



**MALAKOFF ISD**  
DISTRICT PLAN OF ACTION  
2019-2020  
**Accountability**  
Rating: A

**Distinction Designations:**  
Postsecondary Readiness

This plan has been collaboratively developed, under the leadership of our superintendent, and by the District-Wide Improvement Team (DWIT) which represents all district stakeholders. All performance goals identified in Every Student Succeed Act (ESSA) legislation have been adopted by the district and are reflected in this Plan of Action.

The following funding sources support the objectives and strategies implemented to address the students' needs identified in this plan: Title I, IIA, III, IV, V, Special Education, IDEA, State Compensatory Education, Career and Technology Education, High School Allotment, and Local Funds

# MALAKOFF INDEPENDENT SCHOOL DISTRICT

*“Committed to Excellence”*

## DISTRICT IMPROVEMENT PLAN 2019-2020

**Mission Statement:** Through the collaborative efforts of educators, parents, and the community our district will provide a safe and supportive environment to ensure an exemplary educational opportunity for all students.

### **District Administrators:**

Don Layton, Superintendent of Schools  
Sybil Norris, Assistant Superintendent  
Mike Burns, Curriculum and Technology Instruction  
Bill Morgan, High School Principal  
Chad Bentley, Assistant High School Principal  
Quintin Watkins, Middle School Principal  
Debra Wilson, Assistant Middle School Principal  
Chris Robinson, Malakoff Elementary Principal  
Christal Calhoun, Tool Elementary Principal  
Danielle Copeland, Orr & Gateway Principal

### **Board of Trustees:**

Rick Vieregge, President  
Jason Dalrymple, Vice President  
Mike Monroe, Secretary  
Pat Jones  
Jerry Spiva  
Duana Busch  
Peggy Dewberry

# MALAKOFF INDEPENDENT SCHOOL DISTRICT

## LONG RANGE GOALS

2015-2020

- I. Student Achievement-The District shall attain the highest TEA accountability rating by 2020. Graduates of Malakoff High School will be prepared to successfully meet the challenges of life.
- II. Educational Opportunities-Highly qualified teachers, in partnership with parents and the community, shall provide students opportunities and encouragement to meet their full educational potential.
- III. Safe and Secure Schools-All schools and classrooms will maintain safe and disciplined environments conducive to student performance, student attendance and dropout prevention.
- IV. Efficient and Effective Operations-The District and each campus will be operated efficiently and effectively at all levels.

### Superintendent's Goals:

1. The District will make academic growth a priority for all students. Students will achieve academic success where:
  - A. Growth is monitored through a variety of assessments such as Mastery tests, benchmarks and state assessments,
  - B. Individual plans are in place for student's growth. Programs such as; after-school tutorials, RtI processes, intervention periods and intervention teachers are used to ensure success of all students.
2. The District will develop a five-year plan to improve technology that will include:
  - A. Money budgeted to address shortages
  - B. Teacher input to ensure technology is used to impact student learning
3. The District will use a variety of communication tools to inform the community and stakeholders of events, accomplishments and the daily activities of students and staff.
  - A. Malakoff ISD's website, Facebook, Remind, and Twitter will be used for news updates
  - B. Strategies will be set for the District to communicate with stakeholders.
4. The District will work towards completion of a school bond to address the needs of the staff, students and community.
  - A. Will form a facilities committee and hold meetings.
  - B. Will have input from all stakeholders.
  - C. Will inform all voters of need.

### TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low-performing schools
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# COMPREHENSIVE NEEDS ASSESSMENT TOOLS

## **Student Assessments:**

- Easy CBM (K-5)
- CIRCLE (PK)
- TPRI (1-2)
- STAAR Assessment (Grades 3-10), STAAR Alt 2
- Texas English Language Proficiency Assessment System (TELPAS) TELPAS Alt
- Advance Placement Tests
- TSI
- GT Matrix
- Pre/Post Tests
- Locally Developed Benchmark Tests/TEKS Resource System Tests
- Reading Renaissance Reading Tests (STAR)
- Oral and Written Language Assessments (ITPE/IDEA)
- Structure of the Intellect (SOI)
- Six-Weeks Grades
- Attendance Accounting
- Special Education Data
- Dyslexia Screening
- 504 Data
- PSAT/SAT/ACT
- Teacher Observation
- READ 180

## **Teacher Assessments:**

- T-TESS
- Formal and Informal Walkthroughs
- Staff Development Survey

## **District and Campus Assessments:**

- District/Campus Rating
- Texas Academic Performance Report
- Special Education Compliance Rating
- Performance Based Management and Assessment System (PBMAS)
- Number of At-Risk Students
- Program Evaluations
- Follow-up Data of Graduates
- Comprehensive Analysis of Process/Program



# STAAR State Indicators-School Progress: Part A Academic Growth \*\* BETA \*\* for MALAKOFF ISD

Year: 2019 Language(s): English, Spanish Test Version(s): S-STAAR,T-STAAR-Alt2 Score Code(s): S-Scored  
Calculation Option: Growth Retests: Review the DMAC Calculation Campus Type: District

No Points			
Prior Year Outcome	Current Year Outcome	STAAR Growth Outcome	Count of Tests
Does Not Meet	Does Not Meet	Does Not Meet	38
Approaches	Does Not Meet	Does Not Meet	22
Meets	Does Not Meet	N/A	10
Masters	Does Not Meet	N/A	5
Meets	Approaches	N/A	71
Masters	Approaches	N/A	39
Masters	Meets	N/A	98
<b>Total with No Points</b>			<b>283</b>
Half Point			
Prior Year Outcome	Current Year Outcome	STAAR Growth Outcome	Count of Tests
Does Not Meet	Approaches	Does Not Meet	8
Approaches	Approaches	Does Not Meet	59
Meets	Meets	Does Not Meet	83
<b>Total with Half Point</b>			<b>130</b>
One Point			
Prior Year Outcome	Current Year Outcome	STAAR Growth Outcome	Count of Tests
Does Not Meet	Does Not Meet	Met or Exceeded	24
Approaches	Does Not Meet	Met or Exceeded	0
Does Not Meet	Approaches	Met or Exceeded	51
Approaches	Approaches	Met or Exceeded	67
Meets	Meets	Met or Exceeded	92
Does Not Meet	Meets	N/A	21
Approaches	Meets	N/A	107
Does Not Meet	Masters	N/A	5
Approaches	Masters	N/A	30
Meets	Masters	N/A	87
Masters	Masters	N/A	194
<b>Total with One Point</b>			<b>678</b>
<b>Total</b>			<b>1091</b>



