

DISTRICT IMPROVEMENT PLAN 2019-2020

MOTLEY COUNTY
INDEPENDENT SCHOOL DISTRICT

Table of Contents

DISTRICT IMPROVEMENT PLAN.....	1
MOTLEY COUNTY	1
Goal #1-Student Performance	7
Reading.....	7
Mathematics.....	12
Writing.....	15
Science.....	19
Social Studies.....	23
Goal #2-Student Attendance	27
Goal #3-Student Drop-Out Rate	29
Goal #4-College Entrance Exam Participation and Performance	32
Goal #5-Special Programs	34
Goal #6-Technology	38
Goal #7-School Safety	41
Goal #8-Parent Involvement	43
Goal #9-PBM Risk Factors	46
Public Education Mission	48
Effective School Correlates	49
Community and School Strategies	51
Special Programs / Special Populations	52
Funding Sources	53

Motley County Independent School District
SITE-BASED DECISION-MAKING COMMITTEE
DISTRICT IMPROVEMENT PLAN
2019-2020

The Motley County ISD Board of Trustees approves the District Improvement Plan annually. This plan is a “living document” that will be reviewed and modified throughout the year as educational programs are revised. Teachers, students, parents, and other stakeholders will remain involved in this review process.

This plan can be accessed for public view in the High School Office and the Motley County Web-Site (www.motleyco.org).

The SBDM committee of Motley County ISD has developed the following plan, and the signatures below indicate their agreement with and support of the District Improvement Plan.

William Cochran, Superintendent

James Richards, Principal

Judy Cooper, Secondary Teacher

Charli Bigham , Elementary Teacher

Kathy Gillespie, Secondary Teacher

Jenny Fulton, Elementary Teacher

Scott Fulton, Parent Representative

Stayce Melton, Business Representative

Denise Lawrence, Elementary Teacher

Gail Ream, Business Representative

Nancy Marshall, Parent Representative

Robert Fisk, Parent Representative

District Vision

Dedicated to Excellence
Committed to Students (Children)

District Mission Statement:

The Motley County educational system is committed to providing opportunities for all students so that they may be prepared to participate as responsible citizens in an ever-changing society. We are convinced that all students can achieve success. We pledge to provide for their development mentally, physically, emotionally, and socially to assure the success of the world's tomorrow.

Motley County ISD Board of Trustees 2019-2020 Board & District Goals

The Motley County ISD Board of Trustees, in conjunction with the administrative staff, has set the following Board and District goals for the 2019-2020 school year. The board and administrative staff, working together as a team, will strive to provide support and the tools necessary to reach these goals. The board and administrative staff acknowledge the efforts and progress made by everyone involved in striving to reach these goals.

1. Emphasize continuous improvement.
2. Promote positive public relations.
3. Welcome visitors, creating a warm and friendly environment at school.
4. Create an attractive school environment for students and staff.
5. Encourage participation in and recognize achievement of student

academic extracurricular activities.

6. Provide students with quality, rigorous instruction designed to prepare them for life after graduation.
7. Build student pride in school.
8. Maintain and improve the appearance of grounds and facilities.
9. Emphasize visibility of school board members at school activities.
10. Employment of a conservative and efficient approach to fiscal management.
11. Recognition of achievements of staff, thus building staff morale.
12. Recruit and retain qualified staff.
13. Focus on dedication to excellence and commitment to children.

DISTRICT GOALS AND PERFORMANCE OBJECTIVES

Motley County ISD has 70% or higher free/reduced rate and is a Title I School-wide campus. The state compensatory education funds and 2.16 FTEs will be used on the school-wide campus to support and upgrade programs and activities for students at-risk of dropping out of school.

Goal #1-Student Performance

Motley County ISD will meet or exceed the state standard of at least 90% of all the students and each subgroup passing all parts of the State of Texas Assessment of Academic Readiness (STAAR).

Performance Objectives

Student groups will meet or exceed the state STAAR **Reading** pass rates to achieve an a accreditation status and a distinction with improvement as follows:

All students	90%	African-American	90%	Anglo	90%
Economically Disadvantaged	90%	Hispanic	90%		

Student groups will meet or exceed the state STAAR **Mathematics** pass rates to achieve an a accreditation status and a distinction with improvement as follows:

All students	90%	African-American	90%	Anglo	90%
Economically Disadvantaged	90%	Hispanic	90%		

Student groups will meet or exceed the state STAAR **Writing** pass rates to achieve an a accreditation status with improvement as follows:

All students	95%	African-American	90%	Anglo	90%
Economically Disadvantaged	90%	Hispanic	90%		

Student groups will meet or exceed the state STAAR **Social Studies** pass rates to achieve an a accreditation status with improvement as follows:

All students 90%

Student groups will meet or exceed the state STAAR **Science** pass rates to achieve an a accreditation status with improvement as follows:

All students 90%

Student groups will increase the percentage of student performance in Reading and Math to meets or masters with improvements as follows:

Anglo students 60%

Goal #2-Student Attendance

Motley County ISD will increase average daily attendance for all students.

Performance Objective

Motley County ISD will have 97% or above attendance for the 2019-2020 school year.

Goal #3-Student Drop-Out Rate

Motley County ISD will maintain 0% student drop-outs.

Performance Objective

Motley County ISD will have an annual dropout rate of 0% for all student groups and all subgroups.

Goal #4-College Entrance Exam Participation and Performance

Motley County ISD will achieve the state “acknowledged” standard by increasing the number of seniors taking a college entrance exam and increasing the percentage of students scoring at or above criterion.

Performance Objective

At least 80% of graduates (all students and each student group) will take a college entrance exam with 50% or more examinees meeting or exceeding the criterion score (SAT-1110; ACT-22.)

Goal #5-Special Programs

Motley County ISD will improve instructional focus for students in special programs.

Performance Objective

Academic programs will be provided that increase the achievement level of students in Special Education, Section 504, ESL, GT, and those students at-risk of dropping out of school.

Goal #6-Technology

Motley County ISD will integrate technology into the classrooms.

Performance Objective

The opportunities for staff and students to use computer-based instruction; computer-assisted instruction and exploration of new technology will be increased by 50%.

Goal #7-School Safety

Motley County ISD will maintain a safe and disciplined environment conducive to student learning.

Performance Objective

Programs that contribute to the growth of self-discipline and respect for others will be developed and supported, as well as those that keep students and staff members free from the threat of harm. Participation on these programs will increase by 50%.

Goal #8-Parent Involvement

Motley County ISD will increase the number of opportunities for parent involvement.

Performance Objective

Programs that increase the size and scope of parent involvement in school activities and the learning process will be developed and increased by 50%.

Goal #9-PBM Risk Factors

Programs with PBM risk levels of 3 or 4 will be improved so risk levels will drop to 2 or below.

Performance Objective

Each program area on the Overall PBM Risk Levels report, indicating a level of 3 or more will be studied and intervention strategies will be developed that address identified concerns, thus dropping risk levels to 2 or below.

MOTLEY COUNTY INDEPENDENT SCHOOL DISTRICT DISTRICT IMPROVEMENT PLAN 2019-2020

Goal #1-Student Performance

Motley County ISD will meet or exceed the state standard of at least 90% of all the students and each subgroup passing all parts of the State of Texas Assessment of Academic Readiness (STAAR).

