%	58%	**62%**	25%	67%	72%	-	-	-	*	27%	*	63%	61%	57%	70%
Math Including EOC	2024	40%	44%	**32%**	43%	21%	39%	*	-	-	*	19%	*	28%	40%	25%	33%
	2023	43%	48%	**47%**	13%	52%	55%	-	-	-	*	13%	*	48%	45%	43%	60%
8th Graders																	
Reading and Mathematics	2024	28%	29%	**45%**	0%	48%	57%	-	-	-	*	13%	*	50%	38%	39%	60%
	2023	31%	32%	**31%**	0%	15%	53%	-	-	*	-	0%	-	31%	29%	26%	*
Reading and Mathematics Including EOC	2024	41%	45%	**45%**	0%	48%	57%	-	-	-	*	13%	*	50%	38%	39%	60%
	2023	44%	48%	**31%**	0%	15%	53%	-	-	*	-	0%	-	31%	29%	26%	*
Reading Including EOC	2024	57%	60%	**66%**	33%	70%	74%	-	-	-	*	27%	*	75%	52%	61%	80%
	2023	58%	61%	**56%**	14%	54%	73%	-	-	*	-	0%	-	59%	43%	48%	*

	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	74%	**75%**	*	62%	79%	-	-	-	*	67%	*	69%	92%	73%	*
	2023	76%	76%	**71%**	*	91%	62%	-	-	-	-	29%	*	68%	86%	67%	100%
At Meets Grade Level or Above	2024	48%	49%	**32%**	*	31%	25%	-	-	-	*	25%	*	22%	58%	19%	*

	Year																
	2023	50%	52%	46%	*	36%	48%	-	-	-	-	29%	*	39%	71%	38%	33%
At Masters Grade Level	2024	21%	22%	7%	*	8%	8%	-	-	-	*	0%	*	0%	25%	0%	*
	2023	20%	22%	14%	*	0%	19%	-	-	-	-	0%	*	7%	43%	19%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	71%	61%	*	54%	58%	-	-	-	*	33%	*	53%	83%	50%	*
	2023	73%	74%	71%	*	73%	67%	-	-	-	-	43%	*	68%	86%	57%	67%
At Meets Grade Level or Above	2024	42%	45%	30%	*	15%	38%	-	-	-	*	8%	*	22%	50%	19%	*
	2023	45%	48%	46%	*	36%	52%	-	-	-	-	29%	*	39%	71%	33%	17%
At Masters Grade Level	2024	15%	18%	7%	*	8%	8%	-	-	-	*	0%	*	3%	17%	4%	*
	2023	19%	22%	14%	*	9%	19%	-	-	-	-	14%	*	4%	57%	10%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	80%	88%	*	85%	88%	-	-	-	-	75%	-	93%	75%	86%	100%
	2023	77%	78%	75%	50%	70%	81%	-	-	-	*	43%	*	69%	88%	68%	*
At Meets Grade Level or Above	2024	51%	53%	45%	*	23%	56%	-	-	-	-	33%	-	36%	67%	32%	17%
	2023	48%	50%	40%	0%	50%	45%	-	-	-	*	14%	*	34%	50%	18%	*
At Masters Grade Level	2024	23%	26%	20%	*	8%	24%	-	-	-	-	17%	-	7%	50%	18%	0%
	2023	22%	24%	2%	0%	0%	3%	-	-	-	*	0%	*	0%	6%	0%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	70%	73%	*	77%	68%	-	-	-	-	50%	-	68%	83%	64%	83%
	2023	71%	73%	63%	17%	50%	74%	-	-	-	*	43%	*	59%	69%	54%	*
At Meets Grade Level or Above	2024	46%	49%	50%	*	46%	52%	-	-	-	-	25%	-	46%	58%	36%	50%
	2023	48%	51%	31%	17%	30%	35%	-	-	-	*	43%	*	31%	31%	29%	*
At Masters Grade Level	2024	21%	23%	28%	*	31%	24%	-	-	-	-	8%	-	21%	42%	18%	33%
	2023	22%	25%	4%	0%	10%	3%	-	-	-	*	0%	*	3%	6%	4%	*
Grade 5 Reading																	

Curriculum, Instruction, and Assessment

Summary of Strengths:

- The 2024 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:
    - 85% approaching
    - 60% meets
    - 30% masters
    - 97% attendance rate
    - 75% of students show growth
    - 70% 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
    - Amplify ELAR (K-5)
    - Eureka 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 3-4 school years.
- 4-Day Instructional Week Calendar year 2
- Faculty Sunshine Committee 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.

