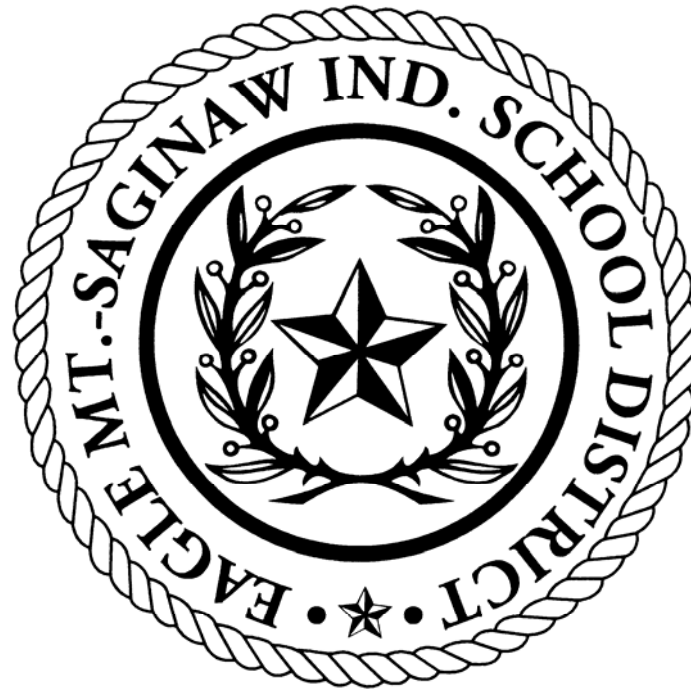


District Improvement Plan 2009-2012



Eagle Mountain - Saginaw Independent School District

District Planning and Advisory Committee 2008-2009

Boswell High School

Ron Franklin (*2009)
Jan Mixson (2010)

Saginaw High School

Alan Burns (*2009)
Chip Hakanson (2010)

Creekview Middle School

Jennifer Prince (*2009)
Rhonda Boen (2010)

Highland Middle School

Karen Simpson (*2009)
Paige Cantrell (2010)

Prairie Vista Middle School

Dirk Freesman (*2009)
Kevin Gowdy (2010)

Wayside Middle School

Jim Jones (*2009)
Rachel Wiseman (2010)

Watson Learning Center

Zoe Ann Homeyer (*2008)
Gloria Savage (2009)

Hafley Development Center

Anita Stephens (*2009)
Amy Kirkland (2010)

Bryson Elementary

Diana Foster (*2009)
Casey Torisk (2010)

Chisholm Ridge

Lezlie Shield (*2009)
Gina Hollingsworth (2010)

Comanche Springs

Debbie Jones(*2009)
Julie Clark (2010)

Eagle Mountain Elementary

Vicki Dennis (*2009)
Madeline Tittle (2010)

Elkins Elementary

GayLynn Saari (*2009)
Kelly Clower (2010)

Gililand Elementary

Linda Skiles (*2009)
Heidi Hoang (2010)

Greenfield Elementary

Betty Johnson (*2009)
Jeff Lofland (2010)

High Country Elementary

Vanessa Tenorio (*2009)
Angela Kennedy (2010)

Lake Pointe Elementary

Kelcey Rodriguez (*2009)
Paula Johns (2010)

Northbrook Elementary

Terri Hornsby (*2009)
Frances Barreto (2010)

Parkview Elementary

Kimberly Reed (*2009)
Jennifer Bradshaw (2010)

Remington Point

Elementary
Heather Nichols (*2009)
Kelly Rudd (2010)

Saginaw Elementary

Michelle Gaytan (*2009)
Monte Stewart (2010)

Other Professional Representatives

Ona Winders (*2009)
Pam Krueger (2010)
Marie Qunitero (*2009)

Parent Representatives

Nita Banks (*2009)
Jackie Muzquiz (2010)
Jennifer Flippo (2010)

Business Representatives

Mary Loftis (*2009) –
Charles Milling (2010) –

Community Representatives

Mary Ann Sewalt (*2009)
Ashley Clyne (2010)

Community Resource Representatives

Cole Pugh
Jim Schiele
Steve Williams – *Committee
Chairman*
Barbara Downing
Susan Sutherland
Jim Vaszauskas
Jana Burns
Mary Jones
Kirk Murdock
Elaine Revell
Kristen Escovedo
Tammy Castelberry
Bobby Jester
Dana Eldredge
Elizabeth Hatley
Brenda Evans
Robert Stovall Karen Duke

*** Term ends August
31st of year indicated.**

Table of Contents

Sections

Executive Summary

- **Beliefs**
- **Mission**
- **District Goals**
- **Assessment of the Current Situation**
- **Strengths and Areas of Concern**
- **Identified Priority Needs**
- **District Planning Cycle**

The Plan

Appendices

- **Appendix A: Funding**
- **Appendix B: Staff Development**
- **Appendix C: Acronyms**
- **Appendix D: AEIS Data**

Executive Summary

Executive Summary

The Eagle Mountain-Saginaw ISD District Improvement Plan is structured around the goals drafted by the District Administrative Team, the District Planning and Advisory Committee (DPAC) and approved by the board. All goals are in keeping with the Public Education Goals set forth by the Texas Education Agency. The foundation of these goals derives from the core beliefs of our DPAC members, inclusive of representatives from the staffs of each of our campuses, district-level personnel, and diverse parent and community members who participate on the committee. The core beliefs, listed below, form the basis of the EMS-ISD Mission.

Knowing that the needs, resources, and make-up of our school community are ever changing, we revisit all of these components – our core beliefs, mission, and goals annually and modify as appropriate.

Core Beliefs

The following summarize our shared core beliefs:

- Student achievement is our first priority
- Students are the primary focus of all decisions
- All students can learn through a variety of instructional methods that meet their individual needs
- All students deserve quality schools and a quality education
- All stakeholders (district employees, parents, board members, community members, and students) share the responsibility for advancing the district mission
- EMS-ISD should be guided by long-range plans designed to meet the vision, mission, and goals of the district
- The commitment to continuous improvement is imperative
- A physically and emotionally safe environment promotes student learning
- Student success is enhanced by positive relationships and mutual respect
- These beliefs are attainable through the enactment of our mission and our goals

District Improvement Plan 2009-2012

Eagle Mountain - Saginaw Independent School District

Mission Statement

The Eagle Mountain/Saginaw ISD staff, in partnership with its stakeholders, will provide each student with the opportunity to develop the knowledge, skills, and behaviors necessary to become a well-informed, productive, and responsible citizen.

2009-2012 Target Goals

- Goal 1)** Ensure ever higher student achievement
- Goal 2)** Meet the challenges of student enrollment growth
- Goal 3)** Sustain a safe and secure environment

Eagle Mountain – Saginaw I.S.D.
DISTRICT VISION 2020

The vision of the district is a comprehensive picture of where we envision the district to be in the year 2020. The district's vision will evolve as stakeholders learn more effective and efficient ways of carrying out the work of the organization and as better practices come into existence.

The vision begins with examining the qualities and skills we desire in graduates of our district. These qualities and skills are outlined in the Eagle Mountain-Saginaw graduate profile.

GRADUATE PROFILE

Eagle Mountain-Saginaw ISD graduates will:

EFFECTIVE BASIC SKILLS

- Successfully use the levels of communication skills demanded by the complex and ever-changing world -- skills in listening, speaking, writing, reading, mathematics, and technological presentations.
- Locate, understand, and interpret written information in all content areas, including prose, documents such as manuals, graphs, and schedules.
- Effectively communicate thoughts, ideas, information, and messages in writing; create documents such as letters, directions, manuals, reports, graphs, and flow charts.
- Perform basic computations and approach practical problems in contextual applications by choosing appropriately from a variety of mathematical techniques.
- Receive, attend to, interpret, and respond to verbal messages and other cues. Listen when spoken to.
- Effectively organize ideas and communicate orally.
- Stand confidently in front of a group and communicate ideas.
- Communicate using a second language.
- Possess a knowledge of, and appreciation for, the arts and humanities.

COMPETENT PROBLEM SOLVER/COGNITIVE SKILLS

- Show proficiency in essentials of critical thinking, including the skills of organizing, interpreting, evaluating, and predicting in order to make reasonable and appropriate decisions.

Possess the ability to generate inventive ideas and produce authentic work.
Recognize problems and be resourceful in solving them.
Acknowledge the need to pursue research and/or alternative sources of information in solving problems.

RESPONSIBLE CITIZEN/PERSONAL/INTERPERSONAL SKILLS

Show tolerance for beliefs of others.
Be honest.
Be attentive to the health and safety of self and others.
Demonstrate sociability in interactions with others.
Possess positive self-esteem.
Possess an established work ethic.
Be able to make responsible choices.
Recognize that one participates in, benefits from, and contributes to community/society.
Be an active participant in the democratic process.
Be a self-directed learner and seek information necessary to succeed.
Demonstrate respect for self and others, and property.
Recognize the importance of family in the learning process.
Take responsibility for one's own actions.
Take pride in setting high standards in all areas of life.

APPRECIATION FOR LIFE-LONG LEARNING

Set and achieve realistic and productive goals; continually seek to learn and grow.
Know how to learn.
Know how to seek and retrieve information relative to need and interest.
Make wise career choices based on self-knowledge, skill acquisition, and occupational exploration.

QUALITY CONTRIBUTOR/ HIGHER LEVEL SKILLS

Know how social, organizational, and technological systems work and operates effectively within them.
Suggest modifications to existing systems and develops new or alternative systems to improve performance.
Be receptive to innovation, anticipate changes, and is flexible.
Recognize the importance of team dynamics and understand that this avenue accomplishes the best work possible.
Seek to add value to the organization and is a maximum producer.

USES TECHNOLOGY/SEEKS QUALITY

Be motivated to keep pace with current advancements in technology.

Choose appropriate technology for a given task.

Use computers and related technology to research and/or process information.

Based on the EM-S ISD Graduation Profile, the current vision of the district is as follows:

Curriculum

- The curriculum is constantly reviewed to ensure that the student learnings are challenging and will prepare the student to function effectively in the 21st century.
- First, all externally assessed learnings are built into the curriculum in a spiraling way with the opportunity to master the objectives at least one grade prior to testing.
- The curriculum is then built downward from graduation expectations using a spiraling curriculum that embeds increasing levels of difficulty of critical significant real-world learnings.
- The design of the curriculum is articulated Pre-K through Grade 14* providing a student the opportunity to obtain college credit while still in high school. The integration of academic disciplines with all the subjects working together is an integral part of the curriculum.
- The early years of the curriculum focus on basic academic learning proficiency with all students reading at least on grade level by the third-grade.
- The academic focus continues throughout the school years with the upper grades providing for a study to pursue a cluster of courses designed around a career aspiration.
- The upper grade student learnings will focus on concepts and processes that can be reinforced across the disciplines.
- Students progress along the continuum of student learnings at a challenging pace. It is recognized that some students move faster along the continuum than other students.
- The curriculum is designed in such a way that grades 9 and 10 provide an academic foundation with a strong core curriculum for all. In grades 11 and 12, students choose a program major in which academic, applied academic, and field experiences are organized around a special focus. Program majors are organized around career fields such as health or integrated academic disciplines such as humanities.
- Program majors are designed to meet college entrance requirements and career-related technical and practical skills. Each student will graduate prepared for college, qualified for technical preparation programs, and/or able to secure entry-level employment.

*Grades 13 and 14 refer to the articulated or dual college credit earned while a student is still in high school.

Instructional Delivery

- Students are provided integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices aligned to the district's core curriculum objectives.
- Students are ensured equitable access and opportunity to participate in and benefit from high-quality curricular and extracurricular practices and access to the district's core curriculum objectives.

- Programmatic efforts are cohesive and aligned to the written curriculum.
- Funding sources do not delineate programs; rather, program resources are distributed based on student need.
- Instructional strategies used to deliver the curriculum are the latest based on research in the field and expert thinking.
- Teachers are using effective teaching practices with all students.
- The student is seen as an interactor and an engager with learning.
- Teachers, who are seen as collaborators by students, use multi- and cross-disciplinary teaching approaches.
- Faculty are responsible for all students in the school rather than responsible for one class of students.
- Parents and business members are partners in the students' learning.
- Students, for the most part, work in heterogeneous groups, and teachers recognize and work with the variations within groups.
- Approaches are differentiated in the learning environment in order to meet each student's appropriate instructional level of learning.
- Each student has equitable access to learning.
- Pullout programs are minimal.
- Students are self-disciplined and work collaboratively with one another supporting each other's learning.
- Mastery of learning is the focus.
- Students study the same curriculum with a recognition that different students may be in different places in the course sequence for some subjects.
- Each student has an individual learning plan. The plan is a fluid document allowing for change. There are multiple strategies for achieving a student's plan. Advisement and mentoring programs are available to assist each student.
- Authentic materials and resources are used by the teacher and student in the teaching-learning process
- Active learning takes place through project development, joint research reports, community interviews, and guided experiments.
- Technology is totally integrated as a teaching, learning, and communication tool that is applied in the broadest sense.
- Every employee and student has access to current media.
- Teachers use instructional strategies that enable students to formulate and solve problems. The students critique their own work for improvement. They communicate about what they are doing and achieve mastery of a topic, skill, process, or craft.
- Students know the standards they are to attain for each unit of study.
- Teachers guide and coach students individually or in small collaborative groups.

Human Resource Development

- The district is considered a learning community.
- The vision for instructional delivery and student achievement needs should lead or direct human resource development.
- A comprehensive staff development plan is in place. It is for all constituents and provides for organizational, department/school, and individual development in a systemic manner. The plan has an element of intensive follow up and support.
- Effects of staff development are evaluated based on actual changed behavior. The evaluation process, which is ongoing and includes multiple sources of information, focuses on all levels of the organization.
- Time and money are provided to support the staff development needed to facilitate system changes.

- The district culture/environment is one of challenge. People are creative and risk takers.
- Counseling and career planning is available to all employees.
- Staff members are prepared early for retirement opportunities.
- Staff appraisal is for the purpose of professional growth. The main role of the supervisors is that of coach and mentor. The appraisal process is mainly formative in approach in order to provide feedback for growth.
- There are no quotas for recognition. Success in the district is unlimited.
- Employees are collaborative and find joy and meaning in their work.
- People are valued as resources.
- Employees trust one another.
- Individuals take personal responsibility for the quality of their work.
- Employees are selected based upon a match with the philosophy, mission, and goals of the district.
- New employees are provided with a comprehensive orientation to EM-S ISD.
- All employees are held accountable for their duties, responsibilities, and actions.

Student/Program Assessment

- A comprehensive student and program assessment approach aligned to the curriculum objectives is in place providing for both formative and summative assessment.
- The focus of assessment is formative to provide ongoing diagnostic and mastery assessments for instructional purposes.
- Accountability is important, and summative measures are in place. However, the most important use of assessment is to assist the teacher in making daily decisions about the delivery of the curriculum.
- Assessments are timely and relevant.
- Many authentic assessments are used to ensure that students can perform the proficiencies of the curriculum.
- Standards-based accountability and assessment systems are in place to assess a rigorous, concept-driven curriculum.
- Assessment includes not only the product of student learning but also the thought processes of students. Emphasis is on performance and application of knowledge.
- All programmatic efforts are assessed on their effectiveness in the delivery of the curriculum and ability to provide equitable access to the student learnings.
- Use of data as feedback for improvement of all programs will be the norm.
- Data is used to assess the effectiveness of support services.
- Principals will monitor curriculum primarily from a coaching and mentoring approach.

Planning

- Planning is systemic, designed for long-term sustained effects, and effectively communicated with all stakeholders.
- The staff embraces a culture of continuous improvement.

- Change is data driven and there is a unification of funding streams to bring about change and programmatic efforts.
- A long-range systemic plan is in place.
- Planning precedes, and is incorporated into ,the budget planning process.
- Strategic action plans are in place and functionally integrated across divisions, departments, and schools.
- Each department and school has improvement plans and efforts are aligned to the district goal priorities.

Organizational Structure and Decision-Making

- A systemic and integrated organizational structure is utilized for making decisions.
- The district works in cross-functional teams.
- Individuals have multiple roles and shared authority.
- Employees and other stakeholders work in interdependent ways.
- People see each other as teammates and collaborators regardless of position.
- All employees are engaged in working together to improve the system.
- Decision-making is collaborative.
- Diversity is valued.
- Consensus rather than voting is the norm.

Support Services

- Support services enhance the main function of the system – the delivery of curriculum and instruction.
- Budget planning uses a performance-driven budget approach. Planning for change in the organization is an integral part of budget planning. Multi-year budget planning is the norm.
- All support services gather data from those they serve to be more effective and efficient in the delivery of their services. Assessments of division and department effectiveness are in place and used as part of the process for improvement and budget planning.
- The community is viewed as a resource for learning.
- Other human development services are located in the facilities to better serve the needs of students.
- The district fosters a community of learners by providing the opportunities for maximum positive utilization of educational facilities and the extension of educational services to all members of the community.

