

# MORGAN MILL ISD DISTRICT IMPROVEMENT PLAN

kidsoftheworld2

**Comprehensive Needs Assessment Summary:**

Accountability data (all students group, all grades):

Index 1 – Student Achievement Data:

Reading performance (% of students scoring at or above “approaches grade level”) STAAR increased to 84%, up from 79% in 2016

Math performance increased to 80%, up from 73% in 2016

Writing increased to 76%, up from 59% in 2016

Science decreased to 86%, down from 94% in 2016

Social Studies decreased to 69%, down from 89% in 2016

2017 Index 1 score was 81, up from 76 in 2016

2017 Student Progress Data:

Reading – 60% of students met or exceeded the progress measure and 31% exceeded the progress measure (2016 was 62% and 20%)

Math – 57% of students met or exceeded the progress measure and 9% exceeded the progress measure (2016 was 68% and 11%)

2017 Index 2 score was 40, same as in 2016

2017 Closing the Gaps Data:

Economically disadvantaged student performance increased in reading, math, and writing. Performance decreased 1% in Science and 9% in Social Studies.

2017 Index 3 score was 43, up from 40 in 2016.

2017 Postsecondary Readiness Data:

39% of students that took a STAAR test met the grade level standard, down from 40% in 2016.

2017 Index 4 score was 40, down from 43 in 2016.

System Safeguards missed – none

**Comprehensive Needs Assessment**

The following data sources were reviewed to assess the campus’ strengths and priorities:

1. Disaggregated student assessment information (STAAR & TELPAS results, benchmarks, other classroom assessments)
2. Current and past TAPR data
3. Student demographics, attendance data, & discipline data
4. Feedback from teacher and parent meetings and surveys
5. Technology, fiscal, and facility resources
6. Staff development records; T-TESS Ratings
7. Curriculum – Lesson Plans, Formative Assessments, Alignment
8. Program evaluation data to determine impact of initiatives on student performance

