FLORENCE ISD

District Improvement Plan

2018-2019

FLORENCE ISD

VISION Statement

"Florence ISD, the Foremost Leader in Education"

MISSION Statement

"Florence ISD, together with family and community, will prepare tomorrow's leaders through the relentess pursuit of excellence."

FLORENCE ISD GOALS

District Goal 1:

Florence ISD will create an instructional climate that meets the needs of all students.

District Goal 2:

Florence ISD will improve communication strategies for all stakeholders.

District Goal 3:

Florence ISD will emphasize leadership, ensure accountability, and create a culture of increasing expectations.

District Goal 4:

Florence ISD will provide technology that meets the emerging needs of students and staff.

District Goal 5:

Florence ISD will ensure a well maintained facility emphasizing safety and security while using a systematic process for growth and improvements.

Florence ISD
District Educational Improvement Committee Members

Chairman
Paul Michalewicz

District-wide
Sharon Gibson
Lila West
Vanessa Freed

Elementary
Bernice Williams
Jean Norwood
Julie Parker

Middle School
Julio Verdi
Steve Smith

Mary Harlan

High School
Kishana Stultz
Timothy Pukys
Kory Craddick

Parent Representatives
April Fisher
Gustavo Nava
Hillary Lincoln

Community Representatives
Joan Caskey
Joe Maines
Walterene Brizendine

Business Representatives
Angelica Salinas

Ex-Officio Members
Kay Bradford
Catherine Beckerley
Steve Elder

Comprehensive Needs Assessment
Data Sources Reviewed

Demographics
Enrollment by Grade and Gender
Enrollment by Ethnicity
Enrollment by Student Population/Program
PEIMS Student Data
Mobility Data and TAPR
PEIMS Attendance
Graduate Information

Student Achievement
State Accountability Reports
Texas Academic Performance Report
PBMAS Report
TELPAS
STAAR Results
Promotion/Retention Rates
PSAT/SAT/ACT Results
AP Test Results
CCMR Date
HS Completion Rates
Graduates by Diploma Types
Annual Dropout Rate/Longitudinal Rate
Advanced Course / Dual Enrollment - Data/Completion
CTE Coherent Sequence
Texas Success Initiative (TSI) Data
College Ready Graduates
Graduates Enrolled in Higher Ed
FitnessGram Report

School Culture and Climate
PEIMS Discipline Summary
District/School Climate
Surveys
PEIMS Discipline Reports
Gun-Free Schools Report
Title I Surveys (EL/MS Campuses)
Parent Conferences/Meetings

Staff Quality, Recruitment and Retention
Teacher Certifications
Paraprofessional Qualifications

Teacher/FTE by Gender and Ethnicity
Teacher Years of Experience/Years in ISD
Staff Mobility/Stability
Teacher/Student Ratios
Special Program Qualifications
Professional Development Data /Surveys
Recruitment/Retention Strategies
Teacher Salaries

Curriculum, Instruction and Assessment
TEKS Resource System Documents
Unit Assessments/Benchmarks
Instructional Resources/Class Materials
Instructional Technology
Class/School/Special Program Schedules
Enrichment Resources
Lesson Development
Instruction Delivery Strategies/Techniques
Professional Development Surveys
College and Career Readiness Alignment and Resources

Family and Community Involvement
Community and Student Engagement Ratings
Family/Community Participation Logs
Parent Volunteer Information
Parent Activity Surveys /Feedback
Event and/or Meeting Calendars
School Events – Parental Participation
Community Agencies/Partnerships/Support Services
21st Century Community Learning Centers Grant (ACE)

School Context and Organization
School Structure (Depts.,Teams, etc.)
Decision-Making Committee(s)
Mentor Teachers
Duty Rosters
Schedule for Student Support Services
Campus Communication
School Map & Physical Environment
Extracurricular/School Program Services

<u>Technology</u>
Technology Plan
Technology Inventory
Technology Professional Development
Technology Resource Allocations
Technology Staff Surveys
Technology Policies and Procedures

Comprehensive Needs Assessment
Summary of Findings

Student Achievement

Target student performance rates lower than State/Federal standards.

Improve performance of all students and student groups on STAAR writing.

Improve performance of all students, student ethnic groups, economically disadvantaged students, Special Education students, and ELLs on STAAR Reading and STAAR Math.

Improve performance of Special Education students on STAAR Reading, STAAR Writing, STAAR Math, and STAAR Science.

Improve performance of all students, Hispanic students, economically disadvantaged students, Special Education students, and ELLs on STAAR Science.

Improve performance of English Language Learners on STAAR Reading, STAAR Writing, STAAR Math, and STAAR Science.

Improve performance of economically disadvantaged students on STAAR Reading, STAAR Writing, STAAR Math, STAAR Science, and STAR Social Studies.

Improve performance of Hispanic students on STAAR Reading, STAAR Writing, STAAR Math, STAAR Science, and STAR Social Studies.

Increase the number of students in advanced/dual credit classes (PreAP, AP, Dual Credit).

School Culture and Climate

Training for and implementation of Positive Behavior Strategies/Supports

Reduction for the number of students in ISS and DAEP

Additional training on anti-bullying and character education

Increase student participation in extracurricular activities/events

Training for classroom management strategies and support

Staff Quality, Recruitment and Retention

Need for bilingual certified teachers – FES

Develop and sustain a teacher mentor program

Increase diversity in staff

Designation and planning time for staff development

Competitive salaries

Additional training for special programs (ESL, Bilingual, GT)

Additional training for RTI, ELPs, Literacy, Positive Behavior Supports

Increase opportunities for Professional Learning Communities

Develop health and wellness opportunities for staff members

Increase opportunities for 21st century skills

Support teachers in attainment of proficiency as defined by teacher evaluation systems

Implement systems to support the implementation of high quality instruction

Curriculum, Instruction and Assessment

Designation and planning time for staff development

Lesson development and planning for rigor and relevance

Differentiation of instruction

Increase level of student engagement through multiple instructional strategies and tools

Build and implement common assessments/benchmarks

Development of endorsements/graduation plans; course offerings

Vertical and horizontal planning opportunities

Training and disaggregation of data

Professional development opportunities to improve performance in reading, writing, and mathematics instructional delivery and student engagement in learning

College and career readiness initiatives/programs

Integration of technology TEKS in instruction

Technology integration and instructional delivery methods

Review/revision of CTE offerings and endorsements

College and Career Alignment, Planning, and Resources

Focused planning and preparation for CTE expansion/change to include industry certifications

Expand health education opportunities for students to encourage healthy lifestyles

Family and Community Involvement

Increase parent involvement including parents of ELLs and economically disadvantaged students

Increase parental communication

Parental information sessions on state assessments

Academic information sessions / communication

Need for more parent volunteers

More district resources for diverse communication needs

Regular updates to district/campus webpages

Establishment of Business partnerships

21st Century Community Learning Centers Grant

School Context and Organization
Teacher Mentor Program
Disaggregation and dissemination of data
Clear lines of communication
Open dialogue of campus/district needs
Collaborative teacher/departmental/team planning
Time for professional development meetings
Focus on professional learning communities

Technology
Develop long range technology plan
Evaluation of software/instructional technology resources
Update district infrastructure
Teacher webpages training
Data disaggregation and analysis training
Utilization of educational software for progress monitoring
Library and media services
Allocations for technology resources for instruction
Training and utilization of instructional technology
Maintain updated district website
Incorporation of digital learning in classrooms

State & Local Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:
1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in Pre-K and K that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Florence ISD students who meet the state and local compensatory eligibility criteria are served in our programs. Each student's progress is monitored and evaluated to determine if they are making academic progress. When students no longer meet the eligibility criteria, they are exited from the program's services.