Facilities Vision

A major responsibility of the board and administration is to provide adequate educational and support facilities. The physical climate of a school is an important indicator of a district's ability to effectively deliver the curriculum.

- Eagle Mountain-Saginaw ISD facilities support educational programs, provide equitable access to programs and resources, and are capable of meeting the future educational needs of students.
- Facilities are safe, attractive, well maintained, and clean.
- Facilities are planned to support community activities.
- Grade-level arrangements are instructionally sound and fiscally efficient.
- Facility planning is an integral part of the collaborative long-range planning process.
- Facilities are equipped with current media and technology.

Assessment of the Current Situation

Comprehensive Needs Assessment

To assess where our students are in relation to our mission and goals, we reviewed all available data to identify our strengths and to prioritize our most urgent needs. Formal review includes data from the following:

- Results of community and parent input
- Disaggregation of longitudinal and current year AEIS data
- Inova Data
- PEIMS report
- Just For the Kids Data
- Results of benchmark assessments
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- Staff development surveys
- Superintendent led Curriculum Audit training for administrators
- State and Federal planning requirements
- Teacher retention rates
- Student retention rates
- Southern Association District Accreditation Documents

Informal measures include such as the following:

- Needs identified through campus faculty meetings carried forward to DPAC meetings
- Review of previous year initiatives to determine over-all effectiveness and implementation level and to consider continued development/modifications and necessary continued funding
- Staff e-mails to district-level personnel
- DPAC Committee reports

Strengths and Weaknesses

Our studies led us to the following discoveries regarding our strengths and our areas of weakness, and both of these then became the major focus of the District Improvement Plan, either in the form of very specific objectives or actions under the objectives. Our strengths and areas of concern are expressed in the following:

Identified Strengths

Strengths	Data Source
Staff; employee retention	Teacher retention rates; PDAS, walkthrough monitoring; Staff feedback
School Board	Board meeting records; tenure of board members; SACS/CASI Exit Report
Improved curriculum alignment vertically and horizontally	Curriculum guides with benchmark assessments;
Facilities	Condition and availability of current facilities; long range plan for future facilities
Community/parental involvement and support	Passing bond packages; committee memberships; attendance at school activities
Safe and positive school environments	Crisis plans, stakeholder feedback, discipline records,
Fiscal responsibility	Low tax rate; FIRST rating
Taxable wealth per student and access to resources	Budget and other financial records
Communication	District website and Shine newsletters
Technology	Technology plan

Weaknesses – the district administrators and the DPAC participated in a process to identify district weaknesses. After brainstorming sessions where a list of weaknesses was generated, each person then individually ranked the list. The list of the top half and their corresponding scores follow:

Score	Weakness
234	Curriculum alignment both vertically and horizontally
226	Alignment of instructional strategies and instructional resources to the written curriculum
216	Quality of the written curriculum
216	Curriculum rigor and alignment
212	Test scores
203	Consistency of instruction
203	Implementation of effective instructional strategies
191	Instructional focus
190	Continuity between elementary, middle, and high school. Need vertical teams throughout all grades and subjects
189	Differentiating instruction
185	Utilization of various instructional strategies
183	Instructional leadership
181	Instructional expectations need to be written and communicated to teachers
178	Addressing changing demographics
172	Clear, concise goals and directions
163	Curriculum management plans/administrative regulations
162	Staff development
161	Focusing on the whole student
157	Teaching methodology
153	Long-range planning
150	Sharing best practices
150	Employee accountability
148	Using technology in each classroom
140	Program cohesion
135	District/campus planning
133	Resistance to change

STATEMENT OF IDENTIFIED PRIORITY NEEDS

- Centralizing a decentralized system is an undertaking in which the EMS-ISD is currently involved. We have made great progress in aligning curriculum vertically and horizontally and creating a shared district vision with common high expectations. We must strengthen a district wide system that promotes an instructional focus driven by data with the expectation of student success as measured by state and national assessments.
- Rapid student growth per year and rapidly changing demographics presents many new challenges for facilities and in the teaching and learning of our students. Teachers must provide data driven instruction to their students using a variety of research-based strategies. A long range facilities plan has been developed.
- We have implemented a comprehensive curriculum management plan which establishes the following for all students: a set of student expectations aligned to high stakes assessments and aligned assessments for diagnostic and summative purposes in the four academic core areas. A mastery learning approach will be initiated in curriculum delivery. Monitoring/coaching of the curriculum and instructional delivery is taking place.
- Develop a centralized process for evaluating instructional resources and eliminating those that are not aligned with the curriculum
- Maintain training of all district professional staff in the Margaret Kilgo model and Inova process.
- Continue to target individual students with compensatory, Title I, Bilingual/ESL, ARI/AMI, High School Allotment, and special programs assistance so that progress is being made to have all students performing on grade level in reading and math.

DISTRICT PLANNING CYCLE

SEPTEMBER

- **Finalize data collection and analysis for planning**
- **Conduct needs assessment to identify strengths and weaknesses**
- **Prioritize weaknesses**
- **Draft District Mission, Beliefs, Goals, and Vision for the following three years (but reviewed annually) based on the data analysis**
 - **Board**
 - **District**
 - **Departments**
 - **Campuses**
 - **Community input**

OCTOBER

- **Mission, Beliefs, Goals, Vision, Strengths/Weaknesses documents for the following three years are reviewed by district administrators, board, and DPAC**

NOVEMBER

- **Planning components (mission, beliefs, etc.) approved by the Board**
- **Draft of three year District Improvement Plan for the following three years is presented to district administrators, board, and DPAC**

DECEMBER

- **Board approves three year District Improvement Plan**

JANUARY

- **Campus principals receive items from the three year District Improvement Plan (in electronic format) that must be implemented by campuses for inclusion into the Campus Improvement Plan for the**

following year. Campuses add items related to their areas of need to complete the Campus Improvement Plan.

- **Department Directors (maintenance, food service, etc) receive items from the three year District Improvement Plan (in electronic format) that must be implemented by the department for inclusion into the Department Improvement Plan for the following year. Departments add items related to their areas of need to complete the Department Improvement Plan.**
- **Administrative Appraisal Conferences include discussion of next year Campus/Department Improvement Plan and progress on the current year plan.**

FEBRUARY

- **Campus Improvement Plans for the following year submitted for approval**
- **Department Improvement Plans for the following year submitted for approval**
- **Prioritize major goals for budgeting**

MARCH

- **Refine and distribute plan to all participants**

JUNE-JULY

- **Administrative Appraisal Conferences**
- **Receive leadership training through staff development opportunities**

AUGUST

- **Review plans with new data and get commitment from new employees**

The Plan

The District Improvement Plan was developed to meet the EMS-ISD goals for at least the next three years and establishes the steps to meet these goals and reach the “Gold Performance Standard” by 2010. Currently, the District Accountability rating is “Academically Acceptable”. While working toward the “Gold Performance Standard” the district will be “Recognized” based on the 2009-2010 scores and will reach “Exemplary” level based on the 2011-2012 scores. Based on the findings that there are gaps in the scores among the various student populations in the district, the plan includes addressing this issue in order that all EMS-ISD campuses will meet the criteria to be on the list of highest performing campuses in each subject area as identified by Just for the Kids by the 2012-2013 school year. Other items addressed in the plan include reducing the drop out rate and increasing the completion rate for high school, a comprehensive curriculum management plan for all students, and a curriculum delivery program that is aligned with EMS-ISD student expectations.

**Eagle Mountain/Saginaw ISD
Three Year Plan
2009-2012**

Goal 1. Ensure student achievement at the highest levels.

Evidence of Goal Accomplishment: Eagle Mountain/Saginaw ISD will be “Recognized” based on 2009-2010 scores and will be “Exemplary” based on 2011-2012 scores also while working toward the Gold Standard. All campuses will meet the criteria to be on the list of highest performing campuses of their peer groups in each subject area according to Just for the Kids by 2012-13.

Strategic Actions	Implementation Schedule		
	2009-2010	2010-2011	2011-2012
1.1. All campuses will meet the criteria to be on the list of highest performing campuses of their peer groups in each subject area according to the Just for Kids organization as of 2012-13. All campuses will meet the Gold Performance Standards in accordance with TEA guidelines and the achievement gap among them will be continually reduced on state assessments.	x	x	x
1.2. The drop out rate for all subgroups will be 0.2% or lower by 2009-10 for middle school. The completion rate will be 95% (without GED) or higher for high school.	x	x	x
1.3. All of the gender, ethnicity, socio-economic, and language gaps will be eliminated by 2012-13.	x	x	x
1.4. Develop and sustain a comprehensive curriculum management plan beginning in 2007-08 which establishes the following for all students: a set of student expectations aligned to high stakes assessments and aligned assessments for diagnostic and summative purposes in the four core areas. In addition, a mastery learning approach will be initiated in curriculum delivery by 2011-2012. Monitoring/coaching of the curriculum and instructional delivery will take place beginning 2007-08.	x	x	x
1.5. Develop procedures to ensure that all curriculum delivery programs align with EMS-ISD student expectations and are congruent with one another. Set into motion the process to review all proposed new programs using the procedures prior to implementation. (Target date 2009-2010). Systematically evaluate current programs on a 5-year cycle to determine continuation, modification, or termination of the program.	x	x	x
1.6. Develop and implement a sound and focused staff development plan (2009-2010) to maximize human resource development and effective curriculum design and delivery.	x	x	x
1.7. Develop and/or hire “highly qualified” teachers and paraprofessionals.	x	x	x

A strategy spells out the actions taken to accomplish the objectives. Strategic Action Plans are developed to provide direction to the organization to achieve the objectives.

Goal and objective to which the action plan is directed and rationale for the objective

Goal 1. Ensure ever higher student achievement

Objective 1.1: By 2012-2013, All EMS-ISD campuses will meet the criteria to be within the top performing schools of their peer groups in each subject area according to Just for the Kids organization, will meet the Gold Performance Standards according to the Texas Education Agency, and the achievement gap among them will be continually reduced on the state assessments.

Year 2009-2010 (Spring 2010 TAKS Administration)

- By 2009-2010, each campus will reach the status of “Recognized” by the state
- By 2009-2010, each campus will meet or exceed the state/national Adequate Yearly Progress requirements of No Child Left Behind.
- By 2009-2010, maintain 40% of students taking the TAKS exam will score at or above the “Commended Level” in Reading/ELA.
- By 2009-2010, 40% of students taking the TAKS exam will score at or above the “Commended Level” in writing.
- By 2009-2010, 30% of students taking the TAKS exam will score at or above the “Commended Level” in mathematics.
- By 2009-2010, 30% of students taking the TAKS exam will score at or above the “Commended Level” in science.
- By 2009-2010, 50% of students taking the TAKS exam will score at or above the “Commended Level” in social studies.
- By 2009-2010, the number of students taking at least one Advanced Placement or Pre-Advanced Placement course will be 30% or higher.
- By 2009-2010, 25% or more of 11th and 12th graders will complete at least one Advanced Placement Examination and 55% of those students will score a 3 or above on at least one examination.
- By 2009-2010, 80% of the graduates (class of 2010) will meet or exceed the TAKS/THEA equivalency standards.
- By 2009-2010, 90% of the graduates (class of 2010) will meet or exceed the requirements for the “Recommended” High School Program or “Distinguished Achievement Program”.
- By 2009-2010, 60% of the graduates will take the Scholastic Achievement Test or Advanced College Testing exam and 40% of those taking the test will score 1110 on SAT or composite score of 24 on the ACT.
- Annually the percent of National Merit qualifiers (notified in the fall of the senior year) will be 1% of the graduating class.
- Annually the percent of students achieving the National Merit Award will increase by .05%.
- By 2009-2010, District attendance will be 96% or better as an overall percent.

(National Merit Scholars are notified of the award in the spring prior to graduation that same year.)

Year 2010-2011

- By 2010-2011, each campus will reach the status of “Recognized or Exemplary” by the state
- By 2010-2011, each campus will meet or exceed the state/national Adequate Yearly Progress requirements of No Child Left Behind.
- By 2010-2011, 45% of students taking the TAKS exam will score at or above the “Commended Level” in Reading/ELA.
- By 2010-2011, 45% of students taking the TAKS exam will score at or above the “Commended Level” in writing.
- By 2010-2011, 35% of students taking the TAKS exam will score at or above the “Commended Level” in mathematics.
- By 2010-2011, 35% of students taking the TAKS exam will score at or above the “Commended Level” in science.
- By 2010-2011, 55% of students taking the TAKS exam will score at or above the “Commended Level” in social studies
- By 2010-2011, the number of students taking at least one Advanced Placement or Pre-Advanced Placement course will be 35% or higher.
- By 2010-2011, 30% or more of 11th and 12th graders will complete at least one Advanced Placement Examination and 60% of those students will score a 3 or above on at least one examination.
- By 2010-2011, 80% of the graduates (class of 2010) will meet or exceed the TAKS/THEA equivalency standards.
- By 2010-2011, 95% of the graduates (class of 2010) will meet or exceed the requirements for the “Recommended” High School Program or “Distinguished Achievement Program”.
- By 2010-2011, 65% of the graduates will take the Scholastic Achievement Test or Advanced College Testing exam and 40% of those taking the test will score 1110 on SAT or composite score of 24 on the ACT.
- Annually the percent of National Merit qualifiers (notified in the fall of the senior year) will be 1.5% of the graduating class.
- Annually the percent of students achieving the National Merit Award will increase by .05%.
- The District attendance overall rate of 96.5% or better will be met.

Year 2011-2012

- By 2011-2012, each campus will reach the status of “Exemplary” by the state
- By 2011-2012, each campus will meet or exceed the state/national Adequate Yearly Progress requirements of No Child Left Behind.
- By 2011-2012, 50% of students taking the TAKS exam will score at or above the “Commended Level” in Reading/ELA.
- By 2011-2012, 50% of students taking the TAKS exam will score at or above the “Commended Level” in writing.
- By 2011-2012, 40% of students taking the TAKS exam will score at or above the “Commended Level” in mathematics.
- By 2011-2012, 40% of students taking the TAKS exam will score at or above the “Commended Level” in science.
- By 2011-2012, 60% of students taking the TAKS exam will score at or above the “Commended Level” in social studies
- By 2011-2012, the number of students taking at least one Advanced Placement or Pre-Advanced Placement course will be 40% or higher.
- By 2011-2012, 30% or more of 11th and 12th graders will complete at least one Advanced Placement Examination and 65% of those students will score a 3 or above on at least one examination.
- 25% of students taking the TAKS exam will score at or above the “Commended Level” in Reading/English Language Arts, mathematics, writing, science, and social studies
- Annually the percent of National Merit qualifiers (notified in the fall of the senior year) will be 2% of the graduating class.

- Annually the percent of students achieving the National Merit Award will increase by .05%.
- By 2011-2012, each campus will reach the “Gold Performance Standard” for advanced course completion:
 - 45% of the 9th through 12th grade students will receive credit for taking at least one Advanced Placement or Pre-Advanced Placement;
 - 30% or more of 11th and 12th graders will complete at least one Advanced Placement Examination and 50% of those students will score a 3 or above on at least one examination;
 - 98% of the graduates (class of 2012) must meet or exceed the requirements for the “Recommended” High School Program or “Distinguished Achievement Program”;
 - 70% of the graduates (class of 2012) will take the Scholastic Achievement Test or Advanced College Testing exam and 40% of those taking the test will score 1110 on SAT or composite score of 24 on the ACT;
 - 80% of the graduates will meet or exceed the TAKS/THEA equivalency standards.
- The District attendance overall rate of 97% or better will be met.

Objective Evaluation: The TEA campus ratings and the Just for the Kids ratings will reflect the district’s success in meeting the stated objective. Documented evidence of implementation of all strategies (lesson plans, walk throughs, reviews of teacher-made tests, etc.) and student performance data will be used to gauge the district’s progress toward meeting the objective. A revised and adopted board policy for curriculum management is in place.

Rationale for Objective (Identified Need): EMS-ISD is currently rated as academically “Acceptable” by the Texas Education Agency. The EMS-ISD Curriculum Audit training pointed to the need for implementation of strategies to improve instructional practices. Margaret Kilgo strategies, in addition to others involving lesson planning, walk throughs, etc., have proven to be effective in significantly improving instruction and increasing test scores in other districts. Board policy that directs curriculum development and implementation attaches the importance needed to this function of the district. Effective curriculum management and quality control require a comprehensive and coordinated set of board policies. Needs assessment data from the AEIS report (see appendix) indicate the need for improvement in identified areas of the curriculum to bring up the district rating.

Data Analysis: TAKS, TPRI, SDAA II, TAKS I, RPTE, ACT and SAT tests, AP tests, diagnostic assessments, principal/supervisor walk through logs, graduation rates, completion rates, historical perspective, retention rates

Implications: EMS-ISD teachers and principals will continue to receive training in Margaret Kilgo strategies as she continues to review TEKS and the implications for TAKS. The TAKS, SDAA II, and TAKS I tests require higher level thinking and logical reasoning. Instructional personnel must be provided with opportunities to improve their knowledge of how to provide opportunities for students to learn these skills. The administration and Board of Trustees has considered and adopted a comprehensive policy, EG Local, to ensure curriculum management and quality control of the curriculum.

