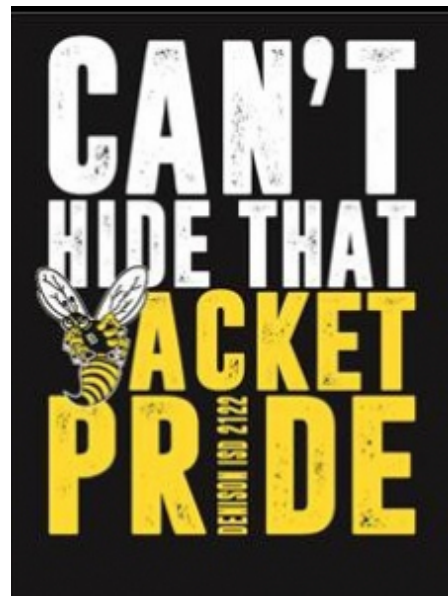


# Denison Independent School District District Improvement Plan

2021-2022



# Mission Statement

The mission of the Denison Independent School District is to ensure quality learning for all students...so that upon graduation they will be prepared to assume the roles and responsibilities of productive adult citizens in our society.

## Vision

The vision of the Denison Independent School District is to inspire, enable, and encourage all students to learn, grow, and succeed in a global society.

## Core Beliefs

WE BELIEVE:

Our students are unique and valuable individuals capable of higher levels of learning.

Therefore, our commitment is to:

Maintain high expectations so that students take responsibility for their learning.

Design learning experiences to accommodate students' mastery of tasks in different ways and at different times.

Expect students to assume responsibility for behaviors and actions.

Provide each student the information, assistance, and support that enable him or her to develop educational and career goals.

WE BELIEVE:

Every employee of this district has the responsibility to provide and support quality learning experiences for student success.

Therefore our commitment is to:

Focus on our core business - student learning.

Provide clear and compelling understanding of what students are expected to know and be able to do.

Design rigorous, engaging work that leads students to higher levels of learning.

Collaborate through professional learning communities to provide quality learning experiences.

Provide a safe, trusting environment for learning.

Develop teachers as leaders of students-leading by inspiring, facilitating, encouraging, and nurturing.

Monitor and assess student learning continuously.

Provide support for student success-"Whatever It Takes!"

WE BELIEVE:

Public education provides the opportunities and experiences that enrich lives and are essential to the success of our community and country.

Therefore our commitment is to:

Collaborate with families, businesses, and government and education agencies to develop a partnership between the community and school in order to support public education for a mutual benefit.

Expect and enable parents to play an active role in education by monitoring their child's performance and working collaboratively and positively to maximize their child's experiences.

Serve as good stewards of resources provided by the community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Student enrollment in 2019-20 is 4743 students, which has increased over the past five years. This enrollment includes 10.1% African American, 20.5% Hispanic, 58.4% White, 1.7% American Indian and 8.5% identified as two or more races. The Hispanic population has increased approximately 3% over the last 3 years, and 2 or more races has increased. Both African American and White have shown a slight decrease. DISD has 62.3% economically disadvantaged, 6.9% Section 504 students, 15.2% special education, and 38.4% identified as at-risk. Bilingual ESL education shows a 1% increase over the last 3 years to 7.4%. Dropout rate for grades 9-12 was 0.4% and attendance rates have decreased slightly to 95.1%.

Denison's teacher demographics are somewhat aligned with the student demographics. Over the past three years the percent of African American teachers remained consistent at 5.5% to 5.4% and the percent of Hispanic teachers increased from 4.4% to 6.9%. The percent of white teachers decreased slightly to 85.5%. Seventy-six percent of teachers hold a bachelor's degree while 21.6% have a master's degree. Teacher experience remains steady over time with 49.4% having 11 or more years of experience, 46.4% having 1-10 years of experience and 4.3% are beginning teachers. Teacher turnover rate has decreased slightly over the past three years going from 16.1% to 14.4%.

Four-year and 5-year longitudinal graduation rates are 94.1% and 95.8% respectively. Fifty-five percent (55.6%) of the 2018-19 graduates met criteria for College, Career, or Military Readiness (CCMR). CCMR graduates without CTE is 39.4%. College ready graduates is 34.1%, and career or military ready graduates is 32.6%. The SAT average score is 1096, and the average ACT composite score is 21.1 with a 41.5% participation rate for the two.

Denison ISD has self-contained bilingual classrooms in grades Pre-k – 6. Pre-k through 4th are housed at Mayes Elementary, and 5th & 6th are housed at B McDaniel Intermediate. All classes have reached capacity at 22:1. Students who are on the waiting list or have a parent denial of ESL services are mainstreamed on their home campuses and are placed with an ESL certified teacher in an ESL content classroom.

Data for the 2019 hiring season was collected in order to identify possible patterns of the type of positions that were vacated, as well as possible categories of reasons that positions were vacated. The focus of the analysis was on professional (certified) positions. Possible reasons for leaving were: retirement; long-term maternity; exiting the field of education; professional advancement; relocation; neighboring districts; and other. Approximately 50 certified positions were vacated (13 retirements and 37 resignations).

### Demographics Strengths

#### Student demographics

- Steady increase in enrollment
- Consistent mobility and attendance rate constant over time and in alignment with state and region averages

#### Bilingual

- Increased number of Hispanic and Spanish speaking staff DISD has an established bilingual program

#### Staff

- Three assistant principals were added at elementary campuses.
- One counselor position was added at the high school to support CCMR, testing, and CTE.
- For the 2019-20 school year, there was a teacher turn-over rate of 14.4% compared to the state's 16.8%.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Denison ISD students identified with special learning needs (SPED, 504, Dyslexia, ELL, At Risk) require additional and specialized support.

**Root Cause:** The special learning needs population has increased.

**Problem Statement 2:** Recruiting and retaining highly qualified ESL/bilingual teachers is a challenge for Denison ISD. **Root Cause:** There's a shortage of highly qualified teachers in the job market. Surrounding districts offer more competitive salaries and/or stipends.

# Student Learning

## Student Learning Summary

All students in Denison, in Texas, and in the US abruptly moved to remote learning March 2020 to May 2020 in response to the COVID-19 pandemic. At the beginning of the 2020-21 school year, approximately 25% of Denison students in grades PK-12 enrolled in remote learning. By the end of the school year, approximately 14% of Denison students were enrolled in remote learning.

Students were not assessed with STAAR in 2020 due to COVID-19. 2019 data shows that student groups scoring at or above district averages on STAAR at the Approaches level in ALL SUBJECTS include White, American Indian, Asian, and Continuously Enrolled. Those scoring at district average on STAAR in meeting or exceeding progress in reading include Hispanic, White, Sped (former), and Non-continuously enrolled. Student groups scoring at district average on STAAR in meeting or exceeding progress in math include African American, Hispanic, Asian, Two or More Races, and Non-continuously enrolled.

Student achievement data for the past three to five years was evaluated for Denison ISD. Early Reading Indicator Fall 2019 reporting results show a 15.2% increase in Kindergarten readiness from 2018 and with only a 2.1% increase from Fall 2016.. Although students are scoring higher in kindergarten through 2nd grade, the retention rate in kindergarten is above the state average. Kindergarten students with a special education identification are retained at a 10% higher rate than general education students.

Scores for the 2021 STAAR were evaluated.

STAAR & EOC - Spring 2021									
Math	Grade	Appr - %	Meets - %	Masters - %	Reading	Grade	Appr - %	Meets - %	Masters - %
<b>DENISON</b>	<b>3</b>	<b>77</b>	<b>40</b>	<b>19</b>	<b>DENISON</b>	<b>3</b>	<b>76</b>	<b>42</b>	<b>21</b>
State	3	61	30	14	State	3	68	38	19
<b>DENISON</b>	<b>4</b>	<b>71</b>	<b>48</b>	<b>29</b>	<b>DENISON</b>	<b>4</b>	<b>70</b>	<b>43</b>	<b>22</b>
State	4	58	35	21	State	4	63	36	18
<b>DENISON</b>	<b>5</b>	<b>76</b>	<b>44</b>	<b>20</b>	<b>DENISON</b>	<b>5</b>	<b>72</b>	<b>43</b>	<b>28</b>
State	5	69	43	24	State	5	72	45	30
<b>DENISON</b>	<b>6</b>	<b>74</b>	<b>41</b>	<b>13</b>	<b>DENISON</b>	<b>6</b>	<b>65</b>	<b>33</b>	<b>11</b>
State	6	66	34	15	State	6	61	31	14
<b>DENISON</b>	<b>7</b>	<b>75</b>	<b>37</b>	<b>16</b>	<b>DENISON</b>	<b>7</b>	<b>77</b>	<b>50</b>	<b>25</b>
State	7	54	25	11	State	7	68	44	25
<b>DENISON</b>	<b>8</b>	<b>57</b>	<b>16</b>	<b>0</b>	<b>DENISON</b>	<b>8</b>	<b>76</b>	<b>45</b>	<b>22</b>
State	8	60	35	10	State	8	72	45	21
Algebra I	EOC	Appr - %	Meets - %	Masters - %	Writing	Grade	Appr - %	Meets - %	Masters - %
<b>DENISON</b>		<b>83</b>	<b>60</b>	<b>41</b>	<b>DENISON</b>	<b>4</b>	<b>61</b>	<b>31</b>	<b>7</b>
State		72	41	23	State	4	53	26	8
					<b>DENISON</b>	<b>7</b>	<b>69</b>	<b>34</b>	<b>7</b>
					State	7	61	31	9
Science	Grade	Appr - %	Meets - %	Masters - %					
<b>DENISON</b>	<b>5</b>	<b>61</b>	<b>31</b>	<b>13</b>					

State	5	61	30	12	English I	EOC	Appr - %	Meets - %	Masters - %
<b>DENISON</b>	<b>8</b>	<b>79</b>	<b>52</b>	<b>33</b>	<b>DENISON</b>		<b>70</b>	<b>53</b>	<b>15</b>
State	8	67	42	23	State		66	50	12
Biology	EOC	Appr - %	Meets - %	Masters - %	English II	EOC	Appr - %	Meets - %	Masters - %
<b>DENISON</b>		<b>94</b>	<b>70</b>	<b>28</b>	<b>DENISON</b>		<b>75</b>	<b>65</b>	<b>11</b>
State		81	54	22	State		70	57	11
Social Studies	Grade	Appr - %	Meets - %	Masters - %	US History	EOC	Appr - %	Meets - %	Masters - %
<b>DENISON</b>	<b>8</b>	<b>68</b>	<b>32</b>	<b>14</b>	<b>DENISON</b>		<b>93</b>	<b>75</b>	<b>49</b>
State	8	56	27	13	State		88	69	43

Distinction designations earned in 2019 include DHS 5 of 7, SMS 5 of 7, Hyde Park Elementary 1 of 5, and Terrell Elementary 3 of 5. Denison ISD scored a B rating on all three Domains for 2019. For 2020 all districts and campuses in Texas were rated *Not Rated: Declared State of Disaster*.