Economically Disadvantaged

	2016-2017	2017-2018	2018-2019
FISD	**65.0%**	**52.8%**	**57.1%**
FES	**70.7%**	**57.3%**	**61.2%**
FMS	**61.8%**	**51.2%**	**54.2%**
FHS	**58.9%**	**47.3%**	**53.1%**

Federal, State, and Local Funding Sources

Federal funding sources to be integrated and coordinated with State and Local funds to meet needs of all students:

Program/Funding Source	Allocations		
Federal Programs	**District 2016-2017**	**District 2017-2018**	**District 2018-2019**
Title I, Part A	$111,501	$105,558	$109,447
Title I , Part C (Migrant)	$4989	$3070	
Title II, Part A (TPTR)	$29,631	$21,247	$20,110
Title III, Part A ELA	$20,316	$21,976	$21,897
Title IV, Part A SSAEP	NA	$10,000	$10,000
Title IV, Part B 21st Century CCLC	NA	NA	$260,000
Carl Perkins	$7579	$6,000	$6000
IDEA-B Formula	$199,571	$197,763	$200,941
IDEA-B Pre-School	$2,876	$2,854	$2,984
State Programs/Funding Source			
Career/Technology Education	$441,992	$426,793	$439,271
State Compensatory Education	$454,986	$451,589	$470,552
Gifted/Talented	$20,121	$20,422	$21,471
Special Education	$336,106	$368,860	$354,832
Bilingual/ESL Program	$67,148	$67,855	$68,672
High School Allotment	$78,430	$82,005	$83,875
Instructional Materials Allotment	$202,579	$356,224	$242,170

Federal, State, and Local Funding Sources

Federal funding sources to be integrated and coordinated with State and Local funds to meet the needs of all students:

Program/Funding Source		2018-2019 Special Programs Payroll				
		FHS	FMS	FES	District Wide	Totals
Gifted & Talented	FTE	2.4	0.0	0.0	0.0	2.4
(PIC 21)	$	$98,878	$0	$0	$0	$98,878
Career Tech Ed	FTE	4.7	0.0	0.0	0.0	4.7
(PIC 22)	$	$275,000	$0	$0	$0	$275,000
Special Education	FTE	5.0	6.0	7.0	3.3	21.3
(PIC 23)	$	$222,290	$203,849	$223,980	$220,500	$870,619
State Comp Ed	FTE	3.7	2.4	3.2	0.0	9.2
(PIC 24)	$	$157,696	$124,422	$133,222	$19,750	$435,090
ESL	FTE	0.0	0.0	1.0	1.0	2.0
(PIC 25)	$	$0	$0	$25,200	$71,400	$96,600
High School Allotment	FTE	1.9	0.0	0.0	0.0	1.9
(PIC 31)	$	$96,588	$0	$0	$0	$96,588
Title I, Part A	FTE	0.0	0.0	2.0	0.0	2.0
(Fund 211)	$	$0	$0	$103,447	$0	$103,147
IDEA-B	FTE	0.0	1.0	1.0	1.0	3.0
(Fund 224)	$	$0	$69,070	$18,863	$62,067	$150,000
21st Century CCLC	FTE	1.0	0.0	1.0	0.0	2.0
(Fund 265)	$	$60,000	$0	$60,000	$0	$120,000
Totals	FTE	18.7	8.4	14.2	4.3	45.5
	$	$910,452	$328,271	$545,549	$311,650	$2,095,922

Florence Independent School District
2018-2019
Performance Objectives

Performance Objective 1
Increase the passing performance of all students on all STAAR assessments in grades 3-8 and EOCs by 10 %.

Performance Objective 2
Increase the passing performance of all students and Special Education students, ELs, Hispanic students, and Economically Disadvantaged students on STAAR writing and EOC ELA/Reading assessments by 10%.

Performance Objective 3
Increase the passing performance of Special Education students, ELs, Hispanic students, and Economically Disadvantaged students on STAAR Reading and ELA/Reading EOC assessments by 10%.

Performance Objective 4
Increase the passing performance of Special Education students, ELs, Hispanic students, and Economically Disadvantaged students on STAAR Math and EOC Algebra I assessments by 10%.

Performance Objective 5
Increase the passing performance of Special Education students, ELs, Hispanic students, and Economically Disadvantaged students on STAAR Science and EOC Biology and STAAR Social Studies and EOC Social Studies assessments by 10%.

Performance Objective 6
Increase the "Meets" and "Masters" performance of all students on all STAAR assessments in grades 3-8 and the EOC assessments by a minimum of 10%.

Performance Objective 7
Decrease the number of students in grades 5 and 8 needing accelerated instruction by 10%.

Performance Objective 8
Attain a district-wide attendance rate of 97.0% or higher.

Performance Objective 9
Attain a 0.0% dropout rate for all students and each student group.

Performance Objective 10
Increase the four year longitudinal graduation rate for all students, student groups, and special populations by 3 percentage points.

Performance Objective 11
Attain a 100% five year extended graduation rate for all students and each student group over the four year graduation rate for the corresponding graduation year.

Performance Objective 12
Increase the percentage of students who will have met the course requirements for the Foundation High School Program with Endorsements and/or Distinguished Achievement.

Performance Objective 13
All secondary Special Education students will be provided information on transition and employment services.

Performance Objective 14
Increase the percentage of high school students enrolled in advanced courses to 15% or greater.

Performance Objective 15
Exceed the current Higher Education Readiness Component in English Language Arts and mathematics skills for all students and each student group.

Performance Objective 16
Exceed the current College Ready Graduates rate in English Language Arts for all students and each student group.

Performance Objective 17
EL students will increase one proficiency level on the TELPAS each year.

Performance Objective 18
Increase the number of Special Education students in instructional settings 40 / 41 by 5%.

Performance Objective 19
Continue good hiring processes and ensure 100% of teachers in the district are state certified.

Performance Objective 20
Implement professional development opportunities that focus on research-based practices in instruction, student learning, and positive behavior strategies.

Performance Objective 21
Increase the number of parent and community engagement activities including Federal programs.

District Improvement Goal 1:   Florence ISD will create an instructional climate that meets the needs of all students.

Objectives:

1. Increase the academic performance of all students and all student ethnic groups while closing the achievement between students of special populations: Special Education, English Language Learners, and Economically Disadvantaged Students.

2. Implement strategies to improve academic performance rates for all students and student ethnic groups and special populations whose performance is lower than State/Federal standards to include Hispanic students, English Language Learners, special education students, and all students.

3. Implement and support a TEKS-based, vertically aligned curriculum that reflects and utilizes best practices with emphasis on critical thinking skills and relevant content.

4. Provide successful transitions for all students to post-secondary college and career opportunities.

Performance Objectives:

See Performance Objectives 1, 2, 3, 4, 5, 6, 7, 14, 15, 16, 17.

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
The implementation of the approved curriculum framework (TEKS Resource System) will be continued and the components of the framework will be monitored and reinforced with teachers.	Superintendent.; Curriculum Director; Principals	August - June	TEKS Resource System (TRS) Framework; Local Funds	Professional development on TRS curriculum framework; sign-in sheets	Curriculum documents; Unit and lesson plans; Admin. Observations/walkthroughs; increase in state assessment scores
	Principals	August - June	TEKS Resource System (TRS) Framework Documents; Local Funds	Unit / Lesson plan documentation; TRS documents; TRS sign-in documentation	Administrative Observations/Walkthrough Documentation; Adherence to state standards; increase in state assessment scores

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Utilize unit assessments and benchmarks (2/yr) in the core content areas to assess students' learning, disaggregate data, and target learning needs.	Curriculum Director; Principals; Teachers	August - June	Local Funds	Unit Exams / Benchmark Results	Student grades; state assessments / course work performance
Teachers will utilize Eduphoria to disaggregate data from STAAR, TELPAS, unit assessments, and benchmarks.	Principals; Teachers; Instructional Technologist	August - June	Local Funds	Disaggregated data	Utilization of data to inform instruction and plan for learning needs
Study disaggregated data from STAAR, TELPAS, reading and math screeners, unit assessments, and benchmarks to develop and implement appropriate interventions for students.	Principals; Teachers; ESL Coordinator	August - June	Local Funds	Disaggregated data to inform instruction and plan for learning needs; progress reports	Academic achievement - grades, coursework, state assessments
All grade level and subject area TEKS will be taught with research-based instructional design and delivery.	Curriculum Director; Principals; Teachers	August - June	Local Funds ; Title I, Part A; Title II, Part A; Title III	Prof. development registrations and certificates; sign-in documents (local PD); Lesson plans	High quality instructional delivery and design; Increased academic achievements; admin. observations/walkthroughs
Teachers will focus on depth and complexity in instructional practices and student learning activities to ensure the readiness of all students for college and career readiness.	Curriculum Director; Principals; Teachers	August - June	Local Funds ; Title I, Part A; Title II, Part A; Title III	Prof. dev. registrations and certificates; sign-in documents (local PD); Admin walkthroughs	High quality instructional delivery and design; Administrative observations; Increased academic achievement
Schedule team / departmental meetings for curriculum planning.	Principals	August - June	Local Funds	Schedule of meetings; meeting notes / communication	Increased collaboration for planning quality instruction; observation data
Continue to evaluate course offerings and course sequences for graduation and college and career readiness.	Superinten-dent; Curriculum Director; Principal; Counselor	October – March	Local Funds	Record of meetings w/ counselor / HS principal; timeline for planning and implementation of HB 5 requirements; ESC 13 trainings	Course catalog of offerings, sequences, and graduation requirements