Benchmarking Information: EMS-ISD instructional personnel will teach the state curriculum (TEKS) incorporating higher order thinking and logical reasoning. Revised Board policy on curriculum management meets all required characteristics of a quality policy. Developed curriculum and instructional guides will be of sufficient quality to facilitate deep curriculum alignment.

Vision Statement Information: The instructional strategies used to deliver the curriculum are the latest based on research in the field and expert thinking. Teachers use “state of the art” effective teaching practices with their students. Teachers use instructional strategies that cause students to formulate and solve problems. Students critique their own work in order to improve it. They communicate about what they are doing and achieve mastery of a topic, skill, process, or craft.

Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012

District Goal # 1:	Ensure ever higher student achievement.							
Objective 1.1								
Activities/ Strategies	Staff Responsible	Timeline	Resource Allocation (Money, Personnel, Time)	Evidence of Objective Accomplishment	Monitoring			
					Nov.	March	July	
1.1.1 Continue to administer common tests (CBA's, TBA's, Benchmarks) to measure the TEKS taught during that time frame.	Teachers, principals, curriculum specialists	According to posted calendar	Local funds	Test data				
1.1.2 Provide training on how the district curriculum can be taught through best practices <ul style="list-style-type: none"> • Marzano academic vocabulary • Just 4 Kids best practices • Downey closing the achievement gap 	Curriculum office staff and campus administration	August, October, February Inservice dates	Local funds ARI/AMI funds	Teacher utilization of guides as seen in walkthroughs and lesson plans				
1.1.3 Analyze CBA's, TBA's results at classroom, campus and district level to guide instruction and staff development	All core area teachers, principals, curriculum spec.	Every 3 to 6 weeks	Local funds	CBA reports				
1.1.4 Continue training on Margaret Kilgo strategies	Curric. spec., asst. supt. for educational support, principals, consultants	Aug. & Oct. each year and various dates in Austin	\$20,000 per year. Local, Title, and ARI/AMI funds	Staff development attendance rosters				
1.1.5 Teachers use Kilgo instructional strategies	Teachers	Daily	Time	Lesson plans, walk through notes, PDAS				

Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012

District Goal # 1:	Ensure ever higher student achievement.
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Objective 1.1	
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Activities/ Strategies	Staff Responsible	Timeline	Resource Allocation (Money, Personnel, Time)	Evidence of Objective Accomplishment	Monitoring		
					Nov.	March	July
1.1.6 Use the Kilgo method to analyze the last four years TAKS data to guide instruction and staff development	Asst. supt. for educational support, principals, teachers	June, January, April each year	Local funds	DDD worksheets			
1.1.7 Use the INOVA process to determine the value added per student and guide interventions needed	Principals and teachers	September – October each year	Local funds	Inova reports			
1.1.8 Analyze TPRI/Tejas Lee data to guide instruction at K-2	Principals and teachers	October February April each year	M-class program	TPRI/Tejas Lee data			

Objective 1.2: The drop out rate for all subgroups will be 0 percent for middle school and a 95 percent completion rate or higher for high school (i.e. when a student enters ninth grade and then graduates in four years).

- By 2009-2010, the drop out rate for all subgroups at the middle school will be .2 percent or less. (From 2008-2009 school year**)
 - By 2010-2011, the completion rate for all subgroups at the high school will be 92% or higher. (From 2009-2010 school year**)
- **Data will be derived from the AEIS report.

Subsequent Years

- Meet or Exceed Year 2009-2010 expectations.

Objective Evaluation: The AEIS report will indicate an annual decrease in the district's middle school (grades 7 and 8 only) drop out rate and an increase in the completion rate (grades 9-12).

Rationale for Objective (Identified Need): The district's 2006-07 drop out rate is 0.3%. Retention and truancy rates have a direct impact on the drop out rate. Interventions must be made to positively impact retention and truancy rates. The Class of 2007 completion rate is 87.7% (does not include GED or those continuing their coursework).

Data Analysis: Promotion/retention rates; attendance records; TAKS/SDAA II/TAKS I scores, campus budgets, AEIS Report, Leaver Report

Implications: Each campus will take steps to increase awareness of programs for students in at risk situations, to increase tutorial services, state compensatory education (SCE) services, Title I services, and extended year/extended day (OEY). Careful monitoring of attendance patterns and academic progress will be used to identify needed interventions. Counselors, at risk coordinators, school services workers, and teachers will design effective interventions to deter students from dropping out.

Benchmarking Information: The state's accountability dropout threshold for acceptable is 2%. The district is moving to decrease its local dropout rate by .1% annually. The state accountability completion rate threshold for acceptable is 75%. The district is moving to increase its student completion rate by 2% annually.

Vision Statement Information: Within three years each student has an individual learning plan with multiple strategies for achieving the plan. Advisors and mentoring programs are available to assist the student meet his or her educational goals.

Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012

District Goal 1		Ensure ever higher student achievement.						
Objective 1.2								
Activities/ Strategies		Staff Responsible	Timeline	Resource Allocation (Money, Personnel, Time)	Evidence of Objective Accomplishment	Monitoring		
						Nov.	March	July
1.2.1 Analyze the promotion & retention practices and the truancy & dropout rates in schools so that action can be taken to remediate inequities using the following programs: <ul style="list-style-type: none"> • Class size reduction teachers • Bilingual • ESL • Migrant • ARI activities • PGP • Gifted & talented • Credit Recovery Programs • Homebound • Optional Extended Day/Year • Career & Technology • Substance Abuse Prevention • Special Education • Summer School • Tutorial programs • AVID 		Title Coordinator Bilingual/ESL Coordinator Director of Prevention Programs Director of Special Programs Dir. Of Career & Technology Asst. Supt. For Educational Support	February of each year to determine funding availability	Programs funded by SCE, General Fund, Title I,III,IV, GT, ARI, CATE, Soar Grant, High School Allotment funding	Retention rates are less than 1% by grade level and drop out rates are less than 2% in all sub-populations; AEIS Report; Leaver Report; GED pass/fail rate; program evaluations.			

Objective 1.3: By 2011-2012, all of the gender, ethnicity, socio-economic, and language gaps in the special population program placements will be eliminated.

- Annually each campus will reduce by 5% the discrepancy between the campus demographics of ethnicity, gender, socio-economic status, and primary language and the students placed into special population programs (special education, migrant, Limited English Proficient, gifted and talented.)
- Annually each campus will increase by 5% the representation of under-represented students' placement in the Gifted and Talented program using a battery of tests and other input from parents and staff to reflect district ethnicity.
- Annually each campus will increase by 5% the number of special education students taking the TAKS/SDAA II/TAKS I tests until the 1% federal guidelines is met.
- Annually each campus will decrease by 5% the discrepancy on all comparable campuses (elementary to elementary, middle school to middle school, high school to high school), for ethnic groups, and special populations (special education, LEP, and migrant students) on the TAKS/SDAA II/TAKS I tests and will have comparable scores and comparable numbers enrolled or assigned to the program (less than 5% discrepancy).
- Annually each campus staff will examine the placement procedures and modify as needed to continue the reduction of gaps in placement of students into special population programs.

Objective Evaluation: All comparable campuses (elementary to elementary, middle school to middle school, high school to high school), ethnic groups, and special populations (special education, LEP, and migrant students) will have comparable scores on TAKS/SDAA II/ TAKS I and have comparable numbers enrolled or assigned to the program (less than 5% discrepancy) by 2011-2012.

Rationale for Objective (Identified Need): Data shows the population of G/T and pre-AP/AP classes is not reflective of the district's ethnic population. Data shows the inequity in sub-population scores on TAKS/SDAA II/TAKS I tests. Extracurricular involvement is also not reflective of the district's ethnic distribution. Data shows a larger percentage of ethnic minority children are participants in special education and alternative education programs.

Data Analysis: Ethnic breakdown of graduates; TAKS/SDAA II/ TAKS I scores; Ethnic breakdown of students enrolled in A/P and pre/AP and/or G/T classes, special education, and alternative education; benchmark TAKS disaggregated data; Ethnic breakdown of students in extra/co-curricular involvement; Ethnic breakdown of students at the DAEP and AEP

Implications: All students should succeed in equal proportion to the ethnic makeup of the district. Strategies need to be implemented to decrease minority enrollment in special and alternative education programs so the enrollment in those programs is reflective of the ethnic breakdown of the district's total population. Conversely, strategies for increasing minority participation in G/T and pre-AP/AP classes need to be implemented so those programs are also reflective of our overall student population. Finally, strategies need to be implemented that will reduce the gaps between the sub-populations on the state accountability test.

Benchmarking Information: An effective school system reflects a strong commitment to the success of all students. All students are provided with equity and equal educational opportunities. Equity is defined as “the state, action, or principle of treating people in accordance with differential needs.” This contrasts to the notion of equality, which is “the quality or condition of being exactly the same as something else.” Equality and equity for all students are expected in areas such as staffing, access to the curriculum, and student services that provide students with equal opportunities to learn. Equity is expected in areas such as course participation, student discipline, and student placement practices. These should be proportional to the representation of the different ethnic groups in the population.

Vision Statement Information: Students are ensured equitable access and opportunity to participate in and benefit from high-quality curricular and extracurricular practices and access to the district's core curriculum objectives. Program resources are distributed based upon student need. Students work in heterogeneous groups, and teachers recognize and work with the variations within the groups. Each student has equitable access to learning opportunities.

Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012

Goal 1		Ensure ever higher student achievement.						
Objective 1.3								
Activities/ Strategies	Staff Responsible	Timeline	Resource Allocation (Money, Personnel, Time)	Evidence of Objective Accomplishment	Monitoring			
					Nov.	March	July	
1.3.1 Provide district support for assessment, administration, development, and data disaggregation to monitor ALL students, including special population student progress and involvement	Director of Testing Campus Principals	Annually each September	Administrator training on data disaggregation, time to collect and analyze data; Triand.com	Disaggregated data reports; student participation rosters; Reports from Eduphoria.com				
1.3.2 Analyze needs assessment for gaps and inequities in instruction for special populations and sub-populations	Director of Testing Director of Special Programs Principals	Annually each September	Needs assessment data	TAKS scores disaggregated; Data Review—Planning for Excellence data to principals; staff development				
1.3.3 Increase by 5% the number of students with disabilities who take regular TAKS and meet the passing standard	Special Programs Director Principals Teachers	Identified by Dec. each year	Curriculum alignment, focused instruction, extended day, TAKS remediation strategies, SSI intervention, inclusion tutors, federal special education funds	Data collection from the AEIS Report				
1.3.4 Reduce the gap in scores between performance of special and regular education students	Special Programs Director Principals Teachers	Yearly	Curriculum alignment, focused instruction, extended day, TAKS remediation strategies, SSI intervention, inclusion tutors, federal special education funds	Aligned TAKS scores among sub-populations as evidenced from AEIS Reports compared from year to year				
1.3.5 Reduce the number of special education referrals by 5%	Special Programs Director Principals Teachers	Yearly	C.A.R.E. process, special education funding, technology staff	District-generated reporting process				
1.3.6 Increase by 5% the number of underrepresented students in the Gifted and Talented program	Special Programs Director Principals Counselors Teachers	Yearly	G/T budget, General Funds	PEIMS Report designating subpopulations in the Gifted and Talented program				

**Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012**

Goal 1		Ensure ever higher student achievement.						
Objective 1.3								
Activities/ Strategies		Staff Responsible	Timeline	Resource Allocation (Money, Personnel, Time)	Evidence of Objective Accomplishment	Monitoring		
						Nov.	March	July
1.3.7 Provide staff development for all staff in the area of working with students who are two or more instructional levels behind (at-risk students)		Asst. Supt. For Education Support Curriculum Specialists	September of each year	Title II resources SCE	Fewer at-risk students, TAKS scores meeting district/campus goals			
1.3.8 Provide early intervention strategies through counseling and behavior modification sessions to reduce placement assignments in DAEP setting.		Director of Prevention Programs Counselors	Monthly	SCE for FTE's and supplies	Discipline reports			
1.3.9 Provide the following BE / ESL strategies for secondary and elementary teachers to insure that all LEP students, from Pre-K-12, master the district standards: <ul style="list-style-type: none"> • Differentiate and Modify instruction • Sheltered Instruction Training • Provide materials appropriate to the level of English proficiency • Provide a wide variety of curriculum materials, manipulatives, and technology for the beginner, intermediate, and advanced English proficiency levels 		Asst. Supt. For Education Support Curriculum Specialists	April 2007 & ongoing as we increase staff	General funding, Title III, BE/ESL funding, Title I staff and funding	Increase student success as measured by diagnostic and alternative assessments, PreLAS and LAS tests, TPRI, and Tejas by 2% each year			
1.3.10 Provide information concerning test dates for TOPT, TExES-ExcET to teachers and facilitate study sessions to obtain Bilingual/ESL endorsements		Asst. Supt. For Educational Support	May, Nov., and Feb. each year	BE and ESL staff and funding; Title III funds	The number of ESL/Bilingual certified teachers will increase 5%			
1.3.11 Provide stipend for Bilingual Certified teachers in an effort to recruit and retain them in the district.		Asst. Supt. For Human Resources	Ongoing	Local funds	The number of bilingual certified teachers will increase 5%			
1.3.12 Continue establishing partnerships with area universities to place students with EMS in bilingual internships		Asst. Supts. For Education and Human Resources	Aug. & Dec. of each year	Local funds	The number of bilingual certified teachers will increase 5%			

**Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012**

Goal 1	Ensure ever higher student achievement.						
Objective 1.3							
Activities/ Strategies	Staff Responsible	Timeline	Resource Allocation (Money, Personnel, Time)	Evidence of Objective Accomplishment	Monitoring		
					Nov.	March	July
1.3.13 AVID Increase enrollment by 20% at middle school level	Asst. Supt for School Leadership	Yearly	HS Allotment	Class enrollment numbers up by 20%			
1.3.14 Develop district/campus procedures for tracking leavers at the high schools	Asst. Supt. for Educational Support, HS principals	Fall, 2008	Time to develop guidelines	Published guidelines			

Objective 1.4: By 2011-2012, a comprehensive curriculum management plan will sustain for all students: a feasible, rigorous, and precise set of curriculum student expectations aligned to high stakes assessments, aligned EMS-ISD assessments for both diagnostic and summative purposes, aligned record keeping approaches in the four academic core areas (other than elective courses), and a Mastery Learning approach using powerful instructional practices in curriculum delivery with frequent monitoring/coaching of the curriculum and instructional delivery.

Year 2009-2010

- Implement a technology-rich student management system for teacher use to follow, plan, and report a student's progress on the learning of the EMS-ISD student expectations.
- Implement practice assessments similar in format and content to the high stakes tests for the four academic core areas that will periodically be used by teachers.
- Implement small incremental pre-post diagnostic assessments around the previously designed English/Language Arts, and mathematics curriculum student expectations for "chunks" of learning to be used by teachers at their discretion when they teach these learnings to students.
- Implement the revised English/Language Arts, and mathematics curriculum around the administrative regulation requirements for the curriculum, assessment, and instructional design requirement in the curriculum management plan.
- Monitor the implementation of the curriculum, district assessments, and delivery through District-level and campus-level administrator visits to the classrooms, staff meetings, etc.
- Use the Marzano effective teaching practices in teaching the curriculum.

Year 2010-2011

- Implement the revised Science and Social Studies curriculum around the administrative regulation requirements for the curriculum, assessment, and instructional design requirement in the curriculum management plan. Modify and enhance the English/Language Arts and mathematics curriculum scope and sequence, refine the curriculum and instructional guides and assessments.
- Monitor the implementation of the curriculum, district assessments, and delivery through District-level and campus-level administrator visits to the classrooms, staff meetings, etc.
- Use the Marzano effective teaching practices in teaching the curriculum.
- Use the Mastery Learning approach in teaching the curriculum student expectations.

Year 2011-2012

- Use the Mastery Learning approach in teaching the curriculum student expectations
- Develop all elective courses in these core areas around the administrative regulation requirements for the curriculum, assessment, and instructional design requirement in the curriculum management plan.

Objective Evaluation: Improvement on TAKS/SDAA II, TAKS I to the level that by 2009-2010 all student subgroups will score 75% or better. The district will be “Recognized” based on the 2009-2010 scores and “Exemplary” based on the 2011-2012 scores; documented evidence showing the use of student assessment data for instructional purposes and as evidence of the monitoring of curriculum at the campus level.

Rationale for Objective (Identified Need): Current EMS-ISD scores on the state accountability test are below state average in some areas (see AEIS report). During Curriculum Management Audit training in June and September 2006, participants evaluated current curriculum documents and found that most of them were not of sufficient quality to provide for deep alignment of the curriculum. After alignment of the curriculum, the most powerful initiative for increasing student achievement is improving the quality of the delivery of instruction in the classroom.