# STAAR State Indicators-School Progress: Part A Academic Growth **\*\* BETA \*\*** for MALAKOFF ISD

Year: 2019 Language(s): English, Spanish Test Version(s): S-STAAR,T-STAAR-Alt2 Score Code(s): S-Scored  
Calculation Option: Growth Retests: Review the DMAC Calculation Campus Type: District

**(Total with No Points x 0) + (Total with Half Point x 0.5) + (Total with One Point x 1) divided by Total**

$$((283 \times 0) + (130 \times 0.5) + (678 \times 1)) / 1091$$

=

$$743 / 1091$$

=

$$68$$

Component	Raw Score	District Scaled Score
STAAR	68	76

**Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.  
As TEA makes changes to Accountability, these results may change.  
The non-AEA cut points are used in calculating the scaled score.**



# STAAR State Indicators-Closing the Gaps **\*\* BETA \*\*** for MALAKOFF ISD

Year: 2019 Language(s): English, Spanish Test Version(s): S-STAAR,T-STAAR-Alt2 Score Code(s): S  
 Calculation Option: Performance Components Retests: Review the DMAC Calculation Campus Type: District

English Language Proficiency Status (Progress >= 1 Level or Advanced High)		
		EL
Test Count		50
Met Min Size		Y
Targets		38
Actual		50
Target Met		Y

Closing the Gaps Summary			
Component	Percentage of Evaluated Indicators Met	Weight	Total Points
DMAC does not have the CCMR or Graduation data to calculate Closing the Gaps. Please consult the Accountability Manual.			
Academic Achievement	100		
Graduation Rates			
School Quality (CCMR)			
English Language Proficiency			
<b>Closing the Gaps Raw Score</b>			
<b>Closing the Gaps Scaled Score</b>			



# STAAR State Indicators-Student Achievement **\*\* BETA \*\*** for MALAKOFF ISD

Year: 2019 Language(s): English, Spanish Test Version(s): S-STAAR,T-STAAR-Alt2 Score Code(s): S-Scored, O-Other-Substitute Assessments  
Calculation Option: Average of Performance Level %s Retests: Review the DMAC Calculation Campus Type: District

Aggregate (Subjects Combined)	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL	Sum of All % Met	Max Points
Number of Tests	2221	400	8	7	264	8	1458	78	240	104		
% Met Approaches	88	87	88	100	83	50	90	92	80	81		
% Met Meets	61	60	38	88	50	0	64	68	36	38		
% Met Masters	25	25	13	88	15	0	27	35	15	16		
Sum of Met %	174	172	139	272	148	50	181	195	111	135	174	300
Average of Met %	174 divided by 300											58

Component	Component Score	District Scaled Score	Weight	Weighted Points
STAAR	58	88	40%	35.2
CCMR	0	30	40%	12
Graduation Rate	0	30	20%	6
<b>Student Achievement Scaled Score</b>				<b>53.2</b>

**Important Note:** This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.

As TEA makes changes to Accountability, these results may change.

The CCMR and Graduation components cannot be calculated in DMAC. Please consult the Accountability Manual for including these components.

The non-AEA cut points are used in calculating the scaled score.



# STAAR State Indicators-Closing the Gaps **\*\* BETA \*\*** for MALAKOFF ISD

Year: 2019 Language(s): English, Spanish Test Version(s): S-STAAR,T-STAAR-AIT2 Score Code(s): S  
Calculation Option: Performance Components Retests: Review the DMAC Calculation Campus Type: District

## Academic Achievement - STAAR Performance Status (Percentage at Meets Grade Level or Above)

	All Students	African American	Hispanic	White	Native American	Asian	Islander	Two or More Races	Special Education	ECD	EL(C&M)
Reading Test Count	811	100	147	529	3	2	2	28	93	486	74
Reading Met Min Size	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y
Reading Targets	44	32	37	60	43	74	45	56	19	33	29
Reading Actual	60	48	54	64	33	100	0	68	33	54	41
Reading Target Met	Y	Y	Y	Y	*	*	*	Y	Y	Y	Y
Math Test Count	661	75	117	436	3	2	2	26	71	395	67
Math Met Min Size	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y
Math Targets	46	31	40	59	45	82	50	54	23	36	40
Math Actual	65	55	68	67	33	100	0	58	48	59	66
Math Target Met	Y	Y	Y	Y	*	*	*	Y	Y	Y	Y

**Achievement Total = # Targets Met divided by # Indicators Met Minimum Size = 16/16 = 100**

## Growth - STAAR Growth Status (Elementary and Middle Schools)

	All Students	African American	Hispanic	White	Native American	Asian	Islander	Two or More Races	Special Education	ECD	EL(C&M)
Reading Test Count	547	55	94	370	3	2	1	22	55	309	49
Reading Met Min Size	Y	Y	Y	Y	N	N	N	N	Y	Y	Y
Reading Targets	66	62	65	69	67	77	67	68	59	64	64
Reading Actual	67	65	70	67	33	100	100	73	64	68	71
Reading Target Met	Y	Y	Y	N	*	*	*	*	Y	Y	Y
Math Test Count	544	61	94	361	3	2	1	22	56	315	55
Math Met Min Size	Y	Y	Y	Y	N	N	N	N	Y	Y	Y
Math Targets	71	67	69	74	71	86	74	73	61	68	68
Math Actual	69	69	73	68	67	100	0	68	59	65	71
Math Target Met	N	Y	Y	N	*	*	*	*	N	N	Y

**Growth Total = # Targets Met divided by # Indicators Met Minimum Size = 9/14 = 64**

## Student Success - Student Achievement Domain Score: STAAR Component Only

	All Students	African American	Hispanic	White	Native American	Asian	Islander	Two or More Races	Special Education	ECD	EL(C&M)
Test Count	2221	264	400	1458	8	7	6	78	240	1335	199
Met Min Size	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y
Targets	47	36	41	58	46	73	48	55	23	38	37
Actual	58	49	57	60	46	91	17	65	37	55	52
Target Met	Y	Y	Y	Y	*	*	*	Y	Y	Y	Y

**Success Total = # Targets Met divided by # Indicators Met Minimum Size = 8/8 = 100**



# STAAR State Indicators-School Progress: Part B Relative Performance **\*\* BETA \*\*** for MALAKOFF ISD

Year: 2019 Language(s): English, Spanish Test Version(s): S-STAAR,T-STAAR-AII2 Score Code(s): S-Scored, O-Other-Substitute Assessments  
 Calculation Option: Achievement and ECD% Retests: Review the DMAC Calculation Campus Type: District

Aggregate (Subjects Combined)	All Students	Sum of All % Met	Max Points
Number of Tests	2221		
% Met Approaches	88		
% Met Meets	61		
% Met Masters	25		
Sum of Met %	174	174	300
Average of Met %	174 divided by 300		58

Component	District Component Score	District Weight	District Weighted Points
STAAR	58	50%	29
CCMR	70	50%	35
STAAR + CCMR Score			64
ECD Percent			58.5
STAAR + CCMR Scaled Score			92

**Important Note:** This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.

As TEA makes changes to Accountability, these results may change.

