

# **Joaquin ISD 2019-2020**

*District Improvement Plan*

**2019-2020 School Year**

**Committee Members - Planning and Decision Making**

Name	Title	Campus / District	Term Ends
Hooper, Whitney	Non-Teaching Professional	Joaquin ISD	9-2020
May, Lori	Non-Teaching Professional	Joaquin ISD	9-2021
Graves, Amber	Business Representative	Joaquin ISD	9-2020
Worsham, Phil	Business Representative	Joaquin ISD	9-2021
Lawrence, Mark	Community Representative	Joaquin ISD	9-2020
Smith, Terri	Community Representative	Joaquin ISD	9-2021
Webb, Andrea	Parent Representative	Joaquin ISD	9-2021
Hughes, Melanie	Parent Representative	Joaquin ISD	9-2020
Bragg, Mindy	High School Teacher	Joaquin High School	9-2021
Westbrook, Reed	High School Teacher	Joaquin High School	9-2020
McDaniel, Ann	Junior High Teacher	Joaquin Jr High School	9-2021
Harkness, Stephanie	Junior High Teacher	Joaquin Jr High School	9-2020
Groves, Jennifer	Elementary Teacher	Joaquin Elementary School	9-2021
Harris, Tina	Elementary Teacher	Joaquin Elementary School	9-2020

**Names of People Responsible For Implementation**

Name	Title	Campus / District
	Organization Chair or President	Joaquin ISD
Barr, Debra	Kindergarten Teacher	Joaquin Elementary School
Avery, Kacie	Kindergarten Teacher	Joaquin Elementary School
Barton, Lisa	Math Teacher	Joaquin High School
Duck, Lindsey	Elementary PEIMS Coordinator	Joaquin Elementary School
Bumback, Joel	Director of Finance	Joaquin ISD
Carrington, Kathy	Transition Specialist	Joaquin ISD
Coan, Bert	Truancy Officer	Joaquin ISD
Coan, Bert	Elementary Assistant Principal	Joaquin Elementary School
Rambin, Ashley	District Migrant Personnel	Joaquin ISD
Laster, Jacob	Band Director	Joaquin ISD
Corrales, Yesenia	JH, HS LPAC Coordinator	Joaquin ISD
Duck, Jared	Instructional Aide	Joaquin Elementary School
Brittain, Kathy	PK Teacher	Joaquin Elementary School
Lawson, Kaitlin	PK Teacher	Joaquin Elementary School
Evans, Melissa	Junior High/High School PEIMS Coordinator	
McCann, Steven	Girls Athletic Director	Joaquin ISD
Lawson, Wade	Boys Athletic Director	Joaquin ISD
Scruggs, Sherry	Elementary Principal	Joaquin Elementary School
Carrington, Kathy	Homeless Liaison	Joaquin ISD
Carrington, Kathy	Special Education Director/Special Programs	Joaquin ISD
Dickerson, Loyce	Reading Aide	Joaquin Elementary School
Gray, Terri	Junior High/ High School Principal	Joaquin High School
Barton, Sarah	PLATO Teacher	Joaquin High School

**Names of People Responsible For Implementation**

Name	Title	Campus / District
Barton, Sarah	Art/Math Teacher	Joaquin High School
King, Portia	Nurse	Joaquin ISD
Martin, Chris	Instructional Aide	Joaquin Elementary School
McCann, Jennifer	Webmaster	Joaquin ISD
Cockrell, Joyce	Instructional Aide	Joaquin Elementary School
McCann, Jennifer	Community Liaison	Joaquin ISD
Rambin, Ashley	Elementary LPAC Coordinator	Joaquin ISD
May, Lori	Early Literacy Lab	Joaquin Elementary School
Wilburn, Justin	Technology Director	Joaquin ISD
Porter, Cassie	Junior High/High School Counselor	Joaquin High School
Strong, Judy	Director of Food Services	Joaquin ISD
Vergo, Donna	Director of Human Resources	Joaquin ISD
Rambin, Ashley	Elementary Counselor	Joaquin Elementary School
Fuller, Ryan	Superintendent	Joaquin ISD
	Region VII Migrant Personnel	Joaquin ISD

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**Joaquin ISD 2019-2020**

**Attendance**

**Attendance**

Goal:

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
*All Students*	95.20	95.30	95.40	94.90	94.50	94.70	94.90	94.30	94.70	94.80	95.20	94.20
African American	95.90	95.80	95.90	93.90	94.30	94.70	96.40	96.10	95.70	95.40	94.90	93.30
Economically Disadvantaged	0.00	0.00	0.00	0.00	0.00	0.00	0.00	94.00	94.40	94.50	94.90	94.00
English Language Learners	0.00	0.00	0.00	0.00	0.00	0.00	0.00	96.30	97.20	97.50	98.80	97.10
Hispanic	97.70	97.80	96.60	96.90	95.80	96.60	96.70	95.20	96.30	96.60	97.40	95.90
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	93.50	94.20	94.50	94.40	93.50
Two or More Races	0.00	0.00	0.00	0.00	0.00	89.80	84.20	96.20	97.20	95.70	96.10	96.10
White	95.00	95.10	95.30	94.70	94.30	94.40	94.70	94.00	94.30	94.40	94.80	93.90

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**Dropouts**

**Dropouts**

Goal:

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
*All Students*	1.50	0.90	0.90	1.20	0.30	0.50	0.90	1.30	0.40	0.90	2.20	1.40
African American	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Economically Disadvantaged	2.10	2.00	1.70	1.80	0.00	0.90	2.00	1.60	0.80	1.70	3.10	1.50
Hispanic	0.00	0.00	5.90	0.00	0.00	0.00	5.00	0.00	0.00	3.80	0.00	0.00
Limited English Proficient	0.00	0.00	16.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Special Education	3.40	3.20	0.00	3.00	0.00	0.00	4.80	0.00	2.80	3.20	0.00	0.00
White	1.70	1.00	0.70	1.30	0.00	0.00	0.50	1.50	0.50	0.60	3.00	1.80

**STAAR**

Grade: **4th, 7th**

**STAAR Writing**

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	69.00	78.00	81.00	85.00	62.00	75.00	75.00	83.33	91.67	100.00
Economically Disadvantaged	64.00	73.00	80.00	76.00	59.00	72.00	68.00	78.67	89.33	100.00
English Language Learners	0.00	0.00	0.00	71.00	43.00	0.00	0.00	62.00	81.00	100.00
Hispanic	66.00	74.00	100.00	87.00	44.00	0.00	85.00	90.00	95.00	100.00
White	69.00	77.00	78.00	88.00	64.00	78.00	72.00	81.33	90.67	100.00

Grade: **5th, 8th-12th**

**STAAR Science**

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	83.00	83.00	85.00	84.00	84.00	78.00	82.00	88.00	94.00	100.00
African American	71.00	75.00	0.00	84.00	0.00	0.00	86.00	90.67	95.33	100.00
Economically Disadvantaged	80.00	81.00	83.00	76.00	85.00	74.00	78.00	85.33	92.67	100.00
English Language Learners	0.00	0.00	0.00	0.00	75.00	0.00	57.00	71.33	85.67	100.00
Hispanic	81.00	71.00	70.00	75.00	83.00	65.00	86.00	90.67	95.33	100.00
Special Education	0.00	0.00	0.00	46.00	55.00	0.00	38.00	58.67	79.33	100.00
White	86.00	86.00	87.00	86.00	84.00	80.00	81.00	87.33	93.67	100.00

Grade: **3rd-12th**

**All Subjects**

100%

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**STAAR**

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	83.00	85.00	85.00	76.00	77.00	81.00	83.00	88.67	94.33	100.00
African American	85.00	80.00	93.00	67.00	78.00	80.00	88.00	92.00	96.00	100.00
Economically Disadvantaged	79.00	82.00	83.00	69.00	73.00	76.00	78.00	85.33	92.67	100.00
English Language Learners	58.00	62.00	63.00	49.00	61.00	74.00	70.00	80.00	90.00	100.00
Hispanic	79.00	82.00	78.00	63.00	70.00	77.00	84.00	89.33	94.67	100.00
Special Education	77.00	79.00	47.00	31.00	39.00	43.00	47.00	64.67	82.33	100.00
Two or More Races	0.00	73.00	100.00	83.00	82.00	93.00	85.00	90.00	95.00	100.00
White	84.00	87.00	85.00	80.00	79.00	81.00	82.00	88.00	94.00	100.00

Grade: **3rd-12th**

**STAAR Mathematics**

100%

	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	91.00	81.00	79.00	85.00	86.00	86.00	90.67	95.33	100.00
African American	88.00	76.00	67.00	86.00	0.00	88.00	92.00	96.00	100.00
Economically Disadvantaged	87.00	76.00	73.00	82.00	82.00	81.00	87.33	93.67	100.00
English Language Learners	83.00	75.00	65.00	79.00	89.00	81.00	87.33	93.67	100.00
Hispanic	95.00	72.00	72.00	85.00	91.00	89.00	92.67	96.33	100.00
Special Education	82.00	31.00	35.00	50.00	0.00	54.00	69.33	84.67	100.00
Two or More Races	0.00	0.00	86.00	90.00	0.00	86.00	90.67	95.33	100.00
White	91.00	83.00	81.00	85.00	85.00	85.00	90.00	95.00	100.00

Grade: **3rd-12th**

**STAAR Reading**

100%



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**Joaquin ISD 2019-2020**

**STAAR**

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	86.00	86.00	89.00	73.00	75.00	78.00	85.30	90.20	95.10	100.00
African American	85.00	77.00	95.00	74.00	76.00	0.00	89.00	92.67	96.33	100.00
Economically Disadvantaged	81.00	83.00	89.00	66.00	67.00	73.00	78.00	85.33	92.67	100.00
English Language Learners	50.00	43.00	72.00	31.00	53.00	0.00	61.00	74.00	87.00	100.00
Hispanic	79.00	79.00	88.00	51.00	65.00	72.00	78.00	85.33	92.67	100.00
Special Education	86.00	84.00	50.00	28.00	30.00	0.00	49.00	66.00	83.00	100.00
Two or More Races	0.00	0.00	0.00	86.00	73.00	91.00	88.00	92.00	96.00	100.00
White	88.00	89.00	89.00	77.00	77.00	79.00	83.00	88.67	94.33	100.00

Grade: **8th-12th**

**STAAR Social Studies**

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*All Students*	77.00	78.00	73.00	65.00	68.00	81.00	78.00	85.33	92.67	100.00
African American	0.00	0.00	0.00	0.00	0.00	0.00	0.00	33.33	66.67	100.00
Economically Disadvantaged	69.00	73.00	68.00	58.00	70.00	77.00	74.00	82.67	91.33	100.00
Hispanic	81.00	77.00	57.00	50.00	60.00	0.00	93.00	95.33	97.67	100.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	41.00	60.67	80.33	100.00
White	77.00	79.00	76.00	70.00	73.00	84.00	75.00	83.33	91.67	100.00

## Comprehensive Needs Assessment (CNA)

### Comprehensive Needs Assessment Process

#### Purpose

The purpose of a comprehensive needs assessment is to examine multiple sources of information and data regarding all students, including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, limited English proficient students, and migrant students to identify the most important academic needs within the District and to increase student performance.

1. Teacher/Principal Data Meetings
2. Administrative Team Meetings

Benchmarks and State Assessment scores drive the instruction and determine the needs for campus and district decisions about courses, programs, tutorials, etc. We use DMAC to disaggregate our data. We provide staff development based on data needs.

The CNA was reviewed through both Data meetings and Administration meetings.

Data meetings: September 26-27, 2017; November 7-8, 2017; January 9-10, 2018; February 20-21, 2018; April 10-11, 2018; May 21-24, 2018.

Administration meetings: September 7, 2017; October 12, 2017; November 30, 2017; February 8, 2018; March 8, 2018; April 9, 2018; May 10, 2018; June 7, 2018.

