



FISD District Improvement Plan
2019-2020

FISD Mission Statement

Frankston Independent School District fosters a community of life-long learners by providing an environment that builds self-worth, integrity, and respect for diversity while striving for academic and social excellence.

FISD Vision Statement

Frankston Independent School District will provide all students a comprehensive educational experience and a culture of excellence with world class standards, ensuring that each child learns, grows, and achieves to their potential.

FISD Core Beliefs

Core Belief One:

We believe that all students must graduate with the knowledge, skills, and confidence to successfully engage in college, career, or the military. We commit ourselves to:

1. Creating and maintaining a Culture of Excellence, ensuring that every child receives a comprehensive, high-quality education.
2. Ensuring that every student has the knowledge, skills, and self-efficacy to make informed decisions about college, career, and life choices and to be successful in achieving on those decisions.
3. Closing the gaps in levels of achievement among all students so that there is no discernable difference between students by race, gender, or economic level.
4. Measuring student achievement through authentic measures that go beyond mandated state assessments.

Core Belief Two:

We believe that our students must have effective and meaningful instruction in every classroom, every day, so that each child achieves to their potential. We commit ourselves to:

1. Recruiting, developing, and retaining human talent who are committed to their own professional growth, to student achievement, and who embrace the District's mission, vision, values, and goals.
2. Supporting high quality professional development and learning experiences for our teachers and leaders that is aligned with school and district goals.
3. Supporting a culture of effective instructional practice based on trusting relationships, classroom observation, strategic coaching, and actionable feedback.
4. Providing a relevant, rigorous, and engaging curriculum for all subjects and grade levels.

5. Fostering a well-rounded education that includes experiences in the arts, athletics, and a variety of extracurricular activities, with minimal distractions and more time for both academics and extracurriculars, so our students love school and maximize their learning.

Core Belief Three:

We believe that it is the collective responsibility of our school district, our students, our families, and our community to nurture each of our children, academically, physically, socially, and emotionally, creating a foundation for healthy and fulfilling lives. We commit ourselves to:

1. Providing a safe and secure learning environment.
2. Supporting an organizational culture in which all members of our school community actively promote and uphold the District's Mission, Vision, Values, and Goals.
3. Empowering our students, parents/guardians, teachers, and community, to create the meaningful and vibrant relationships critical for successful students and schools.
4. Developing and maintaining community and business partnerships.
5. Communicating with all stakeholders in a transparent, honest, and accurate manner.

FISD Strategic Goals

1. Increase on-grade-level performance in all subjects.
2. Ensure that every student graduates with the knowledge and skills necessary to be successful in college, career, or the military.
3. Provide a school culture and climate that promote participation in extracurricular activities and the development of positive character traits.
4. Attract, develop, and retain world class educators dedicated to serving each student in Frankston ISD.
5. Strengthen strategic communication with students, families, employees, and community members to foster engagement and increase transparency, support, and confidence in FISD.

Frankston Independent School District District Advisory Team 2019-2020	
<u>Parent Representatives</u>	<u>Elementary Representatives</u>
Heather Ramsey	Danica Chalk
Larra Selman	April Dowling
	Melanie Blackwell
<u>Business Representative</u>	
Jerry Beard	<u>Middle School Representatives</u>
	Sonja Carter
<u>Community Representative</u>	Kimberly Kennedy
Ramona Chance	
	<u>High School Representatives</u>
<u>District Representatives</u>	Chelsea Grinnell
Nicci Cook	Cheryll Milgrim
Ed Prater	Edgar Rodriguez
Randi Westbrook	

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

- Objective #1 – Parents will be full partners with educators in the education of their children.
- Objective #2 – Students will be encouraged and challenged to meet their full educational potential.
- Objective #3 – Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4 – A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5 – Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6 – The state’s students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7 – School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8 – Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9 – Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

- Goal #1 – Recruit, support, and retain teachers and principals.
- Goal #2 – Build a foundation or reading and mathematics.
- Goal #3 – Connect high school to career and college.
- Goal #4 – Improve low-performing schools.

Information regarding these priorities may be found at https://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan .

