

Tyler Independent School District

District Improvement Plan 2010 - 2011

There are twenty Title I school-wide Campuses in Tyler ISD which are supported by a total of \$4,832,212 in State Compensatory funds and 91.50 Full-time Equivalents.
The remaining Campuses in Tyler ISD are supported by a total of \$997,211 in State Compensatory funds and 18.17 Full-time Equivalents.

Tyler ISD Mission

The mission of Tyler ISD is to provide performance-based instruction to all students so they reach their highest level of knowledge use , utilize strategic-problem solving skills, cultivate an appreciation of multiple perspectives, and become citizens of character and integrity.

Vision For Tyler ISD

Tyler Independent School District will be recognized as a premier school district in the state and the nation.

District Planning Committee 2010-2011

Teachers	Exp. Year	Campus	Community Members	Exp. Year	Campus
Adair, Misty			Birdsong, Lynette		
Allen, Stephanie			Boyter, Mike		
Bennett, Kris Ann			Brandenberg, Greg		
Berndt, Betty			Mullins, Tom		
Carnes, Heather			Turner, Randy		
Colvin, Sandra			Parent Members	Exp. Year	Campus
Conklin, Megan					
Curry, Channing					
Dennis, Aimee					
Fillmore, Sandra					
Gilbreath, Mickie					
Johnson, Derek					
Lacaze, Vician					
Loftin, Lindsay					
Luce, Elva					
Mcham, Karen			Campus Administration	Exp. Year	Campus
McKeller, Pennie					
McWain, Jana			Jenkins, Angela	2012	Administration
Moore, Camille					
Owens, Sandra					
Parker, Brooke					
Persinger, Brian					
Schlipf, Susan					
Schmutz, Karen					
Shamise, Denise					
Smithson, Kelley					
Straily, Linda					
Sturm, Jennifer					
Tarrant, Patricia					

Thompson, Julie					
Villele, Rosa					
Paraprofessionals	Exp. Year	Campus	District Member	Exp. Year	Campus
Brenda Lawson	On-going	PDC	Reid, Randy	On-going	Superintendent
			Tunnell, Kim	On-going	PDC

Comprehensive Needs Assessment

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- * Enrollment
- * Attendance
- * Ethnicity and Subgroups
- * Gender
- * Mobility/Stability
- * Special Program Participation
- * At-Risk by Category
- * Teacher/Student Ratios
- * Graduation, Completion, Dropout, and GED rates
- * Course/Class Assignments
- * College/University/Dual Credit/AP/PreAP/IB Enrollment & Scores
- * Professional Development Plans and Evaluations
- * Personnel Data (Appraisals, Recruiting, Retention)
- * Community Involvement

Resources / Reports Available:

- * TEAMS Reports (retention, discipline, attendance)
- * State Accountability Reports (AEIS, PBMAS, TELPAS)
- * Federal Accountability Reports (AYP)
- * SAT / ACT Reports
- * Surveys (Student, Parent, Campus)
- * PEIMS 425 Incident Report
- * PDAS Reports (Appraisals, Retention)
- * Technology Reports (Star, Survey)
- * Fitnessgram Reports
- * Financial Reports (FIRST, Audit, Compliance, Budget)
- * AP/IB/CBE Reports
- * AWARE Reports (Local and State data)

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.	
AWARE Reports (Local and State data)	Technology Reports (Star, Survey)
Federal Accountability Reports (AYP)	TEAMS Reports (retention, discipline, attendance)
State Accountability Reports (AEIS, PBMAS, TELPAS)	
SAT / ACT Reports	
AP/IB/CBE Reports	

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.” -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
Closing the achievement gap between sub-groups	Student achievement in Math and Science
Discipline referrals are declining	Economically Disadvantaged achievement in all subjects
Attendance is up on most campuses	Special Education and LEP performance in ELA and Math
RTI and interventions for ELA and Math	Drop Out and completion rate for LEP and Spec.Ed students
AP participation and scores are increasing	Out of School placement of Special Ed. students
	Technology skills of our students are low

Summary of Needs

Tyler ISD, while continuing to close the achievement gaps between sub-groups, is still below the state averages in most sub-group and subject area achievement. There is still a need for support to our struggling students in Special Education and in our LEP population. Our Math achievement for our African American students are also lagging behind. Students who are Economically Disadvantaged are in need of continued intervention and monitoring. Students must have access to engaging, hands-on learning as well as the integration of technology skills provided by teachers and staff who have been trained.

DISTRICT IMPROVEMENT PLAN

Goal 1:

The District will become an exemplary District by maintaining a culture of high expectations for student achievement for all students.

Objective: (SMART Goal)

1a: Students in each student group will meet or exceed the expectation as set by AEIS, AYP, and PBM for each content area

Strategy:

- * Provide relevant engaging instruction with an aligned curriculum
- * Monitor progress and make adjustments as needed
- * Provide resources to ensure success

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/Completion Date
Numerical reference to the Goal, Objective/ & Strategy for use in purchase orders and accounting	Choose from drop down menu to select the performance area targeted for the activity	Program or System that needs significant change as Targeted by the Needs Assessment	How will we get there? [Step-by-step process; the process of doing something in order to achieve a purpose]	What evidence will demonstrate that the action step was completed? [Identify at the time the action step is written]	What qualitative or quantitative evidence will indicate whether the action step had any effect on moving towards the Goal? [Identify at the time the action step is written]	Who will get us there? [Person(s) with primary responsibility for the Area Targeted]	What will we need to implement the action step? [Materials/supplies, time, and/or fiscal resources]	When will action step be monitored? * Beginning * Formative * Summative
1.1.A	Improved TAKS Results and Completion/Dropout Rate	Systems to effectively monitor student learning and provide timely feedback	Set high expectations for all groups and individual students by regularly assessing student performance	<ul style="list-style-type: none"> • Assessment Calendar • Meetings on data analysis • Data walls 	<ul style="list-style-type: none"> • TAKS • Benchmark assessments • Walk-throughs 	<ul style="list-style-type: none"> • Superintendent • Instructional Division • Campus Administrators • Teachers 	District and Campus based benchmarking assessments	Each Six weeks

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
1.1.B	Improved TAKS Results and Completion/Dropout Rate	Systems for timely, targeted student interventions and support	Implement intervention programs to promote student performance for all students including those in special programs <ul style="list-style-type: none"> • Career and Technology • Special Education • Dyslexia • At-Risk Populations • Bilingual and ESL • Fine Arts • Gifted/Talented • Head Start • AVID • Gear-Up 	<ul style="list-style-type: none"> • Scheduling of students • Program participation 	<ul style="list-style-type: none"> • TAKS • Benchmark assessments • Progress monitoring • Assessments 	<ul style="list-style-type: none"> • Deputy Superintendent • Instructional Division • Program Directors • Coordinator of Student Interventions 	<ul style="list-style-type: none"> • SCE District • Career and Technology allotment • Title II • Title I • Local funds • Federal funds 	Ongoing
1.1.C	Improved TAKS Results and Completion/Dropout Rate	Self-directed, engaged students	Increase extracurricular opportunities for secondary students	<ul style="list-style-type: none"> • Enrollment in courses • Participation in clubs and organizations 	<ul style="list-style-type: none"> • Survey • Class schedules • Course offerings 	<ul style="list-style-type: none"> • Director of Secondary Education • Director of Fine Arts • Campus Administrators 	<ul style="list-style-type: none"> • Local funds • Grants 	Ongoing
1.1.D	Improved TAKS Results and Completion/Dropout Rate	Instructional leadership, monitoring and supervision	Train staff and monitor the implementation of the curriculum using SMART Walks and PDAS	<ul style="list-style-type: none"> • Evaluations • Reports of Walk Throughs 	<ul style="list-style-type: none"> • Walk-throughs • Benchmark assessments 	<ul style="list-style-type: none"> • Executive Director of Curriculum and Instruction • Instructional Division • Campus Administrators 	<ul style="list-style-type: none"> • Title I • Title IIA • Local funds 	Ongoing
1.1.E	Improved TAKS Results and Completion/Dropout Rate	Relevant and engaging instruction	Implement a District-wide staff development plan including PFK, grade level workshops, and content area workshops based on Campus and District needs	<ul style="list-style-type: none"> • Staff Development offerings and schedule 	<ul style="list-style-type: none"> • Sign-in sheets • Registrations for PFK • Needs assessments • Surveys • TAKS 	<ul style="list-style-type: none"> • Executive Director of Curriculum and Instruction • Instructional Division • Campus Administrators 	<ul style="list-style-type: none"> • Title I • Title II • Title III • Local funds • Region VII contracted services 	Ongoing

