

# DISTRICT IMPROVEMENT PLAN 2010-2011

MOTLEY COUNTY  
INDEPENDENT SCHOOL DISTRICT

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**Motley County Independent School District**  
**SITE-BASED DECISION-MAKING COMMITTEE**  
**DISTRICT IMPROVEMENT PLAN**  
**2010-2011**

The Motley County ISD Board of Trustees approves the District Improvement Plan annually. This plan is a “living document” that will be reviewed and modified throughout the year as educational programs are revised. Teachers, students, parents, and other stakeholders will remain involved in this review process.

This plan can be accessed for public view in the school offices and in both the MCS Library, and the Motley County Public Library and the Motley County Web-Site([www.motleyco.org](http://www.motleyco.org)).

The SBDM committee of Motley County ISD has developed the following plan, and the signatures below indicate their agreement with and support of the District Improvement Plan.

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Andrew Seigrist, Superintendent

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William Cochran, Principal

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Cathey Turner, Secondary Teacher

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Bethany Overton, Elementary Teacher

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Kathy Gillespie, Secondary Teacher

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Lacey Rankin, Elementary Teacher

---

Ann Neaves, Special Programs Instructor

---

Denise Ford, Non-teaching Representative

---

Rosalee Davis, Non-Teaching Representative

---

Tammy Simpson, Parent Representative

---

D" Anna Russell, Community Member

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Brooke Barton, Parent Representative

---

Gail Ream, Business Representative

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Stayce Cochran, Business Representative

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Jim Watson, Community Member

## **District Vision**

**Dedicated to Excellence  
Committed to Students (Children)**

### **District Mission Statement:**

*The Motley County educational system is committed to providing opportunities for all students so that they may be prepared to participate as responsible citizens in an ever-changing society. We are convinced that all students can achieve success. We pledge to provide for their development: mentally, physically, emotionally, and socially, to assure that success.*

## **Motley County ISD Board of Trustees 2010-2011 Board & District Goals**

**The Motley County ISD Board of Trustees, in conjunction with the administrative staff, has set the following Board and District goals for the 2010-2011 school year. The board and administrative staff, working together as a team, will strive to provide the support and tools necessary to reach these goals. The board and administrative staff acknowledge the efforts and progress made by everyone involved in striving to reach these goals.**

- 1. Emphasize continuous improvement**
- 2. Promote positive public relations.**
- 3. Welcome visitors, creating a warm and friendly environment at school.**
- 4. Create an attractive school environment for students and staff.**
- 5. Encourage participation in and recognize achievement of student academic extracurricular activities.**

- 6. Provide students with quality, rigorous instruction designed to prepare them for life after graduation.**
- 7. Build student pride in school.**
- 8. Maintain and improve the appearance of grounds and facilities.**
- 9. Emphasize visibility of school board members at school activities.**
- 10. Employment of a conservative and efficient approach to fiscal management.**
- 11. Recognition of achievements of staff, building staff morale.**
- 12. Recruit and retain qualified staff.**
- 13. Focus on dedication to excellence, commitment to children.**

# DISTRICT GOALS AND PERFORMANCE OBJECTIVES

Motley County ISD has 70% or higher free/reduced rate and is a Title I School-wide campus. The state compensatory education funds and 2.16 FTEs will be used on the school-wide campus to support and upgrade programs and activities for students at-risk of dropping out of school.

## Goal #1-Student Performance

Motley County ISD will meet or exceed the state standard of at least 90% of all the students and each subgroup passing all parts of the Texas Assessment of Knowledge and Skills (TAKS.)

### Performance Objectives

Student groups will meet or exceed the state TAKS **Reading** pass rates to achieve exemplary accreditation status with improvement as follows:

All students	90%	African-American	90%	Anglo	95%
Economically Disadvantaged	90%	Hispanic	90%		

Student groups will meet or exceed the state TAKS **Mathematics** pass rates to achieve exemplary accreditation status with improvement as follows:

All students	90%	African-American	90%	Anglo	95%
Economically Disadvantaged	95%	Hispanic	90%		

Student groups will meet or exceed the state TAKS **Writing** pass rates to achieve exemplary accreditation status with improvement as follows:

All students	95%	African-American	90%	Anglo	95%
Economically Disadvantaged	95%	Hispanic	90%		

Student groups will meet or exceed the state TAKS **Social Studies** pass rates to achieve exemplary accreditation status with improvement as follows:

All students	100%
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Student groups will meet or exceed the state TAKS **Science** pass rates to achieve exemplary accreditation status with improvement as follows:

All students	90%
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Goal #2-Student Attendance

Motley County ISD will increase average daily attendance for all students.