*Identified Strengths:*

*Identified Areas for Improvement:*

**Fund Sources:**

Title I Part A

Title II Part A

Title IV Part A

Small, Rural Schools Grant

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| **Goal 1** | | | | **Provide a well-balanced and comprehensive educational program based on individualization and best practices that will provide the resources necessary for all students to meet their education potential.** | | | | | | | | | | | | | | | | | | | | |
| **obj 1** | | | | Teachers will utilize TEKS-based curriculum for Tier 1 instruction and assessments aligned with the curriculum and approved by the Commissioner to monitor student progress. | | | | | | | | | | | | | | | | | | | | |
| **Outcome** | | | | 100% of the students will meet or exceed minimum expectations on the STAAR or a measurable supplemental assessment that identifies student progress. | | | | | | | | | | | | | | | | | | | | |
| **SWP**  **comp** | | **Strategies/Activities** | | | | | **needs Assess** | | | **Spec. Pop.** | | | **PERSON (s) Responsible** | | | **Resources** | | | **Evaluation timeline** | | | | **Evidence of completion** | |
|  | | Teachers will be provided with curriculum aligned with the Texas Essential Knowledge and Skills (TEKS) so that their focus can be on teaching and learning (rather than materials and resources.) | | | | | TEA  ESSA | | | ALL | | | Superintendent & Principal | | | State/Local Funds;  EMAT | | | Annual needs assessment & prioritization | | | | Walkthrough data;  Lesson plans;  T-TESS ratings | |
|  | | Teachers will regularly monitor student progress (using multiple forms of assessment aligned to the TEKS) to gather data and identify students at risk for academic failure. | | | | | SA  TAPR  ESSA | | | ALL | | | Principal & Teachers | | | State/Local Funds;  Multiple measures of assessment & screeners | | | Depending on type of assessment (3- or 6-weeks, semester, etc.) | | | | Assessment data from universal screeners, CBAs, & benchmarks, etc. | |
|  | | Data from all manner of student assessment (including but not limited to: TPRI, formative assessments, universal screeners, CBAs, benchmarks & state tests) will be disaggregated to identify gaps in learning. | | | | | SA  TAPR  ESSA | | | ALL | | | Principal & Teachers | | | State/Local Funds;  Leadership; Time for staff to meet and plan; | | | 3-weeks;  6-weeks;  Semester | | | | Data disaggregation reports & other student data, data from teacher meetings | |
|  | | Provide for staff development to ensure staff are knowledgeable in their content area, use current  research-based instructional strategies, and practice ongoing  effective assessment methods. | | | | | PD  FS  SA | | | ALL | | | Superintendent,  Principal & Teachers | | | Local; Title II;  Region 11 consultants to provide on-site training | | | Annual review | | | | Registration and presentation materials; PD attendance records | |
| **Goal 1** | | | | | **Provide a well-balanced and comprehensive educational program based on individualization and best practices that will provide the resources necessary for all students to meet their education potential.** | | | | | | | | | | | | | | | | | | | | |
| **obj 2** | | | | | Teachers and staff will use evidence-based activities, strategies, and interventions that demonstrate a statistically significant effect on improving student outcomes to meet the academic and educational needs of all students. | | | | | | | | | | | | | | | | | | | | |
| **outcome** | | | | | 100% of the students will meet or exceed minimum expectations on the STAAR or a measurable supplemental assessment that identifies student progress. | | | | | | | | | | | | | | | | | | | | |
| **SWP**  **comp** | | **Strategies/Activities** | | | | | | **needs Assess** | | | **Spec. Pop.** | | | **PERSON (s) Responsible** | | | **Resources** | | | **Evaluation timeline** | **Evidence of completion** | | | | |
|  | | Utilize Response to Intervention model; provide differentiated instruction and targeted interventions to identified students in a timely manner | | | | | | SA  ESSA | | | ALL | | | Principal, Teachers, & Support staff | | | Local/State; | | | All year –  Reviews at  3-weeks and 6-weeks | Master schedule;  Student data & rosters | | | | |
|  | | Utilize paraprofessionals and teachers for additional classroom assistance to ensure student success | | | | | | SA, PS  ESSA | | | ALL | | | Principal  & Teachers | | | Local/state  Title 1 | | | All year – six-week review | Master schedule, time cards | | | | |
|  | | Provide supplemental reading & math programs to improve student achievement & close instructional gaps | | | | | | SA  TAPR | | | ALL  SE  LEP | | | Teachers and support staff | | | ESSA & SRSA funds | | | Six weeks monitoring | Report cards and program reports | | | | |
|  | | Disseminate instructional accommodations to all staff | | | | | |  | | | ALL | | | Teachers | | | Local/State | | | Each six weeks | Student data; lesson plans | | | | |
|  | | Support, coordinate, and integrate Title I services with early childhood programs and offer a high-quality prekindergarten that is developmentally appropriate,  multi-sensory and experiential. | | | | | | ESSA | | | ALL  AR  LEP | | | Teachers & support staff | | | General Fund  Title I  EMAT – updated PreK curriculum & resources when available | | | Beginning of Year (BOY), Middle of Year (MOY,) & End of Year (EOY) | PreK progress monitoring data &  Kinder readiness data | | | | |
| **Goal 1** | | | **Provide a well-balanced and comprehensive educational program based on individualization and best practices that will proved the resources necessary for all students to meet their education potential.** | | | | | | | | | | | | | | | | | | | | |
| **obj 3** | | | Teachers and staff will meet the academic and educational needs of all students using methods and strategies that increase the amount and quality of learning time and provide a well-rounded education | | | | | | | | | | | | | | | | | | | | |
| **outcome** | | | 100% of the students will meet or exceed minimum expectations on the STAAR or a measurable supplemental assessment that identifies student progress. | | | | | | | | | | | | | | | | | | | | |
| **SWP**  **comp** | **Strategies/Activities** | | | | | **needs Assess** | | | **Spec. Pop.** | | | **PERSON (s) Responsible** | | | **Resources** | | | **Evaluation timeline** | | | | **Evidence of completion** | |
|  | Review program design and update existing policies to ensure that all facets of the program K-8 are in compliance with state guidelines and that those policies are appropriately implemented. | | | | |  | | | all | | | Superintendent & Principal | | | Time & personnel; training and updated requirements | | | Annual Review | | | | Program evaluations;  Recommendations, & updated policies to reflect changes | |
|  | Ensure that all teachers and administrators are current with training requirements (G.T., LPAC, ESL, dyslexia, students with disabilities, Section 504, etc.) | | | | |  | | | all | | | Superintendent & Principal | | | ESC Region for 11 ongoing staff development | | | Annual Review | | | | PD attendance documentation;  Master Schedule | |
|  | Students with disabilities will be educated in the Least Restrictive Environment (such as inclusion support) with instructional accommodations & supports based upon the student’s IEP | | | | | TEA  PBMAS | | | Sped | | | Principal & Teachers, SSA Director | | | Greater Erath County Special Education SSA;  ARD committee documentation | | | Annual review | | | | ARD meeting documentation & IEPs; Bi-Monthly CO-OP Board mtgs | |
|  | Students identified as Limited English Proficient will receive support through certified ESL classroom teacher or ESL pullout program | | | | | TEA | | | LEP | | | Principal & Teachers | | | Region 11 Title III SSA staff; LPAC; Home Language Surveys & assessment data | | | Annual review | | | | LPAC training certificates & LPAC meeting documentation | |

