

McLean Independent School District
District Improvement Plan
2024-2025



Board Approval Date: August 19, 2024
Public Presentation Date: August 7, 2024

Mission Statement

McLean Independent School District is inspiring and empowering all students to be innovative thinkers in the global community.

Vision

INSPIRE - EMPOWER - INNOVATE

Core Beliefs

Our Beliefs

- We believe our students are valued, independent thinkers, who embrace the opportunities of character development, and college, career, and military readiness to become productive global citizens.
- We believe that parents and families are essential partners in the educational process that amplifies students' success.
- We believe teachers, being integral in facilitating student learning, are valued, supported, and empowered to develop their knowledge and skills.
- We believe the Superintendent and Central Office equip district personnel with innovative tools and resources, engage the community, and lead student success.
- We believe the School Board inspires excellence in students and staff, approves strategies for student achievement, prioritizes resources, and cultivates connections in the district community.

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Comprehensive Needs Assessment

Revised/Approved: August 7, 2024

Demographics

Demographics Summary

McLean ISD is located thirty-five miles from Pampa in a sparsely populated community covering an area of approximately 1.18 square miles. The district includes the City McLean (pop.665). McLean ISD consists of three campuses: McLean Elementary, McLean Jr High and McLean High School.

For the 2023-2024 school year, MISD staff consisted of 40 employees which are teachers, administrators, and support staff committed to providing a high quality learning environment for the 198 students enrolled in the district.

The student body at McLean ISD is 64.6% economically disadvantaged and comes from a diverse background: 16.7% of students are Hispanic, 77.3% of students are White, 0.5% are African-American, and 5.6% Other.

Additional demographics include:

- 23.2% At Risk
- 1% EB
- 17.2% Special Education
- 1% Bilingual/ESL Education
- 0% Gifted and Talented
- 100% Title 1

The McLean Independent School District strives to provide the finest education to our students. Our Beliefs:

- We believe our students are valued, independent thinkers, who embrace the opportunities of character development, and college, career, and military readiness to become global citizens.
- We believe that parents and families are essential partners in the educational process that amplifies students' success.
- We believe teachers, being integral in facilitating student learning, are valued, supported, and empowered to develop their knowledge and skills
- We believe campus leaders are valued, culturally aware, sensitive to students' needs, instructional coaches, effective communicators, and foster a climate of belonging and success.
- We believe the Superintendent and Central Office equip district personnel with innovative tools and resources, engage the community, and lead student success.
- We believe the School Board inspires excellence in students and staff, approves strategies for student achievement, prioritizes resources, and cultivates connections in the district and community.

Demographics Strengths

- In response to student population trends, teacher population is continuing to increase as more of a reflection of the student population.
- The average experience of teachers in the district is 13.2 years in comparison to 11 statewide.
- At the conclusion of the 2022-2023 school year, we had an increase from 23.7% of staff members that had more than 10 years of experience in education to 28%.

- Central administration makes up 2.5% of staff and is above the statewide percent of 1.2%.
- The attendance rate for the 2021-2022 school year was at 93% which was above both the state (92%) and the region (93%).
- McLean School has 84% participation in dual course opportunities in comparison to the state (24%) and the region (33%) according to the 2021-2022 TAPR report.
- McLean High School continues to lead the state with CCMR ready graduates at 77% for the class of 2022.
- Preliminary four-year graduation rate for the class of 2023 is 100%.
-

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 0% of students in McLean ISD receive gifted and talented services versus 8% at the state level. **Root Cause:** This program has not been run the correct way in the past so we are now putting together a team to make sure it is done properly. We hope to have our number up to the 8% state level soon.

Problem Statement 2 (Prioritized): 28.6% of teachers in McLean ISD have 5 or less years of experience versus 26.3% at the state level (source TAPR 2021-2022). **Root Cause:** High turnover rate (MISD: 41.6% vs State: 21.4% (source TAPR 2022-2023)).

Problem Statement 3 (Prioritized): Enrollment continues to be stable and needs to increase. **Root Cause:** There are more people moving out of town than moving into town.

Problem Statement 4 (Prioritized): The preliminary attendance rate for the 2022-2023 school year has dropped to 92.7%. **Root Cause:** Parents do not understand the difference between truancy and compulsory attendance.

Problem Statement 5 (Prioritized): The number of students in trouble for Vaping offences rose by 50% in 2022-2023. **Root Cause:** Students report using Vapes to mask symptoms of anxiety and depression. Also THC is becoming easier to obtain in the form of vaping devices.

Student Learning

Student Learning Summary

McLean ISD participated in ESEA Title I, Part A, Title II, Title IV, REAP funds to provide for additional instructional support for all students. The district also complements the local budget with supplemental services provided by the State Compensatory Education Funds. These funds are focused on students who meet one or more of the thirteen at-risk criteria spelled out in Section 21.089 of the Texas Education Code. These funds are supplemental to the regular education program and are labeled in the District Improvement Plan.

McLean ISD offers students the opportunity to participate in extracurricular activities such as 6-man football, basketball, track, tennis, golf, cross country, livestock judging, CDEs and LDEs, FFA, NHS, cheerleading, OAP, and academic UIL. These activities are important to a student’s education and will teach them life lessons not learned in the classroom.

Other information considered in completing the comprehensive needs assessment of McLean ISD included surveys from students, parents, and faculty, attendance records, discipline records, failure reports, the TAPR, disaggregated STAAR reports through DMAC, and 6-week grade reports from the 2022-2023 school year.

The committee took into consideration all of the information presented to them and determined the three most important needs facing McLean ISD. They used this information to develop the District Improvement Plan. The three needs to be focused on for the 2023-2024 school year are our communication, parental involvement, and improvement of academic achievement.

