

Mabank Independent School District

District Improvement Plan

2017-2019



Mission Statement

Mabank ISD will provide a collaborative learning environment for educators and students leading to the understanding that we are all part of something bigger than ourselves . We will produce within each student the development of a creative mind, healthy body, and a servant's heart enabling each Mabank graduate to contribute to our global society in positive and significant ways.

Vision

Inspiring hearts and minds, ONE LEARNER at a time!

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Comprehensive Needs Assessment

Revised/Approved: May 21, 2018

Demographics

Demographics Summary

Mabank ISD is located 54 miles southeast of Dallas, TX. The community thrives more as a rural type community versus urban and takes pride in sustaining traditions. The district is made up of currently 3,527 students from various small lake and rural cities to include; Mabank, Gun Barrel City, Seven Points, Paynes Springs and Prarieville. The district also works with three counties to support families; Van Zandt, Kaufman and Henderson. The enrollment for this school year has grown by 59 students from the previous year. As a lake community residential real estate can range from \$54,000 to over \$2,000,000. The median household reported on citydata.com of the three largest communities is as follows;

City	Estimated Median Household Income
Mabank	\$32,506
Paynes Springs	\$48,215
Seven Points	\$41,178
Gun Barrel City	\$42,531
Texas	\$55,653

Levels of schooling for populations 25 and over as of 2015 follows;

Levels of Schooling	Mabank	Paynes Springs	Gun Barrel City	Seven Points
High School and higher	82%	82%	80%	71%
Bachelors Degree and higher	16%	8%	13%	7%
Graduate Degree	7%	2%	3%	2%

Percent of 15 year and older population married as of 2015 follows;

City	Mabank	Gun Barrel City	Seven Points	Payne Springs
% Married	43%	55%	49%	56%

The crime rate index among the four areas was higher from 2005-2012 than the United States crime rate index from 2013-2015. As with many lake areas, drugs are an issue contributing to the increased crime rate.

The closest post-secondary institution is Trinity Valley Community College at 25 miles, Texas A&M University of Commerce Navarro Campus at 40 miles and University of Texas at Tyler at 60 miles.

Mabank ISD is a district wide Title I program with 64% of all students identified as economically disadvantaged for the SY 17-18 school year. The district demographics as of SY 17-18 by student ethnicity and program groups follows.

		2					
Ethnicity	AA	C	or	NA	A	PI	H
			+				
Student %	2%	75%	4%	1%	1%	0%	17%

Program Student Groups

Student Programs	ESL	GT	SE	At-Risk	CTE
Student %	3%	8%	11%	37%	27%

Mabank ISD is made up of 6 main campuses, a disciplinary alternative placement campus and an alternative campus for credit recovery.

Campus	Grade Span	Enrollment
Central Elementary	EC-4	628
Lakeview Elementary	K-4	404
Southside Elementary	EC-4	405
Intermediate	5-6	565
Junior High	7-8	475
High School	9-12	1050

Over the last few years the MISD leadership team identified a growing increase of the teacher turnover rate. According to the Texas Academic Performance Report for 2015-2016 Mabank ISD had a teacher turnover rate of 22.4% which is higher than the state at 16.5%. The district has a total of 470 full time employees: 50% teachers, 18% paraprofessionals, 5.2% campus administration and 1.01% district administration. Considering years of experience for teachers, 10% beginning teachers, 34.5% 1-5 years experience, 20.6% 6-10 years experience and 34.8% with 11 or more years of experience. The district administration has remained predominantly consistent for the past 15 years with one position turnover in human resources. There has been only one campus principal change in the last three years. Basically the district and campus leadership teams have seen limited turnover.

This school year opened with the completion of several construction projects. Central Elementary has a new wing to expand their highly successful early childhood program that includes five Head Start, two PPCD and two PK classes. Mabank Intermediate has a new gymnasium to expand the PE program to include archery. Mabank Junior High added a fine arts wing to add a state of the art theater arts classroom and choir room. A new CTE wing was added at Mabank High School to increase HB 5 endorsement opportunities for students. This addition of the CTE wing also increase visual art class offerings.

Demographics Strengths

- 1. Diversity in programs offered for a mid-size district helps to draw and maintain students in the area.**
- 2. Low teacher/student ratio across the district**
- 3.**

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Goals

Goal 1: Mabank ISD will use instructional best practices to maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 1: MISD will increase student achievement on STAAR as follows: Index 1- from 85% to 90%, Index 2- from 36% to 50%, Index 3- from 49% to 60%, and Index 4- from 79% to 85%.






