

Abilene Independent School District
Ortiz Elementary
2016-2017 Campus Improvement Plan



Board Approval Date: October 10, 2016
Public Presentation Date: October 16, 2015

Core Beliefs

- 1 All children can learn, but all children do not learn in the same way.
- 2 All children learn best in a safe, nurturing, and stimulating environment.
- 3 All children learn best when they are active participants in the process.
- 4 All children have immeasurable, inherent worth and thrive on positive recognition.
- 5 All children should have access to excellent educational opportunities.
- 6 The education of all children is the responsibility of the family, school, school district, and community.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Family and Community Involvement	9
School Context and Organization	10
Technology	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Abilene ISD will develop a strong literacy and numeracy foundation for every student.	14
Goal 2: Abilene ISD will advance character development by nurturing habits of mind and ethical, principle-based leadership.	20
Goal 3: Abilene ISD will prepare all students for success in college and the workforce.	25
Goal 4: Abilene ISD will fully integrate student-led technology and develop innovative learning environments and facilities for the purpose of high student engagement, safety and academic success.	28
Goal 5: Abilene ISD will secure high quality, effective staff who embrace diversity, are reflective of and responsive to the district's student body, utilize best practices and understand the importance of student engagement, rigorous and relevant learning environments and the significance of connecting with students to foster a desire to learn.	30
State System Safeguard Strategies	32
Federal System Safeguard Strategies	34
State Compensatory	35
Budget for Ortiz Elementary:	35
Title I	36
Schoolwide Program Plan	36
Ten Schoolwide Components	38
Title I Personnel	42
2016-2017 Campus Planning and Decision Making Committee	43
Campus Funding Summary	44
Addendums	47

Comprehensive Needs Assessment

Demographics

Demographics Summary

Ortiz Elementary serves approximately 640 students in Kindergarten through fifth grade. Ortiz is a School-wide Title I campus with approximately 60 faculty members. The student population is 92.0% economically disadvantaged. The student body is composed of 71.2% Hispanic students, 13.1% White students, 13.3% African American, and 1.9% identified as Two or More races. Ortiz is the designated Dual Language campus for Abilene ISD with approximately 175 LEP students (about 27% of total enrollment). The attendance rate is 96%. Our continuing goal is to broaden students' understanding of their world and grow leaders through education. Our mission is to inspire our students to attain their own potential and send them from our school as confident, responsible and competent individuals ready to achieve academic excellence at Ortiz and beyond.

Demographics Strengths

The high percentage of Hispanic students (71.2%) helps bring an enriching culture to the campus. With the Hispanic and bilingual influence, Ortiz Elementary is the designated Dual Language Campus for AISD with approximately 175 LEP students. In spite of what research might indicate with such a high percentage of economically disadvantaged students (92.0%), Ortiz's attendance rate has been 96%.

Demographics Needs

- Based on Ortiz's demographics, there is a greater need to partner with parents to focus on education and timely attendance.
- Increase parent involvement in school activities
- Resurrect the PTA and conduct membership drives
- Increase opportunities by adding more after school activities, parent forums, music/PE programs, and educational activities.
- Recruit and hire more bilingual teachers is needed to meet the growing needs of our students.

Student Achievement

Student Achievement Summary

Ortiz Elementary was given an Improvement Required (IR) status by the state based on the assessment data from the 2014-2015 school year. Ortiz Elementary was also given a PEG status by TEA. After the 2015-2016 school year, Ortiz received a "Met Standard" rating and earned a "Formerly Improvement Required" (FIR) status for the 2016-2017 school year. Ortiz also received a distinction designation in Science. Data analysis indicates that Ortiz has academic needs in reading, writing, and science. In reading, 4 out of 6 performance groups did not meet standard (All Students, African American, Hispanic, and Economically Disadvantaged). In writing, 4 out of 4 performance groups did not meet standard (All Students, Hispanic, Economically Disadvantaged and English Language Learners). In science, 3 out of 3 performance groups did not meet standard (All Students, Hispanic, and Economically Disadvantaged). Although all student populations met standards in math, with the changing math TEKS there is a continued need to focus on math instruction to ensure all students meet the increasing performance standards. Student performance data indicated that there is a need to develop a cohesive culture focused on student achievement. There is also a continuing need to recruit and retain high quality Bilingual/ESL certified staff and instructional resources for English Language Learners. There needs to be a strong emphasis on supporting the implementation of the Gomez and Gomez Dual Language Model so that Bilingual students strengthen their native language as they learn the English language to achieve higher academic performance. The Leader in Me and use of the 7 habits should continue to support leadership skills, reduce discipline referrals, and increase accountability in students. There is a need for greater parent involvement (both English and Spanish speaking) to support the learning environments in both home and school.

Student Achievement Strengths

- Formerly Improvement Required
- Distinction Designation in Science
- All student populations met standards in math.

Student Achievement Needs

- There is a need to develop a cohesive culture focused on student achievement.
- There is a need to support and improve the instruction of Bilingual students to strengthen their native language as they learn the English language to achieve higher academic performance.
- There is a continued need to focus on math instruction to ensure all students continue to meet the increasing performance standards.
- There is a need for greater parent involvement (both English and Spanish speaking) to support the learning environments in both home and school.

School Culture and Climate

School Culture and Climate Summary

The students, staff, and parents are loyal to Ortiz Elementary. They are seeking stability and consistency in leadership with improved communication and more involvement opportunities. The Leader in Me and the 7 Habits have greatly improved student behavior and cooperation between all groups of children and adults. An emphasis upon more of a student-led Leader in Me program on campus is needed.

School Culture and Climate Strengths

- Leader in Me
- Gomez and Gomez Dual Language Model
- Student, Staff, and Administration Cohesiveness

School Culture and Climate Needs

- Better Time management
- Clear and Timely Communication
- Improved Family Commitment
- More involvement of students in campus leadership

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The teachers and staff at Ortiz Elementary are dedicated to serving the Ortiz students. Efforts in recent years have resulted in obtaining and training a very diverse group of highly qualified teachers. A continued emphasis upon seeking qualified bilingual staff is vital to Ortiz's ability to best serve its students.

Staff Quality, Recruitment, and Retention Strengths

- 10 bilingual teachers teaching in a bilingual setting
- 5 additional teachers speak Spanish

Staff Quality, Recruitment, and Retention Needs

- Recruit and hire additional bilingual teachers.
- Recruit and hire additional bilingual aides.
- Improve classroom management skills with newer teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Data analysis indicates that Ortiz has academic needs in reading, writing, and science. In reading, 4 out of 6 performance groups did not meet standard (All Students, African American, Hispanic, and Economically Disadvantaged). In writing, 4 out of 4 performance groups did not meet standard (All Students, Hispanic, Economically Disadvantaged and English Language Learners). Therefore, there is a need for an emphasis upon writing in grades K-3. In science, 3 out of 3 performance groups did not meet standard (All Students, Hispanic, and Economically Disadvantaged). There needs to be a K-5 emphasis upon science instruction. Although all student populations met standards in math, with the changing math TEKS there is a continued need to focus on math instruction to ensure all students meet the increasing performance standards. Student performance data indicated that there is a need to develop a cohesive culture focused on student achievement.

Curriculum, Instruction, and Assessment Strengths

- All student populations met standards in math.
- Grade level planning

Curriculum, Instruction, and Assessment Needs

- K-5 science instruction, improved quality
- K-4 writing instruction, improved quality and quantity
- K-5 reading instruction following the balanced literacy initiative
- Vertical teaming

Family and Community Involvement

Family and Community Involvement Summary

There is a need for greater parent involvement (both English and Spanish speaking) to support the learning environments in both home and school. Additionally, there is a need to develop a cohesive culture focused on high expectations and student achievement.

Family and Community Involvement Strengths

- Family and community loyalty to Ortiz and their desire for consistency and success.

Family and Community Involvement Needs

- More parental involvement opportunities
- Resurrect the PTA and have a membership drive
- Improved campus-home communications
- Culture of high expectations and student achievement

School Context and Organization

School Context and Organization Summary

The staff at Ortiz Elementary is committed to providing a safe and healthy learning environment for all students. While academics is our main focus, the staff at Ortiz is also collaborating together to facilitate the Leader In Me program. We believe it is important to instill positive values at a young age. Each classroom displays the seven habits and encourages students to use them throughout their day. Students are assisting with the announcements every morning and have classroom responsibilities. The students are recognized at multiple awards ceremonies throughout the year for their academics, attendance, and positive behavior. The parents and staff at Ortiz work together in order to ensure success for each child.

School Context and Organization Strengths

- Leader in Me and the Seven Habits
- Grade level planning and interaction
- Social activities for staff interaction and positive morale

School Context and Organization Needs

- PLC's
- Vertical teaming

Technology

Technology Summary

Ortiz Elementary believes that technology is necessary to prepare students for the real world. Using technology in the classroom daily is made possible by 100% of certified staff having access to Promethean interactive whiteboards, document cameras, at least 1 iPad, and 4 student computers per classroom. Additionally, Ortiz has 3 computer labs (one regular, one iStation, and one RM lab) on campus with 20-30 computers each, where keyboarding and basic computer skills are instructed in one, and to meet intervention needs. As the technology ages, there will be a continued need to replace and improve technology. Ortiz Elementary also believes that while good technology is important, quality training is necessary in order for our teachers to best utilize the tools for student success. Therefore, we plan to increase the attendance at monthly technology trainings so that all teachers can become more proficient at using the resources available to them. Our internet access and wireless connection are top notch, allowing all staff (certified and non-certified personnel) the ease to communicate by email or quickly access information as needed.