The CCMR and Graduation components cannot be calculated in DMAC. Please consult the Accountability Manual for including these components.

The non-AEA cut points are used in calculating the scaled score.

## ACCOUNTABILITY SUMMARY 2019-2020

As a result of HB 22, which was passed into law during the 85th Texas legislative session, the Texas Education Agency was required to develop and implement an A-F State Accountability system for public schools.

Districts receive a grade or rating based on performance in three areas:

- **Student Achievement** measures what students know and can do by the end of the year. It includes results from state assessments across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, like AP and ACT results, and graduation rates.
- **School Progress** measures how much better students are doing on the STAAR test this year versus last year, and how much better students are doing academically relative to schools with similar percentages of economically disadvantaged students.
- **Closing the Gaps** looks at performance among student groups, including various racial/ethnic groups, socioeconomic backgrounds and other factors.

Seventy percent of the accountability rating is based on the better of Student Achievement or Student Progress (whichever is better is the only performance measure counted in the calculations). The remaining 30 percent is based on performance in the Closing the Gaps area.

The 2018-2019 school year marks the first year that the A-F labels will be applied to the campus as well.

Malakoff ISD was rated an 'A' in Student Achievement, 'A' in School Progress, 'B' in Closing the Gaps and 'A' Overall. All of the campuses were rated a 'B' this year.

The Texas Education Agency has more information about the A-F Accountability System on their website: <https://tea.texas.gov/A-F/>. Ratings for campuses and districts across the State are available at <https://txschools.org/>.

A copy of the 2018-2019 report follows this summary. There is a formula used for the domains and small groups are taken into account. After a review of these tables the district's needs assessment showed that we will make the following adjustments. MISD will continue to work at the Student Growth Status between all student populations and economically disadvantaged in Math and ELLs in Reading. Malakoff ISD will use its state, local and federal funds to address the needs of students in all sub pops and content areas with emphasis on college and career readiness and skills outside of the academic setting such as creativity, critical thinking, collaboration, communication, and compromise. All campuses will receive Title I funds for the 2019-2020 year. The campuses will also utilize both federal and other funding sources for accelerated instruction for students that have not met the Meets Grade Level or Above score for a specific assessment on STAAR and to address credit recovery so that they are on track to graduate. MISD will continue to facilitate professional learning communities so that teachers learn from each other and can implement what is working across the district. Malakoff ISD will continue to take steps to ensure that there are not barriers for students to participate in the dual credit or advanced placement tracks and ensure that all students are advised into endorsement areas of interests. The district will continue a focus on college and career readiness for all students.

**Texas Education Agency  
2019 Accountability Ratings Overall Summary  
MALAKOFF ISD (107906)**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		91	A
<b>Student Achievement</b>		91	A
<a href="#">STAAR Performance</a>	58	88	
<a href="#">College, Career and Military Readiness</a>	70	93	
<a href="#">Graduation Rate</a>	98.9	95	
<b>School Progress</b>		92	A
<a href="#">Academic Growth</a>	68	76	C
<a href="#">Relative Performance (Eco Dis: 64.1%)</a>	64	92	A
<a href="#">Closing the Gaps</a>	88	89	B

**Distinction Designations**

Postsecondary Readiness	Earned
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**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**  
**SCHOOL YEAR: 2019-20**

Data Sources Reviewed:			
<ul style="list-style-type: none"> <li>• See Tools page</li> <li>•</li> </ul>			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the district, including how federal and state program funds will be used?
Demographics	All sub populations scored well in approaches Hispanic scores are good in all three categories District has a diverse ethnic staff	Need to improve African American scores in meets and masters categories Need to improve special education scores in all 3 categories Need to hire more Hispanic teachers	Improve African American scores in meets and masters Improve Special Ed scores overall
Student Achievement	All campuses did very well in all content areas. Math, Science and SS did very well compared to last year.	Our district Closing the Gaps Score went from a 98 to an 88. Growth and closing the gaps will continue to be a need in our district. Particular focus should be placed on improving our Meets Expectations in all sub groups.	All campuses need to continue to focus on growth in all areas and all sub pops. A particular emphasis needs to be placed on Meets Expectations in all content areas and all groups.
School Culture and Climate	MISD carries a positive climate 100% MISD supports student achievement in Academics 99.4% MISD supports student learning 98%	MISD lowest score was in instilling pride 89.3%	None
Staff Quality/ Professional Development	1. The district has retained a large percentage of our highly qualified teachers. 2. Data is being used correctly in assisting teachers seeking professional growth and assisting with student academic growth 3. New teachers have several different ways in order to seeking assistance.	1. Scheduled professional development may not be frequent enough. 2. Monitoring of Professional Development by teachers to ensure its value to the educator. 3. Professional development more meaningful and relevant to staff.	More frequent high quality professional development that is relevant and meaningful for all teachers. Survey and administrator/teacher collaboration to explore quality of professional development.

