

# Sabinal Independent School District

## District Improvement Plan

2019-2020

Accountability Rating: B



# Mission Statement

Making excellence an everyday event.

## Vision

Providing an exemplary education leading to a successful future.

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# Comprehensive Needs Assessment

Revised/Approved: October 10, 2019

## Demographics

### Demographics Summary

The Sabinal Independent School District serves a community of 1,774 as a local public education agency (LEA). As with many small communities, Sabinal ISD is the largest employer in the community. Sabinal ISD is a diverse school district serving a student body composed of approximately 78.6% Hispanic, 20.3% White, 0.4% Native American, and 0.6% Multi-Racial. Furthermore, 10.5% are classified as Students with Disabilities, and 7.5% are limited English proficient (LEP). Low-income students compose 68.5% of the student body and 17.8% are identified "at-risk." The district is composed of three campuses that include an elementary school with an enrollment of 191 students, a middle school with an enrollment of 103 students, and a high school with an enrollment of 149 students. The alternative education program for disciplinary purposes provides services for students throughout the year. The regular school day operates from 7:50 AM to 3:40 PM daily, with an annual total of 78,585 minutes of regular instruction.

### Demographics Strengths

Local churches are very supportive of the schools, donating time and materials to assist teachers, as well as providing afterschool activities. Many parents and community members donate their time to the school and their programs, however it tends to be the same individuals who volunteer.

# Student Academic Achievement

## Student Academic Achievement Summary

District academic achievement rates in comparison to the State are:

Content Area	Sabinal	State
Reading	67%	75%
Math	75%	82%
Science	61%	81%
Social Studies	66%	81%
Writing	49%	68%

The student-teacher ratio is 15, which is equivalent to the state average.

Student SAT and ACT percentage scores exceed the state and region average.

Advanced Dual-Credit Course Completion percentages exceeds the state and region.

CTE Coherent Sequence percentages far exceeded the state and region average.

## Student Academic Achievement Strengths

The elementary campus academic rating improved 19 points from previous year, and is one of the most improved campuses in the state. The high school academic rating improved 1 letter grade, is rated a "B" campus. The district rating improved 2 letter grades and is rated a "B."

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Teacher turnover affects consistency of instruction. **Root Cause:** Sabinal is a rural community approximately 90 minutes from the largest urban area, with very limited housing availability, and lacks employment opportunities for spouses of the employees.

**Problem Statement 2:** Teacher quality and inconsistent rigor affects instructional outcomes. **Root Cause:** Teacher turnover and a shortage of teacher

candidates affect instructional outcomes.

**Problem Statement 3:** 64% of all students in the district achieved the approaches grade level standard as measured by the STAAR test and 45% of students in grades 4 & 7 achieved the approaches grade level standard. **Root Cause:** Lack of teacher understanding for the instructional strategies and frameworks needed to reinforce concepts of early literacy development and reading comprehension, as well as a lack of teacher understanding for the instructional strategies to engage the students in the writing process as well as content needed to establish a firm knowledge base for student understanding of writing and grammar.

# District Processes & Programs

## District Processes & Programs Summary

Sabinal ISD employs approximately 82 total staff, with 41 serving as classroom teachers, 7 professional support, 3 campus administrator's and 2 district level administrators. Furthermore, the district employs 14 paraprofessionals and 15 auxiliary staff.

In preparation for 2019-2020 the district implemented a comprehensive plan to improve teacher retention and for teacher recruitment. They are: 100% Paid Medical Insurance; 10 Paid Days Annual Personal Leave; Paid \$10,000 Term Life Insurance; \$500 Perfect Attendance Incentive; and a \$100/YR Retention Incentive. Furthermore the district offers a \$3000 signing bonus and a \$2500 relocation bonus to help recruit new teachers.

Academic achievement incentives have also been implemented for 2019-2020 for teachers, which include: \$3500 Teacher Excellence Incentive; \$1000 Teacher Leader Incentive; \$3500 College and Industry-Based Certification Incentive; and a \$1500/\$3500 Advanced Placement and Dual-Credit Incentive.

Finally, to recruit local future teachers the district has implemented a locally developed "Grow Our Own" incentive for college students who choose to student teach in the district; and for our high school graduates who return to the district after completing a teacher preparation program. Both of these programs provide a starting teacher salary starting on pay step #5 instead of the customary entry level pay step of #0.

## District Processes & Programs Strengths

In 2018-2019 the district provided 54 equivalent days of professional development, all designed to improve instructional outcomes. Intensive training was provided on curriculum and pedagogy; assessment design and assessment data interpretation; teacher on-boarding and mentoring; and transformational change.