Technology Strengths

- Student computers in every classroom
- Promethean Boards in every classroom
- Supplemental computer software for student learning
- Data analysis and student performance software
- Wireless access across campus
- Home-school connection for teachers and staff

Technology Needs

- Reasonable upgrades of current student equipment
- A 1:1 access of interactive technology (iPads, laptops, etc)
- Check for accuracy in all student-used programs
- Increase attendance at monthly tech trainings for teachers

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals


Goal 1: Abilene ISD will develop a strong literacy and numeracy foundation for every student.

Performance Objective 1: 80% of all Ortiz students will meet expectation on the STAAR math assessment and obtain a minimum of 1 on the Progress Measure.

Evaluation Data Source(s) 1: Math STAAR Scores May 2017

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 1) Train teachers and implement the Gomez and Gomez program K-5th grades.	1, 3, 4	Principal and Instructional Coordinator	PD Certificates, Walk-through data, lesson plans			
Funding Sources: Title I, Part A - \$36000.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 2) Create bilingual and dual language classes for identified LEP students at all grade levels.	1, 3	Principal	Class Rosters			
Funding Sources: Title I, Part A - \$107920.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 3) Facilitate PLC meetings to review data, and determine student instructional needs.	1, 2, 3, 4, 8, 9	Principal and Instructional Coordinator	PLC Sign-in sheets and agendas			
Funding Sources: General Fund - \$300.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 4) Implement common assessments and review data utilizing AWARE to impact instruction and intervention.	1, 2, 8, 9	Principal and Instructional Coordinator	AWARE data, Interview rosters, tutorial rosters, lesson plans			
Funding Sources: Title I, Part A - \$500.00						

State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 5) Provide tutorial classes before, during and/or after school for students who are at risk or who are in danger of failing core subjects or state assessments.	1, 3, 8, 9, 10	Instructional Coordinator	Intervention groups, Tutorial roll sheets, payroll data			
	Funding Sources: Title I, Part A - \$190042.00, State Comp Ed - \$3500.00					
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 6) Provide inclusive classroom opportunities to our Special Education students to ensure/support instruction of grade level content	1, 3	Special Education Teacher	Classroom Activities, Common Assessments, 2017 STAAR Data			
	Funding Sources: Campus Budget - \$150.00					
						






Goal 1: Abilene ISD will develop a strong literacy and numeracy foundation for every student.

Performance Objective 2: 75% of all Ortiz students will meet expectation on the STAAR reading assessment and obtain a minimum of 1 on the Progress Measure.

Evaluation Data Source(s) 2: Reading STAAR Scores May 2017

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Utilize Istation reading assessment/intervention program with active monitoring of Tier 2 & 3 students.</p>	1, 9, 10	Classroom Teacher and Intervention Teacher	Istation reports			
Funding Sources: Title I, Part A - \$300.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) Train teachers and implement the Gomez and Gomez program K-5th grades</p>	1, 3, 4	Principal and Instructional Coordinator	PD Certificates, Walk-through data, lesson plans			
Funding Sources: Title I, Part A - \$36000.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>3) Create bilingual and dual language classes for identified LEP students at all grade levels.</p>	1, 3	Principal	Class Rosters			
Funding Sources: Title I, Part A - \$107920.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Facilitate PLC meetings to review data, and determine student instructional needs.</p>	1, 2, 3, 4, 8, 9	Principal and Instructional Coordinator	PLC Sign-in sheets and agendas			
Funding Sources: General Fund - \$300.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Implement common assessments and review data utilizing AWARE to impact instruction and intervention.</p>	1, 2, 8, 9	Principal and Instructional Coordinator	AWARE data, Interview rosters, tutorial rosters, lesson plans			
Funding Sources: Title I, Part A - \$500.00						


<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4</p> <p>6) Provide tutorial classes before, during and/or after school for students who are at risk or who are in danger of failing core subjects or state assessments.</p>	1, 3, 8, 10	Instructional Coordinator	Intervention groups, Tutorial roll sheets, payroll data			
Funding Sources: Title I, Part A - \$245812.00, State Comp Ed - \$3500.00						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Abilene ISD will develop a strong literacy and numeracy foundation for every student.

Performance Objective 3: 75% of all Ortiz students will meet expectation on the STAAR Writing assessment.

Evaluation Data Source(s) 3: Writing STAAR Scores May 2017

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Train teachers and implement the Gomez and Gomez program K-5th grades</p>	1, 3, 4	Principal and Instructional Coordinator	PD Certificates, Walk-through data, lesson plans			
Funding Sources: Title I, Part A - \$36000.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Create bilingual and dual language classes for identified LEP students at all grade levels.</p>	1, 3	Principal	Class Rosters			
Funding Sources: Title I, Part A - \$107920.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Facilitate PLC meetings to review data, and determine student instructional needs.</p>	1, 2, 3, 4, 8, 9	Principal and Instructional Coordinator	PLC Sign-in sheets and agendas			
Funding Sources: General Fund - \$300.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Implement common assessments and review data utilizing AWARE to impact instruction and intervention.</p>	1, 2, 8, 9	Principal and Instructional Coordinator	AWARE data, Interview rosters, tutorial rosters, lesson plans			
Funding Sources: Title I, Part A - \$500.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Provide tutorial classes before, during and/or after school for students who are at risk or who are in danger of failing core subjects or state assessments.</p>	1, 3, 8, 10	Instructional Coordinator	LLI groups, Intervention groups, Tutorial roll sheets			
Funding Sources: Title I, Part A - \$245812.00, State Comp Ed - \$3500.00						
						






Goal 1: Abilene ISD will develop a strong literacy and numeracy foundation for every student.

Performance Objective 4: 65% of all Ortiz students will meet expectation on the STAAR Science assessment.

Evaluation Data Source(s) 4: Science STAAR Scores May 2017

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Train teachers and implement the Gomez and Gomez program K-5th grades</p>	1, 3, 4	Principal and Instructional Coordinator	PD Certificates, Walk-through data, lesson plans			
Funding Sources: Title I, Part A - \$36000.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Create bilingual and dual language classes for identified LEP students at all grade levels.</p>	1, 3	Principal	Class Rosters			
Funding Sources: Title I, Part A - \$107920.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Facilitate PLC meetings to review data, and determine student instructional needs.</p>	1, 2, 3, 4, 8, 9	Principal and Instructional Coordinator	PLC Sign-in sheets and agendas			
Funding Sources: General Fund - \$300.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Implement common assessments and review data utilizing AWARE to impact instruction and intervention.</p>	1, 2, 8, 9	Principal and Instructional Coordinator	AWARE data, Interview rosters, tutorial rosters, lesson plans			
Funding Sources: Title I, Part A - \$500.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Provide tutorial classes before, during and/or after school for students who are at risk or who are in danger of failing core subjects or state assessments.</p>	1, 3, 8, 10	Instructional Coordinator	Intervention groups, Tutorial roll sheets and payroll data			
Funding Sources: Title I, Part A - \$190042.00, Title I, Part A - \$3500.00						

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: Abilene ISD will develop a strong literacy and numeracy foundation for every student.

Performance Objective 5: 65% of all Ortiz ELL students will meet expectation on the STAAR Science assessment.

Evaluation Data Source(s) 5: Science STAAR Scores May 2017

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Train teachers and implement the Gomez and Gomez program K-5th grades</p>	1, 3, 4	Principal and Instructional Coordinator	PD Certificates, Walk-through data, lesson plans			
Funding Sources: Title I, Part A - \$36000.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Create bilingual and dual language classes for identified LEP students at all grade levels.</p>	1, 3	Principal	Class Rosters			
Funding Sources: Title I, Part A - \$107920.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Facilitate PLC meetings to review data, and determine student instructional needs.</p>	1, 2, 3, 4, 8, 9	Principal and Instructional Coordinator	PLC Sign-in sheets and agendas			
Funding Sources: General Fund - \$300.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Implement common assessments and review data utilizing AWARE to impact instruction and intervention.</p>	1, 2, 8, 9	Principal and Instructional Coordinator	AWARE data, Interview rosters, tutorial rosters, lesson plans			
Funding Sources: Title I, Part A - \$500.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Provide tutorial classes before, during and/or after school for students who are at risk or who are in danger of failing core subjects or state assessments.</p>	1, 3, 8, 10	Instructional Coordinator	Intervention groups, Tutorial roll sheets, payroll data			
Funding Sources: Title I, Part A - \$190042.00, State Comp Ed - \$3500.00						






 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: Abilene ISD will advance character development by nurturing habits of mind and ethical, principle-based leadership.

Performance Objective 1: 100% of all Ortiz students and staff will be trained and be immersed in the Leader In Me program to positively impact the school climate.