	Mentor program, staff collaboration, T-TESS, and administrator/teacher support and guidance.		
<b>Curriculum, Instruction, Assessment</b>	<p>Curriculum is aligned with State Standards</p> <p>Instructional staff has strong understanding of TEKS</p> <p>Variety of resources to choose from</p> <p>District uses DMAC to track data, especially in monitoring student growth</p> <p>District continues to use data to drive instruction</p>	<p>Schoolwork isn't always meaningful to students.</p> <p>Teachers could use different approaches to engage students.</p> <p>Classwork could be more intellectually stimulating, especially for more advanced students.</p> <p>Time for planning-especially in the area of innovative teaching practices.</p> <p>Special Ed students continue to lag behind on-level students on state assessments.</p>	<p>District should continue to research different instructional practices to engage and challenge students. Especially those who perform at higher levels.</p> <p>Continue to work with the district Special Ed department to explore other teaching practices that will assist special ed students perform better on both State Assessments and in the classroom.</p> <p>Continue to investigate strategies for giving teacher more time. Consider ways to implement PLC/Common Planning time-especially at the High School and Middle School level.</p>
<b>Family and Community Involvement</b>	<p>Good- teacher parent communication, great communication, no improvements needed, social media additions, field trips, positive incentive programs, fantastic communication, after school tutoring, special day programs (grandparents day, veteran's day, etc.), remind 101, food for kids in need (snacks during the day and</p>	<p>Community involvement with big school events such as homecoming, more family nights, more study groups, less homework in elementary, PTO for all campuses, many events are given short notice, schedule changes, yearbook pictures, protocol in choosing positions (failure to promote experience), fundraiser choices, classroom management, better approach for students with behavioral needs, and better communication and services for special needs children, short notice on events, patience with students, don't teach to the test/real life application, more family events, more fine arts based events (public performances/art exhibitions), advanced notice for</p>	<p>Improved promotion/communication of parent organizations for ALL campuses.</p> <p>Communicate events and important dates given further in advance.</p>

	after school), transportation after tutorials,	scheduling purposes, make games and spirit gear more affordable for low income families.	
<b>School Context and Organization</b>	Find needs and address them through intervention, after school programs and tutoring. Addressing social needs.	Finding ways to get students in school and staying after school and finding transportation and child care. As the students move up in grades it becomes more of an issue and meeting their social needs.	Providing intervention to students who need it and providing transportation enabling them to attend after-school intervention.
<b>Technology</b>	Student achievement is affected by technology. By integrating more technology into curriculum and instruction, students are learning real life skills connected to higher level questioning and problem solving. All campuses are integrating technology in core classes and meeting the needs of students.	The district is making technology available to the students but more is always needed. Teachers would like to have more chromebooks and ipads in the classrooms. The ideal would be a one to one device district.	Our priorities should be to continue providing technology training for our staff and adding more technology to our campuses with the end result of becoming a one to one device district. Teachers should be encouraged to utilize technology in classroom daily.

The Needs Assessment Committee identified the highlighted priorities for the 2019-2020 school year.

1. All campuses and subpopulations will show growth on State assessment.
2. Continue providing relative instructional staff development and training that supports digital learning.
3. Continue to increase technology with a goal of providing 1:1 devices for improved learning and differentiation for intervention and enrichment.

## COMPREHENSIVE NEEDS ASSESSMENT SUMMARY (Title IA– School-wide)

Malakoff Independent School District is a rural school district located in Henderson County. The district serves slightly over 1430 students on four campuses: Malakoff Elementary (EE-5), Tool Elementary (PK-5), Malakoff Middle (6-8), and Malakoff High School (9-12). Malakoff ISD has met the new TEA Accountability standards receiving an “A” in the new A-F system. Malakoff ISD conducted comprehensive needs assessments in the areas of demographics, student achievement, special programs, curriculum, climate, staffing, parent and community involvement, and technology. Data reviewed included the Texas Academic Performance Report (TAPR) from the previous year, STAAR performance data, PEIMS data for students and special programs, special program evaluations, inventories, surveys, TPRI, TELPAS, AYP results, staff development records, ESSA reports, School Report Card and PBMAS results. In assessing the data, we found at least three areas of focus to address. The first focus is in the area of Student Achievement. The committee identified the need to improve our academic growth in all areas and all sub populations. A particular emphasis needs to be placed on Meets Expectations in all content areas and all groups. The second focus is in Staff Quality/Professional Development it states that we need to continue providing relative instructional staff development and training that supports digital learning. The third focus is also in Staff Quality/Professional Development and Technology. Continue to increase technology with a goal of providing 1:1 devices for improved learning and differentiation for intervention and enrichment.

From the Needs Assessment a comprehensive plan has been developed that includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will (i) "provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards". This plan was approved by site-based committees and the Board of Trustees.

District Improvement Plan

**District Goal 1: Student Learning and Accountability**

Performance Objective 1: Malakoff ISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Summative Evaluation: Campus principals will review implementation and application of alignment between scope and sequence, lesson plans, and walk through data.

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
*1. a Utilize progress-monitoring tools (Easy CBM, TEKS Resource System, CIRCLE, TPRI, DMAC, READ 180) and classroom assessments to monitor student progress and needs	Campus Principals Asst. Supt. Curr. Dir. Teachers	Researched-based assessment resources Title I SCE Local	ongoing	Research-based tests (i.e. Unit Test from TEKS RESOURCE SYSTEM) ; Student data records	
1. b Planning and implementing local professional development opportunities (Using varied methods of presentation that encourage teachers to think critically and collaborate)	Campus Principals, Curr. Dir. and Asst. Supt.	ESC 7 Gateway Malakoff ISD Title I Local	Aug-May	Workshop evaluation forms.	
1. c Clearly define the evaluation/assessment procedures at each campus.	Campus Principals	Campus Site Based Teams	Aug Dec May	Assessment policy established by principals.	
1. d Provide a positive climate for learning to ensure success for students/staff	All administrative levels	Campus site based teams	Aug Nov Jan Mar Mar May	Teacher retention Student achievement	

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
*1. e Providing intervention programs that allow for increased student performance (Rtl, small-group intervention, tutoring, and in-class support)	All administrative levels	SCE funds Title I Title II	Aug Dec May	Attendance log and Progress Monitoring data	
*1. f Provide support for all staff and students targeting reading, writing, math, science and social studies at all levels.	Asst. Supt., Curr. Dir. MS Principal & Staff	Local & State funds Title funds	2019-2020	Benchmark reports	
*1. g Providing content-specific teacher training and monitor the integration of technology into daily instruction (Chromebooks, iPads, SmartBoards, web resources, production tools, etc.) Evaluate and create acceptable use policies for bring your own technology option.	Tech Personnel Curr. Dir. Principals Classroom Teachers	Local & State funds IMA Title	Ongoing	Record of training Lesson Plans	
*1. h Implementing effective special programs that provide differentiated instruction for the varied needs of students (Special Education, ESL, G/T, CTE, Migrant, Dyslexia)	District SE teachers Campus principals SE Director 504 Director ESL teachers	Local funds SE funds GT funds CTE funds ESL funds Comp Ed Title	Aug. Sept.	Data from special program staff	