In 2019-2020 the district now employs an Academic Dean, who provides whole group, small group and individualized professional development in a wide range of instructional support areas. The Academic Dean also provides on-going mentoring to developing teachers.

The district utilizes the TEKS Resource System for its curriculum, as well as state adopted instructional materials, and ancillary instructional resources chosen at the campus level. The Reading Plus program is used district-wide for Tier 2 instruction for struggling and developing readers.

# Perceptions

## Perceptions Summary

The district implemented Transformational Change training at each campus as well as Skip Level (teacher-superintendent) meetings; both designed to improve the culture and climate on each campuses and with all teachers.

## Perceptions Strengths

Teacher surveys indicate the vast majority of the teachers are generally pleased with their jobs and the support and leadership of their principal. The survey also indicates that the majority of teachers feel they have ample instructional materials and their budgets are sufficient to purchase materials for their classroom and/or programs.



# Priority Problem Statements

**Problem Statement 1:** Teacher quality and inconsistent rigor affects instructional outcomes.

**Root Cause 1:** Teacher turnover and a shortage of teacher candidates affect instructional outcomes.

**Problem Statement 1 Areas:** Student Academic Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## Employee Data

- State certified and high quality staff data

## Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

# Goals

**Goal 1: Sabinal ISD will promote student-centered lessons utilizing active and engaging learning to maximize student achievement and individual academic success.**

**Performance Objective 1:** By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core, we will improve by 10% of the current Approaches, Meets and Masters rates.

**Evaluation Data Source(s) 1:** Approaches, Meets and Masters Performance on STAAR / EOC Exams

**Summative Evaluation 1:**





**Targeted or ESF High Priority**

**TEA Priorities:** 2. Build a foundation of reading and math. 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>RDA</b></p> <p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math            Connect high school to career and college            Improve low-performing schools</p> <p>1) Provide TEKS Resource System curriculum Development for K-12th grade teachers to study TEKS for the upcoming six weeks, instructional strategies, formative assessments, and academic vocabulary activities.</p>	2.4, 2.5, 2.6	Campus Principals, Academic Dean, Teachers	TEKS-based assessments; TPRI data; STAAR data; PLC agendas and sign-in sheets; surveys, Teacher participation and feedback.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>RDA</b></p> <p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math Improve low-performing schools</p> <p>2) Provide content and pedagogical support to teachers with the implementation of the curriculum during campus PLC meetings and Academic Dean sessions.</p>	2.4, 2.5, 2.6	Campus Principals, Academic Dean	Agendas from PLCs (Professional Learning Communities); Lesson Plans, Walk-Throughs				
<p><b>RDA</b></p> <p><b>Equity Plan Strategy</b></p> <p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math Improve low-performing schools</p> <p>3) Implement a balanced approach to literacy instruction for all students to include prescriptive guided instruction to increase student achievement in reading and writing.</p>	2.4, 2.5, 2.6	Campus Principal, Academic Dean	Students will use strategies taught during prescriptive guided instruction to improve fluency and the ability to read on grade level.				
<p><b>RDA</b></p> <p><b>Equity Plan Strategy</b></p> <p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>4) Provide a vertically aligned novel reading list with a minimum requirement of two novels read by each student per semester in grades 6 through 12.</p>	2.4, 2.5, 2.6	Campus Principals, Academic Dean, Teachers	*Students will expand their vocabulary increasing their ability to publish well-written work.				
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math Improve low-performing schools</p> <p>5) Provide a vertically aligned handwriting curriculum that enables students to write legibly in cursive across all disciplines.</p>	2.4	Campus Principals, Academic Dean, Teachers	Students in grades 2-12 will be able to write legibly in cursive.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<b>RDA</b> <b>Equity Plan Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 6) Teachers will develop TEKS-Based formative assessments and use state released tests in order to gauge student mastery.	2.4, 2.5, 2.6	Campus Principals, Academic Dean, Teachers	Tracking student achievement data, prescriptive student intervention driven by formative results				
<b>RDA</b> <b>Equity Plan Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 7) Provide ongoing coaching and/or lesson modeling for teachers focusing on research based, high-yield instructional strategies.		Campus Principals, Academic Dean	Classroom Walk-Through data, coaching observation data				

 = Accomplished    
  = Continue/Modify    
  = No Progress    
  = Discontinue

**Goal 1:** Sabinal ISD will promote student-centered lessons utilizing active and engaging learning to maximize student achievement and individual academic success.

**Performance Objective 2:** Through Response to Intervention (RTI), classroom practitioners will identify students in need and ensure that content is made comprehensible for all students.