Data Analysis: Test scores, cohort analysis of scores, passing rates, numbers of students taking advanced courses, graduation rate, walk-through logs, PDAS evaluations, administrator evaluations, TAKS/SDAA II, TAKS I scores, promotion rates/retention rates, ACT/SAT scores, historical perspective, analysis of sub-population scores

Implications: All classes will have an organized sequence of lessons that are tied to the state curriculum and will prepare students for the TAKS/SDAA II/TAKS I, ACT/SAT, TPRI, THEA, and AP tests. All students and sub-groups will perform at the level set forth in Goal 1, Objective 1. Rather than accepting pockets of excellence, the district will ensure that best practices are being implemented across the district. This is an equity issue that will result in decreasing the gaps currently observed in TAKS/SDAA II/TAKS I scores across the sub groups. (See AEIS report) In addition, more students will be successful in higher-level classes such as AP/pre-AP. The district will provide sufficient financial resources to accomplish the objective.

Benchmarking Information: The designed and implemented curriculum management plan will meet the 12 characteristics of a comprehensive curriculum development plan. A plan for ongoing evaluation of district programs and interventions will provide continuous feedback as to the effectiveness of the programs. Student assessment results will be regularly disaggregated and analyzed.

Vision Statement Information: The curriculum is constantly reviewed to ensure that the student learnings are challenging and will prepare the student to function effectively in the 21st century. First, all externally assessed learnings are built into the curriculum in a spiraling way with the opportunity to master the objectives at least one grade prior to testing. The curriculum is then built downward from graduation expectations using a spiraling curriculum that embeds increasing levels of difficulty of critical significant real-world learnings. Data is used to assess the effectiveness of all programs.

Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012

Goal 1		Ensure ever higher student achievement.						
Objective 1.4								
Activities/ Strategies		Staff Responsible	Timeline	Resource Allocation (Money, Personnel, Time)	Evidence of Objective Accomplishment	Monitoring		
						Nov.	March	July
1.4.1 Utilize adopted board policy, EG Local, to implement a comprehensive curriculum management plan and place it into administrative regulations.		Asst. Supt. For Educational Support	Ongoing	Time to work on curriculum management system. Consultant: Dr. Carolyn Downey	Twice per year data will be collected to study the 12 characteristics of a comprehensive plan.			
1.4.2 Utilize data in CMA and continue with a comprehensive assessment of the design and delivery of the curriculum within the district		Asst. Supt. For Support Systems Curriculum Director	Dec. and April each year	Curriculum Management Audit materials	Scope and grading of curriculum guides			
1.4.3 Utilize the subject level or vertical teams and grade level/subject area teams to monitor the PreK-12 curriculum for gaps and duplication		Asst. Supt. For Education Support Curriculum Spec. Principals	Ongoing annually	Time for vertical team and grade level meetings, Staff development day	Sign-in sheets; comment sheets for curriculum gaps and ways to improve weak areas targeted by TAKS data			
1.4.4 Require diagnostic assessments to be aligned with the written curriculum		Asst. Supt. For Education Support Curriculum Spec. Principals	Ongoing diagnostic assessment dates	Budget preparation	Benchmark and state assessment results			
1.4.5 Ensure that staff development planning includes strategies for delivering challenging and relevant curriculum as well as strategies for monitoring the level of challenge and level of learning		Asst. Supt. For Systems Support Director for Staff Development	Monthly staff development after school or during planning periods	Title I and Title II funds	Staff development plan for the district			
1.4.6 Train core instructional staff on usage of pacing guides, scope and sequence, and curriculum guides		Asst. Supt. For Education Support Curriculum Specialists	Feb. and Aug. each year	General funds to duplicate guides	Sign-in sheets for all teachers of ELA, math, science and social studies			
1.4.7 Maintain procedures for implementation and funding of special education interventions		Director of Special Programs	Ongoing	Time to develop procedures	Written procedures are in place			
1.4.8 Develop a communication plan to assist staff, including support staff, in understanding the curriculum design and delivery process and to evaluate the progress toward comprehensive curriculum development and delivery		Asst. Supt. For Education Support Public Information Officer	Jan. 2009	District Curriculum Director, Committees	Communication plan presented to District Curriculum Committee and DSBDMC Employee newsletters			

Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012

Goal 1		Ensure ever higher student achievement.						
Objective 1.4								
Activities/ Strategies		Staff Responsible	Timeline	Resource Allocation (Money, Personnel, Time)	Evidence of Objective Accomplishment	Monitoring		
						Nov.	March	July
1.4.9 Develop a program evaluation system for the district		Asst. Supt. For Educational Support	October 2010	Time to develop the assessment regulations and system, time to meet with program directors	Planning and evaluation documents complete			
1.4.10 Develop and implement a comprehensive student assessment system that is consistent with the district's curriculum management structure		Asst. Supt. For Systems Support	October 2008 and ongoing	Time to develop the assessment regulations and student assessment system	Assessment regulations complete and student assessment system in place			
1.4.11 Develop and implement guidelines that will direct the use of test and program evaluation data as feedback for curriculum and program development		Director of Testing Asst. Supts. For Education Support and Systems	October 2010	Time to develop guidelines	Guidelines developed and in place			
1.4.12 Maintain a comprehensive set of quality curriculum-based assessments in the TAKS/SDAA II/TEKS I tested areas		Curriculum Spec. Vertical Teams Writing Teams	June 2009 and ongoing	TMDS; TSDS; time to develop tests	Completed tests			
1.4.13 Maintain the electronic pacing guide, scope and sequence, and curriculum guide		Asst. Supt. For Systems Support	June 2008 and ongoing	Personnel and time to convert and/or develop electronic curriculum resources	Teachers have access to curriculum; electronic curriculum guides and resources are published			
1.4.14 Increase by 5% the number of Gifted and Talented students who are enrolled in Advanced Placement classes and are taking and passing Advanced Placement exams		Director of Special Programs AP Coordinator	Annually	G/T funds. A/P funds (refunded from the state for students who score a 3 or better on A/P tests)	Campus A/P reports from the state			
1.4.15 Provide training for the integration of CATE and academic programs to enhance content rigor		CATE Director	Oct. and Jan annually	CATE Perkins Funds \$15,000	Lesson plans; staff development records			
1.4.16 Increase the number of students in Tech Prep classes by 5%		CATE Director	Annually	CATE Perkins Funds \$250	Class rosters; PEIMS report			

Objective 1.5: In 2011-2012 all curriculum programs and resources will be aligned with EMSISD student expectations and are congruent with one another. The process to review all proposed new programs will be set into motion using the procedures prior to submission to the Board. Current programs will be systematically evaluated on a five-year cycle to determine continuation, modification, or termination of the program.

Year 2009-2010

- Maintain an administrative regulation for the design, approval, and implementation of district-wide curriculum and instructional delivery programs; evaluation component that guides curriculum redesign and instructional planning with the student expectations based on program graduates and the performance demands of post-school roles; include in the regulation a component that guides curriculum redesign and instructional planning with the student expectations based on program graduates and the performance demands of post-school roles.
- Monitor the restructuring of the special education programs to be aligned with EMSISD student expectations in order to meet the requirements of No Child Left Behind.
- Continue the inventory of all district-wide programs and establish a 5-year cycle of review.
- Conduct a program evaluation of the compensatory program funds (multiple programs).

Subsequent Years

- Follow the systematic 5-year cycle of program evaluation.

Objective Evaluation: All programs will be evaluated for alignment with student learnings and linked appropriately to all current programs. All new programs will be reviewed before submission to the Board. A five-year cycle of evaluation will determine continuation, modification, or termination of any program.

Rationale for Objective (Identified Need): There is currently in place an administrative regulation to introduce a new program within the district. In order to be more efficient and effective in meeting ALL students' needs, the district needs a coherent, focused approach toward program development and implementation. Without program alignment and consistency, students transferring from one campus to another do not have similar course offerings or consistent alignment of prerequisite courses. Collaboration with full knowledge of funds available, along with identified student needs, prevents overlap of services and the loss of students through gaps in service. Without solid program evaluation, decisions to adopt, continue, or discontinue programs will be based on opinion or data not truly linked to the service provided.

Data Analysis: Board policy, program documents and evaluations, surveys, school improvement plans, district goals, budget, student achievement data

Implications: An effective school system operates with policies and procedures in place to control the adoption, implementation, review, modification, and possible discontinuation of programs. New programs instituted based upon need and effectively planned, implemented, and evaluated will provide an effective continuum of opportunities and services for the students of EMSISD.

Benchmarking Information: The benchmark for effective criteria for innovation planning and implementation from the CMA process will be used.

Vision Statement Information: Programmatic efforts are cohesive and aligned to the written curriculum. Program resources are distributed based on student need. A strong system of standards, assessment, and accountability exists to help staff align the quality and nature of program services across the district. Use of data as feedback for improvement of all programs will be the norm. Change is data-driven, and there is a unification of funding streams (federal, state, and local) in bringing about change and programmatic efforts.

Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012

Goal 1		Ensure ever higher student achievement.						
Objective 1.5								
Activities/ Strategies		Staff Responsible	Timeline	Resource Allocation (Money, Personnel, Time)	Evidence of Objective Accomplishment	Monitoring		
						Nov.	March	July
1.5.1 Review and maintain the administration regulation that establishes criteria for adoption of new programs		Asst. Supt. For Educational Support	Annually	TASB,	Developed policy on adoption of new programs into the district			
1.5.2 Update the inventory of district programs		Asst. Supt. For Educational Support	Annually	Principals' time to complete inventory; time to complete matrix	Completed inventory of programs and interventions			
1.5.3 Develop administrative regulations for development, implementation, evaluation, revision, and deletion of programs and interventions		Asst. Supt. For Educational Support	June 2009	Evaluation of programs training (cost and time); time to develop regulations	Completed regulations in place			
1.5.4 Review and maintain administrative regulations for development, implementation, evaluation, revision, and deletion of programs and interventions.		Asst. Supt for Educational Support Curriculum Director	Jan 2009 and ongoing	Time to create regulations	Publication of administrative regulations			
1.5.5 Assess the effectiveness of current programs and interventions		Curriculum Specialists Principals Program Managers	Cyclically through 2008 - 2012	Time to do the assessments; principals time to survey and collect campus data	Increase in student performance and completed evaluations			

Objective 1.6: A sound, focused staff development plan is in place to enhance effective curriculum delivery that improves the performance of all students, including special education, LEP, and migrant, and those identified as at risk.

Objective Evaluation: A well-planned staff development program will result in increased student performance and a reduction in the at risk student population.

Rationale for Objective (Identified Need): In house curriculum audit findings recommends considerable revision of the existing staff development program

Data Analysis: Staff development evaluations, needs assessments, campus TAKS/SDAA II/TAKS I scores, AEIS report

Implications: Policy will set the parameters for the design and implementation of a comprehensive staff development system that will focus on the professional development of the individual, the overall improvement of schools, and the effective operation of the entire district.

Benchmarking Information: The designed and implemented staff development plan will meet the 18 characteristics of a comprehensive staff development plan recommended by CMSI

Vision Statement Information: A comprehensive staff development program will have a far-reaching, positive impact on and will support both students and employees in the district. A norm of improvement pervades the district. Professional development is available for all constituents. The district is considered a learning community. High quality staff development programs aligned to district priorities are in place with intensive follow up and support. The vision for instructional delivery and student achievement needs should lead or direct human resource development. Effects of staff development are evaluated based on actual changed behavior. The evaluation process is ongoing and includes multiple sources of information and focuses on all levels of the organization. Time and money are provided to support the staff development needed to facilitate system change.

**Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012**

Goal 1		Ensure ever higher student achievement.						
Objective 1.6								
Activities/ Strategies		Staff Responsible	Timeline	Resource Allocation (Money, Personnel, Time)	Evidence of Objective Accomplishment	Monitoring Nov.	March	July
1.6.1 Review and revise the mission for the staff development program		Direction of Staff Development	Fall 2008	Time to re-evaluate the mission statement	Mission statement complete			
1.6.2 Train all core instructional staff on M. Kilgo data analysis and TAKS questioning strategies		Curriculum Specialists Principals	Fall 2008-2012	Release time for employees; trainers, Title II money for substitutes--\$9000	Sign in sheets for attendance, observations of successful implementation, improved scores			
1.6.3 Schedule staff development for teachers with a primary focus on TEKS and TAKS teaching strategies in core subjects and based on student achievement data		Director of Staff Development	Ongoing 2008-2012	Funding for subs and trainers	Sign in sheets for attendance, improved TAKS scores, training evaluations			
1.6.4 Provide staff development related to the instruction of students with disabilities that is designed for educators who work primarily outside the area of special education (SB 1727)		Director of Special Programs Director of Staff Development	Ongoing 2008-2012	Special ed. funding General ed. funding ESC Service Center XI CATE funding	Sign in sheets for attendance, training evaluations, on line registration			
1.6.5 Train staff on a full continuum of positive behavioral intervention strategies and professionally accepted practices and standards for behavior management, including training on restraint and time-out (Required by Texas Behavior Support Initiative --SB 1196)		Director of Special Programs Behavior Intervention Specialists	Annually in October	Time for training; ESC will train district trainers, district trainers provide training to campus trainers; campus core teams must be in place and all training modules completed	ESC/district staff development records, ESC IV documentation (required)			
1.6.6 Provide training for ARD interpreters in the ARD process, confidentiality, guidelines for interpreting, etc.		Director of Special Programs	Annually in September	ESC trainers, time for the training, subs for training Funding for trainers and subs	Sign in sheets, lists of trained interpreters (maintained by spec. ed. dept.			
1.6.7 Provide an overview of redesigned curriculum and instruction implementation to appropriate staff		Asst. Supt. For Education Support Curriculum Specialists	Ongoing 2008-2012	Release time for employees, funding for subs	Sign in sheets; training evaluations			

**Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012**

Goal 1		Ensure ever higher student achievement.						
Objective 1.6								
Activities/ Strategies		Staff Responsible	Timeline	Resource Allocation (Money, Personnel, Time)	Evidence of Objective Accomplishment	Monitoring		
						Nov.	March	July
1.6.8 Provide staff development of Chapter 89 (Bilingual/ESL) guidelines <ul style="list-style-type: none"> • BE and ESL practices • Testing procedures • Criteria for the identification and placement of LEP students • Bilingual Exception Mandates • Appropriate Exit Criteria • Training for LPAC members • Training for all personnel responsible for administering and score assessments such as Tejas Lee, RPTE, TOP, LAT, Terra Nova, and LAS • Teacher certification for BE and ESL • SIOP 		Asst. Supt. For Education Support, Testing Coordinator, Director of Staff Development	Ongoing 2008-2012	General education staff and funding, Title I, BE / ESL, Title III staff and funding	Increased student success as measured by <ul style="list-style-type: none"> • Portfolio assessment • TAKS practice tests • Pre-LAS and LAS pre- and post-tests, RPTE, TOP, LAT, and Terra Nova • TPRI in English/Spanish (Tejas Lee) • Staff development calendar, schedule, agendas, attendance rosters, and evaluations 			
1.6.9 Train instructional staff in the following areas: <ul style="list-style-type: none"> • Pre-referral strategies • Transition • Crisis management • Crisis Plan • TEKS • ESL/Bilingual • G/T training • Discipline management • Working with the at-risk student • Technology • Drug and violence prevention • Teaching strategies for inclusion/504 children 		Testing Coordinator, Public Information Officer, Asst. Supt. For Education Support, Advanced Academics Coord., Principals, Instructional Technologists, Director of Staff Development	Ongoing 2008-2012	Time for training; Title I	Sign in sheets for trainings, training agendas, principals' record of staff developments, teachers' individual staff development record sheets			

**Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012**

Goal 1	Ensure ever higher student achievement.				
Objective 1.6					
<u>Activities/ Strategies</u>	<u>Staff Responsible</u>	<u>Timeline</u>	<u>Resource Allocation (Money, Personnel, Time)</u>	<u>Evidence of Objective Accomplishment</u>	<u>Monitoring Nov. March July</u>

1.6.10 Provide Inova training to professional staff	Inova Consultant Asst. Supt. For Systems Support, Director of Staff Development	Fall 2008	Time for staff developments, substitute money	Sign in sheets for staff development sessions, agendas of sessions, walk through documentation of implementation of strategies			
1.6.11 Provide <i>Carolyn Downey Walkthrough Training</i> for all administrators	Downey Consultants, Asst. Supt for School Leadership, Director of Staff Development	Fall 2008	Local funds	Sign in sheets, observation of successful implementation based on walk throughs			
1.6.12 Provide CMSI Level I and II Audit Training	Superintendent	June 2008	Local funds	Sign in sheets,			
1.6.13 Provide <i>Balanced Literacy</i> training for 2 nd – 5th grade, new or new to the grade level, teachers designed to assist teachers in the implementation of content area reading strategies, methods for helping students become strategic readers, and strategies for working with struggling readers	Elementary reading curriculum specialist, Consultants, Director of Staff Development	2008-2009 School Year	ARI Grant State Comp. Ed. Funds \$8,000	Sign in sheets for attendance, agenda of session, observations of successful implementation documented on walk through logs			
1.6.14 Provide workshops for improving math programs at the elementary level	Elementary math curriculum specialist, Consultants, Director of Staff Development	2008-2009 School Year	ARI/AMI funds	Sign in sheets from meetings, classroom walkthroughs			
1.6.15 Provide networking opportunities and training for Instructional Specialists once every six weeks	Curriculum Director	August 2008- May 2009	Time to schedule meeting dates	Sign in sheets, session agenda			
1.6.16 Develop a staff development plan with specific job-related proficiencies for each job category	Director of Staff Development	Aug 2008- May 2009	Time to develop plan	Completed staff development plan			

Objective 1.7: All campuses will have “highly qualified” teachers and paraprofessionals as defined by the NCLB Act.