- Provide Social-Emotional Learning programs to all students
- 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 twice 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 3-4 school years.

4-Day Instructional Week Calendar year 2

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 60% and 30%.   **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 Eureka Math, Carnegie Math, Amplify RLA, SAVVAS RLA, Lowman Social Studies and Stemscopes 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 assessments 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 is 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 (Prioritized): Inconsistent and short-term leadership has hindered the stability of staff and overall performance of the students and campuses.   **Root Cause:** Four superintendents in two years prior to current superintendent. Similar changes with campus principals on both campuses prior to current principals arrived.

Priority Problem Statements

Problem Statement 1: Attendance rates have not averaged 98% or higher since 2019-2020.

Root Cause 1: As a result of COVID-19 and other factors, ADA has fallen over the past 2 years. 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 60% and 30%.

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

Problem Statement 6: Inconsistent and short-term leadership has hindered the stability of staff and overall performance of the students and campuses.

Root Cause 6: Four superintendents in two years prior to current superintendent. Similar changes with campus principals on both campuses prior to current principals arrived.

Problem Statement 6 Areas: Perceptions

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
- 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 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
- ASPIRE
- 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 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

Goals

Revised/Approved: January 27, 2025

Goal 1: Academic Achievement:
Italy ISD will provide high quality educational programs that equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 1: Instruction:
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 available high quality instructional materials.

High Priority

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Effective Tier 1 Instruction:	**Formative**		
Italy ISD teachers will practice effective Tier 1 Instructional strategies including:	**Dec**	**Mar**	**June**

- Increased student-to-student and student-to-teacher engagement related to TEKS being taught
- Appropriate rigor levels
- Use of research-based instructional strategies
- Use of high quality instructional materials with consistency & fidelity
- TEKS standards-based instruction
    Strategy's Expected Result/Impact: Instruction that is aligned to the scope and sequence and instruction that is engaging.
    Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction, Campus Administration and Instructional Coaches
	70%		

Strategy 2 Details	**Formative Reviews**		

	Formative		
Strategy 2: 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	**Dec**	**Mar**	**June**
	70%		

Strategy's Expected Result/Impact: Staff will be provided ongoing and relevant professional development that translates to student engagement and success.

Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction, Campus Administration and Instructional Coaches

Funding Sources: Professional Development Expenses - 255 - Title II, Part A Prof Develop - $13,162, Professional Development Expenses - 211 - Title 1, Part A-Improving Basic Prog. - $46,365

Strategy 3 Details	**Formative Reviews**		

	Formative		
Strategy 3: 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].	**Dec**	**Mar**	**June**
	70%		

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction, Campus Administration and Instructional Coaches

Funding Sources: Summer School Staff - 211 - Title 1, Part A-Improving Basic Prog. - $15,000, Personnel, Instructional Materials and Support Services for At-Risk Students - State Compensatory Education (SCE) - $655,963, Instruction, Intervention & Support's for Special Education Preschool students - 314 - IDEA-B Preschool - $11,606, Instruction, Intervention & Support's for Early Childhood students - Early Education Allotment - $73,650, Instruction, Intervention & Support's for Special Education students - 313 - IDEA-B Formula - $305,029

Strategy 4 Details	**Formative Reviews**		

	Formative		
Strategy 4: Graduation: 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.	**Dec**	**Mar**	**June**
	90%		

Strategy's Expected Result/Impact: Students graduate in four years at a 96.0% rate or higher with CCMR opportunities.

