## 2011-2012 Aubrey Independent School



# District Improvement Plan

## **Aubrey's District Site Based Decision-Making Team**

Address: 415 Tisdell, Aubrey, Texas 76227 Phone: 940-365-2721

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#### **District Improvement Team Members:**

Dr. James Monaco Superintendent Debby Sanders, Assistant Superintendent Non-Teaching Professional Terrie McNabb, Director of Special Programs Non-Teaching Professional Delore Jones, Middle School Principal Non-Teaching Professional Jeff Mulkey, High school Principal Non-Teaching Professional Jana Lowman, Monaco Elementary Principal Non-Teaching Professional Connie Lott, Brockett Elementary Principal Non-Teaching Professional Karen Wright, Student Support Services Non-Teaching Professional Angela Hellman, PreK Coordinator, Monaco Elem. Non-Teaching Professional Jona Gillum, Counselor, Middle Non-Teaching Professional Ray Sedge, Technology Non-Teaching Professional Richard Gardner, Dean of Students Non-Teaching Professional Dusty Wright, Counselor Monaco Non-Teaching Professional Tina Milacek, Counselor Brockett Non-Teaching Professional

Sherry Adams, High Parent
Michael Starling, Middle Parent
Dru Gruetzmacher, Brockett Elementary Parent
Christi Ramsey, Brockett Elementary Parent
Mendy Morgan, Brockett Elementary Parent
Kelley Bowhay, Monaco Elementary Parent

Francis Carter, Brockett Elem Community Member
Dave Ketcher, High Community Member
Gregory Hollar Business Member

Jamie Noles, High Teacher Tracey Yarbrough, Ag. Science, High Teacher Marissa Cabrales, Math, High Teacher Robert Garza, Spanish, High Teacher Donald Gipson, Theater, High Teacher John Vice, English, High Teacher Penny Wimbrough, Science, High Teacher Laressa Anderson, Middle Teacher Dennis Firth, 8th Grade Social Studies, Middle Teacher Robyn Leslie, 7<sup>th</sup> Grade Science, Middle Teacher Dana Reding, Technology, Middle Teacher Tippie Philipp, 6<sup>th</sup> Grade LA Teacher Chris Davis, Middle Teacher Dianah McCall, Middle Teacher Jennifer Tullis, Middle Teacher Vicky McDowell, KG Monaco Teacher Amy Torres, 1<sup>st</sup> Grade, Monaco Teacher Lecianna Crowder, KG Monaco Teacher Ron Gregory, Computer, Monaco Teacher Joanie Rouk, 5<sup>th</sup> Grade, Monaco Teacher Tonya Crisp, 2<sup>nd</sup> Grade, Monaco Teacher Jody Dickson, 3<sup>rd</sup> Grade, Monaco Teacher Jennifer Rowland, 4<sup>th</sup> Grade, Brockett Teacher Stacy Davis, ESL, Brockett Teacher Dana Fikes, 4<sup>th</sup> Grade, Brockett Teacher Diane Forester, KG, Brockett Teacher Kim Parker, 2<sup>nd</sup> Grade, Brockett Teacher Carol Wooley, SpEd, Brockett Teacher

# Part I: Our Profile



#### A. Executive Summary

#### **Introduction:**

In this section of our school improvement plan an overview of student performance data, student and community demographic data, school characteristics, and stakeholder perspectives on the quality of education are provided.

#### **Student Performance Data**

The student performance data collected for the Profile is summarized in Tables 1-5.

<u>State Measures for grades 3-Exit at Aubrey ISD</u>. (See Table 1) The percentages of our students meeting the state standards in the spring of 2011 were as follows.

97 % of all students passed reading/English language arts

95 % of all students passed mathematics

98 % of all students passed writing

98 % of all students passed social studies

95 % of all students passed science

The State of Texas requires a reading assessment to be administered each year. During the 2010-2011school years, the <u>Texas Primary Reading Inventory</u> was administered to grades K, 1, and 2. (See Table 3)

#### 1. Student and Community Demographic Data

The total enrollment of Aubrey ISD is 1882.

The subpopulation breakdown is as follows:

77.9% White 1.0% Native American

16.9 % Hispanic3.5% African American5.3% LEP (Limited English Proficient)30.7 % Economically Disadvantaged

0.4 % Asian 0.9% Other

#### 2. School Characteristics

Aubrey ISD is a public, rural school. It includes four campuses: Aubrey High School built in 1998 with an enrollment of 431, Aubrey Middle School built in 2005 with an enrollment of 386, Monaco Elementary School built in 2008 with an enrollment of 358, and Brockett Elementary School built in 1986 with an enrollment of 511.

#### **B.** Needs Assessment

Table 1: State District Comprehensive Needs Assessment

Table 2: Gold Performance Acknowledgement

Table 3: Elementary Texas Primary Reading Inventory Results

**Table 1: State District Comprehensive Needs Assessment** 

Reading/ELA	State	2011	2010	2009	2008	2007	2006	2005
All Students	90	97	97	98	97	96	96	93
African American	86	84	85	99	*	*	*	*
Hispanic	87	93	94	96	92	94	89	84
White	95	97	98	99	98	96	97	94
Economically Dis	80	93	98	96	93	92	88	85
Writing	State	2011	2010	2009	2008	2007	2006	2005
All Students	92	98	97	97	97	99	96	93
African American	89	100						
Hispanic	91	95	91	99	96	95	93	88
White	94	99	97	97	97	100	96	94
Economically Dis	90	95	91	96	94	97	100	90
Math	State	2011	2010	2009	2008	2007	2006	2005
All Students	84	95	94	95	92	89	88	85
African American	75	74	82	91	*	*	*	*
Hispanic	81	93	93	92	86	84	77	68
White	91	94	95	96	94	90	90	87
Economically Dis	79	90	92	92	87	82	79	73
Science	State	2011	2010	2009	2008	2007	2006	2005
All Students	83	95	94	91	92	88	88	82
African American	74	92	90	87	*	*	*	*
Hispanic	78	84	97	78	80	70	67	72
White	92	96	95	94	94	91	92	83
<b>Economically Dis</b>	76	88	91	82	81	73	64	76

**Table 1: State District Comprehensive Needs Assessment (cont.)** 

Social Studies	State	2011	2010	2009	2008	2007	2006	2005
All Students	95	98	98	98	98	96	97	93
African American	92	100	99	99	*	*	*	*
Hispanic	94	93	96	95	95	93	86	67
White	98	98	99	99	98	97	98	96
Economically Dis	93	93	96	96	96	89	88	83
Completion Rate (9-12)	State	2011	2010	2009	2008	2007	2006	2005
All Students	91.4		92.9	92.2	97.5	96.3	98.8	98.6
African American	87.2							
Hispanic	89.1		81.8	92.3	100	100	100	100
White	95.1		94	91.8	97.2	95.6	98.6	98.4
Economically Dis	91.1		89.5	80.0	100	100	100	100
ELL Progress Indicator	State	2011	2010					
Reading/ELA	80	90	88					

**Table 2: Gold Performance Acknowledgements** 

Adv. Course/Dual Enrollment							
<b>Completion (2008-2009)</b>		Aubrey	Aubrey	Aubrey	Aubrey	Aubrey	Aubrey
	State		2009	2008	2007	2006	2005
All Students			21.0	15.9	17.9	19.8	21.7
Hispanic			10.3	12.9	8.6	*	16.3
White			22.5	17.1	19.9	21.7	22.8
Eco Dis			9.7	4.6	4.4	4.2	17
Attendance Rate (2008-09)	State		2009	2008	2007	2006	2005
All Students			96.5	96.0	96.2	96.5	96.2
Hispanic			97.3	96.7	96.4	97.1	96.6
White			96.3	95.9	96.2	96.4	96.1
Eco Dis			96.5	96.0	95.9	95.8	95.4
Commended on Reading/ELA	State	2011	2010	2009	2008	2007	2006
All Students	33	47	49	44	48	42	40
Hispanic			45	34	39	28	30
White			50	47	50	44	41
Eco Dis	23	35	39	30	34	26	26
Commended on Writing	State		2010	2009	2008	2007	2006
All Students			46	44	46	52	48
Hispanic			32	38	40	63	40
White			47	44	46	50	49
Eco Dis			43	33	37	29	52