Performance Objective

Motley County ISD will have 98% or above attendance for the 2009-2010 school year.

Goal #3-Student Drop-Out Rate

Motley County ISD will maintain 0% student drop-outs.

Performance Objective

Motley County ISD will have an annual dropout rate of 0% for all student groups and all subgroups.

Goal #4-College Entrance Exam Participation and Performance

Motley County ISD will achieve the state “acknowledged” standard by increasing the number of seniors taking a college entrance exam and increasing the percentage of students scoring at or above criterion.

Performance Objective

At least 80% of graduates (all students and each student group) will take a college entrance exam with 50% or more examinees meeting or exceeding the criterion score (SAT-1110; ACT-24.)

Goal #5-Special Programs

Motley County ISD will improve instructional focus for students in special programs.

Performance Objective

Academic programs will be provided that increase the achievement level of students in special education, Section 504, ESL, GT, and those students at-risk of dropping out of school.

Goal #6-Technology

Motley County ISD will integrate technology into the classrooms.

Performance Objective

The opportunities for staff and students to use computer-based instruction; computer-assisted instruction and exploration of new technology will be increased by 50%.

Goal #7-School Safety

Motley County ISD will maintain a safe and disciplined environment conducive to student learning.

Performance Objective

Programs that contribute to the growth of self-discipline and respect for others will be developed and supported, as well as those that keep students and staff members free from the threat of harm. Participation on these programs will increase by 50%.

Goal #8-Parent Involvement

Motley County ISD will increase the number of opportunities for parent involvement.

Performance Objective

Programs that increase the size and scope of parent involvement in school activities and the learning process will be developed and increased by 50%.

Goal #9-PBM Risk Factors

Programs with PBM risk levels of 3 or 4 will be improved so risk levels will drop to 2 or below.

Performance Objective

Each program area on the Overall PBM Risk Levels report, indicating a level of 3 or more will be studied and intervention strategies will be developed that address identified concerns, thus dropping risk levels to 2 or below.

# MOTLEY COUNTY INDEPENDENT SCHOOL DISTRICT DISTRICT IMPROVEMENT PLAN 2010-2011

## **Goal #1-Student Performance**

Motley County ISD will meet or exceed the state standard of at least 90% of all the students and each subgroup passing all parts of the Texas Assessment of Knowledge and Skills (TAKS).

## READING

### Performance Objectives

Student groups will meet or exceed the state TAKS **Reading** pass rates to achieve exemplary accreditation status with improvement as follows: All students 90% African-American 90% Anglo 95% Economically Disadvantaged 90% Hispanic 90%

State Board Of Education (SBOE) Goal: 1 SBOE Objectives: 1,2,4,5,6,8,9 Effective School Correlates: 1,2,4,5,6, 7 ISD Strategies: 1,6,8,9,12,13						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
1. Comprehensive disaggregation of campus reading performance to determine instructional needs; develop classroom strategies based on scientifically-based research using AR, STAR, and Reading Street (K-5)	TAKS Results  AR and Star Results  TPRI Results  DIBELS Results  Reading Street Benchmark	SFSF  Local  Title I	Part time Curriculum person  Classroom Teachers  Principal	Six-Weeks Monitoring  Report to Site-Based Team (SBT)-Spring  Weekly monitoring	Reading Performance Records  Progress Monitoring	Spring TAKS  TPRI Scores