Evaluation Data Source(s) 1: 2016 STAAR Assessment and 2017 STAAR Assessment

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy</p> <p>1) Provide Instructional support personnel on each campus to provide leadership in facilitating PLC committees to integrate instructional Best Practices, identify at-risk students, monitor formative data, and provide accelerated instruction and RtI services. Positions include Academic Officers, Instructional Specialists, Advanced Academic Specialists, Early Childhood Specialists, RTI/Data Coach and Instructional Media Specialists, Lead Kinder at SS</p>	2.0, 3.0, 4.0, 8.0, 9.0, 10.0	Assistant Superintendent of Curriculum and Instruction Campus Principals	<p>EOY data of the ALL Student group and all subgroups on the following assessments:</p> <p>2016 STAAR Assessment data 2017 STAAR Assessment data 2016 EOY DRA II and Math Assessment data for K-2nd 2017 EOY DRA II and Math Assessment data for K-2nd 2016 and 2017 AP Assessment Data 2016 and 2017 EOY PK Kinder Readiness Assessments</p>			
Funding Sources: Title - 1642000.00, State Compensatory - 116500.00						
<p>System Safeguard Strategy</p> <p>2) Provide funds to implement research-based supplemental services and materials that address identified needs of all students: RtI small group accelerated instruction; computer-assisted instruction; integrated technology, etc.</p>	1.0, 2.0, 7.0, 8.0, 9.0	Assistant Superintendent of Curriculum and Instruction Campus Principals	<p>EOY data of the ALL Student group and all subgroups on the following assessments:</p> <p>2016 STAAR Assessment data 2017 STAAR Assessment data 2016 EOY DRA II and Math Assessment data for K-2nd 2017 EOY DRA II and Math Assessment data for K-2nd 2016 and 2017 AP Assessment Data</p>			
Funding Sources: Title - 130000.00, State Compensatory - 130000.00						

<p>System Safeguard Strategy</p> <p>3) Provide funds to provide research-based, on-going professional development at the district and campus level to facilitate the accomplishment of performance objectives; develop highly-qualified professional and support staff. This includes campus level and district level professional development (\$10,000 reserved annually on NCLB Application)</p>	<p>2.0, 3.0, 4.0, 5.0</p>	<p>Assistant Superintendent of Curriculum and Instruction Campus Principals</p>	<p>EOY data of the ALL Student group and all subgroups on the following assessments:</p> <p>2016 STAAR Assessment 2017 STAAR Assessment 2016 EOY DRA II and Math Assessment for K-2nd 2017 EOY DRA II and Math Assessment for K-2nd 2016 and 2017 AP Assessment Data PSAT at 8th, 9th and 10th ACT and SAT</p>			
<p>Funding Sources: Title - 100000.00, Title Funds - Prof Dev - 6000.00</p>						
<p>4) Provide services to address the needs of students with Dyslexia through certified Language Therapists(K-6); Multi-sensory teaching approach (7th-12th)</p>	<p>3.0, 4.0, 9.0</p>	<p>Assistant Superintendent of Curriculum and Instruction Campus Principals</p>	<p>EOY Performance Data to include Progress Measure for students with Dyslexia on the following assessments:</p> <p>2016 STAAR Assessment 2017 STAAR Assessment 2016 EOY DRA II for K-2nd 2017 EOY DRA II for K-2nd</p>			
<p>System Safeguard Strategy</p> <p>5) Provide a common district developed curriculum which is monitored through common formative and summative assessments.</p>	<p>2.0, 8.0, 9.0</p>	<p>Assistant Superintendent of Curriculum and Instruction Campus Principals</p>	<p>2016 STAAR Assessment data 2017 STAAR Assessment data 2016 EOY DRA II and Math Assessment data for K-2nd 2017 EOY DRA II and Math Assessment data for K-2nd 2016 and 2017 AP Assessment Data</p>			
<p>6) Increase the academic success rate of students who are identified as homeless or neglected by providing necessary services. Contract with Athens Help Center Services to serve as a liaison to support students identified under the McKinney-Vento Act. (one of the initiatives of the Title I funds District-wide Parent Involvement Activities)</p>	<p>1.0, 2.0, 4.0, 6.0, 9.0, 10.0</p>	<p>Assistant Superintendent of Curriculum and Instruction</p>	<p>McKinney-Vento Student EOY Performance Data on the following assessments:</p> <p>2016 STAAR Assessment 2017 STAAR Assessment 2016 EOY DRA II and Math Assessment for K-2nd 2017 EOY DRA II and Math Assessment for K-2nd</p> <p>Attendance Rates</p>			
<p>Funding Sources: Title - 7000.00</p>						
<p>7) Provide GT professional development to enable teachers to meet the initial 30 hour and annual 6 hour updates to provide differentiated instruction to students in the gifted and talented program.</p>	<p>3.0, 9.0, 10.0</p>	<p>Assistant Superintendent of Curriculum and Instruction</p>	<p>GT EOY Student Performance Data on the following assessments:</p> <p>2016 STAAR Level III Assessment data 2017 STAAR Level III Assessment data 2016 EOY DRA II and Math Assessment data for K-2nd (Above grade level performance rates and progress measure) 2017 EOY DRA II and Math Assessment data for K-2nd (Above grade level performance rates and progress measure) 2016 and 2017 AP Assessment Data 2016 and 2017 PSAT at 8th, 9th and 10th GT Compliance Audit</p>			