**Table 2: Gold Performance Acknowledgements (cont.)** 

<b>Commended on Math</b>	State	2011	2010	2009	2008	2007	2006
All Students	29	37	41	43	48	33	27
Hispanic			32	36	39	29	18
White			43	45	50	35	28
Eco Dis	21	29	29	34	37	23	14
<b>Commended on Science</b>	State		2010	2009	2008	2007	2006
All Students			40	36	36	28	19
Hispanic			37	26	26	20	15
White			40	40	40	30	20
Eco Dis			31	26	26	15	9
Commended on Social	State		2010	2009	2008	2007	2006
Studies							
All Students			59	59	59	50	38
Hispanic			43	32	32	21	38
White			62	66	66	53	38
Eco Dis			49	45	45	14	27
RSHP/DAP Graduates							
(2009)	State		2008	2008	2007	2006	2005
All Students			86	80.3	81.7	74	73.8
Hispanic			75	76.9	*	66.7	62.5
White			86.5	80.0	81.2	75.4	75
Eco Dis			56.3	62.5	66.7	70	80

**Table 2: Gold Performance Acknowledgement (cont.)** 

### SAT/ACT Results (2009)

Percent Taking SAT/ACT	State	2009	2008	2007	2006	2005
All Students		64.9	63.8	62.5	65	69
Hispanic		28.6	41.7	*	25	50
White		66.7	70.4	65.0	64.8	71.4
Met Criteria for						
SAT/ACT	State	2009	2008	2007	2006	2005
All Students		32.0	31.8	35	25.6	14.3
Hispanic		*	20.0	*	0	0
White		34.1	34.2	33.3	20	15.6
Texas Success Initiative						
ELA	State	2010	2009	2008	2007	2006
All Students		72	79	63	72	37
Hispanic		78	65	14	54	20
White		73	81	69	76	38
Economically Dis		74	57	29	50	17
Texas Success Initiative						
Math	State	2010	2009	2008	2007	2006
All Students		85	91	71	73	68
Hispanic		67	80	29	69	33
White		90	92	76	74	72
Economically Dis		74	80	38	60	33

**Table 2: Gold Performance Acknowledgement (cont.)** 

College Ready Graduates (2009)	State	2009	2008	2007
All Students		61	59	39
Hispanic		29	36	*
White		67	64	39
Eco Dis		27	20	40

**Table 3: Texas Primary Reading Inventory** 

	2011 Brockett	2011 Monaco	2010 Brockett	2010 Monaco	2009 Brockett	2009 Monaco	2008	2007
Kindergarten	Diockett	Monaco	Diockett	Monaco	Diockett	Monaco		
	0.1	02	0.6	00	07	02	02	0.0
1 – Rhyming	91	93	96	99	87	92	92	88
2 – Blending Word Parts	94	97	92	97	83	89	83	82
3 – Blending Phonemes	94	96	92	96	80	85	81	79
4 – Detecting Initial Sounds	79	80	76	91	51	75	64	61
5 – Detecting Final Sounds	45	61	35	73	32	65	47	48
6 – Letter Name Identification	99	99	98	99	97	98	97	97
7 – Letter to Sound Linking	98	99	95	99	94	98	92	96
Listening Comprehension	84	83	78	75	64	67	64	68
First Grade								
1 – Blending Word Parts	100	100	99	97	100	98	98	97
2 – Blending Phonemes	99	99	95	91	95	92	96	94
3 – Detecting Initial Sounds	97	97	72	72	67	66	55	59
4 – Detecting Final Sounds	94	92	66	67	62	62	52	55
5 – Initial Consonant Substitution	100	100	100	98	100	98	98	98
6 – Final Consonant Substitution	100	100	99	97	100	96	98	98
7 – Medial Vowel Substitution	99	100	98	93	98	92	98	98
8 – Initial Blend Substitution	96	100	87	90	92	82	92	89
9 – Final Blend Substitution	94	96	85	84	88	82	88	85
Fluency (>=60)	71	75	51	66	50	66	52	55
Reading Comprehension	91	89	91	86	76	90	87	82

**Table 3: Texas Primary Reading Inventory (cont.)** 

	2011	2011	2010	2010	2009	2009	2008	2007
	Brockett	Monaco	Brockett	Monaco	Brockett	Monaco		
Second Grade								
Graph phonemic Knowledge	70	82	77	67	68	77	68	50
(Spelling)								
Read Story 5	83	87	73	71	59	74	59	66
Fluency (>=90)	57	82	45	51	35	40	35	20
Reading Comprehension	88	93	67	76	73	79	73	77
(Developed)								

#### **Assessment of the Current Situation**

#### Comprehensive Needs Assessment

#### **Data Sources Reviewed:**

• Enrollment data for 3 years, PEIMS demographics, promotion/retention rates, grade books, SAT/ACT/PSAT scores, state assessment data/TAKS, EOC, TELPAS/ESL data, TRA/TPRI/DRA, job satisfaction surveys, drug surveys, parent surveys, DAEP/ISS Reports, Discipline Records, Attendance Records, Safety items/SRO/Audit/Drills, Staff Attendance Records, Teacher Certification/Qualification DATA, Standards-Based Curriculum, Scope and Sequence, Enrichment Course, GT Evaluation, SST Evaluation, Collaborative Horizontal and Vertical Team Alignment Processes, DMAC/Eduphoria/CSCOPE, Common Benchmark Assessments and/or Other Assessments, Parent Training Sessions, Parent Involvement Surveys, Parent Communications, PBMAS, Decision-Making Processes, Master Schedule, Counselor Evaluations, Program Support Services, Student Support Services, Technology Audit, Technology Work Orders, Technology Policies and Procedures, Assessment of Technology Skills for students and staff

Area Reviewed	<b>Summary of Strengths</b>	Summary of Needs	Priorities
	What were the identified	What were the identified needs?	What are the priorities for the campus,
	strengths?		including how federal and state program funds
			will be used?
Demographics	Stable student enrollment, Special	Reduce special education	Continue to find alternative graduation plans for
	Education rate has decreased	percentage, Continue to find	at risk students, reduce special education
	slightly over past 3 years, Campus	alternative graduation plans for at	percentages
	consistency with special programs	risk students	
Student	87% graduated recommended or	Continue to monitor graduation of	Continue to monitor graduation of at risk
Achievement	distinguished, SAT & ACT above	at risk students to keep dropout rate	students, increase EOC scores at high school
	most state and national averages,	low, reduce the number of students	level, increase commended percentages
	high school has reduced failure	graduating on minimum graduation	especially for sub pops for TAKS and for other
	rates across classes since 2008-	plan, female scores for SAT lower	standardized tests, reduce the number of
	MS has a low failure rate, HS and	than males, males lower in ACT,	students graduating on a minimum graduation
	MS social studies scores, tutoring	Hispanic scores for ACT are low,	plan, review failure rates at transitional years of
	opportunities; students are meeting	review failure rates at transitional	6 <sup>th</sup> and 9 <sup>th</sup> grade. Work with economically
	state standards on TAKS; higher	years of 6 <sup>th</sup> and 9 <sup>th</sup> grade, increase	disadvantaged students in all areas; provide
	expectations were set for	commended percentages especially	specific intensive instruction for the ESL/ELL
	TPRI/DRA with regards to fluency	for sub pops, increase End of	student in all grade levels; identify "bubble"