Evaluation Data Source(s) 1: Students data binders and teacher PD certificates

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Continue integration of Positive Behavioral Intervention and Support System and the Leader In Me 7 Habits.</p>	1, 2, 4, 6, 9	Principal, Assistant Principal, Parent Coordinator	Referral Data, PD certificates, sign-in sheets, discipline data, attendance data			
Funding Sources: Title I, Part A - \$500.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>2) Conduct parent forums with each grade level to provide parents with an orientation of expectations for the year.</p>	1, 2, 6	Parent Coordinator	Grade Level Sign-in Sheets			
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>3) Conduct nights where parents can participate in learning activities together in areas of science, social studies, math and ELAR.</p>	1, 2, 6	Principal	Sing-in Sheets			
Funding Sources: Campus Budget - \$500.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Conduct an Annual survey of parents to determine campus needs.</p>	1, 6	Principal and Parent Coordinator	Survey Participation			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Abilene ISD will advance character development by nurturing habits of mind and ethical, principle-based leadership.

Performance Objective 2: 100% of all Ortiz students will engage in regular health screenings and safety drills.

Evaluation Data Source(s) 2: May 2017 Health Screening Reports

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
<p>Critical Success Factors CSF 6</p> <p>1) Each grade level will follow the designed screening plan and participate in all safety drills</p>	1, 10	Assistant Principal and Nurse	Screening data, drill log sheet			
Funding Sources: Title I, Part A - \$300.00						
						

Goal 3: Abilene ISD will prepare all students for success in college and the workforce.

Performance Objective 1: Ortiz Elementary will work with parents and students to attain an ADA of at least 97%.

Evaluation Data Source(s) 1: May 2017 ADA Report

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Utilize Parent Coordinator and an attendance officer to monitor and attendance and tardies and to educate parents on the importance of student attendance.</p>	1, 2, 6	Parent Coordinator and Attendance Officer	ADA data, Parent Coordinator parent communication, and Attendance Office logs			
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Each six weeks incorporate incentives for student attendance. Such contests as: football run, bikes, star pizza party</p>	1, 2, 10	Principal and Parent Coordinator	ADA reports			
			Funding Sources: Title I, Part A - \$500.00			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Abilene ISD will prepare all students for success in college and the workforce.

Performance Objective 2: 100% of Ortiz Elementary School parents will connect with a school related activity during the 2016-2017 school year.

Evaluation Data Source(s) 2: Sign-in Sheets, catalog of documents home

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Parents will be notified of all events involving their child's education in both Spanish and English</p>	1, 2, 4, 6	Title 1 Coordinator	Folder of notes sent home			
<p>Funding Sources: Campus Budget - \$100.00</p>						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) The school will host various activities throughout the year to enhance parental involvement and student math/science/reading skills. Activities such as: Parent Forums, Parent Conferences, Meet the Teacher, Grade level performances, fall festival (Math and Science emphasis), Title 1 Info meeting, PTA Meetings, Leadership day, AR nights, distribution of school/parent compact and District Parent Involvement Policies</p>	1, 6, 9, 10	Principal, AP, IC,, Parent Coordinator, Teachers and support staff	Sign-in sheets and signed compacts			
<p>Funding Sources: Title I, Part A - \$450.00</p>						
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Abilene ISD will prepare all students for success in college and the workforce.

Performance Objective 3: 100% of Pre-K students moving to Kindergarten will be provided with the opportunity to participate in a transition activity or field trip to the campus in order to support an effective transition between programs.

Evaluation Data Source(s) 3: Calendar with event scheduled and attendance rosters

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
Federal System Safeguard Strategy Critical Success Factors CSF 5 1) Coordinate with district preschool programs to organize a field trip.	6, 7, 10	Principal, Counselor, and IC	Calendar with scheduled event and attendance roll sheets			
Funding Sources: Title I, Part A - \$100.00						
						

Goal 4: Abilene ISD will fully integrate student-led technology and develop innovative learning environments and facilities for the purpose of high student engagement, safety and academic success.

Performance Objective 1: 100% of Ortiz students will participate in technology classes.

Evaluation Data Source(s) 1: Class Rosters

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Students participate in weekly technology classes to learn various skills.</p>	1	Technology Teacher	Class Rosters and student work product			
Funding Sources: Campus Budget - \$20000.00						
						

Goal 4: Abilene ISD will fully integrate student-led technology and develop innovative learning environments and facilities for the purpose of high student engagement, safety and academic success.

Performance Objective 2: 100% of Bilingual and ESL students will receive instruction through bilingual/dual language classrooms or ESL classroom.

Evaluation Data Source(s) 2: Class Rosters and teacher credentials

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Train teachers and implement the Gomez and Gomez program K-5th grades.</p>	1, 3, 4	Principal and Instructional Coordinator	PD Certificates, Walk-through data, lesson plans			
Funding Sources: Title I, Part A - \$36000.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Create bilingual and dual language classes for identified LEP students at all grade levels.</p>	1, 3	Principal	Class Rosters			
Funding Sources: Title I, Part A - \$79500.00						
						

Goal 4: Abilene ISD will fully integrate student-led technology and develop innovative learning environments and facilities for the purpose of high student engagement, safety and academic success.

Performance Objective 3: 100% of Title 1 requirements are met by providing opportunities for all parents, students, and faculty to stay informed and involved with the school through activities such as parent notifications, parent-teacher conferences, Title 1 info meeting, Parent Forums, student-parent activity nights and distribution of school-parent compact and District Parent Involvement Policies.

Evaluation Data Source(s) 3: Sign in sheets, folder of collected notes, signed compacts and parent involvement policies.

Summative Evaluation 3:






Goal 5: Abilene ISD will secure high quality, effective staff who embrace diversity, are reflective of and responsive to the district's student body, utilize best practices and understand the importance of student engagement, rigorous and relevant learning environments and the significance of connecting with students to foster a desire to learn.

Performance Objective 1: 100% of Ortiz faculty will be trained in programs and/or resources essential to their class instruction and student achievement.

Evaluation Data Source(s) 1: May 2017 PD Certificates and Budget Expenditures

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Recruit, retain, and encourage additional staff to obtain their ESL, bilingual, GT and Sheltered Instruction certifications. Pay for teacher certification costs and provide professional development.</p>	1, 3, 4, 5	Principal and Instructional Coordinator	PD Certificates, TEA Certifications			
Funding Sources: Title I, Part A - \$500.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) Train teachers and implement the Gomez and Gomez program K-5th grades.</p>	1, 3, 4	Principal and Instructional Coordinator	PD Certificates, Walk-through data, lesson plans			
Funding Sources: Title I, Part A - \$36000.00						

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Facilitate PLC meetings to review data, and determine student instructional needs.</p>	1, 3, 4	Principal and Instructional Coordinator	PLC Sign-in sheets and agendas			
Funding Sources: General Fund - \$300.00						
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>4) Provide embedded PD throughout the school year for all teachers in various topics based on campus and teacher needs.</p>	1, 3, 4, 5, 8	Principal and Instructional Coordinator	PD Certificates and Sign-in sheets			
Funding Sources: State Comp Ed						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Train teachers and implement the Gomez and Gomez program K-5th grades.
1	1	2	Create bilingual and dual language classes for identified LEP students at all grade levels.
1	1	3	Facilitate PLC meetings to review data, and determine student instructional needs.
1	1	4	Implement common assessments and review data utilizing AWARE to impact instruction and intervention.
1	1	5	Provide tutorial classes before, during and/or after school for students who are at risk or who are in danger of failing core subjects or state assessments.
1	1	6	Provide inclusive classroom opportunities to our Special Education students to ensure/support instruction of grade level content
1	2	1	Utilize Istation reading assessment/intervention program with active monitoring of Tier 2 & 3 students.
1	2	2	Train teachers and implement the Gomez and Gomez program K-5th grades
1	2	3	Create bilingual and dual language classes for identified LEP students at all grade levels.
1	2	4	Facilitate PLC meetings to review data, and determine student instructional needs.
1	2	5	Implement common assessments and review data utilizing AWARE to impact instruction and intervention.
1	2	6	Provide tutorial classes before, during and/or after school for students who are at risk or who are in danger of failing core subjects or state assessments.
1	3	1	Train teachers and implement the Gomez and Gomez program K-5th grades
1	3	2	Create bilingual and dual language classes for identified LEP students at all grade levels.
1	3	3	Facilitate PLC meetings to review data, and determine student instructional needs.
1	3	4	Implement common assessments and review data utilizing AWARE to impact instruction and intervention.
1	3	5	Provide tutorial classes before, during and/or after school for students who are at risk or who are in danger of failing core subjects or state assessments.
1	4	1	Train teachers and implement the Gomez and Gomez program K-5th grades
1	4	2	Create bilingual and dual language classes for identified LEP students at all grade levels.
1	4	3	Facilitate PLC meetings to review data, and determine student instructional needs.
1	4	4	Implement common assessments and review data utilizing AWARE to impact instruction and intervention.
1	4	5	Provide tutorial classes before, during and/or after school for students who are at risk or who are in danger of failing core subjects or state assessments.