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
1. i Provide specific vocabulary instruction, integrated into all content areas. (Flocabulary)	Asst. Supt. Curr. Dir. Principals	Local funds Title	Ongoing	Lesson plans	
1. j Provide quality CTE programs that offer career-related experiences and allow students to obtain certifications.	Principals High School Counselor Teachers	Perkins and State CTE funds Perkins	Ongoing	Student participation and obtained certifications	
1.k Continuing providing training and support for digital learning with a focus on 1:1 tools in learning, and differentiation for intervention and enrichment.	Asst. Supt. Curr. Dir. Tech Staff	Local funds	Aug-May	Implementation and documentation of access and usage of resources Increase appropriate use of digital resources	
*1. l Implement <i>TEKS</i> Resource System's S&S, and Unit Tests to prepare for STAAR and EOC STAAR	Teachers Principals Curr. Dir. Asst. Supt. Supt.	<i>TEKS</i> Resource System TEKS Title I HS Allotment	Aug 6-13 Each 6 weeks	Record of tests generated and degree of difficulty reports.	
1.m Develop college-ready learners through use of common academic vocabulary, implementation of CCRS (Career/College Readiness Standards), offering college preparation courses at the middle and high school levels, and offering dual credit courses	Teachers Principals Curr. Dir. Asst. Supt.	Local funds	Ongoing	Lesson plans, record of offered courses, and record of student participation	

Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
*1.n. Implement universal screener of all students in Grades K-9 at the beginning of the school year in order to identify students in need of intervention	Administrators	SCE Local funds Title	Aug, 2020	Student data records	
*1.o. Encourage teacher use of varied methods of assessment in order to determine student growth	Administrators	Local funds Title Study Island	Ongoing	Lesson plans and grade reports	
1 p Increase vertical alignment opportunities within and among campuses to ensure curriculum alignment and fidelity to state standards and assessment.	Principals	Local funds	Early Release Days	Sign-in sheets Minutes from meetings Agendas, and Evaluation Walkthroughs Lesson Plans	
1 q Provide 2 high school counselors that will assist students in planning schedules, enroll in higher ed, and student placement.	High School Counselors Principal Superintendent	HS Allotment Title	Ongoing	Increase of students enrolling in post-secondary institutions	
1r Collaborate with higher ed to evaluate college prep/transition class options as required by HB5	HS Counselors Principal	Local Funds	2019-2020	Recommendations for Transition Classes	

Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
1.s Support a differentiated K-12 writing program and prepare for STAAR/EOC through implementation of writing workshops, use of mentor texts and research-based writing process strategies.	Principals	Local Funds	2019-2020	100% of teachers will implement the components of the writing process as evidenced in walk-throughs, observations, common assessments and lesson planning.	
1.t Continue to offer additional advanced courses available to assist students in completing the new HS Foundation Program with Endorsements and with Distinguished Level of Achievement.	Assistant Superintendent Curr. Dir. Campus Administrators	Local/State Funds	Annually	Meeting Notes, Agendas, and Recommendations	
1.u PBL sustained support will continue to be implemented on each campus especially for newly trained teachers	Curriculum Director	Local/State Funds	August 2019	Principal Walkthroughs Lesson Plans	
*1.v Provide ongoing professional/technical assistance for the State Accountability systems and data analysis to inform instruction.	Curriculum Director Assistant Superintendent	Local/State Funds Title I and II Funds Comp. Ed. Funds	August 2019	State and local assessment results PDAS	
1.w Provide training for teachers in the English Language Proficiency Standards (ELPS), linguistic accommodations and sheltered instruction.	Curriculum Director	Local/State Funds	Sept.-May	Proficiency levels on TELPAS and state assessments	

Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
1.x. Use our becoming a District of Innovation to improve instruction, especially looking at use of time.	Superintendent Curr. Dir. Campus Administrators	Local/State funds	2019-2020	Implementation of new techniques and methods used by staff.	
*1.y. Students will be given access to technology through use of chrome-books, Ipads, and research based software.	Campus Principals	Title I, V Local ESL SCE	Sept-Jan	Survey of students and staff.	
*1.z Staff will utilize Google Doc. to improve instruction and organize lessons.	Curr. Dir. Campus Principals	Title I, Local	Ongoing	Observed use in classroom and T-TESS	
1.aa Encourage parents to send students who fall below minimum state, and/or local requirements to our Summer School Program.	Principal, Superintendent(s), Teacher(s)	Title I, IV Local Funds SCE HS Allotment	Summer Yearly	Improvement in state assessments and improvement in yearly report card results will demonstrate success.	
1bb. Provide opportunities for identified gifted and talented students through an Advanced differentiated curriculum.	Principal, Teacher(s)	Local GT	August-May	Identification Data, Enrollment Reports, Course Selection Student showcase of work	
1cc. Provide tutorials before school, after school, and a Summer Program will be provided for identified at-risk students.	Principal, Teacher(s)	Title I Local SCE	August-May	Evidenced by availability of tutorials and documented attendance at tutorial sessions.	

District Improvement Plan

**District Goal 2: ALL STUDENTS WILL GRADUATE FROM HIGH SCHOOL.**

Performance Objective 2: The district will assist at-risk students and special populations to meet rigorous standards, and accelerate high achieving students to reach their full potential.

Summative Evaluation: Increase in the number of at-risk students completing high school and decreased number of students in restricted environments

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
2. a Provide educational training for pre and post high school by offering dual credit courses and begin planning to provide additional opportunities for vocational courses geared to obtain Certifications /career advancement	Secondary Principals Higher Ed Coord HS Counselor CATE teachers	TVCC HS Allotment	Aug Jan May	Student grade reports Number of students enrolled Number of certifications earned	
*2. b All teachers will be provided inservice training on modification strategies.	Curr. Dir. SE Dir. Principals	Local funds	Oct Feb	Increased success of students requiring modifications Use of CM, Inclusion, & Edgenuity	
*2. c Streamline Rtl process (including: data analysis, standardized intervention tools and progress monitoring) and make connections to the PLC process	RTI Team SE Dir. Principals Teachers	Intervention Teachers Supplemental materials	Oct-May	Benchmark scores Class grades TEKS Resource System Unit tests TPRI	