#### Areas of Concern:

1. Demographics

- a. Data Sources Reviewed monthly by Campus Principals and Superintendent

- \* Enrollment
- \* Daily attendance
- \* Special Program Participation

2. Parent and Community Involvement:

- a. Data sources reviewed annually by Principals and by Federal Programs meeting attendees:

- \* Open house attendance
- \* Frequency of information disseminated

3. Curriculum, Instruction and Assessment

- a. Data Sources Reviewed every six weeks by principals and curriculum director:

- \* Benchmark scores
- \* STAAR results
- \* Promotion, retention and dropout rates
- \* Monitoring, evaluating, and modifying programs to maximize student engagement and learning
- \* Amount/quantity of textbooks and supplemental resources
- \* Available professional and paraprofessional staff

- b. Summary of strengths

- \* Math skills

- c. Summary of Needs

- \* Improved reading skills

4. Staff Quality, Professional Development, Recruitment and Retention

- a. Data Sources Reviewed monthly by Human Resources; Curriculum director
- \* Highly qualified status; personnel
  - \* Professional development opportunities and resources
  - \* Recruitment and retention strategies

5. Technology

- a. Data Sources Reviewed monthly by campus principals; Technology Director
- \* Amount, quality and availability of equipment, software
  - \* Extent to which teachers integrate technology into instruction
  - \* Type of computer systems available

6. School Context and Organization

- a. Data sources reviewed monthly by campus principals; Superintendent:
- \* Average class size
  - \* School climate
  - \* Student discipline and behaviors
  - \* Extracurricular activities and clubs
  - \* Classroom management and organization
  - \* Student, teacher, parents and community perceptions of the school

## Demographics

### 2017-2018 Enrollment:

1 – Early Childhood (4 years old)  
32 – Prekindergarten  
40 – Kindergarten  
44 – First Grade  
52 – Second Grade  
57 - Third Grade  
53 – Fourth Grade  
64 – Fifth Grade  
53 – Sixth Grade  
66 – Seventh Grade  
52 – Eighth Grade  
56 – Ninth Grade  
48 - Tenth Grade  
52 – Eleventh Grade  
45 – Twelfth Grade

### 2017-2018 Ethnic Distribution:

35 (4.9%) – African American  
122 (17.1%) – Hispanic  
541 (75.7%) – White  
3 (0.4%) – American Indian  
1 (0.1%) – Asian  
0 (0.0%) – Pacific Islander  
13 (1.8%) – Two or More Races

### 2017-2018 Student Groups:

462 (64.6%) – Economically Disadvantaged  
59 (8.3%) – English Language Learners  
5 (0.7%) – Students with Disciplinary Placements  
312 (43.6%) – Students Meeting "At-Risk" Criteria

### 2017-2018 Students per Teacher:

20.0 – Kindergarten  
14.3 – Grade 1  
16.9 - Grade 2

19.0 – Grade 3  
17.2 – Grade 4  
21.3 – Grade 5  
17.7 – Grade 6

17.4 – English/Language Arts  
18.0 – Foreign Languages  
14.3 – Mathematics  
16.0 – Science  
19.6 – Social Studies

2017-2018 Student Enrollment by Program:

57 (8.0%) - Bilingual/ESL Education  
211 (29.5%) - Career and Technical Education  
30 (4.2%) - Gifted and Talented Education  
90 (12.6%) - Special Education

### Federal Requirements - Schoolwide Program

#### ESSA Schoolwide

ESSA requires three elements that are essential for effective implementation of a schoolwide program.

In accordance with the revised (12/10/15) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

1. Conduct a comprehensive needs assessment - (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))
  - a. Includes academic achievement of students.
  - b. Needs of students who are failing, or are at-risk of failing, to meet State standards.
  - c. Barriers for educators, students and parents.
  
2. Prepare a comprehensive schoolwide plan - (SWP CIP) Campus Improvement Plan. (Section 1114(b))
  - a. Provide opportunities for all children to meet the challenging state academic standards.
  - b. Instructional strategies that strengthen the academic program in the school.
  - c. Increase the amount and quality of learning time.
  - d. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
  - e. Includes the involvement of parents, Community members, Teachers, Principal, Other school leaders.
  - f. Regular monitoring and revision as necessary based on student needs.
  - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
  
3. Conduct Outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs. SWP SPFE School Parent and Family Engagement Requirements. (Section 1116(b-c))
  - a. School Parent and Family Engagement Policy
  - b. Shared Responsibilities for High Student Academic Achievement
  - c. Building capacity for Involvement

### Federal Requirements - Schoolwide Program Components

Joaquin ISD conducts a Title I Schoolwide Program on the Elementary campus. The Schoolwide Elements are addressed in the District Improvement Plan under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).
  - Goal #2: District Performance Objectives Strategy
  - Goal #2: Foundation Program Strategy
  - Goal #5: Professional Development Strategy
2. Prepare a comprehensive Schoolwide Plan and Activities (SWP CIP).
  - Goal #2: Early Intervention Program Strategy
  - Goal #2: Accelerated Instruction Strategy
  - Goal #3: Dropout Prevention Strategy
  - Goal #4: Career Guidance and Counseling Strategy
  - Goal #5: Professional Development Program Strategy
  - Goal #7: Safe Schools Initiatives Strategy
  - Goal #7: Counseling Responsive Services Strategy
3. Conduct Parent Outreach (SWP SPFE).
  - Goal #1: Parent and Family Engagement Strategy
  - Goal #1: Shared Responsibility for High Student Academic Achievement Strategy
  - Goal #1: Building Capacity for Involvement Strategy

## Needs Assessment Summary

Joaquin ISD received a State Accountability Rating of B from TEA in 2019. The B Rating requires that the campus met the performance target scores in three domains: Student Achievement, Student Progress (Academic Growth and Relative Performance), and Closing Performance Gaps.

### Student Strengths and Needs:

Reading/ELA: 83% of All Students met the passing standard in Reading. Passing rates for other subgroups ranged from 89% for African American students to 49% for Special Education students.

Math: 86% of All Students met the passing standard in Math. Passing rates for other subgroups ranged from 89% for Hispanic students to 54% for Special Education students.

Writing: Fourth grade students and seventh grade students participated in the STAAR Writing test. 75% of All Students met the passing standard in Writing. Passing rates for other subgroups ranged from 85% for Hispanic students to 32% for Special Education students.

Science: Fifth grade students and eighth grade through twelfth grade students participated in the STAAR Science tests. 82% of All Students met the passing standard in Science. Passing rates for other subgroups ranged from 86% for African American students to 38% for Special Education students.

Social Studies: Eighth grade through twelfth grade students participated in the Social Studies tests. 78% of All Students met the passing standard in Social Studies. Passing rates for other subgroups ranged from 93% for Hispanic students to 41% for Special Education students.

Interventions: Joaquin ISD has programs at every grade level in place to address the identified needs of its students.

Tutorials are provided during the school day and before and after school in the core subject areas for students at risk of failing a class or failing a STAAR test.

Joaquin Elementary provides Reading Pullout Programs designed to provide interventions that will allow students to be academically successful. An Early Literacy Lab provides strategies focusing on the early grades that will boost early reading skills. Individualized Instruction is also provided on an as needed basis by Reading Aides. English Language Learners are supported by the ESL program, which includes an ESL teacher. A Prekindergarten program is provided to students who meet the state criteria.

Joaquin Junior High students having difficulty in Reading or Math are provided with supplemental assistance through intervention classes.

Joaquin High School has several programs in place to address the identified needs of its students. ELA and Math Intervention classes are provided to high school students who are having difficulty. A Credit Recovery program is offered to students through the PLATO program.

Faculty and Staff: Professional development is encouraged for the staff, particularly focusing on areas where students are performing below district expectations. Stipends are available for staff who are in high need areas. Teachers are given the opportunity to participate in professional development through the Region VII, Math & Science Consortium. Local and supplemental funds provide opportunities for travel to conferences, as well as stipends for attendance outside of duty hours and performance pay.

Attendance: Attendance rates for all students at Joaquin ISD decreased slightly from 95.2% in 2015-2016 to 94.2% in 2016-2017, as did most of the subpopulations. The campuses have several activities in place that are designed to encourage attendance. These include attendance incentives, parent notifications and counseling services.

Dropout Rate: The dropout rate at Joaquin High School for ninth through twelfth graders is 1.4% in 2016-2017. Several programs, including parental involvement activities and counseling programs are in place to ensure the campuses achieve or maintain the 0% dropout rate.



## SCE At Risk Profile

Students At Risk of Dropping out of School  
2014-2015

Joaquin ISD, Grades PK – 12  
Enrollment – 723

### At Risk Criteria

1. Students who were not advanced from one grade level to the next for one or more school years (Grades PK - 12)
  - a. Number meeting this criteria: 90
  - b. Percent of population: 12%
  
2. Students in grades 7 - 12 who did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding school year:
  - a. Number meeting this criteria: 17
  - b. Percent of population: 2%
  
3. Students that "Did Not Meet the Standard" and have not scored at or above 110% of the passing score on the same instrument for the following:
  - a. STAAR Reading or EOC English I or II:
    - i. Number meeting this criteria: 71
    - ii. Percent of population: 10%
  
  - b. STAAR Math or EOC Algebra I:
    - i. Number meeting this criteria: 48
    - ii. Percent of population: 7%
  
  - c. STAAR Writing:
    - i. Number meeting this criteria: 50
    - ii. Percent of population: 7%
  
  - d. STAAR Science or EOC Biology:
    - i. Number meeting this criteria: 39
    - ii. Percent of population: 5%
  
  - e. STAAR Social Studies or EOC US History:
    - i. Number meeting this criteria: 38
    - ii. Percent of population: 5%
  
4. Students not performing satisfactorily on a readiness test or assessment instrument administered during the current school year (Grades PK - 3):
  - a. Prekindergarten:
    - i. Number meeting this criteria: 10
    - ii. Percent of population: 1%
  
  - b. Kindergarten:

- i. Number meeting this criteria: 7
  - ii. Percent of population: 1%
- c. First grade:
- i. Number meeting this criteria: 35
  - ii. Percent of population: 5%
- d. Second grade:
- i. Number meeting this criteria: 37
  - ii. Percent of population: 5%
- e. Third grade:
- i. Number meeting this criteria: 30
  - ii. Percent of population: 4%
5. Students who are pregnant or are parents:
- a. Number meeting this criteria: 13
  - b. Percent of population: 2%
6. Each student who has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year:
- a. Number meeting this criteria: 2
  - b. Percent of population: < 1%
7. Students of limited English proficiency, as defined by Section 29.052 (Grades PK - 12):
- a. Number meeting this criteria: 49
  - b. Percent of population: 7%
8. Students who are in the custody or care of the Department of Protective and Regulatory Services or have been referred:
- a. Number meeting this criteria: 3
  - b. Percent of population: <1%
9. Students who are homeless, as defined by 42 U.S.C. Section 11302:
- a. Number meeting this criteria: 34
  - b. Percent of population: 5%
10. Each student who resided in the previous school year or in the current school year in a residential placement facility in the district:
- a. Number meeting this criteria: 1
  - b. Percent of population: <1%

**Goal: 1**      **Parents and community members will be full partners with educators in the education of Joaquin ISD students. (SWP SPFE) [TEC §4.001 (b) (1)]**

Objective(s): PK-12      There will be an overall, year-long increase in Joaquin ISD parents and community members participating in the educational process and educational support strategies and activities. (SWP SPFE)

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin ISD students. (SWP SPFE) [TEC §4.001 (b) (1)]</b>						
Objective(s): PK-12 There will be an overall, year-long increase in Joaquin ISD parents and community members participating in the educational process and educational support strategies and activities. (SWP SPFE)						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Joaquin ISD will jointly develop with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. (Sec. 1116 (a) (2)). The policy will describe how the district will:</p> <ul style="list-style-type: none"> <li>* involve parents and family members in developing the local plan,</li> <li>* provide the support necessary to assist all Title I participating schools in planning parent and family involvement activities to improve student academic achievement,</li> <li>* coordinate parent and family engagement strategies under Title I with other relevant Federal, state and local programs,</li> <li>* conduct any annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and</li> <li>* use the findings of such evaluation to design strategies for more effective parental involvement.</li> </ul> <p>Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. (Sec. 1116 (b) (1))</p> <p>The Parent and Family Engagement Policy will be available in the Student Handbook.</p> <p>Stakeholders are notified through the</p>	8/2019 - 5/2020	Community Liaison - Jennifer McCann Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray	State and Local Funds - Time Contributions of Community Liaison		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parent Contact Logs- 05/20: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin ISD students. (SWP SPFE) [TEC §4.001 (b) (1)]</b>						
Objective(s): PK-12 There will be an overall, year-long increase in Joaquin ISD parents and community members participating in the educational process and educational support strategies and activities. (SWP SPFE)						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>publication of a monthly calendar - hardcopy and a post on the JISD website, e-mails, Progress Reports, SBDMC meetings, the online "Shelby County Today.com", the Light Champion Newspaper, and the Desktop Phone System.</p> <p>The elementary campus will inform parents of the school's participation in a Schoolwide Program and of their right to be involved in planning, reviewing and improvement of programs. The district will actively recruit the participation of a diverse population of parents. The meeting was held at the Administration building on May 21, 2019 at 5:30 pm.</p> <p>Strategy:                      Shared Responsibility for High Student Academic Achievement (SWP SPFE) - In accordance with Title I regulations (Sec. 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand.</p> <p>The compact is discussed, at least annually, at Parent-Teacher conferences.</p>	8/2019 - 5/2020	Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray	State and Local Funds - Time Contributions of Parents and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parent Contact Logs - 06/20: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin ISD students. (SWP SPFE) [TEC §4.001 (b) (1)]</b>						
Objective(s): PK-12 There will be an overall, year-long increase in Joaquin ISD parents and community members participating in the educational process and educational support strategies and activities. (SWP SPFE)						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Conferences, School Visits, Phone Calls and Home Visits - Parent contacts are mandatory by the teacher before the student fails. If a student receives a grade lower than 70 in any class or subject during a grading period, a parent will be requested to schedule a conference with the teacher of that class or subject.</p> <p>Mandatory Student Support Team referrals and ARDS for all failing students may also be scheduled with the campus Counselor, Principal or Special Education Director.</p> <p>Activity:</p> <p>Parent and Community Support Organizations - A variety of parent and community school support organizations are available in which parents and community members may become active stakeholders in the educational system of Joaquin ISD.</p> <p>The events and programs include:</p> <ul style="list-style-type: none"> <li>* PTO Meetings with Parent Volunteers</li> <li>* Award Assemblies</li> <li>* Grandparents' Day</li> <li>* Thanksgiving Program (Kindergarten and 1st grade)</li> <li>* STAAR Carnival</li> <li>* Kindergarten Graduation</li> <li>* Prekindergarten End-of-Year Ceremony</li> <li>* Field Day</li> <li>* Awards Day</li> <li>* Pep Rallies</li> <li>* FFA</li> <li>* Band Boosters</li> <li>* Athletic Boosters</li> <li>* Tailgate Parties</li> <li>* Volunteer Opportunities</li> </ul>	8/2019 - 5/2020	Junior High/ High School Principal - Terri Gray Elementary Principal - Sherry Scruggs	State and Local Funds - Time Contributions of Teachers	Documentation :School Records - - 12/19: Teacher records will reflect that at least 50% of all teachers will have had one conference with each of their student's parent(s) or guardian(s).	Increased student performance as a result of increased parent participation.	Documentation :School Records - - 05/20: School records will indicate that 100% of the parents/guardians of students not meeting the State's content standards and State student performance standards will have been scheduled for a supplemental conference.
	8/2019 - 5/2020	Junior High/ High School Principal - Terri Gray Elementary Principal - Sherry Scruggs	State and Local Funds - Time Contributions of Staff		Parents as full partners in the education of Joaquin ISD students.	Documentation :School Records - - 05/20: Increase in the participation of parents and community members in the educational system of Joaquin ISD.