	and comprehension; fluency rates	Course scores at high school level,	kids based on previous year performance and
Student	for grades 1-2 were increased; low	working with economically	create instruction that will challenge then to
Achievement	failure rate at elementary schools	disadvantaged students in all areas,	reach the next level – thereby increasing
(continued)	randre rate at elementary schools	increase SAT participation,	commended performance; continue to use the
(continued)		especially with economically	data to drive instruction throughout the school
		disadvantaged; ESL/ELL students	year; identify the objectives from previous data
		need more intensive instruction to	that we are weaker on state assessments and let
		meet the high expectations; increase	it guide the instruction; longitudinal data
		commended performance in 4 <sup>th</sup>	needed
		grade writing; data is needed	
		longitudinally; bring up commended	
		performance; science commended	
		scores at the high school level need	
		to come up	
<b>School Culture and</b>	Large percentage of staff and	DATA: consistent way of tracking	Training for teachers, parents, students on
Climate	parents satisfied, surveys show	discipline consolidated data and for	transition issues (6 <sup>th</sup> & 9 <sup>th</sup> grade); DATA:
	most students feel safe, drug use is	each school; training for teachers,	Getting more input as to how students feel;
	always a concern, but is still low	parents, students on transition issues	Continue Drug, Alcohol Awareness programs;
		(6 <sup>th</sup> & 9 <sup>th</sup> grade); get parents	Parent Involvement; Extra-curricular academic
		involved – they are not sure how to	activities
		help; continue drug, alcohol	
		awareness programs; look into a	
		variety of extra-curricular academic	
G. 88 O. 11. /		activities (i.e. after school)	
Staff Quality/	All teachers are Highly Qualified	Reduce the number of teacher	Teacher absences – find creative ways to cover
Professional	to teach their assigned areas;	absences across the district; student	classes rather than using subs in every case;
Development	several teachers have many years	course failures; reduce the dropout	dropout rates for sub pops; student course
	of experience; professional	rates for sub pops; evaluate the	failures should be more in line with TAKS
	development and support for	"whole" teacher and remember to	standards-with so many students meeting
	teachers; turnover rate is low; data	use all data throughout the year;	passing standards on TAKS – why do we
	disaggregation to impact teachers and students	consistency and focus on long term	continue to have so many failures; open communication between administrators and
	and students	objectives district and campus-wide	teachers that is supportive
			teachers that is supportive

Family and	Weekly communications at	Keep updated webpages – lesson	Updated parent portals, updated lesson plans on
Community	elementary schools, booster clubs	plans need to be available online for	webpages, communication to parents with
Involvement	very strong and helpful, Aubrey	parents, updated parent portals,	limited English proficiency – Rosetta Stone
Family and	Education Foundation,	communication to parents with	C I
Community	Involvement of various groups and	limited English skills – make	
Involvement	organizations in community events	Rosetta Stone available to teachers	
	– peanut festival, parades, etc.		
<b>School Context and</b>	Support programs; high	Business people from the	Get input from business people from the
Organization	expectations	community; more parent	community; make parent survey easier to access
	_	involvement	during parent conferences
Technology	Efficiency for completion of work	Computer-student ratio needs to	Software to address the ESL/ELL specifically;
	orders; software programs	increase; software that addresses our	email verification process to make it easier for
	currently being used on campuses	sub pops more specifically with	parents and teachers to communicate without it
	are effective; communication via	progress monitoring; more	going to spam; increase the number of
	email and QC is responsive and	technology available to teachers-	computers available to students; training
	supportive	Elmos/document cameras/smart	teachers how to utilize the software programs
		boards; email communication	more effectively; assessing SPAM information
		between teacher and parent is	from outside of the district – how can it be
		sometimes difficult due to filter	taken out of SPAM without coming to work?

## Part II:

## Our Core Beliefs



The purpose of the Aubrey Independent School District is the most important quest for our nation: to provide all students with a high-quality educational program that will prepare all youngsters for life in a fast-changing and complex world.

There is an intimate connection between the quality of life a youngster will enjoy and the quality of the educational systems attended. The Aubrey Independent School District will provide all of its students with an education program which will allow them to develop to their full potential intellectually, physically, and socially in order to be responsible citizens and contributing members of society.

The focus of the educational system must be on service and excellence. People in education must realize that they have the opportunity to enhance the lives of young people. This enhancement of life can only be found in a single word. The word is education. Therefore, inherent within this purpose is the belief that all students can learn and that school can make a difference in the lives of students. Providing an environment conducive to learning will do this and a well-balanced curriculum delivered by a highly qualified staff responsible for learning with an uncompromised **commitment to excellence.** 

## Our Mission Statement

The mission statement of Aubrey ISD is to provide an exemplary education to all students in a positive environment and to set high expectations for both students and teachers alike.

## Our Motto

"A Great Place to Learn"



## Goals of Aubrey ISD

Goal 1: All students will maintain high standards and commitment to excellence in academic performance.



- Goal 2: All members of the school community will be partners in the ongoing enhancement of the educational organization.
- Goal 3: A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.
- Goal 4: A school climate will be provided that is safe, orderly, and well-maintained.

### **Performance Objectives of Aubrey ISD**

#### Goal 1

Objective 1: All student populations will achieve 90% mastery on all STAAR tests.

Objective 2: 65% of all eligible students will take ACT/SAT and score at or above state criteria.

Objective 3: All student populations will maintain 96.5 % attendance.

Objective 4: Dropout rate will be 0% for all student populations and completion rate will be at or above 95%.

#### Goal 2

Objective 1: Develop and utilize a variety of strategies that are capable of reaching 100% of targeted parents and community members regarding student achievement, meetings, and training sessions.

Objective 2: Provide training to AISD parents and teachers.

Objective 3: Explore and expand school/community partnerships.

#### Goal 3

Objective 1: All curriculums will be aligned to state content and performance standards.

Objective 2: 100% of staff will be trained to implement the guidelines of the Special Education process.

Objective.3: All student populations will be provided career awareness opportunities.

#### Goal 4

Objective 1: All personnel will be provided staff development in identified areas.

Objective 2: AISD will update the Emergency Operations Plan.

Objective 3: AISD will ensure that a Date Violence Policy will be in place and implemented.

Objective 4: AISD will provide behavior management support systems for students.

Objective 5: AISD will provide a balanced budget using Education Job Funds.



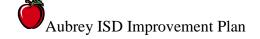
Part III: School Improvement Plan



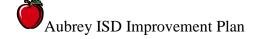
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District Goal 1:	All stud	lents will mai	ntain high sta	andards and	commitment to excel	lence in academic	performance.	
Performance Objective 1:	All stud	ll student populations will achieve 90% mastery on all STAAR tests.						
Summative Evaluation:	STAAR	TAAR Results						
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation	
1. Give CSCOPE unit test in reading/ELA (3-11), Math (2-11), Writing (4-11), Science (5-11), and Social Studies (6-11).	TAKS		Principal Teachers	Sept.' 11- May '12	CSCOPE Program Local Funds (\$20,000)	Checked every 6 weeks	Reports through DMAC	
2) Target Hispanic and Economically Disadvantaged students with instructional strategies, peer support groups and one-on-one tutoring.	TAKS	His. Eco.	Principals ESL Coor.	Aug. '11 – Apr. '12	Tutor Practice Materials	Checked every 3 weeks	Reports through DMAC Teacher Grades	
3) Utilize Study Island to meet the needs of struggling students in math and science.	TAKS	ECO AR HIS	Principals Teachers	Oct. '11 – May '12	Local Funds (\$10,000) Tutor Program	Progress Reports; Benchmark assessments	Benchmark results; Screening/ Assessments	