Goal	Objective	Strategy	Description
1	5	1	Train teachers and implement the Gomez and Gomez program K-5th grades
1	5	2	Create bilingual and dual language classes for identified LEP students at all grade levels.
1	5	3	Facilitate PLC meetings to review data, and determine student instructional needs.
1	5	4	Implement common assessments and review data utilizing AWARE to impact instruction and intervention.
1	5	5	Provide tutorial classes before, during and/or after school for students who are at risk or who are in danger of failing core subjects or state assessments.
2	1	1	Continue integration of Positive Behavioral Intervention and Support System and the Leader In Me 7 Habits.
2	1	2	Conduct parent forums with each grade level to provide parents with an orientation of expectations for the year.
2	1	3	Conduct nights where parents can participate in learning activities together in areas of science, social studies, math and ELAR.
2	1	4	Conduct an Annual survey of parents to determine campus needs.
3	1	1	Utilize Parent Coordinator and an attendance officer to monitor and attendance and tardies and to educate parents on the importance of student attendance.
3	1	2	Each six weeks incorporate incentives for student attendance. Such contests as: football run, bikes, star pizza party
3	2	1	Parents will be notified of all events involving their child's education in both Spanish and English
3	2	2	The school will host various activities throughout the year to enhance parental involvement and student math/science/reading skills. Activities such as: Parent Forums, Parent Conferences, Meet the Teacher, Grade level performances, fall festival (Math and Science emphasis), Title 1 Info meeting, PTA Meetings, Leadership day, AR nights, distribution of school/parent compact and District Parent Involvement Policies
4	2	1	Train teachers and implement the Gomez and Gomez program K-5th grades.
4	2	2	Create bilingual and dual language classes for identified LEP students at all grade levels.
5	1	1	Recruit, retain, and encourage additional staff to obtain their ESL, bilingual, GT and Sheltered Instruction certifications. Pay for teacher certification costs and provide professional development.
5	1	2	Train teachers and implement the Gomez and Gomez program K-5th grades.
5	1	3	Facilitate PLC meetings to review data, and determine student instructional needs.
5	1	4	Provide embedded PD throughout the school year for all teachers in various topics based on campus and teacher needs.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Train teachers and implement the Gomez and Gomez program K-5th grades.
1	1	2	Create bilingual and dual language classes for identified LEP students at all grade levels.
1	1	3	Facilitate PLC meetings to review data, and determine student instructional needs.
1	1	4	Implement common assessments and review data utilizing AWARE to impact instruction and intervention.
1	1	5	Provide tutorial classes before, during and/or after school for students who are at risk or who are in danger of failing core subjects or state assessments.
1	1	6	Provide inclusive classroom opportunities to our Special Education students to ensure/support instruction of grade level content
1	2	1	Utilize Istation reading assessment/intervention program with active monitoring of Tier 2 & 3 students.
2	1	1	Continue integration of Positive Behavioral Intervention and Support System and the Leader In Me 7 Habits.
2	1	2	Conduct parent forums with each grade level to provide parents with an orientation of expectations for the year.
2	1	3	Conduct nights where parents can participate in learning activities together in areas of science, social studies, math and ELAR.
2	1	4	Conduct an Annual survey of parents to determine campus needs.
3	1	1	Utilize Parent Coordinator and an attendance officer to monitor and attendance and tardies and to educate parents on the importance of student attendance.
3	1	2	Each six weeks incorporate incentives for student attendance. Such contests as: football run, bikes, star pizza party
3	2	1	Parents will be notified of all events involving their child's education in both Spanish and English
3	2	2	The school will host various activities throughout the year to enhance parental involvement and student math/science/reading skills. Activities such as: Parent Forums, Parent Conferences, Meet the Teacher, Grade level performances, fall festival (Math and Science emphasis), Title 1 Info meeting, PTA Meetings, Leadership day, AR nights, distribution of school/parent compact and District Parent Involvement Policies
3	3	1	Coordinate with district preschool programs to organize a field trip.
5	1	1	Recruit, retain, and encourage additional staff to obtain their ESL, bilingual, GT and Sheltered Instruction certifications. Pay for teacher certification costs and provide professional development.
5	1	4	Provide embedded PD throughout the school year for all teachers in various topics based on campus and teacher needs.

State Compensatory

Budget for Ortiz Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6200 Professional and Contracted Services		
199-11-6299-00-152-11-152	6299 Miscellaneous Contracted Services	\$3,500.00
6200 Subtotal:		\$3,500.00

Title I

Schoolwide Program Plan

The federally funded Title 1 program addresses four basic principles: stronger accountability for results; increased flexibility and local control; more choices for parents and students; and, an emphasis on researched-based instructional strategies. Title 1 supplements and supports state and local school reform efforts by offering improved teaching and learning opportunities to help low-achieving students meet our state's challenging academic content and performance standards. The specific activities and estimated expenditures for Title 1, Part A are located under the individual Board Goals and associated campus activities.

The Abilene Independent School District determines, to the best of its ability, the number of students residing within each campus' attendance zone. The percentage of residing students eligible for Free and Reduced Lunches from the fall PEIMS data submission from the previous year is calculated and the campuses are ranked according to that percentage. All campuses that exceed 75% in poverty must be served with a school-wide, Title 1, Part A funded program. Additional campuses may be served (down to 40% for school-wide; and down to 35% for targeted assistance) by following the low-income residing percentage ranking of the remaining district facilities. Campuses are selected for Title 1 services based upon district and campus Comprehensive Needs Assessments.

The Abilene Independent School District has created schoolwide programs that are comprehensive in nature to ensure that we are serving all students, improving structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1. Title I, Part A programs/services are designed to address needs identified by disaggregated student performance data (grade, gender, ethnicity, economic status, limited-English proficient, etc.) at both the District and Campus levels in:

- Reading
- Math
- English-Language Arts
- Science
- Social Studies

The Office of Federal Programs staff works together with district and campus administrative/instructional staff to plan supplemental instructional programs for each campus in response to the Comprehensive Needs Assessment. Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

Specific programs are selected for implementation at each campus to meet the needs of enrolled students. Campus administrative/instructional staff then work together to identify interventions/supplemental instructional opportunities for each student as appropriate. On-going parental participation in the educational process is strongly encouraged and supported. Abilene ISD's Title I campuses believe that all students can learn; that all adults should work together to promote student success; that learning is a life-long process; and that high expectations produce quality results and personal bests for all students.

Abilene ISD utilizes its Title I funds to provide high quality personnel, support, and assistance to 3 early childhood centers and 9 elementary campuses based upon needs identified in the Comprehensive Needs Assessment. Title I assistance within the Abilene ISD includes, but is not limited to:

- Bilingual/ESL Support
- Campus-based/selected supplemental educational material (varies by campus)
- Class-size Reduction and/or other supplementary Subject Teachers (varies by campus)
- Early Childhood (Pre-K) Supplementary Staffing/Program Support
- Homeless Liaison/Foster Care/Juvenile Transition Coordinator
- McKinney-Vento Social Worker
- Instructional Aides (varies by campus)
- Instructional Technology Tools (varies by campus)
- Mathematics Intervention/Support (varies by campus)
- Math/Science Magnet School at McMurry University
- Parent Centers
- Parental Involvement Coordinators
- Instructional Aides for Immigrant and/or ESL Students
- Professional Development/Staff Development
- Skills Development Teachers (varies by campus)
- Tutoring (homeless, neglected facilities, etc.)
- Reading Intervention/Support (varies by campus)
 - Literacy Success Interventionists
 - Balanced Literacy materials
 - Leveled Literacy Libraries

COMPLIANCE: AISD assures that all Title 1 requirements are carefully implemented, monitored and documented at the district and campus levels to assure full compliance with NCLB/ESSA regulations. Compliance is monitored and documented by the Title 1 campus Principals, Parent Engagement Coordinators and the Executive Director of Federal Programs. Compliance documentation is stored in the Title 1 Crate system for seven years.

BUDGETING: The District receives its Title 1, Part A entitlement and subtracts district-wide reservation amounts (preschool services; neglected/delinquent facilities; homeless; parental involvement; other authorized activities such as administration and/or professional development) to determine the amount of Title 1, Part A funds available for campus allocations. The campus Title 1 funding is tiered in a descending per-pupil allocation based on the free and reduced lunch percentage for each campus. Currently, all elementary and early childhood campuses that are over 59% low socio-economic are served with Title 1 funds in school-wide programs.