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
1.1.F	Improved TAKS Results and Completion/Dropout Rate	Systems to effectively monitor student learning and provide timely feedback	Expand Eduphoria AWARE software program for data analysis, and lesson planning process	<ul style="list-style-type: none"> • Reports created 	<ul style="list-style-type: none"> • Walk-through data PDAS data reports • Usage in Eduphoria 	<ul style="list-style-type: none"> • Director of Assessments • Instructional Technology • Campus Administrators 	<ul style="list-style-type: none"> • Title II • Local funds 	Ongoing
1.1.G	Improved TAKS Results and Completion/Dropout Rate	Systems for timely, targeted student interventions and support	Utilize INOVA data and interventions	<ul style="list-style-type: none"> • Mentoring lists • Intervention plans 	<ul style="list-style-type: none"> • Benchmark assessments • TAKS 	<ul style="list-style-type: none"> • Instructional Division • Campus Administrators 	<ul style="list-style-type: none"> • SCE • Local funds 	Ongoing
1.1.H	Improved TAKS Results and Completion/Dropout Rate	Systems for timely, targeted student interventions and support	Monitor TPRI, Tejas Lee, and District Benchmarks to plan intervention strategies for struggling readers	<ul style="list-style-type: none"> • Intervention and tutorial lists 	<ul style="list-style-type: none"> • District Reading Records • TPRI and Tejas Lee at beginning, middle and end of year 	<ul style="list-style-type: none"> • Instructional Division • Campus Administrators • Literacy Coaches • Bilingual Director 	<ul style="list-style-type: none"> • ARI • Title I • Title III • Local funds 	Six Weeks Reports
1.1.I	Improved TAKS Results and Completion/Dropout Rate	Relevant and engaging instruction	Increase the number of students taking and passing AP and IB exams	<ul style="list-style-type: none"> • Enrollment in courses 	<ul style="list-style-type: none"> • Local tracking system 	<ul style="list-style-type: none"> • Director of Advanced Studies • Campus Administrators 	Advanced studies	Ongoing

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
1.1.J	Improved TAKS Results and Completion/Dropout Rate	Systems for timely, targeted student interventions and support	Provide a District 3 Tier Intervention Model for identified students at risk of failure	<ul style="list-style-type: none"> • SSI reports • District plan • RtI data 	<ul style="list-style-type: none"> • OEY reports • RtI notebooks • Benchmark assessments • TAKS scores • 504 data • Special Education referrals 	<ul style="list-style-type: none"> • Instructional Division • Campus Administrators • Campus Counselors • Coordinator of Student Intervention 	<ul style="list-style-type: none"> • ARI/AMI • Gear-Up • Optional extended year program • Title I, Title III • Master Reading and Math Teacher grants • 504 and Special Education 	Fall and Ongoing
1.1.K	Improved TAKS Results and Completion/Dropout Rate	Systems for collaborative instructional planning	Utilize literacy coach and instructional specialist on each elementary Campus to support K – 5 reading and writing, math and science instruction	<ul style="list-style-type: none"> • Time logs 	<ul style="list-style-type: none"> • TAKS Reading and Writing Scores • TPRI and Tejas Lee 	<ul style="list-style-type: none"> • Curriculum and Instruction Department • Literacy Facilitators • Instructional Specialists 	<ul style="list-style-type: none"> • Title I • Title II • ARRA funds • Local funds 	Ongoing
1.1.L	Improved TAKS Results and Completion/Dropout Rate	Self-directed, engaged students	Provide a consistent Tyler Student Support Team (TSST) on each Campus with consistent District process and monitoring	<ul style="list-style-type: none"> • Campus Plans 	<ul style="list-style-type: none"> • Special Education referrals • Intervention monitoring 	<ul style="list-style-type: none"> • Instructional Division • Campus Administrators • Campus TSST Coordinator • Coordinator of Student Intervention 	Local funds	September thru May
1.1.M	Improved TAKS Results and Completion/Dropout Rate	Systems to effectively monitor student learning and provide timely feedback	Develop and expand the test banks for Teacher and District assessments	<ul style="list-style-type: none"> • Test bank items 	<ul style="list-style-type: none"> • Common local assessments • Benchmark assessments 	Instructional Division	Local funds	Ongoing

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
1.1.N	Improved TAKS Results and Completion/Dropout Rate	Systems for collaborative instructional planning	Improve academic performance of students identified for special education services through inclusionary practices in general education	<ul style="list-style-type: none"> • Student schedules • Teacher collaboration 	<ul style="list-style-type: none"> • Number of special education students taking modified assessments • TAKS scores for Special Education students 	<ul style="list-style-type: none"> • Instructional Division • Special Education Department • Campus Administrators • Teachers 	<ul style="list-style-type: none"> • Title I • Title II, • IDEA funds • ARRA funds • ARI • AMI • Campus SCE 	Ongoing
1.1.O	Improved TAKS Results and Completion/Dropout Rate	Guaranteed viable curriculum with TAKS-Rigor assessment	Train staff in use of research-based instructional strategies for working with students with limited English proficiencies including SIOP (Sheltered Instruction Observation Protocol)	<ul style="list-style-type: none"> • ALLPS/ELPS training • Lesson plans 	<ul style="list-style-type: none"> • Number of ESL students meeting passing criteria and commended performance on benchmark assessments 	<ul style="list-style-type: none"> • Bilingual/ESL Division 	<ul style="list-style-type: none"> • Title III • Local funds 	Ongoing
1.1.P	Improved TAKS Results and Completion/Dropout Rate	Systems for collaborative instructional planning	Guide all CTE Teachers to actively build units with core course Teachers to reinforce and teach academic skills	<ul style="list-style-type: none"> • Professional development • Collaborative planning 	<ul style="list-style-type: none"> • Benchmark assessments 	<ul style="list-style-type: none"> • Director of CTE • HS Administrators • CTE Teachers • Regular Education Teachers 	<ul style="list-style-type: none"> • CTE funds • Local funds 	Fall
1.1.Q	Improved TAKS Results and Completion/Dropout Rate	Instructional leadership, monitoring and supervision	Train secondary Campus administrators on CTE requirements and accountability issues for improved CTE student performance and improved CTE faculty monitoring	<ul style="list-style-type: none"> • Meeting schedule 	<ul style="list-style-type: none"> • Walk-throughs • Documentation (CTE reports) • PBMAS 	<ul style="list-style-type: none"> • CTE Coordinator and • Campus Administrators 	<ul style="list-style-type: none"> • CTE funds 	Ongoing

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
1.1.R	Improved TAKS Results and Completion/Dropout Rate	Relevant and engaging instruction	Guide all Librarians to actively build collaborative units with core Teachers to reinforce and teach academic skills through integration of Big6 research process (or through inclusion of higher order thinking skills	<ul style="list-style-type: none"> • Units displayed in Libraries 	<ul style="list-style-type: none"> • Number of Big 6 units available 	<ul style="list-style-type: none"> • Curriculum and Instruction Department • Campus Administrators • Librarians 	<ul style="list-style-type: none"> • Local funds • Federal funds 	Ongoing
1.1.S	Improved TAKS Results and Completion/Dropout Rate	Relevant and engaging instruction	Provide an array of learning opportunities that are commensurate with the abilities of identified gifted/talented students and that emphasize content in the four core academic areas during the school day, as well as the entire school year	<ul style="list-style-type: none"> • Planning and schedule 	Master schedule and roster of gifted students enrolled in the TARGET Program	<ul style="list-style-type: none"> • Director of Advanced Studies • Principals • Teachers 	<ul style="list-style-type: none"> • Local Funds • Gifted Education funds 	Ongoing
1.1.T	Improved TAKS Results and Completion/Dropout Rate	Relevant and engaging instruction	Provide appropriately challenging learning experiences for the identified gifted in grades 9-12 that emphasize content from the four core academic areas	<ul style="list-style-type: none"> • Course offerings 	Master schedule and roster of gifted students enrolled in Pre-AP, AP, Pre-IB or IB programming courses	<ul style="list-style-type: none"> • Director of Advanced Studies • Campus Administrators • Teachers 	<ul style="list-style-type: none"> • Local funds • Scheduled time for Teachers to attend training and develop plans 	August thru May

DISTRICT IMPROVEMENT PLAN

Goal 1:

The District will become an exemplary District by maintaining a culture of high expectations for student achievement for all students.