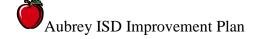
		4	011-2012	4			
District Goal 1:	All studer	nts will maint	ain high stand	dards and cor	nmitment to excellence	e in academic p	erformance.
Performance Objective 1: (cont.)	All studer	nt populations	s will achieve	90% master	y on all STAAR tests.		
Summative Evaluation:	STAAR I	Results					
Action(s) Implementations	Needs Assess	Special Population	Person(2) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
4. Provide extended learning opportunities for students not mastering curriculum:  a) Elementary – Tutorials during the day, Summer School, Extended day, Reading Recovery, Multi-Sensory Training  b) Middle/High – Extended Day, Tutorials during the day, Accelerated Classes, Summer School	TAKS TPRI	ESL, Eco, His, AR Mig SE	Principals Counselors Teachers	Aug. '11 - July '12	Title I Funds (\$45,000) Local Funds (\$70,000) Paraprofessionals & Teachers SCE Funds (\$205,000) SCE FTEs (8.26) High School Allotment Funds (\$27,000) Title III Funds (\$9,732)	Failure reports (6 wks); Benchmark assessments;	Master schedule; Tutoring Schedules, STAAR Results Benchmark results
5. Continue to early identify students in need of assistance and continue intervention strategy.	TPRI Bench- marks	Eco, His, AR,	Principals Teachers	Aug '11, Sept. '11 Oct. '11 Nov. '11	Title I Funds (\$30,000) Local Funds (\$10,000)	Benchmarks, Nov.11-Jan 12 TPRI Jan 12	STAAR Results TPRI May 12 Schedules of Tutoring



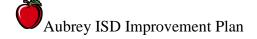
		4	2011-2012	4			
District Goal 1:	All stud	ents will mai	ntain high stand	dards and cor	nmitment to excellence	e in academic p	erformance.
Performance Objective 1: (cont.)	All stud	ent populatio	ns will achieve	90% master	y on all STAAR tests.		
Summative Evaluation:	TAKS F	Results					
Action(s) Implementations	Needs Assess	Special Population	Person(2) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
<ul> <li>6. Provide intensive instructional support to identified at-risk students.</li> <li>• Employ instructional aides, enabling certified Pre-K, K, and Inc. teachers to work more closely with students.</li> <li>• Provide CM/Inc. for 504/at-risk students.</li> <li>• Provide a certified teacher in DAEP.</li> </ul>	TAKS TPRI SST	AR ESL	Assist-Super Principals	Aug. '11	SCE Funds (\$136,400) SCE FTE's (4.39) Local Funds (\$25,000)	AEIS data Retention rates Discipline reports	Campus report card, grade distribution reports, discipline records, master schedule
7. Provide extensive training to teachers new to AISD in essential elements of instruction and classroom management.	Discipli ne Records Grades		Staff Development Director	July. '11 – Jan. '12	Title II monies (\$37,209)	Observations – 5 per teacher	Discipline records, campus report cards, grade distributions



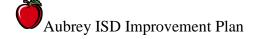
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District Goal 1:	All stud	ents will mai	ntain high stan	dards and c	ommitment to exceller	ice in academic p	erformance.
Performance Objective 2:	65% of	all eligible st	udents will tak	e ACT/SAT	and score at or above	state criteria.	
Summative Evaluation:	AEIS R	eport and Stu	dent Transcrip	ts			
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
Support opportunities for co articulations between the Hi and NCTC to offer students dual credit classes on the hig campus.	gh School a variety of	GT	H.S. Counselor, Teachers	June '11 – Feb. '12	NCTC administration	End of Semester Reports; Student grade reports; Class schedule report	Concurrent credit report; Student schedules and transcripts
Improve percent of students commended scores on STAA of Course by providing exte learning opportunities.	AR and End	GT His Eco	Principals	Oct. '11 – May '12	Differentiated Curriculum	Benchmark Scores	AEIS Reports
Incorporate SAT/ACT/THEA problems within the curriculum		GT His Eco	Teachers Principal	Aug '11- May '11	Test Prep Materials	Class grades	Lesson Plans
4. Offer PLAN/EXPLORE or sim for 8 <sup>th</sup> graders to assist in ACT/		GT His Eco	Counselor Teacher Principal	Dec. '11	Tests Counselors Students	Test Results	Counselors Evaluation



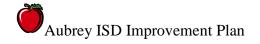
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District Goal 1:	All stud	ents will mai	ntain high stand	dards and cor	nmitment to excellence	e in academic p	erformance.
Performance Objective 3:	All stud	ent populatio	ns will maintai	n 96.5 % atte	endance.		
Summative Evaluation:	AEIS R	eport					
Action(s) Implementations	Needs Assess	Special Population	Person(2) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
Maintain SRO in schools partnership to increase student attendance and to decrease discipline referrals.	Attend. Records Discipli ne Records	AR	Superintendent	Aug. '11 – May '12	Law enforcement personnel Local Funds (\$41,000)	Six weeks monitoring of attendance and discipline referral reports	Attendance Records; Discipline referral reports
Track student attendance and refer excessive absences to court system.	Attend. Records	AR	Principals SRO	Aug. '11 – May '12	SRO PEIMS Clerk County Program	Attendance Reports; Referral Letters	Referral Records Report
3. Send information home to parents about attendance requirements for optimum learning along with health prevention strategies.	Attend. Records	AR	Principals Nurse	2 <sup>nd</sup> 3 <sup>rd</sup> 5 <sup>th</sup>	Information on attendance and health prevention	Reports sent out every 6 weeks.	Copy of the reports sent out.
5. 4. Create an incentive program at all campuses to improve attendance.  Improve methods to increase attendance rates, including but not limited to phone calls to parents, and rewards for good attendance.	Attenda nce Records	AR	Principals	Aug. '11 – May '12	Incentives	Six week attendance report	Attendance Records



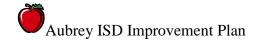
District Goal 1:	All stud	ents will mai	ntain high stan	dards and cor	nmitment to excellence	e in academic p	erformance.
Performance Objective 4:	Dropout	t rate will be	0% for all stud	ent population	ns and completion rate	will be at or al	ove 95%.
Summative Evaluation:	AEIS R	eport – Drope	out Records/Co	mpletion Rat	e		
Action(s) Implementations	Needs Assess	Special Population	Person(2) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
Counsel and provide documentation for students who are failing.	Failure Records	AR	Principals Counselors Teachers	Sept. '11 – May '12 (end of each six wks.)	Failure List; Counselors Principals Teachers	Failure List	Schedule of Appt./Conf.
2. Conference with parents of students who are in danger of being retained or losing credit.	Failure Records	AR	Principals	Nov. '11 – March '12	Teachers Counselors	Failure List	Schedule of Appt./Conf.
3. Offer alternatives to dropping out of school such as the Linda Tutt Learning Center (AEA), Journey Program and campus Choice Program	Failure Records	AR	H.S. Principal	Aug. '11 – May '12	Teachers/Principal Summer School; Credit By Exam; Choice Program Local Funds (\$26,000) A+ Curriculum	Withdrawal Records	PEIMS Report
All HS students will meet with the principal/ assist. Principal/ counselor before withdrawing from school to drop out.	Failure Records AEIS	AR	Attendance Clerk at MS/HS	Aug. 11' - May '12	MS/HS Principal MS/HS Assistant Principal MS/HS Counselor	Withdrawal Records w/ signature of conference	Appointments Logs
5. Strive for more distinguished graduates.	Grad. Records	GT	Counselor	Aug. 11' - May '12	MS/HS Principal MS/HS Assistant Principal MS/HS Counselor	Number of Distinguished Graduates	Parent/Students Conferences with counselor/ principals