<b>Strategy</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Notes</b>
2.d Increase effectiveness of tiered interventions-increase usage of data to make evidence-based decisions-increase used of aligned resources to monitor learner progress	Principals Intervention Staff	Supplemental material Intervention Teachers Title I	Aug-May	Reduced number of Special Ed referrals	
2. e. Provide students exposure to 4 year university	HS Principal HS Counselor	Local funds	Spring Semester	Visits made Presentations	
*2 f. Continue to improve Science achievement for all sub-pops through use of more labs and highly engaging lessons	Principals Curr. Dir.	Title V Local funds	2019-2020	Lesson plans Report Cards STAAR	
*2. g Improve Math achievement through hands-on activities and highly engaging lessons.	Principals Curr. Dir.	Local funds	2019-2020	Lesson plans Report Cards STAAR	
*2.h. Align all special programs with the general education program to increase student performance	Principals Curr. Dir.	Local funds	December 2019	Documents Report Cards	
2.i. Encourage teacher use of data in planning instruction	Principals Curr. Dir.	Local funds Title I	Ongoing	Student data and lesson plans	
*2 j Offer and implement program that will allow struggling students the opportunity to recover credit and receive remediation.	Principals Curr. Dir.	Local funds HS Allotment Title I	Ongoing After school tutorials beginning in early November	Student Records in Edgenuity, Tutorials records Gateway	

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
*2.k. Continue to implement a progress monitoring process for students with disabilities designed to increase academic progress and narrow the gap in achievement between students with disabilities and others	Principals Special Ed Staff Curr. Dir.	Local funds Title	2019-2020	Achievement level of students with disabilities on State assessments will increase	
*2.l. Support understanding of how to place students with disabilities (SPED and 504) on the state assessment and make decisions about accommodations and supplemental aids for both instruction and assessment to support greater achievement for students.	Special Ed staff Campus Counselors	Local funds	2019-2020	Achievement gap between students with disabilities and the all student level will decrease	
*2.m Improve ability of all classroom teachers to design instruction for differentiated student populations. By using principles of universal design for learning and differentiated instruction strategies.	SE staff Principals Teachers	Local funds	2019-2020	100% of teacher lesson plans will reflect efforts to differentiate to meet the needs of students.	

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
<p>*2. n Students with disabilities will be educated in the Least Restrictive Environment (such as inclusion support in the general ed classroom) and will be provided with instructional accommodations and supports based upon the student's IEP.</p>	<p>Special Education Staff, Principal &amp; Teachers</p>	<p>IDEA-B funds; state and local funds</p>	<p>2019-2020</p>	<p>Timely evaluations and a continuum of services will lead to improved outcomes for students with disabilities.</p>	

District Improvement Plan

**District Goal 3: ALL STUDENTS WILL BE EDUCATED IN LEARNING ENVIRONMENTS THAT ARE SAFE, DRUG-FREE AND CONDUCIVE TO LEARNING.**

Performance Objective 3: All members of the school community will participate in providing a safe, orderly and productive environment.

Summative Evaluation: Reduction in the number of reportable instances of discipline on PEIMS 425 report.  
Improved student attendance rates

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
3. a District SHAC will continuously monitor district safety measures and report to the DWIT any areas of concern	District nurse Asst. Supt.	Local funds	4 times a year	SHAC minutes	
3. b Student handbooks and code of conduct will be updated to include issues addressed in the legislative session regarding safety, as well as other student issues.	District nurse Asst. Supt. Principals	Campus funds	Aug	Returned signature	
3. c Additional efforts to raise awareness of the dangers of drug use and abuse will be addressed through faculty and staff training and community programs. Help Center Programs for parents & community on drug awareness	District nurse Asst. Supt. Principals Counselor Community Liaison	VOICE Canine Program	Aug May	Program attendance	

<b>Strategy</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Notes</b>
<b>3. d</b> Providing facilities that meet the physical needs of students and are conducive to learning	Maintenance Director Security Director	Local funds	Ongoing	Safety Audit	
<b>3. e</b> Increase staff awareness and responsibility through training and policy of student social cruelty including harassment and bullying, violence prevention and dating violence	Asst. Supt. Principals Counselors	Local Funds ESC 7	Aug Feb	Inservice documents David's Law	
<b>3. f</b> The district will follow and keep current its Standard Operating Procedures for Emergency Situations	Safety Committee Security Director	Local funds	Twice per semester	Change sheets in manual	
<b>3. g</b> Increase staff, student, and parent awareness and responsibility through training and policy of the sexual abuse of children.	Asst. Supt. Curr. Dir. Principals Counselors Help Center Child Welfare Website <a href="http://www.childwelfare.gov/can/types/sexualabuse/signs.cfm">http://www.childwelfare.gov/can/types/sexualabuse/signs.cfm</a>	Local funds	Aug July	Inservice documents	
<b>3. h</b> Provide DAEP for students with HQ staff	Superintendent HS and MMS Principals	SCE Local	Ongoing	Student grades Discipline reports	
<b>3. i.</b> Provide a Wellness plan for staff.	Nurses SHAC	Local funds	Spring	Number of participants	
<b>3. j.</b> Establish a plan to encourage improved attendance for staff.	Administration	Local funds	Spring	Improved staff attendance	

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
3. k Provide transportation that safely transports special needs students to district	Superintendent Transportation Director Special Ed Director	IDEA funds	Fall 2020	Transporting of students	
3. l Furnish at least each grade level or department with an Emergency Bucket in case of long-term lock downs.	SHAC Principals Nurses	Title IV Local	Fall 2020	Buckets placed on each campus	
3. m Provide comprehensive staff training on Standard Response Protocol	Security Officer Superintendent Principals	Local	2019-2020	District/Campus Standard Response Protocol procedures and documentation of drills-Intentional planning for individuals with disabilities	
3.n Increase awareness and focus on mental health	Principals Counselors Nurses			Provide awareness and create a repository of resources to help support mental health and wellbeing	

District Improvement Plan

**District Goal 4: PARENTS WILL BE ENCOURAGED AND PROVIDED OPPORTUNITIES TO TAKE AN ACTIVE ROLE IN THE SCHOOL COMMUNITY IN SUPPORT OF THEIR STUDENTS.**

Performance Objective 4: Regular and consistent communication measures will be adopted to inform all stakeholders.

Summative Evaluation: Parent participation will increase, particularly on the secondary level.