For the 2023 accountability our preliminary achievement data is below

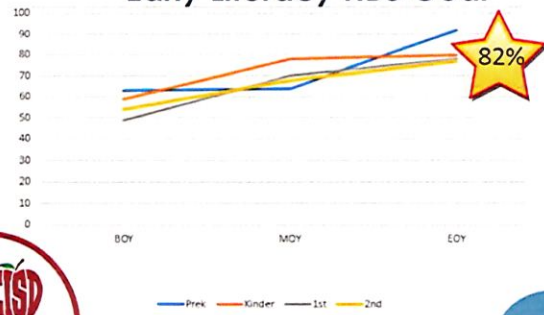
Elementary/Jr High

2024 3-8 Results

	Did not Meet	Approaches	Meets	Masters
RLA				
3rd RLA	7%	93%	67%	13%
4th RLA	11%	89%	28%	0%
5th RLA	11%	89%	56%	0%
6th RLA	50%	50%	19%	0%
7th RLA	10%	90%	60%	20%
8th RLA	14%	86%	71%	7%
MATH				
3rd Math	53%	47%	33%	0%
4th Math	50%	50%	17%	0%
5th Math	33%	67%	22%	0%
6th Math	50%	50%	6%	0%

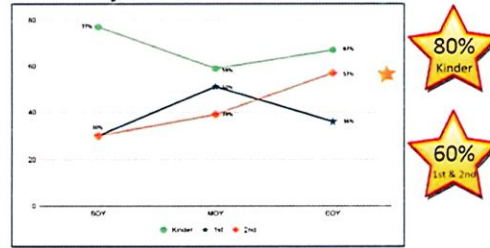
Early Literacy

Early Literacy HB3 Goal



Early Numeracy

Early Math HB3 Goal



Student Learning Strengths

McLean ISD administrators and the McLean ISD SBDMC examined the disaggregated student performance data. Areas of strength and areas of improvement were discovered.

McLean ISD has a 100% graduation rate for the 2022-2023 school year.

McLean ISD improved student passing percentages in all three areas.

Year Approaches Meets Masters

2020-2021	74%	49%	21%
2021-2022	81%	52%	22%
2022-2023	83%	54%	19%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 18% of prek-2nd grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. **Root Cause:** Instruction needs to be differentiated based on the acquisition of reading skills. Students need to apply the skills in text (decodables). Teachers must know their data to determine which skills have been mastered and which skills still need to be practiced.

Problem Statement 2 (Prioritized): McLean ISD has been under-performing in junior high and high school social studies STAAR exams. **Root Cause:** The social studies/history teachers need a curriculum that is updated and more tailored to the needs of the students.

Problem Statement 3 (Prioritized): McLean ISD will increase the number of students who take the ACT and TSIA tests. McLean ISD will also build ways to improve student scores. **Root Cause:** McLean ISD hasn't had enough participation in the ACT and TSIA test due to the fact that students aren't receiving information earlier in high school.

District Processes & Programs

District Processes & Programs Summary

McLean ISD will continue to hire highly qualified and dedicated faculty and staff. McLean ISD is continuously recruiting from local populations to help prolong employment periods.

McLean ISD will continue to provide the district's students with a curriculum that is high quality, rigorous, and balanced. McLean ISD will also continue to give students of the district instruction that is appropriate to the course content, aligned to federal, state, and local standards, and real-world applications.

McLean ISD recognizes the link between District success and strong parent/community involvement. McLean ISD will search for parent leaders in the communities we serve to help revive and lead our PTO program and our athletic booster club.

TEKS ARE our curriculum. But with that, over the years we have moved away from teaching from the textbook and more toward a variety of instructional materials in order to meet the needs of our student body and state and federal accountability requirements/expectations. McLean ISD is in the 6th year of implementing the TEKS Resource System curriculum. The TEKS Resource System provides McLean ISD with a vertically aligned K12 curriculum and a more focused scope and sequence instruction. McLean ISD utilizes the TEKS Resource System to ensure that the TEKS for each course are taught. It provides a scope and sequence, covering the "what" and "when" of the curriculum so that teachers can focus on the "how." The TEKS Resource System Instructional Focus Document provides guidance as the teachers plan their lessons to ensure that the TEKS are taught at the appropriate level of rigor.

McLean ISD will continue to incorporate more technology into the classroom and the instructional delivery of the lessons being taught and learned. McLean ISD understands the need to always bring technology into our lessons. Technology is the way our students are now learning best and in order to deliver rich and meaningful instruction, McLean ISD must teach the way students learn best. Many of the instructional materials students use now provide online access. We also provide curricular support utilizing technology programs. Many teachers utilize Google Classroom to make assignments and keep students informed of upcoming assessments. All students have Chromebooks or iPads issued to them to help move us toward goals of a 21st century workforce.

McLean ISD incorporates a Study Hall period that provides time for students to complete their work and to have a home base from which to receive further support in areas such as organization. McLean also uses a 30 minute period to help us achieve the goals associated with HB4045 and accelerated instruction.

McLean ISD will also utilize multiple programs to maintain student records in areas such as RtI, 504, STAAR results, benchmark testing, and formative assessments. We are trying to do more walk-throughs with feedback in order to improve instruction. Administrators and teachers will continue to work together to improve instruction on our campus.

Assessment: We have moved away from one or two benchmark tests for preparation for state assessments, and to shorter, more frequent assessments. This is much more manageable from an administrative standpoint and allows teachers to remediate throughout the school year with more immediate feedback on student progress.