State Compensatory Education Program Information

TEA Requirement, TEC Chapter 11

Under Section 29.081 of the Texas Education Code (TEC), compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase the academic achievement and reduce the dropout rate of these students. The goal of SCE is to reduce any disparity in performance on assessment instruments or disparity in the rate of high school completion between students at risk of dropping out of school and all other Frankston ISD students.

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the FISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of FISD's compensatory education program is to reduce any disparity in performance on assessment instruments or disparity in the rate of high school completion between students at risk of dropping out of school and all other Frankston ISD students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under 21 years of age and who:

1. is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year;
2. is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester;
3. was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk);
4. did not perform satisfactorily on a state assessment instrument and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an AEP during the preceding or current school year;
7. has been expelled during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through PEIMS to have dropped out of school;
10. is a student of limited English proficiency;
11. is in the custody or care of DPRS or has, during the current school year, been referred to DPRS;
12. is homeless; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

For 2019-2020, FISD has been allocated the amount of \$666,512 in SCE funding. Of this amount, \$409,360 has been budgeted for a total of 10 positions on campuses that support students who qualify for services. Some of the FISD positions that are paid from SCE funds are:

- 3 Instructional Aides
- 3 Counselors (partial funding)
- \$20,000 in instructional materials

Comprehensive Needs Assessment Summary

District Profile	<p>FISD is located in northeastern Anderson County and encompasses a generally rural area comprised of mostly single-family homes and has a large agricultural tax base. With an enrollment of approximately 800 students, FISD is a small 3A district that offers a comprehensive curriculum. Currently, the student population in FISD is 78% Anglo, 8% African American, 8% Hispanic 1% Asian-American, 1% American Indian, and 4% identify as two or more races. Approximately 11.5% of the students qualify for special education services, 53.81% are economically disadvantaged and 38.45% are considered at-risk, while 32.08% of our students are enrolled in career and technical education classes and only 8.86% are served in the gifted and talented program. During the 2018-2019 school year, FISD made significant gains in some areas of academic achievement, receiving a B rating by TEA. Priorities will focus on leveraging our high attendance and graduation rates as a foundation for improvements, creating and sustaining a strong and rigorous college and career readiness program, and for developing new systems and strategies in addressing the recruitment and retention of high-quality teachers. Priorities and goals reflect our commitment overcoming all challenges, ensuring that FISD is a community of life-long learners where every child truly matters.</p>
Data Reviewed	<ul style="list-style-type: none"> • Demographic Data • TAPR • PBMAS • Financial Reports • Academic Performance Data • Staff Data (T-TESS) • Accountability Summaries & Data Tables
Findings	<p>After reviewing key data points, the DAT agreed that the core needs of the district include a strategic focus on college and career success, on grade level student achievement, talent acquisition and retention, and stakeholder communication and engagement.</p>

Strengths	Students	<ul style="list-style-type: none"> • Graduation Rates • Attendance Rates • Extracurricular Participation • Community Involvement • Percent of students meeting approaching grade level on STAAR/EOC • Percent of high school students enrolled in CTE courses
	Parents/Community	<ul style="list-style-type: none"> • High level of support and involvement
	Facilities	<ul style="list-style-type: none"> • Sound condition and good repair • Supportive of the academic and extracurricular needs of all students
Weaknesses	Students	<ul style="list-style-type: none"> • 33% participation rate on SAT/ACT • 18% met TSI criteria in ELA and math • Low STAAR/EOC on-grade level and masters grade level performance • Only 62% enrolled in postsecondary institution
	Parents/Community	<ul style="list-style-type: none"> • Low participation rates for PTO at all campuses
	Staff	<ul style="list-style-type: none"> • High turnover rate among teachers • Lower teacher pay as compared to local market
Identified Needs	<ul style="list-style-type: none"> • Increased rigor and vertical alignment across all grade levels and subjects • Additional instructional resources, curriculum, and assessments • Effective and engaging professional development • Additional industry certification opportunities • Increase teacher pay to attract and retain the best available • Opportunities for parent engagement and volunteerism 	

Detailed accountability reports can be found at <https://rptsvr1.tea.texas.gov/perfreport/account/2019/srch.html?srch=C>.