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| **obj 3** | | Teachers and staff will meet the academic and educational needs of all students using methods and strategies that increase the amount and quality of learning time and provide a well-rounded education. | | | | | | |
| **outcome** | | 100% of the students will meet or exceed minimum expectations on the STAAR or a measurable supplemental assessment that identifies student progress. | | | | | | |
| **SWP**  **comp** | **Strategies/Activities** | | **needs Assess** | **Spec. Pop.** | **Person(s) Responsible** | **Resources** | **Evaluation timeline** | **Evidence of completion** |
|  | Offer enrichment classes and activities that enhance students' educational experiences and engagement in school | | SA  PS  ESSA | ALL | Principal & Teachers | State/Local  UIL | Six-week monitoring | Increased participation - lesson plans & student products |
|  | Provide an advanced curriculum, enrichment activities & programs to meet the unique needs of students identified as Gifted & Talented (differentiated from the core curriculum) | | TEA | GT | GT teachers | State/Local | Program enrollment each semester | Student products, Surveys, Input from parents & teachers |
|  | Utilize Tarleton State University P.E. Dept. students as assistant sponsors and mentors (Texan Partners). | |  |  | Coach Hutchison  Dr. Joe Gillespie | Tarleton Students |  | List of Tarleton students and contact hours |  |
|  | Provide instruction for students in the fine arts | | TEA | ALL | Support Staff | State/Local | Six-week review | Master schedule |
|  | Support and/or sponsor extracurricular activities, clubs, and organizations to promote a well-rounded education. | | ESSA | ALL | Superintendent,  Principal | UIL | Fall and Spring semesters | Student rosters, meeting dates, student products |

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| **obj 3** | | Teachers and staff will meet the academic and educational needs of all students using methods and strategies that increase the amount and quality of learning time and provide a well-rounded education. | | | | | | |
| **outcome** | | 100% of the students will meet or exceed minimum expectations on the STAAR or a measurable supplemental assessment that identifies student progress | | | | | | |
| **SWP**  **comp** | **Strategies/Activities** | | **needs Assess** | **Spec. Pop.** | **Person(s) Responsible** | **Resources** | **Evaluation timeline** | **Evidence of completion** |
|  | Implement effective identification & enrollment practices to improve educational outcomes for students experiencing homelessness, students in foster care, students who are highly mobile, & migrant students. | | TEA  ESSA | AR | Principal & Teachers | Foster care Liaison, Homeless Liaison, &  Region 11 migrant staff | Ongoing as needed | Grades, Attendance,  PEIMS data,  Priority for Services documentation |
|  | Design and implement appropriate  compensatory, intensive, or accelerated instruction that enables students to be performing at grade level at the conclusion of the next regular school term. | | TEA | AR | Principal & Teachers | State Comp Ed funds; Tutorials & Remediation during study hall | Ongoing - continually identify students at risk using state and local criteria. | Grades, Attendance,  Promotion/retention data; PEIMS data |
|  | Administer universal screener; provide students identified as at risk for developing reading difficulties & students with dyslexia an accelerated reading instruction program. | | TEA | Dyslexia | Principal & Teachers  Interventionist | Universal Screener, *pending TEA approval;*  training for teachers | End-of-year | Screener data & other evidence of standardized identification & assessment procedures |

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| **Goal 2** | | **Provide appropriate resources to create a safe, secure and caring school environment to support our commitment to academic success.** | | | | | | |
| **obj 1** | | School personnel and community members will work together to ensure a quality and safe school | | | | | | |
| **outcome** | | Student, parents, and staff surveys /annual parent and community evaluation results | | | | | | |
| **swp**  **comp** | **Strategies/Activities** | | **needs Assess** | **Spec. Pop.** | **Person(s) Responsible** | **Resources** | **Evaluation timeline** | **Evidence of completion** |
|  | Review and enhance crisis management plan, emergency operation plan, and multi-hazard plan; Conduct a school safety audit | | TEA  PS | ALL | Superintendent and classroom teachers, community members | Local | Annual review and monitoring | Drill sheet, sign in sheets, minutes of meetings; audit results presented to board |
|  | Participate in character education integration through modeling and expectations | | TEA  DR | ALL | Teachers and teaching assistants | Local | Weekly monitoring and six-week review | Character posters, manner tips, discipline education |
|  | Implement strategies to facilitate effective transitions for students from early childhood programs or  home to Pre-K or Kindergarten; from elementary school to next district; for students new to MMISD, students in foster care & students experiencing homelessness | | TEA  ESSA | ALL | Superintendent,  Principal & Teachers | Local | May 2018 | Flyers or communication sent home to parents or posted on website |