	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
2. Continue in the implementation of the reading Texas Essential Knowledge and Skills (TEKS), grades PK-12	Grade Level Reading TEKS  Instructional Materials		Principal  Classroom Teachers	Six-Weeks Monitoring  Report to Site-Based Team (SBT)-Spring	Lesson Plans	End of Year Student Performance Records  Spring TAKS
3. Continue integration of the 3 tier reading model for individualized instruction for struggling readers, Section 504, ESL, dyslexic and special education students based on scientifically-based research in the regular reading curriculum and intervention classroom.	Instructional Materials SIPPS Wilson Prentice-Hall Literature C-Scope ESL and Spec. Educ. Teachers	Title I  ESL  SE	Principal  Classroom teachers	Six-Weeks Monitoring  10 week VIP	Lesson Plans	Individual Student Assessments  Benchmark Tests
4. An individualized multisensory program for reading will be provided for dyslexic students	Instructional Materials  SIPPS Wilson Program  Reading Classroom  Supplies	Title I	Title 1 Reading teacher	Six-Weeks Monitoring  10 week evaluations with  Program evaluations	Lesson Plans  Student Progress Checks	End of Year Student Performance Records  Spring TAKS
5. Teach TAKS Readiness: a. test taking strategies b. TAKS practice in actual format c. parental involvement in TAKS prep workshops d. student/parent conferences with emphasis on strengths/weaknesses of previous TAKS scores, grades 4-11	Staff Development  ESC-17 Staff  Commercial and teacher made materials		All Teachers	Six-Weeks Monitoring  Report to SBT-Spring	Lesson Plans  Conference and staff development agendas and sign-in sheets	Spring TAKS

6. Establish and use a core curriculum based on scientific research for explicit and systematic instruction.	Universal Literacy Program Supplies SIPPS	SCE  SFSF	Elementary Teachers  Part time Curriculum person	Six-Weeks Monitoring  Report to SBT-Spring	Lesson Plans  Student Records  Student Progress Checks	TAKS and Reading Test Scores
7. Periodic elementary meetings (to discuss methods of improving instruction and use of assessments)	Student Performance Records  TPRI Results  Release TAKS Tests		Instructional Staff  Principal	Six-Weeks Monitoring  Report to SBT-Spring	Elementary Staff Meetings	Spring TAKS
8. Provide opportunities for TAKS and general reading acceleration: a. Implement AR reading in Junior High b. Provide incentives for reading c. Develop instruction from scientifically-based research	Teaching Staff  Accelerated Reader	SCE	Principal	Six-Weeks Monitoring  Report to SBT-Spring	Six-Weeks Grades  Reading Assessments	Spring TAKS  Final Grades

9. Staff members will participate in district and/or state professional development related to campus needs to insure a highly trained and qualified staff; training will be ongoing throughout school year	Staff Development Opportunities  ESC-17 Staff  Supplies	Title I, II, and Title II Part A  GT	Principal	April	Staff Development Records	PDAS Evaluations  Teacher Self-Reports
10. Annual assessment for those not taking TAKS (PK-2,12)	Student Performance Records Scholastic ITBS SAT ACT RPTE TELPAS	Local	Staff  Principal  ARD and LPAC Committees	Report to SBC-Spring	Lesson Plans  Release TAKS Tests  Test Results	Release TAKS Test Results  Scholastic, RTPE, ITBS, SAT, ACT, TELPAS, and TPRI Results

12. All elementary teachers and secondary English teachers will become ESL certified	Elementary and Secondary English Teachers  Staff Development  TeXas Exams	ESL	Principal	December	ExCet Results	SBEC Certification
13. Teachers will complete annual survey of program effectiveness in order to recommend goals and improvements in the areas of: a. staff development b. staffing c. instructional programs, esp. those involving special populations d. parent involvement e. eliminating economic, gender and racial bias f. student assessment	Survey instrument  All ISD staff members		Superintendent  Principal	Spring	Faculty Meetings  Staff Input/Communication  Student Progress	Completed Survey/Recommendations  Student Achievement Levels
14. SBDM will meet each year to make plans for the next year's staff development trainings	SBDM		Principal	Spring	SBDM Minutes/Discussions	Staff Development Agenda
15. Parent-Teacher conferences will be held each Fall for those students who failed the state-academic assessment during the previous school year; goals and strategies will be discussed	Teacher  Parents  Counselor  TAKS results		Principal	September-October	Parent Conference Logs	Increased Student Achievement  TAKS Results
16. Parents will receive report cards every six-weeks and progress reports every three-weeks .	Progress Reports  Report Cards		Principal  Teachers	Every third and sixth week of each grading period	Progress Reports  Report Cards	Increased Student Achievement  TAKS Results
17. WebCat, OpenBook, PASeries, Parsoft and Cohort testing resources will be utilized for baseline and pre-TAKS assessments and remediation in all grade levels	WEBCAT PASeries, Parsoft Programs  ESC-17	Title I	Principal	Each Six-Weeks	AEIS-IT and Parsoft Disaggregation Reports	Increased Student Achievement  TAKS Results