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Goal 1: Increase on-grade-level performance in all subjects.

Performance Objective 1.A.: At or above grade level in reading and math
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| <ul style="list-style-type: none"> • 6% annual growth |
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- Performance $\geq 70\%$ by 2022

Summative Evaluation: 2017-2020 STAAR/EOC “On-Grade-Level” Performance Standard

Action Step	Implementation Timeline	Implementation Evidence	Outcome, Status, and/or Results
1. Additional time built into the school day for instructional planning and development	2019-2020	Master Schedule	Data disaggregation on student academic performance to drive instruction
2. Implementation of Fundamental 5 instructional model to help address needs of all student groups	2018-2019	Classroom observations Lesson plans	Best practices implemented in every classroom daily
3. Strategic, differentiated, & targeted applications and systems to support learning across all schools and students	2019-2020	IXL Reading & Math Program (Pk-5) RtI Program GT Enrichment Two periods of ELA and math (6 th grade)	Increased STAAR Meets/Masters Performance in reading and math

Goal 2: Every student will graduate with the knowledge and skills necessary to be successful in college, career, or the military.

Performance Objective 2.A.: College, Career, and Military Ready Graduates

- 80% of the Class of 2020 will meet at least one indicator on CCMR Accountability Chart
 - Annual growth $\geq 5\%$

Summative Evaluation: Accountability CCMR Charts for Class of 2020

Action Step	Implementation Timeline	Implementation Evidence	Outcome, Status, and/or Results
1. All seniors will take SAT by graduation	May 2020	SAT data	All graduates will enroll in college, technical school, military, or pursue chosen career
2. All juniors will take PSAT by graduation	May 2021	PSAT data	All graduates will enroll in college, technical school, military, or pursue chosen career
3. Add additional academic and vocational dual credit courses	August 2019 & January 2020	TVCC Schedule of Classes FISD Master Schedule	Dual credit participation and success rates
4. Provide support for college readiness assessments	2019-2020	TSI Prep	Dual credit participation and success rates
5. Add additional certification opportunities to schedule	2019-2020	Master Schedule	Certification enrollment data and exam success rate
6. Identify certification aligned courses for 2020-2021	2019-2020	Student surveys Teacher certification reviews Facility Audit	Additional courses offered Student enrollment numbers in certification courses for 2020-2021
7. Initiatives to support students & families in the post-secondary transition	Ongoing	Full-time CCMR counselor Transition Class for Seniors	Acceptance and enrollment rates increase
8. Programs and experiences to promote a college culture	Ongoing	College Visits Career Fairs TSI/ASVAB	Acceptance and enrollment rates increase

Goal 3: Provide a school culture and climate that promotes participation in extracurricular activities and the development of positive character traits.

Performance Objective 3.A.: Attendance rate will be 96% as a district for 2019-2020.

- Annual Growth of at least 0.25% each year

Summative Evaluation: PEIMS Attendance rates

Action Step	Implementation Timeline	Implementation Evidence	Outcome, Status, and/or Results
Implementation of positive student behavior programs and initiatives (Guidance lessons, Red Ribbon Week activities, restorative discipline)	2019-2020	Program participation and completion	Attendance rate will increase.
Attendance recording & reporting initiatives (phone calls, staff training, home visits, attendance bell)	2019-2020	Accurate attendance reports	Attendance rate will increase.
Attendance Incentives (Pow-wows, Braves, Tribe)	2019-2020	Recognition events	Attendance rate will increase.

Goal 4: Attract, develop, and retain world class educators dedicated to serving each student in Frankston ISD.

Performance Objective 4.A.: Achieve an average annual retention rate of at least 80% among all teachers by 2022.

Summative Evaluation: 2017-2020 TAPR

Action Step	Implementation Timeline	Implementation Evidence	Outcome, Status, and/or Results
Increase teacher compensation and benefits	2019-2020	2019-2020 Budget	Retention rates will increase.
Teacher appreciation initiatives	2019-2020	Recognition methods	Retention rates will increase.
Stipends and financial incentives for performance and retention	2019-2020	Stipend schedule	Retention rates will increase.

Goal 4: Attract, develop, and retain world class educators dedicated to serving each student in Frankston ISD.