Staff Responsible for Monitoring: Campus Administration & School Counselor

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Academic Achievement:

Italy ISD will provide high quality educational programs that equip all students for high levels of academic achievement and continuous growth and development.

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	Formative Reviews		
Strategy 1: HQIM: High Quality Instructional Materials:	**Formative**		
Italy ISD staff will utilize high quality instructional materials and support programs for teaching and engaging students.	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction, Campus Administration and Instructional Coaches **Funding Sources:** Curriculum Supplies and Materials - 211 - Title 1, Part A-Improving Basic Prog. - $35,000, - 410 - IMA (Instructional Materials Allotment)	80%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Technology:	**Formative**		
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)].	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction, Executive Director of Technology, Campus Administration **Funding Sources:** Instructional & Technology Support - 270 - REAP Grant - $10,000	75%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Intervention, Support & Differentiated Enrichment Programs:	**Formative**		
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).	**Dec**	**Mar**	**June**
- GT - Dyslexia [TEC 11.252(a)(3)(B)(iv)] - ELL - Special Education - Multi-Tiered System of Supports **Strategy's Expected Result/Impact:** Be able to determine the effectiveness of all subjects, courses, programs, and services and to monitor and react to any gaps in performance. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction, Director of ECSSA and Campus Administration **Funding Sources:** Intervention & Support Supplies and Materials - 211 - Title 1, Part A-Improving Basic Prog. - $35,000, Homeless Resources - 211 - Title 1, Part A-Improving Basic Prog. - $1,000, Dyslexia Allotment - Dyslexia Allotment - $34,496, Bilingual Education Allotment - Bilingual Education lock Grant - $36,159, Gifted & Talented Adjusted Allotment - Gifted & Talented Block Grant - $5,064, 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	75%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Career and Technology Education:	**Formative**		
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)].	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: 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.. **Staff Responsible for Monitoring:** High school administration, High school counselor, and PEIMS coordinator **Funding Sources:** - Perkins V - Region 10 ESC CTE Consortium, CTE Personnel, instructional supplies & materials, etc... - CTE Block Grant	70%		

Strategy 5 Details	Formative Reviews		
Strategy 5: Financial Management of Resources:	**Formative**		
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.	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: A rating on the Financial Integrity Rating System of Texas (FIRST) Report **Staff Responsible for Monitoring:** Superintendent and Business Manager	60%		

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Academic Achievement:
Italy ISD will provide high quality educational programs that equip all students for high levels of academic achievement and continuous growth and development.

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	Formative Reviews		
Strategy 1: State Assessments:	**Formative**		
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:	**Dec**	**Mar**	**June**

- 90% approaching, 60% meets, and 30% masters
- Individual student growth on STAAR will be 75%
- 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.
  Targets will be revised as appropriate. (HB3)
- 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.
  Targets will be revised as appropriate. (HB3)
    Strategy's Expected Result/Impact: Consistent improvement in student performance on STAAR in all areas and subgoups.
    Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction and Campus Administration
	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: District Assessments:	**Formative**		
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:	**Dec**	**Mar**	**June**

- NWEA MAP Assessments
- Interim Assessments
- PK-2 Assessments
    Strategy's Expected Result/Impact: Consistent improvement in student performance on all locally determined assessments.
    Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction and Campus Administration
	50%		

Strategy 3 Details	**Formative Reviews**		
Strategy 3: 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.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** High school administration, High school counselor, and PEIMS coordinator **Funding Sources:** CTE Personnel, Instructional Supplies & Materials, etc... - CTE Block Grant - $825,912	90%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: Academic Achievement:
Italy ISD will provide high quality educational programs that equip all students for high levels of academic achievement and continuous growth and development.