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative	Summative
Implement graduation requirements and graduation plans as mandated by HB5.	Principal; Counselor	2018-2019 school year	Local Funds	Course catalog; scheduling documents; graduation plans; Record of grad plan meetings w/ parents	Graduation plans with parent / student signatures; student schedules
Identify At-Risk students according to state compensatory criteria (as listed in district plan) and provide accelerated instruction to identified students.	Principal; Counselor	2018-2019 school year	State Comp. Funds	Reading Inventory Results (PreK-3); State Assessment Results; Number of at-risk students identified	Increased student performance on report cards, state assessments, reading progress (K-3); lower dropout rates, lower retention rates; credits accruals
Offer, schedule, and implement acceleration class periods for students that have struggled on state assessments.	Principal; Counselor	Ongoing	Local Funds and State Comp. Funds	AIP Plan Data; Benchmark Data; Qualitative Performance Data	Improvement of Student Performance - STAAR Performance Data
Provide additional academic support to students through: (1) Tutorials; (2) CMC (secondary campuses); (3) Inclusion support as appropriate (all campuses); (4) Reading and math intervention services; (5) Accelerated instruction classes (HS); (6) Intervention classes in math/reading (MS) (7) Credit recovery (HS); (8) Summer school; (9) 21 Century CLC/ACE (10) Instructional Aide(s) on Title I campuses (11) Class size reduction (ES)	Principal; Counselor; Teachers	August - June	Local Funds; Title I, Part A; State Comp. Funds; Title III; 21st CCLC Grant	Grades, Unit Exams/ Benchmarks, , Prior STAAR/EOC Results; TELPAS Results; Credit Recovery Records; ACE Attendance Records	Increased performance on grades and state assessments; lower dropout rates; lower retention rates; credit accruals; ACE summative data
Provide professional development to teachers to assist with best practices for writing instruction and strategies. (1) Writing Workshops/Seminars (2) PreAP/AP Training (3) Workshops for Special Populations (4) Educational Consultants/Coaching for ELAR teachers	Curriculum Director; Principals	2018-2019 School Year	Local Funds; Title II, Part A; Title I, Part A; Title III	Training documents; Sign-In sheets; Teacher Feedback; Professional Development Documentation	Increased teacher knowledge of content, delivery of instruction and use of instructional strategies; Admin. walkthroughs/ observations; Increase in student performance on grades and unit and state assessments

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Provide professional development to ELAR teachers to assist with best practices for reading instruction and strategies. (1) Reading screeners training (2) Reading workshops (3) Neuhaus Modules / Reading Readiness Training (4) Lexia Training (FES) (5) Response to Intervention Reading Workshops (6) Workshops for Special Populations (7) ELAR Consultants – Modeling, Observing, Feedback (8) PreAP/AP Training	Curriculum Director; Principals	2018 – 2019 school year	Local Funds; Title I, Part A; Title II, Part A; Title III	Training documents; Sign-In sheets; Teacher input	Teacher feedback on knowledge of content, delivery of reading instruction and skills; Admin. walkthroughs/ observations; Increase in student performance on grades and unit and state assessments
Promote school readiness between Florence Elementary School prekindergarten and Williamson County Head Start to develop early reading, math, and social development.	Principal, Teachers	August - June	Local Funds	Meeting notes; Student participation; Progress reports	End of year progress reports
Utilize screeners to assess and monitor reading levels and reading skills beginning in kindergarten, and utilize the results of the screeners to plan assistance for students. (1) Fluency Assessments (2) Texas Primary Reading Inventory (K-2) (3) Easy CBM (ES) (4) Running Records (ES) (5) STAR Reading (ES;MS) (6) Texas Middle School Fluency Assessment (7) DIBELS (8) LLI Resources	Principals, Teachers	Fall-Spring 2018-2019	Local Funds; Title I, Part A	Screening data on reading level and skills and documented interventions; progress reports	Increased student performance on reading level and in reading skills; progress reports; grades
Utilize the Circle Progress Monitoring System to Measure social and emotional development, language and communication, emergent literacy reading, emergent literacy writing, and mathematics.	Principal, Curriculum Director, PK Teachers	September, January, May	Local Funds	Progress monitoring reports	End-of-year data; Kindergarten Readiness - TPRI

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Implement reading improvement strategies. (1) Employ reading intervention teachers at FES to provide tiered support through small group instruction. (2)Utilize Project Read phonology, Guided Reading, and Balanced Literacy approaches in elementary reading instruction. (3) Provide appropriate reading, literature, and reference materials such as A to Z resources. (4) Utilize Lexia software, DIBELS, fluency assessments, LLI kits, and running records at FES. (5) Focus on vocabulary development in academic and content areas. (6) Provide training in research-based reading interventions for teachers. (7)Provide ELAR consultants/coaches to emphasize research-based best practices. (8)Utilize data portfolios to monitor and assess reading improvement (FES). (9) Implement common sight word lists (FES). (9)Utilize instructional resources that target culturally diverse texts and high interest materials/resources.	Curriculum Director; Principals; Teachers	August - June	Local Funds; Title I, Part A; Title II, Part A; Title III	Screening data on reading levels and skills and documented interventions; progress reports	Increased student performance in reading; grades, state assessments
Provide for the needs of dyslexic students. (1) Utilize research-based instructional strategies to support dyslexic students at all campuses. (2) Employ teacher(s) to provide dyslexia services to dyslexic students at all campuses. (3) Utilize instructional technology programs to supplement reading instruction (such as Lexia – FES). (4) Provide training on instructional technology resources for teachers. (5) Provide professional development to dyslexia teachers.	Curriculum Director; SPED / Federal Programs Director; Principals	August - June	Local Funds, Title I, Part A, State Comp	Screening data on reading levels and skills and documented interventions; progress reports; documentation of professional development for dyslexia teacher	Increased student performance in reading; grades; state assessments; increased teacher proficiency

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Provide accommodations for instruction and assessments as appropriate, and focus on differentiated instruction to meet the needs of various student populations (SPED, ELLs, GT, 504, Migrant, Dyslexia, and At-Risk students).	Principals; Teachers; SPED/Federal Programs Director	August - June	Local Funds, Title I, Part A; Migrant SSA; IDEA Part B; State Comp; Title II; Title	Unit assessments and benchmarks; progress reports	Increased student performance on report cards; state assessments results
Utilize instructional technology resources to provide prescriptive support for students. (1) Lexia (2) IXL (ES/MS) (3) Study Island (MS) (4) STAR Math (5) STAR Reading (6) ALEKS (Alg. I) (7) N2Y (8) Formative Loop (ES)	Curriculum Director; Instructional Technologist; Principals; Teachers	August - June	Local Funds; Technology Funds; Title I, Part A; IDEA Part B; State Comp.	Progress monitoring reports provided by technology resources	Increased student performance in reading and math; grades; state assessments
Identify students who are struggling in math and schedule accelerated instruction as needed. (1) Tutorials (2) Math interventionist(ES;MS) (3) Intervention classes (ES; MS) (4) Accelerated instruction classes (HS) (5) Summer school (6) 21st CCLC – ACE - After-school tutorials	Principals; Teachers	August - June	Local Funds; Title I, Part A; State Comp; Title III; 21st CCLC Grant	Unit exams, benchmarks, progress reports, report card grades; 21st CCLC BOY assessment	State assessments; end of year grades; 21st CCLC EOY assessment
Implement research-based bilingual education delivery model for the bilingual program. (1) Dual Language One-Way Instructional Model Training (2) Dual Language One-Way Instructional Delivery in Bilingual Classrooms	Curriculum Director; ESL/ Bilingual Coordinator; Federal Programs Director; Principal	August - June	Local Funds; Title III; Title II, Part A	Bilingual Directors Meetings; Dual Language Trainings; Record of bilingual/ELL professional development	Bilingual program evaluation; Admin. Walkthroughs/ Observations
Employ DAEP teacher and paraprofessional to instruct the students assigned to disciplinary alternative education programs (DAEP and JJAEP) and ensure academic progress monitoring and delivery of services to all students and special populations (as appropriate)	Principals; Bilingual Coordinator; Federal Programs Director	August - June	Local Funds State Comp	Pre- and post-assessments; attendance records; progress reports	Graduation rates; recidivism rates; report card grades; State assessments