Performance Objective 4.B.: Reduce the pay scale gap by at least 50% of the local market average by 2023.

Summative Evaluation: TAPR; TASB HR Pay-Scale database

Action Step	Implementation Timeline	Implementation Evidence	Outcome, Status, and/or Results
Create budget for pay increases relative to the local market recommendation	Spring 2020	2020-2021 Budget	Increase teacher retention and attract quality candidates

Other District Improvement Plan Requirements		
Requirement	Law/Board Policy	
<p data-bbox="109 727 659 760">Duties of School Resource Officers</p> <p data-bbox="109 805 1976 906">As enumerated in Texas Education Code (TEC) 37.081, the board of trustees of the school district shall determine the law enforcement duties of peace officers, school resource officers, and security personnel. To that end, the Frankston ISD School Board has established the following duties for all District Peace Officers, School Resource Officers (SRO) or Security Personnel:</p> <ol data-bbox="205 912 1976 1367" style="list-style-type: none"> <li data-bbox="205 912 1360 945">1. To provide for the safety and welfare of the students, teachers, staff, and citizens at FISD. <li data-bbox="205 948 751 980">2. Protect the property belonging to FISD. <li data-bbox="205 984 1976 1049">3. Enforce applicable federal, state and local criminal laws and ordinances, and to assist school officials with the application of these laws when necessary. <li data-bbox="205 1052 1157 1084">4. Investigate criminal activity committed on or adjacent to school property. <li data-bbox="205 1088 1976 1153">5. Counsel students in special situations, such as students suspected of engaging in criminal misconduct, when requested by the principal or the principal's designee or by the parents of the student. <li data-bbox="205 1156 1346 1188">6. Answer questions that students, parents, or staff may have about criminal or juvenile law. <li data-bbox="205 1192 1520 1224">7. Assist other law enforcement agencies with outside investigations concerning students attending FISD. <li data-bbox="205 1227 737 1260">8. Establish security for events as needed. <li data-bbox="205 1263 842 1295">9. Provide traffic enforcement on school property. <li data-bbox="205 1299 1020 1331">10. Assist with the training of any other school security personnel. <li data-bbox="205 1334 1226 1367">11. Ensure all state mandated educational requirements are met in a timely fashion. 	<p data-bbox="919 727 1163 760">Senate Bill 1707</p>	

- 12. Make timely notification about person who may be a student pursuant to Article 15.27 of the Texas Code of Criminal Procedures.
- 13. Be a member of the District Threat Assessment Team.

Training on Sex Abuse – Sex Trafficking

House Bill 111

FISD will train all staff using materials developed by TEA under Section 38.004 to address sexual abuse, sex trafficking, and other maltreatment of children. (Materials not yet developed)

FISD also requires all staff to complete training in:

Sexual Abuse Prevention Training
(TEC) §38.0041

Recognition of Maltreatment of Children/Child Abuse Reporting
(TEC) §38.0041

Mental Health Training
(SB 460)

Sexual Harassment and Dating Violence Policies

FFH (Legal) and FFH (Local)

[https://pol.tasb.org/Policy/Download/119?filename=FFH\(LEGAL\).pdf](https://pol.tasb.org/Policy/Download/119?filename=FFH(LEGAL).pdf)

[https://pol.tasb.org/Policy/Download/119?filename=FFH\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/119?filename=FFH(LOCAL).pdf)

Frankston Elementary Campus Accountability Improvement Plan

Focus Areas for Improvement

COMPONENT	STUDENT GROUPS W/ LARGEST GAPS
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Academic Achievement Status (ELAR)	White
Academic Achievement Status (math)	White, continuously enrolled
Growth Status (ELAR)	White, continuously enrolled
Growth Status (math)	White, continuously and non-continuously enrolled, economically disadvantaged, all students