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	Formative Reviews		
Strategy 1: Recruit & Retain Highly Qualified Staff:	**Formative**		
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.	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Italy ISD will be able to better attract teaching candidates and also be able to retain current teachers. **Staff Responsible for Monitoring:** Superintendent & Campus Administration	80%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Coaching & Feedback:	**Formative**		
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...	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Superintendent & Campus Administration	70%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Development:	**Formative**		
Italy ISD will provide orientation and training for new staff and provide high quality staff development for all staff.	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Italy ISD will provide orientation and training for new staff and provide high quality staff development for current staff
    Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction and Campus Administration
 	
    Funding Sources: Contracted Professional Development - 255 - Title II, Part A Prof Develop - $12,621
	70%		

0% No Progress   100% 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	Formative Reviews		
Strategy 1: Safety Plans, Audits and Assessments (Crisis Management Plans):	**Formative**		
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.	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create campuses and district buildings that are safe and secure **Staff Responsible for Monitoring:** Superintendent, District Emergency Management Coordinator, & Campus Administration	80%		

Strategy 2 Details	Formative Reviews		
Strategy 2: School Resource Officer per campus:	**Formative**		
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.	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: 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 **Staff Responsible for Monitoring:** Superintendent, District Emergency Management Coordinator, & Campus Administration **Funding Sources:** 2 School Police Officers - 199 - General Fund - $94,615	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: TEA School Safety Standards and Upgrades:	**Formative**		
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.	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create campuses and district buildings that are safe and secure **Staff Responsible for Monitoring:** Superintendent, District Emergency Management Coordinator, & Campus Administration **Funding Sources:** State-required safety upgrades - School Safety Standards Formula Grant - $100,000	75%		

Strategy 4 Details	Formative Reviews		

Strategy 4: 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.
    Strategy's Expected Result/Impact: Create campuses and district buildings that are safe and secure
    Staff Responsible for Monitoring: District Emergency Management Coordinator, & Campus Administration
	Formative		

	Dec	Mar	June
	50%		

Strategy 5 Details	Formative Reviews		

Strategy 5: 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.
    Strategy's Expected Result/Impact: Create campuses and district buildings that are safe and secure
    Staff Responsible for Monitoring: Director of Operations, District Emergency Management Coordinator, & Campus Administration
 	
    Funding Sources: - School Safety Standards Formula Grant - $100,000
	Formative		

	Dec	Mar	June
	70%		

0% No Progress   100% 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 97% or greater.

High Priority

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

Strategy 1 Details	Formative Reviews		

Strategy 1: Attendance Incentives:
Italy ISD campuses will each implement appropriate incentives for attendance and promote the importance of good attendance.
   Strategy's Expected Result/Impact: Overall attendance for the district and each campus is 97% or greater.
   Staff Responsible for Monitoring: Campus Administration & PEIMS Coordinator
	Formative		

	Dec	Mar	June
	75%		

Strategy 2 Details	Formative Reviews		

Strategy 2: Attendance Counseling:
Italy ISD campuses will each implement strategies to counsel parents, guardians, and students who have excessive absences.
   Strategy's Expected Result/Impact: Overall attendance for the district and each campus is 97% or greater.
   Staff Responsible for Monitoring: Campus Administration & School Counselor
	Formative		

	Dec	Mar	June
	75%		

Strategy 3 Details	Formative Reviews		

Strategy 3: 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.
   Strategy's Expected Result/Impact: Reduced retention/credit recovery rates and increased attendance percentage
   Staff Responsible for Monitoring: Campus Administration & School Counselor
	Formative		

	Dec	Mar	June
	60%		

0% No Progress	100% 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	Formative Reviews		
Strategy 1: Discipline Management Plan and BIPs:	**Formative**		
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.	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Superintendent, Director of ECSSA & Campus Administration	75%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Positive Behavior Programs and Supports:	**Formative**		
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)].	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create schools that are safe and orderly **Staff Responsible for Monitoring:** Campus Administration and Counseling Staff	75%		

0% No Progress   100% 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	Formative Reviews		
Strategy 1: Comprehensive School Counseling Program:	**Formative**		
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].	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: School counseling program that provides the support students, staff and families need to assist students for overall success. **Staff Responsible for Monitoring:** Campus Administration and Counseling staff	75%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Staff Training:	**Formative**		
Italy ISD will provide staff training and support in the areas of: - Grief-informed and trauma-informed care (psychological first aid training) [TEC 38.036]	**Dec**	**Mar**	**June**