Title I, Part A - Estimated Budget Summary

2016-17 Revenue

Regular District Entitlement	\$3,896,758.00
Last Year Rollover	\$450,000.00
Total District Entitlement	\$4,346,758.00

Title 1, Part A 2016-17 Camus Selection Worksheet with Tiering Amounts

Campus	Site Number	Grade Span	Abilene ISD - Residing PIEMS Snapshot 10-30-2015				Per Pupil Allocations	
			Total	#F	#R	#F/R		%F/R
Woodson Early Childhood (Enrollment)	125	EE-PK	407	342	32	374	91.89%	\$ 823.29
Ortiz Elementary	152	KG-5	640	545	38	583	91.09%	\$ 757.55
Martinez Elementary	155	KG-5	675	566	48	614	90.96%	\$ 752.90
Locust Early Childhood Center (Enrollment)	117	EE-PK	337	251	38	289	85.76%	\$ 750.00
Reagan Elementary	120	KG-5	446	347	35	382	85.65%	\$ 532.63
Bowie Elementary	104	KG-5	522	366	50	416	79.69%	\$ 342.04
Lee Elementary	116	KG-5	610	435	55	490	80.33%	\$ 338.85
Johnston Elementary	113	KG-5	628	409	69	478	76.11%	\$ 332.98
Bassetti Elementary	153	KG-5	502	299	61	360	71.71%	\$ 310.67
Thomas Elementary	151	KG-5	481	326	26	352	73.18%	\$ 307.77
Bonham Elementary	103	KG-5	523	314	53	367	70.17%	\$ 300.00
Reagan Early Childhood Center (Enrollment)	154	EE-PK	54	14	18	32	59.26%	\$ 295.00

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Abilene ISD and each of its campuses have conducted comprehensive needs assessments that serve as the centerpiece of our planning process and the driving force most impacting the district and campus improvement plans. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year as the district as a whole and each individual campus examines the data from the current year and compares it to prior years. This year, administrators and teachers collected data and in collaboration with parent leaders and others, root causes were identified, written as needs and reported to the site-based planning team on each campus. The teams were given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

All Title 1 expenditures are tied to identified district and campus needs and are addressed in the DIP/CIP.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following activities are utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify

how each activity in our school plan strengthens the core academic program.

2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.
4. Investigate how manipulatives are used in the various core areas.
5. Identify programs within our schools that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

3: Instruction by highly qualified professional teachers

Instruction by highly qualified professional teachers is an important component of our schoolwide plan. Procedures in use at our Title 1 campuses to ensure that instruction is provided by highly qualified teachers include:

1. Providing time off for high-quality professional development.
2. Providing an effective mentoring system.
3. Assigning teachers for a "best-fit" of their strengths and certifications.
4. Providing professional development for existing programs prior to new school year for new staff or those wanting refreshers.
5. Monitoring effectiveness of teachers by frequent walk-throughs.
6. Providing time for teachers to observe master teachers in the classroom.
7. Providing training and opportunities for collaboration in looking at formative and summative student achievement data.
8. Implementing strategies to provide clear lines of communication between teachers and administrators.
9. Recruiting and providing incentives to retain highly qualified teachers in all subject areas, especially those that are particularly difficult to find such as those with bilingual and ESL certification.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Abilene ISD and all of its campuses utilize high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping all students meet the state's academic achievement standards. Procedures include:

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.
2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.

5: Strategies to attract highly qualified teachers

The District has developed comprehensive procedures for recruiting and attracting highly qualified teachers. Each Title 1 campus follows the District procedures. Please refer to the highly qualified teacher strategies located in this plan.

6: Strategies to increase parental involvement

Our District understands that parental involvement is a major key to students' success. Parent Coordinators have been hired at all Title 1 campuses and significant improvements in parental involvement have been noted. All Title 1 campuses have implemented a special parent advisory team. The composition of this parent team is quite varied and as each campus makes plans for parental involvement, ideas are brought to these parent teams for feedback. The parent teams have been charged to think about how the ideas/activities/projects impact their busy home lives and then they provide their opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

The District and all Title 1 campuses recognize and emphasize the value of creating a coherent and seamless educational program for at-risk students. Currently, the District serves preschool age children on one of four early childhood campuses; however, when new students enroll at elementary campuses, staff makes sure to identify any preschool siblings so that they can share information about the early childhood programs in the district. It is important that the academic achievement of every preschool student is closely monitored. Because the early childhood programs provide a foundation for later academic success, we work hard to be sure that our parents know what options are available for them and for neighborhood children who might not have older siblings in school. The District's title 1 campuses address transitions to elementary from early childhood by reviewing activities at all critical transition points to ensure the implementation of a coherent and seamless education program. All elementary campuses provide specific transition activities for the early childhood students that will transition into their kindergarten program the next year.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers on all District campuses have access to current and ongoing assessment data in Eduphoria that monitors student growth and achievement. The data often come from less formal assessments, such as observation, performance assessments, target tests, or end-of-course tests. The campuses provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for improvement plans. This allows teachers to consistently evaluate the effectiveness of academic strategies/interventions utilized and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Across all District campuses, administrators and teachers in each grade level utilize data to identify individual students who need additional interventions and learning time to meet standards. Teachers and other instructional staff then provide those students with timely, additional assistance that is explicitly tailored to their needs. The assistance and support looks different at each grade level and with each student; however it is always available to all students who need it.

10: Coordination and integration of federal, state and local services and programs

All Title 1 schoolwide campuses have the flexibility to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition, through the improvement planning and budgeting process, we are able to combine most Federal, State and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title 1 program for the purpose of increasing student achievement.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Davis, Bethany	Interventionist	All content areas	1
Fairecloth, Charlotte	Reading Intv. Teacher	Literacy Success/LLI	1
Figueroa-Rodriguez, Solimar	Instructional Aide	ESL	1
Garner, Debra	Reading Intv. Teacher	Literacy Success/LLI	1
Goodwin, Heather	Reading Intv. Teacher	Literacy Success/LLI- Bilingual	1
Hart, Regina	Reading Intv. Teacher	Literacy Success/LLI	1
Leija, Enedina	Parent Involvement Coord.	Parent Involvement	1
Rees, Sandra	Interventionist	All content areas	1
Valdez, Ma Del Carmen	Instructional Aide	ESL	1

2016-2017 Campus Planning and Decision Making Committee

Committee Role	Name	Position
Administrator	Debra Stewart	Principal
Administrator	Mike Kinslow	Assistant Principal
Classroom Teacher	Anna Contreras	2nd Teacher
Classroom Teacher	Bethany Davis	Intervention Teacher
Classroom Teacher	Laura Garcia	Kindergarten Teacher
Classroom Teacher	Jessica Goode	5th Teacher
Classroom Teacher	Crystal Perdue	Music Teacher
Classroom Teacher	Mary Rodriguez	1st Teacher
Classroom Teacher	Geraldine Wills	3rd Teacher
Classroom Teacher	Buffy Wilson	4th Teacher
Community Representative	Billy Enriquez	Community Representative
District-level Professional	Jeff Brokovich	Exec. Dir. of Instructional Support
Non-classroom Professional	Monica Diaz	Instructional Coordinator
Non-classroom Professional	Heather Holcomb	Counselor
Parent	Emily Bardin	Parent

Campus Funding Summary

General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies		\$300.00
1	2	4	Supplies		\$300.00
1	3	3	Supplies		\$300.00
1	4	3	Supplies		\$300.00
1	5	3	Supplies		\$300.00
5	1	3	Supplies		\$300.00
Sub-Total					\$1,800.00
Campus Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Supplies		\$150.00
2	1	3	supplies		\$500.00
3	2	1	supplies		\$100.00
4	1	1	Computer Lab Teacher		\$20,000.00
Sub-Total					\$20,750.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Bilingual Teacher Stipends		\$36,000.00
1	1	2	Stipends, ESL Aides, Supplies for bilingual classrooms		\$107,920.00
1	1	4	Tutorials, supplies		\$500.00
1	1	5	LLI Teacher, Intervention Teachers, Aides, and supplies		\$190,042.00
1	2	1	access, supplies		\$300.00
1	2	2	Bilingual Teacher Stipends		\$36,000.00
1	2	3	Stipends, ESL Aides, Supplies for bilingual classrooms		\$107,920.00
1	2	5	Tutorials, supplies		\$500.00

1	2	6	LLI Teachers, Intervention Teachers, supplies, after duty pay		\$245,812.00
1	3	1	Bilingual Teacher Stipends		\$36,000.00
1	3	2	Stipends, ESL Aides, Supplies for bilingual classrooms		\$107,920.00
1	3	4	Tutorials, supplies		\$500.00
1	3	5	LLI teachers, Intervention teachers, supplies, after duty pay		\$245,812.00
1	4	1	Bilingual Teacher Stipends		\$36,000.00
1	4	2	Stipends, ESL Aides, Supplies for bilingual classrooms		\$107,920.00
1	4	4	Tutorials, supplies		\$500.00
1	4	5	Intervention Teachers, aides, supplies, after duty pay		\$190,042.00
1	4	5	Tutorial Pay		\$3,500.00
1	5	1	Bilingual Teacher Stipends		\$36,000.00
1	5	2	Stipends, ESL Aides, Supplies for bilingual classrooms		\$107,920.00
1	5	4	Tutorials, supplies		\$500.00
1	5	5	Intervention Teachers, supplies		\$190,042.00
2	1	1	Supplies		\$500.00
2	2	1	supplies		\$300.00
3	1	2	supplies		\$500.00
3	2	2	??? UPDATE		\$450.00
3	3	1	supplies		\$100.00
4	2	1	Bilingual Teacher Stipends		\$36,000.00
4	2	2	Stipends, ESL Aides, Supplies for bilingual classrooms		\$79,500.00
5	1	1	Reimbursement of testing fees		\$500.00
5	1	2	Bilingual Teacher Stipends		\$36,000.00
Sub-Total					\$1,941,500.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	tutorial pay		\$3,500.00
1	2	6	Tutorial Pay		\$3,500.00

1	3	5	Tutorial Pay		\$3,500.00
1	5	5	Tutorial Pay		\$3,500.00
5	1	4	training and supplies		\$0.00
Sub-Total					\$14,000.00
Grand Total					\$1,978,050.00

Addendums

Bullying Prevention, Policy, and Plan

BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying may occur when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and a school district's board of trustees or the board's designee determines that the behavior:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or a abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Dating Violence

AISD strives to ensure that all of its students and employees are free from bullying, sexual harassment, dating violence, and sexual violence. The District has adopted policies to ensure every effort will be made to protect the due process rights of all victims and all alleged perpetrators.