READING

Performance Objectives

Student groups will meet or exceed the state STAAR **Reading** pass rates to achieve an accreditation status with distinction with improvement as follows: All students 90% African-American 90% Anglo 90% Economically Disadvantaged 90% Hispanic 90%

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
1. Comprehensive disaggregation of campus reading performance to determine instructional needs; develop classroom strategies based on scientifically-based research using AR STAR, and Reading Street, IXL, Lexia, Education 1.	STAAR Results AR and STAR Results TPRI Results Reading Street Benchmark Eduphoria	SFSF Local Title I	Classroom Teachers Classroom Teachers Principal	Six-Weeks Monitoring Report to Site-Based Team (SBT)-Spring Weekly monitoring	Reading Performance Records Progress Monitoring	Spring STAAR TPRI Scores

	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
2. Continue in the implementation of the reading Texas Essential Knowledge and Skills (TEKS), grades PK-12	Grade Level Reading TEKS TEKS Resource System Instructional Materials IXL		Principal Classroom Teachers	Six-Weeks Monitoring Report to Site-Based Team (SBT)-Spring	Lesson Plans	End of Year Student Performance Records Spring STAAR
3. Continue integration of the 3 tier reading model for individualized instruction for struggling readers, Section 504, ESL, dyslexic and special education students based on scientifically-based research in the regular reading curriculum and intervention classroom.	Instructional Materials Rosetta Stone Reading by Design A+ ESL and Spec. Educ. Teachers	Title I ESL/ELL SE	Principal Classroom teachers Reading Interventionist	Six-Weeks Monitoring Six-Weeks Teacher Reports	Lesson Plans Six-Weeks Reports	Individual Student Assessments Benchmark Tests
4. An individualized multisensory program for reading will be provided for dyslexic students, the program is Reading by Design.	Testing Materials TOWRE-2 CTOPP-2 WRMT-3 GORT-5 Reading Classroom Supplies Reading by Design	Title I	Dyslexia Teacher	Program evaluations every 10 lessons.	Lexia Report Mastery checks through Reading by Design	End of Year Student Performance Records Spring STAAR Lexia Report DRAE.O.Y. Performance Mastery Checks
5. Teach STAAR Readiness: a. test taking strategies b. STAAR practice in actual format c. parental involvement in STAAR prep workshops d. student/parent conferences with emphasis on strengths/weaknesses of previous STAAR scores, grades 4-11	Staff Development ESC-17 Staff Commercial and teacher made materials		All Teachers	Six-Weeks Monitoring Report to SBT-Spring	Lesson Plans Conference and staff development agendas and sign-in sheets	Spring STAAR

6. Establish and use a core curriculum based on scientific research for explicit and systematic instruction.	Universal Literacy Program TEKS Resource Supplies IXL A-Z Reading	SCE SFSF	All Teachers	Six-Weeks Monitoring Report to SBT-Spring	Lesson Plans Student Records Student Progress Checks	STAAR and Reading Test Scores
7. Periodic elementary meetings (to discuss methods of improving instruction and use of assessments)	Student Performance Records TPRI Results Release STAAR Tests Eduphoria		Instructional Staff Principal	Six-Weeks Monitoring Report to SBT-Spring	Elementary Staff Meetings	Spring STAAR
8. Provide opportunities for STAAR and general reading acceleration: a. Provide incentives for reading b. Develop instruction from scientifically-based research	Teaching Staff Accelerated Reader IXL	SCE	Principal	Six-Weeks Monitoring Report to SBT-Spring	Six-Weeks Grades Reading Assessments	Spring STAAR Final Grades
9. Staff members will participate in district and/or state professional development related to campus needs to insure a highly trained and qualified staff; training will be ongoing throughout school year	Staff Development Opportunities ESC-17 Staff Supplies	Title I, II, and Title II Part A GT	Principal	April	Staff Development Records	PDAS Evaluations Teacher Self-Reports
10. Annual assessment for those not taking STAAR (PK-2,12)	Student Performance Records Scholastic SAT ACT TELPAS TPRI TSI	Local	Staff Principal ARD and LPAC Committees 504 Committee	Report to SBC-Spring	Lesson Plans Release STAAR Tests Test Results	Release STAAR Test Results Scholastic, RTPE, ITBS, SAT, ACT, TELPAS, and TPRI Results

11. One elementary teacher, one Jr. High and one secondary teacher will become ESL certified	Elementary, Jr. High and Secondary Teachers Staff Development	ESL	Principal	December	Test Results	SBEC Certification
12. Teachers will complete annual survey of program effectiveness in order to recommend goals and improvements in the areas of: a. staff development b. staffing c. instructional programs, esp. those involving special populations d. parent involvement e. eliminating economic, gender and racial bias f. student assessment	Survey instrument All ISD staff members		Superintendent Principal	Spring	Faculty Meetings Staff Input/Communication Student Progress	Completed Survey/Recommendations Student Achievement Levels
13. SBDM will meet each year to make plans for the next year's staff development trainings	SBDM		Principal	Spring	SBDM Minutes/Discussions	Staff Development Agenda
14. Parent-Teacher conferences will be held each Fall for those students who failed the state-academic assessment during the previous school year; goals and strategies will be discussed	Teacher Parents Counselor STAAR results		Principal	September-October	Parent Conference Logs	Increased Student Achievement STAAR Results
15. Parents will receive report cards every six-weeks and progress reports every three-weeks .	Progress Reports Report Cards		Principal Teachers	Every third and sixth week of each grading period	Progress Reports Report Cards	Increased Student Achievement STAAR Results
16.A+,Eduphoria data will be utilized for baseline and pre-STAAR assessments and remediation in all grade levels	Lead4ward A+, Lexia Eduphoria Programs ESC-17 IXL	Title I	Principal	Each Six-Weeks	Parsoft Disaggregation Reports	Increased Student Achievement STAAR Results

17. Elementary classes will utilize IXL, Education 1, Lexia software for the remediation and acceleration of student of student reading skills.	IXL A+ Lexia Eduphoria, Accelerated Reader Computer Lab	Elementary Teachers	Each Six Weeks	Lesson Plans Elementary Lab Schedule	Increased Student Achievement STAAR Results	
---	---	------------------------	-------------------	--	---	--

Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued

MATHEMATICS

Performance Objectives

Student groups will meet or exceed the state STAAR **Mathematics** pass rates to achieve an accreditation status with distinction with improvement as follows: All students 90% African-American 90% Anglo 90% Hispanic 90% Economically Disadvantaged 90%

State Board Of Education (SBOE) Goal: 2 SBOE Objectives: 1,2,4, 6,8,9 Effective School Correlates: 1,2,3,4,5,6,7 ISD Strategies: 7,8,9,12,13						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
1. Disaggregated STAAR scores will be used to determine the instructional needs of each student; strategies based on scientifically-based research will be developed and implemented	STAAR Results Eduphoria		Principal Classroom teachers	Report to SBT- Spring	Student Item Analysis Reports Developed Strategies	Spring STAAR
2. Staff development will continue to provide instruction for creating appropriate math curriculum, developed from scientifically-based research, through the implementation of the TEKS; training will be ongoing throughout year	District Math Committee Math Instructors TEKS Resources ESC-17 Staff	Local	Principal Part Time Curriculum Person	Report to SBT- Spring	Staff Development Agendas Handouts Developed Strategies	Lesson Plans DIP
3. Mastery, study skills and computer lab classes will be utilized for STAAR acceleration	Supplies IXL Computer Lab Motivation Math	SFSF	Principal	Monitored Each Six-Weeks	Lesson Plans Student Progress Checks	Spring STAAR
4. Computer assisted instruction will continue to be used to reinforce STAAR/TEKS concepts	Computer Lab IXL Software Smartboards	Local	Core Subject Teachers	Monitored Each Six-Weeks Report to SBT- Spring	Lesson Plans Student Assessments	Spring STAAR