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| **Goal 2** | | **Provide appropriate resources to create a safe, secure and caring school environment to support our commitment to academic success.** | | | | | | |
| **obj. 1** | | Students will be educated in learning environments that are safe, drug free, and conducive to learning. | | | | | | |
| **Summative Evaluation** | | Reduce number of student referrals to office for discipline during instructional periods. | | | | | | |
| **SWP**  **comp** | **Strategies/Activities** | | **needs Assess** | **Spec. Pop.** | **Person(s) Responsible** | **Resources** | **Evaluation timeline** | **Evidence of completion** |
|  | Implement schoolwide tiered model to prevent & address problem behavior; utilize discipline management techniques as part of progressive interventions for behavior prohibited by the Student Code of Conduct or classroom rules. | | ESSA | ALL | Superintendent,  Principal & Teachers | Student Code of Conduct & Student Handbook;  Campus Behavior Coordinator | 6-weeks,  semester | Discipline data |
|  | Staff will engage in planning process to develop and enforce common expectations and consequences for breaking rules; Rules will be clearly communicated and enforced. | | TEA | ALL | Superintendent,  Principal & Teachers | Student Code of Conduct & Student Handbook; Campus Behavior Coordinator | 6-weeks, semester | Discipline data |
|  | Maintain and repair district facilities and upgrade bus fleet. | | TEA  ESSA | ALL | Superintendent,  Principal, & Board | Local/state | Annually | list of repairs & maintenance projects for the coming year |

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| **Goal 3** | | **Provide for fiscal responsibility and integrity so as to always be good stewards of the public funds and trust while providing quality programs that meet or exceed the needs of all students.** | | | | | | |
| **obj 1** | | Allocate and use financial resources in the most efficient way possible to improve the quality of education provided to the students. | | | | | | |
| **outcome** | | Manage financial resources to provide the maximum allocation possible for direct instructional purposes; maintain fiscal compliance. | | | | | | |
| **SWP**  **comp** | **Strategies/Activities** | | **needs Assess** | **Spec. Pop.** | **Person(s) Responsible** | **Resources** | **Evaluation timeline** | **Evidence of completion** |
|  | Ensure accuracy and integrity of student attendance data (PEIMS data) to inform allocation of Foundation School Program (FSP) and grant funds. | | TEA | ALL | Superintendent & Principal | Student Attendance Accounting Handbook;  Region 11 ESC | Annually | Annual Financial & Compliance Report & related documentation |
|  | Adhere to state and federal rules, regulations, and deadlines for district reporting and data submissions to maintain fiscal compliance and low-risk status. | | TEA  ESSA | ALL | Superintendent | Financial Accountability System Resource Guide (FASRG); Region 11 staff | Annually | AFR & audit documentation; PEIMS reports |
|  | Conduct an annual Comprehensive Needs Assessment (with parents & other members of the community) | | TEA  ESSA | ALL | Superintendent,  Principal & Teachers | SBDM committee | Annually | CNA data, sign-in sheets, minutes |
|  | Develop a comprehensive  plan that includes a description of strategies used to address school needs, use methods & instructional strategies that strengthen the academic program, increase the amount & quality of learning time, and help provide an enriched & accelerated curriculum. | | ESSA | ALL | Superintendent,  Principal & Teachers | SBDM committee | Annually | District/Campus Improvement Plan, sign-in sheets, minutes |