Objective Evaluation: Staff development and training sessions will be implemented to ensure all professional staff members are certified and all paraprofessionals meet the “highly qualified” definition.

Rationale for Objective (Identified Need): No Child Left Behind (NCLB) requires that all staff meet the “highly qualified” criteria.

Data Analysis: Personnel records, certifications, college transcripts, staff development records, assessment results from paraprofessional assessments

Implications: Effective teaching practices are the foundation needed for creating a successful learning experience for all students. By providing sound, scientifically research-based staff development, the staff will be empowered to use strategies that reflect the best educational practices.

Benchmarking Information: Documentation will be maintained in the Title I, Staff Development, and the Human Resources Departments to ensure all staff members meet the “highly qualified” definition.

Vision Statement Information: High quality staff development programs align to district policies and are in place with intensive follow up and support. The effects of staff development are evaluated based upon actual changed behavior. Staff will attend training that will ensure that “highly qualified” teachers and paraprofessionals are working in the district’s schools.,

**Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012**

Goal 1		Ensure ever higher student achievement.						
Objective 1.7								
Activities/ Strategies		Staff Responsible	Timeline	Resource Allocation (Money, Personnel, Time)	Evidence of Objective Accomplishment	Monitoring		
						Nov.	March	July
1.7.1. Annually provide non-certified teachers training appropriate to their teaching assignment in order for them to be "highly qualified".		Asst. Supt. Of Human Resources, Asst. Supt. For Education Support, Principals, Region XI, Director of Staff Development	Ongoing 2008-2012	Time to interview applicants that meet the "highly qualified" criteria, time to notify teachers of training to address areas of deficiencies, ESC trainings, Title I staff and funding	All teachers will be "highly qualified". Attestation reports by principals. TEA Highly Qualified Teacher Report.			
1.7.2 Ensure that candidates for paraprofessional employment meet the NCLB "highly qualified" criteria as required.		Asst. Supt for Human Resources	Fall 2008-Fall 2012	Time to schedule the training, ESC and district staff to provide the trainings, Title I staff and funding	All aides will meet the "highly qualified" criteria.			
1.7.3 Increase by 2% the number of newly hired teachers from under-represented groups, annually, until the district personnel reflects the student population.		Asst. Supt. For Human Resources	Aug. 2008-2012	Time and money to recruit applicants from under-represented groups	Human Resources Department New Hire Report			
1.7.4 Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.		Asst. Supt for Human Resources Principals	Spring 2008, Fall 2009	Local Funds Title II A	Highly Qualified teacher report			
1.7.5 Retain an effective teacher mentoring system in order to retain highly qualified staff using master campus teachers and retired educators		Campus Principals Curriculum Dept.	Ongoing	Local Funds	Teacher retention rate			
1.7.6 Analyze data from all teachers certifications, testing, staff development, and service records to ensure that all meet highly qualified status.		Human Resources	Summer 2009	Local Funds	Personnel files Professional Development Records			
1.7.7 Assist teachers in maintaining or attaining certification through alternative programs, ESL certification, TEXES testing in order to assure all staff is highly qualified.		Human Resources Campus Principals	Spring & Summer 2009	Local funds	Professional development records			

**Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012**

Goal 1		Ensure ever higher student achievement.						
Objective 1.7								
Activities/ Strategies		Staff Responsible	Timeline	Resource Allocation (Money, Personnel, Time)	Evidence of Objective Accomplishment	Monitoring		
						Nov.	March	July
1.7.8 Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified		Human Resources	Summer 2009	Local funds Title II A	Personnel files			
1.7.9 Require any instructional aides not considered highly qualified to complete TOP training		Campus Principals	Summer 2009	Local Funds	Professional development records			
1.7.10 Assign highly qualified teachers in equal proportions to all campuses.		Asst. Supt. Human Resources	Summer 2009	Local Funds Title II A	Personnel files Campus demographics			

GOAL 2. Meet the challenges of student enrollment growth.

Evidence of Goal Accomplishment: A balanced budget that supports the vision, mission, and beliefs of the district while ensuring the achievement goals of the district. An effective facilities plan will be put in place that provides for the future needs of the district.

Strategic Actions	Implementation Schedule		
	2009-2010	2010-2011	2011-2012
2.1 Provide training on elements of performance-based approach to budgeting		X	X
2.2 Determine yearly local staffing formulas and revise in accordance with student membership	X	X	X
2.3 Develop a comprehensive assessment of existing instructional facilities	X	X	X
2.4 Develop and sustain a long-range facilities and maintenance plan	X	X	X
2.5 Conduct an annual review of the long-range facilities plan and report the findings to the Board during the budget process			
2.6 Continue with the preventative maintenance schedule that allows replacement of mechanical/facility components before failure	X	X	X
2.7 Update the District Technology Plan to reflect requirements of the Facilities Assessment Plan	X	X	X

District Goal 2: Meet the challenges of student enrollment growth.

Objective Evaluation: District and campus budget managers will develop budgets that reflect the educational priorities of the district and that support programs and are cost effective. Revenue will be available to allow district personnel to accomplish the strategies in the District Improvement Plan. A comprehensive long-range Facilities Master Plan will be in place that meets the criteria recommended by CMSI.

Rationale for Objective (Identified Need): The budgeting process met none of the six components of performance-based budgeting recommended by CMSI. A written long range facilities plan did not exist to guide future bond proposals.

Implications: Resources will have to be tightly focused on priorities in order to fulfill district mission, vision, and goals. Without a comprehensive long-range plan, it is unlikely that district facilities will keep pace with growth and meet the needs of the students, staff, and community.

Benchmarking Information: The budgeting process will meet the six components of performance based budgeting as recommended by CMSI. Benchmarks for long range facilities are found in the plan.

Vision Statement Information: Budget planning uses a performance-driven budget approach. Planning for change in the organization is an integral part of budget planning. Multi-year planning is the norm. Facilities in EMS-ISD will support the education programs, provide equitable access to programs and resources, and be capable of meeting the future educational needs of students. Facilities will be safe, attractive, and will be well maintained and clean. Facility planning will be an integral part of the collaborative long-range planning process.

**Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012**

Goal 2	Meet the challenges of student enrollment growth						
Objective 1							
Activities/ Strategies	Staff Responsible	Timeline	Resource Allocation (Money, Personnel, Time)	Evidence of Objective Accomplishment	Monitoring		
					Nov.	March	July
2.1 Develop/revise local staffing formulas	Asst. Supt. Of Human Resources	Aug. 2008 - April 2009	Staff time	Approved staffing			
2.2 Maintain a comprehensive assessment of existing instructional facilities	Assistant Superintendent of Finance Director of Maintenance	Ongoing	Staff time	Assessment documents			
2.3 Maintain a long-range facilities plan	Superintendent Assistant Superintendent of Finance Director of Maintenance Program Directors	Ongoing	Staff time	Long range plan			
2.4 Conduct an annual review of the long-range facilities plan and update the board	Assistant Superintendent for Finance	April 2009	Staff time	Board report			
2.5 Review and revise as necessary the preventative maintenance schedule that allow for replacement of mechanical equipment.	Director of Maintenance	April 2009	Staff time	Maintenance schedule			
2.6 Update the District Technology Plan to reflect requirement of the Facilities Assessment Plan	Director of Technology	December 2008	Staff time	Revised District Technology Plan			
2.7 Conduct annual training on elements of performance-based approach to budgeting and provide training to new program managers	Superintendent Assistant Supt. Of Finance	Jan 2009	Administrators' time	Training completed			

Goal 3. To sustain a safe and secure environment.

Evidence of Goal Accomplishment: A comprehensive safety plan will be developed and implemented leading to a safe working and learning environment and a 5% reduction in the number of drug and violence discipline referrals.

Strategic Actions	Implementation Schedule		
	2009-2010	2010-2011	2011-2012
3.1 Review and revise the safe school operating procedures using input from district sources and federal and state requirements	x	x	x
3.2. Develop strategies on each campus to address a prevention and intervention plan to decrease PEIMS discipline referrals by 5% each year	x	x	x

Goal 3. To sustain a safe and secure environment

Objective 3.1: Optimize the learning environment and support the instructional program of the district with the development and implementation of a district wide safety plan

Objective Evaluation: A comprehensive long-range safety plan is in place. Safe school operating procedures will improve building security, crisis response, and crisis communication. The strategies should support a safe and responsive environment for all students and staff. A key objective is to create an environment that emphasizes positive relationships among students and staff so that a safe, respectful school culture is created where harassment is not tolerated.

Rationale for Objective (Identified Need): Safety is a major concern of parents, students, and staff. Money is saved for instructional purposes when it does not have to be allocated to address a myriad of safety issues that could be prevented with appropriate training and intervention on the part of the employees of the district.

Data Analysis: Incident reports, workers' compensation claims, student accident insurance claims, principal documentation, School Quality Survey, personnel records, documentation of harassment training, campus crisis plans, employee absentee records, fire drill reports.

Implications: When employees feel safe, they are better able to function in their roles within the district. In addition, employees must be present to perform their duties so students can be educated, and the district's providing a safe, secure environment would help facilitate better attendance. Another factor is that by instituting criminal background checks, the Human Resources Department can have some assurance that the employees hired are the type of people who would engender a safe environment for other employees and the students.

Benchmarking Information: EMS- ISD wants to operate a safe school district and will plan and implement strategies to see that the district operates in a safe manner. The Comprehensive Safety Plan that incorporates all the federal and state requirements will be implemented and followed.

Vision Statement Information: Facilities are safe, well maintained, and clean. Highly qualified staff is in place. New employees are provided with a comprehensive orientation to EMS- ISD.

**Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012**

Goal 3		Sustain a safe and secure environment						
Objective 1								
Activities/ Strategies		Staff Responsible	Timeline	Resource Allocation (Money, Personnel, Time)	Evidence of Objective Accomplishment	Monitoring		
						Nov.	March	July
3.1.1 Develop, test, and implement a data and telecommunications network disaster recovery and restoration plan to minimize natural and unnatural risks to the district's information assets		PEIMS Coordinator Director of Technology	Fall 2009 and test annually	Professional development for IT staff on business continuance process, network and information security, data storage and recovery. Develop and implement training for all employees on data and communications security	Published and tested business continuance document			
3.1.2 Maintain a multi hazard operations plan for use in district schools. The plan must address mitigation preparedness, response & recovery. Update first response flip chart and distribute.		Asst. Supt. For Human Resources Principals	Sept. of each year	Time to gather information and update the plan	Comprehensive Safety Plan in place Documentation that updates, drills and training have been completed			
3.1.3 Certify designated first responders on each campus in CPR and First Aid AED		Coordinator of Nurses Principals	Feb. and Sept. of each year	Funding from campus budgets \$70/campus); time for training	Record of certifications earned by personnel designated in campus crisis plans			
3.1.4 Conduct criminal background, fingerprint, and reference checks on each non-certified applicant that is offered a position		Human resources office	Ongoing	Cost of the criminal background checks as contracted with Safe Schools	Record of criminal background, fingerprint, and reference checks are documented in employees' files			
3.1.5 Continue to enhance and modify each campus safety and crisis response plan. Communicate school safety measures to parents and the community.		Principals	Fall and spring of each year	Time for all responsible parties to meet and assess campus needs each school year	Copies of communications, meeting agendas, sign in sheet for parent/community meetings, critical updates completed			
3.1.6 Train all assigned campus personnel on medication administration		Director of Nurses	Aug./Sept. of each year	Time to perform the training; medication administration assessment	Training sign in sheets; results of assessment			
3.1.7 Provide training for all staff in recognition and prevention of harassment in the school and workplace		Director of Student/Staff Services	Aug. of each year	Local funds	Training attendance logs			

**Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012**

Goal 3		Sustain a safe and secure environment						
Objective 1								
Activities/ Strategies		Staff Responsible	Timeline	Resource Allocation (Money, Personnel, Time)	Evidence of Objective Accomplishment	Monitoring		
						Nov.	March	July
3.1.8 Safely transport student to school and school activities in vehicles that are well maintained. Provide bus driver training in safety, proper operation of vehicles, supervision of students, and interpersonal communication skills.		HR Student Services Director Petermann Transportation	Annually	Local and state funds	Equipment maintenance documents Accident reports Discipline reports			
3.1.9 Utilize an internet filtering system, policies, and staff development to insure safe access to technology		Director of Technology	Ongoing	Technology funds	Filtering system & reports			
3.1.10 Continue using the V-Soft Visitor ID system at all campuses.		Principals, Director of Student/Staff Services	Ongoing	Local funds Federal funds	Automated records of visits to the campus			
3.1.11 Continue the Second Step Program K-6 and begin implementation in 7 th and 8 th grades. Also, provide guidance lessons for 9-12 to address the prevention of physical, verbal aggression, sexual harassment and other forms of bullying.		Elementary Counselors	Ongoing	Local funds Federal funds	Discipline records Counselor records			
3.1.12 Comply with requirements that all students and staff complete school bus evacuation and safety training.		Petermann transportation Director, Director of Student/Staff Services, Principals	Fall and Spring of each year	Petermann Budget	Completed bus safety drill log for each campus			
3.1.13 Audit completed of all EMS-ISD campuses and results shared with Central Office and campus principals		Director of Student/Staff Services, Principals, Dir of Maint	Fall 2008	Local Budget	Formal Board reports on status of safety audits			
3.1.14 Develop a School Safety Audit Committee to facilitate the action needed to address concerns found in the safety audit.		Director of Student/Staff Services	Fall 2008	Local funds	Committee established, Documentation of meetings			
3.1.15 Implementation of an improvement schedule to address areas of concern on School		Director of Student/Staff	Fall 2008 /Spring 2009	Local funds	List of Needs to address with completed activities			

Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012

Goal 3		Sustain a safe and secure environment						
Objective 1								
Activities/ Strategies		Staff Responsible	Timeline	Resource Allocation (Money, Personnel, Time)	Evidence of Objective Accomplishment	Monitoring		
						Nov.	March	July
Safety Audit		Services, Principals, Dir. of Maint			indicated			
3.1.16 Manage and monitor effectiveness of the rapid calling system used to enhance both regular communication and emergency communication with parents		Director of Public Information, Coordinator of Information and Technology Support, Principal	Fall/Spring each year	Local funds and Safe Schools	Calling system in operation and feedback from staff and parents of its effectiveness			

Objective 3.2: Reduce the number of drug and violent incidents by 2% each school year.

Objective Evaluation: A comprehensive long-range safety plan is in place that will lead to a reduction of 2% in incident reports; thereby, enhancing the learning environment.

Rationale for Objective (Identified Need): Safety is a major concern of parents, students, and staff. Students are a primary concern of the district. They must be kept safe to optimize the learning environment.

Data Analysis: Discipline incident reports, principal documentation, six weeks' discipline reports, PEIMS, School Quality Surveys

Implications: When students feel safe, they are better able to learn. In addition, they must be present to learn, so absences due to injuries at school must be prevented whenever possible. Providing a safe, secure environment would help facilitate better attendance. Attendance also positively impacts the budget thereby generating more dollars for curricular needs.

Benchmarking Information: The EMS- ISD Title IV annual drug and violence incident report will be used to benchmark expected improvement in the number of drug and violence incidents each year.