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
5. Test-taking strategies will be taught throughout the district	STAAR Preparation Materials		Core Subject Teachers	Monitored Each Six-Weeks Report to SBT-Spring	Lesson Plans Student Assessments	Spring STAAR Benchmark Tests
6. Math curriculum will continue to be integrated into all classes in order to instill math as a meaningful life skill	STAAR Preparation Materials Motivation Math Math Instructors IXL TEKS Resource	Local	Math Teachers Instructors	Report to SBT-Spring	Lesson Plans Planning Meeting Agendas	Spring STAAR
7. Annual assessment for those not taking STAAR (PK-2,12)	Student Performance Records SAT ACT TSI	Local	Staff Principal ARD and LPAC Committees 504 Committee	Report to SBT-Spring	Lesson Plans Test Results	SAT, ACT Results
8. Teachers will complete annual survey of program effectiveness in order to recommend goals and improvements in the areas of: a. staff development b. staffing c. instructional programs, esp. those involving special populations d. parent involvement e. eliminating economic, gender and racial bias f. student assessment	Survey instrument All ISD staff members		Superintendent Principal	Spring	Faculty Meetings Staff Input/Communication Student Progress	Completed Survey/Recommendations Student Achievement Levels

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
9. SBDM will meet each year to make plans for the next year's staff development trainings	SBDM		Principal	Spring	SBDM Minutes/ Discussions	Staff Development Agenda
10. Parent-Teacher conferences will be held each Fall for those students who failed the state-academic assessment during the previous school year; goals and strategies will be discussed	Teacher Parents Counselor STAAR results		Principal Counselor	September- October	Parent Conference Logs	Increased Student Achievement STAAR Results
11. Elementary classes will utilize A+ and IXL and Education 1 software for the remediation and acceleration of student math skills	A+ Eduphoria Computer Lab IXL Reflex Math		Elementary Teachers	Each Six- Weeks	Lesson Plans Elementary Lab Schedule	Increased Student Achievement STAAR Results
12. A+ on-line resources will be utilized for baseline and pre-STAAR assessments and remediation in all grade levels; results will be disaggregated by student groups with the Eduphoria program	A+ Eduphoria Lead4ward IXL ESC-17	Title I	Principal	Each Six- Weeks	Disaggregation Reports	Increased Student Achievement STAAR Results
13. Seek program to increase achievement including higher level thinking skills.	A+ Motivational Math IXL		Instructional Staff		Grant applications	Program and Funding
14. Parents will receive report cards every six-weeks and progress reports every three-weeks.	Progress Reports Report Cards		Principal Teachers	Every third and sixth week of each grading period	Progress Reports Report Cards	Increased Student Achievement STAAR Results

Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued

WRITING

Performance Objectives

Student groups will meet or exceed the state STAAR **Writing** pass rates to achieve exemplary on a status with distinction improvement as follows: All students 90% African-American 90% Anglo 90% Hispanic 90% Economically Disadvantaged 90%

State Board Of Education (SBOE) Goal: 1 SBOE Objectives: 1,2,4, 5,8,9 Effective School Correlates: 1,2,3,4,5,6,7 ISD Strategies: 5,6,7,8,9,12,13						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
1. Staff development will continue to provide training and time for creating appropriate writing curriculum developed from scientifically-based research and disaggregated test data; training will be ongoing throughout year	A+ Saxon Phonics McGraw-Hill Wonders	Title I and Title II Part A Local	Principal ELA Teachers All Teachers	Report to SBT-Spring	Writing Samples Staff Development	Spring STAAR
2. Vertical and horizontal alignment meetings	Writing Portfolios Eduphoria STAAR and Practice Writing Scores Writing TEKS		Principal All Teachers	Semester Meetings Report to SBT-Spring	Notes from Alignment meetings	Spring STAAR
3. Mastery, tutorial, study skills and computer lab classes will be utilized for STAAR acceleration in reading, writing, math, science and social studies	Computer Labs IXL	SCE Local	Principal All Teachers	Monitored Each Six-Weeks Report to SBT-Spring	Lesson Plans Student Attendance Records	Spring STAAR Student Grades

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
4. Elementary classes will incorporate oral language development components into the regular instructional day	Teacher Academies Saxon Phonics ESC-17	Local	Principal Classroom Instructors	End of Each Semester	Lesson Plans Student Assessments	Students Achievement Records TPRI Results Spring STAAR
5. All classes will utilize writing strategies to strengthen student composition skills and require students to write two to three times per week.	Writing Curriculum Instructional Materials	Local	Principal	Monitored Each Six-Weeks Report to SBT-Spring	Lesson Plans Practice STAAR Writing Tests Writing Portfolios	Spring STAAR Writing Samples
6. All classes will have a strong instructional focus on the mechanics of writing (grammar, capitalization, punctuation and spelling)	Writing Portfolios Writing Curriculum	Local	Principal	Monitored Each Six-Weeks Report to SBT-Spring	Lesson Plans Practice STAAR Writing Tests Writing Portfolios	Writing Portfolios Spring STAAR Student Assessments
7. Computer-assisted instruction will continue to be used to reinforce STAAR/TEKS concepts	Computer Labs Eduphoria A+ Quizlet Lead4ward IXL		Classroom Instructors	Monitored Each Six-Weeks Report to SBT-Spring	Lesson Plans Lab Use Logs	Spring STAAR Student Achievement
8. District and/or state professional development related to campus needs to insure a highly qualified staff	Staff Development Opportunities	Title I, II, V	Principal	April	Staff Development Surveys	PDAS Evaluations Teacher Self-Reports

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
9. Multicultural awareness themes will be incorporated into the writing curriculum	Campus Library ESC 17 Staff Development	SFSF	Teachers Librarian	April	Lesson Plans	Writing Samples
10. Assessments for those not taking STAAR (PK-2, 12)	Student Performance Records ACT SAT TSI		Staff Principal ARD and LPAC Committees 504 Committee Counselor	Report to SBT- Spring Monitored Each Six-Weeks	Lesson Plans	TPRI Results
11. Teachers will complete annual survey of program effectiveness in order to recommend goals and improvements in the areas of: a. staff development b. staffing c. instructional programs, esp. those involving special populations d. parent involvement e. eliminating economic, gender and racial bias f. student assessment	Survey instrument All ISD staff members		Superintendent Principal	Spring	Faculty Meetings Staff Input/ Communication Student Progress	Completed Survey/ Recommendations Student Achievement Levels
12. SBDM will meet each year to make plans for the next year's staff development trainings	SBDM		Principal	Spring	SBDM Minutes/ Discussions	Staff Development Agenda

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
13. Parent-Teacher conferences will be held each Fall for those students who took the state-academic assessment during the previous school year; goals and strategies will be discussed	Teacher Parents STAAR results		Principal	September-October	Parent Conference Logs	Increased Student Achievement STAAR Results
14. Eduphoria, A+ on-line resources will be utilized for baseline and pre-STAAR assessments and remediation in all grade levels;	Eduphoria, A+, IXL ESC-17 Lead4ward	Title I	Principal	Each Six-Weeks	Disaggregation Reports	Increased Student Achievement STAAR Results
15. Parents will receive report cards every six-weeks and progress reports every three-weeks	Progress Reports Report Cards		Principal Teachers	Every third and sixth week of each grading period	Progress Reports Report Cards	Increased Student Achievement STAAR Results

Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued

SCIENCE

Performance Objectives

Student groups will meet or exceed the state STAAR **Science** pass rates to achieve an a accreditation status with distinction improvement as follows: All students 90% African-American 90% Anglo 95% Hispanic 90% Economically Disadvantaged 90%

State Board Of Education (SBOE) Goal: 2 SBOE Objectives: 1,2,4, 6,8,9 Effective School Correlates: 1,2,3,4,5,6,7 ISD Strategies: 7,8,9,12,13						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
1. Disaggregated STAAR scores will be used to determine the instructional needs of each student; strategies based on scientifically-based research will be developed and implemented	STAAR Results Eduphoria		Principal Classroom teachers	Report to SBT- Spring	Student Item Analysis Reports Developed Strategies	Spring STAAR
2. Staff development will continue to provide instruction for creating appropriate science curriculum, developed from scientifically-based research, through the implementation of the TEKS; training will be ongoing throughout year	District Science Committee Science Instructors TEKS Resource System Consultant ESC-17 Staff	Local	Principal Part Time Curriculum Person	Report to SBT- Spring	Staff Development Agendas Handouts Developed Strategies	Lesson Plans DIP
3. Mastery, study skills and computer lab classes will be utilized for STAAR acceleration	Supplies A+ Computer Lab Lead4ward Motivation Science IXL Science Fusion Mystery Science	SFSF	Principal	Monitored Each Six-Weeks	Lesson Plans Student Progress Checks	Spring STAAR

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
4. Computer assisted instruction will continue to be used to reinforce STAAR/TEKS concepts	Computer Lab IXL Software SMART boards	Local	Core Subject Teachers	Monitored Each Six-Weeks Report to SBT- Spring	Lesson Plans Student Assessments	Spring STAAR
5. Test-taking strategies will be taught throughout the district	STAAR Preparation Materials		Core Subject Teachers	Monitored Each Six-Weeks Report to SBT- Spring	Lesson Plans Student Assessments	Spring STAAR Benchmark Tests
6. Science curriculum will continue to be integrated into all classes in order to instill science as a meaningful life skill	STAAR Preparation Materials Motivation Science	Local	Science Teachers Instructors	Report to SBT- Spring	Lesson Plans Planning Meeting Agendas	Spring STAAR
7. Annual assessment for those not taking STAAR (PK-2,12)	Student Performance Records ACT SAT	Local	Staff Principal ARD and LPAC Committees	Report to SBT- Spring	Lesson Plans Test Results	SAT, ACT Results

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
8. Teachers will complete annual survey of program effectiveness in order to recommend goals and improvements in the areas of: a. staff development b. staffing c. instructional programs, esp. those involving special populations d. parent involvement e. eliminating economic, gender and racial bias f. student assessment	Survey instrument All ISD staff members		Superintendent Principal	Spring	Faculty Meetings Staff Input/Communication Student Progress	Completed Survey/Recommendations Student Achievement Levels
9. SBDM will meet each year to make plans for the next year's staff development trainings	SBDM		Principal	Spring	SBDM Minutes/Discussions	Staff Development Agenda
10. Parent-Teacher conferences will be held each Fall for those students who failed the state-academic assessment during the previous school year; goals and strategies will be discussed	Teacher Parents Counselor STAAR results		Principal Counselor	September-October	Parent Conference Logs	Increased Student Achievement STAAR Results
11. Elementary classes will utilize A+, Mystery Science and weekly science labs for the remediation and acceleration of student science skills	A+ Eduphoria Lead4ward Computer Lab Motivation Science Lab Supplies	Local	Elementary Teachers HS teachers for labs	Each Six-Weeks	Lesson Plans Elementary Lab Schedule	Increased Student Achievement STAAR Results
12.A+, Eduphoria on-line resources will be utilized for baseline and pre-STAAR assessment and remediation in all grade levels; results will be disaggregated by student groups with the AEIS-IT program	A+ Program Eduphoria Lead4ward ESC-17 IXL	Title I	Principal	Each Six-Weeks	Disaggregation Reports	Increased Student Achievement STAAR Results

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
13. Seek program to increase achievement including higher level thinking skills.	Measuring Up A+ Science		Instructional Staff		Grant applications	Program and Funding
14.. Parents will receive report cards every six-weeks and progress reports every three-weeks when students' grades fall below 80	Progress Reports Report Cards		Principal Teachers	Every third and sixth week of each grading period	Progress Reports Report Cards	Increased Student Achievement STAAR Results

Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued

SOCIAL STUDIES

Performance Objectives

Student groups will meet or exceed the state STAAR **Social Studies** pass rates to achieve an a accreditation status with distinction improvement as follows: All students 90% African-American 90% Anglo 90% Economically Disadvantaged 90% Hispanic 90%

State Board Of Education (SBOE) Goal: 2 SBOE Objectives: 1,2,4, 6,8,9 Effective School Correlates: 1,2,3,4,5,6,7 ISD Strategies: 7,8,9,12,13						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
1. Disaggregated STAAR scores will be used to determine the instructional needs of each student; strategies based on scientifically-based research will be developed and implemented	STAAR Results Eduphoria		Principal Classroom teachers	Report to SBT- Spring	Student Item Analysis Reports Developed Strategies	Spring STAAR
2. Staff development will continue to provide instruction for creating appropriate social studies curriculum, developed from scientifically-based research, through the implementation of the TEKS; training will be ongoing throughout year	District Committee Social Studies Instructors ESC-17 Staff	Local	Principal Consultant	Report to SBT- Spring	Staff Development Agendas Handouts Developed Strategies	Lesson Plans DIP
3. Mastery, study skills and computer lab classes will be utilized for STAAR acceleration	Supplies A+ Computer Lab IXL	SFSF	Principal	Monitored Each Six-Weeks	Lesson Plans Student Progress Checks	Spring STAAR

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
4. Computer assisted instruction will continue to be used to reinforce STAAR/TEKS concepts	Computer Lab IXL Software SMART board A+	Local	Core Subject Teachers	Monitored Each Six-Weeks Report to SBT- Spring	Lesson Plans Student Assessments	Spring STAAR
5. Test-taking strategies will be taught throughout the district	STAAR Preparation Materials Eduphoria		Core Subject Teachers	Monitored Each Six-Weeks Report to SBT- Spring	Lesson Plans Student Assessments	Spring STAAR Benchmark Tests
6. Social Studies curriculum will continue to be integrated into all classes in order to instill social studies as a meaningful life skill	STAAR Preparation Materials Measuring Up Social Studies Instructors	Local	Social Studies Teachers Instructors	Report to SBT- Spring	Lesson Plans Planning Meeting Agendas	Spring STAAR
7. Annual assessment for those not taking STAAR (PK-2,12)	Student Performance Records ACT SAT	Local	Staff Principal ARD and LPAC Committees 504 Committee	Report to SBT- Spring	Lesson Plans Test Results	SAT, ACT Results