22. Elementary classes will utilize Sequoyah, Success Maker, and A+ software for the remediation and acceleration of student of student reading skills.	Sequoyah A+ Success Maker  Reading Eggs  Computer Lab		Elementary Teachers	Each Six- Weeks	Lesson Plans  Elementary Lab Schedule	Increased Student Achievement  TAKS Results
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**Evaluation Progress Review Key: 1. Accomplished    2. Considerable Progress    3. Some Progress    4. No Progress    5. Discontinued**

# MATHEMATICS

## Performance Objectives

Student groups will meet or exceed the state TAKS **Mathematics** pass rates to achieve exemplary accreditation status with improvement as follows: All students 90% African-American 90% Anglo 95% Hispanic 90% Economically Disadvantaged 95%

<b>State Board Of Education (SBOE) Goal: 2 SBOE Objectives: 1,2,4, 6,8,9 Effective School Correlates: 1,2,3,4,5,6,7 ISD Strategies: 7,8,9,12,13</b>						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
1. Disaggregated TAKS scores will be used to determine the instructional needs of each student; strategies based on scientifically-based research will be developed and implemented	TAKS Results		Principal Classroom teachers	Report to SBT- Spring	Student Item Analysis Reports  Developed Strategies	Spring TAKS
2. Staff development will continue to provide instruction for creating appropriate math curriculum, developed from scientifically-based research, through the implementation of the TEKS; training will be ongoing throughout year	District Math Committee  Math Instructors  UNT  ESC-17 Staff	UNT Middle School Math Grant  Local	Principal  Part Time Curriculum Person	Report to SBT- Spring	Staff Development Agendas  Handouts  Developed Strategies	Lesson Plans  DIP
3. Mastery, study skills and computer lab classes will be utilized for TAKS acceleration	Supplies  Computer Lab	SFSF	Principal	Monitored Each Six-Weeks	Lesson Plans  Student Progress Checks	Spring TAKS

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
4. Computer assisted instruction will continue to be used to reinforce TAKS/TEKS concepts	Computer Lab  Software		Core Subject Teachers	Monitored Each Six-Weeks  Report to SBT- Spring	Lesson Plans  Student Assessments	Spring TAKS
5. Test-taking strategies will be taught throughout the district	TAKS Preparation Materials WEBBCAT		Core Subject Teachers	Monitored Each Six-Weeks  Report to SBT- Spring	Lesson Plans  Student Assessments	Spring TAKS  Benchmark Tests
6. Math curriculum will continue to be integrated into all classes in order to instill math as a meaningful life skill	TAKS Preparation Materials Motivational Math  Math Instructors	UNT Middle School Math Grant	Math Teachers  Instructors	Report to SBT- Spring	Lesson Plans  Planning Meeting Agendas	Spring TAKS
7. Annual assessment for those not taking TAKS (PK-2,12)	Student Performance Records SAT ACT	Local	Staff  Principal  ARD and LPAC Committees	Report to SBT- Spring	Lesson Plans  Test Results	SAT, ACT Results

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
8. Teachers will complete annual survey of program effectiveness in order to recommend goals and improvements in the areas of: g. staff development h. staffing i. instructional programs, esp. those involving special populations j. parent involvement k. eliminating economic, gender and racial bias l. student assessment	Survey instrument  All ISD staff members		Superintendent  Principal	Spring	Faculty Meetings  Staff Input/Communication  Student Progress	Completed Survey/Recommendations  Student Achievement Levels
9. SBDM will meet each year to make plans for the next year's staff development trainings	SBDM		Principal	Spring	SBDM Minutes/ Discussions	Staff Development Agenda
10. Parent-Teacher conferences will be held each Fall for those students who failed the state-academic assessment during the previous school year; goals and strategies will be discussed	Teacher  Parents  Counselor  TAKS results		Principal Counselor	September-October	Parent Conference Logs	Increased Student Achievement  TAKS Results
11. Elementary classes will utilize A+ and Success Maker software for the remediation and acceleration of student math skills	A+ SuccessMaker Computer Lab		Elementary Teachers	Each Six-Weeks	Lesson Plans  Elementary Lab Schedule	Increased Student Achievement  TAKS Results
12. WEBCCAT on-line resources will be utilized for baseline and pre-TAKS assessments and remediation in all grade levels; results will be disaggregated by student groups with the AEIS-IT program	WEBCCAT Program  Quizdom  ESC-17	Title I	Principal	Each Six-Weeks	AEIS-IT Disaggregation Reports	Increased Student Achievement  TAKS Results