Avenues for Stakeholder Input

The avenues providing stakeholders the opportunity for input in the Site-Based Decision-Making Process are outlined as follows:

A. Staff (Teaching and Non-teaching)

1. SBDMC Representatives
2. Principal
3. District Support Personnel (Paraprofessionals, Secretarial, Cafeteria, Custodial & Maintenance Staff)
4. Superintendent

B. Students/Parents/Community

1. Principal
2. SBDMC Committee
3. District Support Personnel
4. Superintendent
5. School Board
6. Parent Involvement Organizations
7. txConnect – Parent Portal
8. Social Media (Facebook).
9. Apptegy - School communication mobile app
10. Apptegy- Rooms for communication from teacher/parents/students

School Information - “Dissemination Plan”

The following avenues have been identified as methods used by McLean ISD to keep students, parents, community members, and businesses aware of school activities and initiatives:

1. News Media
 - McLean News
 - KGRO/KOMX 100.3 - FM Radio
 - Amarillo TV: NBC 4, KVII ABC 7, KFDA CBS 10
2. Website Home Page -- (McLeanisd.net)
3. Public Information Meeting
4. School Sponsored Parent Meetings
5. School Activity Calendars
6. Parent Involvement Organizations
 - McLean Booster Club
7. District Site-Based Decision Making Committees
8. School Board Meetings
9. Faculty Meetings
10. Staff Development Meetings
11. District Bulletin Boards
12. Email
13. Student Surveys

- 14. Parent Surveys
- 15. Community Surveys
- 16. Parent Portal
- 17. Remind
- 18. Stop-it

- 19. District Facebook Page
- 20. Teacher Surveys

- 21. Apptegy - School communication mobile app

- 23. Apptegy- Rooms: communication between teachers/parents/students

District Processes & Programs Strengths

District Programming Strengths

Curricular:

School Processes & Programs Strengths:

Rigorous curriculum and strong assessment program.

Implementation of blended technology program, including a 1 to 1 computer program.

Experienced, caring staff that works very hard to meet the individual needs of students.

McLean ISD teaches two computer technology classes in junior high and high school. McLean ISD uses grants from the Carl Perkins Grant to bring better and newer tools and technology into our agriculture science and CTE courses. McLean ISD uses REAP money to bring newer and better technology into the classrooms with tools like interactive projectors, computers, and calculators. McLean ISD is a true 1 to 1 computer to student school. McLean ISD offers an Industry Based Certificate in Feed Lot Management and CNA. McLean also offers CTE courses in science, math, financial literacy, and graphic design.

One of our strengths at McLean ISD is that our faculty is very knowledgeable of the TEKS and also the state assessment and their course content. They know what needs to be taught in order for students to be successful and we continue to improve EOC results. Our faculty is dedicated and willing to work hard to improve their craft and to increase student learning. McLean will strive to continue to improve EOC results every year.

Another strength is that our district is able and willing to provide the resources needed to make improvements in all areas, including purchase of instructional materials and providing release time for staff to collaborate and attend valuable workshops.

We offer the Dual Credit thru Clarendon College for a very reduced price, and our students have been very successful in Dual Credit

Personnel:

We have quality instructional staff that is made up of a majority of experienced veteran teachers with a smaller number of teachers who are relatively new to the profession. Many of our teachers chose to work until retirement. McLean ISD has been investing in its staff by working hard to grow our own teachers with our students and instructional aides.

I think that the environment on campus is generally good and positive, striking a balance between encouraging and supportive vs. high expectations and good work ethic.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Many of our teachers have over 20 years of experience. At some point the turnover rate will be alarming. It is becoming very difficult to get qualified applicants for our open positions. **Root Cause:** McLean is a small rural, somewhat isolated, district that cannot compete with the salary offers of larger districts.

Problem Statement 2 (Prioritized): Student attendance has dropped below the 95% budget threshold. **Root Cause:** Parents do not understand the importance of regular school attendance.

Problem Statement 3 (Prioritized): There has not been an efficient system for tracking parent and family engagement. **Root Cause:** It is tracked at the campus level with sign in sheets versus a database of activities documenting parent and family attendance.

Problem Statement 4 (Prioritized): Staff are not familiar with accessibility procedures, copyright laws, or policies established within the district. **Root Cause:** New staff are trained during initial employee orientation, but are not reinforced.

Problem Statement 5 (Prioritized): Success of parent involvement events measured by attendance rather than outcomes. **Root Cause:** Lack of defined criteria for a successful parent involvement and engagement events.

Problem Statement 6 (Prioritized): Many parents are unable to attend parent/family engagement events as scheduled. **Root Cause:** Parents have work or other obligations that conflict with evening events.

Problem Statement 7 (Prioritized): When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. **Root Cause:** Necessary treatment is outside the scope of what can be provided in the educational setting.

Perceptions

Perceptions Summary

McLean ISD strives to develop the habits that students need to succeed not only as a McLean ISD student but also in post-secondary education and beyond. Students are always encouraged to be leaders. McLean ISD works to be a safe school by encouraging students to make the right choices that will lead to the right habits. McLean ISD uses the Stop-It program this year to add a layer of protection for our students assuring that they have a safe, anonymous way to report bullying, including cyber-bullying.

McLean has a tradition of excelling in academics and extracurricular activities, such as athletics, theatre, and UIL Academic events. The student population is small enough that everyone on campus knows each other.

Our staff works together to share information that allows them to effectively serve students and provide intervention when issues come

up. Student discipline is very good, with very few infractions that require serious consequences such as suspension.

Perceptions Strengths

McLean ISD evaluated itself with the Staff, Community, Parent, and Student Engagement District Self Report. The report indicated that our learning community perceives us as an excellent school that provides multiple opportunities for our students to be successful at McLean ISD and beyond.

In order to give our district greater flexibility in deciding the start date of school, length of the school day, teacher contracts, and contract service days, McLean ISD became a District of Innovation and just finished its renewal process.

McLean ISD has a strong history of success in academics and sports. Our academic and sports teams are strong competitors every year in our district and regularly compete at regionals. The Jr. High and Elementary UIL participants compete for district titles every year. We encourage all of our students to participate in all extra-curricular activities including sports, UIL, One-Act Play, and FFA.

Our school community has high expectations for performance and participation. This does filter down to the faculty and students; however, it is a constant battle to maintain those high expectations and then achieve them.

Being a small campus allows close professional relationships with peers, colleagues, and students, which fosters a positive climate.