## Student Learning Strengths

### Early Reading Indicator

Percent of K-2 students eligible for accelerated instruction has declined over the past five years:

- Kindergarten – 57% to 37%
- First Grade – 50% to 28%
- Second Grade – 55% to 14%

### Assessment Results

- Denison ISD STAAR scores are consistently aligned with state scores.
- Student groups scoring at or above district averages on STAAR in Approaches, Meets and Masters in reading, math, writing, science and social studies include American Indian, Asian, and Non-continuously enrolled.
- (2019) Student groups scoring at district average on STAAR in meeting or exceeding progress in reading include Hispanic, White, Sped (former), and Non-continuously enrolled.
- (2019) Student groups scoring at district average on STAAR in meeting or exceeding progress in math include African American, Hispanic, Asian, Two or More Races, and Non-continuously enrolled.
- (2019) Distinction designations earned in 2019 include DHS 5 of 7, SMS 5 of 7, Hyde Park Elementary 1 of 5, and Terrell Elementary 3 of 5. Denison ISD scored a B rating on all three Domains for 2019.

## Problem Statements Identifying Student Learning Needs



**Problem Statement 1 (Prioritized):** Percentage of students meeting the passing standard on 4th Writing, 7th Writing, English I and II are 61%, 69%, 70% and 75% respectively. **Root Cause:** Writing instruction occurs in isolated subjects rather than across the curriculum.

**Problem Statement 2 (Prioritized):** Percentage of students achieving the Meets standard level for all grades in Mathematics in 2019 was 51%. **Root Cause:** The district focus has been to meet the minimum passing standard (approaches).

**Problem Statement 3 (Prioritized):** Percentage of students achieving the Meets standard level for all grades in Reading in 2019 was 48%. **Root Cause:** The district focus has been to meet the minimum passing standard (approaches).

**Problem Statement 4 (Prioritized):** Percentage of students achieving the Meets standard level for all grades in Science in 2019 was 59%. **Root Cause:** The district focus has been to meet the minimum passing standard (approaches).

**Problem Statement 5 (Prioritized):** Percentage of students achieving the Meets standard level for all grades in Social Studies in 2019 was 60%. **Root Cause:** The district focus has been to meet the minimum passing standard (approaches).

**Problem Statement 6:** 55.6% of students achieved College, Career, and Military Readiness (CCMR) criteria. **Root Cause:** Annual graduates are not attaining Industry-based Certification or Level I or Level II Certificates.

# District Processes & Programs

## District Processes & Programs Summary

There is a clear focus from district operations to support high quality teaching and learning as evidenced by long-range planning, demographic studies, a healthy fund balance, multi-year projections of revenue and expenditures, and competitive salary/stipend schedules. In addition, the district has created clear processes and procedures for budget planning, purchasing, payroll and maintenance of facilities. The need to fully support district campuses in their efforts to support high quality teaching and learning is a primary goal of the Board and the Central Administration.

Professional Learning Communities (PLCs) provide a structure for curriculum development and revision in Denison ISD. The District affirms the 3 Fundamental Assumptions of a Professional Learning Community:

- We can make a difference.
- Improving our people is the key to improving our schools.
- Significant school improvement will impact teaching and learning.

With these beliefs in mind, teams of empowered teachers, led by Campus Administrators and Curriculum Coordinators, have created a district-developed curriculum that contains units of bundled Texas Essential Knowledge and Skills (TEKS) for each core area. Curriculum teams and teachers have written common formative assessments that are administered after each unit to students. Students are given two benchmarks during the year to prepare for state assessments. With the addition of at-home learners, all common assessments and benchmarks will be available in an online administration through Eduphoria. After the administration of each common assessment or benchmark exam, data is scrutinized during the next PLC, and a plan of action for remediation and/or acceleration is developed. Districtwide PLCs meet as needed in the summer to revise units and assessments based upon state assessment data or reauthorization of the TEKS at the state level. The district uses Eduphoria Forethought to house curriculum documents.

Professional learning is a high priority in Denison ISD. Each year, Curriculum Coordinators survey teacher teams to solicit input concerning learning needs. In addition to the teacher needs assessment, input from T-TESS Observations regarding the most documented Areas of Refinement drives the planning of district professional learning opportunities. Professional development workshops within and outside the district are plentiful, and all educators are expected to continue to obtain learning that serves to hone their craft. Continuous professional development is an expectation: During each five years of employment, each administrator who has less than 30 hours of graduate credit beyond a master's degree, and each instructional staff person who has less than 30 hours of graduate credit beyond a bachelor's degree is expected to accumulate 60 hours of off-contract professional development credits. All professional development participation is documented in Electronic Registrar Online (ERO).

Human resources personnel attended 5 job fairs in the North Texas area and maintained vacancy postings through Teacher Job Network. The district worked closely with several educator preparation programs to place student observers and student teachers. This practice allows district personnel to closely observe and interact with potential teachers, as well as provides an avenue for dialogue to occur with university personnel regarding the district's specific staffing needs.

Discussions have been held regarding continued and concerted efforts at supporting all staff members in growing professionally and being successful. There have also been discussions about intentional methods of expressing appreciation to staff members for their tremendous efforts on behalf of the students and community.

Our district philosophy is that the curriculum (TEKS) and student needs should influence how we utilize technology. Rather than using technology merely for the sake of using technology, we want students to use technology in a problem-solving, authentic, relevant situation. In addition, technology is viewed as a vehicle to assist teachers and students in achieving the academic expectations of each grade level...as a resource to aid in implementation of the TEKS. In the spring of 2020, a districtwide survey identified a glaring need. Survey results indicated that 18% of homes were in need of devices and/or wifi.

From a technical standpoint, the expectations are that a user's experience using technology is consistent throughout the district. Users should be able to move from room to room, campus to campus, or at home and have the same tools and resources available to them. As more devices are deployed, there is a need for extra personnel to provide technical support to both students and teachers.

Denison ISD is committed to providing a technology for creating a learning community where: (a) every student has a device; (b) students are as comfortable using technology as they are reading a book, listening to music, or watching a movie; (c) all teachers have the knowledge and skills to integrate technology into a curriculum that addresses students' specific needs and learning styles; (d) automation and efficiency of the District's business processes allows the focus to be on student education; (e) the District's schools provide immediate access to technology tools and applications, knowledgeable support staff and external resources to enhance the curriculum; and (f) parents, teachers, students and community members share information and resources.

The network infrastructure, hardware, software, and training needed to support this includes:

- Fiber backbone throughout the District that provides high bandwidth (10GB and 1GB) connectivity between the campuses
- A Fortigate firewall and a Cisco Umbrella Content Filter for online safety and security
- Wireless access to the DISD network and the Internet at every campus
- One-to-one device capability at every campus
- 1,000M connection to the Internet
- Computers, wireless access to the Internet, a SMARTBoard or Interactive Projector, a projector, a document camera, a printer, a TV tuner, an audio amplifier system, and a phone in every classroom in the District
- Computer labs, multiple classroom computers, iPads and COWs (Computers On Wheels) on every campus
- A standard workstation load--Windows 10, Office 2016, Internet Edge, Google Chrome, Firefox, Windows Defender Anti-Virus, Windows Media Player, Acrobat Reader, Quicktime, iTunes and other applications
- Administrative software--Sungard (for student and business services), eStar, ERO (Electronic Registration Online), Frontline Time & Attendance (employee time clock), DOCUWARE (Document storage and retrieval system) and Frontline Absence Management (Substitute Employee Management System)
- Online instructional software such as CLI Engage, Compass Odyssey, Rosetta Stone, Study Island, Think Through Math, Connect Ed, Texas Write Source, SMART Notebook, Follett Destiny, APlus, Schoology, and Discovery Learning.
- Zoom Video conferencing.
- Help Desk feature in Eduphoria to request technical help and to track help tickets
- Six full-time Technical Support personnel and a Tech Manager at each elementary campus
- Vernier probe ware and sensors at the high school for science teachers
- Pasco probe ware and sensors at the intermediate and middle school for science teachers
- Two 3D printers at the high school
- Language translation devices for our bilingual students,
- Word identification devices for our dyslexia students,
- Special education devices for individual student needs within the Autism, Journeys, and PPCD classes.
- Many different software titles and online services which support education and are grade-level appropriate are available to all staff and students.

## **District Processes & Programs Strengths**

### School Organization Strengths

- There is a collaborative culture on every campus in Denison ISD.
- Teachers at campuses are provided time to plan and collaborate with each other on lesson plans and as a PLC.
- Board Members, Parents and community/business partners have a tradition of being strong supporters of Denison ISD.
- Sound financial practices consistently lead to the highest possible FIRST (Financial Integrity Rating System for Texas) ratings.

### Curriculum Strengths

- Professional Learning Communities provide a systemic solution for continual growth and improvement.
- The support provided by the Curriculum Team is appreciated and applauded by many in the district. Curriculum Coordinators are a vital force connecting teachers to Central Administration.
- Teachers are awarded the flexibility to design engaging lessons to maximize student learning.
- Professional Learning Opportunities that utilize 21st century teaching and learning strategies are offered year-round.
- Personalized Professional Learning Opportunities for professional and paraprofessional employees are encouraged and supported.
- The DISD Mentoring Program works to ensure new teachers' success in the classroom and to retain highly qualified, passionate educators.
- DISD has sufficient personnel and financial resources to meet students' needs

The district's salary structure is very competitive with districts within Grayson County. The culture that has been established in Denison continues to attract teachers to work in the district. The district mentoring program continues to provide tremendous support to beginning teachers. Denison's new and updated facilities also plays an integral role in recruiting and retaining quality staff. District and campus leadership continues to provide strong leadership, stability, and support for all staff members. Efforts of the community to welcome new employees and support existing staff members certainly enhances recruitment and retention of staff members.