Growth and Achievement Areas * means continuous

ORDER	ACTION	RESPONSIBLE	RESOURCES	ACTION STEPS	CHECKED	COMPLETED
*	Dyslexia support for students finished w/ curriculum	Smith	spelling and vocab list from ELAR teachers	Set time to support all curriculum- exited students, communicate w/ teachers and parents		
*	SST	Admin, Wages, teachers	Forms (in box and file room)	Complete all forms, turn in to admin, SST committee meets and determines next step		
*	ESL once per week for 30 minutes	Smith	ESL Flip Book- one per grade level plus Smith, HMH English Language Development Tabletop Minilessons	Set groups per level, set meeting times, Smith meet w/ ELAR teachers about HMH ESL minilesson tabletop books		
*	Resource/inclusion math 3-5	Long	Inclusion math meetings w/ Cazanas, resource room	Set time for discussions between teachers to discuss expectations, arrange room if		

ORDER	ACTION	RESPONSIBLE	RESOURCES	ACTION STEPS	CHECKED	COMPLETED
				needed, furniture for resource room		
	Data room	Blackwell, Wimmer, all teachers	Supplies, posters w/ Fund 5, Energy Bus, EQs, goals, tables & chairs, different books	Set up room	X	8/12/2019
*	504 Coord for 3-5 is CTC	Wimmer	504 plans, Skyward/Frontline, accommodations, meetings w/ teachers about student needs, testing notebook	Informed staff of change	X	8/07/2019
*	Social and emotional needs for campus	Blackwell, Wimmer, Wages	<i>The Energy Bus</i> and <i>The Energy Bus for Kids</i> , posters, PD, social committee (Wages), Remind101	Purchase books, provide books to staff, create posters/tickets, post signs around campus, PD to communicate w/ staff, Monday tips emailed (Wimmer) Wages- meets w/ students, works w/ social committee members to determine dates for staff celebrations and comradery	July 2019	
	Attend accountability	Blackwell, Wimmer	Printout Region VII	X	X	09/16/2019

ORDER	ACTION	RESPONSIBLE	RESOURCES	ACTION STEPS	CHECKED	COMPLETED
	training at Region VII- lead4ward					
*	GT teacher per grade level	Wimmer, C. Bizzell, Ballou, Tindell, Dowling	TPSP, GT binder, books in data room, Region VII sessions	Meet w/ teachers, discuss GT w/ staff-PD, set meeting times/days, provide binders to all staff		
*	Access to technology in all classrooms	All teachers, tech, admin, Carr	Technology, admin	Label each cart, distribute to rooms	X	August 2019
*	Interventionist	Carr, Gideon	RtI binders, PLC meetings, IXL, Teach my Monster to Read, iRead, technology	Provide supplies, meeting w/ teachers, communicate to staff		
*	ISS w/ interventionist support	Admin, Carr, Gideon	Work from teachers, IXL	Communicate w/ interventionist and teacher for placement and assignments		
*	Guidance sessions	Wages	Various guidance curriculums	Set schedule w/ 4 th and 5 th , pull K-2 during library rotation 1x every other week		
	Vertical alignment meetings and observations	Blackwell, Wimmer, Cazanias, Harbuck, all teachers	Form created, calendar, subs	Meet each six weeks, set observation days and times; observe four times per year- a grade above/below	Math-9/23/19	

ORDER	ACTION	RESPONSIBLE	RESOURCES	ACTION STEPS	CHECKED	COMPLETED
	Department heads	Blackwell, Wimmer, Cazanas, Harbuck	Staff w/ solid content knowledge Cazanas- math Harbuck- reading	Talk w/ chosen dept. heads to communicate expectations and for vertical alignment	X	July 2019 10/04/2019
	Student incentives for growth	Admin, teachers grades 3-5	Money, subs	Met w/ teachers, determine incentives, set goals, look at data, set date and time, provide resources needed		10/04/2019
	Teacher incentives for growth	Blackwell, Wimmer, Cook, Westbrook	\$250 Amazon gift card	Met w/ teachers, determine incentive, set goal, look at data		
*	Daily PLC meetings	Blackwell, Wimmer, all teachers	Student data, lesson plans, curriculum	Set schedule for each grade level to incorporate daily PLC meetings	X	June 2019
*	Aligned phonics curriculum PK-2	All PK-2 teachers	Neihaus Phonics Program	Summer trainings		
*	Aligned curriculum for ELAR K-5	All ELAR teachers	HMH curriculum- all components purchased	PD and time to discover resources, training 9/23/2019, PLC time to discuss resources		
	Interim STAAR assessments	Wimmer, STAAR subject	Technology, time, classroom computers	Meet w/ teachers to set day and time, administer,	Nov.- math	