		A	ubrey IS	D									
	]	District 1	[mproven	ent Plai	1								
	2011-2012												
District Goal 2:		nbers of the sonal organization		ity will be pa	rtners in the ongoing e	nhancement of	the						
Performance Objective 1:		Develop and utilize a variety of strategies that are capable of reaching 100% of targeted parents and community members regarding student achievement, meetings, and training sessions.											
Summative Evaluation:	Surveys	from parents	and communit	y and sign in	sheets.								
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation						
Conduct parent conferences	Failure List	AR ESL	Teachers Principal	Nov. '11	Parents	Parents Attending Log	Parent Attendance						
<ul> <li>2. Publish and disseminate a district newsletter to promote –</li> <li>a. Student achievements both academic and non-academic.</li> <li>b. Calendar of events.</li> <li>c. Meeting and training information.</li> </ul>	Parent Survey		Superintendent Principal Counselor Teachers Webmaster	ongoing	Local funds (\$6,000)	Website	Website						
3. Conduct parent/community training and information meetings (ex. Middle School orientation; Meet the Teacher night; Grade level parent meetings, parent seminars)	Failure List	AR	Principals	Aug. '11 April '12	Teachers	Session Evaluation	Calendar; Session agendas						
4. Conduct parent meetings at each campus to explain student eligibility and services provided by special programs including Special Ed., 504, GT, Dyslexia, ESL, At-Risk, Speech, CATE and Migrant.	TEA	SE GT ESL Mig AR	Principals	Oct. '11	Special Programs Teachers	Session evaluations Report to DEIC	Calendar agenda						
5. Email communication between parents and school personnel.	Parent Survey		Principal Teacher Tech. Dept.	Ongoing	Email addresses Technology	Emails sent	Report on email sent out						
6. Use the District website as a major point of information exchange between school and community.	Parent Survey		Technology Director	Aug. '11 – Aug '12	Information from campuses	On-line Survey	Survey Results						



			2011-2012	2			
District Goal 2:				ity will be pa	rtners in the ongoing e	nhancement of	the
		onal organiza					
Performance Objective 1: (cont)					e capable of reaching 1		d parents and
•	commu	nity members	regarding stud	ent achieven	nent, meetings, and trai	ning sessions.	
Summative Evaluation:	Surveys	from parents	s and communi	ty and sign ir	sheets.		
Action(s)	Needs	Special	Person(s)	Timeline	Resources	Formative	Documentation
Implementations	Assess	Population	Responsible	Start/End	Human/Material/Fiscal	Evaluation	
7. Develop and implement a parent survey	Survey		Director of	April '12	District Website Survey	Online Survey	Survey results.
including questions about parent			Special		maker	results	
involvement. Spread awareness and increase			Programs/Site-				
accessibility of survey.			base Team				
8. Develop and implement a student survey.			Principals/Site	April '12	District website survey	Online survey	Survey results
			base Team		maker	results	
9. Teacher transition meetings between grade	Failure	AR	Principals	May '12	Wednesday Time	Failure List	Agenda/Sign-In
levels, especially from elementary to middle	List	ESL ECO	Counselors			Sept. '12	Sheet
school and middle school to high school.			Director of				
			Special				
			Programs				



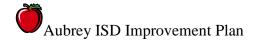
		4	2011-2012	4			
District Goal 2:		nbers of the sonal organiza		ity will be pa	artners in the ongoing e	nhancement of	the
Performance Objective 2:	Provide	training to A	ISD parents an	d teachers.			
Summative Evaluation:	Survey	from parents	and teachers.				
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
Provide adult ESL program/Literacy Parent Group.	TAKS	ESL	ESL Coordinator	Sept. '11 – Apr. '12	Local Funds (\$2,500)	Attendance	Attendance Records
2. Provide professional development to work with ESL/ELL population.	TAKS	ESL	Dir. of Special Programs, ESL Coordinator, Principals	Aug. '11- Dec. '12	M	Session Evaluations	Sign-in sheets
3. Provide professional development to work with parents as equal partners (Title I Campuses)	FED	SW	Elem. Principals	Sept '11	ESC – XI Staff and Principals	Session Evaluations; Parent and Teacher Survey	Sign-in sheets
4. Provide parent training (ex: Grade level expectations/Bullying/Drugs/Adolescen Behaviors)			Principals Counselors Dir. of Special Programs	Nov. '11 Feb. '12	Information on Topics; Training	Attendance	Attendance logs Evaluations
<ol> <li>Provide professional development on classroom behavior strategies/interventions for teachers.</li> </ol>	Teacher Survey	AR	Director of Special Programs, Principals, Counselors	Aug. '11- Jan. '12	Classroom behavior intervention training.	Discipline records	Discipline records
<ol> <li>Provide CPI training for a diverse group of personnel outside of special educatio at each campus and inform teachers of certified CPI personnel.</li> </ol>		AR	Principals	Aug. '11 – May '12	CPI Instruction through the Special Education Coop., Substitutes	one person outside of SP. Ed. per campus is trained.	Professional development certificates
7. Provide opportunities for staff to learn Spanish.	Demo Graphic	ESL	ESL Coordinator Director of Special Programs	Nov. '11 – May '12	Training Materials Rosetta Stone (\$5,000)	Attendance	Sign-In/Sheets

2011-2012

		4	2011-2012	<u>_</u>			
District Goal 2:				ity will be pa	ortners in the ongoing e	nhancement of	the
	education	onal organiza	tion.				
Performance Objective 3:	Explore	and expand	school/commu	nity partnersh	nips.		
Summative Evaluation:	Annual	Parent and C	ommunity Eva	luation Resul	lts, Annual Staff Surve	y/Interviews	
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
Provide parent, community, and businesses the opportunity for involvement in academic programs such as:	Parent Survey		Principals	Aug. '11 Through May '12	Parent and Community leaders	Student evaluations	Lesson plans; Schedules; Logs of volunteers
Provide strategies for teachers to enhance parental involvement.	Parent Survey	AR	Principals	Aug. '11 – May '12	Parental Involvement Training.	Parent involvement survey	Survey results
3. Require all campuses to have one site based decision making meeting per semester.	Site Base Records		Principals	Aug. '11 – May '12 Once per semester	Location for meeting and invitations. Snacks for meetings	100% of campuses had one meeting each semester.	Sign in sheets for meetings and agendas.



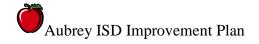
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	]	District 1	<b>Improven</b>	ent Pla	ın								
	2011-2012												
District Goal 3: A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.													
Performance Objective 1:	nce Objective 1: All curriculums will be aligned to state content and performance standards.												
Summative Evaluation:	uation: TAKS Results, Retention Records, AEIS data												
Action(s) Implementations	Needs Assess	Special Population	Person(2) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation						
Provide teachers time to disaggregate data on student performance in order to refine instruction and insure instruction is data driven	TAKS	AR HIS AA	Principals Assistant Superintendent	Aug. '11- May '12	Teacher Training	Teacher Surveys/ Interviews; PDAS	Lesson Plans; Sample Lesson Professional Development Records Inventory						
2. Teachers will use critical thinking skills during instruction on a regular basis	STAAR		Principals	Aug. '11 -May '12	Curriculum	STAAR Results	Lesson Plans Grade book						
3. Explore additional technology devices and software programs to enhance student performance	STAAR		Tech Director Principal	Aug. '11 -May '12	Software Hardware	Teacher Suveys	Inventory List						
4. Increase the number of computers per student	STAAR		Super Tech. Director	Aug. '11 -May '12	Computer Hardware	Inventory	Inventory						



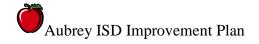
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District Goal 3:		A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.									
Performance Objective 1: (cont.)					nd performance standa	rds.					
Summative Evaluation:	TAKS I	Results, Reter	ntion Records, A	AEIS data							
Action(s) Implementations	Needs Assess	Special Population	Person(2) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation				
Require teacher to maintain high level of technology knowledge	Star Chart		Principals Teachers Tech Director	Aug. '11; Dec. '11; May '12	Teachers ESC tests / courses	Tests Passed on Tech. requirements	ESC Records				
6. Incorporate career education into curricula to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.	TEA		Principals CATE committees (campus level)	Aug. '11 through May '11	Carl Perkins funds (\$14,435) CATE (\$374,118)	Student surveys and/or interviews; Teacher interviews	Principal observation records; Lesson Plans				
7. Research and implement current successful educational programs in reading fluency.	TPRI		Assist-Super. Principals Staff Dev. Dir.	Aug. '11 through July '11	Reading Specialist	Information from visits	AEIS; Staff Dev. Records				
8. Continue to employee a reading specialist for grades K-5.	TPRI DRA	AR ESL	Assistant Superintendent	Aug. '11	Teacher/Specialist Title I Funds (\$34,625)	Calendar of Schedule	TPRI / DRA results				
9. Align writing programs and provide professional development	TRA's, TAKS, Writing Folders		Director of Special Programs	Aug.'11 through May '12	Program Funds (\$30,000) Title II Funds (\$6,000)	Implementation of writing program. Writing program aligned.	Professional development agendas, sign in sheets, writing benchmark and TAKS scores.				