DISD's strengths related to technology include but are not limited to the following:

- Every classroom and office in DISD has wireless access to the Internet and all campuses have BYOD capability.
- Every classroom has a SMARTBoard, a projector, a document camera, an audio amplifier and a phone
- Standard workstation load--Windows 10, Office 2016, Edge, IE, Google Chrome, Firefox, eTrust VirusScan, Windows Media Player, Acrobat Reader, iTunes and other applications
- COWs, computer labs on every campus, multiple computers in classrooms
- Every at-home learner needing a device received one.
- Language translation devices for our bilingual students,
- Word identification devices for our dyslexia students,
- Special education devices for individual student needs within the Autism, Journeys, and PPCD classes.
- Robotics grant awarded to ACES 4th grade.
- A Help Desk and Tech Support are provided by six members of the Tech Department and campus Tech Managers.
- There is a dedicated Help Desk for at-home learners.
- The use of Schoology, a Learning Management System, at all campuses has enabled the district to push curriculum to every learner -- regardless of location.
- The goal is to use technology in an authentic manner that encourages problem solving, higher order thinking, as well as communication. With technology communication and collaboration need not be bound by the class period--rather, collaboration can take place away from school as well as across the world. Findings, projects, and/or results can be presented and communicated in a variety of technologically sophisticated formats preparing our students to be leaders in an increasingly global world.
- At the elementary level, most students are placed in programs that are geared to diagnose weak areas that a student has in a specific subject...Reflex Math, Imagine Math, Renaissance Learning, Education Galaxy, etc.
- Teachers use technology to deliver instruction and to encourage student engagement and interest in their learning.
- During the adoption process, as well as during daily use, online materials are scrutinized for appropriateness, accuracy and alignment to the TEKS.
- Programs that address the TEKS are constantly being reviewed, discussed, and evaluated as to how they can be better utilized. Multiple programs have been dropped and moved to lower levels due to not being to the level of accuracy as needed for a grade level.
- Year-round customized professional development learning opportunities in up-to-date technology offerings. Our Technology Department, as well as the Curriculum Department, offers a variety of courses. Each course focuses not only on the skill, but on how, when, and where technology can enhance the lesson cycle. Trainings given by the technology department are wonderful...a stronger connection to the TEKS and utilization of the training would help immensely in the lower grades...time embedded within the training to utilize the learning. Teachers in specialized areas have an easier time of making the connection and utilizing the learning. The technology department also provides simplified user guides and has begun creating short training videos covering specific topics.
- As the need for virtual professional learning has increased, the district has been innovative in providing multiple learning modalities, i.e. book clubs, virtual conferences, online professional development.

- Technology is also used to engage the students, to provide tools which promote problem solving skills in a manner that they are familiar with, and to enhance thinking "outside the box" and encourage further exploration into topics.
- Many different software titles and online services which support education and are grade-level appropriate are available to all staff and students.
- Support is also available from users' peers. In many cases, peers are an excellent resource as they are more familiar with specifics of the use of various technologies utilized within a particular situation or subject.
- Some on-site resources are made available to parents in response to particular activities, such as completion of online forms and applications for enrollment and financial aid for higher education. Tools are also provided to parents via the district's website and communication tools such as Remind.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Percentage of ELL students achieving the Meets standard level for all grades in all subjects in 2019 was 36%. **Root Cause:** There is a lack of emphasis on incorporating English Language Proficiency Standards in planning and instruction.

**Problem Statement 2:** Denison ISD must provide up-to-date and adequate technology equipment and software. **Root Cause:** Budget, communication and awareness are barriers to obtaining up-to-date and adequate technology equipment and software.

**Problem Statement 3:** Denison ISD needs additional technology support staff and instructional personnel. **Root Cause:** Functioning effectively in the work environment demands an increased reliance on technology.

**Problem Statement 4:** Our campuses are served by a larger percentage of inexperienced teachers when compared to the state average. **Root Cause:** Our district salary schedule is constructed with financial incentives for inexperienced teachers. It is not built to attract experienced teachers.

# Perceptions

## Perceptions Summary

High expectations for student success are the basis for decisions made in Denison ISD. A clear focus on student achievement has been established by the implantation of professional learning communities across the district. Time is designated on each campus for the PLCs. Teachers learn to analyze data, plan for instruction, adjust for student needs, and grow as professionals---all supported by principals and central office. There is an unyielding commitment to collaboration as an avenue for continuous improvement. As result, the district has experienced high levels of success in academic and non-academic endeavors.

Common to most schools/districts, student behaviors can be a barrier to success. Threat Assessment Teams have been established at each campus. Full-time School Resource Officers are employed at DHS, SMS, and BMC. Those full-time officers also provide support at elementary campuses. Data was examined regarding the number of students in grades 6-12 who were assigned to DAEP during the 2019-20 school year. Approximately 128 incidences resulted in students assigned to DAEP; approximately 24 students were issued multiple DAEP placements; 21 students assigned to DAEP were identified with special needs; 36 students assigned to DAEP were identified as African American; 21 students assigned to DAEP were identified as Hispanic; and 63 students assigned to DAEP were identified as White .

The addition of a short-term placement to DAEP (5-days) was implemented during the 2016-2017 school year as an attempt to take a proactive approach to address relatively minor behaviors that could potentially lead to more significant behaviors. An analysis of the data relative to the 5-day placement should be conducted to determine the effect it may have had on the climate of DHS, SMS, and B. McDaniel. In addition, the district created a district-level behavior specialist position during the 2016-2017 school year. Examination of the impact the new position may have had on the climate of all campuses should be conducted. Analysis of the data relative to the rate that special populations of students were assigned to DAEP should be conducted to determine the impact the rate may have had on the climate of DHS, SMS, and B. McDaniel.

As a result of the COVID pandemic, the district and each campus implemented a Safe Return to School Plan that is aligned to TEA and CDC guidelines. COVID required employment of extra staff, i.e. cleaners, nurses, and technology. Communication efforts are strong within the district as well as with stakeholders outside of the district, and it is two-way and on-going. Parents demonstrate support for the district regularly through attendance at a variety of extra-curricular activities/productions/performances. The district regularly notifies community members and others through web sites, newsletters, Twitter, Facebook, Blackboard Connect, emails, etc. Twice a year, the district and newspaper create Spotlight on Denison Schools. Each edition highlights significant events at each campus, as well as other district and school activities and awards. There is a focus on student success.

City-wide support for the district is tremendous. Multiple partnerships and foundations give millions of dollars for resources and facilities renovation. Organizations, clubs and individuals give annually so that the district can provide a quality education for all students. Denison ISD partnered with the City of Denison and Grayson County to secure federal funding to support technology needs.

Parents are vital stakeholders who actively participate in district and campus level decision-making.

## Perceptions Strengths

The district has strong collaborative structures in place, as well as academic and behavior intervention structures. Professional learning communities and targeted interventions are a definite strength of the district which enhance the overall culture and climate. Threat Assessment Teams quickly respond to students at every campus.

We have one elementary campus that has utilized federal funds to add a campus-based behavior specialist. In addition, classroom teachers are well trained in behavior management strategies, and campus guidance counselors are well prepared to support teachers and students. As a result, Denison has cultivated a culture and climate where staff members and students can thrive in a safe, welcoming environment.

Denison ISD has partnered with the Grant Haliburton Foundaton and Texoma Health Foundation to assess and identify social emotional needs of staff, students. and families.

Comprehensive supports have been put in place at each campus to foster SEL health through professional development, SEL curriculum, and support teams.

Denison ISD benefits from a long-standing culture of community and parental support.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** 19.6% of all students assigned to DAEP were identified as special needs. **Root Cause:** Inconsistently implementing positive behavior interventions, accommodations, and supports in lieu of punitive disciplinary actions.

**Problem Statement 2:** 28.2% of all students assigned to DAEP were African American. **Root Cause:** Inconsistently implementing positive behavior interventions, accommodations, and supports in lieu of punitive disciplinary actions.

**Problem Statement 3:** Staff, students, and families need support and resources that will enable them to cope with the ever-changing demands of COVID-19. **Root Cause:** COVID-19 changed the landscape of education and day-to-day activities.

# Priority Problem Statements

**Problem Statement 1:** Denison ISD students identified with special learning needs (SPED, 504, Dyslexia, ELL, At Risk) require additional and specialized support.

**Root Cause 1:** The special learning needs population has increased.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Percentage of students meeting the passing standard on 4th Writing, 7th Writing, English I and II are 61%, 69%, 70% and 75% respectively.

**Root Cause 2:** Writing instruction occurs in isolated subjects rather than across the curriculum.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Percentage of students achieving the Meets standard level for all grades in Mathematics in 2019 was 51%.

**Root Cause 3:** The district focus has been to meet the minimum passing standard (approaches).

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Percentage of students achieving the Meets standard level for all grades in Reading in 2019 was 48%.

**Root Cause 4:** The district focus has been to meet the minimum passing standard (approaches).

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Percentage of students achieving the Meets standard level for all grades in Science in 2019 was 59%.

**Root Cause 5:** The district focus has been to meet the minimum passing standard (approaches).

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Percentage of students achieving the Meets standard level for all grades in Social Studies in 2019 was 60%.

**Root Cause 6:** The district focus has been to meet the minimum passing standard (approaches).

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Percentage of ELL students achieving the Meets standard level for all grades in all subjects in 2019 was 36%.

**Root Cause 7:** There is a lack of emphasis on incorporating English Language Proficiency Standards in planning and instruction.

**Problem Statement 7 Areas:** District Processes & Programs



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- 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: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

## Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

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

# Goals

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success.