Definition: Dating violence is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship. Dating violence is a pattern of coercive behavior that one partner exerts over the other person for the purpose of establishing and maintaining power and control.

A Notice of Parent and Students Rights: Bullying, Sexual Harassment, Dating Violence and Sexual Violence is included in the Student Code of Conduct. Complaint Forms are available in the school main office.

Complaints are documented and investigated in accordance with AISD policy and guidelines. Any staff member who observes an incident that involves physical or sexual assault or threats will report the incident immediately to the principal. Any staff member who learns of an incident or threat may submit a Complaint Form on behalf of the victim.

Administrators and faculty members receive annual awareness training during in-service days in August.

Students grades 7-12 also receive age-appropriate dating and sexual violence education in Health classes and online training. Special presentations may be offered by community organizations listed below:

- Serenity House- IMPACT
- United Way- AIM for Success
- Regional Crime Victim Crisis Center - STAR

Dyslexia

Dyslexia is a neurological disorder manifested by a difficulty in learning to read, write, or spell despite conventional instruction, adequate intelligence, and socio-cultural opportunity. It varies in the degree of severity and its primary characteristic is difficulty with phonological processing.

Abilene ISD follows Texas Education Agency (TEA) guidelines for identifying dyslexia students. These guidelines are mandated by the Texas Education Code (TEC) and require testing students for dyslexia and providing instruction for students with dyslexia. In addition, AISD provides ongoing training for educators regarding dyslexia.

AISD in compliance with TEC has developed procedures for:

- Data Gathering
- Formal Assessment
- Identification of students
- Providing instruction

Dyslexia students are provided a multisensory reading approach that includes the instructional components mandated in Texas Administrative Code (TAC). These services are provided on the student's home campus by a trained teacher.

Teacher – Recruitment and Retention Plan		
GOAL: Maintain the percentage of certified core academic subject area teachers in the district at 100%.		
Objective 1	Maintain the percentage of core academic subject area classes taught by certified teachers on each campus to meet 100%	
Objective 2	Maintain the percentage of core academic subject area classes taught by certified teachers on high poverty campuses to meet 100%	
Strategies/Activities	Person(s) Responsible	Benchmark/Evaluation
Ensure that teachers are hired and assigned to teach in areas in which they are certified.	Executive Director of Human Resources, Campus Principals	100% of teachers will be assigned to teach in areas in which they are certified as evidenced by state SBEC records.
Reassign teachers who are not certified to teach in areas in which they are fully certified.	Executive Director of Human Resources, Campus Principals	100% of teachers will be assigned to teach in areas in which they are certified as evidenced by state SBEC records.
Replace unexpected teacher vacancies with certified staff.	Executive Director of Human Resources, Campus Principals	100% of teachers will be assigned to teach in areas in which they are certified as evidenced by state SBEC records.
Objective 3	Increase the percentage of teachers receiving high-quality professional development on each campus.	
Strategies/Activities	Person(s) Responsible	Benchmark/Evaluation
Each campus works with the District to provide on-going professional development based on performance data and teacher input.	Assoc. Superintendent for Curriculum & Instruction, Campus Principals	The District has a plan in place that 100% of campuses ensure that all teachers will receive at least 18 clock hours of professional development annually.
As applicable, Title I campuses will continue annual training of teachers in Literacy Success, Balanced Literacy, Reasoning Mind, the Importance of Parental Involvement and other areas supportive of increased academic achievement for all students.	Exec. Dir. Of Federal Programs, Title I, Campus Principals	Sign-in sheets and Professional development records will be kept on file.
Objective 4	Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-certified teachers	
Strategies/Activities	Person(s) Responsible	Benchmark/Evaluation
Analyze certified teacher data between high-poverty and low-poverty campuses.	Exec. Director of Federal Programs, Director of Personnel	Data analysis documentation on file showing certified teacher gap between high-poverty and low-poverty campuses.
Assign certified teachers in equal proportions to all campuses, including low-income and minority areas.	Exec. Dir. Of Federal Programs, Title I, Campus Principals	Documentation on file showing certified teacher assignments on high-poverty and low-poverty campuses.
If there is gap between high-poverty and low-poverty schools, review staffing patterns and make staff changes or develop strategies to reduce gap.	Assoc. Superintendent for Personnel, Exec. Director of Federal Programs	(If needed) The implementation of a staffing plan that reduces gap between high-poverty and low-poverty campuses.
Objective 5	Attract and retain certified teachers	
Strategies/Activities	Person(s) Responsible	Benchmark/Evaluation
Participate in job fairs at ESC and local universities.	Executive Director of Human Resources, Director of Personnel	Increased number of certified applicants for positions.
Continue above base/differential pay to attract certified personnel and to retain those already on staff.	Superintendent, Assoc. Superintendent for Personnel	Review of personnel files and teacher turn-over rate.
Objective 6	Assist teachers not currently certified to meet the certified requirements in a timely manner	
Strategies/Activities	Person(s) Responsible	Benchmark/Evaluation
Encourage teachers to take the required certification test(s) in order to become certified in their teaching assignment or reassign to areas in which they are fully certified.	Executive Director of Human Resources, Campus Principals	SBEC teaching certificate or service record indicating reassignment.
Objective 7	Ensure Title I certified paraprofessional requirements are met	
Strategies/Activities	Person(s) Responsible	Benchmark/Evaluation
Analyze data from paraprofessionals' files to ensure all instructional aides are certified.	Executive Director of Human Resources, Personnel Specialist	Documentation on file showing certification status
Require any instructional aides not considered certified to complete a local training and assessment prior to being hired to a Title I campus.	Executive Director of Human Resources, Personnel Specialist, Exec. Director of Federal Programs	Documentation on file indicating paraprofessionals who have successfully passed the local training and assessment.

Pregnancy Related Services

The Abilene ISD provides several services under this program:

- Counseling services
- School health services
- Transportation for the student and/or the student's children
- Child care

Instruction related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training. The district also provides Compensatory Education Home Instruction (CEHI) during any required confinement during the prenatal period and during the postpartum period. All documentation required under the law (7-1 through 7-9) is on file.

Suicide Prevention

1. The following updated intervention plan is to be implemented on each campus in the Abilene Independent School District:
 - a. When a student threatens or attempts suicide, the teacher/educator, counselor, nurse, principal, or associate principal who first learns of the threat or attempt will talk with the student immediately. At this time, the staff member involved will obtain a "Student Safety Plan" agreement from the student.
 - b. With the student's knowledge, the school official will telephone a parent or guardian and request that he or she come to school at once. When the parent or guardian arrives, he or she is to be informed that the student is in crisis and needs to receive counseling services from a qualified mental health practitioner. At this time, the parent should be given the names of qualified professionals in the community who can provide these services.
 - c. In the event that the parent cannot afford these services, he or she should be informed that the Abilene ISD has a contractual relationship with a number of mental health service providers who can provide these services. The district will pay for as many as five counseling sessions with one of these professionals to assist the student through the current crisis. In order to receive counseling at district expense, the parent or guardian must give written permission for the district's student testing office to arrange for the student to be seen immediately by one of the professionals under contract with Abilene ISD. At this time the parent is to be given information about the relationship between the Abilene ISD and the mental health service providers that are under contract as part of this intervention plan. In addition, the parent must be given the names of other professionals in the community who can provide the same service. (Form 04.0449 should be used to obtain written consent. Send one copy to the District Testing Coordinator and keep one form for your files.)
 - d. With the written permission of the parent or guardian, a school staff member will call the District Testing Coordinator, who will immediately schedule a counseling session with a professional counselor that will include the student and parent or guardian.
 - e. If school personnel have difficulty contacting a parent or guardian, the school staff member that is working with the student will arrange to have someone remain with the student until a parent or guardian can be contacted.
 - f. If a parent or guardian is reached and does not give his or her permission for counseling, a school staff member will have the parent or guardian sign the Abilene Independent School District Notification of Emergency Conference.
 - g. The school staff member that is working with the student will notify other personnel such as the student's counselor, grade level associate principal, nurse, and principal of the action taken.
 - h. If the student is seen by one of the contracted professionals, the professional will complete the Suicidal Intervention Follow-Up Form and will return it to the District Testing Coordinator. Upon receipt, the testing office will send a copy to the student's school counselor.
 - i. If a parent or guardian refuses to seek help, law enforcement or Child Protective Services will be contacted.
 2. It is the principal's responsibility to see that all staff members who are responsible for implementing this plan are thoroughly familiar with it.
-