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
8. Teachers will complete annual survey of program effectiveness in order to recommend goals and improvements in the areas of: a. staff development b. staffing c. instructional programs, esp. those involving special populations d. parent involvement e. eliminating economic, gender and racial bias f. student assessment	Survey instrument All ISD staff members		Superintendent Principal	Spring	Faculty Meetings Staff Input/Communication Student Progress	Completed Survey/Recommendations Student Achievement Levels
9. SBDM will meet each year to make plans for the next year's staff development trainings	SBDM		Principal	Spring	SBDM Minutes/Discussions	Staff Development Agenda
10. Parent-Teacher conferences will be held each Fall for those students who failed the state-academic assessment during the previous school year; goals and strategies will be discussed	Teacher Parents Counselor STAAR results		Principal Counselor	September-October	Parent Conference Logs	Increased Student Achievement STAAR Results
11. Elementary classes will utilize A+ for the remediation and acceleration of student science skills	A+ Computer Lab Quizlet Lab Supplies	Local	Elementary Teachers	Each Six-Weeks	Lesson Plans Elementary Lab Schedule	Increased Student Achievement STAAR Results
12.A+, Eduphoria on-line resources will be utilized for baseline and pre-STAAR assessments and remediation in all grade levels; results will be disaggregated by student groups with Eduphoria.	A+ Program Eduphoria Lead4ward ESC-17 IXL Consultant	Title I	Principal	Each Six-Weeks	Disaggregation Reports	Increased Student Achievement STAAR Results

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
13. Seek program to increase achievement including higher level thinking skills.	TEKS Resources System A+ Eduphoria IXL		Instructional Staff		Grant applications	Program and Funding
14.. Parents will receive report cards every six-weeks and progress reports every three-weeks.	Progress Reports Report Cards		Principal Teachers	Every third and sixth week of each grading period	Progress Reports Report Cards	Increased Student Achievement STAAR Results

Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress

Goal #2-Student Attendance

Motley County ISD will increase average daily attendance for all students.

ATTENDANCE

Performance Objective

Motley County ISD will have 97% or above attendance for the 2019-2020 school year.

State Board Of Education (SBOE) Goal: 1,2,3,7 SBOE Objectives: 1,2,3,7 Effective School Correlates: 2,3,4,6 ISD Strategies: 10,12						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
1. Campus-wide incentive programs for perfect attendance will be maintained	Semester Test Exemptions Motley County Parent Club Local Businesses	Local Donations	Principal Attendance Committee	Monitored Each Six-Weeks and Semester Report to SBT-Spring	Participation Log	Perfect Attendance Roster
2. Principal will call the parents of students that continually miss school.	PEIMS Coordinator or Principal		Principal	Monitored Daily Report to SBT-Spring	Daily Attendance	Attendance Records
3. Information about compulsory attendance laws and loss of credit will be distributed to parents annually	Students Handbook	Local	Principal	September	Signed Handbook Acknowledgment Form	Attendance Records
4. Enforcement of compulsory attendance laws.	Principal		Superintendent Principal	Report to SBT-Spring	Parent Notifications	Attendance Record Court Records

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
5. Stress attendance through lessons/programs on character education, self-esteem or personal responsibility	Classroom Teachers Positive Behavior Initiative		Principal	Report to SBDM-Spring	Lesson Plans Classroom Strategies	Attendance Record Program Surveys
6. Saturday School or After-School Program may be utilized for make-up days	Teachers		Principal	April	Program Attendance Rosters	Number of students regaining lost credit or promoted

Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued

Goal #3-Student Drop-Out Rate

Motley County ISD will maintain 0% student drop-outs.

DROP-OUT

Performance Objective

Motley County ISD will have an annual drop-out rate of 0% for all student groups and all subgroups.

State Board Of Education (SBOE) Objectives: 1,2,3,4,7,8,9 Effective School Correlates: 2,3,4,6 ISD Strategies: 1,4,5,10,11,12,13						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
1. Demographic analysis to help identify students at-risk	Student Data		Principal	October Report to SBT-Spring	Student Records	Unrecovered Drop-Out Rate
2. Conduct a comprehensive needs assessment using data from Eduphoria.	Time to conduct study		Grade Level Teachers Principal	October Report to SBT-Spring	Student Lists Campus/ District Goals	DIP
3. A student withdrawal process will be used that ensures adequate information is gathered about the reason for leaving	Registrar	SCE	Principal	On-going monitoring as needed	Withdrawal forms Tracking Documents Drop-Out List	Student Records
4. Use a systematic method of identifying and recovering student drop-outs	Registrar	SCE	Superintendent Principal	Report to SBT-Spring	Withdrawal forms Tracking Documents Drop-Out List	Final Drop-Out Report

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
5. Encourage parenting education program for students who are parents through Pregnancy Related Services (PRS)	Parenting Curriculum	SCE	Principal	Report to SBT-Spring	Student Participant List	Number of Students Served that Graduate or Obtain GED
6. Provide Homebound Services for students as needed through PRS, Spec. Ed., or 504 services	Teachers	SCE	Principal Spec. Ed. Director	Report to SBT-Spring	Homebound Roster	Number of Homebound Students Promoted or Graduated
7. Continue offering Coherent sequence courses that provide a vocational/technical background, and job training.	CTE Support PGP	Carl Perkins	Superintendent CTE Instructors	Report to SBT-Spring	PGP	Student Participant Roster
8. STAAR acceleration is made available for students via computer lab and study skills classes	Computer Lab A+ Software IXL		Principal	Monitor Each Six-Weeks Report to SBT-Spring	Student Work Portfolio Student Assessments	Spring STAAR
9. Allow semester exam exemptions for eligible students, grades 9-12	Grade and Attendance Reports		Principal	Monitor Each Six-Weeks Report to SBT-Spring		Semester Exemption List
10. Implement PBIS	Resource Guide Parent/ Community Volunteers	Title I	Principal	Monitor Each Six-Weeks Report to SBT-Spring	Lesson Plans	Program Survey of Results Yearly Discipline Notice Total

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
11. Actively identify LEP students and monitor academic progress	LEP Services Home Language Survey WMLS-N3		Principal ESL Coordinator LPAC Members	September and as needed	Student Records ESL Student List	Annual LEP evaluations Student Achievement
12. Early ESL intervention services provided for PK-1 students a. testing b. tutorials	ESL Teacher LPAC	State Bilingual/ ESL	Principal ESL Coordinator	September and as needed	Pre-Assessment Skills Checklist	Progress Report to Parents
13. Drop-out students will complete questionnaire	Survey Sheet		Registrar	Prior to Withdrawal Report to SBT-Spring	Completed Survey	# of Drop-Outs
14. Utilization of an attendance accountability process a. compulsory attendance laws b. parent notification c. appeal process for excessive absences	Parent Conferences	Local	Principal Attendance Clerk	Daily Monitoring Report to SBT-Spring	Daily Attendance Records Copies of Letters Attendance Committee Agendas	Annual Attendance and Drop-Out Rate

Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued

Goal #4-College Entrance Exam Participation and Performance

Motley County ISD will achieve the state “acknowledged” standard by increasing the number of seniors taking a college entrance exam and increasing the percentage of students scoring at or above criterion.

COLLEGE ENTRANCE EXAMS

Performance Objective

At least 80% of graduates (all students and each student group) will take a college entrance exam with 50% or more examinees meeting or exceeding the criterion score (SAT-1110; ACT-22.)