Vision Statement Information: Not applicable

**Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012**

Goal 3		Sustain a safe and secure environment						
Objective 3.2								
<u>Activities/ Strategies</u>	<u>Staff Responsible</u>	<u>Timeline</u>	<u>Resource Allocation (Money, Personnel, Time)</u>	<u>Evidence of Objective Accomplishment</u>	<u>Monitoring</u>			
					<u>Nov.</u>	<u>March</u>	<u>July</u>	
3.2.1 Provide staff development in discipline, intervention, and child safety	Principals, Director of Student/Staff Services, Director of Counseling and Intervention	Annually fall and spring	Time to present and attend sessions	Sign in sheets for session, and attendance logs				
3.2.2 Continue initial and random drug testing program at the secondary schools with expanded volunteer drug testing program	Principals, Director of Student Services, Director of Counseling & Intervention	Annually fall and spring	Local funds Volunteer program Grant funded	Records from drug testing company End-of-Year grant reports				
3.2.3 Administer Drug and Alcohol Survey (Texas A&M) annually and analyze findings to guide decisions about drug & alcohol intervention programs	Director of Counseling & Intervention, Director of Testing	Spring 2009	Local funds	Survey report				
3.3.4 Conduct assembly programs at secondary schools to reinforce positive choices	Director of Counseling & Intervention; Principals	Annually fall and spring	Local funds	Assembly schedule				
3.3.5 Continue to expand the Task Force for Drug Free Communities	Director of Counseling & Intervention	Annually	Local funds	Task Force meeting documents				
3.2.6 Continued implementation of strategies at each campus that address a prevention and intervention plan that will decrease PEIMS discipline referrals by 5%	Principals, Campus Site-based Committees, Truancy Officer, Director of Student/Staff Services, Director of Counseling & Intervention	Annually fall and spring	Time to meet to discuss strategies and analyze PEIMS data	5% reduction in PEIMS discipline incidents from previous year				

Eagle Mountain-Saginaw ISD
District Improvement Plan
2009-2012

Goal 3		Sustain a safe and secure environment						
Objective 3.2								
<u>Activities/ Strategies</u>		Staff Responsible	Timeline	Resource Allocation (Money, Personnel, Time)	Evidence of Objective Accomplishment	Monitoring		
						Nov.	March	July
3.2.7 Provide guidance lessons for prevention of harassment and bullying		Director of Counseling & Intervention, Principals, Counselors	Annually fall and spring	Local funds	Documentation of guidance lessons			
3.2.8 Continue to develop and expand student intervention process from the classroom to the principal's office.		Director of Student/Staff Services, Principals, Counselors.	Annually fall and spring	Local funds	Reduction in violent incidents			

APPENDICES

Appendix A: Current Year Funding

Appendix B: Staff Development

Appendix C: Acronyms

Appendix D: AEIS Data

Appendix A
Current Year State and Federal Funding

Funding Sources
Eagle Mountain-Saginaw ISD

Fund Source	Origin	High School	Middle School	Elementary
Gifted and Talented Education	State			X
Career and Technology Education	State	X		
Services to Students w/Disabilities	State	X	X	X
State Compensatory Education	State	X	X	X
Bilingual/ESL Education	State		X	X
Title I, Part A	Federal		X	X
Title I, School Improvement	Federal		X	
Title II, Part A, Teacher/Principal Training & Recruitment	Federal			X
Title II, Part D, Technology	Federal	X	X	X
Title III, LEP	Federal		X	X
Title IV, DFSCA	Federal	X	X	X
Title V, Innovative Programs	Federal	X		
Vocational Basic Grant – Perkins	Federal	X		
IDEA Part B Formula	Federal	X	X	X

Pregnancy, Education & Parenting	Federal	X	X	
Accelerated Reading & Math	State		X	X
Basic Skills Program-High School	State	X		
Technology Allotment	State	X	X	X
Telecommunications Infrastructure Fund	State	X	X	X

Funding Sources
Eagle Mountain-Saginaw ISD
2008-2009

Program	Purpose	Entitlement
Gifted and Talented	Provide services for students identified as gifted/talented.	282,837
Career and Technology	Insure that schools provide opportunities for all students to increase technological skills.	1,012,290
Perkins Basic Grant for CATE	Insure that schools provide opportunities for all students to increase technological skills	51,804
Services to Students w/Disabilities	Address the needs of students with disabling conditions.	4,537,942
State Compensatory	Enhance and improve the regular ed program to increase the academic achievement and reduce to dropout rate of identified students in at-risk situations. Supplements local funds.	1,459,940
Bilingual/ESL	Address the needs of students whose home language is one other than English.	190,784
Title I, Part A	Enable elementary & middle schools to provide opportunities for children served to improve their knowledge & skills in reading and math.	617,886
Title II, Teacher & Principal Training & Recruitment	Attract and retain professional staff through recruiting and staff development. Reduce class size at elementary grades by hiring highly qualified teachers.	268,721
Title II, Part D	Insure that schools provide opportunities for students to increase technological skills. Supplement local funds.	5,073
Title III, LEP	Address the needs to students whose home language is one other than English. Supplements local funds.	142,386
Title IV, DFSCA	Carry out a comprehensive drug and violence prevention program, designed for all students through combined efforts of school, families, and communities.	32,331
Title V, Innovative	Provide additional counseling and social services to at-risk students.	14,605
IDEA Part B Formula	Provide services to students with disabilities ages 6-21.	1,590,543
IDEA Part B Preschool	Provide training, materials, etc. needed to facilitate students with disabilities being served in the preschool level.	12,566
Pregnancy, Education & Parenting	Provide assistance and services to teen parents.	34,355
Accelerated Reading/Accelerated Math	Support early intervention to insure that all students are performing at grade level.	349,281
Technology Allotment	Insure that schools provide opportunities for all students to increase technological skills.	399,475

Appendix B
Staff Development

**Appendix B
Staff Development
2009-2012**

In addition to professional development listed below the district encourages and supports study groups and individual requests for professional growth. Each teacher is required to get 12 hours of inservice credit outside of school time each year. The district contracts with the Professional Development Department of the Region XI Education Service Center each year.

CONTENT	PROVIDER	DISTRICT GOAL/NEED	YEAR BEGUN	STAFF INVOLVED
CBA Analysis & Instructional Strategies Meetings	Curriculum Coordinators	Well balanced aligned curriculum to maximize student learning	2004-05	All secondary core content area teachers
Reading and math academies	ESC XI	Improve math and reading instruction and achievement of students	2003-04	Elementary teachers K-3 for reading, grades 5-7 for math
Laying the Foundation training in ELA, math, and Science	LTF staff and Curriculum Coordinators	Improve math, science, and reading instruction and achievement of students	2007-2008	Elementary and secondary ELA, science, and math teachers
Sheltered Instruction training	District Administrative Interns and Curriculum Coordinators	Address the achievement of the English language learner	2005-06	All teachers
Simple Science Solutions training	Simple Science trainers	Improve science instruction student achievement	2007-2008	Elementary science teachers

Technology Applications instruction – minimum competencies		All professional staff to obtain specified technology competencies	2004-05	All professional staff
Special education core team crisis training	District special ed staff	Meet state and federal guidelines and effectively deal with students in crisis	2002-03	Campus core teams
Margaret Kilgo Strategies	Asst. Supt. For Instruction & Curriculum Specialists; Margaret Kilgo	Improve student achievement as measured by TAKS	2006-07	All core content teachers
INOVA Process	INOVA staff; Asst. Supt.; Principals	Improve student achievement as measured by TAKS	2006-07	All core content teachers
“Bakers Dozen” from Carolyn Downey’s book (50 Ways to Close Achievement Gap)	Carolyn Downey Betty Steffy	Improved instruction	2006-07	Administrators and teachers
3-minute walk through training	Carolyn Downey	Improved supervision & instruction	2006-07	Administrators
Mentoring the Reflective Principal	Sue Van Hooser	Principal growth and improvement	2006-07	Asst. Supt for Instruction & Principals
Level I & II Curriculum audit training	Superintendent	District alignment	2006-07	Administrators
Breakthrough	Malachai Pancost	Better time	2007-2008	Administrators

Coach Training		management		
Staff Competencies	Director of Staff Development; Program Directors; Asst. Supt. For Systems Support	Five year plan for required staff development for professional, paraprofessional, and auxiliary employees	2009-2010	All employees

Appendix C

ACRONYMS

ACRONYMS

ACT - American College Test	GPA - Gold Performance Acknowledgement
AEIS - Academic Excellence Indicator System	GT - Gifted and Talented
AEP - Alternative Education Program	IDEA - Individuals with Disabilities Education Act
AMI - Accelerated Math Instruction	IEP - Individual Education Plan
AP - Advanced Placement	ITP - Individual Transition Plan
AR - Accelerated Reading Program	JFK - Just for Kids website
ARD - Admission, Review and Dismissal Committee	LDAA - Locally Developed Alternative Assessment
ARI - Accelerated Reading Instruction	LEA - Local Education Agency
AVID - Advancement Via Individual Determination	LEP - Limited English Proficiency
BE - Bilingual Education	LPAC - Language Proficiency Academic Committee
BIP - Behavior Intervention Plan	NCLB - No Child Left Behind Act - 2001
CBA - Curriculum Based Assessments	OEYP - Optional Extended Year Program
CEHI - Compensatory Education Home Instruction	PDAS - Professional Development Assessment System
CMA - Curriculum Management Audit	PEIMS - Public Education Information Management System
CMSI - Curriculum Management Systems Inc.	PEP - Pregnancy Education & Parenting
CPAC - Campus Planning & Advisory Committee	PGP - Personal Graduation Plan
CTE - Career & Technology Education	PSAT - Preliminary Scholastic Aptitude Test
DAEP - Disciplinary Alternative Education Program	PTA - Parent Teacher Association
DAP - Distinguished Achievement Program	PTO - Parent Teacher Organization
DARE - Drug Abuse Resistance Education	RPTE - Reading Proficiency Test in English
DDD - Data Driven Decisions	RTI - Response to Intervention
DPAC - District Planning & Advisory Committee	SACS-CASI - Southern Association of Colleges & Schools Council on Accreditation & School Improvement
DRA - Developmental Reading Assessment	SAT - Scholastic Aptitude Test
ELA - English Language Arts	SBDM - Site-Based Decision Making
ESC - Education Service Center	SBOE - State Board of Education
ESL - English as a Second Language	SCE - State Compensatory Education
ESY - Extended School Year	SDAA - State Developed Alternative Assessment
ExCET - Examination for Certification of Educators in Texas	SEM - Standard Error of Measurement
FAFSA - Free Application for Federal Student Aid	SE's - Student Expectations
FAPE - Free and Appropriate Public Education	SIOP - Sheltered Instruction Observation Protocol
FERPA - Family Education Rights & Privacy Act	SSI - Student Success Initiative
FIRST - Financial Integrity Rating System of Texas	TAKS - Texas Assessment of Knowledge & Skills
FTE - Full Time Equivalent	- TAKS Acc. - Accommodated
GED - Graduation Equivalency Degree	

- **TAKS Alt** - Alternative
- **TAKS M** - Modified
- TBA** - TAKS Based Assessments
- TBSI** - Texas Behavior Support Initiative
- TEA** - Texas Education Agency
- TEKS** - Texas Essential Knowledge & Skills
- TELPAS** - Texas English Language Proficiency Assessment System
- TExES** - Texas Examinations of Educator Standards
- THEA** - Texas Higher Education Assessment
- TOPT** - Texas Oral Proficiency Test
- TPRI** - Texas Primary Reading Inventory
- TRS** - Texas Retirement System

Appendix D

AEIS Data

**Eagle Mountain-Saginaw ISD
Local Procedures &
Program Description Manual**

STATE COMPENSATORY EDUCATION
(Supplemental Intensive & Accelerated Instruction)

Table of Contents

Section	Content	Page
1	Program Overview	3
2	Student Eligibility	3
3	Identification Procedures	4
4	Provision of Services	6
5	Exit Procedures	7
6	Program Evaluation	8
7	Campus-Level Services	9 – 22
8	Other Services/Funds Utilized	23
9	Forms At-Risk Student Report A. Elementary B. Secondary C. At-Risk Student Profile	24
10	Budget Information	29

Section 1: Program Overview

Program Purpose

In keeping with the intent and purpose of Section 29.081 of the Texas Education Code addressing Compensatory, Intensive, and accelerated Instruction, Eagle Mountain-Saginaw ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are **supplemental** to the regular education program for students identified as at risk of dropping out of school. On all campuses, the district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met – to increase the academic achievement and reduce the drop out rate of students meeting the State-defined eligibility criteria.

Program Goals

The goals of all EMS ISD services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce/eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77(R) SB 702 Enrolled – Bill Text).

General Use of Funds

EMS ISD uses all SCE funds to supplement services beyond those offered through the regular education program, less 15 percent indirect costs and the 18% allowable to provide baseline services at the District's AEP. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

Section 2: Student Eligibility

EMS ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at risk of dropping out of school includes each student who is under 21 years of age and who...

1. Is in pre-kindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent
6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;
7. Has been expelled in accordance with §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by §29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments; or

13. Resided in the preceding school year or resided in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Section 3: Identification Procedures

Responsibilities – Campus Contact

The Superintendent, in consultation with each campus principal, shall appoint an At-Risk Contact at each Campus. Responsibilities of each contact include the following:

- Oversee processes for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services &/or continued eligibility
- Oversee, at a minimum, a semi-annual review of student data to determine the student's continued eligibility
- Collaborate with campus administration and staff (CPAC) to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level
- Collaborate with the principal and CPAC or campus staff to provide appropriate staff development sessions

Procedures for Identifying Eligible Students

The district coordinator shall establish uniform procedures for identifying students, utilizing a district-adopted/created document for identifying and monitoring the status of students in at-risk situations according to the criteria outlined by the State. Each campus contact shall oversee identification processes at his/her respective campus and shall ensure that PEIMS data is updated accordingly.

Periodic Updates and Eligibility Review

The campus contact, in consultation with the district coordinator and the campus principal and/or his designee(s), shall establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data to be reviewed shall include, but may not be limited to, the following:

- For primary students only – students’ performance on a readiness test or assessment instrument administered during the current school year (e.g., TPRI);
- For students in grades 7-12 only – student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year or maintenance within the current school year (grades of less than 70 in two or more subjects qualify students to be identified as At-risk)
- Retention rates
- Performance on State assessment, inclusive of TAKS, EOCs, and alternative assessments (failure or lack of mastery equal to 110 percent of the level of satisfactory performance)
- Parental or pregnancy status (if the child is adopted, then, natural parents are no longer identified at-risk if this criterion is the only qualifying criterion)
- Alternative education program placement (current or preceding year school year)
- Previous dropout information
- LEP status
- DPRS referrals (current school year)
- Homeless status
- Residential facility placement date (preceding or current school)

Section 4: Provision of Services

Services

Upon identification of students, the campus contact, in collaboration with appropriate campus staff, shall ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- Intensive remediation services for State assessments
- Extended learning opportunities (e.g., before-, during- &/or after-school tutoring sessions)
- Basic course extensions (e.g., algebra labs, extended writing labs, content mastery –like services)
- Counseling sessions
- Peer, teacher, community-member mentoring sessions
- ACT/SAT preparation sessions for identified students
- Teen parenting sessions
- Training sessions for parents of identified students
- Intensive, supplemental reading programs
- Study skills sessions
- Self-esteem enhancement sessions
- Summer enhancement programs
- Individualized instruction
- Extended early childhood programs
- Goal-setting sessions
- Class-size reduction measures

Monitoring

In addition to provision of services, the campus contact, in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measures for timely monitoring of the student's progress. Such measures may include the following:

- Periodic interviews with service providers
- Written progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists
- To the extent possible, quarterly and/or other timely consultations with law enforcement agents and representatives from DPRS
- As appropriate, review impact of counseling services offered to identified students

Section 5: Exit Procedures

Exit Review

Since some criteria may only temporarily qualify students for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State assessment, pregnancy or parent status, expulsion timeframe, LEP status, residential placement timeframes), the campus contact, in consultation with the principal and/or the appropriate staff, will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Retention status
- Maintenance of passing grades with a score of 70 or greater
- Residential placement status
- Condition of pregnancy or parent status
- Alternative education program placement timeframe

- LEP status

Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

Section 6: Program Evaluation

Required Overall Program Evaluation

The district coordinator will conduct an annual program evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

1. The disparity in performance on Chapter 39 Assessments; and
2. The disparity in the rates of high school completion.

Additional Evaluation Measures

Other evaluation measures may include a review of evaluation data arising from specific services provided at each of the campuses. This information will include the campus' individual assessments of the progress made toward achieving the goals of services provided.

Section 7: Campus Level Services

The following tables outline each campus' specific services funded by State Compensatory dollars. The second table for each campus includes additional services and programs available to At-Risk students provided by other funds.