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Expand learning activities and resources for career awareness, career exploration, and college and career preparation and readiness. (1) Data collection / resource inventory (2) College and career readiness standards (3) Learning management platforms (4) Interest inventories (5) Labor market analysis (6) Texas Workforce Commission resources/presentation (7) Texas CTE Resource Center (8) Texas Career Check (9) Instructional materials (10) Career awareness/ exploration activities (11) College/career fairs (12) College preparatory materials (13) Parent/student FAFSA meeting (14) Professional development	Superintendent, Curriculum Director; Federal /Special Programs Director; Principals; Counselors	August-June	Local Funds; Perkins Funds; Title II; Title IV	Resource inventory; interest inventories; college/career activities and presentations; student participation in college/career activities; lesson plans; professional development participation data	Increased student participation in college/ career activities; student survey feedback; classroom walkthroughs/observations
Implement character education programs and expand character education resources. (1) Project Wisdom announcements (ES) (2) Positive Behavioral Intervention and Supports & Overcoming Obstacles Character Education (ES; MS) (3) Character Education word focus (4) Back to the Basics: I Can - ABCs for Basic Education (DAEP Classroom)	Principals	August-June	Local Funds; Title IV	Discipline referrals; lesson plans	Decrease in discipline referrals; positive behavioral recognitions; End-of-year grades
Create a culture of professional learning communities. (1) Teaching and learning library (2) Professional presentations (3) Professional development (4) Instructional Rounds	Superintendent; Curriculum Director; Principals	August-June	Local Funds; Title II	Professional development participation sign-in sheets; instructional rounds meetings, visits, & data analysis	Targeted professional development; teacher feedback; classroom observations on instructional practices
Provide additional blended resources and support for instruction and learning in Special Education. (1) TeachTown – Social Skills curriculum (2) ELAR Consultants	Special Education Director; Principals	August-June	Title II; IDEA B	Formative assessments	IEP Progress; EOY Assessments

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Monitor the progress of ESL students and provide additional support for students to become proficient in English and to obtain mastery of the grade-level / content specifics TEKS. (1) ESL Progress Monitoring Spreadsheets (2) Lexia (3) Tutorials (4) Small group instruction (5) TELPAS Results / State Assessments (6) Progress Notices / Report Cards	Principal; ESL/Bilingual Coord; Teachers; Federal Programs Director	August-June	Local Funds; State Comp.; Title III	Unit assessments, benchmarks, progress reports, grades	End of year grades; TELPAS; STAAR
Continue to provide professional development to assist teachers in addressing the English Language Proficiency standards. (1) Sheltered Instruction Training (2) ESL Certifications (increase ESL certifications across the district) (3) Bilingual Education for Elementary Staff (4) ELPS / Support/Instructional Strategies for ELLs – Local Professional Development and Workshops (5) ESL/Bilingual Coordinator - ESC 13 (6) ESL/Bilingual Instructional Resources (7) ELPS/TELPAS Connections Presentation (8) Performance Level Descriptor Training (9) TELPAS Rater Training (10) ESL/Bilingual Workshops (11) ESL Academy (12) LIAG Training	Curriculum Director; Principals; ESL/Bilingual Coord; Federal Programs Director; District Testing Coordinator	August-June (as scheduled)	Local Funds; Title II, Part A; Title III	Certificates of Participation; Professional Development Sessions; Sign- In Sheets	Teacher feedback on proficiencies; Admin walkthroughs/ observations; Increase student achievement on TELPAS and STAAR
Track student progress on TELPAS, target areas of need, and provide appropriate interventions for ELLs.	ESL/Bilingual Coordinator; Principals	August-June	Local Funds; Title III	Unit assessments, benchmarks, progress reports, grades	End of year grades, TELPAS, STAAR
Target the needs of GT students in the regular classroom by differentiating instruction and implementing GT strategies.	Principals; Teachers	August-June	Local Funds	Unit assessments, benchmarks, progress reports	Walkthroughs/observation; End of year grades; state assessments
Provide professional development to teachers of GT students and participate in GT Coordinators meetings at ESC 13.	Curriculum Director; Principals	August-June	Local Funds; Title II	Certificates of Participation; Sign- In Sheets	Teacher feedback on proficiencies; Admin walkthroughs/ observations;

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Include career opportunities and occupational information in the regular curriculum and vocational classes and relate the subject matter to occupations and use in real life.	Curriculum Director; Principals; Teachers	Weekly	Local Funds	Unit / Lesson plans	Student surveys - increased vocational awareness; college and career readiness performance
Administer career interest inventory surveys to students at the middle and high school and utilize results to plan for programs of study (1) Career Cruising / Xello Software	Principals; Counselors	Spring Semester	Local Funds; Carl Perkins Grant	Inventory results	Career pathway / programs of study coursework recommendations
Provide career, vocational, and job-related courses and training for both Special Education and regular education students.	Curriculum Director; SPED Director; Principals	August-June	Carl Perkins Grant	Course catalog; Courses and courses sequences articulated for endorsements	Student schedules that reflect college readiness pathways/ endorsements; endorsements earned
Clearly articulate the fine arts programs and elective programs curricula.	Curriculum Director; Principals; Teachers	Spring 2018	Local Funds	Scope and sequence of courses outlined; program descriptions	Curriculum documents
Continue to expand programs of study with coordinated sequences of CTE courses.	Curriculum Director; Principals; CTE Teachers	2018-2019 school year	Local funds; Carl Perkins Grant	Course catalog; Courses and courses sequences articulated for endorsements	Student schedules that reflect college and career readiness pathways/ career endorsements
Work to establish partnerships with other school districts and/or higher education (community colleges/technical schools/universities) for additional programs of study.	Superintendent; Curriculum Director; Principal	Spring 2018	Local Funds	Course catalog; Courses and courses sequences articulated for endorsements	Student schedules that reflect career pathways/ endorsements
Continue to offer dual credit courses as appropriate for high school students.	Superintendent; Curriculum Director; Principal	August-June	Local Funds	Course catalog; pre-requisites for dual credit courses articulated	Student schedules that reflect dual credit courses
Provide increased number of rigorous courses (AP/Pre-AP/Dual Credit) to increase advanced academic programming for both GT students and general education students.	Curriculum Director; Principal	August-June	Local Funds	Course catalog; Student course enrollment	Course completions/credit; AP Assessment Participants/Results

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Continue to emphasize Health Education and provide opportunities to develop healthy living habits. (1) GoNoodle (2) Physical Education Classes (3) Athletics classes / participation (MS / HS) (4) Maintain Health course at HS (5) After school recreation (FES) (6) FitnessGram Assessment (7) Health and Sexual Wellness Curriculum (MS/HS) (8) CPR and First Aid Instruction (MS/HS)	Curriculum Director; Principals; Teachers; District Nurse; SHAC Committee	August-June	Local Funds; Title IV	Participation in Health Education and Physical Education programs / activities; progress in coursework	FitnessGram results; grades in PE/Athletics/Health courses; participation in Athletics (MS/HS); participation in recreational programs
Maintain a high school course catalog that reflects changes as needed including components of all graduation plans, course descriptions, clearly articulated course sequences, endorsements and course options within endorsements.	Principal; Counselor; Curriculum Director	August - June	HB5 Require-ments; Graduation Requirements; Local Funds	Courses and course sequences articulated for endorsements; graduation plans outlined	Course catalog
Administrators, teachers, campus attendance clerks, secretaries, and counselors will be trained in homeless education procedures and policies to identify and support homeless students.	District Homeless Liaison; Counselors	August	Local Funds	Information on Identification of Homeless students; training records	Campus rosters of homeless students; PEIMS Reports
Assistance will be provided to homeless students to help identified students meet academic success.	Federal Programs Coordinator; Counselors; Homeless Liaison	August-June	Title I, Part A; ESC 13 SSA –Homeless Ed. Grant	Progress Reports	Student Report Cards
Assess the academic needs of Migrant students and address each need with targeted instructional and support services.	Region 13 ESC Migrant SSA; Federal Programs Coordinator	August -June	Title I, Part C; Migrant Priority for Services Action Plan – Region 13 Migrant SSA	Beg. of Year Assessments; Progress Reports; Services Participation; ESC 13 Training/Com-munication	PEIMS Reports for Identification; Program Evaluation; Student Report Cards; State Assessments

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Continue to implement high quality kindergarten program, implementing all required components. (1) Curriculum (2) PK Progress Monitoring (3) Teacher Qualifications (4) Family Engagement Plan (5) Program Evaluation (6) Rider 78, FSP Formula Funding	Curriculum Director; Principal; Business Manager	2018-2019 School Year	Local Funds	Curriculum review; CLI Engage progress monitoring; Family Engagement Plan, Parent sign-in sheets; Sign-in sheets for professional development; professional development agendas	High Quality Kindergarten Program Evaluation; Financial Reports; EOY student progress

District Improvement Goal 2: Florence ISD will improve communication strategies for all stakeholders.