8) Continue to provide a DAEP campus which supports academic progress of students in seamless transition back to home campus upon completion of DAEP assigned term.	1.0, 9.0, 10.0	DAEP Coordinator Assistant Superintended of Personnel Operations	End of the year analysis of DAEP student academic achievement remains commiserate with cohort.			
Funding Sources: State Compensatory - 453412.00						
9) Continue to fund the Academy alternative campus to help ensure more students have the opportunity to graduate and to deter potential drop outs.	1.0, 9.0, 10.0	High School Principal Academy Coordinator	Academy graduation rate			
Funding Sources: State Compensatory - 423712.00						
10) Focus more intently on providing opportunities for Special Education students to be exposed to General Education curriculum with highly specialized GE and SE teachers.	1.0, 2.0, 3.0, 4.0, 8.0, 9.0, 10.0	Special Programs Director Campus Principals	PBMAS Indicators 6 and 8 STAAR Assessment Progress Measure Data for Special Education students 2016 and 2017			
11) Title II A - Class-size reduction funds will continue to be utilized to provide an Intervention Specialist on the three elementary campuses. This position is designed to reduce class size during independent practice and interventions, to coach and provide on campus professional development with the intent to improve quality of instruction.	2.0, 3.0, 4.0, 8.0, 9.0, 10.0	Campus principals of Lakeview, Southside and Central Elementary Director of Curriculum and Instruction	All Student Performance Data on the following assessments for K-4th: 2016 STAAR Assessment data 2017 STAAR Assessment data 2016 EOY DRA II and Math Assessment data for K-2nd 2017 EOY DRA II and Math Assessment data for K-2nd			
Funding Sources: Title - 230000.00						
12) Continue to provide a high quality Head Start / PPCD / Pre-K to improve student school readiness. Commissioner recommended early reading instruments along with progress monitoring will be employed to monitor the effectiveness of instruction in Math and Reading. Partnership with Region 10 ESC in delivering the Head Start program and providing PD for all early childhood programs.	1.0, 3.0, 4.0, 7.0, 8.0, 9.0, 10.0	Assistant Superintendent of Curriculum and Instruction Central Elementary Principal Early Childhood Coordinator	iStation EOY PK iStation BOY Kindergarten in comparison to students not attending PK STAR Reading			
Funding Sources: State Compensatory - 687244.00						
13) Pregnancy Related Services (PRS) are support services including Compensatory Education Home Instruction(CEHI) that a pregnant student receives during the pregnancy prenatal and postpartum periods to adjust academically. Services include assistance in obtaining services from government and community agencies, instruction related to knowledge and skills in child development and parenting.	2.0, 9.0, 10.0	Special Programs Director	End of year analysis of PRS students ensuring that all students stayed on track to either promote to the next grade level or graduate with their cohort.			
Funding Sources: Title - 2000.00						