State Board Of Education (SBOE) Goals:1,2 SBOE Objectives: 1,2,3,4,6 Effective School Correlates: 2,4,5,6 ISD Strategies: 1,2,5,12,13						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
1. Continue to implement TEKS at all grade levels	Curriculum Guides and materials TEKS Resource		Principal Teachers	Monitored Weekly	Regularly Scheduled Department Meetings Lesson Plans	Vertical Alignment Class Syllabi
2. Address specific student needs based on data gathered from disaggregated STAAR scores and STAAR End of Course (EOC) exams	STAAR/ EOC Reports Eduphoria	Title I	Principal	October	Six-Weeks Student Performance Records Department Meetings	Annual Student Performance Reports Spring STAAR
3. Provide instruction in critical thinking and problem- solving skills across the curriculum	Instructional Materials ACT Manual SAT Manual IXL	Title I	Teachers Principal	Monitored Each Six-Weeks	Six-Weeks Student Performance Records Department Meetings	Annual Student Performance Reports Lesson Plans T-TESS

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
4. Inform and involve parents in course selection and registration process; encouraging all high school students to complete the SBOE recommended plan for graduation	Newspaper Announcement Matador Nation College Brochures Campus Bulletin		Principal	Spring Pre-Registration Meeting	Parent Contact Conference Logs	Sign-In Sheets Records of Parent Involvement Parent Surveys
5. Encourage all students to take the ACT, SAT and TSI test.	ACT SAT TSI		Principal Teachers	End of Second Six-Weeks		
6. Communicate college and career opportunities in all academic areas	Career Education Materials Middle School Survey and Instruction South Plains Career Expo. PGP	Local	Principal Teachers	End of Each Semester	Lesson Plans	Inclusion of Career and College Education in Syllabi

Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued

Goal #5-Special Programs

Motley County ISD will improve instructional focus for students in special programs.

SPECIAL PROGRAMS

Performance Objective

Academic programs will be provided that meet the needs of all students.

State Board Of Education (SBOE) Goals:1,2 SBOE Objectives: 1,3,5,9 Effective School Correlates: 2,5,7 ISD Strategies: 5,6,8,12,13						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
1. Continue Title I school-wide programs in all grades	Title I School-wide Compact Campus Programs	Title I-Part A Title V	Superintendent	April	Program Schedules	Program Assessments
2. Monitor the performance of students at-risk and provide acceleration and intervention strategies	Teachers Eduphoria ESC-17 IXL A+		Principal Spec. Ed. and ESL Staff	Monitor Each Six-Weeks Report to SBDM - Spring	Report Cards Student Assessments	Spring STAAR Graduation Rate
3. Provide advanced instruction, grades PK-12, for identified GT students. High School Field Trips Jr. High Field Trips Elementary Field Trips	TEKS Part –Time GT teacher GT Training	State GT ESC-17 GT CO-OP	Principal Teachers	Monitor Each Six-Weeks Report to SBDM -Spring	Student Participant List	Lesson Plans Student Portfolios

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
4. Provide appropriate placement of students in special education	Spec. Ed. Diagnostician	Spec. Ed.	Spec. Ed. Director	Annual ARDS	Individual. Educational Plan (IEP)	Annual ARD Minutes Number of Qualifying Students
5. Provide staff development in the area of instructional modifications for students in spec. ed., 504, and the dyslexia program	Spec. Ed. Diagnostician Dyslexia Coordinator ESC-17 Educational Consultants	Spec. Ed.	Spec. Ed. Director Classroom Teacher Principal	During School Year	Staff Development Evaluations Classroom Strategies	Staff Development Sign-In Sheets and Agendas
6. Provide staff development in the areas of pre-referral and intervention strategies for students to be tested for the spec. ed., 504, ELL and dyslexia program	Spec. Ed. Diagnostician Dyslexia Coordinator ELL Coordinator Principal Spec. Ed. Teachers	Spec. Ed.	Spec. Ed. Director ESC 17 Principal	During School Year	Staff Development Evaluations Classroom Strategies	Staff Development Sign-In Sheets and Agendas
7. Provide training for personnel to ensure a range of options and groupings are being offered to students in the spec. ed., 504, ELL and dyslexia programs	Spec. Ed. Diagnostician Principal Spec. Ed. Teachers	Spec. Ed.	Spec. Ed. Director Classroom Teacher Principal	August	Staff Development Evaluations Classroom Strategies	Staff Development Sign-In Sheets and Agendas
8. Develop materials and resource packets that inform and provide guidance to students and parents regarding transition planning	Transition Coordinator	Spec. Ed.	Spec. Ed. Director	August and as needed	Transition Flyers	Number of Flyers Handed Out

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
9. Provide a multisensory age appropriate dyslexia program for all eligible students	Reading Classroom Dyslexia Coordinator Classroom Materials	Title I	Classroom Teacher	Monitor Each Three-Weeks	Lesson Plans Student Assessments	Student Rosters List of Services
10. Offer CTE programs for all students, grades 9-12	CTE Instructors		Principal	April	Student Rosters	Student Transcripts
11. Increase student participation in academic UIL activities, grades K-12	UIL Materials	UIL Fund	Principal UIL Sponsors	October	UIL Practice Rosters	Participation List Fall & Spring UIL Results
12. Expand dual credit classes	South Plains College	Title II Part D Local	Superintendent Principal	May	Class List Master Schedule	Class Roster
13. Provide services for homeless students	Instructors ESC-17		Principal	Ongoing Evaluation	Participant List	Number of Homeless Students Promoted or Graduated
14. Identify and recruit migrant students	Bi-lingual Registration Materials ESC-17		Registrar Principal	August and as needed	Student Schedules	Participant List Parent Surveys
15. Allow STAAR accessibility features for recent immigrants	LPAC Committee		Principal ELL Coordinator	August and as needed	Enrollment Forms Student Records	STAAR Exemption List

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
16. Identified at-risk students will be served through the Title I School-wide program	40% or higher Free-Reduced lunches required		Principal	August -July	Benchmark Tests Attendance Rosters	Spring STAAR Student Achievement Reduction in Drop-Out Rate
17. Teachers will complete annual survey of program effectiveness in order to recommend goals and improvements in the areas of: a. staff development b. staffing c. instructional programs, esp. those involving special populations d. parent involvement e. eliminating economic, gender and racial bias f. student assessment	Survey instrument All ISD staff members		Superintendent Principal	Spring	Faculty Meetings Staff Input/Communication Student Progress	Completed Survey/Recommendations Student Achievement Levels

Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued

Goal #6-Technology

Motley County ISD will integrate technology into the classrooms.

TECHNOLOGY

Performance Objective

The opportunities for staff and students to use computer-based instruction; computer-assisted instruction and exploration of new technology will be increased.

State Board Of Education (SBOE) Goals:1,2,3,4 SBOE Objectives: 1,2,4,6,8,9 Effective School Correlates: 1,2,4,5,6,7 ISD Strategies: 1,9,12,13						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
1. Inform teachers and staff of technology training available through vendors, Webcasts, Video Recordings, Online Courses, ESC17 workshops, and professional development opportunities	Computer Labs, TV/DVD Equipment; Specified software for content areas and for district wide use	Local Funds, Federal Funds, Grant, Consortium Funds	Consortium Program Director; MCISD Administration; MCISD Technology Coordinator	September 2019 through August 2020	Online Course Trainings; ESC17 Workshops; calendar of professional development	Evaluate usage and determine changing needs
2. Provide training and assistance in the use of content area software and hardware	Computer Labs, TV/DVD Equipment; and content area software; Tech-Knowledge, Connected Tech; Type to Learn; Adobe Online; textbooks and incorporated software. A+ Software Eduphoria IXL	Local Funds, Federal Funds,	MCISD Technology Coordinator; Teachers from local district ESC17 staff; Vendors	September 2019 through August 2020	Training Schedules	Training Evaluation