Objective: Strengthen parental and community relationships and increase parental and community engagement.

Performance Objective: See Performance Objective 8, 9, 10, 11, 21.

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Utilize the district and campus websites and district Facebook to inform parents and community about district and campus information and activities and post a calendar of events for the district and campuses.	Superintendent; Principals; Technology Director; Instructional Technologist	Weekly	Local Funds	Review of websites for updates / maintenance	Review of websites; parental and community feedback
Post required information such as the District and Campus Improvement Plans, the State Accountability Report, the Student-Parent Handbooks, the Student Code of Conduct, and the FISD Board Policy Manual to the district website.	Superintendent; Principals	August– Handbooks /Stud Code Of Conduct; Plans, Policies, Reports as Updated/Received	Local Funds	Principal / Supt review websites for updates	Review of websites; parental and community feedback
Communicate with parents via telephone, email, or parent-teacher conferences regarding academic progress, attendance, etc.	Principals; Teachers	August-June	Local Funds	Principal Review; Teacher Schedules / Logs of Contacts	Parental Feedback; Teacher Documentation
Utilize teacher websites to communicate classroom information such as course syllabi, teacher expectations, assignments, and resources.	Principals; Teachers; Instructional Technologist	August-June	Local Funds	Principals review website for updates / maintenance	Parental / Student Feedback
Keep parents informed of academic progress via three-week progress notices, grading period report cards, grading period IEP reports, and other reports.	Principals; Teachers	Progress reports every 3 weeks	Local Funds	Progress reports / reports cards / IEP reports	Parental Feedback
Communicate information for elementary students through weekly folders and newsletters.	Principal, Teachers	Weekly Folders; Newsletters	Local Funds	Documentation in student folders; Newsletters	Parental Feedback
Continue to provide parental access to "gradebook" via TxEIS.	Technology Director; Principals	Aug-June	Local Funds	Parent access via computer to grades/attendance	Parental Feedback; amount of access

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Utilize "Alert Now" to inform parents of school events, announcements, etc.	Superintendent; Principals; Technology Director; Instructional Technologist	August - June	Local Funds	Supt/Principal Messages	Parental Feedback
FISD Board agendas and approved Board meeting minutes will be posted to the district website per requirements.	Superintendent	Monthly	Local Funds	Required postings of Board meetings; Board Agenda; Copies of approved minutes	Approved minutes posted to website; information communicated to staff and public; increased school/parent/community communication
Parents, business members, and community members will serve on campus and district advisory committees.	Superintendent; Principals	Four times per year	Local Funds	Meeting agendas; committee member attendance	Sign-in sheets; meeting minutes; increased school/parent/community communication & input
Career and Technology Committee meetings will be conducted and include participation of parents and community.	Principal; CTE Teachers	Fall semester meeting / spring semester meeting	Local Funds	Meeting agendas; committee member attendance	Record of attendance; meeting minutes; school/parent/community communication & input
Florence Elementary and Florence Middle School campuses will conduct annual Title 1 meetings to convey information about the Title 1 program.	Principals; Federal Programs Director	Annually	Title I, Part A	Meeting agenda; sign-in sheets	Meeting minutes; school/parent/community communication & input
Florence Elementary and Florence Middle School campuses will provide School-Parent Compacts addressing parent support of student learning and the importance of ongoing communication.	Principals; Federal Programs Director	August 2017	Title I, Part A	School compacts	Increased school/parent communication
Each campus will conduct a parent survey in the spring (Title I requirement for FES and FMS).	Principals; Federal Programs Director	Annually – April 2018	Title I, Part A	Parent survey results	Increased parental input/ parental feedback

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Provide parent information meetings regarding state assessments, grade placement meetings (grades 5 and 8), and assessments required for high school students to meet graduation requirements.	Principals; Counselors	Fall and spring semester	Local Funds	Student Handbooks; Course Catalog; Grade placement meeting notifications / letters; graduation plan meetings	Increased parental community involvement / communication
Provide ways to foster communication with parents and community members, and assist staff members with acquiring information and skills on building positive relationships.	Superintendent; Principals; Curriculum Director	August-June	Local Funds; Title IV	Record of professional development attended / book studies; faculty meeting agendas	Parent / student / community feedback
Counselors will provide career and college readiness information including state testing information, college entrance exams (PSAT, ACT, SAT), college and career days, and the FAFSA on each campus website (as applicable).	Principals; Counselors	Fall and spring semester	Local Funds	Review website postings; documentation of information / communication to parents and students	Parental feedback; student participation in college entrance exams, college/career days, number of college-bound students
Parents and students will be advised of the advantages of taking the PSAT, SAT, and ACT.	Principals; Counselors	Fall semester w/ each grade level	Local Funds	Documentation of meetings	Number of students taking college entrance exams – PSAT, SAT, ACT
Develop student-led curriculum based communication opportunities for students, teachers, and other stakeholders such as "The Stampede" news publication.	Principals; Teachers	September-June	Local Funds	Monthly Publications	Parent/Student/Staff Feedback

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Inform and involve parents of middle school and high school students for graduation planning, scheduling, and degree/career planning. Information provided will include: (1) Requirements for graduation. (2) Graduation plans. (3) Higher Education admissions and financial aid opportunities; (4) The Texas Grant Program and the Teach for Texas Grant Programs; (5) The need for students to make informed choices to be prepared for success beyond high school; (6) Sources of information on Higher Education admissions and financial aid.	Principals; Counselors	Fall and Spring semester	TEA Information THECB Publications College Entrance and Financial Aid Information Local funds	Documents, brochures, website links; parental sign-in sheets	Increased parent / student communication; student participation in college and career readiness schools, programs, and careers preparation / training
Conduct graduation plan meetings with parents of high school students and middle school students as required.	Principals; Counselors	Fall-Spring semester – MS PGPs as scheduled; Spring semester - HS meetings	Local Funds	MS PGP plans; HS graduation plans; schedule of meetings	Record of meetings / graduation plans signed by parents and students; increased parental communication and involvement via meeting attendance; parental feedback
Expand parental engagement activities for parents of ESL students.	Principals; ESL/Bilingual Coordinator	Fall Semester – November	Local Funds; Title III	Meeting agenda	Sign-in sheets; increased parental communication and participation
Provide interpreters for parents of students as needed and information and notices as required in the home language to parents of ELL students.	Principals	August-June	Local Funds	Record of scheduled meetings; meeting minutes	Increased parental communication/participation/ meeting attendance

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Provide adult education English classes for parents whose primary language is Spanish.	Principals; ESL/Bilingual Coordinator	September - April	21st CCLC gramt	Meeting agendas; Sign-in sheets	Parent feedback surveys
Increase the use of technology to communicate and engage parents and community with district and campuses. (1) Facebook (2) You Tube / Padcasts (3) Twitter (4) Communication Apps	Superintendent; Principals	August-June	Local Funds	Events/ Communication Posted	Technology feedback; parent surveys
Develop and implement a Family Engagement Plan for prekindergarten students.	Principal; Teachers	August - November	Local Funds	Log of activities; record of parent participation	Parent feedback; parent engagement in PreK activities
Inform parents of attendance policies and required documentation for absences. (1) Student Handbooks (2) Campus communication	Principals	August	Local Funds	Student Handbooks; Campus communications	Increased attendance rates
Parents will be contacted by each campus administrator regarding "excessive" absences for their child(ren).	Principals	August-June	Local Funds	Documentation of contacts; attendance data	Increased student achievement; grades
Utilize truancy prevention program to intervene with students in violation of Compulsory School Attendance.	Principals	August-June	Local Funds	Attendance reports, truancy letters, documentation of contacts	Increased attendance; increased grades; campus attendance reports; reduction in drop-out rate

District Improvement Goal 3: Florence ISD will emphasize leadership, ensure accountability, and create a culture of increasing expectations.

Objectives:

1. Improve state accountability ratings at the district and on each campus.

2. Focus on positive staff morale and support throughout the district.

3. Promote an atmosphere of high expectations for all students and staff.

4. Seek, develop, and retain highly qualified personnel.

Performance Objectives:

See Performance Objectives 8, 9, 10, 11, 12,13, 14, 15, 16, 17, 18, 19, 20.