ORDER	ACTION	RESPONSIBLE	RESOURCES	ACTION STEPS	CHECKED	COMPLETED
		and grade teachers		disaggregate data received	Feb. rdg and sci	
1	Lesson plan feedback	Blackwell, Wimmer	Time, Sharepoint	LPs in SharePoint by Friday of previous week, print off LPs, take notes, put LP w/ admin notes in teacher mailbox, meet with teacher to discuss issues	scheduled	
*	MAP testing and goal setting	All teachers, Wages, all students, technology	MAP, goal sheets	Upload new students, roll-over students, set MAP windows, teachers set MAP dates, meet w/ students to determine goal		
	Scope and Sequence	All teachers	TEKS Resource, HMH, Neihaus	Print, turn in, discuss w/admin changes		
*	Data board in workroom	Blackwell, Wimmer	Bulletin board, Fund 5, tech incentive program, examples	Create examples, post signs, decorate board		
	Binders and reports for CIT	Wimmer	Accountability data, supplies, time, subs, office space	Create binders, print data, set meeting time and days, disaggregate data, create and implement this plan		09/13/2019
	PD data session	Blackwell, Wimmer	CLI results, MAP binders w/ results,	Set date, provide data	X	08/07/2019

ORDER	ACTION	RESPONSIBLE	RESOURCES	ACTION STEPS	CHECKED	COMPLETED
			STAAR results, charts for teachers to complete using data			
*	Specific focus on 5 th science	Canady	Stemscopes, Education Galaxy	Order, provide passwords	X	August 2019
*	Attendance communication	Brenda, Pittman, admin, Dorsey, Wages	3 letters, phone calls home, updated Skyward info	Communicate w/ committee, set dates for meetings, determine next steps for students		
*	IXL	All teachers	IXL program, technology, math-skills	Purchase, interventionist and teachers use, training 9/23/2019		
*	Fill in student gaps	All teachers, Carr, Gideon, Lloyd	Teach my Monster to Read, IXL, tutorials, RtI, iRead-HMH	Disaggregate student data, teacher observations, communicate w/ students, know IEP/504 plans, use all resources available		
2	Special instructional program for students that didn't pass STAAR	admin	Teachers, money, supplies, time during rotations and recess, RtI	Set teachers, days and time, create curriculum/ plan for the student, communicate w/ parents		

ORDER	ACTION	RESPONSIBLE	RESOURCES	ACTION STEPS	CHECKED	COMPLETED
6	Post positive signs throughout campus	Wages	Positive sayings and quotes printed	Research for positive signs, post signs around campus		
5	Book SNAP of the week	Huddle, Shults	Snapchat, book, two students- different each time, upload to FB and FSD website	communicate w/ teachers and students, download app, student picks book, record, give to technology to post	Done if degree earned	
3	Read books and post on FB and website for students to listen to at home	All staff	Shults to video and upload to website and FB	communicate w/ teachers, parents, and students, staff pick a book, record, give to technology to post		
7	Reading posters for all subjects	Huddle, admin	Photographs developed, Shults to take pictures, students, staff, favorite book, post around school and in library	Photograph MS/HS students in activities, choose book, create poster, print and post, make copies for MS		
4	Group degree posters and announcements	Huddle, Blackwell, Shults	Pictures, posted FB and website, certificates presented at year-end awards ceremony	Check AR points for degree, photograph students for each degree, post picture in school, FB, FSD website, print certificates for final degree and present		

ORDER	ACTION	RESPONSIBLE	RESOURCES	ACTION STEPS	CHECKED	COMPLETED
				at eoy award ceremony		
	Competition between staff and student for math	Math teachers	Quick tests for multiplication, division, addition, subtraction	Create quick tests, time for students to challenge, time to grade, picture w/ winner over person, post on TV in cafeteria		
*	Candy throw for what ya know	admin	Different math problems, candy	Compile different math problems, ask random kids problems, throw candy to the one that answers correctly		