**Performance Objective 1:** All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2022 STAAR .

**Evaluation Data Sources:** Domain 1: Student Achievement Report  
 Domain 2: Student Progress  
 Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Disaggregate data for all students, including at-risk.  <b>Strategy's Expected Result/Impact:</b> Lesson plans will be specifically designed to meet students' needs based on data.  <b>Staff Responsible for Monitoring:</b> All Staff  <b>Title I Schoolwide Elements:</b> 2.4, 2.6  <b>Funding Sources:</b> - 199 Regular Education - 6100 - \$20,000, - 199 23 Special Education - 6100 - \$15,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Refine the curriculum in core academic areas.  <b>Strategy's Expected Result/Impact:</b> Lessons will be designed that align with curriculum documents.  <b>Staff Responsible for Monitoring:</b> Core Teachers, Director of Instruction, Curriculum Coordinators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5  <b>Funding Sources:</b> - 211 Title I 1003 School Improvement - 6100 - \$5,000, - 199 Regular Education - 6100 - \$2,000, - 211 Title I - 6100 - \$4,000, - 255 Title II, Part A - 6100 - \$5,000, - 199 23 Special Education - 6100 - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use PLC time to analyze data and formulate a plan for those who did not master.  <b>Strategy's Expected Result/Impact:</b> Instruction will be designed to meet students' needs based on the data.  <b>Staff Responsible for Monitoring:</b> Campus Principals, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers  <b>Funding Sources:</b> - 199 24 Compensatory Education - 6100 - \$164,974, - 255 Title II, Part A - 6100 - \$55,000, - 199 23 Special Education - 6100 - \$6,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Use PLC time to develop research-based engaging lessons to enhance learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Grade level collaborative, engaging lessons will be designed to meet students' needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 Regular Education - 6100 - \$200,000, - 199 21 Gifted and Talented - 6100 - \$15,000, - 199 24 Compensatory Education - 6100 - \$164,974, - 199 23 Special Education - 6100 - \$5,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Collaboratively create, administer and disaggregate formative assessments with appropriate modifications.</p> <p><b>Strategy's Expected Result/Impact:</b> Common assessment, benchmark exams and other formative assessments will be administered to monitor student progress during the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Coordinators, Classroom Teachers, Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> - 255 Title II, Part A - 6100 - \$25,000, - 199 24 Compensatory Education - 6100 - \$15,142, - 199 Regular Education - \$25,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide accelerated learning opportunities for students scoring at the Did Not Meet or Approaches level.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional time for learning will accelerate students' mastery of concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 282 ESSER III (ARP) - 6100, 6300, - 199 24 Compensatory Education - 6100 - \$1,289,650, - 211 Title I - 6100 - \$846,213, - 199 25 ESL - 6100 - \$45,055, - 199 Regular Education - 6100 - \$35,000, - 199 31 High School Allotment - 6100 - \$26,000, - 288 Indian Education Grant - 6100 - \$30,015, - 199 23 Special Education - 6100 - \$3,500, - 289 Title IV - 6100 - \$14,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide enrichment opportunities for students who are initially successful.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will continue to enhance their learning and be able to perform at the masters level on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Campus Principals</p> <p><b>Funding Sources:</b> - 199 Regular Education - 6100 - \$130,000, - 199 21 Gifted and Talented - 6100 - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide services to school-age parents and provide pregnancy related services.  <b>Strategy's Expected Result/Impact:</b> Students will continue their education and receive a high school diploma.  <b>Staff Responsible for Monitoring:</b> Campus Principals, Homebound Teacher, Counselors  <b>Funding Sources:</b> - 199 24 Compensatory Education - 6100, 6400 - \$15,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Provide district-wide dropout prevention and recovery.  <b>Strategy's Expected Result/Impact:</b> Students will continue their education and receive a high school diploma.  <b>Staff Responsible for Monitoring:</b> High School Principals, Middle School Principal, Counselors  <b>Funding Sources:</b> - 199 24 Compensatory Education - 6100 - \$166,260, - 224 Special Education - 6100 - \$78,000, - 199 Regular Education - 6100 - \$98,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Conduct annual migrant identification, recruitment and verification.  <b>Strategy's Expected Result/Impact:</b> Completed surveys will provide important student information.  <b>Staff Responsible for Monitoring:</b> Campus Principals, Director of Special Programs  <b>Funding Sources:</b> - 199 Regular Education - \$850</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Recruit and retain highly qualified staff. Assist all staff in achieving/maintaining highly qualified status. Equitably distribute HQ staff among all campuses. Provide high quality staff development for 100% of instructional staff.  <b>Strategy's Expected Result/Impact:</b> Evaluation of employment records, highly qualified reports, professional development training, and attendance data will assist the district to employ and retain highly qualified staff members to provide the best instruction for our students.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administrative Services, Director of Special Programs, Director of Instruction, Principals  <b>Funding Sources:</b> - 199 Regular Education - \$2,880,792, - 211 Title I - 6100,6200,6300,6400 - \$50,000, - 255 Title II, Part A - 6100,6200,6300,6400 - \$185,300, - 224 Special Education - 6400 - \$15,000, - 199 25 ESL - 6200,6400 - \$7,287, - 199 24 Compensatory Education - 6200,6400 - \$11,028, - 199 23 Special Education - 6400 - \$17,300, - 199 22 Career &amp; Technology - 6200, - \$27,000, - 244 Career &amp; Technology - 6400 - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Integrate and coordinate Title I services with all state and locally funded programs.</p> <p><b>Strategy's Expected Result/Impact:</b> All funds will be appropriately allocated and managed to provide needed materials, services, and personnel to improve instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 282 ESSER III (ARP) - 6100, 6300, - 199 Regular Education - 6100 - \$28,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Encourage teachers to incorporate emerging technology in their lesson design.</p> <p><b>Strategy's Expected Result/Impact:</b> Student learning will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Technology, Director of Instruction, Campus Principals</p> <p><b>Funding Sources:</b> - 211 Title I - 6100, 6200, 6400 - \$7,000, - 255 Title II, Part A - 6100, 6200, 6400 - \$15,000, - 199 Regular Education - 6100, 6200, 6300,6400 - \$60,000, - 199 22 Career &amp; Technology - 6300 - \$2,900, - 199 31 High School Allotment - 6300 - \$34,000, - 199 25 ESL - 6300 - \$11,600, - 263 Title III, BIL/ESL - 6300 - \$20,600, - 224 Special Education - 6300 - \$6,000, - 288 Indian Education Grant - 6300 - \$7,300, - 289 Title IV</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Provide a summer accelerated instructional opportunity for identified students.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional time for learning will accelerate students' mastery of concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Director of Special Programs, Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Summer School - 199 Regular Education - \$63,765, Summer Accelerated Instruction - 199 24 Compensatory Education - \$50,000, Summer Accelerated Instruction - 211 Title I - \$50,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Provide materials to meet the needs of students in all academic programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Funds will be appropriately allocated and managed to provide needed materials to improve instruction and student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 282 ESSER III (ARP), - 199 21 Gifted and Talented - 6300 - \$15,500, - 199 22 Career &amp; Technology - 6300 - \$169,800, - 199 23 Special Education - 6300 - \$96,500, - 199 24 Compensatory Education - 6300 - \$24,249, - 199 25 ESL - 6300 - \$44,209, - 199 31 High School Allotment - 6300 - \$37,400, - 205 Head Start - 6300 - \$3,400, - 211 Title I - 6300 - \$57,281, - 225 33 Special Education Pre-k - 6300 - \$1,400, - 224 Special Education - 6300 - \$35,500, - 244 Career &amp; Technology - 6300 - \$51,356, - 263 Title III, BIL/ESL - 6300 - \$15,098, - 288 Indian Education Grant - 6300 - \$22,000, - 289 Title IV</p>	Formative			Summative
	Nov	Jan	Mar	May

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success.

**Performance Objective 2:** All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2022 STAAR Reading and English EOC.

**Evaluation Data Sources:** Domain 1: Student Achievement Report

Domain 2: Student Progress

Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attend staff development sessions to inform staff of test changes including an awareness of readiness and supporting standards &amp; improve reading strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be knowledgeable of current expectations for their students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Coordinators, Campus Principals, Classroom Teachers, Department Chairs</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - 255 Title II, Part A - \$2,000, - 211 Title I - \$500, - 199 25 ESL - \$200</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training to campus principals and teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will be developed with a focus on the inclusion of rigorous activities. Principals and teachers will continue to evaluate student learning outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Coordinators, Director of Special Programs and Principals.</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - 211 Title I - \$75,000, - 255 Title II, Part A - \$30,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Review and implement RtI procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional services will be provided to students who are not performing at Tier I level.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Director of Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 24 Compensatory Education - \$523,487, - 199 23 Special Education - 6300 - \$25,000, - 211 Title I - \$400,000, - 199 31 High School Allotment - \$330,000</p>	Formative			Summative
	Nov	Jan	Mar	May



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Assess and monitor the reading level and progress of each student in Pre-K through 2nd grade using a district approved standardized instrument.</p> <p><b>Strategy's Expected Result/Impact:</b> Middle of Year and End of Year reading results will be monitored to determine reading ability and ensure progress for all PK - 2nd grade students.</p> <p><b>Staff Responsible for Monitoring:</b> Directors, PK-2nd grade teachers, Curriculum Coordinators and Principals.</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> - 211 Title I - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Identify and provide specialized instruction for students with dyslexia.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading performance will improve with specialized instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Dyslexia Coordinator, Director of Instruction</p> <p><b>Funding Sources:</b> - 199 37 Dyslexia, - 199 24 Compensatory Education - \$450,000, - 199 Regular Education - \$61,515</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide materials to meet the needs of students in reading programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Funds will be appropriately allocated and managed to provide needed materials to improve instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - 211 Title I 1003 School Improvement - \$3,000, - 199 23 Special Education - 6300 - \$5,000, - 199 24 Compensatory Education - 6300 - \$6,800, - 199 25 ESL - 6300 - \$3,000, - 199 Regular Education - 6300 - \$145,000, - 211 Title I - 6300 - \$21,000, - 224 Special Education - 6300 - \$12,000, - 263 Title III, BIL/ESL - 6300 - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide accelerated learning opportunities (small group instruction, tutoring, remediation classes, extended year, etc.) for students scoring at the Did Not Meet or Approaches level in reading</p> <p><b>Strategy's Expected Result/Impact:</b> Additional time for learning will accelerate students' mastery of concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Department Chairs, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 282 ESSER III (ARP), - 211 Title I - 6100, - 199 Regular Education - 6100, - 199 24 Compensatory Education - 6100, - 199 31 High School Allotment - 6100, - 199 25 ESL - 6100, - 288 Indian Education Grant - 6100, - 224 Special Education - 6100, - 199 23 Special Education - 6100</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide targeted accelerated learning opportunities (small group tutoring, extended school year, etc.) for all students scoring at the Did Not Meet level in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in reading skills will be evident with focused instruction in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Classroom Language Arts Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - 282 ESSER III (ARP), - 199 Regular Education, - 211 Title I, - 199 24 Compensatory Education, - 199 31 High School Allotment, - 199 25 ESL, - 224 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Design Academic Learning Plans for students in grades 3, 5, and 8 who did not reach the Approaches level in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Math performance will improve with individual, specialized instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> - 199 23 Special Education, - 199 24 Compensatory Education - 6100, 6300, - 282 ESSER III (ARP) - 6100, 6300, - 288 Indian Education Grant - 6100, 6300, - 211 Title I - 6100, 6300</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Evaluate passing rate of Dual Credit &amp; AP courses based on previous year's data.</p> <p><b>Strategy's Expected Result/Impact:</b> Data will be used to revise instruction and make decisions for improvement the following year.</p> <p><b>Staff Responsible for Monitoring:</b> High School Principal, Department Chair</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Provide AP English study sessions and practice exams.</p> <p><b>Strategy's Expected Result/Impact:</b> AP College Exam scores will improve.</p> <p><b>Staff Responsible for Monitoring:</b> High School Principal, AP Teachers</p> <p><b>Funding Sources:</b> - 199 21 Gifted and Talented, - 483 Local Grant Funds</p>	Formative			Summative
	Nov	Jan	Mar	May