We also have a fairly high percentage of students who participate in extracurricular activities, which is a huge positive. However, some students are not drawn to the areas in which we have opportunities for involvement. This is an area in which we can improve by actively encouraging and recruiting our students to participate in extracurricular organizations and programs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Climate surveys are conducted for teachers only at this time which does not allow us to capture other employee group feedback regarding campus and department climate and culture. **Root Cause:** While we have moved to an anonymous survey platform as requested by our employees in previous stakeholder meetings, we are still developing non-teacher surveys. A priority would be to distribute a culture/climate survey to other staff along with teaching staff.

Problem Statement 2: Overall funding is lower during the first week of school. **Root Cause:** Parents do not understand the importance of regular school attendance.

Priority Problem Statements

Problem Statement 1: Due to the high transfer rate and high mobility rate, many students come to McLean ISD with knowledge and skill deficits that must be addressed.

Root Cause 1: McLean ISD has an approximate transfer rate of 48%. Many of the students who come to McLean ISD have transferred to get more one-on-one attention in the classroom.

Problem Statement 1 Areas: Demographics

Problem Statement 2: McLean ISD has been under-performing in junior high and high school social studies STAAR exams.

Root Cause 2: The social studies/history teachers need a curriculum that is updated and more tailored to the needs of the students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: McLean ISD will increase the number of students who take the ACT and TSIA tests. McLean ISD will also build ways to improve student scores on those tests. **Root Cause 3:** McLean ISD hasn't had enough participation in the ACT and TSIA test due to the fact that students aren't receiving information earlier in high school.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Many of our teachers have over 20 years of experience. At some point the turnover rate will be alarming. It is becoming very difficult to get qualified applicants for our open positions.

Root Cause 4: McLean is a small rural, somewhat isolated, district that cannot compete with the salary offers of larger districts.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: McLean ISD needs to build stronger parent involvement and community ties.

Root Cause 5: Most of the students at McLean ISD live in or have ties to one of two other neighboring school districts. McLean does not have much of a community base anymore and this makes it difficult to build strong community support when the community is in other communities.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: August 7, 2024

Goal 1: Goal #1 - McLean ISD will increase student achievement by providing an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet all educational needs through high standards which incorporate critical thinking, creativity, innovative teaching, and quality instructional strategies for all students.

Performance Objective 1: All students (including but limited to ELL, Special Education, At Risk, Economically Disadvantaged) in kindergarten through 10th grade will meet or exceed a years growth in math and reading/ELA.

High Priority

Evaluation Data Sources: STAAR and EOC results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details Formative Reviews

Strategy 1: Data will be used to increase student performance.

Strategy's Expected Result/Impact: Teacher Lesson Plans, Gradebook, Observations, and TAPR reports. **Staff Responsible for Monitoring:** Principal, Teachers, and Paraprofessionals.

Title I:

2.4, 2.6

- Results Driven Accountability

Funding Sources: - 199... Local Funds - \$1,300

Formative



Nov Jan Mar

Strategy 2 Details Formative Reviews

Strategy 2: Utilize tutorials, and small group instruction to increase STAAR performance. **Strategy's Expected Result/Impact:** Teacher-Parent-Principal Communications. **Staff Responsible for Monitoring:** Teachers and paraprofessionals.

Title I:
2.4, 2.5, 2.6
- Results Driven Accountability
Funding Sources: - 211... Title I Part A - \$7,370

Formative



Strategy 3 Details Formative Reviews

Strategy 3: At risk students will receive RTI with programs that include Study Island, IXL, and Imagine Math when necessary. **Strategy's Expected Result/Impact:** Teacher documentation and Gradebook.
Staff Responsible for Monitoring: Teachers and Paraprofessionals.

Title I:
2.4, 2.5, 2.6
- Results Driven Accountability
Formative



Strategy 4 Details Formative Reviews

Strategy 4: Special Education, LEP, homeless, and At-Risk students will receive appropriate interventions as determined by IEPs and assessments.
Strategy's Expected Result/Impact: Gradebook and assessments
Staff Responsible for Monitoring: Teacher and Principal

Title I:
2.4, 2.6

- Results Driven Accountability
Formative



Strategy 5 Details Formative Reviews

Strategy 5: Review with teachers testing data for individual students. **Strategy's Expected Result/Impact:** Scheduled Principal and teacher meetings. **Staff Responsible for Monitoring:** Teacher and Principal

Title I:
2.4, 2.6
- Results Driven Accountability
Formative



Strategy 6 Details Formative Reviews

Strategy 6: Pay paraprofessionals for supplemental instruction. **Strategy's Expected Result/Impact:** Master schedule **Staff Responsible for Monitoring:** Principal

Title I:
2.5, 2.6
- Results Driven Accountability

Formative
Nov Jan Mar

Strategy 7 Details Formative Reviews Strategy 7: Purchase additional technology devices to support core academic and increase student achievement. **Strategy's Expected Result/Impact:** Number of students using devices.

Staff Responsible for Monitoring: Teacher and Principal

Title I:
2.4, 2.5, 2.6
- Results Driven Accountability
Funding Sources: - 199..SCE - \$10,600

No Progress Accomplished Continue/Modify Discontinue

Formative
Nov Jan Mar

Goal 1: Goal #1 - McLean ISD will increase student achievement by providing an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet all educational needs through high standards which incorporate critical thinking, creativity, innovative teaching, and quality instructional strategies for all students.

Performance Objective 2: The number of McLean ISD students passing TSI test, taking dual credit courses and ACT/SAT test will increase. **High Priority**
Evaluation Data Sources: TSI and ACT/SAT results.
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details Formative Reviews

Strategy 1: Students in grades 12 and 11 will attend college/career day. **Strategy's Expected Result/Impact:** The number of students attending. Sign-in sheets. **Staff Responsible for Monitoring:** Principals and Teachers

Title I:
2.5, 2.6
Formative
Nov Jan Mar N/A

Strategy 2 Details Formative Reviews

Strategy 2: High school students at McLean ISD will be provided opportunities to take TSI assessments. **Strategy's Expected Result/Impact:** The number of tests taken at Clarendon College. Transportation records. **Staff Responsible for Monitoring:** Superintendent, Principal, Teachers, and Clarendon College staff.