Objective: (SMART Goal)

1b: The District will provide a variety of appropriate intensive, compensatory, and/or accelerated instructional services for students at risk of dropping out of school in order to increase academic performance, reduce the dropout rate, and increase student attendance

Strategy:

- * Monitor student progress and provide intervention
- * Provide opportunities for at-risk students

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
Numerical reference to the Goal, Objective/ & Strategy for use in purchase orders and accounting	Choose from drop down menu to select the performance area targeted for the activity	Program or System that needs significant change as Targeted by the Needs Assessment	How will we get there? [Step-by-step process: the process of doing something in order to achieve a purpose]	What evidence will demonstrate that the action step was completed? [Identify at the time the action step is written]	What qualitative or quantitative evidence will indicate whether the action step had any effect on moving towards the Goal? [Identify at the time the action step is written]	Who will get us there? [Person(s) with primary responsibility for the Area Targeted]	What will we need to implement the action step? [Materials/supplies, time, and/or fiscal resources]	When will action step be monitored? *Beginning *Formative *Summative
1.2.A	Improved TAKS Results and Completion/Dropout Rate	Systems to effectively monitor student learning and provide timely feedback	Develop and maintain graduation plans for all students, including special populations (Four-year high school graduation plan and two-year post-secondary education plan)	<ul style="list-style-type: none"> • Student course schedules 	<ul style="list-style-type: none"> • Records of graduates and the assessment of the fifth and sixth (post graduation) years of their graduation plans 	<ul style="list-style-type: none"> • Principals • Campus Counselors 	<ul style="list-style-type: none"> • Local Funds 	December

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
1.2.B	Improved TAKS Results and Completion/Dropout Rate	Systems to effectively monitor student learning and provide timely feedback	Provide information sessions for parents, in Spanish and English, regarding college financial aid opportunities and the Texas Grant	<ul style="list-style-type: none"> Schedules 	<ul style="list-style-type: none"> Parent sign-in sheets 	<ul style="list-style-type: none"> Director of Secondary Education Campus Administrators 	<ul style="list-style-type: none"> Local Funds 	April
1.2.C	Improved TAKS Results and Completion/Dropout Rate	Systems for timely, targeted student interventions and support	Offer credit recovery opportunities to students who have not successfully completed courses	<ul style="list-style-type: none"> Course schedules 	<ul style="list-style-type: none"> Numbers of students receiving credits 	<ul style="list-style-type: none"> Director of Secondary Education Campus Administrators 	<ul style="list-style-type: none"> Local Funds 	December thru May
1.2.D	Improved TAKS Results and Completion/Dropout Rate	Systems for timely, targeted student interventions and support	Monitor progress toward reducing the achievement gap between at-risk students and other populations	<ul style="list-style-type: none"> Plan and data analysis 	<ul style="list-style-type: none"> TEKS TAKS TAKS A TAKS M AYP 	<ul style="list-style-type: none"> Instructional Division Campus Administrators Teachers 	<ul style="list-style-type: none"> Local Funds 	August thru May
1.2.E	Improved TAKS Results and Completion/Dropout Rate	Systems to effectively monitor student learning and provide timely feedback	Develop local plan to improve completion rate and decrease percentage rates of absent students at both high schools	<ul style="list-style-type: none"> Plan and Schedule 	<ul style="list-style-type: none"> Local tracking system 	<ul style="list-style-type: none"> Deputy Superintendent Director of Secondary Education Campus Administrators 	<ul style="list-style-type: none"> Local Funds 	Annually
1.2.F	Improved TAKS Results and Completion/Dropout Rate	Systems for timely, targeted student interventions and support	Increase achievement through continued implementation of Alternative Education Programs <ul style="list-style-type: none"> Alvin V. Anderson (PACE) Educational Complex Plyler Alternative Complex Juvenile Justice Alternative Education Program 	<ul style="list-style-type: none"> Schedules and data 	<ul style="list-style-type: none"> Benchmark assessments TAKS 	<ul style="list-style-type: none"> Principals Campus Counselors Instructional Division 	<ul style="list-style-type: none"> SCE Campus allocations IDEA-B capacity building funds District funds Title I instructional materials 	Annually

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
1.2.G	Improved TAKS Results and Completion/Dropout Rate	Systems for timely, targeted student interventions and support	Provide appropriate services to identified homeless students	<ul style="list-style-type: none"> • Logs and records 	<ul style="list-style-type: none"> • Local tracking system 	<ul style="list-style-type: none"> • Homeless Liaison 	<ul style="list-style-type: none"> • Local Title IA 	Ongoing
1.2.H	Improved TAKS Results and Completion/Dropout Rate	Systems for timely, targeted student interventions and support	Track attendance records of Campus and utilize attendance officers when attendance is down	<ul style="list-style-type: none"> • Logs and records 	<ul style="list-style-type: none"> • Local tracking system 	<ul style="list-style-type: none"> • Assistant Principal over attendance • Student Services Officer • Executive Director of Student Services 	<ul style="list-style-type: none"> • Local Funds 	Ongoing
1.2.I	Improved TAKS Results and Completion/Dropout Rate	Systems for timely, targeted student interventions and support	Track completion rate information to ensure compliance	<ul style="list-style-type: none"> • Logs and records 	<ul style="list-style-type: none"> • Local tracking system 	<ul style="list-style-type: none"> • Supervisor to Attendance Officers 	<ul style="list-style-type: none"> • Local Funds 	Annually
1.2.J	Improved TAKS Results and Completion/Dropout Rate	Instructional leadership, monitoring and supervision	Train secondary Campus Administrators on CTE requirements and accountability issues for improved CTE student performance and improved CTE faculty monitoring	<ul style="list-style-type: none"> • Staff Development records 	<ul style="list-style-type: none"> • Walk-throughs • Documentation (CTE reports) • PBMAS 	<ul style="list-style-type: none"> • CTE Coordinator • Campus Administrators 	<ul style="list-style-type: none"> • CTE Funds 	Ongoing
1.2.K	Improved TAKS Results and Completion/Dropout Rate	Self-directed, engaged students	Purchase of hands-on manipulative to assist various learning styles of K-12 students who are at-risk or special needs	<ul style="list-style-type: none"> • Purchase Orders 	<ul style="list-style-type: none"> • TAKS Scores • Benchmark Assessments • Student Grades 	<ul style="list-style-type: none"> • Director of Special Education • Instructional Division 	<ul style="list-style-type: none"> • IDEA – B ARRA funds 	Fall 2009

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
1.2.L	Improved TAKS Results and Completion/Dropout Rate	Systems to effectively monitor student learning and provide timely feedback	District-wide implementation of Positive Behavior Intervention Support program to establish Campus coordination of student support systems	<ul style="list-style-type: none"> • Campus Plans 	<ul style="list-style-type: none"> • Attendance Rates • Discipline Data • Graduation and Completion Rates 	<ul style="list-style-type: none"> • Director of Special Education • Behavior Support personnel 	IDEA – B ARRA funds	Ongoing
1.2.M	Improved TAKS Results and Completion/Dropout Rate	Systems for timely, targeted student interventions and support	Provide academic intervention teachers to support struggling learners in the core academic subjects	<ul style="list-style-type: none"> • Staffing 	<ul style="list-style-type: none"> • TAKS Scores • Benchmark Assessments • Student Grades 	<ul style="list-style-type: none"> • Instructional Support Division • Curriculum Department 	<ul style="list-style-type: none"> • IDEA – B ARRA funds • Title I ARRA funds 	Ongoing
1.2.N	Improved TAKS Results and Completion/Dropout Rate	Systems for timely, targeted student interventions and support	Provide inclusion teachers and paraprofessionals to support special education learners in science and social studies at John Tyler and Robert E. Lee High Schools	<ul style="list-style-type: none"> • Staff Development records 	<ul style="list-style-type: none"> • TAKS Scores • Benchmark Assessments • Student Grades 	<ul style="list-style-type: none"> • Director of Special Education • Campus Administrators • Teachers 	IDEA – B ARRA funds	Fall 2009
1.2.O	Improved TAKS Results and Completion/Dropout Rate	Self-directed, engaged students	Provide district-wide professional development focused on Cultural Diversity and Standards Based IEPs	<ul style="list-style-type: none"> • Staff Development records 	<ul style="list-style-type: none"> • Disproportionality in Special Ed. Identification • TAKS Results 	<ul style="list-style-type: none"> • Instructional Division • Director of Special Education 	IDEA – B ARRA funds	Ongoing
1.2.P	Improved TAKS Results and Completion/Dropout Rate	Systems for collaborative instructional planning	Implementation of district-wide transition to post secondary environments for 18-22 year old students in special education at John Tyler and Robert E. Lee High Schools	<ul style="list-style-type: none"> • Plan and Schedule 	<ul style="list-style-type: none"> • Post secondary outcome survey results 	<ul style="list-style-type: none"> • Director of Special Education 	IDEA – B ARRA funds	

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
1.2.Q	Improved TAKS Results and Completion/Dropout Rate	Self-directed, engaged students	Assessment and support materials for students aged 0-22 years with special needs	<ul style="list-style-type: none"> • Purchase Orders 	<ul style="list-style-type: none"> • IEP goal • TAKS Results • Benchmark Assessments • Student Grades 	<ul style="list-style-type: none"> • Director of Special Education 	<ul style="list-style-type: none"> • IDEA – B ARRA funds 	
1.2.R	Improved TAKS Results and Completion/Dropout Rate	Systems for timely, targeted student interventions and support	Provide support for information management and monitoring of interventions and programs	<ul style="list-style-type: none"> • Schedules and data 	<ul style="list-style-type: none"> • Fiscal reports • Student records 	<ul style="list-style-type: none"> • Director of Special Education • Coordinator of Title I 	<ul style="list-style-type: none"> • IDEA – B ARRA funds • Title I ARRA funds 	Fall thru Spring 2009
1.2.S	Improved TAKS Results and Completion/Dropout Rate	Systems for timely, targeted student interventions and support	Provide supplemental developmentally appropriate curriculum materials for teachers of Head Start students to support English and Bilingual classrooms.	<ul style="list-style-type: none"> • Purchase Orders 	<ul style="list-style-type: none"> • Assessment Results • Staff Development attendance 	<ul style="list-style-type: none"> • Director of Federal Programs • Instructional Division • Coordinator of Title I 	<ul style="list-style-type: none"> • Head Start ARRA funds • Title I ARRA funds 	Ongoing

DISTRICT IMPROVEMENT PLAN

Goal 1:

The District will become an exemplary District by maintaining a culture of high expectations for student achievement for all students.