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> Percentage of students achieving the Meets standard level for all grades in Reading in 2019 was 48%. <b>Root Cause:</b> The district focus has been to meet the minimum passing standard (approaches).</p>

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success.

**Performance Objective 3:** All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2022 STAAR Mathematics.

**Evaluation Data Sources:** Domain 1: Student Achievement  
 Domain 2: Student Progress  
 Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Examine the TEKS at each grade level and revise the curriculum, including common assessments, to meet the rigor expected by the state.</p> <p><b>Strategy's Expected Result/Impact:</b> Lessons will be designed that align with curriculum documents. Teachers will be knowledgeable of current expectations for their students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Campus Principals, Curriculum Coordinators, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - 211 Title I - 6100, - 255 Title II, Part A - 6100, - 199 Regular Education - 6100</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Attend professional development sessions to improve math instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will be developed with a focus on the inclusion of rigorous activities. Principals and teachers will continue to evaluate student learning outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Director of Instruction, Math Department Chairs</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 211 Title I - 6100,6200,6400 - \$14,000, - 255 Title II, Part A - 6100,6200,6400 - \$29,000, - 199 Regular Education - 6100,6200,6400 - \$5,000, - 199 25 ESL - 6400 - \$500, - 199 23 Special Education - 6400 - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Evaluate the effectiveness of in-school remedial programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Common assessment, benchmark exams and other formative assessments will be administered to monitor student progress during the school year to evaluate the effectiveness of remedial programs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Counselors, Instructional Staff, Reading Intervention Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Review and persistently implement RtI procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional services will be provided to students who are not performing at Tier I level.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Special Education Diagnosticians, Campus Principals, Classroom Teachers, Resource Teachers</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 199 23 Special Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide materials to meet the needs of students in math programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Funds will be appropriately allocated and managed to provide needed materials to improve instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 Regular Education - \$15,000, - 282 ESSER III (ARP) - 6300, - 199 24 Compensatory Education - \$75,000, - 211 Title I - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide accelerated learning opportunities (small group instruction, tutoring, remediation classes, extended year, etc.) for students scoring at the Did Not Meet or Approaches level in math.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional time for learning will accelerate students' mastery of concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> - 282 ESSER III (ARP), - 199 24 Compensatory Education - 6100 - \$18,000, - 211 Title I - 6100 - \$2,000, - 288 Indian Education Grant - 6100 - \$10,000, - 199 Regular Education - 6100 - \$15,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Design Academic Learning Plans for students in grades 3, 5, and 8 who did not reach the Approaches level in math.</p> <p><b>Strategy's Expected Result/Impact:</b> Math performance will improve with individual, specialized instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> - 282 ESSER III (ARP), - 282 ESSER III (ARP), - 199 24 Compensatory Education, - 199 23 Special Education, - 199 Regular Education, - 211 Title I, - 288 Indian Education Grant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Change instructional assignments to include resource class instruction and inclusion assistance.  <b>Strategy's Expected Result/Impact:</b> Additional services will be provided to students according to ARD committee decisions.  <b>Staff Responsible for Monitoring:</b> Director of Special Education, Special Education Diagnosticians  <b>Funding Sources:</b> - 199 23 Special Education - 6100, - 224 Special Education - 6100</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Evaluate passing rate of Dual Credit &amp; AP courses based on previous year's data.  <b>Strategy's Expected Result/Impact:</b> Data will be used to revise instruction and make decisions for improvement the following year.  <b>Staff Responsible for Monitoring:</b> High School Principal, Department Chairs, Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Provide AP Study Sessions.  <b>Strategy's Expected Result/Impact:</b> AP College Exam scores will improve.  <b>Staff Responsible for Monitoring:</b> High School Principal, AP Teachers  <b>Funding Sources:</b> - 483 Local Grant Funds, - 199 21 Gifted and Talented</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success.

**Performance Objective 4:** Given the STAAR Re-design, students will focus on writing in authentic purposes based upon grade level TEKS. Students will write compositions according to the established district writing profiles for each grade level.

**Evaluation Data Sources:** Domain 1: Student Achievement Report

Domain 2: Student Progress

Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attend staff development sessions to provide training on teaching strategies for improving writing skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be knowledgeable of current expectations for their students. Lessons will be designed to improve students' writing skills.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Director of Special Education, Campus Principals, Curriculum Coordinators</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - 255 Title II, Part A - \$8,000, - 211 Title I - \$6,000, - 224 Special Education - \$2,000, - 199 Regular Education - \$3,000, - 199 25 ESL - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use rubrics for assessing four different types of writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and teachers will be familiar with four types of writing and be able to score a writing sample using developed rubrics.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Coordinators, Director of Instruction, Campus Principals, Department Chairs</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide materials to meet the needs of students in writing programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Funds will be appropriately allocated and managed to provide needed materials to improve instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - 199 24 Compensatory Education - 6300 - \$1,000, - 199 31 High School Allotment - 6300 - \$1,000, - 199 Regular Education - 6300 - \$1,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Complete and implement plans for remediation for all students demonstrating weakness in writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Writing performance will improve with individual, specialized instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Department Chairs, Curriculum Coordinators</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> - 199 Regular Education - 6100, - 211 Title I - 6100, - 199 25 ESL - 6100, - 199 24 Compensatory Education - 6100, - 199 31 High School Allotment - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Conduct practice AP Language study sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> College Exam scores will improve.</p> <p><b>Staff Responsible for Monitoring:</b> High School Principal, AP Teachers</p> <p><b>Funding Sources:</b> - 483 Local Grant Funds - 6100,6200 - \$5,000, - 199 21 Gifted and Talented - 6100,6200 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	May

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success.

**Performance Objective 5:** All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2022 STAAR Science.

**Evaluation Data Sources:** Domain 1: Student Achievement Report

Domain 2: Student Progress

Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attend training sessions to prepare for the rigor and state expectations for STAAR Science and End-of-Course Exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be knowledgeable of current expectations for their students. More rigorous lessons will be designed to improve students' skills in science.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Curriculum Coordinators, Director of Instruction, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - 255 Title II, Part A, - 211 Title I, - 199 Regular Education, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Evaluate and modify the common assessments for each course as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Lessons will be designed to teach the skills necessary to be successful on each common assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Science Staff, Department Chairs, Campus Principals, Curriculum Coordinators, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - 255 Title II, Part A, - 211 Title I, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide accelerated learning opportunities (small group instruction, tutoring, remediation classes, extended year, etc.) for students scoring at the Did Not Meet or Approaches level in science.</p> <p><b>Strategy's Expected Result/Impact:</b> Science performance will improve with individual, specialized instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Department Chairs</p> <p><b>Funding Sources:</b> - 282 ESSER III (ARP), - 199 Regular Education - 6100,6300, - 199 24 Compensatory Education - 6100,6300, - 199 31 High School Allotment - 6100,6300, - 199 25 ESL - 6100,6300, - 289 Title IV - 6100,6300</p>	Formative			Summative
	Nov	Jan	Mar	May



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide materials to meet the needs of students in science programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Funds will be appropriately allocated and managed to provide needed materials to improve instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - 282 ESSER III (ARP), STEM Supplies - 289 Title IV, - 211 Title I, - 199 24 Compensatory Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Evaluate passing rate of Dual Credit &amp; AP courses based on previous year's data.</p> <p><b>Strategy's Expected Result/Impact:</b> Data will be used to revise instruction and make decisions for improvement the following year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Department Chair, Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide AP study sessions with practice exams.</p> <p><b>Strategy's Expected Result/Impact:</b> College Exam scores will improve.</p> <p><b>Staff Responsible for Monitoring:</b> High School Principal, AP Teachers</p> <p><b>Funding Sources:</b> - 483 Local Grant Funds - 6100,6200, - 199 21 Gifted and Talented - 6100,6300, - 199 Regular Education - 6300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success.