- Suicide prevention and conflict resolution[TEC 11.252(3)(B)]
- Prevention program of unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E)], [TEC 37.083(a)]
- Dating violence and violence prevention [TEC 11.252(3)(B)(iii)]
- Sexual abuse, sex trafficking, and other maltreatment of children [TEC 38.0041(a)]
- Positive behavior supports and interventions
    Strategy's Expected Result/Impact: Create schools, staff and students that are safe, healthy, aware and supportive of how to protect themselves and others against violent and traumatic incidents.
    Staff Responsible for Monitoring: Superintendent, Campus Administration, and Counseling staff
	100%	100%	100%

0% No Progress   100% 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	Formative Reviews		

Strategy 1: 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.
     Strategy's Expected Result/Impact: Create a website that functions effectively and allows for two-way communication between schools and parents/community
     Staff Responsible for Monitoring: Superintendent, Executive Director of Technology & Campus Administration
	Formative		

	Dec	**Mar**	**June**
	70%		

Strategy 2 Details	Formative Reviews		

Strategy 2: 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 heaving immediate access to their grades and assignments.
     Strategy's Expected Result/Impact: Parents and students will be more aware of their grades and assignments as well as campus and district notifications.
     Staff Responsible for Monitoring: Executive Director of Technology & Campus Administration
	Formative		

	Dec	**Mar**	**June**
	80%		

Strategy 3 Details	Formative Reviews		

Strategy 3: Social Media:
 Italy ISD will utilize social media outlets to convey information to the public on school events, activities, and updates.
     Strategy's Expected Result/Impact: Consistent flow of accurate and current information through social media sites.
     Staff Responsible for Monitoring: Executive Director of Technology & Campus Administration
	Formative		

	Dec	**Mar**	**June**
	80%		

0% No Progress   100% 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	Formative Reviews		
Strategy 1: Community Activities:	**Formative**		
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...	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Local Partnerships, Increased number of community events and community/parent participation **Staff Responsible for Monitoring:** Superintendent & Campus Administration	80%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $655,963.00
Total FTEs Funded by SCE: 8.4
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

Name	Position	FTE
Amber Simpson	LSSP-Student Support Counselor	0.75
Angela Guidry	504 Coordinator	0.5
Angela Janek	Dyslexia Teacher	0.5
Cassandra Pillow	Elementary Paraprofessional	0.2
Christina Richards	504 Teacher	0.5
Connie Case	Elementary Teacher	0.5
Francis Allen	Elementary Paraprofessional	0.5
Haley Mounce	Elementary Paraprofessional	0.8
Kellie Vrba	Elementary Paraprofessional	0.2
Kristi Cooley	JH-HS Paraprofessional	0.25
LaShanda Johnson	JH-HS Paraprofessional	1
Misty Escamilla	Elementary Paraprofessional	0.7
Patricia Price	Elementary Paraprofessional	1
Wahalla Spraberry	Elementary Teacher	1

Title I

1.1: Comprehensive Needs Assessment

The district site-based decision making committee is comprised of stakeholders from all required areas usually chosen by nomination or volunteer. The committee serves as committee for most district required communication. Three meetings are held a year to discuss needs, create surveys for feedback, analyze feedback, and create a plan based on feedback. Then the committee prioritizes district needs based on their analysis, which then drives the creation of programs and activities as well as requested budgets to support those programs.

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.

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 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.

Results include:

Demographics:

People Responsible – Superintendent and Coordinator of Student Support Services

Data reviewed quarterly and every 6 weeks.

Data Sources Reviewed:

- Enrollment
- Daily attendance
- Mobility/Stability
- Socioeconomic status
- Special program participation

Summary of Strengths:

- Special Education Mainstream ADA increased from 9.2 in 2019-2020 to 14.2 in 2020-2021
- Enrollment is slowing increasing in the district
- CCMR graduate percentage increasing
- Class sizes remain below state average

Summary of Needs:

- ADA has fallen over the past 2 years as a result of COVID-19 and the ramifications on education need to decrease turnover rate of teachers

Priorities:

- Increase in attendance

Actions:

- Attendance incentives
- Attendance awareness to parents

Student Achievement, Curriculum, Instruction, and Assessment:

People Responsible – Superintendent, Campus Principals, and Director of Teaching and Learning

Data reviewed quarterly.