Title I:
2.4, 2.6
Funding Sources: - 199... Local Funds
Formative
Nov Jan Mar

Strategy 3 Details Formative Reviews

Strategy 3: Provide opportunities for High School students to learn about different types of colleges, financial aid options, and career paths. **Strategy's Expected Result/Impact:** Principal will arrange time for college presenters to come to McLean ISD and will allow for students to go to presentations when appropriate.
Staff Responsible for Monitoring: Principal, Teachers, and Colleges.

Title I:
2.5, 2.6

Formative
Nov Jan Mar

Strategy 4 Details Formative Reviews

Strategy 4: McLean ISD high school students will be provided multiple opportunities to take the ACT tests, and will have access to ACT prep materials to improve their test scores to the state average.
Strategy's Expected Result/Impact: Test results are at or above state average. ACT sign up sheets.
Staff Responsible for Monitoring: Principal & Counselor

Title I:
2.4, 2.5, 2.6
Funding Sources: - 199... Local Funds
Formative
Nov Jan Mar

Strategy 5: McLean ISD high school students will be offered test prep courses to provide them with strategies to increase test scores on TSI and ACT/SAT assessments.

Strategy's Expected Result/Impact: Test scores will increase

Staff Responsible for Monitoring: Principal and Counselor

No Progress Accomplished Continue/Modify Discontinue

Formative

Nov Jan Mar

Goal 1: Goal #1 - McLean ISD will increase student achievement by providing an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet all educational needs through high standards which incorporate critical thinking, creativity, innovative teaching, and quality instructional strategies for all students.

Performance Objective 3: The cumulative attendance rate for McLean ISD will be 93%.

High Priority

Evaluation Data Sources: Significant progress made toward meeting Objective

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details Formative Reviews

Strategy 1: Provide ESL services to meet individual student needs
Strategy's Expected Result/Impact: ESL students will pass the appropriate state assessments. **Staff Responsible for Monitoring:** Principal
Title I:
2.4, 2.5, 2.6, 4.1, 4.2
Funding Sources: - 199... Local Funds
Formative
Nov Jan Mar

Strategy 2 Details Formative Reviews

Strategy 2: Provide Career and Technology programs to meet the needs of students. **Strategy's Expected Result/Impact:** Enrollment increase in CTE courses. **Staff Responsible for Monitoring:** Principal
Title I:
2.5, 2.6
Funding Sources: - 199... Local Funds
Formative
Nov Jan Mar

Strategy 3 Details Formative Reviews

Strategy 3: Increase student participation in dual credit courses. **Strategy's Expected Result/Impact:** Enrollment in dual credit courses. **Staff Responsible for Monitoring:** Principal

Title I:
2.5
Funding Sources: - 199... Local Funds

Formative
Nov Jan Mar

Strategy 4 Details Formative Reviews

Strategy 4: Increase the reading fluency of students identified as dyslexic. **Strategy's Expected Result/Impact:** Report cards
Staff Responsible for Monitoring: Principal

Title I:
2.4, 2.5, 2.6
Funding Sources: - 199... Local Funds
Formative
Nov Jan Mar

Strategy 5: Provide Pregnancy Related Services as needed. **Strategy's Expected Result/Impact:** Report Cards Service logs
Staff Responsible for Monitoring: Principal

Strategy 5 Details Formative Reviews Formative
Nov Jan Mar

Strategy 6 Details Formative Reviews

Strategy 6: Interdisciplinary strategies to address the GT population. **Strategy's Expected Result/Impact:** Teachers lesson plans **Staff Responsible for Monitoring:** Principal and Teachers

Title I:
2.5, 2.6
Funding Sources: - 199... Local Funds
Formative
Nov Jan Mar

Strategy 7: Needed support for homeless students.
Strategy 7 Details Formative Reviews Formative
Strategy's Expected Result/Impact: Computer use and school supplies available to those students identified as homeless by PEIMS records.
Staff Responsible for Monitoring: Superintendent and principal

No Progress Accomplished Continue/Modify Discontinue

Nov Jan Mar

Goal 1: Goal #1 - McLean ISD will increase student achievement by providing an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet all educational needs through high standards which incorporate critical thinking, creativity, innovative teaching, and quality instructional strategies for all students.

Performance Objective 4: McLean ISD will address equity gaps through teacher recruitment, retention, and support.

High Priority

Evaluation Data Sources: Equity Plan

Summative Evaluation: Some progress made toward meeting Objective

Goal 2: Maintain a healthy, safe, and secure school system.

Performance Objective 1: McLean ISD will follow emergency procedures set by the district.

High Priority

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details Formative Reviews

Strategy 1: Create an emergency preparedness safety plan.

Strategy's Expected Result/Impact: Maintain safety and security of staff and students. **Staff Responsible for Monitoring:** Superintendent and Principal

Title I:

2.5

Formative

Nov Jan Mar

Strategy 2: Fire, tornado, and lockdown drills.

Strategy 2 Details Formative Reviews Formative

Strategy's Expected Result/Impact: Maintain safety and security of staff and students **Staff Responsible for Monitoring:** Superintendent, Principal, and Teachers

Title I:

2.4, 2.5

Nov Jan Mar

Strategy 3 Details Formative Reviews

Strategy 3: Current campus security cameras will be checked frequently for safety and security needs. Cameras and door monitoring systems at four main entrances.

Strategy's Expected Result/Impact: Maintain safety and security of staff and students.