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
13. Seek program to increase achievement including higher level thinking skills.	Measure-UP C-Scope	Math Grant Titus Grant	Instructional Staff		Grant applications	Program and Funding
14.. Parents will receive report cards every six-weeks and progress reports every three-weeks when students' grades fall below 80	Progress Reports  Report Cards		Principal  Teachers	Every third and sixth week of each grading period	Progress Reports  Report Cards	Increased Student Achievement  TAKS Results

**Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued**

# WRITING

Performance Objectives

Student groups will meet or exceed the state TAKS **Writing** pass rates to achieve exemplary accreditation status with improvement as follows: All students 95% African-American 90% Anglo 95% Hispanic 90% Economically Disadvantaged 95%

<b>State Board Of Education (SBOE) Goal: 1 SBOE Objectives: 1,2,4, 5,8,9 Effective School Correlates: 1,2,3,4,5,6,7 ISD Strategies: 5,6,7,8,9,12,13</b>						
<b>Strategies/Activities</b>	<b>Resources</b>		<b>Performance</b>		<b>Evaluation</b>	
	<b>Materials/ Staff</b>	<b>Cost/ Funding</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Formative</b>	<b>Summative</b>
1. Staff development will continue to provide training in and time for creating appropriate writing curriculum developed from scientifically-based research and disaggregated test data; training will be ongoing throughout year	Kamico Open Book	Title I and Title II Part A  Local	Principal  ELA Teachers  All Teachers	Report to SBT-Spring	Writing Samples  Staff Development	Spring TAKS

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
2. Vertical and horizontal alignment meetings	Writing Portfolios  TAKS and Practice Writing Scores  Writing TEKS		Principal  All Teachers	Semester Meetings  Report to SBT-Spring	Notes from Alignment meetings	Spring TAKS
3. Mastery, tutorial, study skills and computer lab classes will be utilized for TAKS acceleration in reading, writing, math, science and social studies	Computer Labs	SCE  Local	Principal All Teachers	Monitored Each Six-Weeks  Report to SBT-Spring	Lesson Plans  Student Attendance Records	Spring TAKS  Student Grades
4. Elementary classes will incorporate oral language development components into the regular instructional day	Teacher Academies  SIPPS ESC-17	Local	Principal  Classroom Instructors	End of Each Semester	Lesson Plans  Student Assessments	Students Achievement Records  TPRI Results  Spring TAKS
5. All classes will utilize writing strategies to strengthen student composition skills and require students to write daily	Writing Curriculum  Instructional Materials	Local	Principal	Monitored Each Six-Weeks  Report to SBT-Spring	Lesson Plans  Practice TAKS Writing Tests  Writing Portfolios	Spring TAKS  Writing Samples

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
7. All classes will have a strong instructional focus on the mechanics of writing (grammar, capitalization, punctuation and spelling)	Writing Portfolios  Writing Curriculum	Local	Principal	Monitored Each Six-Weeks  Report to SBT-Spring	Lesson Plans  Practice TAKS Writing Tests  Writing Portfolios	Writing Portfolios  Spring TAKS  Student Assessments
8. Computer-assisted instruction will continue to be used to reinforce TAKS/TEKS concepts	Computer Labs A+ Open Book Study Island		Classroom Instructors	Monitored Each Six-Weeks  Report to SBT-Spring	Lesson Plans  Lab Use Logs	Spring TAKS  Student Achievement
9 district and/or state professional development related to campus needs to insure a highly qualified staff	Staff Development Opportunities	Title I, II, V  Reading First	Principal	April	Staff Development Surveys	PDAS Evaluations  Teacher Self-Reports
10. Multicultural awareness themes will be incorporated into the writing curriculum	Campus Library ESC 17 Staff Development	SFSF	Teachers  Librarian	April	Lesson Plans	Writing Samples