<p>System Safeguard Strategy</p> <p>14) Monitor and respond to the progress of all student groups (race/ethnicity, special education, ELL, economically disadvantaged) through ongoing analysis of academic data to include portfolios, DMAC reports and grades. Implement RTI with fidelity.</p>	<p>1.0, 2.0, 3.0, 4.0, 7.0, 8.0, 9.0, 10.0</p>	<p>Campus Academic Officers Assistant Superintendent of Curriculum and Instruction MISD RTI Instructional Facilitator/ Data Coach</p>	<p>EOY data of the ALL Student group and all subgroups on the following assessments:</p> <p>2016 STAAR Assessment data 2017 STAAR Assessment data 2016 EOY DRA II and Math Assessment data for K-2nd 2017 EOY DRA II and Math Assessment data for K-2nd 2016 and 2017 AP Assessment Data 2016 and 2017 EOY PK Kinder Readiness Assessments</p>			
<p>15) Continue to move toward transforming teaching and learning processes utilizing 21st Century methodologies and technologies.</p>	<p>1.0, 4.0, 8.0, 9.0, 10.0</p>	<p>Director of Instructional Media</p>	<p>Teacher Evaluations Digital Resource Usage Reports Distribution log of technology hardware</p>			
<p>16) Provide after school tutorials for all grade levels with transportation on Mondays and Thursdays from November to May.</p>	<p>9.0</p>	<p>Assistant Superintendent of Curriculum and Instruction Campus Principals</p>	<p>EOY data of the ALL Student group and all subgroups on the following assessments:</p> <p>2016 STAAR Assessment data 2017 STAAR Assessment data 2016 EOY DRA II and Math Assessment data for K-2nd 2017 EOY DRA II and Math Assessment data for K-2nd 2016 and 2017 AP Assessment Data</p>			
<p>Funding Sources: State Compensatory - 56000.00</p>						
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Mabank ISD will use instructional best practices to maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 2: Increase student participation and performance on standardized college readiness assessments and number of graduates enrolled in institutes of higher learning such that the district meets or exceeds state averages reported on the Texas Academic Performance Report. Participation on standardized college readiness assessments will increase from 38.9% Class of 2014 to 65% Class of 2016. Performance on standardized college readiness assessments will increase from 29.3% at or above criterion Class of 2014 to 32% Class of 2016. The percentage of graduates enrolled in a Texas Institution of Higher Education will increase from 48.7% Class of 2013 to 55% Class of 2016

Evaluation Data Source(s) 2: Texas Academic Performance Report for SY 16-17

Summative Evaluation 2:


Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide campus administration and instructional staff with results of standardized college readiness assessments to analyze and identify areas of curriculum needing redesign or emphasis in instruction.	1.0, 2.0, 8.0	Assistant Superintendent of Curriculum and Instruction	2016 and 2017 PSAT at 8th, 9th and 10th SAT and ACT			
2) Provide training and professional development opportunities through resources such as AP College Board that enhance teachers' skill set in the design and deliver of rigorous, meaningful learning experiences that target the development of students' higher-level thinking skills such as analysis, problem solving, and synthesis.	2.0, 3.0, 4.0	Assistant Superintendent of Curriculum and Instruction MHS Principal Advanced Academic Coordinator	2016 and 2017 PSAT at 8th, 9th and 10th SAT and ACT AP Assessments			
3) Sponsor and host community and campus events such as College Night, FAFSA workshops, Career Week activities and college visits to support students and parents in making informed decisions about post-secondary educational and vocational opportunities.	6.0	MHS Principal MHS Lead Counselor	Number of graduates enrolled in Institutes of Higher Learning			
4) Provide vertically aligned, advanced academic programs that allow highly motivated students who are working above grade level the opportunity to experience challenging, engaging learning experiences.	8.0	Assistant Superintendent of Curriculum and Instruction Campus Principals Advanced Academic Coordinator	Student Enrollment at 5th-8th in Advanced/Honors Classes; PAP/AP, Dual Credit Courses and Mabank Scholars Institute			
						

Goal 1: Mabank ISD will use instructional best practices to maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 3: Diversify course offerings and Pathways of Study, according to current employment trends, providing students increased opportunities to gain certification and employability skills for immediate entry, upon high school graduation, into the workforce or college entrance for specified programs of study leading to highly skilled, professional certification. Number of certification opportunities will increase by 5% from SY 12-13 to SY 14-15.

Evaluation Data Source(s) 3: Certification Report on Perkins Grant

Summative Evaluation 3:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Align secondary course offerings with Endorsement requirements as described in HB5.	2.0, 3.0, 9.0, 10.0	High School Principal, CTE Coordinator, High School Lead Counselor	Increase in number of high school graduates pursuing continuation of High School Endorsement studies in post-secondary education and training.			
2) Partner with TVCC and Community employers to provide students more opportunities to apply learning experiences to real world situations bring relevance to learning.	2.0, 3.0, 9.0, 10.0	High School Principal, CTE Coordinator, High School Lead Counselor	Increase in enrollment of CTE capstone courses and feedback from TVCC and community partners student interns.			
						






Goal 1: Mabank ISD will use instructional best practices to maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 4: MISD Teachers will successfully utilize the latest instructional technology resources to deliver highly engaging, authentic learning experiences that require students to work collaboratively in a problem-solving environment to prepare for college and career endeavors.

Evaluation Data Source(s) 4: Annual report on equipment acquisition/inventory, program/equipment usage, and training.