Bryson Elementary Services

<u>Bryson Elementary</u>				
Services Funded by State Compensatory Education				
Service/ Program	Student Eligibility Criteria	SCE Funds	Program Goals	Evaluation Formative/ Summative
Computer lab aides to provide additional assistance	Non-mastery of core content Not mastering TAKS	Aide salary	100% passing	Formative Benchmark assessment; progress reports; 6 weeks grades; progress reports
Math specialist	Non mastery of TAKS math	½ teacher salary	100% passing	Summative: TAKS records; grade reports

<u>Bryson Elementary</u>				
Additional Services to Support At-Risk Students (Not funded by SCE)				
Service/ Program	Student Eligibility Criteria	Other Funds	Program Goals	Evaluation Formative/ Summative
Peer tutoring (5 th grade students tutor students in grades 1-3)	Students not on grade level or doing poorly academically	no cost	Mastery of content (TEKS)	Teacher evaluation Progress reports (3 weeks) Report card grades (6 weeks)
Accelerated Reading Instruction from Library	All students	Library	Reading on grade level	AR tests, grades on report cards
Tutoring (during school) K-3	Benchmark results, TPRI results, teacher recommendation	ARI funding	Mastering of content (TEKS)	Progress reports (3 weeks) Report card grades (6 weeks) TAKS results
Tutoring (after school) 3-5	Benchmark results, Teacher	District funds	Mastery of content (TEKS)	Progress reports (3 weeks) Report card grades (6 weeks) TAKS results
Supplemental materials sent home for parents to work with their child (reading)	All students (enrichment)	ARI funds	Mastery of content (TEKS)	Teacher evaluation Year end grade reports

Eagle Mountain Elementary Services

Eagle Mountain Elementary				
Services Funded by State Compensatory Education				
Service/ Program	Student Eligibility Criteria	SCE Funds	Program Goals	Evaluation Formative/ Summative
Computer lab aides to provide additional assistance	Non-mastery of core content Not mastering TAKS	Aide salary	100% passing	Formative Benchmark assessment; progress reports; 6 weeks grades; failure reports
Math specialist	Non mastery of TAKS math	½ teacher salary	100% passing	Summative: TAKS records; grade reports

Eagle Mountain Elementary				
Additional Services to Support At-Risk Students (Not funded by SCE)				
Service/ Program	Student Eligibility Criteria	Other Funds	Program Goals	Evaluation Formative/ Summative
Tutoring during school	Students that are struggling to maintain passing grades	District funds (teacher salaries)	Students mastering content	Formative: 3 week progress reports, 6 week grading report Summative: Grade records, TAKS results
Accelerated Reading instruction from library	Students not reading on grade level	Library funding	Reading on grade level	Formative: AR tests Summative: Grade records, TAKS results
Supplementary reading material sent home with students for parental support	Students not reading on grade level and enrichment for all other students	ARI funds	Reading on grade level	Formative: teacher evaluation Summative: end of school year grade reports
Parent volunteers	any students that teachers believe would benefit from additional one-on-one help	No cost	Higher student success	Formative: teacher evaluation Summative: grade reporting, TAKS results
Summer school	Students that have failed or need additional enrichment	District funds	Prepare students for next grade	Formative: teacher evaluation Summative: teacher evaluation

Elkins Elementary Services

Elkins Elementary				
Services Funded by State Compensatory Education				
Service/ Program	Student Eligibility Criteria	SCE Funds	Program Goals	Evaluation Formative/ Summative
Computer lab aides to provide additional assistance	Non-mastery of core content Not mastering TAAS/TAKS	Aide salary	100% passing	Formative Benchmark assessment; progress reports; 6 weeks grades; failure reports
Title I Math specialist	Non mastery of TAAS/TAKS math	½ teacher salary	100% passing	Summative: TAAS/ TAKS records; grade reports

Elkins Elementary				
Additional Services to Support At-Risk Students (Not funded by SCE)				
Service/ Program	Student Eligibility Criteria	Other Program Funds	Program Goals	Evaluation Formative/ Summative
After school tutoring for TAKS	Performance on benchmarks	\$5000 from district	Pass TAKS	TAKS results
In school tutoring for K-3 students (reading)	TPRI results, benchmark results	SSI funding	Pass TAKS	TPRI results, TAKS results
ESL classes	Performance on oral proficiency test	ESL funding	Exit ESL	TAKS results, RPTE results
Title 1 Reading and Math	TAKS results and checklists	Title	Pass TAKS, mastery indicated on TPRI	TPRI results, TAKS results
Group counseling – study skills	Parent/teacher recommendation	District	Improve work habits	Classroom grades

L. A. Gililand Elementary Services

Gililand Elementary				
Services Funded by State Compensatory Education				
Service/ Program	Student Eligibility Criteria	SCE Funds	Program Goals	Evaluation Formative/ Summative
Computer lab aides to provide additional assistance	Non-mastery of core content or TAKS	Aide salary	100% passing	Formative Benchmark assessment; progress reports; 6 weeks grades; failure reports
Math specialist	Non mastery of TAKS math	½ teacher salary	100% passing	Summative: TAAS/ TAKS records; grade reports

Gililand Elementary				
Additional Services to Support At-Risk Students (Not funded by SCE)				
Service/ Program	Student Eligibility Criteria	Other Funds	Program Goals	Evaluation Formative/ Summative
Tutoring in all subjects after school	Students who have had low test scores or are not successful with on-level TEKS	Reading Initiative funds	Progress success at on-level TEKS	Test Scores Informal evaluations Teacher Monitoring Benchmark tests
Special reading tutoring held on Saturdays	Students who have had low test scores or are not successful with on-level TEKS	SSI	100% passing	TAKS and Benchmark tests
Tutors are hired to help students during the school day (all subjects)	Students who have had low test scores or are not successful with on-level TEKS	SSI	Classroom progress	Less dependant on tutoring help
Extra instruction/reading material are sent home so that parent can work with student	Students who have had low test scores or are not successful with on-level TEKS	Local	100% passing TAKS	Success in formal and informal assessments in the class
Counseling with parent on ways to help their child academically	Students that are not at level with peers	None	100% passing TAKS	
Counseling with students (at-risk) who have low self-esteem	Teacher evaluation, parent request	Local	Improve student self esteem	Student academic grades

Gililand Elementary (continued)

Additional Services to Support At-Risk Students (Not funded by SCE)

Service/ Program	Student Eligibility Criteria	Other Program Funds	Program Goals	Evaluation Formative/ Summative
If 504 or Special Ed also, we be sure that accommodations are appropriate and working	Must qualify for 504 or Special Education	Special Ed	Success in the classroom	Independent success
If student has medical issues (needs glasses or dental work) that might impede learning but family does not have a means to provide treatment, we try to get services through the clinic that are at a low cost or no cost to student's family	Student in need	Local practitioners, churches, PTA and other organizations that will pay the cost	Appropriate treatment	Student academic and TAKS performance
Counseling parents on parenting skills and needing to be consistent with child's education	Any	Counseling	More parent involvement	
ESL programs for LEP students	Students not fluent in English	ESL	Fluency in English	Language proficiency tests
Hire bilingual aides and/or teachers to help students directly in the classroom	Growing minority within school's demographics	Title III	Dual instruction	More bilingual or bilingual certified teachers or aides
For homeless or children in foster care, we have frequent communication with parent/guardian in regards to the child's educational needs	Homeless or in foster care	None	Increase consistent attendance of these children	Increased attendance

High Country Elementary Services

High Country Elementary				
Services Funded by State Compensatory Education				
Service/ Program	Student Eligibility Criteria	SCE Funds	Program Goals	Evaluation Formative/ Summative
Computer lab aides to provide additional assistance	Non-mastery of core content Not mastering TAKS	Aide salary	100% passing	Formative Benchmark assessment; progress reports; 6 weeks grades; failure reports
Math specialist	Non mastery of TAKS math	½ teacher salary	100% passing	Summative: TAKS records; grade reports

High Country Elementary				
Additional Services to Support At-Risk Students (Not funded by SCE)				
Service/ Program	Student Eligibility Criteria	Other Program Funds	Program Goals	Evaluation Formative/ Summative
After school tutoring	At risk Teacher observation – report card	Accelerated Reading and Math – 3 rd & 4 th District – 5 th	Achieve grade level skills	Teacher reports, report cards, passing rate
Summer school	At risk – struggling	District allotted funds	Readiness; attain grade level skills	Success/passing rate
Leveled readers	Teacher observation – lower group for reading	Accelerated Reading		Use of same vocabulary, easier format
Accelerated Reader reading – all library books coded/leveled	Star test establishes appropriate level for each student	Budgeted funds	Increased participation in reading grade level books	Increased reading ability Higher Star test Score/level
Tutoring – during school	At risk for failure to achieve at grade level	Accelerated Reading and Math	100% passing rate	Reading success
Computer lab programs/ games at levels	Students work at appropriate levels	District funds	Increased participation, interest, ability	Teacher observation, ability level and interest increased

Remington Point Elementary Services

Remington Point Elementary School				
Services Funded by State Compensatory Education				
Service/ Program	Student Eligibility Criteria	SCE Funds	Program Goals	Evaluation Formative/ Summative
Computer lab aides to provide additional assistance	Non-mastery of core content Not mastering TAKS	Aide salary	100% passing	Formative Benchmark assessment; progress reports; 6 weeks grades; failure reports
Math specialist	Non mastery of TAKS math	½ teacher salary	100% passing	Summative TAKS records; grade reports

Remington Point Elementary School				
Additional Services to Support At-Risk Students (Not funded by SCE)				
Service/ Program	Student Eligibility Criteria	Other Program Funds	Program Goals	Evaluation Formative/ Summative
Accelerated Reading Instruction from Library	Students developmentally prepared for reading	Library	Reading on grade level	AR tests, grades on report cards
Tutoring (during school and after school) K-4	Benchmark results, TPRI results, teacher recommendation	ARI funds	Mastery of content (TEKS)	Progress reports (3 weeks) Report card grades (6 weeks) TAKS results
Tutoring (during school and after school) 4-5	Benchmark results, teacher recommendation	District funds	Mastery of content (TEKS)	Progress reports (3 weeks) Report card grades (6 weeks) TAKS results
Supplemental materials sent home for parents to work with their child (reading)	All students (enrichment) Additional materials for students not on grade level	ARI funds and District funds	Mastery of content (TEKS)	Teacher evaluation Year-end grade reports
Peer tutoring in classrooms	Students not on grade level or doing poorly academically	No cost	Mastery of content (TEKS)	Teacher evaluation Progress reports (3 weeks) Report card grades (6 weeks)

Saginaw Elementary Services

Saginaw Elementary				
Services Funded by State Compensatory Education				
Service/ Program	Student Eligibility Criteria	SCE Funds	Program Goals	Evaluation Formative/ Summative
Computer lab aides to provide additional assistance	Non-mastery of core content Not mastering TAAS/TAKS	Aide salary	100% passing	Formative Benchmark assessment; progress reports; 6 weeks grades; failure reports
Math specialist	Non mastery of TAAS/TAKS math	½ teacher salary	100% passing	Summative: TAAS/ TAKS records; grade reports

Saginaw Elementary				
Additional Services to Support At-Risk Students (Not funded by SCE)				
Service/ Program	Student Eligibility Criteria	Other Funds	Program Goals	Evaluation Formative/ Summative
Daily attendance awards	Attendance at the time of drawing	\$420 – Activity fund	Improve attendance	Average daily attendance/individual attendance
Mentor Program	Identification by staff and approved by guardian	\$600 – Activity and District funds	Improve self-worth	Behavior referrals, attendance, academic grades, counselor evaluation
“Protect You, Protect Me” program	Enrollment (Presented in all classes)	\$150 – Activity fund	Guidance Counseling/ Identification of high risk factors	Student feedback
Saturday School	Reading/math deficiencies	\$1,600 – ARI, AMI, & District funds	Improve mastery in reading/math	TAKS reading/math scores Benchmark scores
Reading tutorials	Reading deficiencies	\$7,500 – ARI	Reading mastery	TAKS reading scores TPRI scores
Math Lab	Math difficulties/ deficiencies	\$100 – Activity	Math mastery	Math grades TAKS math test

Chisholm Ridge Elementary

Chisholm Ridge Elementary				
Services Funded by State Compensatory Education				
Service/ Program	Student Eligibility Criteria	SCE Funds	Program Goals	Evaluation Formative/ Summative
Computer lab aides to provide additional assistance	Non-mastery of core content Not mastering TAKS	Aide salary	100% passing	Formative Benchmark assessment; progress reports; 6 weeks grades; failure reports
Math specialist	Non mastery of TAKS math	½ teacher salary	100% passing	Summative: TAKS records; grade reports

Chisholm Ridge Elementary				
Additional Services to Support At-Risk Students (Not funded by SCE)				
Service/ Program	Student Eligibility Criteria	Other Program Funds	Program Goals	Evaluation Formative/ Summative
After school tutoring	At risk Teacher observation – report card	Accelerated Reading and Math – 3 rd & 4 th District – 5 th	Achieve grade level skills	Teacher reports, report cards, passing rate
Summer school	At risk – struggling	District allotted funds	Readiness; attain grade level skills	Success/passing rate
Leveled readers	Teacher observation – lower group for reading	Accelerated Reading		Use of same vocabulary, easier format
Accelerated Reader reading – all library books coded/leveled	Star test establishes appropriate level for each student	Budgeted funds	Increased participation in reading grade level books	Increased reading ability Higher Star test Score/level
Tutoring – during school	At risk for failure to achieve at grade level	Accelerated Reading and Math	100% passing rate	Reading success
Computer lab programs/ games at levels	Students work at appropriate levels	District funds	Increased participation, interest, ability	Teacher observation, ability level and interest increased

Lake Pointe Elementary

Lake Pointe Elementary				
Services Funded by State Compensatory Education				
Service/ Program	Student Eligibility Criteria	SCE Funds	Program Goals	Evaluation Formative/ Summative
Computer lab aides to provide additional assistance	Non-mastery of core content Not mastering TAKS	Aide salary	100% passing	Formative Benchmark assessment; progress reports; 6 weeks grades; failure reports
Math specialist	Non mastery of TAKS math	½ teacher salary	100% passing	Summative: TAKS records; grade reports

Lake Pointe Elementary				
Additional Services to Support At-Risk Students (Not funded by SCE)				
Service/ Program	Student Eligibility Criteria	Other Program Funds	Program Goals	Evaluation Formative/ Summative
After school tutoring	At risk Teacher observation – report card	Accelerated Reading and Math – 3 rd & 4 th District – 5 th	Achieve grade level skills	Teacher reports, report cards, passing rate
Summer school	At risk – struggling	District allotted funds	Readiness; attain grade level skills	Success/passing rate
Leveled readers	Teacher observation – lower group for reading	Accelerated Reading		Use of same vocabulary, easier format
Accelerated Reader reading – all library books coded/leveled	Star test establishes appropriate level for each student	Budgeted funds	Increased participation in reading grade level books	Increased reading ability Higher Star test Score/level
Tutoring – during school	At risk for failure to achieve at grade level	Accelerated Reading and Math	100% passing rate	Reading success
Computer lab programs/ games at levels	Students work at appropriate levels	District funds	Increased participation, interest, ability	Teacher observation, ability level and interest increased

Northbrook Elementary

<u>Northbrook Elementary</u>				
Services Funded by State Compensatory Education				
Service/ Program	Student Eligibility Criteria	SCE Funds	Program Goals	Evaluation Formative/ Summative
Computer lab aides to provide additional assistance	Non-mastery of core content Not mastering TAKS	Aide salary	100% passing	Formative Benchmark assessment; progress reports; 6 weeks grades; failure reports
Math specialist	Non mastery of TAKS math	½ teacher salary	100% passing	Summative: TAKS records; grade reports

<u>Northbrook Elementary</u>				
Additional Services to Support At-Risk Students (Not funded by SCE)				
Service/ Program	Student Eligibility Criteria	Other Program Funds	Program Goals	Evaluation Formative/ Summative
After school tutoring	At risk Teacher observation – report card	Accelerated Reading and Math – 3 rd & 4 th District – 5 th	Achieve grade level skills	Teacher reports, report cards, passing rate
Summer school	At risk – struggling	District allotted funds	Readiness; attain grade level skills	Success/passing rate
Leveled readers	Teacher observation – lower group for reading	Accelerated Reading		Use of same vocabulary, easier format
Accelerated Reader reading – all library books coded/leveled	Star test establishes appropriate level for each student	Budgeted funds	Increased participation in reading grade level books	Increased reading ability Higher Star test Score/level
Tutoring – during school	At risk for failure to achieve at grade level	Accelerated Reading and Math	100% passing rate	Reading success
Computer lab programs/ games at levels	Students work at appropriate levels	District funds	Increased participation, interest, ability	Teacher observation, ability level and interest increased

Parkview Elementary

Parkview Elementary				
Services Funded by State Compensatory Education				
Service/ Program	Student Eligibility Criteria	SCE Funds	Program Goals	Evaluation Formative/ Summative
Computer lab aides to provide additional assistance	Non-mastery of core content Not mastering TAKS	Aide salary	100% passing	Formative Benchmark assessment; progress reports; 6 weeks grades; failure reports
Math specialist	Non mastery of TAKS math	½ teacher salary	100% passing	Summative: TAKS records; grade reports

Parkview Elementary				
Additional Services to Support At-Risk Students (Not funded by SCE)				
Service/ Program	Student Eligibility Criteria	Other Program Funds	Program Goals	Evaluation Formative/ Summative
After school tutoring	At risk Teacher observation – report card	Accelerated Reading and Math – 3 rd & 4 th District – 5 th	Achieve grade level skills	Teacher reports, report cards, passing rate
Summer school	At risk – struggling	District allotted funds	Readiness; attain grade level skills	Success/passing rate
Leveled readers	Teacher observation – lower group for reading	Accelerated Reading		Use of same vocabulary, easier format
Accelerated Reader reading – all library books coded/leveled	Star test establishes appropriate level for each student	Budgeted funds	Increased participation in reading grade level books	Increased reading ability Higher Star test Score/level
Tutoring – during school	At risk for failure to achieve at grade level	Accelerated Reading and Math	100% passing rate	Reading success
Computer lab programs/ games at levels	Students work at appropriate levels	District funds	Increased participation, interest, ability	Teacher observation, ability level and interest increased