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
3. Provide training and assistance in the use of student recovery, remediation and/or enrichment software and hardware	Computer Labs; A+	Past Grants, SPED funds	MCISD Technology Coordinator; Teachers from local districts; Vendors	September 2019 through August 2020	Curriculum Alignment Documents Classroom Observations	Increased student Achievement
4. Provide staff development and assistance in the use of technology for STAAR review and benchmarks	Computer Labs, A+ Curriculum Software. Eduphoria	Past Grants	MCISD Technology Coordinator; Teachers from local districts; ESC17; Vendors	September 2019 through August 2020	Student STAAR Testing	Results of STAAR Tests.
5. Provide professional development on implementation of Technology Application TEKS into curriculum	Computer Labs; Tech. A+ software curriculum Eduphoria Lead4ward	Past Grants	MCISD Technology Coordinator; Teachers from local district and other districts within; ESC17 staff; Vendors	September 2019 through August 2020	Classroom Observations and Lesson Plans	Lesson Plans
6. Provide staff development and assistance to ensure all staff members meet SBEC technology applications standards	Computer Labs	Past Grants	MCISD Technology Coordinator; Teachers from local district and other districts within; ESC17 staff;	September 2019 through August 2020	Use of technology by staff	Developed documents; classroom activities

Strategies/Activities	Resources		Performance		Evaluation	
Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative	
7. Provide training and assistance in the use of technology utility software for more efficient course and school management.	Computer Labs; Business and Student software; Tx Gradebook; Requisition System software	Past Grants, Local Funds	MCISD Technology Coordinator; skilled local personnel; ESC17, District Technician	September 2019 through August 2020	Use of technology by staff for school records and reports	Increased efficiency in record keeping
8. Provide the technology necessary for online STAAR testing as required by the state and TPRI testing.	Pearson ETS	State provided	MCISD Testing Coordinator; MCISD Technology Coordinator; TEA workshops	STAAR Test Schedule	STARR Test; Disaggregation Reports	STAAR Results
9. Staff and students will be introduced and receive just-in-time training on the implementation of new technologies	Web 2.0; Smartboards, Projectors, Document Camera's	Past Grants	MCISD Technology Coordinator; Skilled local personnel; Vendors; ESC 17 workshops; Tech-Prep workshops	September 2019 through August 2020	Use of technology by staff and students	Classroom activities

Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued

Goal #7-School Safety

Motley County ISD will maintain a safe and disciplined environment conducive to student learning.

SCHOOL SAFETY

Performance Objective

Programs that contribute to the growth of self-discipline and respect for others will be developed and supported, as well as those that keep students and staff members free from the threat of harm.

State Board Of Education (SBOE) SBOE Objectives: 1,2,5,7 Effective School Correlates: 3,4,6,7 ISD Strategies: 1,4,6,12						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
1. Maintain the MCISD Crisis Management Plan; evaluating and updating each year	Local Plan	SCE	Superintendent Principal	August and as needed	Document ongoing editing	Completed Crisis Management Plan
2. Provide staff development relating to school violence prevention and intervention, drug abuse and suicide presentation; conflict management, and classroom management, district discipline policy and code of conduct.	ESC-17 PBIS	Local	Principal	August	Staff Development Agendas and Sign-in Sheets	Staff Development Surveys
3. Students with severe disciplinary problems will be placed in MCS DAEP	MCS DAEP Facility Instructor	Local	Superintendent Principal	As assigned	Record of AEP placements	Number of students placed and offenses committed
4. Regularly scheduled fire, tornado, evacuation and assailant drills will be conducted	All Staff Members		Principal	Monthly	Drill Schedule	Yearly Drill Reports

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
5. Plan and hold safety training for faculty and students with community volunteers.	Local volunteers		Teachers Principal	On going	Plans	Program agendas
6. Crisis Management Team will be organized and trained in Crisis Prevention Intervention Techniques	ESC-17 Local		Principal	August	CPI Training Schedule	Faculty Survey Incident Report

Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued

Goal #8-Parent Involvement

Motley County ISD will increase the number of opportunities for parent involvement.

PARENT INVOLVEMENT

Performance Objective

Programs that increase the size and scope of parent involvement in school activities and the learning process will be developed and increased in number.

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
1. Develop plan for increasing the parent involvement in the area of student learning and the decision-making process	Parent SBDM		Superintendent Principal SBT	August	Parent Survey SBT Election	Parent Surveys SBT Membership Roster
2. Annual notification to parents of legislative updates regarding opportunities available to the top 10% graduates, the Texas Grant program, college admission requirements and financial aide	Information Flyers/ Brochures School Website Matador Nation		Principal	August	Number of Information Flyers Sent Out Agendas	Sign-In Sheets Parent Surveys
3. Develop a weekly plan to keep parents informed	Newspaper School Website School Facebook Page		Principal Superintendent	Entire year	Community and Parent Response	Community and Parent Response
4. Back-to-School Night a. Title I Information b. Student Success Initiative c. Handbooks/Forms d. SBDM e. "Meet and Greet" f. Reading First Report	Principal MCPC Handouts PowerPoint Presentations	Title I Local	Principal	August	Agenda	Sign-In Sheets

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
5. Open House a. Title I Information b. Student Success Initiative c. End of six weeks	Administration All Staff		Principal Superintendent			
6. Annually evaluate the participation of parents and community members in school functions	MCPC Teachers		Superintendent Principal	May	Sign-In Sheets Conference Logs MCPC Membership	Student Achievement Parent Surveys # of parents at events
7. Parent-Teacher conferences will be held each Fall for those students who took the state-academic assessment during the previous school year; goals and strategies will be discussed	Teacher Parents STAAR results		Principal	September- October	Parent Conference Logs	Increased Student Achievement STAAR Results
8. Parents will receive report cards every six-weeks and progress reports every three-weeks and accessible online.	Progress Reports Report Cards		Principal Teachers	Every third and sixth week of each grading period	Progress Reports Report Cards	Increased Student Achievement STAAR Results
9. All school communications, such as announcements, flyers and grade reports will be made available in both English and Spanish	Spanish Translation Software		Principal	August -May	Bi-lingual Announce- ments, Flyers, Memos, Grade Reports Parent Surveys	Increased Parent Involvement Positive Parent Responses

Strategies/Activities	Resources	Performance	Evaluation	Strategies/Activities	Resources	Performance
	Materials/ Staff	Cost/ Funding	Person Responsible		Materials/ Staff	Cost/ Funding
10. Proper nutrition guidelines and healthy-eating habit information will be sent to all families during the school year	Information Flyers Cycle menu ESC-17	Local	Food Service Director	Throughout year	Nutritional Information Flyers	Parent Feedback Improved Student Nutrition
11. Teachers and parents will meet annually to review the GT program and make recommendations for improvement	ESC-17 Staff GT Coordinator		Principal GT Coordinator	May	Agenda Parent Survey	Increased Student Achievement Parent Recommendations
12. A district-wide Parent Involvement Policy will be developed with the collaboration of parents and staff members	Parents Community Members School Staff		Principal	December	Meeting Agendas Minutes	Completed Parent Involvement Policy
13. Parent involvement trainings will be planned and implemented with the collaboration of parents and staff members	ESC-17 Parents Community Members School Staff	Title I	Principal	October -May	Parent Staff Development Schedule Training Sign-In Sheets	Parent Survey Training Minutes

Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued

Goal #9-PBM Risk Factors

Programs with PAS/DAS risk levels of 3 or 4 will be improved so risk levels will drop to 2 or below.