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin ISD students. (SWP SPFE) [TEC §4.001 (b) (1)]</b>						
Objective(s): PK-12 There will be an overall, year-long increase in Joaquin ISD parents and community members participating in the educational process and educational support strategies and activities. (SWP SPFE)						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations (Sec. 1116 (e)), parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> <li>- what the State academic standards are,</li> <li>- what state and local assessments are required,</li> <li>- how to monitor their child's progress and improve their achievement, and</li> <li>- other areas such as literacy training, using technology, and how to foster parental involvement.</li> </ul> <p>Teachers, support personnel, principals and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> <li>* Qualifications of staff,</li> <li>* Parental Information Resource Centers,</li> <li>* Student Progress Reports,</li> <li>* ESSA School Report Cards,</li> <li>* Application of technology, and</li> <li>* School Choice Options.</li> </ul>	8/2019 - 5/2020	Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray	State and Local Funds - Time Contributions of Parents, Staff and Faculty		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parent Involvement Policy - 05/20: Parent involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

District Improvement Plan  
Joaquin ISD 2019-2020

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin ISD students. (SWP SPFE) [TEC §4.001 (b) (1)]</b>						
Objective(s): PK-12 There will be an overall, year-long increase in Joaquin ISD parents and community members participating in the educational process and educational support strategies and activities. (SWP SPFE)						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>District Planning and Decision Making Committee (DPDMC) - As directed by Board policy, the DPDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>Under the supervision of the district's Superintendent and the chair of the Joaquin ISD (DPDMC), the SBDMCs will play an integral role in the planning, development and evaluation of the educational system of Joaquin ISD campuses.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p> <p>Activity:</p> <p>Title I Schoolwide Assistance - Joaquin ISD, through the activities of the Superintendent and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the DPDMC are cognizant of the regulations governing the same, understands the elements of a Title I Schoolwide Program and includes these elements in the Joaquin ISD DIP.</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title I, Part C, Title II, Part A, and Title IV, Part A programs and other federal, state and local programs. Technical assistance is available for ESSA requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p>	8/2019 - 5/2020	Superintendent - Ryan Fuller	State and Local Funds - Time Contributions of Committee Members	Documentation :Agendas, Notes, Sign-In Sheets - 12/19: The Board of Trustees and Superintendent, or designee, will review the minutes of prior SBDMC meetings, analyzing the efficiency and productivity of the Committees, recommending revisions to Board policies and procedures to ensure a positive impact.	The DPDMC and the SBDMCs, using the comprehensive needs assessment data, designed and refined an educational system that served the needs of all students of Joaquin ISD.	Criterion-Referenced Test :STAAR Tests - 08/20: The district earns the state accountability rating of B or higher.
	8/2019 - 5/2020	Superintendent - Ryan Fuller	Federal - Title I, Part A - SECCA, Inc Consulting Services <b>\$3,954.00</b>  Federal - Title II, Part A - SECCA, Inc Consulting Services <b>\$800.00</b>  Federal - Title IV, Part A Student Support and Academic Enrichment Program - SECCA, Inc Consulting Services <b>\$215.00</b>  State - State Compensatory Education (SCE) - SECCA, Inc Consulting Services <b>\$8,651.00</b>	Documentation :Agendas, Notes, Sign-In Sheets - - 12/19: Joaquin ISD DPDMC's agendas and minutes reflect a continued monitoring of the Title I Program.	Joaquin Elementary will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.	Documentation :School Records - - 05/20: Joaquin ISD will receive the State Accountability Rating of B or higher.



<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)</b> <b>[TEC §4.001 (b)(2)(4)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy:  Campus performance objectives (SWP CNA) - Through the assistance provided by the chair of the DPDMC and the dissemination of the District Improvement Plan, the LEA provides the campus Site Based Decision Making Committees (SBDMCs) with guidance in setting their performance objectives. They base district-wide performance objectives on data available through the comprehensive needs assessment process. In turn, each campus has set campus performance objectives reflective of their students' unique needs.	6/2019 - 8/2019	Superintendent - Ryan Fuller Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray	State and Local Funds - Time Contributions of DPDMC and SBDMCs	Documentation :Agendas, Notes, Sign-In Sheets - 08/19: The DPDMC and SBDMCs have adopted formal and informal assessment instruments and an assessment calendar for the current school year.	Increased Student Achievement	Informal Assessment :Classroom Assessments - 05/20: Individual student performance in line with district expectations.



Goal: 2 <b>Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)</b> [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Foundation Program and Support - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's TEKS that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.	8/2019 - 5/2020	Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray	State and Local Funds - Instructional Resources <b>\$39,500.00</b>  State and Local Funds - Core Subject Area Resources <b>\$5,400.00</b>  Local Funds - Art Resources <b>\$2,500.00</b>	Informal Assessment :Classroom Assessments - 01/20: Grades K - 2: 80% of students will score within district expectations on the TPRI.  Grades 1 - 5: 80% of students will score at, or above, grade level on the STAR Reading and Math Diagnostic Assessments.  Grades 3 - 12: 80% of students will achieve a passing score on each appropriate TEKS-based assessment.	All students and all student groups academically succeed as the educational system meets the needs of all students.	Informal Assessment :Classroom Assessments - 05/20: Grades K - 2: 90% of students will score at least "Developed" on the TPRI.  Grades 1 - 5: 90% of students will score at, or above, grade level on the STAR Reading and Math Assessments.  Criterion-Referenced Test :STAAR Tests - 05/20: Grades 3 - 12: 87% of students will pass each grade-level and subject-area STAAR test.

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)</b> <b>[TEC §4.001 (b)(2)(4)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Assessment - Kindergarten (SWP CNA) - A Teacher-Made Developmental Skills Checklist is administered to determine the developmental skills level of students and to identify students meeting the State-adopted "at-risk" criteria.  Reading: The Texas Primary Reading Inventory (TPRI) is administered to Kindergarten students in September, January and April to determine student progress in the acquisition of reading readiness and reading skills. The TPRI is a diagnostic/prescriptive tool mandated by the State.  Reading: At least twice a year, the STAR Reading Diagnostic assessment is taken by each student to determine reading grade equivalents and individual student progress in skills development.  Math: Joaquin Elementary is using AIMS WEB for Math assessment and measuring student's progress.	8/2019 - 4/2020	Kindergarten Teacher - Debra Barr Kindergarten Teacher - Kacie Avery	State and Local Funds - Time Contributions of Kindergarten Teachers	Informal Assessment :Classroom Assessments - - 01/20: 80% of students will score "Developed" on the TPRI.  80% of students will demonstrate mastery on age-appropriate math skills.	Kindergarten students with the prerequisite developmental skills to enter first grade and be successful.	Informal Assessment :Classroom Assessments - - 05/20: 90% of students will score "Developed" on the TPRI.  90% of students will demonstrate mastery on age-appropriate math skills.

**Goal: 2**      **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)**  
**[TEC §4.001 (b)(2)(4)]**  
 Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Assessment - Grades 1 - 2 (SWP CNA) - Reading: The TPRI is administered to students in September, January and April to measure reading readiness and reading skills. The TPRI is a diagnostic/prescriptive tool that teachers use to individualize instruction. The results are also used to determine which students meet the State-adopted "at-risk" criteria.</p> <p>Reading: At least twice a year, the STAR Reading Diagnostic assessment is taken by each student to determine reading grade equivalents and individual student progress in skills development.</p> <p>Math: AIMS WEB is used at the beginning of the year to determine math strengths and deficiencies.</p>	<p>8/2019 - 5/2020</p>	<p>Elementary Principal - Sherry Scruggs</p>	<p>State and Local Funds - Assessment Instruments</p>	<p>Informal Assessment :Classroom Assessments - - 01/20: 80% of 1st and 2nd graders will score at least "Developed" on the TPRI.</p> <p>80% of 1st and 2nd graders will demonstrate mastery on age-appropriate math skills.</p>	<p>Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.</p>	<p>Informal Assessment :Classroom Assessments - - 05/20: TPRI - 90% of 1st and 2nd graders will score at least Developed on the TPRI.</p> <p>90% of 1st and 2nd graders and will score at, or above, grade level on the STAR Reading assessment.</p> <p>90% of all students will demonstrate mastery on age-appropriate math skills.</p>

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)</b> <b>[TEC §4.001 (b)(2)(4)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Assessment - Grades 3 - 12 - Grade 3: Classroom teachers review 2nd grade TPR1, STAR Reading and Math Inventory results to determine students' entry-level skills.  Grades 3 - 8: At least twice a year, the STAR Reading Diagnostic assessment is taken by each student to determine reading grade equivalents and individual student progress in skills development.  Grade 7: Classroom teachers review 6th grade STAR Reading and Math Inventory results to determine students' entry-level skills.  Grades 3 - 8: Spring STAAR scores are used to determine students' entry-level skills (TEKS attainment).  Grades 9 - 12: Spring STAAR EOC scores are used to determine students' entry-level skills (TEKS attainment).	8/2019 - 5/2020	Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray Junior High/High School Counselor - Cassie Porter Elementary Counselor - Ashley Ramin	State and Local Funds - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessments - - 01/20: 80% of Students will score "at grade-level" on the STAR Reading and Math Diagnostic Assessments.  80% of students in grades 3 - 11 will achieve a passing score on each Benchmark test.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/20: 85% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.



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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: PK Registration and Orientation - Parents and students are invited to PK registration and orientation in order to assist preschool children in the transition from early childhood programs to the local elementary school programs, as well as to orient all students to the Joaquin Elementary School programs and services.	August 2019	Elementary Principal - Sherry Scruggs	State - State Compensatory Education (SCE) - Time Contributions of PK Aide FTE: 1.00  State and Local Funds - Time Contributions of PK Staff	Documentation :Student Records - - 08/19: PK students having an easier adjustment period than if the visit and orientation had not been conducted.	Smooth transition period between early education program and PK.	Informal Assessment :Classroom Assessments - - 05/20: 90% of PK students will master the state's PK goals.
Activity: Transition from Early Childhood programs to Kindergarten - 1) PK students and their parents participate in the Kindergarten Roundup activities held at Joaquin Elementary.  2) During the last six weeks of school, the PK teachers introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize them with the academic elements of Kindergarten.  3) The PK staff works with students on behavioral and hygiene issues with repetitive exercises ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.	3/2020 - 5/2020	PK Teacher - Kathy Brittain PK Teacher - Kaitlin Lawson Kindergarten Teacher - Debra Barr Kindergarten Teacher - Kacie Avery	State and Local Funds - Time Contributions of PK/Kindergarten Staff	Informal Assessment :Classroom Assessments - - Six Weeks Progress Reports will indicate increased skill levels and appropriate behavior and hygiene.	Students and parents familiarized with the Joaquin Elementary Kindergarten program.  Students with the behavioral skills and hygiene practices prerequisite for success in Kindergarten.	Informal Assessment :Classroom Assessments - - 05/20: 90% of Students will master the state's PK goals.