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Collaborate with leadership to establish district expectations and objectives.	Superintendent	July-August	Local Funds	Needs and expectations identified and defined	Expectations and objectives for district communicated to staff, parents, and community
Inform staff members of district and campus accountability indicators and set expectations for meeting the indicators.	Superintendent; Principals	August	Accountability Reports	Reports interpreted and needs identified	Campus / district plans for meeting indicators
Communicate district and campus accountability reports and Texas Academic Performance Reports, and lead staff members in efforts to target indicators where improvements are needed.	Superintendent; Curriculum Director; SPED Director; Principals	August / November / January	District and Campus Accountability Reports and TAPR Reports	Needs assessments	Campus / district plans for meeting indicators
Adhere to the district scope and sequence to ensure that all students receive instruction on the tested TEKS prior to state assessments.	Principals	August-June	Local Funds	Unit / Lesson Plans; Admin Walkthroughs	PDAS

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Seek high quality certified teachers.	Superintendent; HR; Principals	August-July	SBEC Certifications	HR Evaluations of Teacher Qualifications/ Certificates	Certification records
Meet the highly qualified requirement for all elementary and middle school paraprofessionals.	Superintendent; HR, Principals	August-July	ESSA criteria for paraprofessionals	HR evaluations of paraprofessional credentials	Principal Attestations; TEA HQ Reports
Provide mentors for new teachers / teachers new to the district, and provide training / support to these teachers with orientation to the district/campus, classroom management techniques, "best practices" in instruction, curriculum and planning support, etc.	Superintendent; Principals	August-June	Local Funds; Title II	New teacher orientation; Professional development documentation; Mentoring meetings	Retention of teachers in district; increased teacher proficiencies / support
Incorporate additional ways to recognize teachers and show teacher appreciation.	Superintendent; Principals	August-June	Local Funds	Increased retention / support of teachers	Teacher surveys
Provide support for all teachers in best practices and content area professional development, and provide job-related training for paraprofessionals and auxiliary personnel.	Superintendent; Curriculum Director; Principals	August-June	Local Funds; Title I, Part A; Title II, Part A, Title III	Record of teacher / staff participation in professional development and trainings	Teacher feedback on proficiencies; Admin observations; increase in student achievements
Implement the TTESS process to support teachers in their professional growth and to provide evidenced-based feedback to teachers.	Principals	August-May	Local Funds	TTESS calendar; pre-conference; documented walkthroughs and observations in Eduphoria	Evaluation of teacher goals and professional development plan; post conference feedback
Schedule time for grade levels and/or departments to meet frequently to plan.	Principals	August-June	Local Funds	Schedule of meetings; meeting notes	Planned, collaborative instruction and lesson activities

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Continue to support teaches to acquire certification/30 hours in GT and ESL certification by providing ESL Academy.	Superintendent	June-August	Local Funds	Certificates of Participation; Sign-In Sheets; ESL certifications	Increased teacher proficiencies; admin observations
Review student records and diagnostic results to determine the most appropriate instructional arrangements for SPED students.	SPED Director; ARD Committee	August-June	IDEA Part B	Diagnostic results; IEP Progress Reports	Placement of students in least restrictive environment
Implement Response to Intervention tiered support as required.	Principals; SPED Director	August-June	Local Funds; Title I, Part A	Documented Interventions (Tier I, Tier II, Tier III); progress reports; unit exams and benchmarks	Student performances as documented by grades and assessments
Study the performance objectives, STAAR blueprints, and the depth and complexity of the TEKS needed for success on STAAR. Adjust course content/ instruction, unit assessments, benchmarks, and provide resources needed to prepare for depth and complexity in instruction.	Curriculum Director; Principals	August-July	Local Funds; Title I, Part A; IDEA Part B; Title II, Part A	Progress reports; Unit exams and benchmarks	Student performance on state assessments
Study STAAR results and provide strategies and resources to help students meet success on objectives and student expectations.	Principals; Curriculum Director; SPED Director	August-June	Local Finds; Title I, Part A; IDEA Part B; Title II, Part A	Progress reports; Units exams and benchmarks	Student performance on state assessments
Continue to contribute to the state health plan premium for employees, and provide opportunities for employees to participate in the cafeteria plan and other supplemental benefits.	Superintendent	August-June	Local Funds	Schedules of meetings	Plan enrollment
Incorporate ways to train in-district teachers to facilitate and lead professional development sessions for staff.	Curriculum Director; Principals	August-June	Local Funds; Title I, Part A; Title II, Part A; Title III	Record of teacher / staff participation in professional development and trainings	Increase in teacher proficiencies; Admin observations

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Provide interventions for students who are identified as needing additional assistance or who are failing or in danger of failing a subject and/or grade level.	Principals	August-June	Local Funds, Title I, Part A; IDEA Part B; Title III	Progress Reports; Unit exams and benchmarks	Student performance on state assessments
Monitor instruction for the incorporation of higher order thinking skills and problem solving in all classes.	Principals	August-June	Local Funds; Title I, Part A; IDEA Part B	Progress reports; Unit exams and benchmarks	Student performance on state assessments; grades
Examine student records and diagnostic information to provide appropriate accommodations rather than modified curricula and modified assessments (as appropriate).	SPED Director; ARD Committee	August-June	Local Funds; Title I, Part A; IDEA Part B	Progress reports; Unit exams and benchmarks	Student performance on state assessments; grades
Utilize Title III funds for teacher and paraprofessional training, student academic support, and resources for ESL and bilingual programming/resources.	Superintendent; Federal Programs Director; ESL/Bilingual Coordinator	August-June	Local Funds; Title III	Record of teacher/staff participation in professional development and trainings	Increase in teacher proficiencies-Admin observations/walkthroughs
Seek bilingual certified teacher applicants for the implementation of the bilingual program at FES.	Superintendent; Principal, Human Resources	August-June	Local Funds; Title III	Record of job fair attendance, posting of positions through various media /professional outlets	Applications received for bilingual positions
Participate in the Region 13 Career and Technology Education Cooperative	Superintendent; Federal Programs Director	August-June	Local Funds, Carl Perkins Grant	Record of teacher/staff participation in professional development/ Grant documentation via Region 13 SSA	Increase in teacher proficiencies and student achievement; Admin observations; Documentation from Region 13 SSA contacts
Work collaboratively from campus to campus to transition students and student information to the next campus. (1) Head Start, PPCD, and PK to Kindergarten (2) Fifth grade to Middle School (3) Eighth grade to High School	Principals, SPED Director	August-June	Local Funds; IDEA-Bart B; Title I Part A	SPP Indicators, Documentation of campus meetings and MOU with Head Start, Counselor and admin, meetings	District compliance with state and federal transition indicators; increase in teacher and student proficiencies

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Campus administrators will monitor students' attendance and provide systemic procedures for notifying parents/guardians for students with excessive absences.	Principals	August-June	Local Funds; Title I, Part A	Attendance records; campus attendance documentation	Increase in attendance rate; decrease in drop-out rate
Campus administrators will communicate attendance procedures to teachers and staff, and stress the importance of encouraging student attendance.	Principals	August-June	Local Funds; Title I, Part A	Attendance records; campus documentation	Increase in attendance rate
Campus administrators will ensure that parents/guardians are contacted regarding their student's absence if the parents have not provided documentation of contacted the school regarding their student's absence.	Principals	August-June	Local Funds; Title I, Part A	Attendance records, campus documentation	Increase in attendance rate
Campus administrators will implement Truancy Prevention Program to intervene with students in violation of Compulsory School Attendance.	Principals	August-June	Local Funds; Title I, Part A	Attendance records, campus documentation	Increase in attendance rate; decrease in drop-out rate
Campus administrators and program coordinators will continue to seek ways to increase student participation and student performance in extracurricular and co-curricular activities such as athletics and UIL Academic Competition.	Principals; Athletic Director; Band Director; UIL Coaches	August-June	Local Funds	Documentation of campus meetings and outreach through various sources	Increase in student participation and performance

District Improvement Goal 4: Florence ISD will provide technology and professional development that meets the emerging needs of students and staff.

Objectives:

One hundred percent of teachers and staff will participate in high quality professional development.

Professional development will be utilized to help teachers and staff members enhance their knowledge and skills and address the diverse needs of students.

Professional development will incorporate the 21st Century skills for students and staff.

Technology infrastructure and resources will be improved for students and staff.

Technology will be utilized to increase the level of engagement of students in learning.

Digital resources will be utilized to monitor student progress, disaggregate student data, and implement appropriate interventions.

Performance Objective: See Performance Objective 20.