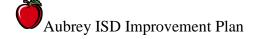
Aubrey ISD District Improvement Plan											
	J		2011-2012		111						
District Goal 3:	A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.										
Performance Objective 2:	100% o	00% of staff will be trained to implement the guidelines of Special Ed. Process.									
Summative Evaluation:	AEIS, S	AEIS, STAAR Results									
Action(s) Implementations	Needs Assess	Needs Special Person(2) Timeline Resources Formative Documentation									
In district and out of district staff development training will be conducted for:      a. Student Support Teams.     b. STAAR-M and STAAR-A requirements.     c. ARD Training.	TEA	SE AR	Principal Staff Dev. Dir. Assist. Super.	Aug. '11/ Dec. '12	Sanger Coop ESC XI Training Local (6,000)	Session evaluations; Twelve-week review of academic records for SST's.	Student records Wednesday Staff Devlopment Calendar				



Aubrey ISD											
District Improvement Plan 2011-2012											
											District Goal 3:
Performance Objective 3:	All student populations will be provided career awareness opportunities.										
Summative Evaluation:	Student and parent surveys; Longitudinal study of graduate information; AEIS reports										
Action(s) Implementations	Needs Assess	Special Population	Person(2) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation				
Provide information to Middle/High School students, teachers, counselors, and parents about:      a. Higher education admissions and financial aid opportunities     b. The TEXAS grant program established under Subchapter M, Chapter 56     c. The need for students to make informed curriculum choices to be prepared for success beyond high school     d. Sources of information on higher education admissions and financial aid	TEA		Superintendent Counselors Principals	Feb. '12	TEA Information	Session evaluations; Parent, Teacher, and Student Interviews	AEIS; College acceptance records; Financial aid requests; Counselor records				
Use LifeTrack measures to track AISD graduates' enrollment in higher education and employment information.			Superintendent	Nov. '11	Contracted services Local Funds (\$1,000)	LifeTrack Report	LifeTrack Report				



District Goal 4:	A school climate will be provided that is safe, orderly, and well-maintained.								
Performance Objective 1:	All personnel will be provided staff development in identified areas.								
Summative Evaluation:	Staff Development Evaluation; AEIS Data; SDFSC Annual Evaluation								
Action(s) Implementations	Needs Assess	Special Population	Person(2) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation		
Explore measures and provide staff development for addressing the needs of students for:      a. Discipline management b. Violence Prevention c. Crisis Management (EOP) d. Bullying e. Continue to improve drug awareness program.     f. Differentiated instruction g. Anger management	Teacher Surveys	AR	Principals Dir. of Special Programs Counselor	Aug. '11 through Nov. '12	Counselors SRO Principals	Session Evaluations; Quarterly review of discipline referrals, Attendance records, Failure lists	Calendars; Staff Dev. Records; AEIS; Discipline referral reports		
Revise district policies/code of conduct and advise staff of policies.	TEA	AR	Principals	July '11 - Aug. '11	TASB Draft Copy	Student Handbook	Policy on-line and code of conduct		
3. Explore strategies for student and personnel motivation.  a. Include designated team time.  b. Develop time for peer to peer observation.  c. Recognize staff efforts  d. Create Mentor Program for students	Teacher Surveys	AR	Principals Director of Special Programs	Aug '11 through May '12	Incentives for students and teachers (Local \$15,000)	90% of teachers report a positive climate on all campuses, student survey	Teacher survey results, student survey results		



	I	District 1	Lubrey IS Improven 2011-2012	nent Plai	1		
District Goal 4:	A schoo	l climate wil	l be provided th	nat is safe, or	derly, and well-maintai	ned.	
Performance Objective 2:	AISD will update the emergency operations plan.						
Summative Evaluation:	Revised	EOP will be	approved by the	ne school boa	rd.		
Action(s) Implementations	Needs Assess	Special Population	Person(2) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
Emergency Operations Committee     Review Plan – Update as needed	Safety Audit		Emergency. Management. Coord.,	Nov. '11 – Dec. '11	Current Plan, Audit Team Reports, Emergency Operations Planning for Schools – Plan Wizard	List of Changes	List of Changes



Aubrey ISD
<b>District Improvement Plan</b>
2011-2012

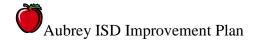
		4	2011-2012	┛			
District Goal 4:	A school	ol climate wil	l be provided th	nat is safe, or	derly, and well-maintai	ned.	
Performance Objective 3:	AISD w	AISD will ensure that a Date Violence Policy will be in place and implemented.					
Summative Evaluation:	Date Vi	olence Repor	t to School Boa	ard			
Action(s) Implementations	Needs Assess	Special Population	Person(2) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
Provide Date Violence Training for Administrators, Counselors, and Teachers	TEA	AR	Director of Staff Development	Nov. '11 Dec. '11	American Bar Association materials, healthyteendating.org Materials.	Training Schedule	Sign-in sheets, Trainee evaluation
Provide Date Violence Training for students through their regular schedule	TEA	AR	Principals Counselor	Jan. '12 – May. '12	American Bar Association materials, healthyteendating.org Materials	Lesson Plans	Student grades
3. The district will promote National Teen Dating Violence Awareness and Prevention week.	TEA	AR	Principals Counselor	Jan. '12 – Feb. '12	American Bar Association materials, healthyteendating.org Materials.	Schedule of activities	Written evaluation of activities



	]	District 1	aubrey IS Improven	nent Plai	n		
			<u> 2011-2012</u>	2			
District Goal 4:	A school	ol climate wil	l be provided th	nat is safe, or	derly, and well-maintai	ned.	
Performance Objective 4:	Objective 4: AISD will provide behavior management support systems for students.						
Summative Evaluation:	Teacher	survey repor	t to school boa	rd.			
Action(s) Implementations	Needs Assess	Special Population	Person(2) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
Implement an incentive program for positive behavior.     a. Utilization of SRO's for educational purposes.	Discipli ne Records	AR	SRO's Principals	Aug. '11 through May '12	Materials for presentations	SRO works with teachers and counselors to plan lessons	Attendance Sheets



		A	ubrey IS	D			
	1	District I	mproven	ient Plar	1		
			2011-2012	2			
District Goal 4:	A schoo	l climate will	be provided th	nat is safe, or	derly, and well-maintai	ned.	
Performance Objective 5:	Objectiv	e 5: AISD w	vill provide a ba	alanced budg	et using Education Job	Funds.	
Summative Evaluation:	Copy of	budget.					
Action(s) Implementations	Needs Assess	Special Population	Person(2) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
Pay for 7 middle school teachers to help with local budget crisis.	Budget		Superintendent	Sept. '11 Thru Aug. '12	Monies Ed Job (\$317,616)	Monthly Drawdowns	RSCCC Printouts