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**[TEC §4.001 (b)(2)(4)]**  
Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Accelerated Instruction (SWP CIP) - Joaquin ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p> <p>Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081 – Revised 2019 or local criteria that have been approved by the school board.</p> <p>Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state’s academic achievement standards. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.</p> <p>Activity:</p>	<p>8/2019 - 5/2020</p>	<p>Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray</p>	<p>Coordinated Funds - Time Contributions of Staff</p> <p>State - State Compensatory Education (SCE) - Supplemental Instructional Resources</p> <p style="text-align: right;"><b>\$3,900.00</b></p>	<p>Informal Assessment :Classroom Assessments - 01/20: 80% of the "At-Risk" students will pass TEKS-based benchmark testing.</p>	<p>Increased Student Achievement</p>	<p>Criterion-Referenced Test :STAAR Tests - 05/20: 87% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.</p>
<p>Early Literacy Lab - The Early Literacy Lab Teacher will pull students in kindergarten through second grade demonstrating difficulty in reading at grade-level for supplemental assistance. The teacher, with the help from an aide, uses different teaching modalities and learning styles to accelerate students' attainment of the TEKS.</p>	<p>8/2019 - 5/2020</p>	<p>Elementary Principal - Sherry Scruggs Early Literacy Lab - Lori May</p>	<p>Federal - Title I, Part A - Time Contributions of Early Literacy Lab Teacher FTE: 1.00</p> <p style="text-align: right;"><b>\$65,044.14</b></p> <p>State - State Compensatory Education (SCE) - Time Contributions of Early Literacy Lab Aide FTE: 0.57</p> <p style="text-align: right;"><b>\$16,025.58</b></p>	<p>Informal Assessment :Classroom Assessments - - 12/19: 80% of the at-risk students in grades K - 2 will attain appropriate developmental stage scores on teacher-designed and commercial assessments.</p> <p>80% of the at-risk students in grades K - 2 will attain grade-appropriate reading scores on the TPRI.</p>	<p>Increase number of students permanently removed from the at-risk roster.</p>	<p>Informal Assessment :Classroom Assessments - - 05/20: The percent of students "Still Developing" on the EOY TPRI Screening status will decrease from 5.9% to 5%.</p>

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[TEC §4.001 (b)(2)(4)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Tutorial Program - Students identified as at-risk and students demonstrating difficulties in the acquisition of the TEKS have the opportunity to participate in both before and after school tutorials. This provides students with immediate assistance, when they actually demonstrate the problem to ensure that they do not lose valuable instructional time.  Elementary Students will also participate in a tutorial period during the school day.</p>	8/2019 - 5/2020	Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray	<p>State - State Compensatory Education (SCE) - Extra-Duty Pay for Tutorials <b>\$17,481.10</b></p> <p>State - State Compensatory Education (SCE) - Time Contributions of Tutorial Teachers FTE: 1.21 <b>\$63,965.90</b></p>	<p>Informal Assessment :Classroom Assessments - - 12/19: 80% of all students and all student groups will achieve passing scores in all core subject areas.</p>	Reduce retention rates to no more than 110% of the state average for grade levels currently above the state average.	<p>Informal Assessment :Classroom Assessments - - 05/20: 92% of students will achieve passing scores in all core subject areas.</p>
<p>Activity: Supplemental Reading Program - Elementary students will be able to participate in a supplemental Reading program in order to improve independent reading skills. Students will receive assistance using scientifically research-based reading strategies and activities.</p>	8/2019 - 5/2020	Elementary Principal - Sherry Scruggs Early Literacy Lab - Lori May	<p>Federal - Title I, Part A - Time Contributions of Reading Aide FTE: 0.80 <b>\$20,276.48</b></p> <p>State - State Compensatory Education (SCE) - Time Contributions of Reading Aides FTE: 0.60 <b>\$15,983.05</b></p>	<p>Informal Assessment :Classroom Assessments - - 01/20: Grades K - 2: 80% of students will score "Developed" on the TPRI.  Grades 1 - 5: 80% of students will score at or above grade-level on the STAR Reading Assessment.</p>	Students will master the Reading TEKS for their appropriate grade level.	<p>Informal Assessment :Classroom Assessments - - 05/20: Grades K - 2: 100% of students will score "Functional" on the TPRI.  Grades 1 - 5: 100% of students will read on grade level, as demonstrated by STAR Reading Scores.</p>
<p>Activity: Math Intervention - Supplemental accelerated instruction will be offered in Math for students in grades 6-8 who are having difficulty in a math class, received a failing grade in the previous year's Math course or are in danger of not passing the STAAR Math tests. Students will be provided small group or individualized instruction to supplement the regular classroom instruction.</p>	8/2019 - 5/2020	Junior High/ High School Principal - Terri Gray	<p>State - State Compensatory Education - Substitutes for SCE Teachers <b>\$541.40</b></p> <p>State - State Compensatory Education (SCE) - Time Contributions of Math Teachers FTE: 1.54 <b>\$83,980.84</b></p>	<p>Informal Assessment :Classroom Assessments - - 01/20: 80% of the "At-Risk" students in grades 6 - 8 will attain passing scores on Math benchmark tests.</p>	Increased Student Achievement	<p>Criterion-Referenced Test :STAAR Tests - - 05/20: 87% of At-Risk students participating in the supplemental Math classes will achieve a passing score on the STAAR Math test.</p>

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Reading/English Language Arts Intervention - Students in grades 7-8 who exhibit weak reading skills will attend supplemental Reading/ELA classes. The classes will emphasize integrating decoding and comprehension skills so students will acquire the skills needed to understand written materials in a meaningful context. Students are given opportunities to apply reading strategies to a variety of practical situations that will enable them to use and practice reading and study skills daily.	8/2019 - 5/2020	Junior High/ High School Principal - Terri Gray	State - State Compensatory Education (SCE) - Time Contribution of Reading Teacher FTE:            0.14  <b>\$8,326.95</b>	Informal Assessment :Classroom Assessments - - 01/20: 80% of the "At-Risk" students in grades 6 - 8 will attain passing scores on Reading/ELA benchmark tests.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/20: 85% of At-Risk students participating in the supplemental Reading/ELA classes will achieve a passing score on the STAAR Reading tests.
Activity: PLATO Lab - Students who have failed a previous administration of STAAR will work on the PLATO Lab system every day for 30 minutes or have a scheduled remediation/tutorial class.  PLATO is an interactive, educational software program that instructs all levels of students in areas covering reading, writing, mathematics, science, social studies, life skills, career skills, and ESL.  PLATO courseware modules contain tutorials, drills, applications, problem solving activities, reviews, practice, and mastery tests. PLATO is a user-friendly operation and students have the ability to work at an individual pace.	8/2019 - 5/2020	Junior High/ High School Principal - Terri Gray PLATO Teacher - Sarah Barton	State - State Compensatory Education - PLATO Maintenance Agreement <b>\$13,600.00</b>  State - State Compensatory Education (SCE) - Time Contribution of PLATO Instructor FTE:            0.28  <b>\$13,176.06</b>	Formal and Informal Assessments :Classroom Assessment - - 12/19: 90% of the "At-Risk" students participating in the PLATO Lab will be performing within their grade-level TEKS objectives.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/20: 83% of students will attain a passing score on each appropriate grade-level and subject-area STAAR EOC exam.

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**[TEC §4.001 (b)(2)(4)]**  
 Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity:  Core Subject Area Remediation Class - Students who are at risk of either failing a core subject area class or an EOC exam will receive additional assistance through these Remediation classes. Students will participate in small group and individual instruction.	8/2019 - 5/2020	Junior High/ High School Principal - Terri Gray	State - State Compensatory Education (SCE) - Time Contributions of Remediation Teachers FTE:            0.49  <p style="text-align: right;"><b>\$23,666.29</b></p>	Informal Assessment :Classroom Assessments - - 12/19; 80% of students participating in the classes will improve their skills and achieve a passing score on TEKS-based benchmark assessments.	Increased student achievement	Criterion-Referenced Test :STAAR Tests - - 05/20: 83% of the students will meet minimum expectations on the appropriate STAAR EOC exams.
Strategy:  Special Education Program - Joaquin ISD shall provide special education services to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	5/2019 - 5/2020	Special Education Director/Special Programs - Kathy Carrington Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray	State - Special Education Block Grant - Time Contributions of Special Education Director  State - Special Education Block Grant - Special Education Resources  <p style="text-align: right;"><b>\$1,076,221.00</b></p>	Informal Assessment :Classroom Assessments - 12/19: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities having every opportunity to meet their full educational potential.	Criterion-Referenced Test :STAAR Tests - 05/20: 100% of students will attain a passing score on each appropriate grade-level and subject-area STAAR tests.

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Special Education Assessment - 1) A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student is unable to speak and comprehend English, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.  2) The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line.  3) Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.  4) Through the Special Education staff at Joaquin ISD and appropriate district-level staff, a Student Intervention Committee will consistently evaluate student needs, using this data to refer students to appropriate services.  5) Students in grades 3 – 11 receiving Special Education services will participate in the Texas Assessment program. The individual student's ARD committee will determine the appropriate assessment.  6) The diagnostic staff will	8/2019 - 9/2020	Special Education Director/Special Programs - Kathy Carrington	State - Special Education Block Grant - Assessment Instruments/Evaluations \$15,000.00	Documentation :School Records - - 12/19: Joaquin ISD will have put 100% of all referrals for Special Education Services through the process in compliance with federal regulations and Commissioner's Rules.	Joaquin ISD completes Initial Evaluations and Reevaluations in a legal and timely manner so Special Education Services are not delayed, once referral is deemed appropriate.	Documentation :School Records - - 06/20: Joaquin ISD will have put 100% of all referrals for Special Education Services through the process in compliance with federal regulations and Commissioner's Rules.



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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Related Services - Joaquin ISD provides appropriate "related services" to students with disabilities as dictated by their ARD Evaluations.  These services include occupational therapy, physical therapy, speech therapy, visuall impaired contracted services and counseling services. The service providers consist of employees of Joaquin ISD or contractors with JISD.	8/2019 - 5/2020	Special Education Director/Special Programs - Kathy Carrington	State - Special Education Block Grant - Contracted Instruction for the Visually Impaired <p style="text-align: right;"><b>\$2,000.00</b></p> State - Special Education Block Grant - Contracted Speech Services <p style="text-align: right;"><b>\$66,500.00</b></p> State - Special Education Block Grant - Contracted Occupational and Physical Therapy <p style="text-align: right;"><b>\$17,400.00</b></p>	Documentation :Student Records - - 12/19: 100% of students with disabilities on the Joaquin Campuses receive related services as dictated in their IEPs.	Students with disabilities participate in an educational process that ensures they will have the same opportunity to meet the same challenging state content and student performance standards that the state expects all children to meet.	Documentation :Student Records - - 06/20: 100% of students with disabilities on the Joaquin Campuses have received related services as dictated in their IEPs.
Activity: Adaptive Behavior Center - The purpose of the Adaptive Behavior Center is to provide a structured intervention program designed to assist student with a pattern of persistent misbehavior. The ABC is a self-contained behavior classroom where students are provided a free appropriate public education within a structured setting. The classroom program will help students strengthen academic, behavior and social skills needed to make a successful transition back to their home campus.  The ABC uses a level system from Entry level to Level 4 that allows students to earn increasing amounts of privileges and points. At Level 4, students begin transition activities, including a behavior contract, which will allow them to return to the home campus.	8/2019 - 5/2020	Special Education Director/Special Programs - Kathy Carrington Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray	State and Local Funds - Time Contributions of ABC Staff		Decrease in ISS and DAEP Placements for Special Education Students.	Documentation :Discipline Records - - 05/20: Fewer Discipline Referrals for Special Education Students.

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Transition Services - Joaquin ISD provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111; TAC §89.1055  Beginning at age 12 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.  When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.	8/2019 - 5/2020	Special Education Director/Special Programs - Kathy Carrington	State and Local Funds - Time Contributions of Transition Coordinator		Students with disabilities are involved in a comprehensive and holistic educational system and process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet, and that their transition from school to work will provide them equitable opportunities to become self-sufficient.	Documentation :School Records - - 05/20: Monitoring of students participating in Transition activities indicate that all elements are being implemented as dictated by regulation and IEPs.



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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Child Find Effort - Child Find Activities are primarily implemented at the district level, but all staff are involved in the effort. Joaquin ISD puts forth a comprehensive and proactive effort to find anyone needing Special Education services. Activities for Child Find include:  * regional television commercial, * countywide--contact each school district and talk with each contact person, * developing a comprehensive Child Find Calendar to ensure all contacts are made, i.e., nursing homes, home schools, private schools; and activities are conducted, i.e., training surrogate parents, notifying doctors' offices, hanging Child Find Posters.	8/2019 - 5/2020	Special Education Director/Special Programs - Kathy Carrington	State - Special Education Block Grant - Child Find Resources		100% of the students eligible for Special Education assistance have been identified and are receiving required services within the required time frames.	Documentation :School Records - - 05/20: 100% of the activities posted on the Child Find Calendar completed.  Any child found to need services referred as required.
Strategy: English as a Second Language (ESL) Program - Joaquin ISD offers an ESL Program whose goal is to enable English Learners (EL) to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods. The ESL Program shall emphasize the mastery of English language skills, as well as Mathematics, Science and Social Studies, as integral parts of the academic goals for all students to enable EL to participate equitably in school.	8/2019 - 5/2020	Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray JH, HS LPAC Coordinator - Yesenia Corrales Elementary LPAC Coordinator - Ashley Ramin	State and Local Funds - Time Contributions of Staff and Faculty  Federal - Title III, Part A ELA - Region VII SSA <b>\$4,362.00</b>  State - Bilingual Education Block Grant - ESL Resources <b>\$25,872.00</b>	See Activities Below	Students exiting EL designation by LPAC.	See Activities Below

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Assessment of English Learners - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.  Identification Assessments are administered to students to provide information needed for identification, placement and re-designation of English language learners (EL).  Students in PK – K will be administered the Pre-LAS;  LAS Links (listening and speaking components) is administered to 1st grade students;  LAS Links (listening, speaking, reading, & writing components) is administered to students in 2nd through 12th grade.  The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an English Learner (EL) who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.	8/2019 - 5/2020	Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray JH, HS LPAC Coordinator - Yesenia Corrales Elementary LPAC Coordinator - Ashley Ramin	State and Local Funds - Assessment Instruments/Evaluations  <b>\$300.00</b>	Informal Assessment :Oral Language Proficiency Test - - 12/19: 80% of the students served in the ESL Program met LPAC expectations based on results of an oral language proficiency test.	Significant increase in oral language proficiency, as assessment results help LPAC determine appropriate ESL placement.	Criterion-Referenced Test :STAAR Tests - - 05/20: 85% of ESL students taking the STAAR in English and/or Spanish will achieve a passing score.