Staff Responsible for Monitoring: Superintendent, Principal, and Teachers

Formative

Nov Jan Mar

Strategy 4 Details Formative Reviews

Strategy 4: Phones and silent alarm buttons available in each classroom for emergency situations. **Strategy's Expected Result/Impact:** Maintain safety and security of staff and students
Staff Responsible for Monitoring: Superintendent and Principal

Formative
Nov Jan Mar

Strategy 5 Details Formative Reviews

Strategy 5: The district will provide multiple armed safety trainings for all staff interested in serving the district in an armed capacity. All staff required to have the superintendent and board approval to participate.
Strategy's Expected Result/Impact: Armed staff will follow the parameters of this role as determined by the board to provide a more secure/safe school setting for students and staff.
Staff Responsible for Monitoring: Superintendent
Formative
Nov Jan Mar

Strategy 6 Details Formative Reviews

Strategy 6: The district will post armed staff signs at main entrances and establish a door numbering system at two locations on all exterior doors.
Strategy's Expected Result/Impact: To deter violence and promote safety.
Staff Responsible for Monitoring: Superintendent
Formative
Nov Jan Mar

Strategy 7 Details Formative Reviews

Strategy 7: A weekly door audit will be conducted on all exterior doors. All internal doors will be assessed and adjusted/ replaced to support secure lockdown measurements
Strategy's Expected Result/Impact: Provide a barrier of safety for our students and staff.
Staff Responsible for Monitoring: Superintendent, Principal, and Maintenance
Formative
Nov Jan Mar

Strategy 8 Details Formative Reviews

Strategy 8: Vape detectors will be installed to monitor areas that are most frequented by JH/HS students where vaping could be taking place. **Strategy's Expected Result/Impact:** Deter students from vaping
Staff Responsible for Monitoring: Principal and Superintendent

No Progress Accomplished Continue/Modify Discontinue

Formative
Nov Jan Mar

Goal 2: Maintain a healthy, safe, and secure school system.

Performance Objective 2: Educate students on becoming or staying safe, healthy and drug free.

High Priority

Strategy 1 Details Formative Reviews

Strategy 1: Provide students with drug awareness information specifically targeted to vaping and fentanyl use. Strategy's Expected Result/Impact: Student well-being
Staff Responsible for Monitoring: Superintendent, Principal, and Counselor

Title I:
2.6
Formative
Nov Jan Mar

Strategy 2: Provide students with mental health awareness.

Strategy 2 Details Formative Reviews Formative

Strategy's Expected Result/Impact: Decrease in student discipline, anxiety and depression **Staff Responsible for Monitoring:** Superintendent, Principal, and Counselor

Title I:

2.4, 2.5, 2.6

Nov Jan Mar

Strategy 3 Details Formative Reviews

Strategy 3: Provide students violence prevention and intervention training. **Strategy's Expected Result/Impact:** Student well-being

Staff Responsible for Monitoring: Superintendent, Principal, and Counselor

Title I:

2.5, 2.6

Formative

Nov Jan Mar

Strategy 4 Details Formative Reviews

Strategy 4: Provide students harassment and dating violence prevention training. **Strategy's Expected Result/Impact:** Student well-being

Staff Responsible for Monitoring: Superintendent, Principal, and Counselor Hedley Independent School District

Formative

Nov Jan Mar

Strategy 5 Details Formative Reviews

Strategy 5: : Provide students with physical fitness and health education services.

Strategy's Expected Result/Impact: Improve student health and fitness performance.

Staff Responsible for Monitoring: Teachers, Coaches, and Part-time Nurse

No Progress Accomplished Continue/Modify Discontinue

Formative

Nov Jan Mar

Goal 3: All students (including but limited to ELL, Special Education, At Risk, Economically Disadvantaged) will have diverse learning opportunities

Performance Objective 1: 100% of students will graduate on the Foundation Program with an endorsement.

High Priority

HB3 Goal

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details Formative Reviews

Strategy 1: Parent meeting in the 8th grade to discuss and establish endorsement areas. **Strategy's Expected Result/Impact:** Parent involvement and documentation of endorsement selected **Staff Responsible for Monitoring:** Principal and Counselor

Title I:
2.6
- Results Driven Accountability
Formative
Nov Jan Mar

Strategy 2 Details Formative Reviews

Strategy 2: The master schedule will be developed in a way that ensures all students will have the ability to earn their endorsements.
Strategy's Expected Result/Impact: All students will graduate on the Foundation Program with their preferred endorsement.
Staff Responsible for Monitoring: Principal and Counselor

Title I:
2.6

No Progress Accomplished Continue/Modify Discontinue

Goal 3: All students (including but limited to ELL, Special Education, At Risk, Economically Disadvantaged) will have diverse learning opportunities

Performance Objective 2: McLean ISD will provide students with the opportunities to develop technology based skills in the classroom. **HB3 Goal**

Evaluation Data Sources: Enhance student achievement

Strategy 1 Details Formative Reviews

Strategy 1: All students will utilize the internet to enhance their instruction. **Strategy's Expected Result/Impact:** Enhance student achievement **Staff Responsible for Monitoring:** Campus Principal and Technology Coordinator

Results Driven Accountability
Formative
Nov Jan Mar

Strategy 2 Details Formative Reviews

Strategy 2: Our district will provide staff and students instruction and support in establishing Google classrooms to improve student academic success.
Strategy's Expected Result/Impact: Completed trainings. Student work and grades.
Staff Responsible for Monitoring: Principal and Technology Coordinator

Results Driven Accountability

No Progress Accomplished Continue/Modify Discontinue

Formative
Nov Jan Mar

Goal 3: All students (including but limited to ELL, Special Education, At Risk, Economically Disadvantaged) will have diverse learning opportunities

Performance Objective 3: 90% of all MHS students (including but limited to ELL, Special Education, At Risk, Economically Disadvantaged) will meet the College, Career and Military Ready (CCMR) accountability standards.