# **Appendices**



# **Appendices:**

Appendix A: State Compensatory Education and FTE's

Appendix B: Staff Development Plan

Appendix C: Migrant Improvement Plan

Appendix A: State Compensatory Education and FTE's

# Aubrey ISD State Compensatory Education Monies for 2011-2012 School Year

# **High School**

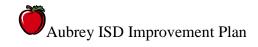
High School Tutoring in the day	<u>FTE</u>	<u>Amount</u>
Atcheson, Suzanne	0.13	\$2,157.00
Cabrales, Marissa	0.26	\$11,520.00
Lortz, Gregory	0.13	\$5,307.00
Garza, Robert	0.13	\$6,990.00
Chairez, Roxana	0.50	\$20,050.00
Dooley, Dawn	0.13	\$3,088.00
Gaston, Marcia	0.13	\$2,822.00
Hughes, Elizabeth	0.26	\$5,307.00
Noles, Jamie	0.13	\$3,109.00
Vice, John	0.13	\$2,864.00
		\$74,211.00
Inclusion Help with At- Risk		
Students:		
		<b>.</b>
New Aide	0.50	\$8,073.00
DAEP:		
Moore, Gary Don	0.38	\$21,566.00
		•
Total HS:	2.42	\$95,717.00

# **Middle School**

Middle School tutoring in the day			
Anderson, Laresa		0.13	\$5,040.00
Brooks, Aaron	0.13	\$10,180.00	
Firth, Dennis	0.13	\$7.056.00	
Howard, Vicki	0.13	\$6,678.00	
Leslie, Robin	0.13	\$2,920.00	
May, Tamra	0.13	\$5,215.00	
Philipp, Tippie	0.13	\$5,636.00	
Thetford, Suzanne	0.13	\$5,882.00	
Tullis, Jennifer	0.13	\$5,513.00	
Summer School			
Teachers	2.00	\$7,000.00	
DAEP:			
Moore, Gary Don	0.38	\$21,564.00	
Tutors during the day			
Contracted Tutors		1.00	\$19,000.00
Total Middle:	5.44	\$114,544.00	
		• •	

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Brookott Liomontary			FTE	Amount
Tutors Contracted Teachers			1.00	\$17,000.00
Student Support Team Leader Wright, Karen			0.25	\$12,260.00
Inclusion Help with At- Risk Students:				
Phillip, Diana		0.50	\$8,761.00	
Total Brockett:		2.15	\$44.021	
Monaco Elementary	FTE	Amount		
Tutors during the day Contracted Teachers Student Support Team Leader		0.66	\$11,000.00	<b>#</b> 40,000,00
Wright, Karen			0.25	\$12,260.00
Inclusion Help with At- Risk Students:				



Carrigan, Judy			0.40	\$6,400.0
Cole, Lynda	0.33	\$5,000.00		
Total Monaco:	1.64	\$34,660.00		
District				
Dyslexia Support				
Crawford, Carol	1.00	\$51,590.00		
RTI Support				
Hellman, Angela	0.50	\$24,955.00		
Benefits All Staff		\$26.780.00		
Total District:	8.25	\$365,487.00		

Appendix B: Staff Development Plan

#### 2011-2012

#### **Back to School Staff Development Agenda**

Friday, August 12<sup>th</sup>

<u>Time</u>: 8:00 – 4:00 <u>Location</u>: Campus <u>Dress</u>: Casual

**Breakfast**: Light breakfast will be provided for you at your campus

On the Agenda: New insurance, E-alert/inclement weather, campus priorities, district, campus personnel, and student handbooks,

procedures, team-building, special programs, and PDAS

Monday, August 15<sup>th</sup> (Morning)

Time: 8 – 12 Location: New MS Cafeteria

<u>Dress</u>: Professional Dress <u>Breakfast</u>: District Breakfast (Mandatory)

On the Agenda: "Convocation Address" – Dr. Monaco; "Ready for STAAR; Leading Forward in Times of Change" – McNabb/Sanders

Monday, August 15<sup>th</sup> (Afternoon)
Time: 1:30 – 4:00 Location: Campus

On the Agenda: (continue campus agenda above)

Tuesday, August 16th

<u>Time</u>: 8:00 – 4:00 <u>Location</u>: Campus <u>Dress</u>: Casual Breakfast: On your own Lunch: Mandatory at Midway Church

On the Agenda: "CSCOPE: Components of a Guaranteed, Viable Curriculum" - Principal and Teacher Leader.

Wednesday, August 17th

<u>Time</u>: 8:00 – 4:00 <u>Location</u>: Campus <u>Dress</u>: Casual

Breakfast/Lunch: On your own

On the Agenda: : "CSCOPE: Components of a Guaranteed, Viable Curriculum" - Principal and Teacher Leader.

Thursday, August 18th

Time: 8:00 – 4:00 Location: Campus

Dress: Casual Breakfast/Lunch: On Your Own

On the Agenda: Teacher Work Day

MEET THE TEACHER NIGHT!

Friday, August 20th

<u>Time</u>: 8:00 – 4:00 <u>Location</u>: Campus <u>Dress</u>: Casual

Breakfast: On your own Lunch: On your own

On the Agenda (morning): "CSCOPE and Curriculum Planning Continued if needed" – Principal and Teacher Leader. (afternoon) – TBA.

# Wednesday Staff Development Schedule 2011-2012

Date	Attendees/Presenter(s)	Location	Topic
8/24/2011	Principals: By Campus	Campus	Faculty Meetings
8/31/2011	Principals: By Campus	Campus	Faculty Meetings
9/7/2011	Brockett/Monaco: Grade Level Meetings (both campuses together), Principals PK Teaming: Angela Hellman MS/HS: Safety Training, Officer Bruce	Brockett  EB Learning Center Middle School	Horizontal Teaming: Grade Level Meetings Team Meeting Campus Safety Training
9/14/2011	All District: TEKS Score Training in DMAC Benchmarking requirements and training: Sanders/McNabb PK Teaming: Angela Hellman	Elementaries at Monaco HS/MS at Middle EB Learning Center	DMAC/CSCOPE Benchmarking Procedures Team Meeting
9/21/2011	MS/HS: Grade Level Meetings, Principals	Campus	Horizontal Teaming: Grade Level Meetings
	Elementaries/PK: Safety Training, Officer	Brockett Elementary	Campus Safety Training
9/28/2011	Bruce Principals	Library	Campus Faculty Meetings
9/28/2011	Principals	Campus	Campus Faculty Meetings
10/05/2011	CSCOPE: Vertical Alignment Documents (VAD), Principal and CSCOPE Teacher Facilitator (Story, Hazen, Leslie, Noles)	Campus	Vertical Alignment Document instructions to be continued in PLT meetings.
10/12/2011	PLT Vertical Teams: Continue w/ Vertical Alignment Documents/Other Issues	TBA	Vertical Professional Learning Team Meetings
10/19/2011	MS/HS: Grade Level Meetings, Principals Brockett/Monaco: Grade Level Meetings (both campuses together), Principals PK Teaming: Angela Hellman	HS/MS Campus Monaco Elementary EB Learning Center	Horizontal Teaming: Grade Level Meetings
10/26/2011	Principals	Campus	Campus Faculty Meetings
11/02/2011	Technology: By Campus	TBA	TBA
11/09/2011	PLT Vertical Teams: Continue w/ Vertical Alignment Documents/Other Issues	TBA	Vertical Professional Learning Team Meetings
11/16/2011	Principals	Campus	Campus Faculty Meetings/Thanksgiving
11/30/2011	MS/HS: Grade Level Meetings, Principals Brockett/Monaco: Grade Level Meetings (both campuses together), Principals PK Teaming: Angela Hellman	HS/MS Campus Brockett Elementary EB Learning Center	Horizontal Teaming: Grade Level Meetings
12/07/2011	Technology: By Campus OR STAAR UPDATES from TEA!!	TBA	TBA
12/14/2011	Principals	Campus	Campus Faculty Meetings/ Christmas
1/4/2011		Campus	Testing Braining and Physics bures.
IMBESORIE	And the second s	(Campus	The ding Praintings not Bross dures
1:48/2011	PER Verife Tilerins: (Continue) W. Werteal Allpanient Documents/Offer Is nes Toroide e Begins		Verified Professional Learning Realin Meetings



Appendix C: Migrant Education Program Priority for Service Action Plan



ify and provide services to migrant students who are failing or at risk of failing to meet the State's ent and performance standards and whose education has been interrupted during the regular school year.
ify migrant students who enroll late and withdraw early and provide supplemental services to each nt when no other school district services are available.