Data Sources Reviewed:

- Academic performance – Report card grades, Benchmarks/NWEA MAP Assessments, STAAR tests
- Completion rates – Promotion/graduation rates, Retention rates, Dropout rates
- Post-secondary - Number/percent of students attending/completing post-secondary schools, Number/percent of students accepted in the armed forces
- Instructional programs – Monitoring, evaluating, and modifying programs, and maximize student engagement and learning
- Instructional materials – Amount/quality of textbooks and supplemental resources
- Available professional and paraprofessional support staff b. Summary of Strengths:
- TEKS Resource system and other aligned resources support course curriculum standards

Summary of Needs:

- Some teachers required additional training on the resources available to support aligned curriculum expectations
- Learning loss due to the COVID-19 pandemic

Priorities:

- Training
- Identification
- Effectiveness Analyzation
- Identify Usage Frequency
- Mitigate learning loss due to the COVID-19 pandemic

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:

People Responsible – Campus Principals

Data reviewed biannually.

Data Sources Reviewed:

- Average class size
- School climate – Quality of student-teacher relationships, Student attitudes toward school, Teacher job satisfaction
- Student discipline and behaviors – Discipline referrals, Suspensions, Expulsion, Attendance, Tardiness
- Extracurricular activities and clubs
- Classroom management and organization

Summary of Strengths:

- Faculty Committees for staff morale
- Experienced staff with continuity at the campuses
- Use of multiple communication methods

Summary of Needs:

- Frequent change of administration
- Lack of focus on district vision and mission
- Lack of substitute teachers
- Teacher burnout and need more planning and preparation
- Integrate health and safety practices within everyday school activities
- Continued efforts to minimize the spread of infectious diseases in response to the COVID-19 pandemic
- Mental health and support services to address the social, emotional, and mental health needs of all students in response to the COVID-19 pandemic

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
- Minimize the spread of infectious diseases in response to the COVID-19 pandemic
- Mental health and support services to address the social, emotional, and mental health needs of all students in response to the COVID-19 pandemic

Actions:

- Evaluate school calendar and consider end of 6-weeks opportunities
- Team-building events for staff
- Adjusting counselors job roles and responsibilities
- Provide Social-Emotional Learning programs to all students
- Character Education Presenter
- Drug Testing Program
- Student CPR and First Aid Training

Staff Quality, Professional Development, Recruitment, and Retention

Person responsible – Superintendent, Principal, Assistant Principal, and Curriculum Director

Data reviewed annually.

Data Sources Reviewed:

- Certification status – Number of staff specialists, counselors, psychologists
- Professional development opportunities and resources
- Staff demographics
- School administrators – Number and experience of administrators
- Recruitment and retention strategies

Summary of Strengths:

- Increase hiring of teachers with experience

Summary of Needs:

- Administrative turnover
- 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

Parent and Community Involvement:

People responsible – Superintendent and Campus Principals

Data reviewed annually.

Data Sources Reviewed:

- Parental involvement – Volunteering and Open House
- Frequency of information disseminated
- Involvement of parents and community in school decisions
- Types of community partnerships
- Health services

Summary of Strengths:

- Various parent and community engagement opportunities

Summary of Needs:

- Reinstate volunteer program with guidelines
- 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

Technology:

People Responsible – Director of Technology

Date reviewed biannually.