Objective: (SMART Goal)

1c: The District will ensure high quality staff committed to excellence

Strategy:

- * Recruit and retain quality staff
- * Support staff especially in hard to fill areas

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
Numerical reference to the Goal, Objective/ & Strategy for use in purchase orders and accounting	Choose from drop down menu to select the performance area targeted for the activity	Program or System that needs significant change as Targeted by the Needs Assessment	How will we get there? [Step-by-step process; the process of doing something in order to achieve a purpose]	What evidence will demonstrate that the action step was completed? [Identify at the time the action step is written]	What qualitative or quantitative evidence will indicate whether the action step had any effect on moving towards the Goal? [Identify at the time the action step is written]	Who will get us there? [Person(s) with primary responsibility for the Area Targeted]	What will we need to implement the action step? [Materials/supplies, time, and/or fiscal resources]	When will action step be monitored? *Beginning *Formative *Summative
1.3.A	High Equality Staff	Recruitment	Recruit and maintain highly qualified staff through the use of Job Fairs, Job Postings, Partnerships with Colleges, Universities, and International partnerships	<ul style="list-style-type: none"> • Schedules of participation 	<ul style="list-style-type: none"> • Teacher Retention Reports 	<ul style="list-style-type: none"> • Principals • Campus Administrators Coordinator of Recruiting & Retention 	<ul style="list-style-type: none"> • Local funds • Title I funds 	Ongoing
1.3.B	High Equality Staff	Accountability	Conduct an audit of Teacher certificates and qualifications and qualifications met for teaching assignments	<ul style="list-style-type: none"> • Reports 	<ul style="list-style-type: none"> • NCLB reports 	<ul style="list-style-type: none"> • Executive. Director of Human Resources 	<ul style="list-style-type: none"> • Local Funds 	Annually in July

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
1.3.C	High Equality Staff	Recruitment and retention	Implement the PALS Mentor Program for new Teachers through induction training, New Teacher Academy, and 2nd year program	<ul style="list-style-type: none"> Participation 	<ul style="list-style-type: none"> Teacher surveys 	<ul style="list-style-type: none"> Executive Director of Curriculum and Instruction Coordinator of 	Local Funds	August thru May
1.3.D	High Equality Staff	Recruitment and retention	Provide a Teacher salary that is competitive with the larger market	<ul style="list-style-type: none"> Comparison reports 	<ul style="list-style-type: none"> State salary chart Salary charts of competitive markets 	<ul style="list-style-type: none"> Executive Director of Human Resources Executive Director OF Financial Services 	Local Funds	Ongoing
1.3.E	High Equality Staff	Accountability	Provide training for Administrators in connecting accountability and appraisal	<ul style="list-style-type: none"> Schedule 	<ul style="list-style-type: none"> Campus assessment of needs 	<ul style="list-style-type: none"> Instructional Division Campus Administrators 	Local Funds	Ongoing
1.3.F	High Equality Staff	Recruitment	Investigate ways to target and attract potential bilingual Teachers	<ul style="list-style-type: none"> Plan 	<ul style="list-style-type: none"> Numbers of highly-qualified bilingual Teachers 	<ul style="list-style-type: none"> Executive Director of Human Resources Coordinator of Retention & Recruiting 	<ul style="list-style-type: none"> Local funds Title III 	Ongoing
1.3.G	High Equality Staff	Recruitment and retention	Hire a Recruiting and Retention Coordinator to refine recruiting schedules to include universities and states not previously visited to provide additional opportunities to contact eligible candidates	<ul style="list-style-type: none"> Schedule of visits 	<ul style="list-style-type: none"> Job Fair participation Hiring data information 	<ul style="list-style-type: none"> Executive Director of Human Resources Director of Bilingual Education Coordinator of Recruiting & Retention 	Local Funds	Spring

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
1.3.H	High Equality Staff	Accountability	Align staff development with job performance requirements	<ul style="list-style-type: none"> • Staff Development schedule 	<ul style="list-style-type: none"> • District assessment of needs • Surveys 	Executive Director of Curriculum and Instruction	<ul style="list-style-type: none"> • Local Funds 	Ongoing
1.3.I	High Equality Staff	Accountability	Compile and analyze District data to identify areas of need related to student achievement and mandated training requirements	<ul style="list-style-type: none"> • Staff Development schedule 	<ul style="list-style-type: none"> • Completed analysis reports for <ul style="list-style-type: none"> o AEIS o AYP o PBMAS • TEA requirements 	<ul style="list-style-type: none"> • Instructional Division • Executive Director of Curriculum and Instruction 	<ul style="list-style-type: none"> • Local Funds 	Ongoing
1.3.J	High Equality Staff	Recruitment and retention	Develop Leadership Academy for aspiring Principals and Administrators	<ul style="list-style-type: none"> • Schedule 	<ul style="list-style-type: none"> • Assistant Principal meetings • Surveys 	<ul style="list-style-type: none"> • Instructional Division 	<ul style="list-style-type: none"> • Local funds • Partnership with UT Tyler 	Ongoing
1.3.K	High Equality Staff	Recruitment and retention	Participate in the DATE grant	<ul style="list-style-type: none"> • Program plan 	<ul style="list-style-type: none"> • Grant planning document 	<ul style="list-style-type: none"> • Facilitator of DATE Grant 	<ul style="list-style-type: none"> • DATE funds 	2010-2011
1.3.L	High Equality Staff	Recruitment and retention	District-wide Campus incentive program to compensate all staff involved on TAKS performance and the level of recognition based upon	<ul style="list-style-type: none"> • Report 	<ul style="list-style-type: none"> • Qualified school numbers • TAKS Scores 	<ul style="list-style-type: none"> • Executive Director of Human Resources • Executive Director of Financial Services • Facilitator of DATE Grant 	<ul style="list-style-type: none"> • SFSF funds • DATE funds 	Ongoing
1.3.M	High Equality Staff	Recruitment and retention	Provide stipends for secondary teachers in mathematics and science and elementary bilingual teachers	<ul style="list-style-type: none"> • List of teachers 	<ul style="list-style-type: none"> • Teacher retention in high needs areas 	<ul style="list-style-type: none"> • Executive Director of Human Resources • Executive Director of Financial Services • Facilitator of DATE Grant 	<ul style="list-style-type: none"> • SFSF funds • DATE Grant Fund 	Ongoing

DISTRICT IMPROVEMENT PLAN

Goal 1:

The District will become an exemplary District by maintaining a culture of high expectations for student achievement for all students.

Objective: (SMART Goal)

1d: The District will demonstrate an increase in the percentage of students who are preparing for post secondary education and increase the percentage of the students taking and achieving success on college entrance exams to 95%

Strategy:

- * Encourage students to take more rigorous courses
- * Provide support to students in advanced classes

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
Numerical reference to the Goal, Objective/ & Strategy for use in purchase orders and accounting	Choose from drop down menu to select the performance area targeted for the activity	Program or System that needs significant change as Targeted by the Needs Assessment	How will we get there? [Step-by-step process; the process of doing something in order to achieve a purpose]	What evidence will demonstrate that the action step was completed? [Identify at the time the action step is written]	What qualitative or quantitative evidence will indicate whether the action step had any effect on moving towards the Goal? [Identify at the time the action step is written]	Who will get us there? [Person(s) with primary responsibility for the Area Targeted]	What will we need to implement the action step? [Materials/supplies, time, and/or fiscal resources]	When will action step be monitored? *Beginning *Formative *Summative
1.4.A	Improved TAKS Results and Completion/Drop out Rate	Self-directed, engaged students	Communicate to students and parents the process for and benefits of becoming a National Merit Semi-Finalist through the PSAT	<ul style="list-style-type: none"> • Posting and advertisements 	<ul style="list-style-type: none"> • Documentation of attendees 	<ul style="list-style-type: none"> • Deputy Superintendent • Principals • Director of Assessment • Counselors 	<ul style="list-style-type: none"> • Local funds • Campus newsletters • Parent meetings • Advisement • PSAT – local funds 	September
1.4.B	Improved TAKS Results and Completion/Drop out Rate	Self-directed, engaged students	Administer a practice PSAT to 10th graders each October to identify potential National Merit Finalists	<ul style="list-style-type: none"> • Participation 	<ul style="list-style-type: none"> • Documentation of the numbers at each testing site 	<ul style="list-style-type: none"> • Director of Assessment • Campus Administrators • Counselors 	<ul style="list-style-type: none"> • Local funds 	PSAT in October