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
4.a The district will continue working with our parents by offering additional educational and outreach activities for parents	Curr. Dir. Superintendent ESL Teacher Tech	Title V	June Oct Dec May	Record of contacts made Attendance at meetings	
4.b Use the local newspaper, our webpage and social media to keep the community and parents informed of the good things that are happening in the district.	Campus leaders Communication Director	Local funds	End of each month	Feedback from community and parents	
4.c Increase teacher use of and parental awareness of the district website/Utilize online registration through Parent Portal	Technology Dept, Campus Principals Curr. & Tech Dir Communication Director	Local funds	Aug Jan	Increased web activity count	
4 d. Involve students and staff in community activities	Principals Counselors	Local funds	Ongoing	List of activities participation	
4.e Continue a clear means of communication between the school and parents/grandparents	All levels of administration	Local funds	Aug, Dec May	Increased parent responses Record of School Messenger calls	
Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes

4.f Provide outside presenters for support to parents	Principals, Teachers	Local funds	Aug June	Attendance records	
4g. Provide program information in home language/School Parent Compact available in Spanish (as needed)/STAAR data available in Spanish (as needed)/English.	Counselor(s), Principal, Superintendent	Local funds SCE funds	August-May Yearly	Evidenced by availability of documentation in home language.	
4h. Interpreter provided at parent meetings (if Needed)	Counselor(s), Principal, Superintendent	Local funds SCE funds	August-May Yearly	Evidenced by the availability of an interpreter as needed.	
4i. Employ Parent Liaison to work with campuses to encourage parental involvement	Superintendent Parent Liaison	Local funds	August	Evidenced by employment of Liaison and increased parent involvement	

District Improvement Plan

**District Goal 5: ALL STUDENTS WILL BE TAUGHT BY CERTIFIED TEACHERS.**

Performance Objective 5: Teacher and staff professional will participate in ongoing professional development that aligns with district and campus goals.

Summative Evaluation: Teacher/ staff service files

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
5. a District-wide inservice will be offered to provide clear district goals and objectives across campuses	Principal Asst. Supt. Curr. Dir. Teachers	Campus Funds	Aug Sept Oct Feb	Workshop evaluation forms	
5. b Utilize state compensatory funds to support the Title I school-wide efforts	Principal Asst. Supt. Curr. Dir. Teachers	SCE FTEs	Aug Dec Jan May	Benchmark testing demonstrating increased student success	
*5. c Campus level professional development will be offered for both professional staff and paraprofessional and support staff to address campus objectives and support job specific needs.	Principal Asst. Supt. Curr. Dir. Teachers	Campus funds Title I Title V	Aug April May	Workshop evaluation forms	
5. d The school district will provide incentives to keep teachers within the district.	Administration Business Office Principals	Local Funds	Aug through July	Records of incentives offered	
5.e Encourage and assist paraprofessionals to become certified teachers and to be highly qualified.	Superintendent Principals	State incentive	Aug through May	Number of paraprofessionals going for certification	
5.f Actively recruit at universities and job fairs.	Principals	Local Funds Title IIA	Aug through May	Registration at job fairs	
5 g. Monitoring the climate of the district/camps working environments	District Administrators	Local Funds	Ongoing	Parent, Student, and Teacher Surveys	

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
5.h. Staff will be trained on ESSA policies and procedures	Asst. Superintendent ESC7	Title I	Ongoing	ESSA Application & Compliance Report	
*5.i. In addition to continuing vertical alignment & curriculum training during grade level meetings, faculty members will also receive training in developing depth/complexity to help special population students achieve.	Asst. Supt. Curr. Dir. Campus Principals	Local Funds	Ongoing	90% of Grades 3-12 students will meet or exceed minimum expectations on appropriate grade-level tests. 15% will achieve Level III	
5.j Implement Teacher Mentoring Program for teachers within the first 2 years in the profession.	Campus Principals	Title II	Annually	T-TESS Retention Data PACT	
5.k During recruitment of teachers seek out minority applicants.	Principals	Local funds	Ongoing	Increase in minority teachers employed.	
5.l Administrators will use technology to assist with evaluation of staff and to organize work.	Administration	Title I	October	Documented data	
*5.m. Develop new teachers through strategic and intentional mentoring and professional development.	Principals	Title II	Ongoing	Retention rate will improve	
*5.n. Provide professional development in the area of innovative teaching and digital integration. Develop a tiered-approach of technological proficiencies for teachers to set goals and to grow in their skills and provide meaningful professional development opportunities for them.	Director of Curriculum and Instructional Technology	Title I	Ongoing	Increased use of technology	

District Improvement Plan

**District Goal 6: Provide all Special Population students with an enriched curriculum**

Performance Objective 5: Implement research-based programs to ensure compliance with Special Education (SPED) Indicators

Summative Evaluation: Based Monitoring Analysis System Manual (PBMAS).  
 Special Education (SPED) Indicators (1-11)  
 SPED Indicator #1 (i-v): SPED STAAR 3-8 Passing Rate  
 SPED Indicator #2(i-v): SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate

<b>Strategy</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Notes</b>
<b>6 a.</b> Special Program services will be provided to all eligible student by qualified personnel in an inclusive environment/ least restrictive environment. Identify Special Program needs based on available data and by qualified and trained personnel.	Special Ed Directors Campus Principals Speical Pop Director	IDEA funds Local funds	Ongoing	Needs Assessment TAPR report Diagnostic reports/analysis Progress reports IEP progress reports	
<b>6.b</b> Ensure identification and services for 504 through the following: <ul style="list-style-type: none"> <li>• Update training in 504 for faculty and staff</li> <li>• Referral procedures</li> <li>• Modifications/Accommodations</li> <li>• Tutoring</li> </ul>	504 Coordinator Principals Counselors Special Education Directors Special Pop Director	504 Committees Dyslexia facilitator Training Sessions	Ongoing	Progress reports Evaluations	
<b>6. c</b> Transition SPED and CTE from a minimum graduation plan to a RHSP/DAP/Foundation with Endorsement.	Counselor	Teachers Graduation plans School class offerings Parents	Beginning of the year registration and again at semester registration	Credit accrual Graduation plan Transcripts	

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
6. d Maintain a district-wide system for the identification, progress monitoring and service of special education and 504 students	Special Ed Directors Campus Principals Special Pop Director	504 Manual IDEA Guidelines	Ongoing	Student Performance Data TAPR Report AYP Report PBMAS Report Federal Report Card	
6. e Provide training to staff regarding confidentiality, policies and procedures for identification of Sp. Ed.& 504 students	Special Ed Directors Campus Principals Special Pop Director	Copy of 504 & Sp. Ed. manuals and policies	August 2019	T-TESS Sign-in sheets	
6. f Provide training to all staff regarding the District Response to Intervention (Rtl) process	Campus Principals Curr. Dir.	Local Region VII IDEA	August 2019	Documentation of training Sign-in sheets Assessment results	
6. g Provide Crisis Prevention Intervention (CPI) certification to campus teams and Texas Behavior Modification Intervention (TBSI) teams as needed	Special Ed Directors Campus Principals CPI Trainer	Region VII District TOT IDEA Local funds	August 2019	PEIMS 425 Report PBMAS Certificates of Completion	
6. h Continue to strengthen transition services by assisting students in locating and obtaining part-time employment. Increase support to parents in understanding and accessing transition services in the community for students with moderate to severe disabilities.	Special Ed Directors Counselors Teachers	Local funds IDEA	Ongoing	Employment search logs, parent meeting/ conference sign-in sheets	