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Provide opportunities for teachers and administrators to participate in professional development in meeting the needs of special populations including SPED, ESL, Migrant, 504, dyslexic, and homeless students.	Curriculum Director; Principals; SPED/Federal Programs Director	August-June	Local Funds; Title I Part A; Title III; Title II; IDEA Part B	Record of teacher / staff participation in professional development and trainings	Increase in teacher proficiencies; Admin. walkthroughs/observatio ns
Continue to provide professional development opportunities to teachers and administrators in the TEKS and strategies to help students meet success on state-mandated assessments.	Curriculum Director; Principals	August-June	Local Funds, Title I Part A, Title II, IDEA Part B	Record of teacher / staff participation in pro-fessionl development and trainings	Increase in teacher proficiencies; Admin. walkthroughs/observations
Provide professional development to teachers to assist with best practices for writing instruction and strategies for reinforcing writing across the curricula. (1) Writing Workshops (2) Educational Consultants / Instr. Coaches	Curriculum Director; Principals	August-June	Local Funds, Title I Part A, Title II, IDEA Part B, Title III	Record of teacher / staff participation in professional development and trainings	Increase in teacher proficiencies; Admin. walkthroughs/observations; Student grades;state assessments

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Provide ongoing professional development to bilingual teachers and all elementary staff for the effective implementation of a Bilingual Education program.	Curriculum Director; Principals; SPED/Federal Programs Director	August-June	Local Funds; Title I Part A; Title III; Title II	Record of teacher / staff participation in professional development and trainings	Increase in teacher proficiencies; Admin. walkthroughs/observations,
Continue to equip teachers and administrators with strategies to address the English Language Proficiency Standards and meet the needs of ELLs in all content areas. (1) Sheltered Instruction Training (HS Teachers) (2) ESL Certifications (phase-in certifications for all teachers) (3) Bilingual Education for Elementary Staff (4) ELPS / Support for ELLs via ESC 13 Workshops (5) ESL / Bilingual Coordinator Meetings @ ESC 13 (6) ELPS/TELPAS Connections Training (7) Performance Level Descriptors Training (8) LIAG Training	Curriculum Director; Principals; SPED/Federal Programs Director	August-June	Local Funds; Title I Part A; Title III; Title II	Record of teacher / staff participation in professional development and trainings	Increase in teacher proficiencies; Admin. walkthroughs/observations
Provide training to teachers in data disaggregation and data disaggregation tools. (1) Training on Eduphoria (2) Training on instructional software (3) Training on progress monitoring	Curriculum Director, Principals, Instructional Technologist	August-June	Local Funds; Title I Part A; Title III; Title II	Record of teacher / staff participation in professional development and trainings; unit exams and benchmarks	Increase in teacher proficiencies; Admin. walkthroughs/observations; increase in unit exams and benchmarks
Provide staff development for all staff in identifying and helping homeless students and families.	Homeless Coordinator; Counselor	August-June	Local Funds; Title I Part A; ESC 13 SSA – Homeless Ed. Grant	Record of teacher/staff participation in professional development and trainings; progress reports	Increase in teacher proficiencies; grading period and end-of-year grades
Work to ensure that teachers acquire the 30-hour GT certification and ESL certification as required.	Superintendent; Curriculum Director; Principals	August-June	Local Funds	Record of teacher / staff participation in professional development and trainings	Increase in teacher proficiencies; Admin. walkthroughs/observations
Increase the use of various types of instructional media to enhance instructional delivery and engagement in the classroom.	Curriculum Director; Principals; Instructional Technologist	August-June	Local Funds	Record of teacher / staff participation in professional development/trainings	Increase in teacher proficiencies; Admin. walkthroughs/observations

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Work with the District Technology Committee to develop a long-range Technology Plan.	Technology Committee	October-February	Local Funds	Meeting Agendas; Meeting sign-in sheets; Meeting minutes	Technology Plan evaluation
Increase student access to technology through the addition and/or replacement of technology devices and the acquisition of new technology tools	Superintendent; Technology Director; Principal	August-June	Local Funds	Technology inventory; Technology Plan	Technology inventory; Technology Plan evaluation
Provide required trainings for teachers and paraprofessionals serving students in special programs. (1) SAMA (2) LPAC Training (3) TBSI (4) Training specific to assignments/student needs	Curriculum Director; SPED/Fed Programs Director; Principals	August-June	Local Funds; IDEA Part B; Title III	Record od teacher/staff participation in professional development and trainings for positive behavior strategies and interventions	Increase in teacher proficiencies; Admin observations; disciplinary incidents
Increase math and science content area knowledge and instructional strategies and methodologies through participation in math and science professional development.	Curriculum Director; Principals; Participating Teachers	August-June	Local Funds; Title I, Part A; Title II	Record od teacher/staff participation in professional development trainings	Administrative observations/ walkthroughs; increased student achievement on STAAR science and Biology EOC
Train new teachers and administrators on how to use the Polyvision boards as needed and offer more advanced training sessions to teachers and administrators with experience utilizing the polyvision boards.	Technology Director Instructional Technologist	August-June	Local Funds; Title II	Record of teachers/ staff participation in professional development and trainings	Increase in teacher proficiencies; Use of Polyvision boards; Admin observations
Expand instructional technology in teacher classrooms to increase the level of student engagement in learning and incorporate 21st Century skills.	Principals; Instructional Technologist	August-June	Local Funds; Title IV	Record of teacher/ staff participation in professional development and trainings lesson plans	Increase in teacher proficiencies; Use of Polyvision boards; Level of student engagement; Admin. walkthroughs/ observations; Student grades/academic performance

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Train teachers on the Easiteach Next Generation resources that can be utilized for instructional delivery and increasing student engagement.	Technology Director; Instructional Technologist	August-June	Local Funds; Title II	Record of teacher / staff participation in professional development an trainings	Increase in teacher proficiencies; Use of Easiteach tools; Level of student engagement; Admin. walkthroughs/ observations; Student grades / academic performance
Train teachers on the utilization of digital resources for math, science, language arts, and social studies instructional materials.	Instructional Technologist	August-October	Local Funds	Record of teacher participation in trainings	Admin. observations - increased use of digital resources; walkthroughs; PDAS
Teachers will increase opportunities for students to use technology for class projects and assignments.	Principals; Instructional Technologist	August-June	Local Funds	Unit / Lesson Plans	Increase in student engagement; Admin observations; Level of student engagement; Student grades / academic performance
Increase digital learning opportunities in classrooms and explore the utilization of learning management system.	Principal; Instructional Technologist	August-June	Local Funds	Unit / Lesson Plans	Increase in student engagement; Admin observations - Level of student engagement
Provide professional development to PreK teachers to develop a high quality prekindergarten program and achieve end-of-year PreK learning outcomes.	Principal; Curriculum Director	August - July	Local Funds; Title II; Title III (bilingual class)	Record of professional development	Student end-of-year progress; kindergarten readiness screener - TPRI

District Improvement Goal 5: Florence ISD will ensure a well maintained facility emphasizing safety and security while using a systematic process for growth and improvements.

Objective: FISD will ensure a healthy, safe, and secure learning environment for all students.

Performance Objective: See Performance Objective 20.

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Implement the facilities safety and security systems district-wide.	Superintendent; principals	August 2016	Local Funds; Title IV	Distribution of security systems information and access for staff	Security system evaluation
Train district staff members in emergency management procedures and school security.	Superintendent; Principals	August	Local Funds	Sign-in sheets; training agenda	Assessment/survey of trained staff
Communicate Emergency Management Plan and Procedures Manual.	Superintendent	August	Local Funds	Administrative team meeting/review of procedures	Updated manual; feedback from administrative team
Review campus and district emergency policies and procedures and communicate emergency policies and procedures to all FISD staff.	Superintendent; Principals	August	Local Funds	Date of Meetings / Documentation of Emergency Plan	Emergency management preparedness
Conduct routine safety drills as required.	Superintendent; Principals	August-June	Local Funds	Date / documentation of drills conducted	Reports of drills
All students will be oriented to the Student Handbook and the Code of Conduct during the first week of school.	Principals; Teachers	August	Local Funds	Student Handbooks and Code of Conduct Acknowledgment Forms; Discipline Forms	PEIMS End of Year Discipline Reports
Campuses will address teen dating violence (HS & MS), sexual harassment, sexual violence (HS & MS), and bullying prevention with students.	Principals; Counselors	August-May	Local Funds; Title IV	Reduction in number of bullying and sexual harassment incidents;	Campus Discipline Reports; Resources
The SHAC Committee will explore and support activities for health and wellness education.	Principals; District Nurse; SHAC Committee	Fall and Spring Semester (4 meetings per year)	Local Funds	Meeting agendas; sign-in sheets	Committee evaluation of health and wellness education and activities for students and staff