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
1.4.C	Improved TAKS Results and Completion/Drop out Rate	Self-directed, engaged students	Facilitate one college entrance Examination (SAT, ACT) for each high school student in addition to the PSAT in order to increase the number of National Merit Semi-Finalists and Finalists by 100% at each high school	• Participation	• Numbers enrolled in college	• Deputy Superintendent • Campus Administrators • Director of Assessment • Counselors	• Local funds • Parent newsletter • PTA newsletter • Assessment budget	• SAT in January and May • ACT in December and April
1.4.D	Improved TAKS Results and Completion/Drop out Rate	Self-directed, engaged students	Offer year-round SAT/SAT/ACT preparation sessions	• Participation	• Documentation of the numbers enrolled in each session	• Director of Assessment • Campus Administrators • Counselors	• Local funds • Partial FTE for elective course	• September • October • May • June
1.4.E	Improved TAKS Results and Completion/Drop out Rate	Self-directed, engaged students	Improve District mean SAT/ACT scores	• Reports	• Documentation of SAT/ACT test scores	• Director of Assessment • Campus Administrators • Counselors	• Local funds • PSAT/ACT/SAT sessions	August
1.4.F	Improved TAKS Results and Completion/Drop out Rate	Self-directed, engaged students	Increase the number of students in Pre AP/AD courses with the support of AVID	• AVID class enrollment	• AVID reports	• Facilitator of AVID	• Local funds • High School Allotment	Ongoing

DISTRICT IMPROVEMENT PLAN

Goal 2:

The District will provide supplemental support services to enhance, intervene, and expand opportunities to learn for all students.

Objective: (SMART Goal)

2a: The integration of Visual and Performing Arts, Athletics, and Extra-curricular Activities will be used as a tool to enhance student education

Strategy:

- * Enrich student experiences to engage them in learning
- * Provide opportunities for students to participate & connect to school

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/Completion Date
Numerical reference to the Goal, Objective/ & Strategy for use in purchase orders and accounting	Choose from drop down menu to select the performance area targeted for the activity	Program or System that needs significant change as Targeted by the Needs Assessment	How will we get there? [Step-by-step process; the process of doing something in order to achieve a purpose]	What evidence will demonstrate that the action step was completed? [Identify at the time the action step is written]	What qualitative or quantitative evidence will indicate whether the action step had any effect on moving towards the Goal? [Identify at the time the action step is written]	Who will get us there? [Person(s) with primary responsibility for the Area Targeted]	What will we need to implement the action step? [Materials/supplies, time, and/or fiscal resources]	When will action step be monitored? * Beginning *Formative *Summative
2.1.A	Improved TAKS Results and Completion/Dropout Rate	Self-directed, engaged students	Students in grades six through eight will be required to participate in daily physical activity for at least 30 minutes for at least four semesters during those grade levels.	Class schedules reflective of Physical Education and structured recess periods.	Fitnessgram Data	Principals, Ex. Director of C&I	• Local Funds	Ongoing

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
2.1.B	Improved TAKS Results and Completion/Dropout Rate	Guaranteed viable curriculum with TAKS- Rigor assessment	Develop and implement professional development in VPA to improve instruction in core areas as well as areas of expertise	<ul style="list-style-type: none"> • Staff Development Schedule 	<ul style="list-style-type: none"> • TAKS scores • Teacher and Student surveys 	<ul style="list-style-type: none"> • Director of VPA • Executive Director of Instruction • Community Organizations • VPA Staff 	<ul style="list-style-type: none"> • VPA Funds • Grants • Partners in the Arts • John F. Kennedy Center for the Performing Arts. 	Ongoing
2.1.C	Improved TAKS Results and Completion/Dropout Rate	Systems for collaborative instructional planning	Initiate Vertical /Horizontal planning in middle and high school performing arts programs	<ul style="list-style-type: none"> • Schedule 	<ul style="list-style-type: none"> • Alignment of district programs • UIL scores • Numbers participating in programs 	<ul style="list-style-type: none"> • Director of VPA • Band, Choir and Orchestra Directors 	VPA Funds	Ongoing
2.1.D	Improved TAKS Results and Completion/Dropout Rate	Self-directed, engaged students	Continue to increase participation in Elementary Strings programs	<ul style="list-style-type: none"> • Number of participants 	<ul style="list-style-type: none"> • Increased numbers in middle school orchestra programs • UIL scores 	<ul style="list-style-type: none"> • Director of VPA • Orchestra Directors • East Texas Symphony Orchestra 	<ul style="list-style-type: none"> • VPA Funds • TISD Foundation • Partners in the Arts 	Ongoing
2.1.E	Improved TAKS Results and Completion/Dropout Rate	Instructional leadership, monitoring and supervision	4. Update Facilities to increase participation in extra-curricular activities	<ul style="list-style-type: none"> • Reports 	Numbers participating in programs	<ul style="list-style-type: none"> • Director of Visual and Performing Arts • Director of Facilities 	Local funds	Ongoing

DISTRICT IMPROVEMENT PLAN

Goal 2:

The District will provide supplemental support services to enhance, intervene, and expand opportunities to learn for all students.

Objective: (SMART Goal)

2b: The District will become a premier District recognized throughout the state for level of services provided to students and Teachers by how we apply technology to instruction

Strategy:

- * Integrate the use of technology in the classroom
- * Provide necessary hardware & software

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/Completion Date
Numerical reference to the Goal, Objective/ & Strategy for use in purchase orders and accounting	Choose from drop down menu to select the performance area targeted for the activity	Program or System that needs significant change as Targeted by the Needs Assessment	How will we get there? [Step-by-step process: the process of doing something in order to achieve a purpose]	What evidence will demonstrate that the action step was completed? [Identify at the time the action step is written]	What qualitative or quantitative evidence will indicate whether the action step had any effect on moving towards the Goal? [Identify at the time the action step is written]	Who will get us there? [Person(s) with primary responsibility for the Area Targeted]	What will we need to implement the action step? [Materials/supplies, time, and/or fiscal resources]	When will action step be monitored? * Beginning * Formative * Summative
2.2.A	Improved TAKS Results and Completion/Dropout Rate	Instructional leadership, monitoring and supervision	Utilize the District Software Committee consisting of Campus professionals, instructional technology trainers at both the elementary and secondary levels to meet to provide support, classroom instruction and intervention	<ul style="list-style-type: none"> Scheduled meetings 	<ul style="list-style-type: none"> Record of committee attendance Usage of software Evaluation and feedback 	<ul style="list-style-type: none"> Director of Technology Executive Director of Curriculum and Instruction Teachers Software committee 	Committee time	Ongoing

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
2.2.B	Improved TAKS Results and Completion/Dropout Rate	Instructional leadership, monitoring and supervision	Implement baseline instructional technology standards in classrooms by subject area to provide an appropriate environment for student learning through additional equipment	<ul style="list-style-type: none"> Plan and number of items provided 	<ul style="list-style-type: none"> Technology Standards Matrix TAKS Scores Benchmark Assessments 	<ul style="list-style-type: none"> Director of Technology Executive Director of Curriculum and Instruction 	<ul style="list-style-type: none"> Local funds Technology Allotment E-Rate funds SFSF funds 	Ongoing
2.2.C	Select	Instructional leadership, monitoring and supervision	Build a network that is resilient to provide a foundation that will serve all the technology needs of the District	<ul style="list-style-type: none"> Ability to access network 	<ul style="list-style-type: none"> Inventory Surveys 	<ul style="list-style-type: none"> Director of Technology Technology Services 	<ul style="list-style-type: none"> Local funds Technology allotment 	Ongoing
2.2.D	Improved TAKS Results and Completion/Dropout Rate	Instructional leadership, monitoring and supervision	Implement the technology plan in compliance with the No Child Left Behind requirements	<ul style="list-style-type: none"> Plan 	<ul style="list-style-type: none"> Budget TAKS AYP PBMAS 	<ul style="list-style-type: none"> Director of Technology Technology Services 	Local Funds	Ongoing
2.2.E	Improved TAKS Results and Completion/Dropout Rate	Instructional leadership, monitoring and supervision	Upgrade the District's management software to provide efficiency	<ul style="list-style-type: none"> Plan 	<ul style="list-style-type: none"> Survey Results TEAMS Modules 	<ul style="list-style-type: none"> Director of Technology Technology Services 	Local Funds	Ongoing
2.2.F	Improved TAKS Results and Completion/Dropout Rate	Instructional leadership, monitoring and supervision	Set technology literacy expectations for teachers and administrators	<ul style="list-style-type: none"> Standards published 	<ul style="list-style-type: none"> Technology Literacy Assessment 	<ul style="list-style-type: none"> Director of Technology Director of Curriculum & Instruction 	Local Funds	Spring 2011
2.2.G	Improved TAKS Results and Completion/Dropout Rate	Guaranteed viable curriculum with TAKS- Rigor assessment	Create consistent K – 8 Technology application expectations	<ul style="list-style-type: none"> Grade level expectations 	<ul style="list-style-type: none"> Eighth Grade Student Technology Literacy Assessment 	<ul style="list-style-type: none"> Curriculum and Instruction 	Local Funds	Ongoing

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
2.2.H	Improved TAKS Results and Completion/Dropout Rate	Systems for timely, targeted student interventions and support	Utilize computer assisted reading program to improve reading access to curriculum for identified special education students	<ul style="list-style-type: none"> • Use of programs on campuses 	<ul style="list-style-type: none"> • TAKS Scores • Benchmark Assessments • Student Grades 	<ul style="list-style-type: none"> • Director of Special Education 	IDEA – B ARRA funds	Fall 2009

DISTRICT IMPROVEMENT PLAN

Goal 2:

The District will provide supplemental support services to enhance, intervene, and expand opportunities to learn for all students.