**Performance Objective 6:** All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2022 STAAR Social Studies.

**Evaluation Data Sources:** Domain 1: Student Achievement Report

Domain 2: Student Progress

Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attend staff development sessions to inform staff of test changes including an awareness of readiness and supporting standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be knowledgeable of current expectations for their students. Lessons will be designed to improve students' skills in social studies.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Coordinators, Department Chairs, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - 255 Title II, Part A, - 199 Regular Education, - 199 31 High School Allotment, - 199 24 Compensatory Education, - 211 Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Evaluate and revise the common assessments for each unit to align with new expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Lessons will be designed to teach the skills necessary to be successful on each common assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Coordinators, Campus Principals, Department Chairs</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - 255 Title II, Part A, - 199 Regular Education, - 199 31 High School Allotment, - 211 Title I, - 199 24 Compensatory Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide accelerated learning opportunities (small group instruction, tutoring, remediation classes, extended year, etc.) for students scoring at the Did Not Meet or Approaches level in science.</p> <p><b>Strategy's Expected Result/Impact:</b> Performance on Social Studies exams will improve with individual, specialized instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Curriculum Coordinators, Department Chair, Social Studies Teachers</p> <p><b>Funding Sources:</b> - 282 ESSER III (ARP), - 199 Regular Education, - 199 31 High School Allotment, - 199 24 Compensatory Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide materials to meet the needs of students in social studies programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Funds will be appropriately allocated and managed to provide needed materials to improve instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals</p> <p><b>Funding Sources:</b> - 199 24 Compensatory Education - 6300, - 199 Regular Education - 6300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Evaluate passing rate of Dual Credit &amp; AP courses based on previous year's data.</p> <p><b>Strategy's Expected Result/Impact:</b> Data will be used to revise instruction and make decisions for improvement the following year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Department Chair</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Offer AP study sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> College Exam scores will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, AP Teachers</p> <p><b>Funding Sources:</b> - 483 Local Grant Funds, - 199 21 Gifted and Talented</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success.

**Performance Objective 7:** English learners (ELs) will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2022 STAAR.

- Evaluation Data Sources:** 1. STAAR  
 2. Tejas Lee Reading Assessment  
 3. TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train campus administrators and teachers in English Language Proficiency Standards (ELPS) and Sheltered Instruction Observation Protocols (SIOP).</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be knowledgeable of current expectations for their students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Director of Special Programs</p> <p><b>Funding Sources:</b> - 199 Regular Education - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to encourage teachers to obtain ESL certification.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional teachers will obtain ESL certifications.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs, Director of Instruction, Campus Principal, Textbook Coordinator</p> <p><b>Funding Sources:</b> - 199 25 ESL - \$6,225</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide materials to meet the needs of the LEP students.</p> <p><b>Strategy's Expected Result/Impact:</b> Funds will be appropriately allocated and managed to provide needed materials to improve instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs, Director of Instruction, Campus Principal, Textbook Coordinator</p> <p><b>Funding Sources:</b> - 263 Title III, BIL/ESL, - 199 25 ESL</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide extended day or extended year multi-disciplinary learning experiences for English Language Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional time for learning will accelerate students' mastery of concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Director of Special Programs</p> <p><b>Funding Sources:</b> - 263 Title III, BIL/ESL - \$3,400, - 199 25 ESL - \$9,050</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide notification in English and in Spanish for Pre-K notification and Parents' Right to Know (home language survey).</p> <p><b>Strategy's Expected Result/Impact:</b> All parents will be informed of school information.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs, Director of Instruction, Bilingual Staff</p> <p><b>Funding Sources:</b> - 199 Regular Education - \$850</p>	Formative			Summative
	Nov	Jan	Mar	May

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success.

**Performance Objective 8:** The percentage of 3rd grade students who meet or master grade level in reading will increase from 42% to 49% by May 2022. (Five year goal 2024 = 55%)

**HB3 Goal**

**Evaluation Data Sources:** Domain 1: Student Achievement

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide training to campus principals and teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be knowledgeable of current expectations for their students. Lesson plans will be specifically designed to meet students' needs based on data and will be developed with a focus on the inclusion of rigorous activities.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Coordinators, Principals, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 255 Title II, Part A, - 199 Regular Education, - 211 Title I, - 199 24 Compensatory Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers and campus administrators in Grades K - 3rd Grade will participate in the House Bill 3 Reading Academy as required by the State of Texas.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will better understand the science of teaching reading.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Campus Administrators</p> <p><b>Funding Sources:</b> Early Childhood Allotment - 199 Regular Education, - 199 36 Early Education Allotment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Assess and monitor the reading level and progress of each student in PK through 2nd grade using a district approved standardized instrument. Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel.</p> <p><b>Strategy's Expected Result/Impact:</b> CIRCLE progress monitoring results for PK, TX KEA progress monitoring results for kindergarten, and TPRI/Tejas Lee results for 1st and 2nd grades are used to guide instruction. PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth.</p> <p><b>Staff Responsible for Monitoring:</b> PK-2nd grade teachers, Principals, Curriculum Coordinators, Director of Instruction, Director of Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> - 211 Title I, - 199 24 Compensatory Education, - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Improve balanced literacy instruction by offering principals and teachers the opportunity to engage with instructional coaches and participate in peer modeling experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in reading skills will be evident with focused instruction in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Coordinators, Director of Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 211 Title I, - 199 24 Compensatory Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide focused training and specific resources for families to engage them in the education and improvement of reading skills of their children.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading scores will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Director of Special Programs, Parents, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 263 Title III, BIL/ESL, - 211 Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success.

**Performance Objective 9:** The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 40% to 51% by June 2021. (Five year goal 2024 = 57%)

**HB3 Goal**

**Evaluation Data Sources:** Domain 1: Student Achievement

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assess and monitor the math performance level and progress of each student in PK through 2nd grade using a district approved standardized instrument. Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel.</p> <p><b>Strategy's Expected Result/Impact:</b> Imagine Math Blueprints is used to guide instruction. PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Coordinators, Director of Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Instructional staff, Tutors, materials, supplies, technology - 199 23 Special Education, Instructional staff, Tutors, materials, supplies, technology - 211 Title I, Instructional staff, Tutors, materials, supplies, technology - 288 Indian Education Grant, Instructional staff, Tutors, materials, supplies, technology - 199 24 Compensatory Education, Special programs, STEM, after school enrichment, - 289 Title IV, Materials, supplies, technology - 199 25 ESL</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training to campus principals and teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be knowledgeable of current expectations for their students. Lesson plans will be specifically designed to meet students' needs based on data and will be developed with a focus on the inclusion of rigorous activities.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Coordinators, Principals, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 211 Title I, - 255 Title II, Part A, - 199 Regular Education, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Improve mathematics instruction by offering principals and teachers the opportunity to engage with instructional coaches and participate in peer modeling experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in numeracy and fluency skills will be evident with focused instruction in math.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Coordinators, Director of Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 211 Title I, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide focused training and specific resources for families to engage them in the education and improvement of numeracy skills of their children.</p> <p><b>Strategy's Expected Result/Impact:</b> Math scores will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Director of Special Programs, Parents, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 211 Title I, - 263 Title III, BIL/ESL</p>	Formative			Summative
	Nov	Jan	Mar	May

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success.

**Performance Objective 10:** The percentage of graduates that meet the criteria for College, Career, and Military Readiness (CCMR) will increase from 53% to 60% by August 2022. (Five year goal 2024 = 68%)

**HB3 Goal**

**Evaluation Data Sources:** Texas Success Initiative Assessment (TSIA), STAAR, ACT, SAT, Advanced Placement (AP) exams, Dual Credit completion, industry certification records, Associate Degrees, IEP workforce readiness, military enlistment, and CTE coherent sequence completion.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development opportunities through Business Education for Teachers.  <b>Strategy's Expected Result/Impact:</b> Teacher will have opportunity to participate in this learning experience and incorporate this learning into their lesson designs..  <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> - 199 22 Career &amp; Technology - 6400, - 199 Regular Education - 6200,6400, - 244 Career &amp; Technology - 6200,6400</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide financial assistance for AP Exams and textbooks for dual credit courses, as well as reward students and faculty for qualifying scores.  <b>Strategy's Expected Result/Impact:</b> Improvement will continue in AP instruction and student scores on AP College Exams.  <b>Staff Responsible for Monitoring:</b> Director of Instruction, High School Principal, Counselors, AP teachers  <b>Funding Sources:</b> - 244 Career &amp; Technology, - 199 Regular Education - 6100, - 483 Local Grant Funds - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Schedule a SAT prep course in the school day.  <b>Strategy's Expected Result/Impact:</b> College Exam scores will improve.  <b>Staff Responsible for Monitoring:</b> High School Counselors, SAT Program Teachers, Director of Instruction  <b>Funding Sources:</b> - 199 Regular Education - 6100,6300, - 199 31 High School Allotment - 6300</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Conduct Pre-Enrollment and Planning Conferences with each student to ensure that students are on track to achieve College Career and Military Readiness.  <b>Strategy's Expected Result/Impact:</b> Students will be appropriately placed and on track to achieve success in course work and exams.  <b>Staff Responsible for Monitoring:</b> High School Counselors, SAT Program Teachers,  <b>Funding Sources:</b> - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Establish partnerships with Denison Development Alliance to provide transitions from school to higher education and the workforce.</p> <p><b>Strategy's Expected Result/Impact:</b> Placement of students in internships, post secondary enrollment, and employment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - 199 22 Career &amp; Technology - 6100,6400, - 199 31 High School Allotment - 6100,6400, - 199 Regular Education - 6100,6400, - 244 Career &amp; Technology - 6100,6400</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Establish partnerships with local business and industry to provide for student practicum and internships.</p> <p><b>Strategy's Expected Result/Impact:</b> Students have the opportunity to learn skills in a work place.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Teachers, Principal</p> <p><b>Funding Sources:</b> - 199 22 Career &amp; Technology - 6100, - 244 Career &amp; Technology - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Encourage industry certification and licensure.</p> <p><b>Strategy's Expected Result/Impact:</b> Perkins Performance Review</p> <p><b>Staff Responsible for Monitoring:</b> Encourage industry certification and licensure.</p> <p><b>Funding Sources:</b> - 244 Career &amp; Technology, - 199 Regular Education - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success.

**Performance Objective 11:** Enhance students' technology skills and abilities.

- Evaluation Data Sources:** 1. Teacher lesson plans  
 2. Student work samples  
 3. Technology course gradebook

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development opportunities that enable teachers to deliver effective instruction to at-home and in-class learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Student learning will increase for at-home and in-class learners.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Department, Campus Principals, Technology Department, Designated Trainer of Trainers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 211 Title I, - 255 Title II, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide technical assistance to staff and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Eliminate technology barriers that interfere with learning.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Department, Campus Principals, Technology Department, Designated Trainer of Trainers</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Engage learners through the use of technological tools to access, create and share content as well as collaborate with other learners throughout the world.</p> <p><b>Strategy's Expected Result/Impact:</b> Student products will demonstrate the use of technological tools and reflect collaboration with other learners.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Technology, Curriculum Department, Classroom Teachers, Campus Principals</p> <p><b>Funding Sources:</b> - 211 Title I, - 244 Career &amp; Technology, - 255 Title II, Part A, - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide mobile technology and software to students and teachers to access, share, create, collaborate, and accelerate skills and knowledge.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have easy access to technological tools for use to improve learning.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Technology, Director of Special Programs, Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Ipads, Laptop Computers, Applications - 211 Title I - \$60,000, - 199 Regular Education, - 224 Special Education, - 289 Title IV - \$2,800</p>	Formative			Summative
	Nov	Jan	Mar	May

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success.