Summative Evaluation 4:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Develop a three-phase plan (Instructional Media Applied Proficiency Standards) to ensure that all core teachers can operate successfully in a 21st century learning environment: *Level One: all teachers should demonstrate proficiency in a common set of foundational technology skills that are essential to operating a classroom successfully (use of smart board, document camera, gradebook proficiency, etc.) *Level Two: all teachers should routinely use instructional media to enrich direct instruction, to achieve efficient and thorough assessment, and to promote digital citizenship, and to improve communication with students, parents, and colleagues. Level Three (optional): support teachers in utilizing instructional technologies at the highest levels to deliver and manage instructional in an entirely digital format.		Director of Instructional Media	Completion of annual training and usage report.			
2) Acquire the following technologies during school years 2014-2016 for all teachers in the district, and provide appropriate training and support: *IPads *Air Server License *Doceri License *Ceiling mounted projectors at elementary campuses	5.0	Director of Instructional Media	Acquisition of equipment. Inventory reports.			
3) Implement a technology lending library at Junior High and High School campuses to provide lap tops and internet availability to students who cannot afford their own device.	9.0	Director of Instructional Media	Acquisition of equipment. Circulation statistics.			


4) Students and staff will utilize cloud-based platforms to collaborate in real-time (Google, Office 365).	8.0	Director of Instructional Media. Technology Integration Specialists. Principals.	Classroom observations. Log of training completion.			
5) Train teachers on the use of an online Learning Management System. Assist teachers in the following: make instructional resource available to students digitally; assign and collect work electronically; provide digital feedback; build student portfolios; enable ability to flip instruction.	4.0, 9.0	Director of Instructional Media. Technology Integration Specialists. Principals.	Creation of LMS. Teacher, parent, student feedback.			
6) Train staff on the use of the following apps and web 2.0 tools: formative assessment, infographics, Google Classroom, classroom management for the digital environment, Doceri and Air Server.	4.0, 9.0	Director of Instructional Media. Technology Integration Specialists. Principals.	Classroom observations. Training completion logs.			
7) Train teachers on technology proficiencies that are essential to MISD.	4.0	Director of Instructional Media. Technology Integration Specialists. Principals.	Training completion log.			
8) Develop a strategic plan to roll out and sustain a 1:1 Chromebook program at the High School. (1) Begin implementation with incoming Freshman in the fall of 2016, and add each subsequent freshman class thereafter. (2) Provide orientation training and support to teachers. (3) Set-up centralized management of Chromebooks in the Google Administrative Console.	4.0, 5.0, 9.0	Director of Instructional Media. Technology Integration Specialists. High School Principal.	Acquisition of Chromebooks. Training completion. Set-up of Google Administrative Console.			
	Funding Sources: Title - 94000.00					
9) Implement Maker Space at Elementary and Intermediate Campuses including the following elements that center on STEAM: coding, robotics, circuitry, design of simple machines, video, art/music composition. Train campus staff in the use of maker space equipment, and ensure that the program is run with fidelity (i.e. emphasis on discovery and exploration, as opposed to a teacher-directed unit of instruction).	4.0	Director of Instructional Media. Technology Integration Specialists. Principals.	Acquisition of mobile make space equipment. Training completion. Investigate correlation between maker space and academic performance in Science, Math, and the Arts.			
	Funding Sources: Title - 45000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: All Mabank ISD personnel will promote effective parental and community involvement through communication, participation and partnerships in accomplishing the district's goals.

Performance Objective 1: Campuses will provide parent/student training sessions for the use of Family Access to provide opportunities for optimal use of this communication tool.

Evaluation Data Source(s) 1: Parent/student feedback

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Campuses will provide training for Family Access	6.0	Campus counselors	Sign in sheets			
						






Goal 2: All Mabank ISD personnel will promote effective parental and community involvement through communication, participation and partnerships in accomplishing the district's goals.

Performance Objective 2: Through family and community partnerships, we expect a 10% increase in access and opportunity for family/community participation in the educational process.

Evaluation Data Source(s) 2: Summary list of family/community participation events by campus provided annually to the District Administration as support data for NCLB Compliance Report.