Objective: (SMART Goal)

2c: The supplemental District services will support Campuses in their efforts to provide quality communication, transportation, food services, health and safety to students and staff

Strategy:

- * Support campuses in providing services for students
- * Provide access to quality education

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
Numerical reference to the Goal, Objective/ & Strategy for use in purchase orders and accounting	Choose from drop down menu to select the performance area targeted for the activity	Program or System that needs significant change as Targeted by the Needs Assessment	How will we get there? [Step-by-step process; the process of doing something in order to achieve a purpose]	What evidence will demonstrate that the action step was completed? [Identify at the time the action step is written]	What qualitative or quantitative evidence will indicate whether the action step had any effect on moving towards the Goal? [Identify at the time the action step is written]	Who will get us there? [Person(s) with primary responsibility for the Area Targeted]	What will we need to implement the action step? [Materials/supplies, time, and/or fiscal resources]	When will action step be monitored? *Beginning *Formative *Summative
2.3.A	Support Services	Communications	Reinforce the existing efforts established while implementing new methods to enable Tyler ISD to better communicate with parents and the community	<ul style="list-style-type: none"> • Programming Schedule 	<ul style="list-style-type: none"> • Feedback and responses to communication • Surveys 	<ul style="list-style-type: none"> • Director of Communications 	<ul style="list-style-type: none"> • Channel 19 • Presentations • Website • Facebook • Alert Now Rapid Communications System • District/Campus Letters 	Ongoing

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
2.3.B	Support Services	Communications	Develop and broadcast original programming on Channel 19 and utilize new program standards to maximize viewing through aggressive marketing	<ul style="list-style-type: none"> • Programming Schedule 	<ul style="list-style-type: none"> • Number of programs identified • TV guide • Development of program standards • Surveys 	<ul style="list-style-type: none"> • Director of Communications 	<ul style="list-style-type: none"> • Newspapers, website, The Link, production of Channel 19 TV guide (web-based) 	Ongoing
2.3.C	Support Services	Communications	Initiate and implement training opportunities for Principals and Teachers on both effective communications and public relations during staff development or as needed	<ul style="list-style-type: none"> • Training 	<ul style="list-style-type: none"> • Principal and Teacher feedback • Surveys 	<ul style="list-style-type: none"> • Director of Communications 	<ul style="list-style-type: none"> • Presentations and training through Communications Department 	Ongoing
2.3.D	Support Services	Communications	Improve communications with Spanish speaking parents and community through the use of increased communications and portable simultaneous translation equipment	<ul style="list-style-type: none"> • plans and feedback 	<ul style="list-style-type: none"> • Percentage of publications translated • Surveys • District and Campus letters translated • Use of bilingual phone messages 	<ul style="list-style-type: none"> • Director of Communications 	<ul style="list-style-type: none"> • Obtain services from translators • Bilingual staff member in Communications Department • Communicate regularly with Hispanic Media, Community Leaders 	Ongoing
2.3.E	Improved Completion/Dropout Rate	Communications	Implement new standardized district and campus website	<ul style="list-style-type: none"> • Website pages 	<ul style="list-style-type: none"> • Surveys • Feedback and numbers of translations • Number of equipment usage 	<ul style="list-style-type: none"> • Campus Webkeeper • Director of Communications 	<ul style="list-style-type: none"> • IDEA – B ARRA funds 	

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
2.3.F	Improved Completion/Dropout Rate	Health	Provide nutritious meals to students throughout the District with optimum customer service while adhering to state and federal guidelines	<ul style="list-style-type: none"> • Menus 	<ul style="list-style-type: none"> • Number of meals served • Menus • Surveys 	<ul style="list-style-type: none"> • Coordinator of Food Services 	<ul style="list-style-type: none"> • Local and state funds • Federal funds 	Ongoing
2.3.G	Improved Completion/Dropout Rate	Health	Strengthen and facilitate the educational process by providing services that contribute to a student's achievement and/or maintenance of optimal health	<ul style="list-style-type: none"> • Nurse logs 	<ul style="list-style-type: none"> • Health referrals • Attendance rates • Menus • Surveys 	<ul style="list-style-type: none"> • Coordinator of Food Services • Lead Nurse 	<ul style="list-style-type: none"> • Local and state funds • Federal funds 	Ongoing
2.3.H	Improved Completion/Dropout Rate	Health	Increase student and staff awareness of good health practices	<ul style="list-style-type: none"> • Publications 	<ul style="list-style-type: none"> • Documentation of students and staff attending presentations 	<ul style="list-style-type: none"> • Lead Nurse • School Nurse 	<ul style="list-style-type: none"> • Private Physicians • Community resources 	Ongoing
2.3.I	Improved Completion/Dropout Rate	Safety	Provide safe and orderly transportation for students, both to and from school along with school sponsored activity trips	<ul style="list-style-type: none"> • Reports 	<ul style="list-style-type: none"> • Accident reports • Number of trips with extracurricular activity 	<ul style="list-style-type: none"> • Coordinator of Transportation 	<ul style="list-style-type: none"> • Local and state funds 	Ongoing
2.3.J	Improved Completion/Dropout Rate	Safety	Support Campus Administrators by supplying transportation as requested and resolving student discipline issues as needed	<ul style="list-style-type: none"> • Reports 	<ul style="list-style-type: none"> • Discipline referrals • Fuel logs • Surveys 	<ul style="list-style-type: none"> • Transportation Department • Campus Principals 	<ul style="list-style-type: none"> • Campus budget • Transportation • Discipline Management 	Ongoing

DISTRICT IMPROVEMENT PLAN

Goal 3:

The District will provide a safe, healthy, orderly environment in addition to well maintained facilities.

Objective: (SMART Goal)

3a: Each Campus will provide and uphold an environment where students develop positive character attributes with emphasis on self-discipline, safety, health, nutrition, substance abuse, violence prevention and treating others with courtesy, dignity, and respect

Strategy:

- * Provide instruction on safety & health to students
- * Foster safe & positive environment

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
Numerical reference to the Goal, Objective/ & Strategy for use in purchase orders and accounting	Choose from drop down menu to select the performance area targeted for the activity	Program or System that needs significant change as Targeted by the Needs Assessment	How will we get there? [Step-by-step process; the process of doing something in order to achieve a purpose]	What evidence will demonstrate that the action step was completed? [Identify at the time the action step is written]	What qualitative or quantitative evidence will indicate whether the action step had any effect on moving towards the Goal? [Identify at the time the action step is written]	Who will get us there? [Person(s) with primary responsibility for the Area Targeted]	What will we need to implement the action step? [Materials/supplies, time, and/or fiscal resources]	When will action step be monitored? *Beginning *Formative *Summative
3.1.A	Safe, Healthy Learning Environment	Character Education	Monitor and refine the progress of the character education program (K-12)	• Bullying program plan	• Number of discipline referrals	• Instructional Division • Campus Administrators • Counselors	• Chick-Fil-A • Title IV	Ongoing
3.1.B	Safe, Healthy Learning Environment	Character Education	Recruit and train mentors from the community to support students through programs	• Partnerships with Campuses	• Number of volunteers	• Director of Student Support Services	• Volunteer Connection • Community Members	Ongoing

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
3.1.C	Safe, Healthy Learning Environment	Safety	Decrease the number of special education students assigned to ISS and DAEP	<ul style="list-style-type: none"> • Reports 	<ul style="list-style-type: none"> • Number of Special Education students assigned to ISS and DAEP 	<ul style="list-style-type: none"> • Instructional Division • Special Education Department • Campus Administration 	<ul style="list-style-type: none"> • Special Education funds • Local funds 	Ongoing
3.1.D	Safe, Healthy Learning Environment	Safety	Provide training to ensure consistent application of the Student Code of Conduct to reduce referrals by 10%	<ul style="list-style-type: none"> • Schedule 	<ul style="list-style-type: none"> • Number of discipline referrals 	<ul style="list-style-type: none"> • Deputy Superintendent • Directors of Elementary and Secondary Education • Campus Administrators 	<ul style="list-style-type: none"> • Student Code of Conduct • Serious Offense Guides 	Ongoing
3.1.E	Safe, Healthy Learning Environment	Safety	Ensure that the District Emergency Response Plan is in place and working	<ul style="list-style-type: none"> • District Plan 	<ul style="list-style-type: none"> • Debriefing sessions 	<ul style="list-style-type: none"> • Facilitator of Emergency Management • Leadership Team • Police Department 	<ul style="list-style-type: none"> • Local funds 	Ongoing
3.1.F	Safe, Healthy Learning Environment	Safety	Train Administrators and Campus teams in response to crisis	<ul style="list-style-type: none"> • Schedule 	<ul style="list-style-type: none"> • Sign-in sheets • Certificates 	<ul style="list-style-type: none"> • Police Chief • Emergency Operations Coordinator 	<ul style="list-style-type: none"> • Local funds 	Annually
3.1.G	Safe, Healthy Learning Environment	Safety	Provide CPR and First Aid training to identified staff	<ul style="list-style-type: none"> • Schedule 	<ul style="list-style-type: none"> • Sign-in sheets • Certificates 	<ul style="list-style-type: none"> • Lead Nurse • Athletic Trainers 	<ul style="list-style-type: none"> • PFK 	Ongoing
3.1.H	Safe, Healthy Learning Environment	Safety	Upgrade safety technology	<ul style="list-style-type: none"> • Number of Video monitors 	<ul style="list-style-type: none"> • Work orders 	<ul style="list-style-type: none"> • Director of Facilities • Director of Technology 	<ul style="list-style-type: none"> • Local funds 	Ongoing