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| **Goal 4** | | **Provide and encourage opportunities for parents and community members to be fully involved partners in education.** | | | | | | |
| **obj 1** | | Establish opportunities to encourage parent and family participation. | | | | | | |
| **outcome** | | Student, parents, and staff surveys /annual parent and community evaluation results | | | | | | |
| **SWP**  **comp** | **Strategies/Activities** | | **needs Assess** | **Spec. Pop.** | **Person(s) Responsible** | **Resources** | **Evaluation timeline** | **Evidence of completion** |
|  | Improve recruitment efforts to involve families as volunteers and audiences at the school or in other locations to support students and school programs. | | PS  ESSA | ALL | Principal | Solicit volunteers for assistance with school activities. | Monthly monitoring | Sign in sheets,  Volunteer lists |
|  | Promote scheduled events such as Meet the Teacher, Grandparents’ Day, Parent Teacher Conferences, Veterans Day, fall festival, field day, Thanksgiving Dinner, & Mothers’ Day Luncheon, etc. | | FS  PS | ALL | Administration and classroom teachers | Post events on school marquee, send invitations & announcements for awards recognition ceremonies, etc. | Yearly review and planning | Master calendar and sign in sheets |
|  | Include families as participants in school decisions, governance, and advocacy through PTF and school committees (SBDM, SHAC, etc.) | | PS  TEA  ESSA | ALL | Principal and classroom teachers | Local | Monthly monitoring | Sign in sheets, minutes, and letters |
|  | Conduct an “Open House” with book fair and meet the teacher;  Coordinate with PTF to recognize student accomplishments throughout the year | | TEA  PS | ALL | Principal and classroom teachers | Post events on school marquee | Fall and spring semester | Master calendar & sign in sheets |

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| **Goal 4** | | **Provide and encourage opportunities for parents and community members to be fully involved partners in education.** | | | | | | |
| **obj 2** | | Maintain regular, meaningful, two-way communication with parents and families; provide communication in a language and format parents can understand. | | | | | | |
| **outcome** | | Student, parents, and staff surveys /annual parent and community evaluation results | | | | | | |
| **swp**  **comp** | **Strategies/Activities** | | **needs Assess** | **Spec. Pop.** | **Person(s) Responsible** | **Resources** | **Evaluation timeline** | **Evidence of completion** |
|  | Provide weekly take home communication; share important dates & program information for services available | | PS | ALL | Teachers | Local | Weekly | Newsletters & student folders |
|  | Community newsletter via website and appropriate social media outlets; report school activities and progress to the local media | | PS | ALL | Principal | Local | Monthly review | District website |
|  | Provide a dynamic and informative district website and appropriate social media outlets; notify area/local newspapers of newsworthy information. | | PS  FS | ALL | Superintendent | Local | Weekly evaluations | District website |
|  | Offer a flexible number of meetings and a variety of meeting times for parent-teacher conferences | | ESSA | ALL | Principal & Teachers | Local | Annually and more frequent as needed | Sign-in sheets, conference schedules |

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| **Goal 4** | | **Provide and encourage opportunities for parents and community members to be fully involved partners in education.** | | | | | | |
| **obj 3** | | Maintain compliance with Title I, Part A Parent and Family Engagement requirements and best practices. | | | | | | |
| **outcome** | | Student, parents, and staff surveys /annual parent and community evaluation results | | | | | | |
| **swp**  **comp** | **Strategies/Activities** | | **needs Assess** | **Spec. Pop.** | **Person(s) Responsible** | **Resources** | **Evaluation timeline** | **Evidence of completion** |
|  | Convene an annual meeting to inform parents of requirements and rights of parents to be involved in the Title I, Part A program. | | ESSA | ALL | Principal |  | Annually | Sign-in sheets & presentation materials |
|  | Jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. | | ESSA | ALL | Principal | Parents  Teachers | Annual review & revision as needed | Sign-in sheets, compact, & meeting documentation |
|  | Jointly develop with parents and families a written parent and family engagement (PFE) policy. | | ESSA | ALL | Principal | Parents  Families  Teachers | Annual review & revision as needed | Sign-in sheets, policy, & meeting documentation |
|  | Provide assistance to parents, as appropriate, with parenting skills, understanding child & adolescent development, and setting home conditions that support children as students at each age & grade level. | | ESSA | ALL | Principal & classroom teachers, parents, & students | Parents  Families  Teachers | Annual | Sign-in Sheets, minutes from meeting |