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide district wide opportunities for awareness sessions that cover the following topics; graduation plans, college readiness benchmarks results, college financial aid, GT identification process	2.0, 6.0	Lead Secondary Guidance Counselor and Assistant Superintendent of Curriculum and Instruction	Sign in sheets			
2) Provide written communication in families native language.	6.0	Director of Curriculum and Instruction	Increased amount of parent involvement			
3) Campuses will increase family involvement through activities including but not limited too: PTO Drives/Open House Literacy and Numeracy Nights Fine Arts presentations RTI Parent Meetings Skyward Family Access Award Programs/Assemblies Grandparents' Support Groups Parenting Classes Spirit Week	6.0	Campus Principal	Number of participants			
4) Provide annual district parent/community meeting in order to: Collaborate with parents on the annual revision of the District Written Parent Involvement Policy. Annually distribute parent policy through online registration. Gather input from parents regarding the annual evaluation of the Title I program.	6.0, 10.0	Assistant Superintendent of Curriculum and Instruction	Annual Parent Survey of MISD Programs			


5) Provide additional counseling services for students at risk due to drug use, students presenting severe behavior issues, provide campus based parental support training, support student and parents of the DAEP. Also provide additional training and support to campus guidance counselors.(District-wide Parental Involvement Activity)	1.0, 2.0, 4.0, 6.0	Assistant Superintendent of Curriculum and Instruction Campus Principals	PEIMS Discipline Data			
	Funding Sources: Title - 8000.00					
6) Provide specialized professional development opportunities and support for MISD Counselors through partnership with Region 10 Counselor Initiative Service. Region 10 ESC Consultants will provide guidance and updates to campus counselors to in turn share with parents, also onsite parent involvement meetings. (District-wide Parental Involvement Activity)	4.0, 6.0	Assistant Superintendent of Curriculum and Instruction	Sign in sheets for Parent Involvement Activities Professional Development Certificates of MISD Counselors			
	Funding Sources: Title - 7000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Mabank ISD will provide a safe, healthy, and positive environment for students, staff, families and community.

Performance Objective 1: Increase student, parent, teacher confidence in safety and security of school environment by 10% by spring 2013.

Evaluation Data Source(s) 1: Annual school climate survey

Summative Evaluation 1:


Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Establish School District Police Department.	1.0	Superintendent, School Resource Officer	Required tasks to establish Police Department completed and School District Police Department operational under regulations.			
2) Implement higher security measures at all elementary and the intermediate schools by installing and utilizing locked buzzer entry with camera at the main entry of each campus.	1.0	Campus Principals, Resource Officer	Eliminate unsupervised entry into our elementary and intermediate campuses.			
3) Review and update all campus EOP (Emergency Operation Plans). Coordinate with local emergency first responders and with potential off-site evacuation locations.		Campus Principals, Assistant Principals, Resource Officer	Organized lockdown and evacuation drills, constructive reflection on implementation of procedures during drills for continuous improvement.			
4) Perform safety audits on campuses on three-year cycle (or as necessary based on changing circumstances). Develop, implement, and report recommendations for improvement based on audit results.	1.0	Chief of Police Campus Assistant Principals	Safety Audit Reports to MISD Board			
						

Goal 3: Mabank ISD will provide a safe, healthy, and positive environment for students, staff, families and community.

Performance Objective 2: Reduce the number of disciplinary referrals by 5% in each incident category.

Evaluation Data Source(s) 2: Quarterly discipline reports.

Summative Evaluation 2:


Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide instructional staff with classroom management training that focuses on building positive relationships with students and increasing student engagement as the foundation for decreasing off-task, disruptive behavior in the school setting.	3.0, 4.0	District Curriculum Director, Campus Principals	Campus classroom observations will reflect higher incidence of student engagement and lower incidence of off-task behavior			
2) Train classroom teachers on positive behavior interventions designed to de-escalate potentially disruptive situations and encourage cooperative, school appropriate behaviors.	3.0, 4.0	Campus Principals, District Behavior Specialist, District Curriculum Director	Increased student success in cooperative learning situations, increased student engagement			
3) Provide Texas Behavior Support Initiative training related to instruction of students with disabilities and designed for educators who work primarily outside the area of Special Education such as general education teachers, bus drivers and other paraprofessionals.	3.0, 4.0	Campus Principals, Special Programs Director, District Behavior Specialist	Decrease in the number of disciplinary referrals for special education students.			
						

Goal 3: Mabank ISD will provide a safe, healthy, and positive environment for students, staff, families and community.

Performance Objective 3: Increase student health and well-being, as evidenced through student surveys, by providing awareness training on issues that could negatively impact student learning.

Evaluation Data Source(s) 3: Student survey.

Summative Evaluation 3:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide dating violence and suicide awareness training, including reporting protocol, to teachers and students.		District Health Director, School Counselors	Student initiated reports of concern about these issues to the appropriate school personnel including guidance counselors, teachers and administrators.			
2) Maintain district's bullying reporting protocol which includes responding to reports of bullying with an investigation and intervention as needed.		Campus Principals, Assistant Principals, and Guidance Counselors.	Prompt action and resolution to reports of bullying.			
3) Maintain policies and procedures to maintain student health and well being by establishing a School Health Advisory Council.		District Health Coordinator	Increase in positive student responses to survey questions related to school safety and security.			
						