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[TEC §4.001 (b)(2)(4)]

Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Modifications for English Learners                      - All students have a Home Language Survey in their permanent record folders signed by the parents.</p> <p>Based on LPAC prescription, EL in Elementary participate in an intensive 30-minute/day ESL pullout program with the purpose of developing competence in English. Teachers administer extra time for students needing an additional dose to adequately progress. The program provides a developmental sequence of English instruction in listening, comprehending, speaking, reading and writing by using appropriate ESL Program curriculum. Teachers use technology to accelerate the development of all language skills.</p> <p>Students at the Junior High and High School are served through daily, one period, pullout ESL sessions and content-based ESL classes which integrate ESL instruction with subject matter instruction.</p> <p>The ESL Teacher and classroom teachers collaborate regarding appropriate instruction for EL, including modification methods and strategies for instruction of the core curriculum.</p>	<p>8/2019 - 5/2020</p>	<p>Elementary Principal - Sherry Scruggs                      Junior High/ High School Principal - Terri Gray</p>	<p>State and Local Funds - ESL Resources  <b>\$800.00</b></p> <p>State and Local Funds - Time Contributions of ESL Aide  <b>\$5,721.00</b></p>	<p>Informal Assessment :Oral Language Proficiency Test -                      - 12/19: 80% of EL will score within LPAC expectations on an Oral Language Assessment instrument and any other appropriate assessment prescribed by the LPAC.</p>	<p>Students exiting EL designation by LPAC</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/20: 85% of all EL will achieve a passing score on the grade-appropriate STAAR test in English or Spanish, as prescribed by the LPAC.</p>

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 Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Program Exit Criteria - A student may not be exited from the bilingual education or ESL program in prekindergarten or kindergarten. (TAC 89.1226j)</p> <p>Exit criteria are applicable to students in grades 1 – 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <p>* English Language Proficiency: Grades 1 – 12: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing.</p> <p>* English Reading: Grades 1, 2, 11, 12: Score at or above 40th percentile on the TEA-approved Norm-Referenced Test (NRT); Grades 3 – 10: Meet passing standard on the STAAR Reading test, or STAAR English I or English II EOC tests.</p> <p>* the results of a subjective teacher evaluation using the state's standardized rubric.</p> <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints</p>	<p>8/2019 - 5/2020</p>	<p>JH, HS LPAC                      Coordinator - Yesenia Corrales                      Elementary LPAC                      Coordinator - Ashley Rambin</p>	<p>Coordinated Funds - Time Contributions of Staff and Faculty</p>	<p>Informal Assessment :Oral Language Proficiency Test -                      - 12/19: 80% of the EL will score within LPAC expectations on an Oral Language Assessment instrument and any other appropriate assessment prescribed by the LPAC.</p>	<p>Students exiting EL designation by LPAC.</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/20: 85% of all EL will have achieved a passing score on the grade-appropriate STAAR tests in English or Spanish, as prescribed by the LPAC.</p>

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC.  Activity:  Outreach to Parents of English Learners - Joaquin ISD faculty and staff proactively meet with parents of EL to inform them of how they can participate in their children's education and help their children learn English.  Parents are provided with the opportunity to use the Rosetta Stone language program to aide in the acquisition of the English language.  The school provides communication in an understandable format and in the parent's primary language.	8/2019 - 5/2020	Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray	Coordinated Funds - Time Contributions of Staff and Faculty  State and Local Funds - Region VII Rosetta Stone Coop  <b>\$500.00</b>	Informal Assessment :Classroom Assessments - - 12/19: In a comparison of assessment data of EL and non-EL, EL make equitable academic gains.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/20: 100% of EL will pass all sections of the appropriate grade-level and subject-area STAAR test.
Strategy:  Migrant Program - Joaquin ISD provides information and services to a small number of students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment.	8/2019 - 5/2020	Special Education Director/Special Programs - Kathy Carrington District Migrant Personnel - Ashley Rambin	Coordinated Funds - Time Contributions of Staff and Faculty  Federal - Title I, Part C Migrant - Region VII Migrant Co-op  <b>\$4,069.00</b>	Informal Assessment :Oral Language Proficiency Test8 - 05/19: 80% of the Migrant students will score within LPAC expectations on an oral language assessment instrument and any other appropriate assessment prescribed by the LPAC.	Increased Student Achievement.	Criterion-Referenced Test :STAAR Tests - 06/20: 85% of all Migrant students will achieve a passing score on the grade-appropriate STAAR test in English or Spanish, as prescribed by the LPAC.

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**[TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Dyslexia Program - Joaquin ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence or sociocultural opportunity.</p> <p>(2) "Related disorders" include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability.</p>	<p>8/2019 - 5/2020</p>	<p>Special Education Director/Special Programs - Kathy Carrington</p>	<p>State and Local Funds - Informal Assessments, Program Resources</p> <p>State - Dyslexia Allotment - Dyslexia Resources  <b>\$37,856.00</b></p>	<p>See Activities Below</p>	<p>Increased student achievement.</p>	<p>See Activities Below</p>
<p>Activity:</p> <p>Assessment - Students with Dyslexia and with Related Disorders - Campus policy dictates that the district tests students with referrals for Dyslexia and related disorders as early as kindergarten, taking into consideration developmental guidelines. Once receiving referral for testing, teachers test students within mandated timelines.</p>	<p>8/2019 - 5/2020</p>	<p>Special Education Director/Special Programs - Kathy Carrington                      Elementary Principal - Sherry Scruggs                      Junior High/ High School Principal - Terri Gray</p>	<p>State and Local Funds - Assessment Instruments/Evaluations  <b>\$1,500.00</b></p> <p>State - State Compensatory Education (SCE) - Dyslexia Testing Resources  <b>\$1,000.00</b></p>	<p>Informal Assessment :Report Cards - - 12/19: 90% of the referred students will have made appropriate progress through their participation in the Dyslexia Program, as reflected in report card grades.</p>	<p>Joaquin ISD will not delay Dyslexia Services to students, will accurately diagnose students' needs, and special programs and modifications reflect the needs of each student.</p>	<p>Informal Assessment :Classroom Assessments - - 05/20: K: 100% of dyslexia students and students with related disorders will attain an age-appropriate score on the TPRI.</p> <p>Grades 1 - 5: 100% of dyslexia students and students with related disorders will attain a score at or above grade level on the STAR Reading Assessment.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/20: 85% of the students who have previously participated in a Dyslexia Program will attain a passing score on the Reading/ELA STAAR Test.</p>

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)</b> <b>[TEC §4.001 (b)(2)(4)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity:  Accommodations for Students with Dyslexia - Joaquin ISD's program for students identified with Dyslexia, or having a related disorder, is a structured multisensory, bihemispheric skill-level program in grades K-12 and a monitoring and accommodation program for students previously served through a Dyslexia program in Joaquin ISD, or any other school district, to ensure the Dyslexia or related disorder is not hampering the student's academic performance. [TEC 38.003]	8/2019 - 5/2020	Special Education Director/Special Programs - Kathy Carrington Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray	State and Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/19: 80% of the students who have previously participated in a Dyslexia Program will achieve no less than a score equivalent to a numeric grade of 80 on each appropriate English Language Arts TEKS-based assessment.	Increased Student Achievement	Informal Assessment :Classroom Assessments - - 05/20: K: 100% of dyslexia students and students with related disorders will attain an age-appropriate score on the TPRI.  Grades 1 - 5: 100% of dyslexia students and students with related disorders will attain a score at or above grade level on the STAR Reading Assessment.  Criterion-Referenced Test :STAAR Tests - - 05/20: 85% of the students who have previously participated in a Dyslexia Program will attain a passing score on the Reading/ELA STAAR Test.

**Goal: 2**      **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)**  
**[TEC §4.001 (b)(2)(4)]**  
 Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include: Change student seating as needed for the situation, adapt environment to avoid distractions, provide notebooks for organization, lighting accommodations or non-verbal behavior cues (cue cards).</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the Texas Essential Skills and Knowledge.</p>	<p>8/2019 - 5/2020</p>	<p>Special Education Director/Special Programs - Kathy Carrington                      Elementary Principal - Sherry Scruggs                      Junior High/ High School Principal - Terri Gray</p>	<p>State and Local Funds - Time Contributions of Staff and Faculty</p>		<p>All students and all student groups academically successful as the Educational System meets the needs of all students.</p>	<p>Documentation :Student Records - 05/20: The Special Programs Director will ensure that the district meets the individual needs of 100% of the students identified as 504, and gives them timely and appropriate assistance.</p>



<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)</b> <b>[TEC §4.001 (b)(2)(4)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Gifted and Talented (G/T) Program - Joaquin ISD has adopted a process for identifying and serving G/T students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or 3) excels in a specific academic field.	8/2019 - 5/2020	Special Education Director/Special Programs - Kathy Carrington Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray	State and Local Funds - Time Contributions of Staff and Faculty  \$13,612.00	Documentation :Student Records - Six Weeks: 100% of the identified G/T students are being served as prescribed and in compliance with the TEC.	G/T students graduating within the top 10% of their class.	Criterion-Referenced Test :STAAR Tests - 05/20: 100% of G/T students will have passing scores on the STAAR tests.

**Goal: 2**      **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)**  
**[TEC §4.001 (b)(2)(4)]**  
 Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>G/T Assessment - Students go through a nomination and assessment process for Honors identification that includes at least 3 criteria (both qualitative and quantitative measures) with data gathered by the G/T Identification Committee. The Identification Committee is composed of 3 local district or campus educators who have received training in the nature and needs of gifted students [19 TAC 89.1(4)]. Assessment instruments include:</p> <ol style="list-style-type: none"> <li>1. Standardized Test Scores</li> <li>2. K, 1 Portfolio Samples (collected on all K and 1st Graders)                      * Portfolio samples will be scored by staff trained in portfolio screening.</li> <li>3. Cognitive Abilities Scores                      * Joaquin ISD second graders will be given a cognitive abilities test at the beginning of the second six weeks of the school year. Cognitive abilities scores may be obtained from second grade results (if present and tested with Joaquin ISD), the student's previous school(s) records (if scores are documented), or by administering an individual cognitive ability test (if scores don't already exist or if Campus Selection Committee deems necessary).</li> <li>4. Teacher Survey</li> <li>5. Parent Survey</li> <li>6. Student Product/Writing Sample                      * The 2nd-12th grade student product/sample, if used, will be scored individually by two staff</li> </ol>	<p>8/2019 - 5/2020</p>	<p>Special Education Director/Special Programs - Kathy Carrington                      Elementary Principal - Sherry Scruggs                      Junior High/ High School Principal - Terri Gray</p>	<p>State and Local Funds - Assessment Instruments/Evaluations                      \$1,400.00</p>	<p>Documentation :Counselor's Records - - 12/19:                      Counselor's records indicate all students referred for consideration have completed the process in a timely manner, and teachers serve those identified as G/T within their regular education class.</p>	<p>The district identifies G/T students in a timely basis and provides the appropriate educational program and enrichment activities to ensure maximum performance.</p>	<p>Informal Assessment :Classroom Assessments - - 05/20: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.</p>

**Goal: 2**      **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)**  
**[TEC §4.001 (b)(2)(4)]**  
 Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>members/individuals trained in holistic scoring. If there is a discrepancy in the two scores of 2 or more, a third scorer will be used and the top two scores will be taken.</p> <p>Activity:</p> <p>Modifications for G/T Students - The Gifted and Talented (G/T) Program at Joaquin ISD offers differentiated instruction to identified G/T students in Language Arts, Math, Science and Social Studies, within the regular Foundation Program. Teachers assign students independent projects, group projects with G/T peers and projects with non-G/T students, as indicated in teacher lesson plans. The G/T Teacher provides supervision for all projects.</p> <p>G/T sessions consist of a pullout session for 30-minutes weekly at the elementary campus and daily one period classes at the secondary campuses. The G/T Teacher combines some grade levels during the pullout sessions. During the G/T sessions, students participate in field trips and community projects and services.</p> <p>Honors classes that are offered to G/T students include                      * College English III and IV                      * Pre-Calculus                      * Spanish III and IV                      * Anatomy and Physiology.</p> <p>Pre Calculus is also offered as a Pre-AP (Advanced Placement) class.</p>	<p>8/2019 - 5/2020</p>	<p>Special Education Director/Special Programs - Kathy Carrington                      Elementary Principal - Sherry Scruggs                      Junior High/ High School Principal - Terri Gray</p>	<p>State - Supplemental Funding for Prekindergarten - Instructional Resources  <span style="float: right;"><b>\$600.00</b></span></p> <p>State and Local Funds - G/T Student Travel  <span style="float: right;"><b>\$400.00</b></span></p>	<p>Informal Assessment                      :Classroom Assessments - - 01/20: The G/T teacher's records indicate that 90% of G/T students perform in line with district expectations.</p>	<p>The G/T teacher meets the educational needs of G/T students as indicated on teacher and parent surveys, and teacher grade reports.</p>	<p>Informal Assessment                      :Classroom Assessments - - 05/20: 100% of G/T students will meet district expectations, as documented in teacher's records of grades on special projects and exemplary academic performance in the foundation classroom.</p>