**Evaluation Data Source(s) 2:** Tracking formative assessment data, increase in number of students meeting growth measures

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>RDA</b>  <b>Equity Plan Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Improve low-performing schools                      1) Provide professional development and differentiated curricula that meets the needs of all students in reading and math.</p>	2.4, 2.6	Campus Principals, Counselor, Teachers	80% of teachers will use the RTI process to identify students in need of academic support and implement differentiated curricula to address those needs.				
<p><b>RDA</b>  <b>Equity Plan Strategy</b>  <b>TEA Priorities</b>                      Build a foundation of reading and math                      Improve low-performing schools                      2) Provide reading support for individual students through an adaptive technology platform.</p>	2.4, 2.5, 2.6	Campus Principals, Counselor, Teachers	Reading Plus/CapIt data reports; Study Island reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<b>RDA</b> <b>Equity Plan Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 3) Provide prescriptive small group math instruction informed by formative assessment data.	2.4, 2.5, 2.6	Campus Principals, Counselor, Teachers, Interventionists	TEKS-Based Assessments, Benchmark test scores, STAAR scores, Star Renaissance Math data; Study Island reports				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 1:** Sabinal ISD will promote student-centered lessons utilizing active and engaging learning to maximize student achievement and individual academic success.

**Performance Objective 3:** Achieve a seamless integration of innovative technologies in the teaching and learning environment to support all learners.


**Evaluation Data Source(s) 3:** Increase in use of innovative technologies for teaching and learning.

**Summative Evaluation 3:**


**Targeted or ESF High Priority**

**TEA Priorities:** 4. Improve low-performing schools. 2. Build a foundation of reading and math.


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Effectively implement innovative technologies for teaching and learning.	2.5, 2.6	Technology Coordinator, Campus Principals, Academic Dean, Librarian/Media Specialist	Number of professional development sessions attended by campus and district leaders, district/campus leader self-assessment				
2) Continue to provide ongoing professional development opportunities that engage staff in the effective use of technology to improve their own productivity and improve student achievement.	2.5, 2.6	Technology Coordinator, Campus Principals, Academic Dean, Librarian/Media Specialist	Professional Development sessions and feedback, provide log of opportunities and use				
3) Continue to provide technology resources for campuses based on adopted standards for life-cycle replacements (ie. English, Language Arts, Math, etc) and to support ever emerging technologies to enable efficient, effective, and meaningful teaching, learning, research, and communication.	2.5, 2.6	Technology Coordinator, Campus Principals, Academic Dean, Librarian/Media Specialist	Resources in place for teachers and students to use; Replace out of date lab and/or student technology with up-to-date equipment				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue



**Goal 1:** Sabinal ISD will promote student-centered lessons utilizing active and engaging learning to maximize student achievement and individual academic success.

**Performance Objective 4:** Through family and community partnerships, we expect a 10% increase in access and opportunity for family/community participation in the educational process.


**Evaluation Data Source(s) 4:** Family/Community participation results

**Summative Evaluation 4:**

**Targeted or ESF High Priority**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Provide district-wide opportunities for awareness sessions that cover the following topics: personal graduation plans, state testing requirements, and college financial aid.	3.1, 3.2	Campus Principals, Counselor	Parent participation and feedback				
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Provide district-wide opportunities for parents and their children to participate in, including but not limited to Open House, Co-Curricular Night, Reading & Writing Game Night, Book Fairs, Family Picnic, Fall Festival, Thanksgiving Lunch, Veteran's Day Programs, Christmas Concerts, Math Night, and Awards Ceremonies	3.1, 3.2	Campus Principals, Academic Dean, Counselor	Parent participation and feedback				



100% = Accomplished    → = Continue/Modify    0% = No Progress    X = Discontinue

**Goal 2: Sabinal ISD will empower students to respond appropriately to academic and social challenges as they are faced in our schools and in our community.**

**Performance Objective 1:** Through the implementation of an effective management plan and enforcing the student code of conduct in a fair and consistent manner, we will provide a safe, secure, and orderly learning environment and reduce the number of disciplinary incidents from the previous year.

**Evaluation Data Source(s) 1:** Discipline Reports, In School Suspension (ISS) referrals


**Summative Evaluation 1:**


**Targeted or ESF High Priority**

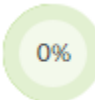
**TEA Priorities:** 4. Improve low-performing schools. 1. Recruit, support, retain teachers and principals.