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
3.1.I	Safe, Healthy Learning Environment	Safety	Monitor Behavior Improvement Plan development and implementation	<ul style="list-style-type: none"> • Reports 	<ul style="list-style-type: none"> • Number of student discipline referrals 	<ul style="list-style-type: none"> • Campus Administrators • Special Education Department • Behavior Specialists • ARD Committee • Diagnosticians • Teachers 	<ul style="list-style-type: none"> • Special Education Department 	Ongoing
3.1.J	Safe, Healthy Learning Environment	Safety	Provide training in the following areas <ul style="list-style-type: none"> • BIP • 504 • TSST • CPI • TBSI 	<ul style="list-style-type: none"> • Schedule 	<ul style="list-style-type: none"> • Eduphoria enrollment 	<ul style="list-style-type: none"> • Deputy Superintendent • Campus Administrators • Special Education Department • ARD Committee • Diagnosticians • Teachers • Behavior Specialist 	<ul style="list-style-type: none"> • Title IV • Special Education funds 	Annually
3.1.K	Safe, Healthy Learning Environment	Safety	Provide classroom instruction in drug-free and violence free schools violence prevention targeting conflict resolution, suicide prevention, substance abuse, and bullying	<ul style="list-style-type: none"> • Counselor Schedules & plans 	<ul style="list-style-type: none"> • Documentation of guidance lessons and programs • Special assemblies 	<ul style="list-style-type: none"> • Deputy Superintendent • Campus Administrators • Counselors • Executive Direction of Student Services 	<ul style="list-style-type: none"> • Title IV • Local funds 	Ongoing

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
3.1.L	Safe, Healthy Learning Environment	Safety	Implement a dating violence policy and program for High School students	<ul style="list-style-type: none"> • Health class schedule 	<ul style="list-style-type: none"> • Number of students reporting dating violence 	<ul style="list-style-type: none"> • Deputy Superintendent • Executive Director of Curriculum and Instruction • Facilitator of Emergency Management 	Local Funds	Spring 2009
3.1.M	Safe, Healthy Learning Environment	Safety	Provide Parenting and Paternity Awareness (PAPA) program at High Schools (HB 3076 – Effective 9/1/09)	<ul style="list-style-type: none"> • Schedule 	<ul style="list-style-type: none"> • Scope and Sequence for Health • Lesson Plan 	<ul style="list-style-type: none"> • Curriculum Division • Health Education Teachers • Administrators 	Local Funds	2008-2010
3.1.N	Safe, Healthy Learning Environment	Safety	Educate students/parents on the District Dating Violence Policy that provides content specificity	<ul style="list-style-type: none"> • Communication through health classes 	<ul style="list-style-type: none"> • Student Code of Conduct • Lesson plans • Discipline data 	<ul style="list-style-type: none"> • Curriculum Division • Counselors • Administrators • Health Education Teachers 	Local Funds	2009-2010

DISTRICT IMPROVEMENT PLAN

Goal 3:

The District will provide a safe, healthy, orderly environment in addition to well maintained facilities.

Objective: (SMART Goal)

3b: Facilities will be well maintained with an emphasis on clean, safe, appealing learning environments in order to promote student success.

Strategy:

- * Maintain a clean, safe environment
- * Provide improvements to facilities

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
Numerical reference to the Goal, Objective/ & Strategy for use in purchase orders and accounting	Choose from drop down menu to select the performance area targeted for the activity	Program or System that needs significant change as Targeted by the Needs Assessment	How will we get there? [Step-by-step process; the process of doing something in order to achieve a purpose]	What evidence will demonstrate that the action step was completed? [Identify at the time the action step is written]	What qualitative or quantitative evidence will indicate whether the action step had any effect on moving towards the Goal? [Identify at the time the action step is written]	Who will get us there? [Person(s) with primary responsibility for the Area Targeted]	What will we need to implement the action step? [Materials/supplies, time, and/or fiscal resources]	When will action step be monitored? * Beginning * Formative * Summative
3.2.A	Facilities	Maintenance	Improve curb appeal at all Campuses	<ul style="list-style-type: none"> • Improve landscaping 	<ul style="list-style-type: none"> • Schedule for landscaping and signage • Surveys 	<ul style="list-style-type: none"> • Director of Facilities • Supervisor of Maintenance • Custodial Supervisor • Principals 	<ul style="list-style-type: none"> • Undesignated funds • Maintenance budget • Custodial budget 	Ongoing
3.2.B	Facilities	Maintenance	Update preventative maintenance painting schedule	<ul style="list-style-type: none"> • Evidence of new painting 	<ul style="list-style-type: none"> • Painting schedule 	<ul style="list-style-type: none"> • Director of Facilities • Supervisor of Maintenance 	<ul style="list-style-type: none"> • Preventative Maintenance Fund 	Annually

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
3.2.C	Facilities	Security	Evaluate security needs at all Campuses	<ul style="list-style-type: none"> • Reports 	<ul style="list-style-type: none"> • Needs assessment • Schedules • Checklists 	<ul style="list-style-type: none"> • Director of Facilities • Supervisor of Maintenance • Chief of Police • Director of Student Services 	<ul style="list-style-type: none"> • Preventative Maintenance Fund • Security Fund 	Ongoing
3.2.D	Facilities	Maintenance	Update preventative maintenance plan for infrastructure repairs and lifecycle replacement	<ul style="list-style-type: none"> • Plans for improvement 	<ul style="list-style-type: none"> • Schedule for repairs 	<ul style="list-style-type: none"> • Director of Facilities • Supervisor of Maintenance 	<ul style="list-style-type: none"> • Preventative Maintenance Fund 	Ongoing
3.2.E	Facilities	Maintenance	Improve efficiency and develop better cleaning techniques	<ul style="list-style-type: none"> • Training and evaluation of campuses 	<ul style="list-style-type: none"> • Custodial checklists 	<ul style="list-style-type: none"> • Custodial Supervisor 	<ul style="list-style-type: none"> • Custodial supply trainers • Product • Manufacturers 	Ongoing
3.2.F	Facilities	Maintenance	Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure appropriate educational instruction and student safety	<ul style="list-style-type: none"> • Reports and work orders 	<ul style="list-style-type: none"> • Safety evaluation • Campus observations • SHAC recommendations 	<ul style="list-style-type: none"> • Director of Facilities • Executive Director of Curriculum & Instruction 	<ul style="list-style-type: none"> • Local funds 	Ongoing

DISTRICT IMPROVEMENT PLAN

Goal 4:

The District will maintain a customer service oriented partnership with all stakeholders that promote collaboration, communication, and diversity.

Objective: (SMART Goal)

4a: The District will communicate positively and effectively both internally and externally so that parents and other stakeholders become partners in the educational process and District decision making

Strategy:

- * Promote participation and advertise opportunities to become involved
- * Communicate with all stakeholders

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
Numerical reference to the Goal, Objective/ & Strategy for use in purchase orders and accounting	Choose from drop down menu to select the performance area targeted for the activity	Program or System that needs significant change as Targeted by the Needs Assessment	How will we get there? [Step-by-step process; the process of doing something in order to achieve a purpose]	What evidence will demonstrate that the action step was completed? [Identify at the time the action step is written]	What qualitative or quantitative evidence will indicate whether the action step had any effect on moving towards the Goal? [Identify at the time the action step is written]	Who will get us there? [Person(s) with primary responsibility for the Area Targeted]	What will we need to implement the action step? [Materials/supplies, time, and/or fiscal resources]	When will action step be monitored? *Beginning *Formative *Summative
4.1.A	Stakeholder Involvement	Accountability	Share incentive pay plan	<ul style="list-style-type: none"> • Online posting of information 	<ul style="list-style-type: none"> • Online usage Feedback 	<ul style="list-style-type: none"> • EX. Director of Human Resources • Facilitator of DATE Grant 	<ul style="list-style-type: none"> • Local Funds • Office of Communications • DATE Grant Funds 	Ongoing
4.1.B	Stakeholder Involvement	Accountability	Provide Guidelines for financial accountability for CPOC	<ul style="list-style-type: none"> • Reports to Principals 	N/A	<ul style="list-style-type: none"> • EX. Director of Financial Services 	<ul style="list-style-type: none"> • Finance Office 	Annually