Goal: 2 <b>Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)</b> [TEC §4.001 (b)(2)(4)] Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Dual Credit Program - Students have the opportunity to obtain dual credit for high school and college through Panola College and Stephen F. Austin State University. Dual Credit Classes that are available include: * English III and IV * Spanish III * Anatomy and Physiology.	8/2019 - 5/2020	Junior High/ High School Principal - Terri Gray	State and Local Funds - Textbooks for College Classes <b>\$300.00</b>  Federal - Title IV, Part A Student Support and Academic Enrichment Program - Dual Credit College Tuition <b>\$10,572.00</b>		Students will graduate with college credits.	Informal Assessment :Classroom Assessments - - 05/20: 100% of students attaining dual credit for the courses they participated in.
Strategy: Ancillary Services - Joaquin ISD provides Ancillary Services, or "related services," to students to ensure that variables beyond their control do not compromise academic performance and to ensure that support programs fill in any gaps in the educational process.	8/2019 - 5/2020	Superintendent - Ryan Fuller	Coordinated Funds - See Individual Activities	See Activities Below	Increased Student Achievement	See Activities Below

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)</b> <b>[TEC §4.001 (b)(2)(4)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Counseling and Guidance Programs - The School Counselors are responsible for:  * 1:1 review of STAAR scores with students scoring below district expectations, * 1:1 and small group counseling sessions, * Focused informal groups—behavior and attendance, * Assistance with testing coordination, * Class presentations on health, communication, drug and alcohol abstinence, behavior and safety related issues, * STAAR presentations, * Responsive services, * Parent Training, and * Individual student planning.  The Counselors also focus on addressing the needs of students with disabilities. Duties include, but are not limited to:  * Diagnostic/Prescriptive Services, * Coordination of Services-Academic and Related Services, * Child Find Activities, * ARDs, * Parent Training, * Student Planning and Transition Services, and * Training Joaquin ISD Foundation Staff on Modifications for Special Education Students.	8/2019 - 5/2020	Junior High/High School Counselor - Cassie Porter Elementary Counselor - Ashley Rambin	State and Local Funds - Time Contribution of Counseling Staff <p style="text-align: right;"><b>\$46,088.00</b></p> Federal - Title I, Part A - Time Contributions of Counselor FTE: 1.00 <p style="text-align: right;"><b>\$63,007.21</b></p> State and Local Funds - Region VII Data Management and Assessment <p style="text-align: right;"><b>\$5,085.00</b></p> State and Local Funds - Counseling Supplies and Materials <p style="text-align: right;"><b>\$1,700.00</b></p> State and Local Funds - Counseling Travel and Dues <p style="text-align: right;"><b>\$600.00</b></p> State - State Compensatory Education (SCE) - Contracted Counseling Services <p style="text-align: right;"><b>\$5,300.00</b></p>	Documentation :Counselor's Records - - 12/19: The Counselor's records and semi-annual reports to the principals and Central administration indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.	Issues related to the Counseling and Guidance will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.	Informal Assessment :Classroom Assessments - - 05/20: Increase in the number of students receiving passing scores on Informal inventories: TPRI, STAR Assessment, STAAR, Oral Language Proficiency tests, and STAAR Alternate.

**Goal: 2**      **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)**  
**[TEC §4.001 (b)(2)(4)]**  
 Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Library Services - A comprehensive Library Program is available to all Joaquin ISD students for research, Accelerated Reader, checking out books, Internet Access, independent study, career investigation, on-line assessments and other Library-related initiatives. The library program also aids with benchmarking process.	8/2019 - 5/2020	Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray	State and Local Funds - Time Contributions of Library Staff <b>\$1,156.00</b>  State and Local Funds - Contracted Software <b>\$2,000.00</b>  State and Local Funds - Library Books and Supplies <b>\$1,500.00</b>	Informal Assessment :Classroom Assessments - - 12/19: All Joaquin ISD students have access to a library on a regularly scheduled basis.  Librarian and teacher records indicate that at least 80% of the students have participated in library activities.	Increased Student Achievement	Informal Assessment :Classroom Assessments - - 05/20: All Joaquin ISD students have access to a library on a regularly scheduled basis.  Librarian and teacher records indicate that at least 100% of the students have participated in library activities.
Activity: Social-Services for Homeless - Students meeting the federal Homeless criteria will receive supplemental services through the Title I, Part A Schoolwide and State Compensatory Education Program, as well as the Local program, as needs are identified.	8/2019 - 5/2020	Homeless Liaison - Kathy Carrington	Federal - Title I, Part A - Set-Aside Funds <b>\$490.00</b>	Documentation :School Records - - 12/19: The needs of Homeless students identified and rectified expeditiously so each student does not miss any valuable instructional time by disruptions to the educational process.	Homeless students successfully engaged in the educational system.	Documentation :School Records - - 05/20: The needs of Homeless students identified and rectified expeditiously so each student does not miss any valuable instructional time by disruptions to the educational process.



**Goal: 3** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP)[TEC §4.001 (b)(3)]

Objective(s): PK-12 100% of the Joaquin High School Seniors will have earned a high school diploma.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:                      Dropout Prevention Programs and Activities (SWP CIP) - In an effort to have a positive impact on the Joaquin ISD dropout rate, the district and individual campuses are implementing activities and programs that will help maintain or attain 0.0% dropout rate of all students.</p> <p>Activity:                      Personal Graduation Plan (PGP) - A PGP will be prepared for any student in a middle school or high school who did not perform satisfactorily on a state-mandated assessment test or is determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in the 9th grade. The PGP will be designed and implemented by the Guidance Counselor, teacher, or other staff member designated by the Principal. The Plan will identify the student's educational goals and include consideration of the parent's educational expectations for the student.</p>	<p>8/2019 - 5/2020</p> <p>6/2019 - 6/2020</p>	<p>Junior High/ High School Principal - Terri Gray                      Elementary Principal - Sherry Scruggs</p> <p>Junior High/High School Counselor - Cassie Porter</p>	<p>State and Local Funds - Time Contributions of Staff and Faculty</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Counselor</p>	<p>Documentation :Attendance Records - Every Six Weeks the Joaquin ISD attendance Rate will exceed the State's attendance rate.</p>	<p>Increased Student Achievement</p> <p>On-Time Credit Accrual.</p>	<p>Documentation :Attendance Records - 05/20: The Joaquin ISD Attendance Rate will exceed the State's average.</p> <p>Informal Assessment :Classroom Assessments - - 05/20: On-time credit accrual.</p>



**Goal: 3** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP)[TEC §4.001 (b)(3)]

Objective(s): PK-12 100% of the Joaquin High School Seniors will have earned a high school diploma.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Pregnancy and Parenting Related Services - PEP is an alternative education program for students at Joaquin High School and who are pregnant or who are parents. This program offers basic courses in language arts, mathematics, social studies, and GED-Prep.</p> <p>Any student who is pregnant is eligible to receive Pregnancy Related Services (PRS) as verified by a responsible campus official (administrator, nurse, or counselor); a physician or nurse midwife licensed to practice in the U.S.; or a nurse practitioner. Joaquin ISD will continue to identify and collect documentation on pregnant students. Documentation will include verification of pregnancy; copies of ARDs and IEPs, if applicable; PRS entry date; date of delivery, and PRS exit date.</p> <p>The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff, and parents.</p> <p>Counseling services include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities, and coping skills.</p>	<p>8/2019 - 5/2020</p>	<p>Junior High/High School Counselor - Cassie Porter                      Nurse - Portia King</p>	<p>State - State Compensatory Education (SCE) - Extra Duty Pay for PRS/Homebound Teacher</p> <p style="text-align: right;"><b>\$1,028.30</b></p>		<p>0.0% Dropout Rate.                      On-Time Credit Accrual.</p>	<p>Documentation :School Records - - 05/20: 0.0% dropout rate.</p> <p>On-time credit accrual.</p>

<b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP)[TEC §4.001 (b)(3)]</b>						
Objective(s): PK-12 100% of the Joaquin High School Seniors will have earned a high school diploma.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: University Interscholastic League (U.I.L.) - UIL activities are available to Joaquin ISD students to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents, social skills and leadership.	7/2019 - 7/2020	Junior High/ High School Principal - Terri Gray Elementary Principal - Sherry Scruggs	State and Local Funds - Time Contributions of Extracurricular Staff <b>\$189,236.00</b>  State and Local Funds - Extracurricular Contracted Services <b>\$38,900.00</b>  State and Local Funds - Extracurricular Supplies and Awards <b>\$35,500.00</b>  State and Local Funds - Extracurricular Insurance, Travel, Awards and Fees <b>\$65,441.00</b>		0.0% Dropout Rate.	Documentation :School Records - - 05/20: 0.0% dropout rate.

**Goal: 4** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

**Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]**  
 Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Career Guidance and Counseling (SWP CIP) - The counselors will assist students in monitoring and understanding their own development. Areas addressed include:</p> <p>* Education: Acquisition of study skills and choosing appropriate programs and services;</p> <p>* Career: Need for positive work habits, career awareness and investigations of opportunities;</p> <p>* Personal-Social: Development of healthy self-concepts and development of adaptive and adjusted social behavior.</p> <p>The Counselors will be responsible for disseminating the following information to students, students' teachers and students' parents:</p> <p>1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.);</p> <p>2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56;</p> <p>3) The need for students to make informed curriculum choices to be prepared for success beyond high school;</p> <p>4) Source of information on higher education; and</p> <p>5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits.</p>	<p>8/2019 - 5/2020</p>	<p>Junior High/High School Counselor - Cassie Porter                      Elementary Counselor - Ashley Rambin</p>	<p>Coordinated Funds - Time Contributions of Counselors</p> <p>State and Local Funds - Career Software  <span style="float: right;"><b>\$300.00</b></span></p> <p>State - CCMR Outcomes Bonus - Career Counseling  <span style="float: right;"><b>\$4,000.00</b></span></p> <p>State - CCMR Outcomes Bonus - TSI Coordinator Stipend  <span style="float: right;"><b>\$1,000.00</b></span></p>	<p>Documentation :Lesson Plans - 12/19: Lesson plans will detail activities that will provide information about career opportunities.</p>	<p>Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.</p>	<p>Documentation :Student Records - 05/20: An increased number of students enrolling in higher education and receiving financial aid as compared to the previous year.</p>

<p><b>Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]</b></p> <p>Objective(s):</p>						
<p><b>Implementation: Reform Methodologies, Strategies and Activities</b></p>	<p><b>TimeLine</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Resources / Allocation</b></p>	<p><b>Formative Evaluation</b></p>	<p><b>Expected Outcome</b></p>	<p><b>Summative Evaluation</b></p>
<p>Classroom instruction is also integrated with activities that emphasize career opportunities and staff members will spend time with individual students discussing careers and career paths. Career Investigation is offered through classroom instruction by means of interdisciplinary, thematic or other appropriate instructional modules or arrangements.</p> <p>Strategy:</p> <p>Career and Technology Education - Joaquin ISD offers CTE programs at the Junior High and High School level in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.</p> <p>Academic TEKS are integrated into the Career and Technology TEKS through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.</p>	<p>8/2019 - 5/2020</p>	<p>Junior High/ High School Principal - Terri Gray</p>	<p>State - Career and Technology Education Block Grant - CTE Resources</p> <p style="text-align: right;"><b>\$596,762.00</b></p> <p>Federal - Title I, Part C Carl Perkins</p> <p style="text-align: right;"><b>\$9,609.00</b></p>	<p>Informal Assessment :Report Cards - Six Weeks: 90% of CTE participants with six-weeks CTE report card grades equivalent to a numeric score of 80.</p>	<p>Students fulfilling the State's expectations.</p>	<p>Documentation :School Records - 05/20: Increase the number of students gaining industry-based certification by 50%.</p>

<b>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b) (6) (9)]</b> Objective(s): PK-12 100% of all teachers and paraprofessionals will be considered fully certified by the end of the 2019-2020 school year (aligned with the state goal of 100%).						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Needs Assessment and Data Review (SWP CNA) - The Principals and Special Programs Coordinator will conduct a comprehensive needs assessment to identify teachers needing additional training in meeting the needs of "All" students, "All Student Groups" and "All Special Populations Students."	4/2019 - 8/2019	Special Education Director/Special Programs - Kathy Carrington Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray	State and Local Funds - Time Contributions of Principals and Staff	Documentation :Professional Development Records - 04/19: Preliminary needs assessment of all teachers' certifications, expertise and deficiencies will be completed with a growth plan drafted for each.	Professional staff with the expertise prerequisite for the development of "state-of-the-art" students.	Documentation :Professional Development Records - 08/19: Teachers registered for out of district training, in-district training scheduled.
Strategy: Professional Development Program (SWP CIP) - Joaquin ISD provides districtwide and campus-based professional development and training activities that focus on ensuring the all teachers and instructional support personnel are highly qualified by federal NCLB standards.  The Joaquin ISD Human Resources Director, Superintendent, District Coordinator, Principals, DPDMC and SBDMCs design and support professional development programs and activities that:  * are intense and sustained  * relate to the TEKS  * enable all children to meet the same challenging state content and student performance standards that the state expects all children to meet  * apply scientifically research-based strategies to meet the learning needs of all students  * support the Professional Development Program prescribed in the District Improvement Plan	8/2019 - 7/2020	Superintendent - Ryan Fuller Director of Human Resources - Donna Vergo Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray	Coordinated Funds - See Activities	Documentation :Professional Development Records - 08/19: 100% of the Joaquin ISD faculty will have received appropriate training to be considered fully certified per state standards.	A faculty with the prerequisite teaching skills to ensure increased academic performance of "All" students.	Criterion-Referenced Test :STAAR Tests - 05/20: 85% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.