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Teachers will participate in staff development sessions on bullying, sexual harassment, dating violence, child abuse and neglect, child sexual abuse, human trafficking awareness, and suicide prevention. (1) Dating Violence Prevention Month (2) Suicide Information Presentation (2) Bullying Prevention (3) Internet / Cyberbullying Presentation (4) Hope Alliance Dating Violence Prevention Activities (5) Youth Summit Leadership Meeting (6) Training on Child Abuse and Neglect and Child Sexual Abuse (7) Presentation on Human Trafficking Awareness	Superintendent; Principals; Counselors; Instructional Technologist; Curriculum Director	August - May	Local Funds; Title IV	Sign-in Sheets; Staff Development Agendas / Records	Campus Discipline Reports / PEIMS End of Year Reports; Counselor Referrals
Students and staff will conduct and participate in Red-Ribbon week activities to teach students about the dangers of various drugs. (1) Safe and drug-free awareness activities	Principals; Counselors	October	Local Funds; Title IV	Reduction in the number of incidents involving drugs	Campus Discipline Reports; End of year PEIMS Discipline Report
Incorporate and expand character education on all campuses. (1) Counselor Lessons – Positive Character (2) Project Wisdom announcements (FES) (3) PBIS & Overcoming Obstacles Character Education (FMS) (4) No Place for Hate (FES/FMS) (5) Two-Words Character Program (FHS)	Principals; Counselors	August-June	Local Funds; Title IV	Counselor lessons; posters; books; schedule of lessons	Campus Discipline Reports; End of year PEIMS Discipline Report
Provide tobacco, drug, and alcohol prevention education to students. (1) Health and Physical Education (2) Special Presentations (3) Posters / Literature / Brochures (4) Community Resources (5) Counseling	Principals; counselors; Health/PE teachers; Nurse	August-June	Local Funds; Title IV	Lesson plans; brochures; Health / counseling resources	Campus Discipline Reports; End of year PEIMS Discipline Report

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Provide counseling for students as appropriate. (1) Individual counseling	Counselors	August-June	Local Funds	Number of referrals	Increased academic performance; discipline reports
Staff members will participate in mental health professional development.	Principals; Counselors; District Nurse	November	Local Funds; Title IV	Meeting agendas; record of attendance	Increase in community resources for mental health and wellness services; Education / support for students

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Train required staff in CPR, First Aide, use of the AED, and concussion training.	Superintendent; Principals; Athletic Director	June-August	Local Funds	Sign-in sheets; CPR certifications issued ; Training agenda	Certified staff in Safety and First Aide Education
Coordinate efforts with community organizations to build support systems for students. (1) Community mentors (2) 21st CCLC After-School Program (3) Food Drives (4) Coats for Kids	Superintendent; Principals; SPED/Fed Programs Director; Teachers	August-June	Local Funds; 21st CCLC	List of mentors / activities	Community participation and support for students
Coordinate with 21st Century Learning Centers to provide academic support and enrichment activities to students in need of assistance.	Principals; Site Coordinators	August-June	21st CCLC Grant	List of activities / events / support	Documentation of CIS outreach / support of students
Increase the number of staff members trained in character education programs and positive behavior supports and interventions.	SPED/Fed Programs Director; Principals	August-June	Local Funds; Title IV	Sign-in sheets; meeting agendas	Campus Discipline Reports; End of Year PEIMS Discipline Report
Implement restorative discipline techniques and strategies (FES/FMS).	Principals	August-June	Local Funds	Record of teacher/administrator training	Discipline referrals/incidents
Invite community services to present safety information and provide health and safety awareness to students and staff. (1) Fire Safety Presentations (2) WatchDOG Dads (FES) (3) Health and wellness presentations	Principals; Counselor; Instructional Technologist	August-June	Local Funds; Title IV	Schedule of events; sign-in sheets	Increased education in safety information; Campus Discipline Reports
Provide training to teachers and students regarding cyber safety and security. (1) Acceptable use policy and internet safety policy communicated to students and staff (2) Common-sense media modules– Digital citizenship and cyber safety and security (3) Eduhero module on digital citizenship for teachers (4) Cyber-safety presentations	Technology Director; Instructional Technologist	August-September	Local Funds; Title IV	Record of teacher / staff /student participation; AUP and Internet Safety acknowledgements	Increased awareness of cyber safety and security; teacher evaluation /feedback; record of disciplinary incidents

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Train all staff in recognition and prevention of child abuse and neglect and child sexual abuse.	Superintendent; Principals	August - September	Local Funds	Training assessments; Record of staff participation; training certificates	Staff training evaluations; reports; staff education and awareness
Train staff members in suicide awareness and prevention and communicate the suicide prevention plan and suicide prevention programs/resources.	Principals; Counselors	August - June	TEA Recommended Resources; Local Funds	Record of staff and student participation; parental meetings; SHAC meeting agenda; certificates/records	Staff training evaluations/feedback; SHAC feedback; staff education and awareness

District Improvement Goal 6: Florence ISD will enable educators to be active partners with parents and community members in the overall education and co-curricular opportunities for Florence ISD students.

Objectives: Increase opportunities for student participation in co-curricular and extracurricular activities and events, and increase parent and community participation in these opportunities.

Performance Objective: See Performance Objective 21.

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Continue to provide numerous opportunities for students to participate in a wide range of co-curricular and extracurricular activities.	Principals; Band Director; Athletic Director; Program Coordinators; Coaches; Teachers	2016-2017 School Year	Local Funds	Record of student participation	Increase in student involvement; parent support / attendance at activities and events
Continue to encourage and increase student involvement and participation in extracurricular and co-curricular activities such as athletics, band, and UIL Academics.	Principals; Band Director; Athletic Director; Program Coordinators; Coaches; Teachers	August-June	Local Funds	Record of participation	Increase in student involvement; increase in academic achievement; parent support / attendance at activities and events
Host parent-student nights. (1) Open House / Orientation Nights (2) Parent chats at HS	Principal	August	Local Funds	Sign-in sheets; documentation of activities / information	Parental feedback and participation
Provide opportunities for family / community academic events such as "Math and Science Night" at FES, Reading night at FES, the Trade Show and Art Extravaganza at FHS, STAAR presentations, College Day, and MS/HS Career Fair.	Principal; Teachers	August-June	Local Funds	Record of attendance; documentation of activities	Increase in parent and community participation and support; parental involvement in academics

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Involve parents and community in school activities and special events / presentations. (1) Veterans Day Programs (2) Homecoming PEP Rally (3) Band Concerts (4) CTE Tradeshow (5) Career Fair (6) Theatre Arts Productions (7) Athletic Events (8) Banquets (9) Florence Education Foundation Events (10) Art Extravaganza	Principal, Teachers	August-June	Local Funds	Programs; documentation of events; number of parents and community in attendance	Increased parent / community support and participation in school events; student involvement; increase in academic achievement
Strengthen volunteer programs and booster clubs and communicate opportunities for parent / community participation.	Principals; Band Director; Athletic Director; Program Coordinators; Coaches; Teachers	August-June	Local Funds	Meeting agendas; sign-in sheets	Parental / community participation and support of school organizations
Encourage participation in the Parent Teacher Association (FES) and support PTA activities.	Principal, Teachers	August-June	Local Funds	Meeting agendas; sign-in sheets	Parental / community participation and support of school organizations
Assist students and parents with the pursuit of college/vocational programs and scholarship opportunities for students. (1) Post scholarship opportunities on counselor website (2) Participate in field trips to institutions of higher education (3) Provide military service information	Principals; Counselors	August-June	Local Funds	Website postings; counselor – student & parent meetings; scheduled field trips; military information	Increased college and career support and awareness

Activity / Strategy	Person(s) Responsible	Timeline	Resources	Formative Review	Summative
Publicize student and campus accomplishments to parents and community.	Principals; Band Director; Athletic Director; Coaches/Teachers	August-June	Local Funds	Postings of successes in newspaper and on website; convey successes at special events; staff to parent correspondence	Increased parent / community support and participation in school events; student involvement; increase in academic achievement
Recognize student accomplishments at banquets and/or awards ceremonies.	Principals; Band Director; Athletic Director; Coaches; Program Coordinators	Fall and Spring as Scheduled	Local Funds	Communication of student accomplishments / successes	Increased parent / community support and participation in school events; student involvement; increase in academic achievement
Provide opportunities for community to involve students/families in activities and support beyond the school day such as after school recreation (FES), YMCA (FES), food drive donations, Coats for Kids, robotics club, and 21st CCLC – ACE program activities.	Principals; Teachers	August-June	Community Organizations; 21st CCLC; Local Funds	Record of participation	Increased student/parent / community support and participation at school events/facilities
Continue to partner with Fort Hood in Adopt-A-School program.	Principals	August-June	Local Funds	Record of meetings/events	Increased student/ parent / community support and involvement in school events