**Performance Objective 12:** The equity gap for inexperienced teachers between high poverty and low poverty campuses in Denison ISD will decreased from 2.76 percent to 2.25 percent.

**Evaluation Data Sources:** District Equity Plan calculations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Present equity gap data analysis to Principals and Special Education Director.</p> <p><b>Strategy's Expected Result/Impact:</b> Assistant Superintendent, Principals, and Directors will make personnel placement decisions using equity gap data.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Assessment and Special Programs Director of Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide additional pedagogical training to improve coaching skills of Curriculum Coordinators to support administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Principals will utilize Curriculum Coordinators and Mentor Leaders as instructional coaches.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction and Director of Assessment and Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - 255 Title II, Part A, - 211 Title I - \$13,200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

**Goal 2:** Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

**Performance Objective 1:** Percent of students receiving PEIMS disciplinary placements will decrease.

**Evaluation Data Sources:** PEIMS Discipline Data for 2019-20.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue the Rachel's Challenge Program.  <b>Strategy's Expected Result/Impact:</b> Student behavior will reflect Rachel's philosophy of acts of kindness.  <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Campus Principals, Counselors  <b>Funding Sources:</b> - 199 Regular Education - 6200,6300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide students the information, assistance, and support that enable them to take responsibility for their own learning.  <b>Strategy's Expected Result/Impact:</b> Students will be responsible for their learning and learning results will improve.  <b>Staff Responsible for Monitoring:</b> School Counselors, Classroom Teachers, Principals  <b>Funding Sources:</b> - 211 Title I 1003 School Improvement - \$1,000, - 199 Regular Education - 6100 - \$1,000, - 199 24 Compensatory Education - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement District RtI Behavior Procedures.  <b>Strategy's Expected Result/Impact:</b> Student behavior will improve.  <b>Staff Responsible for Monitoring:</b> Director of Special Education, Campus Principals  <b>Funding Sources:</b> - 224 Special Education - \$2,000, - 199 Regular Education - 6100 - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Inform all students, parents, guardians, and staff of the expected behavior as stated in the District/Campus Code of Conduct.  <b>Strategy's Expected Result/Impact:</b> Signed letters from the parents will be returned and expected student behavior will practiced and observed.  <b>Staff Responsible for Monitoring:</b> Campus Principals, Classroom Teachers  <b>Funding Sources:</b> - 199 Regular Education - 6300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to provide an alternative setting for students with severe and/or persistent misbehavior.  <b>Strategy's Expected Result/Impact:</b> The number of persistent misbehavior reports will decrease.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration, Director of Special Education, Director of Special Programs, Pathways Principal  <b>Funding Sources:</b> - 199 24 Compensatory Education - 6100 - \$120,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Implement Tele-Mental Health resources for students in grades 7 - 12.  <b>Strategy's Expected Result/Impact:</b> Psychological and mental health services for students with aggressive and/or harmful behavior will be available.  <b>Staff Responsible for Monitoring:</b> Principal  Counselors  School nurse</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide best practice and research-based programs in the areas specified below:  1. Early mental health prevention and intervention;  2. Building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making;  3. Substance abuse prevention and intervention;  4. Suicide prevention, intervention, and postvention;  5. Grief-informed and trauma-informed practices;  6. Positive school climates;  7. Positive behavior interventions and supports;  8. Positive youth development; and  9. Safe, supportive, and positive school climate.  <b>Strategy's Expected Result/Impact:</b> Students receive support and care in social emotional learning.  <b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent, Director of Instruction, Director of Special Programs, District Counselors, Principals, and Teachers.  <b>Title I Schoolwide Elements:</b> 2.5  <b>Funding Sources:</b> - 199 Regular Education - \$2,000, - 289 Title IV - \$20,000, - 224 Special Education - \$35,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>



**Goal 2:** Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

**Performance Objective 2:** Overall student attendance for all students will remain at 95% or better.

**Evaluation Data Sources:** Texas Academic Performance Report (TAPR) and PEIMS attendance reports.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain nurse and counseling services on each campus.  <b>Strategy's Expected Result/Impact:</b> All students have access to services that improve their well-being, provide guidance, and assist in a successful experience during their school years.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administration, Campus Principals, Director of Special Programs, Director of Special Education  <b>Funding Sources:</b> - 199 Regular Education - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide parent training.  <b>Strategy's Expected Result/Impact:</b> Parents assist in their child's education and school success.  <b>Staff Responsible for Monitoring:</b> Campus Counselors, Campus Principals  <b>Title I Schoolwide Elements:</b> 3.1  <b>Funding Sources:</b> - 263 Title III, BIL/ESL, - 199 Regular Education, - 211 Title I - 6100,6300</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Improve attendance by monitoring and collaborating with parent, teachers, and school administrators.  <b>Strategy's Expected Result/Impact:</b> Student attendance will improve and referrals to justice court system will decrease.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administration, Campus Principals, School Resource Officer, Elementary Attendance Clerk  <b>Title I Schoolwide Elements:</b> 3.1  <b>Funding Sources:</b> - 199 Regular Education - 6100, - 211 Title I - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May

**Goal 3:** Provide a safe and orderly school climate that is conducive to learning.

**Performance Objective 1:** Provide a safe campus environment.

**Evaluation Data Sources:** District/Campus Safety Plans, emergency drills documentation, discipline records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Evaluate, revise, and implement the District Emergency Operation Plan.  <b>Strategy's Expected Result/Impact:</b> District Emergency Plan will be in place if an emergency occurs.  <b>Staff Responsible for Monitoring:</b> Central Administration Staff, Campus Principals, School Safety Officer  <b>Funding Sources:</b> - 289 Title IV - \$200, - 199 Regular Education - \$300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide an alternative setting for students with severe and/or persistent misbehavior.  <b>Strategy's Expected Result/Impact:</b> Students with severe and /or persistent misbehavior are removed from other students for the safety of all.                      The number of persistent misbehavior reports will decrease  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration, Director of Special Education, Director of Special Programs, Pathways Principal  <b>Funding Sources:</b> - 199 24 Compensatory Education - \$155,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Educate and monitor minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness &amp; response.  <b>Strategy's Expected Result/Impact:</b> Students will be knowledgeable about appropriate online behavior and will be aware of the dangers interacting on the internet can pose.  <b>Staff Responsible for Monitoring:</b> Director of Technology, Campus Principals, Computer Lab Managers, Classroom Teachers  <b>Funding Sources:</b> - 199 Regular Education - \$2,000, - 224 Special Education - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Educate staff, parents and students on conflict resolution and bullying prevention policies and procedures.  <b>Strategy's Expected Result/Impact:</b> Bullying incidence will decrease on every campus.  <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Counselors, Campus Principals, Classroom Teachers  <b>Funding Sources:</b> - 199 Regular Education - \$2,000, - 224 Special Education - \$1,000, - 289 Title IV - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Annually train and inform staff, student, and parents regarding sexual abuse, sex trafficking, and other maltreatment.</p> <p><b>Strategy's Expected Result/Impact:</b> All parties will be more aware of the behaviors that constitutes sexual misconduct; help them take steps to protect students; recognize signs of potential misconduct; report and investigate possible incidents; and support victims as they recover.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration, Director of Special Programs, Director of Instruction</p> <p><b>Funding Sources:</b> - 199 Regular Education - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Maintain, provide, and communicate to all stakeholders an effective Discipline Management Plan that includes unwanted physical or verbal aggression.</p> <p><b>Strategy's Expected Result/Impact:</b> All stakeholders are aware of the campus/district expectations for behavior on school property or at school events. Consequences for inappropriate behavior is communicated.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration, Director of Special Programs</p> <p><b>Funding Sources:</b> - 199 Regular Education - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide training for teachers and administrators in grades 9-12 dealing with Dating Violence.</p> <p><b>Strategy's Expected Result/Impact:</b> .Build skills to talk with teens about the importance of healthy relationships. Identify resources to prevent/respond to dating violence Identify prevention strategies that promote a positive school environment, model respectful behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration, Director of Special Programs, Director of Instruction, High School Principal</p> <p><b>Funding Sources:</b> - 199 Regular Education - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide awareness education for students and parents in grades 9-12 dealing with Dating Violence.</p> <p><b>Strategy's Expected Result/Impact:</b> Build skills to talk with teens about the importance of healthy relationships</p> <p>Identify resources to prevent/respond to dating violence.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration, Director of Special Programs, Director of Instruction, High School Principal</p> <p><b>Funding Sources:</b> - 199 Regular Education - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Provide Suicide Prevention training and notification procedures for counselors, teachers, nurses, administrators, and all other staff who regularly interact with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Educators will be more aware of the signs of potential suicide; report and investigate possible incidents; and be aware of support systems to provide counseling services to students.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration, Director of Special Programs, Director of Instruction, Campus Administrators.</p> <p><b>Funding Sources:</b> - 199 Regular Education - \$3,000, - 289 Title IV - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Employ School Resource Officers (SRO) to serve all Denison ISD campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will have a safe environment to work, Resource officers will also interact with students to prevent misconduct or acts of violence.</p> <p><b>Staff Responsible for Monitoring:</b> Central Administration Staff, Campus Principals</p> <p><b>Funding Sources:</b> - 289 Title IV - \$13,000, - 199 Regular Education - \$112,608</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Implement and promote a Comprehensive School Health Program</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a safe environment to learn and be well informed of the benefits of a healthy lifestyle.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Food Service, Director of Special Programs, School Nurse, Director of Instruction, Counselors, Members of the Health Advisory Committee</p> <p><b>Funding Sources:</b> - 289 Title IV - \$1,000, - 199 Regular Education - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