Creekview Middle School Services

Creekview Middle School				
Services Funded by State Compensatory Education				
Service/ Program	Student Eligibility Criteria	SCE Funds	Program Goals	Evaluation Formative/ Summative
Computer lab aides to provide additional assistance	Non-mastery of content Non maintain grade of 70	Aide salary	100% passing	Formative: Benchmark assessments; progress reports; 6 weeks grades; failure reports Summative: TAKS records, grade records, teacher feedback
Teacher aide for Special Assignment class	Disciplinary placement	Aide salary	Improved discipline and grades	Formative & Summative: 6 weeks grades; attendance records; discipline records; teacher feedback

Creekview Middle School				
Additional Services to Support At-Risk Students (Not funded by SCE)				
Service/ Program	Student Eligibility Criteria	Other Funds	Program Goals	Evaluation Formative/ Summative
High School Tutoring Program	This is open to any student on the campus. There are no requirements.	None	Offer students time on campus with Boswell students to help tutor and with homework.	This is a volunteer program/service
Tutorials for Content Mastery students	All Content Mastery students	None	To assist students with homework/ tutoring	Monitoring student use and work completion
Academic Teaming Tutorials	Students on each Team	None	To allow extra time for help on a more individual basis	Passing Report
Accelerated Reader Books on Tape	Students with a need for this type of service	Title I Money	Provide service to students with reading difficulties	Monitor student usage and AR testing
Leveled AR books in the School Library	All students on the campus	Accelerated Money	Increases Reading through motivation	Monitor student usage and AR testing
SOS – Save One Student Mentoring Program	Students with Academic Needs	Volunteers in the community and teachers	Offer outside Mentoring	Looking at number of Visits/Contacts with the students

Highland Middle School Services

Highland Middle School				
Services Funded by State Compensatory Education				
Service/ Program	Student Eligibility Criteria	SCE Funds	Program Goals	Evaluation Formative/ Summative
Computer lab aides to provide additional assistance	Non-mastery of content Non maintain grade of 70	Aide salary	100% passing	Formative: Benchmark assessments; progress reports; 6 weeks grades; failure reports Summative: TAKS records, grade records, teacher feedback
Teacher aide for Special Assignment class	Disciplinary placement	Aide salary	Improved discipline and grades	Formative & Summative: 6 weeks grades; attendance records; discipline records; teacher feedback

Highland Middle School				
Additional Services to Support At-Risk Students (Not funded by SCE)				
Service/ Program	Student Eligibility Criteria	Other Funds	Program Goals	Evaluation Formative/ Summative
High School Tutoring Program	This is open to any student on the campus.	None	One on one tutoring between high school/middle school student	This is a volunteer program/service
Tutorials for Content Mastery students	All Content Mastery students	None	To assist students with homework/ tutoring	Monitoring student use and work completion
Academic Teaming Tutorials	Students on each Team	None	To allow extra time for help on a more individual basis	Passing Report
Accelerated Reader Books on Tape	Students with a need for this type of service	Title I Money	Provide service to students with reading difficulties	Monitor student usage and AR testing
Leveled AR books in the School Library	All students on the campus	Accelerated Money	Increases Reading through motivation	Monitor student usage and AR testing
SOS – Save One Student Mentoring Program	Students with Academic Needs	Community & teacher volunteers	Offer outside Mentoring	Looking at number of Visits/Contacts with the students

Wayside Middle School Services

Wayside Middle School				
Services Funded by State Compensatory Education				
Service/ Program	Student Eligibility Criteria	SCE Funds	Program Goals	Evaluation Formative/ Summative
Computer lab aides to provide additional assistance	Non-mastery of content Non maintain grade of 70	Aide salary	100% passing	Formative: Benchmark assessments; progress reports; 6 weeks grades; failure reports Summative: TAAS/TAKS records, grade records, teacher feedback
Teacher aide for Special Assignment class	Disciplinary placement	Aide salary	Improved discipline and grades	Formative & Summative: 6 weeks grades; attendance records; discipline records; teacher feedback

Wayside Middle School				
Additional Services to Support At-Risk Students (Not funded by SCE)				
Service/ Program	Student Eligibility Criteria	Other Funds	Program Goals	Evaluation Formative/ Summative
Academic Assistance Program	Available to all students not maintaining a grade of 70	District funds – Teacher salary	Academic success for all students	Formative: Progress reports; 6 weeks grades Summative: Grade records, TAKS records
After school tutorials	All students with parental permission	No cost	To ensure all students master TEKS and TAKS	Formative: Benchmark assessments; Report cards; Progress reports Summative: Grade records, retention lists; TAKS records
Accelerated Reader Books on Tape	Students with a need for this type of service	Title I Money	Provide service to students with reading difficulties	Monitor student usage and AR testing
Leveled AR books in the School Library	All students on the campus	Accelerated Money	Increases Reading through motivation	Monitor student usage and AR testing
Project Wisdom	Available to all students	Eisenhower Grant	To define, create, and promote responsible citizenship behaviors	Formative: Behavior assessment; behavior referrals Summative: Reduction in targeted behavior and referrals

Prairie Vista Middle School Services

Prairie Vista Middle School				
Services Funded by State Compensatory Education				
Service/ Program	Student Eligibility Criteria	SCE Funds	Program Goals	Evaluation Formative/ Summative
Computer lab aides to provide additional assistance	Non-mastery of content Non maintain grade of 70	Aide salary	100% passing	Formative: Benchmark assessments; progress reports; 6 weeks grades; failure reports Summative: TAKS records, grade records, teacher feedback
Teacher aide for Special Assignment class	Disciplinary placement	Aide salary	Improved discipline and grades	Formative & Summative: 6 weeks grades; attendance records; discipline records; teacher feedback

Prairie Vista Middle School				
Additional Services to Support At-Risk Students (Not funded by SCE)				
Service/ Program	Student Eligibility Criteria	Other Funds	Program Goals	Evaluation Formative/ Summative
Student TAKS advisory classes	These classes are connected to the students' math class for additional instruction.	None	Improved performance on math TAKS	TAKS scores
Tutorials for Content Mastery students	All Content Mastery students	None	To assist students with homework/ tutoring	Monitoring student use and work completion
Academic Teaming Tutorials	Students on each Team	None	To allow extra time for help on a more individual basis	Passing Report
Accelerated Reader Books on Tape	Students with a need for this type of service	Title I Money	Provide service to students with reading difficulties	Monitor student usage and AR testing
Leveled AR books in the School Library	All students on the campus	Accelerated Money	Increases Reading through motivation	Monitor student usage and AR testing
SOS – Save One Student Mentoring Program	Students with Academic Needs	Community volunteers and teachers	Offer outside Mentoring	Looking at number of Visits/Contacts with the students

Boswell High School Services

Boswell High School				
Services Funded by State Compensatory Education				
Service/ Program	Student Eligibility Criteria	SCE Funds	Program Goals	Evaluation Formative/ Summative
Teacher aide for Special assignment class	Disciplinary placement	Aide salary	Improved discipline and grades	Formative and Summative: 6 weeks grades; attendance records; discipline records; teacher feedback
Intervention Counselor	All students	Counselor salary	Student retention	Formative and Summative: 6 weeks grades; attendance records; discipline records; teacher feedback

Boswell High School				
Additional Services to Support At-Risk Students (Not funded by SCE)				
Service/ Program	Student Eligibility Criteria	Other Program Funds	Program Goals	Evaluation Formative/ Summative
Individual Tutoring for TAKS failures	Students who failed any portion of the TAKS exit test	Local funds \$2000	All students pass TAKS	TAKS and benchmark test scores
Summer enrichment for TAKS	Any student who failed any part of TAKS	Local and activity funds – varies	All students master TAKS	TAKS and benchmark test scores
FISH HEAD mentoring program (upperclassmen mentors)	All freshmen	Local funds \$2500	Improve 9 th grade success rate	Passing rates in academic classes; discipline referrals; student attendance
CAPTURE program	Repeat freshmen	Local funds	Credit recovery to graduate on time	Passing rates in academic classes; attendance rates; discipline records
Academic Assistance	Students struggling in core classes	Teacher salary	Provide students assistance in classes during the day	Students qualify after being recommended by teachers Students are successful with one-on-one help
NHS Tutoring (Math peer tutoring)	Math students struggling in any class	Volunteer	Tutoring of math students struggling	One-on-one tutoring allows for students to get homework assistance and peer help with math problems

Saginaw High School Services

Saginaw High School				
Services Funded by State Compensatory Education				
Service/ Program	Student Eligibility Criteria	SCE Funds	Program Goals	Evaluation Formative/ Summative
Teacher aide for Special assignment class	Disciplinary placement	Aide salary	Improved discipline and grades	Formative and Summative: 6 weeks grades; attendance records; discipline records; teacher feedback
Intervention Counselor	All students	Counselor salary	Student retention	Formative and Summative: 6 weeks grades; attendance records; discipline records; teacher feedback

Saginaw High School				
Additional Services to Support At-Risk Students (Not funded by SCE)				
Service/ Program	Student Eligibility Criteria	Other Program Funds	Program Goals	Evaluation Formative/ Summative
Individual Tutoring for TAKS failures	Students who failed any portion of the TAKS exit test	Local funds \$2000	All students pass TAKS	TAKS and benchmark test scores
Summer enrichment for TAKS	Any student who failed any part of TAKS	Local and activity funds – varies	All students master TAKS	TAKS and benchmark test scores
Freshman study skills program	All freshmen	Local funds \$2500	Improve 9 th grade success rate	Passing rates in academic classes; discipline referrals; student attendance
CAPTURE program	Repeat freshmen	Local funds	Credit recovery to graduate on time	Passing rates in academic classes; attendance rates; discipline records
Academic Assistance	Students struggling in core classes	Teacher salary	Provide students assistance in classes during the day	Students qualify after being recommended by teachers Students are successful with one-on-one help

Elmer C. Watson Learning Center Services

Watson Learning Center				
Services Funded by State Compensatory Education				
Service/ Program	Student Eligibility Criteria	SCE Funds	Program Goals	Evaluation Formative/ Summative
Teachers to provide alternative discipline center services	Disciplinary placement	4 teacher salaries	Improved discipline and academic performance	Formative and Summative: 6 weeks grades; transcript analysis; attendance records; discipline records

Other Services/Funds Utilized

In addition to the strategies listed within the campus tables included, EMS ISD draws on other funds sources to support services to address the needs of students identified in at-risk situations. In particular, local and special grants support our goals to provide our teaching staff with the most current effective staff development, a required component of State Compensatory Education. Please refer to the staff development plan located within the District Improvement Plan. As well, other special state and federal funds support additional initiatives designed to support all students, especially those in greatest need.

Forms

Eagle Mountain-Saginaw ISD At-Risk Student Profile

PEIMS ID #	Student ID #	Last Name	First Name	MI	DOB	Grade	School Year	Current Yr Enroll Date
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STUDENT PERFORMANCE/IDENTIFICATION CRITERIA

<u>PK-3 Criteria</u>		<u>200 TAAS Scores</u>		<u>Core Subject Grades (7-12 only)</u>		<u>Core Subject Grades (7-12 only)</u>	
				Previous Semester		Current Semester	
Readiness on TPRI (PK-3 only)	Score: _____	TAKS – Reading	_____	MATH	_____	MATH	_____
		TAKS – Math	_____	SCIENCE	_____	SCIENCE	_____
		TAKS – Writing	_____	ELA	_____	ELA	_____
Readiness TPRI Test (PK-3 only)	Date: _____	TAKS – Science	_____	SOCIAL STUDIES	_____	SOCIAL STUDIES	_____
		TAKS – SS	_____				

<u>AT RISK CRITERIA</u>	<u>DOCUMENTATION</u>
<i>Place a "Y" in the box for each question answered "Yes". A "Yes" response to any question qualifies the student as "At-Risk."</i>	<i>Check all that apply. Documentation for each applicable item must be kept in student's At-Risk Folder.</i>
1. Did not perform satisfactorily on Readiness Test? (PK-3 only – TPRI)	Copy of Readiness Test (PK-3)
2. Failed 2 or more core subjects during a semester in preceding or current semester? (Grades 7-12)	Grade Record or failure list
3. Was not advanced from one grade to the next for one or more school years?	Grade Record
4. Did not perform satisfactorily on state assessment or Has failed TAAS in prior year, and currently has passed; however, has not passed by the 110% rule? (please circle)	Copy of TAAS or EOC reports (2001, 2002 only)
5. Is pregnant or is a parent?	Copy of Doctor's report confirming pregnancy or records proving parenthood
6. Is/Was in AEP (preceding or current year)? Section 37.006	Copy of hearing record indicating placement in AEP.
7. Is/Was expelled in preceding or current school year? Section 37.007	Copy of expulsion records indicating cause of expulsion
8. Is Currently on parole, probation, deferred prosecution, or other conditional release?	Copy of legal document confirming parole, probation, deferred prosecution, or other conditional release
9. Was previously reported to PEIMS as a dropout?	Copy of PEIMS report classifying student as a dropout
10. Is a LEP student?	Copy of LPAC profile indicating LEP status
11. Is in custody or care of Dept. of Protective & Regulatory Services or has in current school year been referred to DPRS by school official, officer of juvenile court, or officer of the law?	Copy of DPRS documentation confirming custody or referral
12. Is homeless, as defined by 42 U.S.C. §11302, and its amendments?	Copy of records indicating homeless status
13. Resided in preceding or current year in a residential placement facility in the district, including a foster group home?	Copy of documentation indicating residential placement in detentions or substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

Student is At-Risk (Please Circle): **Yes** **No** _____

Person Completing Form

Principal's Signature

Date

MONITORING RECORD

DATE	MONITORED BY	INFORMATION REVIEWED	RECOMMENDATION TO EXIT		RECOMMENDATION TO MODIFY SERVICES (EXPLAIN)	PRINCIPAL'S INITIALS
			YES	NO		

EXIT RECORD

DATE EXITED FROM SCE SERVICES: _____

REASON FOR EXITING STUDENT: _____

EXIT REVIEW CONDUCTED BY: _____

Principal's signature: _____

date: _____

Budget Information

Appendix Current Year Funding Local and Special Programs

Funding Sources

Eagle Mountain-Saginaw ISD

Fund Source	Origin	High School	Middle School	Elementary
Gifted and Talented Education	State			X
Career and Technology Education	State	X		
Services to Students w/Disabilities	State	X	X	X
State Compensatory Education	State	X	X	X
Bilingual/ESL Education	State		X	X
Title I, Part A	Federal		X	X
Title I, School Improvement	Federal		X	
Title II, TPTR	Federal			X
Title II, Part D	Federal	X	X	X
Title III, LEP	Federal		X	X
Title IV, DFSCA	Federal	X	X	X
Title V, Innovative Programs	Federal	X		
Vocational Basic Grant – Perkins	Federal	X		
IDEA Part B Formula	Federal	X	X	X

Pregnancy, Education & Parenting	Federal	X	X	
Accelerated Reading	State			X
Basic Skills Program-High School	State	X		
Technology Allotment	State	X	X	X
Telecommunications Infrastructure Fund	State	X	X	X

Funding Sources
Eagle Mountain-Saginaw ISD

Program	Purpose	Entitlement
Gifted and Talented	Provide services for students identified as gifted/talented.	129,955
Career and Technology	Insure that schools provide opportunities for all students to increase technological skills.	688,020
Services to Students w/Disabilities	Address the needs of students with disabling conditions.	2,320,341
State Compensatory	Enhance and improve the regular ed program to increase the academic achievement and reduce to dropout rate of identified students in at-risk situations. Supplements local funds.	771,256
Bilingual/ESL	Address the needs of students whose home language is one other than English.	95,097
Title I, Part A	Enable elementary & middle schools to provide opportunities for children served to improve their knowledge & skills in reading and math.	511,377
Title II, Teacher & Principal Training & Recruitment	Attract and retain professional staff through recruiting and staff development. Reduce class size at elementary grades by hiring highly qualified teachers.	190,739
Title II, Part D	Insure that schools provide opportunities for students to increase technological skills. Supplement local funds.	19,203
Title III, LEP	Address the needs to students whose home language is one other than English. Supplements local funds.	77,763
Title IV, DFSCA	Carry out a comprehensive drug and violence prevention program, designed for all students through combined efforts of school, families, and communities.	32,633
Title IV; ESEA	Provide additional services to students to meet the AYP requirements	160,122
Title V, Innovative	Provide additional counseling and social services to at-risk students.	19,794
Vocational Basic Grant	Develop more fully the academic and occupational skills of all segments of the student populations.	43,342
IDEA Part B Formula	Provide services to students with disabilities ages 6-21.	1,182,287
IDEA Part B Preschool	Provide preschool to students meeting criteria to build a better foundation for enrollment in kindergarten.	14,024
Pregnancy, Education & Parenting	Provide assistance and services to teen parents.	37,206
ARI/AMI	Support early intervention to insure that all students achieve grade level reading and math skills.	258,232

Technology Allotment	Insure that schools provide opportunities for all students to increase technological skills.	295,050
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