Violence Prevention and Conflict Management

- AISD has the goal of providing every student a safe environment conducive to learning.
- Priorities include prevention, intervention, and enforcement.
- Ways these goals are reached include:
 - A good relationship with Juvenile Police Department and the Juvenile Officers. AISD keeps open communication with law enforcement. School officials are notified when students are arrested off school property for felony, drug or weapon related offenses and in turn, campus administrators and appropriate personnel are notified.
 - A good relationship with Taylor County Juvenile Department staff of Probation Officers.
 - A good relationship with Child Protective Services, MHMR (Mental Health Mental Retardation), Harmony Family Services, Abilene Behavioral Health, etc.
 - Providing 7 School Resource Officers. They assist law enforcement, especially at the secondary schools. They teach students how to avoid criminal activity, how to deal with conflict, how to resolve problems, and how to face peer pressures.
 - The process of prevention, intervention, and enforcement begins with the teacher: The teacher, possibly in coordination with the counselor, has a variety of classroom management techniques available for use (including: special curriculum, warnings, counseling, contracts, isolation, detention, work detail, etc). They also use outside agencies when appropriate that might include: MHMR, Harmony Family Services, Juvenile Probation, YMCA ISP (Intensive Supervision Program), etc. After the teacher exhausts all options available at the classroom level, the teacher might use the following:
 - Office referrals are official documents that could result in anything from a warning to expulsion from school. Some possible dispositions include:
 - In School Suspension (short term (ISS) up to 5 days) where a student is isolated on the campus but out of the classroom
 - Reassignment Center (elementary (ERAC) or secondary (RAC) generally 30 days or less) (long term Disciplinary Alternative Education Program) (DAEP)
 - Suspension (short term up to 3 days) where the student stays at home under parent supervision

- Jefferson Opportunity Center (TOC) for secondary students (long term Disciplinary Alternative Education Program) (DAEP). This is a program for severe persistent misbehavior and felony offenses on or off campus
 - Expulsion to Taylor County Learning Center (long term loss of school attendance privileges)
 - Some instrumental personnel involved in these programs include:
 - Director of RAC / OC / ERAC
 - A student is not allowed on any AISD campus or at any school activity while in DAEP placement or while expelled.
 - If a student is out of control and is beyond ordinary measures, as a last resort, school personnel might use physical restraint if the student is a threat to himself or others or refuses a lawful directive.
 - If an illegal weapon is involved, the police are called immediately and charges are filed. According to the Gun-Free Schools Act and the Texas Education Code, the possession of a firearm on or within 300 feet of school property is a felony and is grounds for a one-year expulsion.
-

2016-17 Region 14 Priority for Service (PFS) Action Plan for Migrant Students

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state’s challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304 (d)]

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet both of the following criteria:

Criteria for 2016-17	
Grades 3-12, Ungraded (UG) or Out of School (OS)	Students who failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level; and have their education interrupted during the previous or current regular school year.
Grades K-2	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level and have their education interrupted during the previous or current regular school year.

Region 14 Non-Project PFS Action Plan

<p>Goal(s): To ensure that identified Priority for Service (PFS) migrant students in Region 14 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p>Objective(s): Region 14 MEP SSA districts will identify Migrant students and youth who require priority access to MEP services and develop a plan for serving those PFS students.</p>
--	---

Required Activities	Timeline	Person(s) Responsible	Documentation
Identification & Recruitment	As needed throughout the school year	District/ESC 14 Migrant Recruiter	Family surveys will be distributed to all district families upon enrollment. Family surveys that indicate that a family has moved in the past 3 years and/or has worked in agriculture or fishing will be processed by the district or ESC 14 Recruiter. The current school year and the previous school year's family surveys are to be kept on file in each campus office at a central location.
New Generation System (NGS) and PEIMS	As needed throughout the school year	District/ESC 14 NGS Data Entry Specialist and District PEIMS Coordinator	Upon entry of migrant student eligibility, the NGS Data Entry Specialist will collaborate with the District PEIMS Coordinator to ensure that PEIMS data submission has been completed for the Migrant student(s) in the district.
PFS Action Plan	Before the first day of school	ESC 14 Migrant Consultant, District Migrant Coordinator	A clearly identified section for the Migrant Education Program is part of the District Improvement Plan (DIP) and is kept at the administration office and at each campus office. The DIP addresses the needs of Migrant students and how services will be provided to PFS students and all Migrant students.
PFS Reports	By the end of each month	ESC 14 NGS Data Entry Specialist	Monthly Migrant PFS student reports will be scheduled for run and kept on file in a central location with the District Migrant Coordinator, the administration office, and at each campus office in order to target services appropriately to Migrant PFS students for improved academic performance.
Provide a list of Migrant Priority for Service (PFS) students to principal(s), appropriate campus staff, and parents	By the end of each month	District Migrant Coordinator, ESC 14 NGS Data Entry Specialist	NGS PFS reports and Migrant Individualized Education Plans will be kept on file and used to document the needs of each PFS student. PFS Reporting Forms will be shared with the ESC 14 NGS Data Entry Specialist to ensure that documentation is entered into NGS in a timely manner.

Review the academic status of each PFS student after each six-week grade reporting period. In consultation with the campus administrator(s), counselor(s), and classroom teacher(s), a migrant individualized education plan will be developed for each PFS student not meeting or at risk of not meeting all academic standards	At the end of each six weeks grading period	District Migrant Coordinator, ESC 14 NGS Data Entry Specialist	Progress reports, six-weeks report cards, Migrant Individualized Education Plan (MIEP) with date of consultation and signature of participants will be kept on file. Copies will be sent to the ESC 14 NGS Data Entry Specialist for data entry into NGS in a timely manner.
Include services/strategies/interventions by non-migrant funded programs in each PFS student's MIEP (List federal, state and local programs servicing Priority for Service students)	Updated as needed or per six weeks	District Migrant Coordinator, ESC 14 NGS Data Entry Specialist	MIEP (Migrant Individualized Education Plan), PFS Reporting Forms will be sent to the ESC 14 NGS Data Entry Specialist for data entry into NGS in a timely manner.
Ensure Migrant students receive priority access to instructional services, as well as social workers and community social services/agencies	As needed throughout the school year	District Migrant Coordinator, ESC 14 NGS Data Entry Specialist	Phone logs kept at district; PFS Reporting Forms will be sent to the ESC 14 NGS Data Entry Specialist for data entry into NGS in a timely manner.
Focus services on PFS students according to MIEPs	As needed throughout the school year	Migrant Coordinator, Counselor, Principal, Teachers	Monthly service log/time & effort reflecting services and time spent with PFS students; PFS Reporting Forms will be sent to the ESC 14 NGS Data Entry Specialist for data entry into NGS in a timely manner.
Conduct home visits or community visits to update parents on the academic progress of their children	As needed, minimum once per semester	Migrant Coordinator, ESC 14 Consultant	Phone logs, travel logs, copies of documents shared on home visits; PFS Reporting Forms will be sent to the ESC 14 NGS Data Entry Specialist for data entry into NGS in a timely manner.
Monitor all migrant students' academic achievement with particular focus on Migrant PFS students' progress; disaggregate data to determine and target achievement gaps; utilize data to target service and develop student MIEPs	Ongoing throughout the school year	District and Campus Administrators, Counselors, Teachers, Migrant Coordinator	Data disaggregation & comparisons, MIEPs; PFS Reporting Forms will be sent to the ESC 14 NGS Data Entry Specialist for data entry into NGS in a timely manner.
Conduct two Parent Advisory Council (PAC) meetings per year to consult with parents on the effectiveness and improvement of the educational setting for their children	Fall and Spring Meetings	District Migrant Coordinator, ESC 14 Migrant Consultant	PAC meeting agenda, sign-in sheets, minutes, handouts,
Address the identified needs of PFS students in the District Improvement Plan	Ongoing throughout the school year	District Migrant Coordinator, District	District Improvement Plan, meeting agenda, notes

		Administrators, Counselors, Teachers	
Out of School Youth (OSY)	Ongoing throughout the school year	District Migrant Coordinator, ESC 14 OSY Recruiters	OSY Student Profile, OSY Student Services Plan, Phone Logs, Home Visits