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>RDA</b>  <b>Equity Plan Strategy</b>  <b>TEA Priorities</b>                      Improve low-performing schools                      1) Character trait lessons will be taught to all classes through guidance counseling sessions that provide social/emotional support for each student.</p>	2.5	Campus Principals, Counselors	decrease in campus discipline reports				
<p><b>RDA</b>  <b>Equity Plan Strategy</b>  <b>TEA Priorities</b>                      Improve low-performing schools                      2) Students will be provided counseling lessons on how to report dating violence, suicide, and/or bullying anonymously and proactive strategies to stop bullying routinely throughout the school year.</p>	2.5, 2.6	Campus Principals, Counselor, Teachers	Reduced number of incidents				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<b>RDA</b> <b>Equity Plan Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 3) Teachers will work to create safe learning environments through establishing and maintaining a strong classroom management system. Students that experience persistent misbehavior problems will be referred to RTI for behavior intervention.	2.5	Campus Principals, Counselor, Teachers	Decrease in student discipline reports				

 = Accomplished
 

 = Continue/Modify
 

 = No Progress
 

 = Discontinue





**Goal 2:** Sabinal ISD will empower students to respond appropriately to academic and social challenges as they are faced in our schools and in our community.

**Performance Objective 2:** Increase the number of professional development opportunities to positively impact student health and well-being

**Evaluation Data Source(s) 2:** Number of professional development opportunities that positively impact student health and well-being

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Develop/Implement a sexual education curriculum to selected secondary students and training for secondary staff.		Campus Principals, District Nurse	Selection of curriculum, student participation and feedback				
2) Provide a coordinated school health curriculum as made available by TEA.		Campus Principals, SHAC Coordinator	Student participation and feedback				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

### Goal 3: Sabinal ISD will prepare all students for post-secondary engagement: college, trade school, military or workforce.

**Performance Objective 1:** Develop effective Career and Technology Education programs including including industry-based and reserve-officer training courses which enable students to learn the skills necessary for career, workforce, and/or military readiness.

**Evaluation Data Source(s) 1:** Total number of students enrolled in CTE program, the number of students receiving certifications, number of students join into any branch of military, and number of students taking the SAT and/or ACT

**Summative Evaluation 1:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>RDA</b>  <b>Equity Plan Strategy</b>  <b>TEA Priorities</b>            Connect high school to career and college            1) Develop pathways providing students with industry certifications and dual credit opportunities.</p>	2.4, 2.5, 2.6	Campus Principals, Counselor	Graduation plans completed for each student at the high school.				
<p><b>TEA Priorities</b>            Connect high school to career and college            2) Ensure students are on track to obtain at least one endorsement and performance acknowledgement.</p>		Campus Principals, Counselor	Collaborate with high school counselor to monitor student four year coherent sequence in order to obtain an endorsement.				
<p><b>TEA Priorities</b>            Connect high school to career and college            3) CTE staff will provide opportunities for students to explore career opportunities in industries that are relevant to the area.</p>		Campus Principals, Counselor, CTE staff	Each pathway will take at least one industry-based field trip per school year to receive exploratory career knowledge.				
<p><b>TEA Priorities</b>            Connect high school to career and college            4) Implement and continue the public relations development through the use of local newspaper, school web page, school board recognition and end of the school year banquet.</p>		Campus Principals, CTE staff	Monthly updates to various media sources and hosting of a successful CTE end of year recognition banquet.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<b>TEA Priorities</b> Connect high school to career and college 5) Afford the opportunity for every high school student to take the SAT and/or ACT assessment.	2.4, 2.5, 2.6	Campus Principals, Counselor	Increase four-year college attendance for low-income students				
<b>TEA Priorities</b> Connect high school to career and college 6) Recruitment opportunities from each branch of the military per school year.		Campus Principals, Counselor	Increase in student enrollment to a military branch.				
<b>TEA Priorities</b> Connect high school to career and college 7) Host career day on campus to introduce students to careers by bringing community members into the school to discuss their jobs.	2.5	Campus Principals, Counselors	Students will get the opportunity to meet a wide variety of employers from multiple industries.				

100% = Accomplished  
 ➔ = Continue/Modify  
 0% = No Progress  
 ✗ = Discontinue

## Goal 4: Sabinal ISD will cultivate opportunities for student participation that extend beyond the classroom.

**Performance Objective 1:** Increase student participation in co-curricular/extra-curricular activities and provide an increased awareness of additional activities and opportunities available to all students.