Goal 3: Mabank ISD will provide a safe, healthy, and positive environment for students, staff, families and community.

Performance Objective 4: Implement a district-wide plan to address Digital Citizenship and Internet Safety for all students. Plan will include a website of multiple resources for campuses to utilize, including: student/family pledges, daily announcements, instructional resources, poster campaign, social media avenues, educator/campus certification opportunities, state and national standards, and a district-wide assembly program for students, teachers, and parents to address topics such as social media safety, protecting one's digital footprint, cyber bullying, and building a portfolio for college and career opportunities.

Evaluation Data Source(s) 4: Decrease in Acceptable Use-related disciplinary offenses.
Number of educators and campuses receiving certification in digital citizenship.

Summative Evaluation 4:






Goal 4: Mabank ISD will maintain efficient and effective management of personnel, resources and operations to maximize learning for all students and staff.

Performance Objective 1: Recruit and retain highly qualified teachers and paraprofessional staff. Maintain 100% highly qualified teacher and paraprofessional workforce.

Evaluation Data Source(s) 1: Annual NCLB Highly-qualified survey

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Recruit highly-qualified teachers at University Career Fairs; develop partnerships to attract student teachers to MISD.	3.0, 5.0	Assistant Superintendent for Personnel	All instructional positions are filled with highly-qualified staff			
2) Provide financial support in the attainment of additional teacher certifications (ex. SE; Language Therapist; ESL; GT)	3.0, 4.0, 5.0	District Administration	Board-adopted benefits package.			
3) Provide sign-on bonus for hard to fill teaching positions	3.0, 5.0	District Administration	All instructional positions are filled with highly-qualified staff			
4) Provide annual stipend for Master's degreed instructional staff	3.0, 4.0, 5.0	District Administration	Increase in the number of employees who utilize the program to obtain a master's degree.			
5) Provide employee Child Development Center and Wellness Center programs	5.0	District Administration	Annual enrollment in CDC and Wellness programs			
6) Provide local opportunities to attain college credit toward Master's degrees in Curriculum & Instruction and Educational Administration	5.0	Superintendent	Enrollment in and successful completion of Master's programs			


<p>System Safeguard Strategy</p> <p>7) Provide researched based data driven professional development for all educators designed to build capacity in meeting the needs of all learners. PD will align with the 5 Full Contact Teacher Initiatives.</p>	<p>2.0, 3.0, 4.0, 5.0</p>	<p>Director of Curriculum and Instruction</p>	<p>Analysis of PD Evaluations</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Mabank ISD will maintain efficient and effective management of personnel, resources and operations to maximize learning for all students and staff.

Performance Objective 2: Reduce teacher turnover by 5% of historical average for the end of SY 2014-2015.

Evaluation Data Source(s) 2: Analysis of Employee Position Identification Report.

Summative Evaluation 2:


Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Survey all professional staff to ascertain key elements of employee satisfaction and to identify potential causal factors for staff turnover.	1.0, 5.0, 8.0	District Administration, Principals	90% or higher participation rate among professional staff members; disaggregation of survey data.			
2) Examine MISD professional salary schedule as a part of the annual Staff and Program Analysis to ensure benefits package is competitive with area districts	5.0	District Administration	Board-adopted employee benefits package			
3) Develop a package of employee incentives to enhance the MISD workplace: consider things such as longevity stipends, earning fitness center membership, enhancing mentoring practices.	1.0, 3.0, 5.0	District Administration, Principals	Board-adopted employee benefits package			
						

Goal 4: Mabank ISD will maintain efficient and effective management of personnel, resources and operations to maximize learning for all students and staff.

Performance Objective 3: Promote high attendance rate on all campuses. Maintain or increase the district 95.8% attendance rate as reported on TAPR SY 12/13.

Evaluation Data Source(s) 3: Texas Academic Performance Report SY 14/15

Summative Evaluation 3:


Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Maintain accurate PEIMS attendance accounting on all campuses.	1.0, 2.0	MISD PEIMS Coordinator Campus Principals	6 week campus PEIMS attendance reports			
2) Review attendance data at the end of each grading cycle and actively address chronic absenteeism through personal phone calls, skyward messaging, written correspondence, and disciplinary or punitive measures where necessary.	6.0	Principals, Associate Principals, Specialists, PEIMS, Lead Teachers	Improvement of attendance rate among chronic absentees.			
						

Goal 4: Mabank ISD will maintain efficient and effective management of personnel, resources and operations to maximize learning for all students and staff.

Performance Objective 4: Provide researched based data driven professional development for all educators designed to build capacity in meeting the needs of all learners. PD will align with the 5 Full Contact Teacher Initiatives.