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
4.1.C	Stakeholder Involvement	Accountability	Involve parents representing all student groups in important decision making through Campus improvement teams (CPOC), District planning committee (DPC), School Health Advisory Council (SHAC), parent meetings, training, and activities	<ul style="list-style-type: none"> Scheduling and attendance logs 	<ul style="list-style-type: none"> Parental attendance Surveys 	<ul style="list-style-type: none"> Deputy Superintendent Instructional Division Campus Administrators 	<ul style="list-style-type: none"> Title I Title IV Local funds 	Ongoing
4.1.D	Stakeholder Involvement	Communication	Provide mail-outs and Alert Now messages to parents regarding Campus and District activities in a timely manner in their primary language when possible	<ul style="list-style-type: none"> Data on system usage 	<ul style="list-style-type: none"> Number of parent information mailings and handouts 	<ul style="list-style-type: none"> Deputy Superintendent Campus Administrators Program Directors Director of 	<ul style="list-style-type: none"> Local funds 	Ongoing
4.1.E	Stakeholder Involvement	Communication	Update regularly District and Campus websites and Channel 19 to provide timely communication in English and Spanish to students and parents	<ul style="list-style-type: none"> Programming schedule 	<ul style="list-style-type: none"> Number of website update and usage 	<ul style="list-style-type: none"> Director of Communications Campus Administrators Teachers 	<ul style="list-style-type: none"> Technology Department Office of Communications 	Ongoing
4.1.F	Stakeholder Involvement	Health	Annually report Board of Trustees changes needed concerning the District's Health and PE programs as an outcome of the School Health Advisory Council (SHAC) meetings which will take place four or more times annually (SB 283 – Effective 9/1/09)	<ul style="list-style-type: none"> Board Report 	<ul style="list-style-type: none"> Sign-in sheets Evaluations SHAC recommendation 	<ul style="list-style-type: none"> SHAC sub-committees Health Education Teachers Executive Director of Curriculum Campus Coordinated Health Teams 	<ul style="list-style-type: none"> Local funds 	Annually by April

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
4.1.G	Stakeholder Involvement	Health	Maintain and improve Coordinated Health Teams that implement the Coordinated School Health Program K – 12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by SHAC (SB 892 – Effective 9/1/09)	<ul style="list-style-type: none"> • Goals and targets • Fit City participation 	<ul style="list-style-type: none"> • SHAC recommendations • Fitnessgram data • Lesson Plans 	<ul style="list-style-type: none"> • SHAC sub-committees • Health Education Teachers • Executive Director of Curriculum 	<ul style="list-style-type: none"> • Local funds 	Ongoing
4.1.H	Stakeholder Involvement	Health	Increase parent involvement regarding physical activity and nutrition education	<ul style="list-style-type: none"> • Publications 	<ul style="list-style-type: none"> • Sign-in sheets • Participant evaluations 	<ul style="list-style-type: none"> • SHAC Committee • Executive Director of Curriculum • Administrators 	<ul style="list-style-type: none"> • Local funds 	Ongoing
4.1.I	Stakeholder Involvement	Health	Provide information on the Wellness/Nutrition Policy and Guidelines to parents, Teachers, and students through parent meetings, Teacher staff development, Coordinated Health Teams, and classroom instruction to ensure compliance with respective policies and guidelines	<ul style="list-style-type: none"> • Fit City participation 	<ul style="list-style-type: none"> • Record of notifications • Attendance logs • Lesson plans 	<ul style="list-style-type: none"> • Food and Nutrition Services Administrators • Curriculum Administrators • Executive Director of Curriculum • SHAC Committee 	<ul style="list-style-type: none"> • Local funds 	<ul style="list-style-type: none"> • Annually to incorporate legislative updates

DISTRICT IMPROVEMENT PLAN

Goal 4:

The District will maintain a customer service oriented partnership with all stakeholders that promote collaboration, communication, and diversity.

Objective: (SMART Goal)

4b: The District will provide a warm, inviting, and professional atmosphere to all who enter each District Campus and facility

Strategy:

* Provide a welcoming environment

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
Numerical reference to the Goal, Objective/ & Strategy for use in purchase orders and accounting	Choose from drop down menu to select the performance area targeted for the activity	Program or System that needs significant change as Targeted by the Needs Assessment	How will we get there? [Step-by-step process: the process of doing something in order to achieve a purpose]	What evidence will demonstrate that the action step was completed? [Identify at the time the action step is written]	What qualitative or quantitative evidence will indicate whether the action step had any effect on moving towards the Goal? [Identify at the time the action step is written]	Who will get us there? [Person(s) with primary responsibility for the Area Targeted]	What will we need to implement the action step? [Materials/supplies, time, and/or fiscal resources]	When will action step be monitored? *Beginning *Formative *Summative
4.2.A	Involvement of Stakeholders	Positive Climate	Greet parents, guests, staff, and students in a friendly manner	• Reception	• Surveys	• District and Campus personnel	• Local funds	Ongoing
4.2.B	Involvement of Stakeholders	Positive Climate	Provide visible directions on the Campus with signage	• Signage available	• Surveys	• District and Campus Personnel	• Local funds • Preventative Maintenance	Ongoing
4.2.C	Involvement of Stakeholders	Positive Climate	Host an Open House, Title I State accountability awareness assemblies, and other family/community events as deemed appropriate	• Schedules	• Participation in events	• Campus Administrators • Teachers	• Local funds • Campus Needs Assessments • PTA • Title I • State Compensatory	Ongoing

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
4.2.D	Involvement of Stakeholders	Positive Climate	Emphasize a strong shared vision and specific goals as they relate to individual Campuses	<ul style="list-style-type: none"> • Communication with groups 	<ul style="list-style-type: none"> • District and Campus visions posted on each Campus 	<ul style="list-style-type: none"> • Deputy Superintendent • Campus Administrators 	<ul style="list-style-type: none"> • Local funds • Campus Needs Assessment • PTA 	Ongoing
4.2.E	Involvement of Stakeholders	Positive Climate	Provide services to identify and address homeless student needs	<ul style="list-style-type: none"> • Advertisements 	<ul style="list-style-type: none"> • Participation in services 	<ul style="list-style-type: none"> • Title I Staff • Campus Administrators 	<ul style="list-style-type: none"> • Title I Funds • Local Funds 	Ongoing
4.2.F	Involvement of Stakeholders	Positive Climate	Increase parent participation through use of Title I Parent Liaisons and Parent Advisory Committee	<ul style="list-style-type: none"> • Agendas 	<ul style="list-style-type: none"> • Participation in services 	<ul style="list-style-type: none"> • Title I Staff • Campus Administrators 	<ul style="list-style-type: none"> • Title I Funds • Local Funds 	Ongoing

DISTRICT IMPROVEMENT PLAN

Goal 5:

The District will maintain fiscal responsibility in all local, state, and federal allocations.

Objective: (SMART Goal)

5a: To improve operating efficiency and effectiveness in the delivery of service

Strategy:

* Provide consistent systems of accountability

Campus Goal	Performance Area Targeted	Major Program or System	Action Steps: Strategies, Initiatives, Activities and Redesign	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Resources Required (Title I, SCE, S.I., 199)	Benchmark Timeline/ Completion Date
Numerical reference to the Goal, Objective/ & Strategy for use in purchase orders and accounting	Choose from drop down menu to select the performance area targeted for the activity	Program or System that needs significant change as Targeted by the Needs Assessment	How will we get there? [Step-by-step process; the process of doing something in order to achieve a purpose]	What evidence will demonstrate that the action step was completed? [Identify at the time the action step is written]	What qualitative or quantitative evidence will indicate whether the action step had any effect on moving towards the Goal? [Identify at the time the action step is written]	Who will get us there? [Person(s) with primary responsibility for the Area Targeted]	What will we need to implement the action step? [Materials/supplies, time, and/or fiscal resources]	When will action step be monitored? *Beginning *Formative * Summative
5.1.A	Fiscal Responsibility	Management Oversight	Provide for district utility costs	• Tracking and reporting of expenditures	• Utility fees paid from one funding source	• Ex. Director of Finance	• SFSF Funds	on-going for 2010-11 school year
5.1.B	Fiscal Responsibility	Management Oversight	Support District and Campus plans within a fiscally responsible manner	• Financing Reports	• Manual review	• Ex. Director of Financial Services Financial Division	• Local Funds	Fall Spring
5.1.C	Fiscal Responsibility	Management Oversight	Update administrative regulations and post online	• Online Postings	• Published regulations	• Deputy Superintendent	• Local Funds	Ongoing
5.1.D	Fiscal Responsibility	Management Oversight	Utilize the process for the internal auditor to assist the Board of Trustees in evaluating the effectiveness of programs	• Reports to School Board	• Audit reports to Board of Trustees	• Financial Division Internal Auditor Superintendent Board of Trustees	• Local Funds	Ongoing