**Evaluation Data Source(s) 1:** Comparison of enrollment in courses in 18/19 and 19/20

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<b>TEA Priorities</b> Connect high school to career and college 1) A vertical alignment of all athletic programs, grades 6-12 will take place.		Athletic Director, Campus Principals, Counselor	Comparison of enrollment in athletics in 18/19 and 19/20.				
<b>TEA Priorities</b> Connect high school to career and college 2) A vertical alignment of all Fine Arts programs, grades 6-12, will take place.	2.5	Fine Arts Teacher/s, Music/Band Director, Campus Principals, Counselor	Comparison of enrollment in Fine Arts programs in 18/19 and 19/20.				
3) Visits to elementary and middle school campuses will take place to recruit and retain student membership	2.4, 2.5, 2.6	Campus Principals, Athletic Director, Fine Arts staff	Increase enrollment in athletics and fine arts courses				
<b>TEA Priorities</b> Connect high school to career and college 4) Educational field trips and local field experiences which allow students to participate in hands on, real life experiences.	2.5	Campus Principals	One educational field trip per grade level each year.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<b>TEA Priorities</b> Connect high school to career and college 5) Provide necessary tools/equipment to campuses for a more engaging fine arts program .	2.5	Campus Principals, Counselor	An increase in student participation in music and arts.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





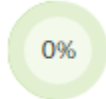

**Goal 4:** Sabinal ISD will cultivate opportunities for student participation that extend beyond the classroom.

**Performance Objective 2:** Sabinal ISD will continue to improve University Interscholastic League (UIL) academic participation and results across all participating grades.

**Evaluation Data Source(s) 2:** Comparison of participation in UIL events from 18/19 and 19/20

**Summative Evaluation 2:**

**TEA Priorities:** 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<b>RDA</b> <b>Equity Plan Strategy</b> <b>TEA Priorities</b> Connect high school to career and college 1) Each campus will increase the number of students participating in academic UIL events; each campus will increase the number of students placing in UIL events.	2.5	Campus Principals, UIL Coordinators, UIL Coaches	The number of students participating and placing in UIL competitions will increase.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

# RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide TEKS Resource System curriculum Development for K-12th grade teachers to study TEKS for the upcoming six weeks, instructional strategies, formative assessments, and academic vocabulary activities.
1	1	2	Provide content and pedagogical support to teachers with the implementation of the curriculum during campus PLC meetings and Academic Dean sessions.
1	1	3	Implement a balanced approach to literacy instruction for all students to include prescriptive guided instruction to increase student achievement in reading and writing.
1	1	4	Provide a vertically aligned novel reading list with a minimum requirement of two novels read by each student per semester in grades 6 through 12.
1	1	6	Teachers will develop TEKS-Based formative assessments and use state released tests in order to gage student mastery.
1	1	7	Provide ongoing coaching and/or lesson modeling for teachers focusing on research based, high-yield instructional strategies.
1	2	1	Provide professional development and differentiated curricula that meets the needs of all students in reading and math.
1	2	2	Provide reading support for individual students through an adaptive technology platform.
1	2	3	Provide prescriptive small group math instruction informed by formative assessment data.
2	1	1	Character trait lessons will be taught to all classes through guidance counseling sessions that provide social/emotional support for each student.
2	1	2	Students will be provided counseling lessons on how to report dating violence, suicide, and/or bullying anonymously and proactive strategies to stop bullying routinely throughout the school year.
2	1	3	Teachers will work to create safe learning environments through establishing and maintaining a strong classroom management system. Students that experience persistent misbehavior problems will be referred to RTI for behavior intervention.
3	1	1	Develop pathways providing students with industry certifications and dual credit opportunities.
4	2	1	Each campus will increase the number of students participating in academic UIL events; each campus will increase the number of students placing in UIL events.

# District Instructional Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Nikki Joslin	Academic Dean, Chair
District-level Professional	Richard Grill	Superintendent
District-level Professional	Mike Neuman	Chief Finance Officer
Administrator	Steve Alvarado	Secondary Principal
Administrator	Beth Brady	Elementary Principal
Administrator	Adriana Beza	Assistant Principal, DLT Secretary
Classroom Teacher	Sophie Hayhurst	Agriculture Science Teacher
Classroom Teacher	Douglas Flansburg	Secondary Science Teacher
Classroom Teacher	Cody Clark	Junior High ELA/R Teacher
Classroom Teacher	Kolbi Fowlkes	1st Grade Teacher
Classroom Teacher	Veronica Piles	2nd Grade Teacher
Classroom Teacher	Lindsey Sandoval	5th Grade ELA/R Teacher
Classroom Teacher	Becky Olivares	PreK Teacher
District-level Professional	Cecelia Reyes	SHAC Coordinator
Community Representative	Duane Joslin	Business Representative
Community Representative	Sean Johnston	Community Representative
Community Representative	Stephen Henry	Community Representative
Classroom Teacher	Donnie Wilkinson	4th Grade Teacher