PBM RISK FACTORS

Performance Objective

Each program area on the Overall PBM Risk Levels report, indicating a level of 3 or more will be studied and intervention strategies will be developed that address identified concerns, thus dropping risk levels to 2 or below.

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
1. Increase student participation in all CTE programs according to PBM indicators.	CTE Certified Teachers		Superintendent Principal		Master Schedule	Class Rosters
2. Encourage all students to enroll in CTE: Offer more non-CTE elective opportunities to economically disadvantaged students	Elective Certified Teachers A+		Superintendent Principal		Master Schedule	Class Rosters
3. Increase number of special education students in CTE: Offer more non-CTE elective opportunities to special education students	Elective Certified Teachers A+		Superintendent Principal	August -May	Master Schedule	Class Rosters
4. Balance the number of students identified as GT in the elementary grades to those in secondary school: Develop GT selection criteria that adequately identifies elementary students; retest previously identified students in the 5 th and 8 th grades to ensure proper student placement	Principal GT Testing Materials	GT	Principal	October	GT Identification Matrix	GT Student List

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
5. Increase the number of economically disadvantaged students identified as GT: Develop GT selection criteria (esp. nonverbal means) that adequately identifies economically disadvantaged students; retest previously identified students in the 8 th grade to ensure proper student placement	Principal GT Testing Materials	GT	Principal	October	GT Identification Matrix	GT Student List
6 Increase the number of secondary GT students enrolled in university level courses Dual Credit Classes	SPC Agreement ESC-17		Principal	August	Master Schedule	Class Enrollment List
7. Increase the number of students identified as special education: Create and utilize a Pre-Referral Committee that shares intervention strategies with the regular education teacher and parents, and closely monitors student needs before a special education referral is initiated	Pre-Referral Committee		Principal	August -May	Committee Meeting Minutes Special Education Referral Requests	Number of New Referrals/ Placements

Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued

PUBLIC EDUCATION MISSION, GOALS AND OBJECTIVES

The **mission** of public education of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parent involvement in the school is essential for the maximum educational achievement of a child.

Public Education Academic **Goals**: To serve a foundation for a well-balanced and appropriate education;

1. The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language;
2. The students in the public education system will demonstrate exemplary performance in the understanding of science;
3. The students in the public education system will demonstrate exemplary performance in the understanding of social studies;
4. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

The **objectives** of public education are:

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to meet their full educational potential.
3. Through enhanced drop-out prevention efforts, all students will remain in school until they obtain a high school diploma.
4. A well-balanced and appropriate curriculum will be provided to all students.
5. Qualified and highly effective personnel will be recruited, developed and retained.
6. The state's students will demonstrate exemplary performance in comparison to national and international standards.
7. School campuses will maintain a safe and disciplined environment conducive to student learning.
8. Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve learning.
9. Technology will be implemented and used to increase the effectiveness of student learning, instructional learning, instructional management, staff development and administration.

EFFECTIVE SCHOOL CORRELATES

1. Instructional Leadership

The Superintendent/Principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents, community, and students. The Superintendent/Principal actively promotes a positive, supportive environment, guides collaborative planning, monitors instruction to ensure effective implementation of campus plans, secures appropriate resources, and appraises staff performance to provide professional growth.

2. Instructional Focus

A clear and well-defined instructional focus is based on the shared belief by all district/campus staff that all students can learn. A commitment to this belief results in innovative, coordinated instructional practices that prevent socioeconomic, language, or cultural differences from impeding student progress. All staff prioritizes instruction as the primary activity of the school, and they use a variety of proven instructional techniques to ensure success for each student. Collaborative instructional planning and shared decision-making among district staff are focused on expected, realistic outcomes for students that are specified in measurable terms, with incremental timeline and designated evaluative criteria and procedures.

3. District Climate

A positive district climate is characterized by safety, orderliness, cleanliness, clear and reasonable disciplinary rules, systems for rewarding student behavior, and special support for at-risk students. In districts with positive climates, teachers demonstrate collegiality, open communication, and support for shared professional growth, and consistent enforcement of collaboratively established rules for safety and student self-responsibility. Students are rewarded for both academic and citizenship accomplishments.

4. Teacher Behavior and High Expectations

In effective districts, teachers consistently demonstrate high expectations regarding the ability of all students to learn, regardless of economic, cultural, or learning differences. Higher-level thinking skills are taught to all students, and innovative scheduling and instructional strategies are used to ensure that all students progress according to their individual mastery of expected knowledge and skills. District guidance programs are based on the expectation that all students will graduate, and staff members understand and prevent the detrimental effects of low attendance rates, and high rates of failure and retention. Teacher and administrators value equity and demonstrate overt, positive behavior toward all students, regardless of gender, race and socioeconomic status.

5. Assessment

Staff members of effective districts frequently assess student performance using multiple types of measures to determine whether intended outcomes are being achieved. District needs assessment is conducted for planning and goal-setting using data on the academic excellence indicators and other performance measures, including appropriate indicators for special needs populations, such as grade, subject, classroom, gender, ethnicity, economic status and special program placement of students disaggregate the data.

6. Parental and Community involvement

Effective districts frequently and systematically inform parents and community members about school events and issues. Parents and citizens participate in district planning activities, and receive clear, accurate feedback regarding the effectiveness of school programs and service. Procedures for parent and community involvement in school planning and activities are clearly communicated in appropriate language to ensure that all segments of the community are welcomed. Staff members provide parents and community members with techniques for helping students learn.

7. District Resource Allocation

District resources are allocated equitably and efficiently to meet the identified needs of the specific student population. The district budget allocates resources for personnel and programs to provide necessary services for special needs students and to address priorities identified in the district improvement plan. District guidelines are followed for the generation and management of additional resources such as those from parent-teacher organizations, booster clubs, and fundraisers.

These correlates provide the research-based authority for effective district planning, decision-making, implementation and evaluation.

COMMUNITY AND SCHOOL STRATEGIES

1. We will energize and integrate all sectors of our diverse community into partnerships supporting the district's mission and objectives.
2. We will form a lasting partnership with each graduate and maintain knowledge of his/her progress to assess future program needs.
3. We will continue analysis and addressing of facility needs.
4. We will create better district and community communication.
5. We will design appropriate alternative programs for students with special needs.
6. We will employ and retain effective employees at MCISD.
7. We will develop a comprehensive staff development program.
8. We will implement an annual cycle of program evaluation.
9. We will restructure the instructional program, establishing benchmarks, maximizing flexibility for student success.
10. We will establish a safe, disciplined school environment.
11. We will implement programs that will promote community service, individual worth, and community values and respect for others.
12. We will foster significant involvement of all students and parent in the educational process.
13. We will increase the emphasis of technology in educating students.

SPECIAL PROGRAMS / SPECIAL POPULATIONS

The following special programs and special populations will be included in the 2019-2020 school-wide programs:

- ◆ Gifted and Talented (State)
- ◆ IDEA-B Formula and Pre-School
- ◆ Economically Disadvantaged
- ◆ ELL/Bilingual (State and Federal)
- ◆ Title I, Part A
- ◆ Carl Perkins (Federal)
- ◆ Gender inequities
- ◆ Ethnic groups
- ◆ Title III (Federal Funds for BE/ESL Students ESC-17 SSA)
- ◆ State Compensatory Education
- ◆ State Special Education
- ◆ Title II, Preparing and Training Teachers and Principals
- ◆ CTE (State)
- ◆ Students at-risk
- ◆ State Technology Allotment