Data Sources Reviewed:

- Amount, quality and/or availability of equipment, software
- Extent to which teachers integrate technology into instruction
- Up-to date/out-of-date hardware and software
- Barriers preventing effective use of technology
- Technology professional development opportunities

Summary of Strengths:

- Bandwidth and firewall infrastructure is solid for accommodating end-user clients
- One-to-one devices for all students
- Promethean boards in all classrooms
- Variety of instructional technology resources for teachers
- Professional development provided in groups and individually
- Efficient and effective help desk to remedy issues in classrooms
- Technology resources to meet different levels of student learning

Summary of Needs:

- Need more outdoor AP coverage/security coverage
- Need more document cameras
- Additional educational technology in response to the COVID-19 pandemic

Priorities:

- Outside APS-Bridges
- Security cameras for more coverage
- Document cameras for classrooms

Actions:

- Continual assessment of budget resources for adding devices and coverage as available
- Purchase educational technology to mitigate learning loss due to the COVID-19 pandemic

Interventions:

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
- Saturday 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 PK-12
- Special Education for eligible students
- Dyslexia services for eligible students
- 504 services for eligible students

Italy ISD Site-Based Decision Making Committee

Committee Role	Name	Position
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
Parent	Lee Guidry	Parent
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	Sabrina Mathis	Executive Director of Curriculum & Instruction
Administrator	Rachel Kistner	Superintendent

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		$46,365.00
1	1	3	Summer School Staff		$15,000.00
1	2	1	Curriculum Supplies and Materials		$35,000.00
1	2	3	Intervention & Support Supplies and Materials		$35,000.00
1	2	3	Homeless Resources		$1,000.00
				Sub-Total	$132,365.00
				Budgeted Fund Source Amount	$132,365.00
				+/- Difference	$0.00

255 - Title II, Part A Prof Develop

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development Expenses		$13,162.00
1	4	3	Contracted Professional Development		$12,621.00
				Sub-Total	$25,783.00
				Budgeted Fund Source Amount	$25,783.00
				+/- Difference	$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
				Sub-Total	$6,030.00
				Budgeted Fund Source Amount	$6,030.00
				+/- Difference	$0.00

313 - IDEA-B Formula

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instruction, Intervention & Support's for Special Education students		$305,029.00
1	2	3	Special Education Personnel, Services and Materials		$0.00
				Sub-Total	$305,029.00

313 - IDEA-B Formula

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
			Budgeted Fund Source Amount		$305,029.00
			+/- Difference		$0.00

314 - IDEA-B Preschool

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instruction, Intervention & Support's for Special Education Preschool students		$11,606.00
				Sub-Total	$11,606.00
			Budgeted Fund Source Amount		$11,606.00
			+/- Difference		$0.00

270 - REAP Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Instructional & Technology Support		$10,000.00
				Sub-Total	$10,000.00
			Budgeted Fund Source Amount		$10,000.00
			+/- Difference		$0.00

Bilingual Education lock Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Bilingual Education Allotment		$36,159.00
				Sub-Total	$36,159.00
			Budgeted Fund Source Amount		$36,159.00
			+/- Difference		$0.00

CTE Block Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	CTE Personnel, instructional supplies & materials, etc...		$0.00
1	3	3	CTE Personnel, Instructional Supplies & Materials, etc...		$825,912.00
				Sub-Total	$825,912.00
			Budgeted Fund Source Amount		$825,912.00
			+/- Difference		$0.00

Dyslexia Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Dyslexia Allotment		$34,496.00

			Dyslexia Allotment		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$34,496.00
				Budgeted Fund Source Amount	$34,496.00
				+/- Difference	$0.00
			Early Education Allotment		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Instruction, Intervention & Support's for Early Childhood students		$73,650.00
				Sub-Total	$73,650.00
				Budgeted Fund Source Amount	$73,650.00
				+/- Difference	$0.00
			Gifted & Talented Block Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	Gifted & Talented Adjusted Allotment		$5,064.00
				Sub-Total	$5,064.00
				Budgeted Fund Source Amount	$5,064.00
				+/- Difference	$0.00
			School Safety Standards Formula Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	3	State-required safety upgrades		$100,000.00
2	2	5			$100,000.00
				Sub-Total	$200,000.00
				Budgeted Fund Source Amount	$200,000.00
				+/- Difference	$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		$655,963.00
				Sub-Total	$655,963.00
				Budgeted Fund Source Amount	$655,963.00
				+/- Difference	$0.00
				Grand Total Budgeted	$2,322,057.00
				Grand Total Spent	$2,322,057.00

State Compensatory Education (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00