<b>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b) (6) (9)]</b>						
Objective(s): PK-12 100% of all teachers and paraprofessionals will be considered fully certified by the end of the 2019-2020 school year (aligned with the state goal of 100%).						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Professional Development Needs Assessment Process - Through the SBDMC, and the support of the DPDMC, teachers participate in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the campuses. This ensures that PD supports both the district and Campus Improvement Plans.  Annual Needs Assessment results indicate a need for:  * Training and mentorships for new teachers;  * PD in specialized areas—i.e. teaching English Learners, G/T students, students meeting the State adopted "at-risk" criteria, students with disabilities, Migrant students; and  * Periodic training for teachers in how to identify difficulties and to provide assistance to individual students.	8/2019 - 5/2020	Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray	State and Local Funds - Time Contributions of Faculty and Staff	Documentation :Professional Development Records - - 08/19: The SBDMCs will have designed a PD program that meets the needs of the Joaquin ISD campus-level faculty.	A Professional Development program that ensures a positive impact on student performance by ensuring that professionals have the prerequisite skills to teach "All" students.	Documentation :Professional Development Records - - 04/20: The District Coordinator has reviewed the list of PD activities, determining that 100% of the teachers have participated in activities that support their individual needs.

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Objective(s): PK-12 100% of all teachers and paraprofessionals will be considered fully certified by the end of the 2019-2020 school year (aligned with the state goal of 100%).						
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Activity: PD - Curriculum Alignment and Development - Through participation in the Region VII ESC Curriculum and Professional Development consortiums, the faculty of Joaquin ISD is trained in the following: * TEKS as a Vertical Alignment Tool * Instructional activities tied to the TEKS and STAAR * Vertical Alignment Support through software integrating TEKS and STAAR * Texas Reading Initiative Curriculum Structure * Differentiating Instruction, incorporating Science and Social Studies curriculum and TEKS into Reading/Language Arts * Technology training in-house and through Region VII ESC * Core subject area workshops and seminars through the Region VII Academic Content Consortium.	8/2019 - 6/2020	Special Education Director/Special Programs - Kathy Carrington Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray	State and Local Funds - Time Contributions of Curriculum Director <b>\$12,961.00</b>  State - State Compensatory Education (SCE) - Contracted Professional Development <b>\$600.00</b>  State - State Compensatory Education (SCE) - At-Risk Professional Development Travel <b>\$300.00</b>  Federal - Title II, Part A - Region VII Contracted Professional Development <b>\$871.00</b>	Informal Assessment :Classroom Assessments - - 12/19: An increase in student scores on class assignments, unit and six-weeks tests, and midyear TEKS-based tests.	Students' scores on assessment instruments will increase as appropriate curriculum choices are made and a refinement of same is complete.	Criterion-Referenced Test :STAAR Tests - - 05/20: 85% of all students will attain a passing score on each grade-appropriate STAAR Test.
Activity: Evaluation of the Professional Development Program - The Joaquin ISD Professional Development Program will be evaluated to ensure that the program as a whole and individual activities have a positive impact on student achievement.  Professional development activities will have sufficient intensity and duration to ensure that teachers and support staff develop the prerequisite skills required of their position. Participants will attend follow-up activities.	8/2019 - 6/2020	Elementary Principal - Sherry Scruggs Special Education Director/Special Programs - Kathy Carrington	State and Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/19: A direct correlation between increased student achievement and professional development training is established.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/20: 92% of all students will attain a passing score on each grade-appropriate and subject area STAAR test.



<b>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b) (6) (9)]</b> Objective(s): PK-12 100% of all teachers and paraprofessionals will be considered fully certified by the end of the 2019-2020 school year (aligned with the state goal of 100%).						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Recruitment and Retention Initiatives - Faculty recruitment strategies are primarily implemented at the Central Administration level. Teachers will be recruited through University and College Job Fairs, networking through Principal's Academy and through TEPSA, as well as through the ESC.  Joaquin ISD participates in the Region VII ESC Personnel Service Cooperative to ensure they recruit, train and retain certified teachers.  Joaquin ISD pays a stipend to Teachers in critical shortage areas. These include Math, Spanish, and Science.	7/2019 - 6/2020	Director of Human Resources - Donna Vergo	Federal - Title II, Part A - Science, Math and Spanish Stipends <p style="text-align: right;"><b>\$27,000.00</b></p> Federal - Title I, Part A - Curriculum Stipend <p style="text-align: right;"><b>\$5,619.00</b></p>	Documentation :Human Resources Records - 08/19: Personnel roster will indicate that all faculty meet the state fully certified criteria.	100% Certified Faculty.	Documentation :Human Resources Records - 01/20: Personnel roster will indicate that all faculty meet the state fully certified criteria.

<b>Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC §4.001 (b) (10)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Technology Plan and Program - Joaquin ISD has developed, and continues to update, the district's Technology Plan, designed from the framework provided through the State's "Long-Range Plan for Technology." The goal--To enhance students' acquisition of knowledge and skills through technology. TEA's STaR Chart is used to plan the direction of our Technology Program and assess Joaquin ISD's "School Technology Readiness."	5/2019 - 6/2020	Technology Director - Justin Wilburn	State and Local Funds - Time Contributions of Technology Staff <b>\$47,206.00</b>	Documentation :School Records - 12/19: In-line with STaR Chart and Technology Plan Projections.	The Technology Program in Joaquin ISD is in-line with STaR Chart and Technology Plan Projections.	Documentation :School Records - 06/20: In-line with STaR Chart and Technology Plan Projections.
Strategy: Technology Enriched Curriculum - Classroom teachers and the School Librarian will provide technology-enriched curriculum utilizing the vast array of on-line educational and educational-research sites, including those that are research forums, informational, teacher-facilitated, University - facilitated and federal - facilitated to name just a few.	5/2019 - 6/2020	Technology Director - Justin Wilburn Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray	State and Local Funds - Technology Supplies and Materials <b>\$30,000.00</b>	Documentation :School Records - 12/19: Appropriate hardware and software will be available in classrooms, labs and libraries so that teachers may integrate technology into instruction.	Increased Student Achievement	Documentation :Professional Development Records - 05/20: Review of the professional development activities and PDAS annotations indicate that 100% of the faculty has received the prerequisite training for the successful utilization of technology as an instructional tool.

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Technology Policies - Every Joaquin ISD faculty member, student and parent having access to Joaquin ISD computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form.  Joaquin ISD is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Joaquin ISD has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Joaquin ISD School Board Policy CQ (Local).	8/2019 - 5/2020	Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray Technology Director - Justin Wilburn	State and Local Funds - Local Technology Policies	Documentation :Student Records - 08/19: 100% of the students in Joaquin ISD that will have access to the Internet will have an Acceptable Use Policy and Parental Permission form signed and on file.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documentation :Student Records - 06/20: No incidents of students breaking the Acceptable Use Policy.

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Objective(s): PK-12 A decline of discipline referrals from the previous year. A 10% decrease in incidents of school violence using the Principals' 2018-2019 reports as baseline data.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

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<p>Strategy:</p> <p>Coordinated School Health Program (CSHP) - The CSHP of Joaquin ISD is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving students' overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> <li>1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy;</li> <li>2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care;</li> <li>3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being;</li> <li>4. Counseling services designed to improve the mental, emotional and social health of students;</li> <li>5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities;</li> <li>6. School, parent and community involvement in the health and well-being of students;</li> <li>7. A physical education curriculum that integrates mental and physical learning experiences to promote</li> </ol>	<p>8/2019 - 5/2020</p>	<p>Superintendent - Ryan Fuller</p>	<p>State and Local Funds - Time Contributions of Faculty and Staff</p>	<p>Informal Assessment :Classroom Assessments - 12/19: 80% of students passing all benchmark and health-related assessments.</p> <p>Decrease in health-related risk behaviors.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Informal Assessment :Classroom Assessments - 05/20: 90% of students passing all health-related end of year assessments.</p> <p>Decrease in health-related risk behaviors.</p>

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<p>optimum overall student health and social development; and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>Activity:</p> <p>School Health Advisory Council (SHAC) - The board established a local SHAC to assist the district in ensuring that local community values appear in the health education instruction. SHAC duties include recommending the following:</p> <ol style="list-style-type: none"> <li>1. The number of hours of instruction provided in health education</li> <li>2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease and type 2 diabetes through coordination of health education, physical education and activity, nutrition services, parental involvement and instruction to prevent the use of tobacco</li> <li>3. Appropriate grade levels and methods of instruction for human sexuality instruction</li> <li>4. Strategies for integrating the curriculum components specified above with the following elements in a coordinated school health program:</li> </ol> <ul style="list-style-type: none"> <li>* School health services</li> <li>* Counseling and guidance services</li> <li>* A safe and healthy school environment</li> <li>* School employee wellness (TEC §28.004(c))</li> </ul>	<p>8/2019 - 5/2020</p>	<p>Superintendent - Ryan Fuller</p>	<p>State and Local Funds - Time Contributions of Committee Members</p>		<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :School Records - - 05/20: Local Board Policies reflect all new mandated medical and health-related policies, as well as Joaquin ISD's specific policies.</p>

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<p>Strategy:</p> <p>Health Services - In order to ensure that all students receive primary health care services and understand the importance of preventative care, Joaquin ISD offers health services designed to evaluate, safeguard and advocate health among students. These services include immunizations and routine screenings for the prevention of illness and the appraisal of students' overall health. Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.</p>	<p>8/2019 - 5/2020</p>	<p>Nurse - Portia King</p>	<p>State and Local Funds - Time Contributions of Nurse                      FTE: 1.00                      \$40,080.00</p> <p>State and Local Funds - Vaccines                      \$1,500.00</p> <p>State and Local Funds - Nursing Resources                      \$2,750.00</p>		<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :School Records - 05/20: Decrease in health-related risk behaviors.</p>

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<p>Strategy:</p> <p>Safe Schools Initiatives (SWP CIP) - The health and safety of Joaquin ISD students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Joaquin ISD will provide at least one Automated External Defibrillator (AED) at each campus, and at least one employee trained in AED use is required to be present at all UIL athletic practices and competitions. In addition, various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on an off campus, including professional development, drug and violence prevention, child abuse prevention, and the student code of conduct.</p> <p>In an effort to promote "Safe Schools" Joaquin ISD will promote special initiatives and activities that support Safe Schools. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> <li>* Campus Safety Rules</li> <li>* Campus Dress and Discipline Codes</li> <li>* Regularly scheduled fire, lockdown, tornado and other emergency drills</li> <li>* Safety and Security Audits</li> <li>* Security Devices and Personnel such as ID Tags and School Resource Officer (SRO)</li> </ul>	8/2019 - 5/2020	Superintendent - Ryan Fuller	<p>State and Local Funds - Time Contributions of Faculty and Staff</p> <p>State - School Safety Allotment - Safety Resources</p> <p style="text-align: right;"><b>\$6,026.00</b></p>		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :Discipline Records - 05/20: Decrease in discipline referrals and health-related risk behaviors in comparison to the previous year.



District Improvement Plan  
Joaquin ISD 2019-2020

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<p>Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Joaquin ISD recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the campus Counselors and Principals, using the data to plan specific programs and activities.</p> <p>Activities include, but are not limited to:            * National Red Ribbon Week            * Student Assemblies to enhance Drug/Alcohol Awareness            * Drug Dogs            * D. A. R. E.            * Just Say No            * Dating Violence Policy (see Board Policy FFH-Local)</p>	8/2019 - 5/2020	Junior High/High School Counselor - Cassie Porter Elementary Counselor - Ashley Rambin Elementary Principal - Sherry Scruggs Junior High/ High School Principal - Terri Gray	State and Local Funds - Time Contributions of Faculty and Staff  State and Local Funds - Raptor Software <p style="text-align: right;"><b>\$1,000.00</b></p> State and Local Funds - Security Systems <p style="text-align: right;"><b>\$5,000.00</b></p>	Documentation :Agendas, Notes, Sign-In Sheets - - 08/19: Appropriate campus stakeholders will have held meetings to plan the programs and services for the current school year.	A Drug-Free Student Body, Faculty and Staff	Documentation :Counselor's Records - - 05/20: Counselor's summary report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse.