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| **Goal 4** | | **Provide and encourage opportunities for parents and community members to be fully involved partners in education.** | | | | | | |
| **obj 3** | | Maintain compliance with Title I, Part A Parent and Family Engagement requirements and best practices. | | | | | | |
| **outcome** | | Student, parents, and staff surveys /annual parent and community evaluation results | | | | | | |
| **swp**  **comp** | **Strategies/Activities** | | **needs Assess** | **Spec. Pop.** | **Person(s) Responsible** | **Resources** | **Evaluation timeline** | **Evidence of completion** |
|  | Annually evaluate the effectiveness of the Parent & Family Engagement policy and program. | | ESSA | ALL | Principal | SBDM Committee | Annual review & revision as needed | Sign-in Sheets, minutes from meeting |
|  | Assist school staff in understanding families' backgrounds,  cultures, and goals for children. | | ESSA | ALL | Principal | Local | Annually | Sign-in sheets, presentation materials or handouts |
|  | Provide parents with a description and explanation of the curriculum, forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet. | | ESSA  PS  FS | ALL | Principal &  Teachers | Local | Annually | Sign-in sheets, presentation materials or handouts |

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| **Goal 5** | | **Provide every effort to recruit, develop, support, recognize and retain highly qualified personnel in every district position.** | | | | | | |
| **obj 1** | | Develop and support staff in every district position. | | | | | | |
| **outcome** | | 100% of teachers will be rated proficient or above on all dimensions of T-TESS; student performance will increase. | | | | | | |
| **swp**  **comp** | **Strategies/Activities** | | **needs Assess** | **Spec. Pop.** | **Person(s) Responsible** | **Resources** | **Evaluation timeline** | **Evidence of completion** |
|  | Principal will mentor and/or ensure mentorship for inexperienced teachers; ensure all teachers have support in meeting the needs of diverse learners. | | TEA  ESSA | ALL | Principal & Teachers | Eduphoria & dmac;  Time for classroom support & conferences | Ongoing; more frequently as needed by teacher(s) | T-TESS documentation & GSPD plans |
|  | Utilize the T-TESS & P-PESS evaluation system as designed to promote professional growth at all levels of the organization. | | TEA  ESSA | ALL | Superintendent,  Principal & Teachers | Training for principal; time for teacher conferences | Annually | T-TESS &  P-PESS Ratings |
|  | Teachers will create an individual improvement plan through Professional Learning Communities Model and/or T-TESS | | TEA  ESSA | ALL | Principal & Teachers | Eduphoria & dmac;  Time for individual conferences | Annually | Goal Setting & Professional Development (GSPD) plans |
|  | Support and enhance the knowledge and skills of current staff with job-embedded professional learning via distance learning opportunities; Effective Schools Project; Google Certified Educator training | | TEA | ALL | Superintendent,  Principal & Teachers | State, Local;  ESC Region 11  Tarleton State University | Ongoing throughout the school year | T-TESS ratings, GSPD plans, & PD documentation |

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| **Goal 5** | | **Provide every effort to recruit, develop, support, recognize and retain highly qualified personnel in every district position.** | | | | | | |
| **obj 2** | | Recognize staff throughout the year to promote retention of staff in every district position. | | | | | | |
| **outcome** | | Staff retention will increase and turnover will decrease. | | | | | | |
| **swp**  **comp** | **Stategies/Activities** | | **needs Assess** | **Spec. Pop.** | **Person(s) Responsible** | **Resources** | **Evaluation timeline** | **Evidence of completion** |
|  | Team-building activities during back-to-school staff development; activities throughout the year to honor and recognize all staff | | FS | ALL | Superintendent, Principal, & Teachers | Local, State | Monthly | Staff survey results |
|  | Teacher Appreciation Week | | FS | ALL | PTF | PTF | May | Staff survey results |
|  | Explore innovative incentives to promote staff retention | | FS | ALL | Superintendent & Principal | State, Local | Annually | Staff retention data |
|  | Recruit and hire highly effective teachers | | TEA  ESSA  PS | ALL | Superintendent & Principal | State, Local | Year-round recruitment and development | T-TESS Ratings & HR documentation |
|  | Ensure that low-income & minority students are not taught at disproportionate rates by ineffective, inexperienced, and/or out-of-field teachers. | | TEA  ESSA | ALL | Superintendent & Principal | Personnel files,  SBEC & HR documentation | Annually | Equity Survey Data & Equity Plan |

Committee Members

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| **Name** | **Position/Role/Title** |
| Wendy Sanders | Superintendent |
| Barrett Hutchison | Principal |
| Marybeth Burns | Teacher |
| Michelle Kimple | Teacher |
| Kourtney Redstrom | Teacher |
| Haley Vander Laan | Teacher |
| Haylee Turley | Teacher |
| Keeton Coleman | Teacher |
| Taylor Stricklin | Teacher |
| Ashton Payne | Teacher |
| Nancy Bassham | Teacher |
| Rachel Jones | Teacher |
| Amy Weber | Parent |
| De Shewmaker | Parent |