ORTIZ ELEMENTARY – 2016-2017 TARGETED IMPROVEMENT PLAN

Problem Statement 1: SYSTEM SAFEGUARD (Reading--African American): 1 out of 6 performance groups did not meet standard on STAAR Reading 2016.							
Root Cause of the problem: No explicit data on students' skills monitored or set on a consistent basis; beginning stages of literacy plan implementation.							
Strategy to address the root cause: Implement a system designed to assess, monitor, and respond to student literacy needs.							
How will addressing the root cause make an impact? By increasing the performance and growth of our African American students, academic performance is directly impacted. When teachers use data to create intervention groups and restructure the master schedule CSF #2 & #4 are impacted. When PLCs are led by the Principal, CSF #3 is positively impacted.							
Annual Goal: 70% of all African American students will meet expectation on the STAAR reading assessment 2017 and obtain a minimum of a 1 on the Progress Measure.							
Q1 Goal	100% of all teachers receive targeted, embedded professional development for continued literacy plan implementation.	Q2 Goal	100% of all classrooms will implement 2 common assessments in Reading per six weeks.	Q3 Goal	100% of teachers will evaluate common assessment data and restructure intervention to address individual student needs.	Q4 Goal	100% of teacher will utilize benchmark data to restructure the master schedule to accommodate STAAR intervention.
Q1	Interventions/Actions:	Q2	Interventions/Actions:	Q3	Interventions/Actions:	Q4	Interventions/Actions:
1)	Provide Balanced Literacy Training and coaching for teachers K-5, LLI and BAS.	1)	During PLC meetings determine common assessments for each 3 weeks based on TEKS Frequency Distribution, and focusing on bedrock Readiness, Supporting and Processing Standards.	1)	Provide embedded professional development to meet the literacy needs of students.	1)	Meet in PLC to disaggregate data and create learning groups to meet student needs.
2)	Meet 2 times a month in PLCs to review student data and brainstorm intervention/extension ideas.	2)	During PLC review data and plan instruction to meet areas of weakness. Provide immediate feedback to students to help aid in student TEKS mastery.	2)	Provide Saturday School opportunities for students in 4th/5th grades Reading and Writing.	2)	Provide Saturday School opportunities for students in 3rd/4th/5th grades to address reading needs.
3)	Provide embedded professional development on literacy based on areas of teacher needs.	3)	Teachers and students track progress from common assessment and celebrate (a pre-determined reward) students who jump a threshold(s) (10% or more gain).	3)	Observe implementation of literacy instruction and monitor assessment results.	3)	Restructure the master schedule to accommodate countdown to STAAR.
4)	Teachers and students set academic goals for 2nd 6 weeks.	4)	Create tutorial groups based on common assessment data to meet before, during and after school.	4)	Create new tutorial groups to meet the needs of students based on most current common assessment data.	4)	Observe implementation of interventions and monitor assessment results.
Q1	Evidence/Information	Q2	Evidence/Information	Q3	Evidence/Information	Q4	Evidence/Information
1)	Agendas, Sign in sheets and Certificates from PD	1)	PLC Agendas & Minutes	1)	PD Certificates & Sign-in Sheets	1)	PLC Agendas & Minutes
2)	PLC Agendas & Minutes	2)	Common Assessment Data Reports	2)	Walk-through data	2)	Saturday School Attendance Sheets
3)	Student Goal Sheets	3)	Student Data Tracking Sheets	3)	Saturday School Attendance Sheets	3)	Master Schedule/Teacher Schedules
4)	Lesson Plans	4)	Tutorial Attendance Sheets	4)	Tutorial Attendance Sheets	4)	Walk-through data

Problem Statement 2: SYSTEM SAFEGUARD (Science--African American, Hispanic, English Language Learners): 3 out of 3 performance groups did not meet standard for STAAR Science 2016.							
Root Cause of the problem: Inconsistent instruction and limited resources.							
Strategy to address the root cause: Increase teacher content and pedagogical knowledge to impact student performance and provide instructional support and resources.							
How will addressing the root cause make an impact? Providing consistent instruction and aligning resources will help students receive sound instruction and provide a means for higher academic performance and increased teacher quality. Providing the staff with opportunities to disaggregate the data and design common assessments. Also, providing tutorials, intervention and Saturday school increase students' instructional time. All off these support student growth and learning.							
Annual Goal: 65% of African American, Hispanic and English Language Learners will meet expectation on the STAAR science assessment 2017.							
Q1 Goal	100% of students will receive hands on lab instruction and 5th teachers will utilize common assessments for each 3 weeks of instruction.	Q2 Goal	100% of 5th grade Science teachers will receive in-depth professional development to effectively implement content and vocabulary strategies.	Q3 Goal	100% of teachers will evaluate common assessment data and restructure intervention to address individual student needs.	Q4 Goal	100% of teachers will utilize benchmark data to restructure the master schedule to accommodate STAAR intervention.
Q1	Interventions/Actions:	Q2	Interventions/Actions:	Q3	Interventions/Actions:	Q4	Interventions/Actions:
1)	During PLC meetings determine common assessments for each 3 weeks based on TEKS Frequency Distribution, and focusing on bedrock Readiness, Supporting and Processing Standards.	1)	5th Teachers will attend the CAST Conference and share in an embedded professional development what they learned with teacher K-4.	1)	During PLC review data and plan instruction to meet areas of weakness. Provide immediate feedback to students to help aid in student TEKS mastery.	1)	Administer a benchmark and disaggregate data to identify areas of weakness and strength.
2)	Meet 2 times a month in PLCs to review student data and brainstorm intervention/extension ideas.	2)	Continue with lesson plan structure that indicates lab time versus instructional time highlight higher order thinking strategies and vocabulary strategies.	2)	Based on performance data, restructure before, during and after school tutorials.	2)	Restructure the master schedule to accommodate countdown to STAAR.
3)	Create a lesson plan structure that indicates lab time versus instructional time and provided instructional opportunities and resources to meet student needs.	3)	Align campus resources and intervention staff to address academic needs.	3)	Observe implementation of research based high-yield instructional and vocabulary strategies.	3)	Create a Science Boot Camp to focus on highly tested TEKS.
4)	Based on performance data, create before, during and after school tutorials.	4)	Based on performance data, restructure before, during and after school tutorials.	4)	Tutorials/Saturday School	4)	Tutorials/Saturday School
Q1	Evidence/Information	Q2	Evidence/Information	Q3	Evidence/Information	Q4	Evidence/Information
1)	Sign in sheets and Certificates from PD	1)	CAST Conference Certificate/PD Certificates	1)	Common Assessment Reports	1)	Benchmark Reports
2)	PLC Minutes	2)	Lesson Plan Submission	2)	Tutorial Attendance Sheets	2)	Master Schedule/Teacher Schedules
3)	Lesson Plan Submission	3)	Tutorial Attendance Sheets	3)	Intervention Staff Schedules	3)	Boot Camp Lesson Plans
4)	Tutorial Attendance Sheets	4)	Walk-through Data	4)	PLC Agendas & Minutes	4)	Saturday School/Tutorial Attendance Sheets

Problem Statement 3: 59% of Special Education students did not meet expectations on STAAR Math 2016.							
Root Cause of the problem: Students lack the necessary skills to effectively problem-solve and think critically at high levels.							
Strategy to address the root cause: Provide targeted professional development to address differentiated instruction to develop depth and complexity of thinking through research based strategies.							
How will addressing the root cause make an impact? Providing students with aligned resources and personalized instruction will enhance student problem solving and critical thinking skills. This positively impacts CSFs #1, 2, and 4.							
Annual Goal: 8% increase in special education student performance on STAAR Math 2017.							
Q1 Goal	100% of teachers serving Special Education students will be trained in math instruction to implement effective strategies.	Q2 Goal	100% of teachers serving Special Education students will implement 2 common assessments in math per six weeks.	Q3 Goal	100% of teachers serving Special Education students will evaluate common assessment data and restructure intervention to address individual student needs.	Q4 Goal	100% of teachers serving special education students will utilize benchmark data to restructure the master schedule to accommodate STAAR Intervention.
Q1	Interventions/Actions:	Q2	Interventions/Actions:	Q3	Interventions/Actions:	Q4	Interventions/Actions:
1)	Attend Math Academy PD and all follow up PD days throughout the school year.	1)	During PLC meetings determine common assessments for each 3 weeks based on TEKS Frequency Distribution, and focusing on bedrock Readiness, Supporting and Processing Standards.	1)	Provide embedded professional development to meet the literacy needs of students.	1)	Meet in PLC to disaggregate data and create learning groups to meet student needs.
2)	Teachers and students set academic goals for 2nd six weeks for math.	2)	During PLC review data and plan instruction to meet areas of weakness. Provide immediate feedback to students to help aid in student TEKS mastery.	2)	Provide Saturday School opportunities for students in 3rd/4th/5th math.	2)	Provide Saturday School opportunities for students in 3rd/4th/5th grades to address math needs.
3)	Meet two times a month in PLCs to review Special Education student data and brainstorm intervention/extension ideas.	3)	Teachers and students track progress from common assessment and celebrate (a pre-determined reward) students who jump a threshold(s) (10% or more gain).	3)	Observe implementation of literacy instruction and monitor assessment results.	3)	Restructure the master schedule to accommodate countdown to STAAR.
4)	Create campus wide problem solving and test taking strategies to help align instruction and utilize instructional support to help students meet individual academic goals.	4)	Create tutorial groups based on common assessment data to meet before, during and after school.	4)	Create new tutorial groups to meet the needs of students based on most current common assessment data.	4)	Observe implementation of interventions and monitor assessment results.
Q1	Evidence/Information	Q2	Evidence/Information	Q3	Evidence/Information	Q4	Evidence/Information
1)	Agendas, Sign in sheets and Certificates from PD	1)	PLC Agendas & Minutes	1)	PD Certificates & Sign-in Sheets	1)	PLC Agendas & Minutes
2)	PLC Agendas & Minutes	2)	Common Assessment Data Reports	2)	Walk-through data	2)	Saturday School Attendance Sheets
3)	Student Goal Sheets	3)	Student Data Tracking Sheets	3)	Saturday School Attendance Sheets	3)	Master Schedule/Teacher Schedules
4)	Lesson Plans/IEP goals	4)	Tutorial Attendance Sheets	4)	Tutorial Attendance Sheets	4)	Walk-through data