Evidence of Need	Activity	Timeline	Staff Responsible	Materials	Method of Evaluation
No Child Left Behind (NCLB) Act directs Texas Migrant Program to target funds to provide services to migrant students who are failing or at risk of failing to meet the state's content	Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly.	Sept. 1, 2011 - May 31, 2012	ESC Ragion XI	NGS generated PFS report	Report of services provided to students
and performance standards and whose education has been interrupted during the regular school year.	Submit the PFS to the district SSA contact for distribution to appropriate staff.	Sept. 1, 2011 - May 31, 2012	ESC Region XI NGS specialist	NGS generated PFS report sent electronically	Copy of email sent to districts
Highly mobile migrant students are often forced to make non-promotional school changes during the regular school year that result in a lack of instructional continuity	Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year.	June 2012 - July 2012	ESC XI staff and school contact Summer school teacher	Reading curriculum Math curriculum	Pre/post tests
and subsequent lower levels of student learning and academic success.	Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual	January 2012 – May 2012	ESC XI staff	UT Austin Graduation Enhancement Program	Course completion rates
	Collaborate with counselors each reporting period in developing a personal graduation plan for PFS students	Sept. 2011 – May 2012	ESC XI staff and school counselors	Student transcripts	Graduation rate of migrant students



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Goal:	Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.
Objective:	Identify migrant students who enroll late and withdraw early and provide supplemental services to each student.

Evidence of Need	Activity	Timeline	Staff Responsible	Materials	Method of Evaluation
Title I Migrant Coordinator will use NGS "Priority for Services" reports to give the priority placement to these students in Migrant Education Program activities	Collaborate and review district policies and procedures concerning students with late entry or early withdrawl and share information with counselors and teachers.	September 2011	ESC XI MEP consultant	SSA district policy (on website)	Policy statement
Due to mobility, migrant students often have inconsistent course placements.  Secondary school migrant students are not accruing sufficient credits to graduate on	Monitor NGS course completion for PFS students with late entry and early withdrawal Use migrant funds to pay tuition	September 2011 – May 2012	ESC XI migrant staff  ESC XI migrant	NGS reports, student transcripts	Student transcript
time, especially those who are highly mobile.	or fees for evening classes, summer school, credit by exam or distance learning.	September 2011 – June 2012	consultant	Purchase order	Certificate of completion, student transcript
	Use migrant funds to pay for tutor to provide instruction or facilitate distance learning courses.  Share and coordinate secondary credit accrual practices with	September 2011 – July 2012	ESCXI migrant consultant	contract	Completion of courses, passing state test
	receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP).	February 2012	ESC XI migrant staff	Phone and email to TMIP	List of students traveling to different states



Goal:	Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.
Objective:	Identify migrant students who are missing significant amounts of instructional time by enrolling late and/or having excessive absences.

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	Evidence of Need	Activity	Timeline	Staff Responsible	Materials	Method of
						Evaluation
ı	Title I Migrant Coordinator will provide	Provide monthly NGS PFS report to	Sept. 20011 – May	ESCNGS specialist	NGS PFS student report	
	campus principals, appropriate campus staff, and parents the PFS criteria and	each campus with identified PFS students.	2012			
	updated NGS PFS reports.			ESC Migrant consultant	Parent meeting	
	Migrant students often face difficulties associated with adjusting to new school	Meet with PFS migrant parents and school staff to explain how PFS students are identified and what	Sept. 2011 – May 2012		Handouts Registration	
	settings, making new friends and garing social acceptance – issues which can be	services are available to these students.		ESC Migrant consultant		
	grouped according to behavioral engagement, and which relateto opportunities for participation in academic,	Collaborate with SSA districts to develop and implement a set of	Sept. 2011- May 2012		District policy and procedures Staff development event	
	social or extracurricular activities, emotional engagement which related to	district procedures outlining strateges for partial/full credit accrual for	114y 2012		(registration) Event agenda	
	positive and negative reactions to teachers, class mates, academic materials and school, in general; and cognitive engagement	migrant students with late entry/early withdrawl.				
	relating to investment in learning and may be a response to expectations, relevance and cultural connections.	Work with project and SSA districts in creating an extracumicular club/leadership event specific to migrant students designed to help students develop effective learning and study skills.	Sept. 2011 – May 2012	ESC Migrant staff	Meeting agenda Registration/sign in sheet	
		Provide opportunity for students to attend leadership workshops at ESC XI.	December 2011 April 2012 May 2012	ESC staff and school district staff	Event sign-in sheet, agenda, handouts	Attendance at workshops

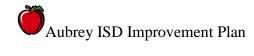




Goal:	Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.
Objective:	Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children.

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Evidence of Need	Activity	Timeline	Staff Responsible	Materials	Method of Evaluation
Title I Migrant Coordinator will ensure that PFS students receive priority access to instructional services, as	Community service organizations provide presentations to parents addressing accessing community services.	September 2011 – May 2012	Migrant consultant	Handouts, presentation materials	Sign-in sheets, agendas, handouts
well as social workers and community services/agencies.	Provide training and/ormaterials for migrant families concerning community/social services	September 2011 – May 2012	Recruiters, migrant consultant	Brochures, handouts	Phone log, time and effort
Many migrant parents value education for their children but may not have the educational resources or knowledge to provide the support expected by school staff.	Send a copy of the National Center for Farmworkers Health News to parents of PFS students.	September 2011 – May 2012	Program assistant, migrant recruiters	Farmworker Health News	PFS monthly report, check list
As a result of language barriers or the mobility of their lifestyle, migrant children and families often	Provide information to PFS students' parents on services provided by the Harvest of Hope Foundation.	September 2011 – May 2012	Migrant consultant, recruiters	Brochure, business card	PFS monthly report, check list
face difficulties accessing education and health-related services to which they are entitled.	Provide the migrant hotline number PFS students' parents	September 2011 – May 2012	Migrant recruiters, consultant	Hotline card	Check list, time and effort





Goal:	Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.
Objective:	Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children.

Evidence of Need	Activity	Timeline	Staff Responsible	Materials	Method of
					Evaluation
The Title I Migrant	Collaborate with local organizations	September 2011 -	Consultant	Agency materials	Families receive
coordinator, MEP	and agencies to provide information	May 2012			services
staff, and school staff	to families regarding services				
will make home and/or			Migrant	None	Signature on PFS
community visits to	Make home visits to parents of PFS	September 2011 –	recruiters/consultant		tracking sheet
update parents on the	students who do not attend PFS	May 2012			
academic progress of	meeting(s) at school				
their children.					
Priority for Services					
migrant students are less					
likely to be promoted in					
the early grades than					
non-PFS migrant					
students.					



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	Goal:	Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.
	Objective:	Use data to plan the Priority for Services Action Plan for 2011-2012 school year and assist the district with supplemental services when not provided by other federal or non-federal programs.

Evidence of	Activity	Timeline	Staff Responsible	Materials	Method of Evaluation
Need					
	Review lists and collaborate with SSA district contact staff or counselor to determine how the ESC Region XI can assist the district with migrant students	September 2011 – May 2012	Migrant consultant	PFS form, district information, lists of services provided by the district	Completed PFS Program Plan 2011-2012
	Review list of PFS high school and middle school students who attended the leadership presentations:  - Migrant Middle School Leadership Camp  - Helping Parents with Homework Issues: A Workshop for Migrant Parents of Middle School Children  - College Assistance Migrant Program (CAMP) Information Session  - Path to Scholarships – Making Dreams Come True	February, 2012 February, 2012 – April, 2012 November 3, 2011 November 2011 – January 2012		-Migrant Unique Student reports -Migrant summer school rosters -Final student grades -Tutoring services delivered in 2011- 2012	