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<p>Activity:</p> <p>Disciplinary Alternative Education Program (DAEP) - The Student Code of Conduct containing information regarding student discipline shall be distributed at the beginning of the school year to students and parents, teachers, and administrators.</p> <p>The DAEP serves grades 9th – 12th and younger as needed. Students who have violated the district code of conduct will be placed in the DAEP. Computer assisted instruction and counseling services will be provided for any student who is at risk of dropping out of school. The DAEP is offered through a shared service arrangement with Center ISD.</p>	<p>8/2019 - 5/2020</p>	<p>Superintendent - Ryan Fuller</p>	<p>State - State Compensatory Education (SCE) - Contracted DAEP Co-Op Fee</p> <p style="text-align: right;"><b>\$22,000.00</b></p>	<p>Informal Assessment :Classroom Assessments - - 12/19: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion. Maintain classroom assignments through DAEP instructional arrangement.</p>	<p>A safe and disciplined school environment for all students, staff, and community members.</p>	<p>Documentation :Discipline Records - - 05/20: Policies in place that help provide uniform and unbiased outcomes to any situation that may arise.</p>

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<p>Activity:</p> <p>Child Sexual Abuse and other Maltreatment of Children - The district has established a plan for addressing child sexual abuse and other maltreatment of children. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).</p> <p>Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.</p> <p>A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of</p>	<p>8/2019 - 5/2020</p>	<p>Superintendent - Ryan Fuller</p>	<p>State and Local Funds - Time Contributions of Staff and Faculty</p>	<p>Documentation :School Records - - 08/19: Sexual Abuse policy has been distributed to staff, parents and students.</p>	<p>Staff, parents and students have an increase awareness of issues regarding the sexual abuse and other maltreatment of children.</p>	<p>Documentation :School Records - - 05/20: Sexual Abuse policy will have been implemented.</p>

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Objective(s): PK-12 A decline of discipline referrals from the previous year. A 10% decrease in incidents of school violence using the Principals' 2018-2019 reports as baseline data.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.</p> <p>As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see <a href="http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp">http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp</a>.</p> <p>The following Web sites might help you become more aware of child abuse and neglect:  <a href="http://www.childwelfare.gov/pubs/factsheets/signs.cfm">http://www.childwelfare.gov/pubs/factsheets/signs.cfm</a>  <a href="http://sapn.nonprofitoffice.com">http://sapn.nonprofitoffice.com</a>  <a href="http://www.taasa.org/member/materials2.php">http://www.taasa.org/member/materials2.php</a>  <a href="http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml">http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml</a>  <a href="http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml">http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml</a></p> <p>Reports may be made to:                      The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at <a href="http://www.txabusehotline.org">http://www.txabusehotline.org</a>).                      Precinct 3 Constable, and/or                      Shelby County Sheriff Department</p>						

District Improvement Plan  
 Joaquin ISD 2019-2020

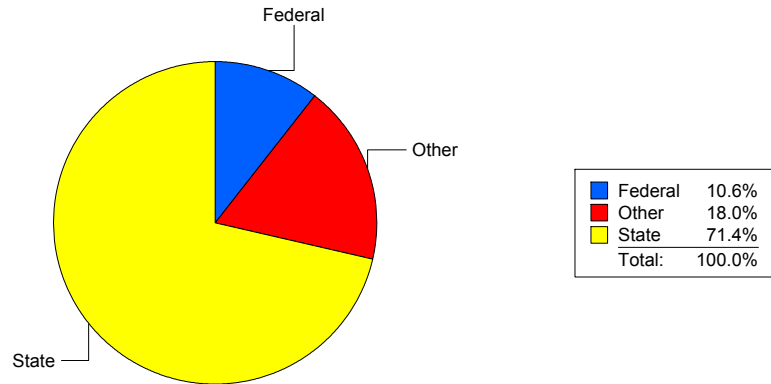
**Goal: 7** Joaquin ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]  
 Objective(s): PK-12 A decline of discipline referrals from the previous year. A 10% decrease in incidents of school violence using the Principals' 2018-2019 reports as baseline data.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Emergency Action Plan - Staff will continue to be trained on the Emergency Action Plan, as revisions and updates are made to same. All new staff members will be trained.	7/2019 - 6/2020	Director of Human Resources - Donna Vergo	State and Local Funds - Time Contributions of DPDMC	Documentation :School Records - 12/19: The Emergency Action Plan will have been utilized during Mock Emergencies to ensure that refinements that are needed have been made and that all of the staff has had the prerequisite practice to ensure each feels comfortable with the Plan.	Emergencies will be addressed in a professional, expeditious and effective manner.	Documentation :School Records - 06/20: Joaquin ISD will continue to have an effective Emergency Action Plan and Crisis Response Team to meet all safety needs.

**Goal: 7** Joaquin ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]  
 Objective(s): PK-12 A decline of discipline referrals from the previous year. A 10% decrease in incidents of school violence using the Principals' 2018-2019 reports as baseline data.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Counseling Responsive Services (SWP CIP) - The counselors will conduct responsive services in prevention and intervention areas. Areas of focus will include:</p> <ul style="list-style-type: none"> <li>* Academic concerns</li> <li>* School-related concerns such as misbehavior, excessive absences and tardiness</li> <li>* Dropout prevention</li> <li>* Physical, sexual or emotional abuse</li> <li>* Coping with stress</li> <li>* Discipline management</li> <li>* Health and wellness</li> <li>* Drug and Alcohol abuse prevention</li> <li>* Bullying</li> <li>* Suicide prevention</li> <li>* Conflict resolution</li> <li>* Violence prevention</li> <li>* Parent education</li> </ul> <p>The counselors and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> <li>* Self-Esteem Development</li> <li>* Good Character</li> <li>* Emotion Management</li> <li>* Motivation to Achieve</li> <li>* Decision-Making Skills</li> <li>* Goal Setting</li> <li>* Planning and Problem-Solving Skills</li> <li>* Interpersonal Effectiveness</li> <li>* Communication Skills</li> <li>* Cross Cultural Effectiveness</li> <li>* Responsible Behavior</li> </ul>	<p>8/2019 - 5/2020</p>	<p>Junior High/High School Counselor - Cassie Porter                      Elementary Counselor - Ashley Rambin</p>	<p>Coordinated Funds - Time                      Contributions of Counselors</p>	<p>Documentation :Counselor's Records - 12/19:                      Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :Counselor's Records - 05/20: Counselor records indicate that referrals to counselor have decreased as compared to the previous year.</p>

## Funding Values By Program



District Improvement Plan  
Joaquin ISD 2019-2020

### Funding Values By Program

<b>Federal</b>	<u>FTE</u>	<u>DollarValue</u>
<b>IDEA-B Formula</b>		
Time Contributions of Special Education Staff	4.51	\$147469.00
<b>IDEA-B Preschool</b>		
Time Contributions of PPCD Teacher	0.15	\$8543.72
<b>Title I, Part A</b>		
Time Contributions of Counselor	1.00	\$63007.21
Set-Aside Funds	0.00	\$490.00
Time Contributions of Early Literacy Lab Teacher	1.00	\$65044.14
Time Contributions of Reading Aide	0.80	\$20276.48
SECCA, Inc Consulting Services	0.00	\$3954.00
Curriculum Stipend	0.00	\$5619.00
<b>Title I, Part C Carl Perkins</b>		
	0.00	\$9609.00

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**Funding Values By Program**

<b>Federal</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Title I, Part C Migrant</b>		
Region VII Migrant Co-op	0.00	\$4069.00
<b>Title II, Part A</b>		
Science, Math and Spanish Stipends	0.00	\$27000.00
SECCA, Inc Consulting Services	0.00	\$800.00
Region VII Contracted Professional Development	0.00	\$871.00
<b>Title III, Part A ELA</b>		
Region VII SSA	0.00	\$4362.00
<b>Title IV, Part A Student Support and Academic Enrichment Program</b>		
Dual Credit College Tuition	0.00	\$10572.00
SECCA, Inc Consulting Services	0.00	\$215.00
		<b>\$371,901.55</b>
<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Coordinated Funds</b>		
Time Contributions of Counselors	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
See Individual Activities	0.00	\$0.00
Time Contributions of Counselors	0.00	\$0.00
See Activities	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
<b>Local Funds</b>		



**Funding Values By Program**

<b>Other</b>		<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>			
Art Resources		0.00	\$2500.00
<b>State and Local Funds</b>			
Time Contributions of Staff and Faculty		0.00	\$0.00
Time Contributions of Community Liaison		0.00	\$0.00
Time Contributions of Parents and Staff		0.00	\$0.00
Time Contributions of Parents, Staff and Faculty		0.00	\$0.00
Time Contributions of Committee Members		0.00	\$0.00
Time Contributions of DPDMC and SBDMCs	Within Contract Time	0.00	\$0.00
Assessment Instruments and Testing Materials		0.00	\$1400.00
Instructional Resources		0.00	\$39500.00
Core Subject Area Resources		0.00	\$5400.00
Technology Supplies and Materials		0.00	\$30000.00
Local Technology Policies		0.00	\$0.00
Time Contributions of Faculty and Staff		0.00	\$0.00
Time Contributions of Nurse		1.00	\$40080.00
Vaccines		0.00	\$1500.00
Nursing Resources		0.00	\$2750.00
Time Contributions of Faculty and Staff		0.00	\$0.00
Time Contributions of DPDMC	Within Contract Time	0.00	\$0.00
Career Software		0.00	\$300.00
Time Contributions of Principals and Staff		0.00	\$0.00
Attendance Awards		0.00	\$11000.00
Time Contributions of Truancy Officer		0.00	\$17360.00
Informal Assessments, Program Resources		0.00	\$0.00

**Funding Values By Program**

<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>State and Local Funds</b>		
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$13612.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Technology Staff	0.00	\$47206.00
Time Contributions of PK Teachers	0.00	\$0.00
Stickers, Pencils and Parties	0.00	\$0.00
Time Contributions of Kindergarten Tachers	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of PK Staff	0.00	\$0.00
Time Contributions of PK/Kindergarten Staff	0.00	\$0.00
Time Contributions of Teachers	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
G/T Student Travel	0.00	\$400.00
Textbooks for College Classes	0.00	\$300.00
Region VII Rosetta Stone Coop	0.00	\$500.00
Assessment Instruments/Evaluations	0.00	\$1500.00
Time Contributions of Staff	0.00	\$0.00
Assessment Instruments/Evaluations	0.00	\$1400.00
Assessment Instruments/Evaluations	0.00	\$300.00
ESL Resources	0.00	\$800.00
Time Contributions of ESL Aide	0.00	\$5721.00
Time Contributions of ABC Staff	0.00	\$0.00
Time Contributions of Transition Coordinator	0.00	\$0.00

**Funding Values By Program**

<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>State and Local Funds</b>		
Time Contribution of Counseling Staff	0.00	\$46088.00
Region VII Data Management and Assessment	0.00	\$5085.00
Counseling Supplies and Materials	0.00	\$1700.00
Counseling Travel and Dues	0.00	\$600.00
Time Contributions of Library Staff	0.00	\$1156.00
Contracted Software	0.00	\$2000.00
Library Books and Supplies	0.00	\$1500.00
Time Contributions of Extracurricular Staff	0.00	\$189236.00
Extracurricular Contracted Services	0.00	\$38900.00
Extracurricular Supplies and Awards	0.00	\$35500.00
Extracurricular Insurance, Travel, Awards and Fees	0.00	\$65441.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Curriculum Director	0.00	\$12961.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Raptor Software	0.00	\$1000.00
Security Systems	0.00	\$5000.00
		<b><u>\$629,696.00</u></b>
<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Bilingual Education</b>		
<b>Block Grant</b>		
ESL Resources	0.00	\$25872.00

**Funding Values By Program**

<b>State</b>	<b>FTE</b>	<b>DollarValue</b>
<b>Career and Technology Education Block Grant</b>		
CTE Resources	0.00	\$596762.00
<b>CCMR Outcomes Bonus</b>		
Career Counseling	0.00	\$4000.00
TSI Coordinator Stipend	0.00	\$1000.00
<b>Dyslexia Allotment</b>		
Dyslexia Resources	0.00	\$37856.00
<b>School Safety Allotment</b>		
Safety Resources	0.00	\$6026.00
<b>Special Education Block Grant</b>		
Special Education Resources	0.00	\$1076221.00
Time Contributions of Special Education Director	0.00	\$0.00
Assessment Instruments/Evaluations	0.00	\$15000.00
Time Contributions of Special Education Staff	0.00	\$331589.00
Contracted Instruction for the Visually Impaired	0.00	\$2000.00
Contracted Speech Services	0.00	\$66500.00
Contracted Occupational and Physical Therapy	0.00	\$17400.00
Child Find Resources	0.00	\$0.00
<b>State Compensatory Education</b>		
Substitutes for SCE Teachers	0.00	\$541.40
PLATO Maintenance Agreement	0.00	\$13600.00
<b>State Compensatory Education (SCE)</b>		
Time Contributions of PK Aide	1.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00

**Funding Values By Program**

<b>State</b>	<b>FTE</b>	<b>DollarValue</b>
<b>State Compensatory Education (SCE)</b>		
Extra Duty Pay for PRS/Homebound Teacher	0.00	\$1028.30
Contracted DAEP Co-Op Fee	0.00	\$22000.00
SECCA, Inc Consulting Services	0.00	\$8651.00
Time Contributions of Early Literacy Lab Aide	0.57	\$16025.58
Extra-Duty Pay for Tutorials	0.00	\$17481.10
Time Contributions of Tutorial Teachers	1.21	\$63965.90
Time Contributions of Reading Aides	0.60	\$15983.05
Time Contributions of Math Teachers	1.54	\$83980.84
Time Contribution of Reading Teacher	0.14	\$8326.95
Time Contribution of PLATO Instructor	0.28	\$13176.06
Time Contributions of Remediation Teachers	0.49	\$23666.29
Contracted Counseling Services	0.00	\$5300.00
Contracted Professional Development	0.00	\$600.00
At-Risk Professional Development Travel	0.00	\$300.00
Dyslexia Testing Resources	0.00	\$1000.00
Time Contributions of PK Aide	1.00	\$22973.55
Supplemental Instructional Resources	0.00	\$3900.00
<b>Supplemental Funding for Prekindergarten</b>		
Instructional Resources	0.00	\$600.00
		<u><b>\$2,503,326.02</b></u>
<b>Grand Total:</b>		<b>\$3,504,923.57</b>