<b>Strategy</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Notes</b>
<b>6. i</b> Provide a copy of dyslexia handbooks to staff at their request.	Special Ed Director Campus Principals Special Pop Director	Local Funds SCE	August 2019	Evidenced by availability of Dyslexic materials for teachers.	
<b>6. j</b> Use results of K-2 TPR1 and other diagnostic measures to identify students with possible reading difficulties and implement intervention.	Special Pop Director Campus Principals	Local Funds SCE	Ongoing	Evidenced by teachers use of the evaluation materials and records of interventions for students suspected of having reading difficulties.	
<b>6. k</b> Teachers will refer possible dyslexic students to RTI Team or the special programs team for proper assessment.	Special Pop Director Campus Principals	Local Funds SCE	Ongoing	Evidenced by teacher referrals to appropriate RTI team for interventions	
<b>6. l</b> Remediation of dyslexic students using the research-based methods of intervention	Dyslexia Teacher	Local Funds SCE	Ongoing	Evidenced by intervention provided to dyslexic students and overall improvement in performance in class and on state assessments.	
<b>6. m</b> A full-time dyslexia interventionist will be hired to provide dyslexia services and appropriate reading strategies for identified dyslexic students	Dyslexia Teacher	Local funds SCE	Summer 2019	Improvement in Reading performance and comprehension as evidenced by better performance of dyslexic students and improvement on state assessments.	
<b>6. n</b> Monitor needs of Migrant & McKinney Vento students & provide assistance through counseling, networking, & utilize ESC 7 SSA funding & Title I Homeless Set-Aside to provide basic school supplies	Counselors Asst. Supt. Campus Principals Special Pop Director	SCE Title I Set-Aside Local funds Migrant ESC 7 SSA	Ongoing	State Assessment results Program Evaluations	
<b>Strategy</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Notes</b>

6. o Provide transportation that safely transports special needs students to district	Superintendent Transportation Director Special Ed Director	IDEA funds	Fall 2019	Transporting of students	
*6. q Provide Sp. Ed. Students with technology to be used in the classroom	Special Ed Dir. Tech Dir Teachers	IDEA funds	Ongoing	Products completed by the students	

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets, STOP!t	Campus Principals School counselors	Discipline Referrals, Anecdotal Campus Reports
Revise the bullying training module for teachers and students	District Budget	School counselors	Revised Modules, Sign-in Sheets from trainings

Child Abuse and Sexual Abuse Prevention

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
All district staff members will be trained in Recognizing and Reporting Child Abuse at the beginning of the year	Online training	Campus Administrators, Director of Curriculum and Instructional Technology	Training records
All MISD staff will follow child abuse reporting requirements.	N/A	All staff	Counselor documentation

School Resource Officer(s) Duties

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
Employ two school resource officers to perform the following duties:	Space at campuses	Board of Trustees Superintendent	Peace Officers on campuses and on call

<ul style="list-style-type: none"> <li>● Provides a law enforcement presence at various schools throughout the Malakoff Independent School District</li> <li>● Serves as a resource to school teachers and administrators and assists with maintaining order on the school campus, assists with issues related to violations of the law</li> <li>● Maintains appropriate forms necessary such as juvenile referral forms, etc.</li> <li>● Performs all other duties as authorized to "Texas Peace Officer".</li> </ul>			
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Coordinated Health- SHAC Council

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
The SHAC Council will meet a minimum of 4 times per year.	Local Budget	Asst. Supt.; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the MISD Board an annual report of their activities for the year	N/A	Asst. Supt.; SHAC Chairperson	Board Agenda with Presentation
The council membership will be parents, staff, students and Community resource personnel The co-chair will be a parent.	N/A	Asst. Supt.; SHAC Chairperson	Membership List

Dating Violence Awareness

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets	School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	Counselors, Campus administrators, Campus Budget	School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

Suicide Prevention

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
All staff members will be trained in Suicide Prevention Training	District Budgets	Director for Curriculum and Instructional Technology	Training sign in sheets, Training Agendas

Drug Prevention

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
Malakoff ISD will teach drug awareness and prevention	TEKS, Curriculum resources	Counselors, Educators	Lesson Plans, Discipline Records
Implement a drug testing program in the district to be approved by the Board of Trustees	Funds for drug testing	Campus Administrators, Superintendent	Results of testing, Discipline Records

Federal Programs Compliance

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at risk situations	DMAC Software	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I	Asst. Supt.	Budget reports, Annual federal compliance report`
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Title IV, Title V, Head Start	Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

Student Achievement

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Campus counselors, printing, substitutes for counselors	Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled

<p>Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students</p>	<p>State Comp Ed Funds</p>	<p>Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators</p>	<p>State Comp Ed Reports, Annual district report to school board, School board agenda</p>
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**DISTRICT WIDE IMPROVEMENT TEAM  
2019-2020**

NAME	POSITION	SIGNATURE
Don Layton	Superintendent	
Sybil Norris	Assistant Superintendent	
Mike Burns	Curriculum and Instructional Tech Director	
Lisa Wilbanks	High School Counselor	
Kathy Burge	High School Special Ed Teacher	
Sabrina Hight	High School Math Teacher	
Susan Worley	Middle School Spanish/ESL Teacher	
Sherri Jarrett	Middle School Science Teacher	
Kim Terzis	Middle School ELA Teacher	
Leia Keele	Malakoff Elementary Teacher	
Margie Wheeler	Malakoff Elementary Sp Ed Teacher	
Robin McCardell	Malakoff Elementary Teacher	
Debra Elledge	Malakoff Elementary Teacher	
Kambri McCullough	Tool Elementary Teacher	
Patsy Weems	Tool Elementary Facilitator	
Kristi Dalrymple	Tool Elementary Teacher	
Scottie Spencer	Orr Campus Special Ed Teacher	
DeArtis Nickerson	Orr Campus Teacher	
Chris Robinson	Non-Teaching Professional	
Danae Oglesby	Parent	
Kim Kucherousky	Parent	
Sheila Smith	Business	
Humberto Riveria	Business	
Summer Harrison	Community	
Dale Norris	Community	