Evaluation Data Sources: CCMR data

Strategy 1 Details Formative Reviews

Strategy 1: TSI testing offered during the school day and study sessions made available for students to participate. **Strategy's Expected Result/Impact:** TSI Scores
Staff Responsible for Monitoring: Principal and Counselor

Results Driven Accountability
Formative
Nov Jan Mar

Strategy 2 Details Formative Reviews

Strategy 2: Provide opportunities for students to take certification exams in CTE classes **Strategy's Expected Result/Impact:** Increase number of students with certifications when they graduate **Staff Responsible for Monitoring:** Principal, Counselor, and CTE Teacher

Results Driven Accountability
Formative
Nov Jan Mar

Strategy 3 Details Formative Reviews

Strategy 3: Offer TSIA and ACT/SAT prep courses during the school day.
Strategy's Expected Result/Impact: Increase scores on TSI and ACT/SAT testing
Staff Responsible for Monitoring: Principal and Counselor

Results Driven Accountability

No Progress Accomplished Continue/Modify Discontinue
Formative
Nov Jan Mar

Goal 4: McLean ISD will provide effective and quality involvement for parents and community members.

Performance Objective 1: Parents will be full partners with educators in the education of their children at McLean ISD. **High Priority**

Evaluation Data Sources: Significant progress made toward meeting Objective

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details Formative Reviews

Strategy 1: Provide parental involvement opportunities that assist parents in helping their child to be more successful in school and beyond

Strategy's Expected Result/Impact: Documented number of parents at school events through sign-in sheets and agendas.

Staff Responsible for Monitoring: Principal and Teachers.

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

Formative

Nov Jan Mar

Strategy 2 Details Formative Reviews

Strategy 2: The McLean ISD website, School App, Rooms, and Facebook page will be kept up to date with accurate and useful information.

Strategy's Expected Result/Impact: The number of hits on the website and followers on Facebook. **Staff Responsible for Monitoring:** Superintendent and Principal.

Title I:

4.1, 4.2

Formative

Nov Jan Mar

Strategy 3 Details Formative Reviews

Strategy 3: Provide opportunities for parents and students to learn about higher education admission, financial opportunities and provide a one-time FAFSA meeting to assist parents with getting financial assistance for college. **Strategy's Expected Result/Impact:** Sign in sheets

Staff Responsible for Monitoring: Principal and School Counselor

Title I:
2.5, 4.1, 4.2

Formative
Nov Jan Mar

No Progress Accomplished Continue/Modify Discontinue

Goal 4: McLean ISD will provide effective and quality involvement for parents and community members.

Performance Objective 2: McLean ISD dropout rate will remain at 0%

Evaluation Data Sources: TAPR reports

Strategy 1 Details Formative Reviews

Strategy 1: McLean ISD will utilize Ascender student attendance to identify students in jeopardy of dropping out of school. **Strategy's Expected Result/Impact:** PEIMS Reports
Staff Responsible for Monitoring: Principal

Title I:
2.4, 2.6, 4.1
- Results Driven Accountability
Formative
Nov Jan Mar

Strategy 2 Details Formative Reviews

Strategy 2: Utilize Edgenutiy as a credit recovery program to provide students the opportunity to gain credit in failed subjects. **Strategy's Expected Result/Impact:** TAPR and PEIMS reports
Staff Responsible for Monitoring: Principal

Title I:
2.4, 2.5, 2.6
- Results Driven Accountability

No Progress Accomplished Continue/Modify Discontinue
Formative
Nov Jan Mar

Goal 5: Implement and utilize updated technology to increase the effectiveness of student learning, staff development, and administration.

Performance Objective 1: McLean ISD students will incorporate technology in all classes.

Evaluation Data Sources: Lesson plans

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details Formative Reviews

Strategy 1: All students will be able to utilize technology to enhance instruction. **Strategy's Expected Result/Impact:** Internet usage report.
Staff Responsible for Monitoring: Principal and Technology director.

Title I:
2.4, 2.5, 2.6
Funding Sources: - 199... Local Funds, - 199..SCE - \$10,600
Formative
Nov Jan Mar

Strategy 2 Details Formative Reviews

Strategy 2: McLean ISD will develop a schedule to add new technology to replace older technology.
Strategy's Expected Result/Impact: Annual review of technology needs.
Technology purchased in current year.
Staff Responsible for Monitoring: Superintendent, Principal, and Technology director.

Title I:
2.4, 2.5, 2.6
Funding Sources: - 199... Local Funds

No Progress Accomplished Continue/Modify Discontinue

Goal 6: McLean ISD will provide an approved program to educate students on becoming or staying safe, healthy, and drug free.

Performance Objective 1: All students will be provided with a safe and healthy environment.

High Priority

Evaluation Data Sources: Discipline records, surveys from staff, students, parents, and the community

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details Formative Reviews

Strategy 1: Provide suicide prevention information.
Strategy's Expected Result/Impact: Documentation of training provided. **Staff Responsible for Monitoring:** Principal
Formative
Nov Jan Mar

Strategy 2: Provide conflict resolution training.
Strategy 2 Details Formative Reviews Formative
Strategy's Expected Result/Impact: Documentation of training provided. **Staff Responsible for Monitoring:** Principal

Nov Jan Mar

Strategy 3 Details Formative Reviews

Strategy 3: Provide violence prevention and intervention training. **Strategy's Expected Result/Impact:** Documentation of training provided. **Staff Responsible for Monitoring:** Principal
Formative

Nov Jan Mar

Strategy 4 Details Formative Reviews

Strategy 4: Provide harassment and dating violence prevention training. **Strategy's Expected Result/Impact:** Documentation of training provided. **Staff Responsible for Monitoring:** Principal

Formative

Nov Jan Mar

Strategy 5 Details Formative Reviews

Strategy 5: McLean ISD will provide students with physical fitness and health education services through adopted, TEKS aligned curriculum. **Strategy's Expected Result/Impact:** FitnessGram and lesson plans
Staff Responsible for Monitoring: Principal

Title I:

2.5

Formative

Nov Jan Mar

Strategy 6 Details Formative Reviews

Strategy 6: Provide students with tools and strategies to reduce and report bullying to McLean ISD staff members in order to provide a safe learning environment for all students.
Board Policy FFI
Staff Responsible for Monitoring: All staff

Title I:
4.1
Formative
Nov Jan Mar

Strategy 7 Details Formative Reviews

Strategy 7: Install Raptor technology for visitor managements and silent alarm buttons as a way to increase student safety throughout the school day.
Strategy's Expected Result/Impact: To help create a safer learning environment, where students can feel safer and increase student achievement.
Staff Responsible for Monitoring: SBDM committee, principal, superintendent

Funding Sources: - 429...Safety & Security Grant - \$25,000

No Progress Accomplished Continue/Modify Discontinue

Formative
Nov Jan Mar

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$106,023.15
Total FTEs Funded by SCE: 3.767
Brief Description of SCE Services and/or Programs

State Compensatory Education Funds are used at McLean ISD to help At-Risk students succeed academically. SCE funds are used for supplemental teacher pay for tutorials, RTI programs, advisory periods, and study skills classes. SCE funds are also used to supplement paying for paraprofessional salaries who work with our At-risk students in smaller groups or even one on one to support their learning. McLean ISD also used SCE funds to pay for contracts with Region 16 that are specifically designed to help monitor our SCE programs for effectiveness and compliance. SCE funding is also used to buy educational programs, supplies, and materials to support our At-Risk students and help them succeed and graduate on time.

Personnel for District Improvement Plan

Name Position FTE -Christi Hess Teacher- .865, Shelli Long Teacher- .1071, Brooke, Skipper Teacher- .115, Katherine Sorrells Teacher- .1907, Larenda Stalls Teacher- .1175, Diana Watson Teacher- .10519, Latiyah Wheeler Aide- .75, Cynthia James Aide- 1.00, Cassandra Pollard Teacher- .3, Teresa Eubank Teacher- .2161

Title I

1.1: Comprehensive Needs Assessment

The Title I, Part A District Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our students in relation to the challenging state academic standards focusing on students who are failing or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged, and Gifted & Talented.

The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved is noted in the CNA section. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA will be documented in the Committees. The committee will meet throughout the school year as new data becomes available and/or when the needs of students require action. The district goal is to conduct at least 2 meetings during the 2023-2024 school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The District Improvement Plan (DIP) is developed in collaboration with parent(s), community member(s), district personnel, district leadership teams, and district administration. The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other district staff, as needed. The list of stakeholders who participate in the development and review of the DIP may be found in the Committees section.

2.2: Regular monitoring and revision

The DIP remains in effect for the duration of the school's identification as a Title I district. The plan and its implementation shall be regularly monitored and revised as necessary, based on students' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring will include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2) and "at-risk" students [TEC 42.152(d)].

2.3: Available to parents and community in an understandable format and language

The DIP is readily available to parents and the community on our district website. Upon request, an electronic or paper copy will be provided to any stakeholder. The campus will, to the extent possible, provide translations into other languages. Communication will be provided to families at the beginning of the year and during the fall Open House to address this option. (ESSA, Sec. 1114(b)(4))

2.4: Opportunities for all children to meet State standards

The school determines district-wide reform strategies based upon formative and summative student achievement data. The DIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging state academic standards.

This requirement is documented at the strategy level in the DIP. Each strategy meeting the requirements of 2.4 includes this Element designation above the strategy.

2.5: Increased learning time and well-rounded education

The district will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education.

Within the Goals, Performance Objectives and Strategies sections, the district lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education. Each year, the campus identifies at least one instructional strategy and as many as necessary to address the identified needs.

2.6: Address needs of all students, particularly at-risk

The district will address the needs of all students it serves with a focus on the needs of students identified as “At Risk” of not demonstrating mastery of the challenging State academic standards.

Within the Goals, Performance Objectives and Strategies sections, the district identifies how it will address the needs of all students including a particular focus on students deemed “At Risk” of not meeting State standards. The campus identifies at least one instructional strategy addressing the needs of all students especially the needs of “At Risk” students and student populations and as many as necessary to address the identified needs.

3.1: Annually evaluate the schoolwide plan

The schoolwide plan will be evaluated annually through surveys given to parents, community members, teachers, and students. This information will be given to the committee to determine best practices and goals needed to help successfully address needs derived from the surveys.

4.1: Develop and distribute Parent and Family Engagement Policy

The district jointly developed a written parent and family engagement policy and a school-parent compact with parents and family members of our students. The policy describes the ways the district fulfills the requirements for partnering with parents and families as we provide a high-quality education. Our school believes that this partnership is essential for students to succeed. This partnership includes:

Assisting parents to understand the state standards (TEKS) and curriculum

- Understanding state (STAAR/EOC) and local assessment standards
- How to work with the school to improve their child's achievement
- Providing materials and training to help parents work with their children, such as literacy and technology training
- Parent curriculum workshops

The School-Parent Compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement. Our district also embraces family and community engagement and will focus on engaging stakeholders in the community by:

- Re-establish an active PTA or PTO
- Increase the number of stakeholders participating and engaged with the district
- Increase parent rating of overall quality of education provided by the district
- Increased two-way communication with parents and stakeholders
- Increase the number of student-enrichment opportunities with higher education or business partners

A list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy and Compact can be found in the Committees section.

Parent and Family Engagement Policy is published on the school's website and distributed throughout our community.

4.2: Offer flexible number of parent involvement meetings

The district provides a flexible number of meetings for parents, like Meet the teacher nights, Open houses, and Award Ceremonies. The district encourages our parents to participate in all enrichment activities as well as academic focused training and workshops.

Title I Personnel

Name Position Program FTE

Total-\$53,994.76

Total FTE- 2.011

Freda Holland Aide-.838, Latiyah Wheeler Aide- .75, Alexis Jasper Aide- .423