**Goal 4:** Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

**Performance Objective 1:** Improve parent and school communication.

**Evaluation Data Sources:** Campus parent involvement documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent notification will be sent for students being placed on TIER II or TIER III for remediation.  <b>Strategy's Expected Result/Impact:</b> Notification will keep parents informed and the placement will allow for specialized instruction to assist with remediation of skills.  <b>Staff Responsible for Monitoring:</b> Campus Principals, Classroom Teachers  <b>Title I Schoolwide Elements:</b> 3.2  <b>Funding Sources:</b> - 199 Regular Education - 6100, - 211 Title I - 6100, - 199 24 Compensatory Education - 6100</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parent letter will be sent for students identified as At-Risk in reading and math.  <b>Strategy's Expected Result/Impact:</b> Notification will keep parents informed.  <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Campus Principals, Counselors, Classroom Teachers  <b>Title I Schoolwide Elements:</b> 3.2  <b>Funding Sources:</b> - 199 Regular Education - 6100, - 211 Title I, - 199 24 Compensatory Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Meetings will be conducted with parents and teachers of students with autism.  <b>Strategy's Expected Result/Impact:</b> Meetings will keep parents informed and allow for communication about the program and student progress.  <b>Staff Responsible for Monitoring:</b> Director of Special Education, Diagnosticians, Campus Principal(s)  <b>Funding Sources:</b> - 224 Special Education - 6100, - 199 23 Special Education - 6100</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Meetings will be conducted with parents of students with emotional needs.  <b>Strategy's Expected Result/Impact:</b> Meetings will keep parents informed and allow for communication about the program and student progress.  <b>Staff Responsible for Monitoring:</b> Director of Special Education, Diagnosticians, Campus Principal(s)  <b>Funding Sources:</b> - 199 Regular Education - 6100, - 224 Special Education - 6100, - 199 23 Special Education - 6100</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Conduct activities that provide parents the opportunity to play an active role in their student's learning experiences-strengthening ties between home and school.</p> <p><b>Strategy's Expected Result/Impact:</b> Campuses will strengthen the communication between home and school. Activities provide opportunities for parents to assist in their child's education.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Classroom Teachers, Counselors, Director of Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> - 211 Title I - 6100, - 199 Regular Education - 6100</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Communicate information via Blackboard Connect, Twitter Facebook, and the School Website.</p> <p><b>Strategy's Expected Result/Impact:</b> Various resources provide for rapid response time and effective communication.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Director of Instructions, Webmaster, Director of Public Relations, Director of Special Programs</p> <p><b>Funding Sources:</b> - 199 Regular Education - 6100</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Translate documents in the home language of each child.</p> <p><b>Strategy's Expected Result/Impact:</b> This will provide better communication with all families.</p> <p><b>Staff Responsible for Monitoring:</b> Central Administration, Elementary and Secondary Campus Administrators, DISD Public Relations Office</p> <p><b>Funding Sources:</b> - 199 Regular Education - 6100</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide access to student's grades online with the Gradebook Home Portal.</p> <p><b>Strategy's Expected Result/Impact:</b> Online Gradebook provides information to parents about student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Central Administration, Elementary &amp; Secondary Campus Administration, DISD Public Relations Office</p> <p><b>Funding Sources:</b> - 199 Regular Education - 6100,6300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Distribute information from the DISD Public Information Office in both print and online forms.</p> <p><b>Strategy's Expected Result/Impact:</b> Copies of fliers, Spotlights on Education, etc. keep parents informed about school activities and important dates.</p> <p><b>Staff Responsible for Monitoring:</b> DISD Public Relations Office</p> <p><b>Funding Sources:</b> - 199 Regular Education - 6100,6300</p>	Formative			Summative
	Nov	Jan	Mar	May

**Goal 4:** Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

**Performance Objective 2:** Develop parents' skills and capacity to be leaders at home, at school, and in the community.

**Evaluation Data Sources:** District and Campus decision making committee sign in sheets/meeting minutes and Family Engagement activity sign in sheets/meeting minutes.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assist preschool children in the transition from early childhood programs to kindergarten.  <b>Strategy's Expected Result/Impact:</b> Transitions will go smoothly for students and parents.  <b>Staff Responsible for Monitoring:</b> Central Administration, Elementary Campus Administration  <b>Title I Schoolwide Elements:</b> 3.1  <b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 Regular Education, - 205 Head Start, - 225 33 Special Education Pre-k, - 199 25 ESL, - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Assist students in transition in grades 4, 6, and 8.  <b>Strategy's Expected Result/Impact:</b> Transitions between campuses will go smoothly for students and parents.  <b>Title I Schoolwide Elements:</b> 2.6  <b>Funding Sources:</b> - 211 Title I, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Employ Campus Parent Involvement Coordinators to work with parents of pre-school through fourth grade on strategies to support their children academically, socially, and emotionally.  <b>Strategy's Expected Result/Impact:</b> Better communication will be established between the campus and the home to help with student success.  <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Parent Involvement Coordinator  <b>Title I Schoolwide Elements:</b> 3.1, 3.2  <b>Funding Sources:</b> - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide focused training and specific resources for families to engage them in the education and improvement of math and reading skills of their children.  <b>Strategy's Expected Result/Impact:</b> Families utilize at least one additional resource which can be used to improve the reading level of their students.  <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Director of Instruction, Campus Parent Involvement Coordinators, Principals, and Teachers.  <b>Title I Schoolwide Elements:</b> 3.2  <b>Funding Sources:</b> - 263 Title III, BIL/ESL, - 211 Title I - \$4,500</p>	Formative			Summative
	Nov	Jan	Mar	May



Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Collaborate with local and regional agencies to provide parents with multiple opportunities to increase their knowledge in supporting their children through school.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent participation will assist the support the students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> - 211 Title I - 6100,6300, - 199 Regular Education - 6100,6300, - 199 23 Special Education - 6100, - 199 25 ESL - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May

**Goal 4:** Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

**Performance Objective 3:** Coordinate services to support the enrollment, attendance, and success of all children and youth.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify needs of homeless children and youth.  <b>Strategy's Expected Result/Impact:</b> Insure all students have an opportunity to learn, regardless of their circumstances.  <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Principals, Counselors  <b>Title I Schoolwide Elements:</b> 3.2  <b>Funding Sources:</b> - 199 Regular Education, - 211 Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide services to homeless children and youth.  <b>Strategy's Expected Result/Impact:</b> Insure all students have an opportunity to learn, regardless of their circumstances.  <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Principals, Counselors  <b>Title I Schoolwide Elements:</b> 3.2  <b>Funding Sources:</b> - 199 Regular Education, - 211 Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

# State Compensatory

## Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 24/34/ 699 8 6100	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$2,780,275.00
<b>6100 Subtotal:</b>		<b>\$2,780,275.00</b>
6200 Professional and Contracted Services		
199 24 8 6200	6216 Professional Services - Locally Defined	\$6,450.00
<b>6200 Subtotal:</b>		<b>\$6,450.00</b>
6300 Supplies and Services		
199 24/699 8 6300	6399 General Supplies	\$46,516.00
<b>6300 Subtotal:</b>		<b>\$46,516.00</b>
6400 Other Operating Costs		
199 24 8 6400	6410 Travel, Subsistence and Stipends	\$24,454.00
<b>6400 Subtotal:</b>		<b>\$24,454.00</b>

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Baugh	Curriculum Coordinator	Student Evaluation/ Mentoring Services	.29
Andrea Hayes	Curriculum Coordinator	Student Evaluation/ Mentoring Services	.29
Carol Millerick	Reading Interventionists	Reading	1
Codi Gudgel	Reading Interventionists	Reading	1
Corine Terrell	Math Interventionist	Math	1
Henrienne Catteau	Curriculum Coordinator	Student Evaluation/ Mentoring Services	.29
Kelly Myers	Reading Interventionists	Reading	1
Kelly Pyle	Reading Interventionists	Reading	1
Kristy Weda	Reading Interventionists	Reading	1
Leslie Banks	Reading Interventionist	Reading	1
Linda Ridgeway	Reading Interventionist	Reading	1
Lindy Olsen	Counselor	Pathways Alternative High School	1
Lolly Cole	Reading Interventionist	Reading	1
Marijane Wilburn	Reading Interventionist	Reading	1
Rhiannon Estrada	Reading Interventionists	Reading	1
Rhonda Troxtell	Curriculum Coordinator	Student Evaluation/ Mentoring Services	.29
Rina Hamilton	Teacher	Remedial Math	.44
Sarah Roscoe	Reading Interventionist	Reading	1
Shari Meek	Reading Interventionist	Reading	1
Stephen San Millan	Principal/Teacher	Pathways Alternative High School	1
Toni Nunn	Curriculum Coordinator	Student Evaluation/ Mentoring Services	.29

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alexia Baxley	Instructional Assistant	Lamar	1
Bernadette Pacheco	Instructional Assistant	Mayes	1
Caitlyn Lunkley	Instructional Assistant	Terrell	1
Carly Guerrero	Parent Engagement	Terrell	1
Jenna Barton	Instructional Assistant	Hyde Park	1
Jenna Dornstadter	Instructional Assistant	Lamar	1
Jennifer Chapman	Reading Interventionist	Houston	1
Jessica Horn	Instructional Assistant	Terrell	1
Jodie Maresh	Reading Interventionist	Terrell	1
Kelly Hayes	Instructional Assistant	Terrell - LRC	1
Kenna Brandt	Reading Interventionist	Lamar	1
Kim Anderson	Reading Interventionist	Mayes	1
Lajuana Brady	Parent Engagement	Lamar	1
Lisa Martin	Instructional Assistant	Hyde Park	1
Marian Evans	Instructional Assistant	Houston - LRC	1
Melissa Garcia	Parent Engagement	Hyde Park	1
Nikki McCrary	Parent Engagement	Houston	1
Pam Bellerman	Reading Intervention	Hyde Park	1
Robin Hatfield	Instructional Assistant	Lamar	1
Stacey Grantland	Instructional Assistant	Lamar	1
Stephanie Paulson	Behavior Interventionist	Lamar	.60
Sunny Mackey	Parent Engagement	Mayes	1
Veronica Jones	Instructional Assistant	Mayes	1
Yencys Rodriguez	Reading Interventionist	Mayes	1