Evaluation Data Source(s) 4: Review of all student performance data should be commensurate with training.

Summative Evaluation 4:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Identify five major district initiatives that align with the district's strategic plan; identify proactive communication measures to educate staff on district goals.	5.0	District Administration, Principals	Evaluation of district initiatives.			
2) Provide local opportunities to attain college credit toward Master's degrees in Curriculum & Instruction and Educational Administration	3.0, 4.0, 5.0	Assistant Superintendent for Business Operations.	Increase in the number of employees who utilize the program to attain a master's degree.			
						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide Instructional support personnel on each campus to provide leadership in facilitating PLC committees to integrate instructional Best Practices, identify at-risk students, monitor formative data, and provide accelerated instruction and RtI services. Positions include Academic Officers, Instructional Specialists, Advanced Academic Specialists, Early Childhood Specialists, RTI/Data Coach and Instructional Media Specialists, Lead Kinder at SS
1	1	2	Provide funds to implement research-based supplemental services and materials that address identified needs of all students: RtI small group accelerated instruction; computer-assisted instruction; integrated technology, etc.
1	1	3	Provide funds to provide research-based, on-going professional development at the district and campus level to facilitate the accomplishment of performance objectives; develop highly-qualified professional and support staff. This includes campus level and district level professional development (\$10,000 reserved annually on NCLB Application)
1	1	5	Provide a common district developed curriculum which is monitored through common formative and summative assessments.
1	1	9	Continue to fund the Academy alternative campus to help ensure more students have the opportunity to graduate and to deter potential drop outs.
1	1	10	Focus more intently on providing opportunities for Special Education students to be exposed to General Education curriculum with highly specialized GE and SE teachers.
1	1	11	Title II A - Class-size reduction funds will continue to be utilized to provide an Intervention Specialist on the three elementary campuses. This position is designed to reduce class size during independent practice and interventions, to coach and provide on campus professional development with the intent to improve quality of instruction.
1	1	14	Monitor and respond to the progress of all student groups (race/ethnicity, special education, ELL, economically disadvantaged) through ongoing analysis of academic data to include portfolios, DMAC reports and grades. Implement RTI with fidelity.
4	1	7	Provide researched based data driven professional development for all educators designed to build capacity in meeting the needs of all learners. PD will align with the 5 Full Contact Teacher Initiatives.

Title I Components

Schoolwide Program Plan

Ten Schoolwide Components

- 1: Comprehensive Needs Assessment**
- 2: Schoolwide Reform Strategies**
- 3: Instruction by highly qualified professional teachers**
- 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**
- 5: Strategies to attract highly qualified teachers**
- 6: Strategies to increase parental involvement**
- 7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**
- 8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**
- 9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**
- 10: Coordination and integration of federal, state and local services and programs**

District Funding Summary

Title Funds - Prof Dev					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Professional Development Supplies	6300	\$6,000.00
Sub-Total					\$6,000.00
State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Payroll expense for lead Kindergarten teacher at SS	6100	\$116,500.00
1	1	2	Supplemental academic materials	6300	\$130,000.00
1	1	8	Payroll Expenses for DAEP Campus	6100	\$453,412.00
1	1	9	Academy Personnel Costs	6100	\$423,712.00
1	1	12	Payroll costs for Early Childhood Personnel	6100	\$687,244.00
1	1	16	Payroll costs for teacher stipends and paraprofessionals to provide after school and Saturday tutorials	6100	\$56,000.00
Sub-Total					\$1,866,868.00
Title					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Payroll expenses for Title I Instructional Leadership Positions	6100	\$1,642,000.00
1	1	2	Supplemental academic materials and online programs	6300	\$130,000.00
1	1	3	Researched based professional deveopment	6200	\$90,000.00
1	1	3	Researched based professional deveopment	6400	\$10,000.00
1	1	6	Athens Help Center Services Contract to Link Students identified under McKinney-Vento Act with needed government services and resources.	6200	\$7,000.00
1	1	11	Payroll costs for Title II A Class-size reduction teachers	6100	\$230,000.00
1	1	13	Contract with Athens Help Center	6200	\$2,000.00
1	4	8	Funds to purchase devices for freshman class 2016	6300	\$94,000.00
1	4	9	Funds to purchase Maker Space	6600	\$45,000.00

2	2	5	Funds for contract with Athens Help Center	6200	\$8,000.00
2	2	6	Funds to participate in Region 10 Counselor Initiative	6200	\$7,000.00
Sub-Total					\$2,265,000.00
Grand Total					\$4,137,868.00