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
11. Assessments for those not taking TAKS (PK-2, 12)	Student Performance Records  #Students Taking TAKS  #Students Exempt from TAKS		Staff  Principal  ARD and LPAC Committees  Counselor	Report to SBT-Spring Monitored Each Six-Weeks	Lesson Plans  Release TAKS Tests	Release TAKS Test Results  RPTE and TPRI Results
12. Teachers will complete annual survey of program effectiveness in order to recommend goals and improvements in the areas of: m. staff development n. staffing o. instructional programs, esp. those involving special populations p. parent involvement q. eliminating economic, gender and racial bias r. student assessment	Survey instrument  All ISD staff members		Superintendent  Principal	Spring	Faculty Meetings  Staff Input/Communication  Student Progress	Completed Survey/Recommendations  Student Achievement Levels
13. SBDM will meet each year to make plans for the next year's staff development trainings	SBDM		Principal	Spring	SBDM Minutes/Discussions	Staff Development Agenda
14. Parent-Teacher conferences will be held each Fall for those students who took the state-academic assessment during the previous school year; goals and strategies will be discussed	Teacher  Parents  Counselor  TAKS results		Principal	September-October	Parent Conference Logs	Increased Student Achievement  TAKS Results
	<b>Resources</b>		<b>Performance</b>		<b>Evaluation</b>	

	<b>Materials/ Staff</b>	<b>Cost/ Funding</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Formative</b>	<b>Summative</b>
19. WEBCCAT and PASeries on-line resources will be utilized for baseline and pre-TAKS assessments and remediation in all grade levels;	WEBCCAT and PASeries Programs ESC-17	Title I	Principal	Each Six-Weeks	Disaggregation Reports	Increased Student Achievement TAKS Results
20. Parents will receive report cards every six-weeks and progress reports every three-weeks	Progress Reports Report Cards		Principal Teachers	Every third and sixth week of each grading period	Progress Reports Report Cards	Increased Student Achievement TAKS Results

**Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued**

**Goal #2-Student Attendance**

Motley County ISD will increase average daily attendance for all students.

**ATTENDANCE**

Performance Objective

Motley County ISD will have 98% or above attendance for the 2010-2011 school year.

<b>State Board Of Education (SBOE) Goal: 1,2,3,7 SBOE Objectives: 1,2,3,7 Effective School Correlates: 2,3,4,6 ISD Strategies: 10,12</b>						
<b>Strategies/Activities</b>	<b>Resources</b>		<b>Performance</b>		<b>Evaluation</b>	
	<b>Materials/ Staff</b>	<b>Cost/ Funding</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Formative</b>	<b>Summative</b>
1. Campus-wide incentive programs for perfect attendance will be maintained	Semester Test Exemptions  Motley County Parent Club  Local Businesses	Local  Donations	Principal  Motley County Parent Club	Monitored Each Six-Weeks and Semester  Report to SBT-Spring	Participation Log	Perfect Attendance Roster
2. Attendance clerk will call parents of absent students each morning	Attendance Clerk		Principal	Monitored Daily  Report to SBT-Spring	Daily Attendance	Attendance Records
3. Information about compulsory attendance laws and loss of credit will be distributed to parents annually	Students Handbook	Local	Principal	September	Signed Handbook Acknowledgment Form	Attendance Records
4. Enforcement of compulsory attendance laws .	Attendance Clerk		Superintendent  Principal	Report to SBT-Spring	Parent Notifications	Attendance Record  Court Records

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
5. Stress attendance through lessons/programs on character education, self-esteem or personal responsibility	Classroom Teachers  Positive Behavior Initiative		Principal  Counselor	Report to SBT-Spring	Lesson Plans  Classroom Strategies	Attendance Record  Program Surveys
6. Saturday School or After-School Program may be utilized for make-up days	Teachers		Principal	April	Program Attendance Rosters	Number of students regaining lost credit or promoted

**Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued**

**Goal #3-Student Drop-Out Rate**

Motley County ISD will maintain 0% student drop-outs.

**DROP-OUT**

Performance Objective

Motley County ISD will have an annual drop-out rate of 0% for all student groups and all subgroups.

<b>State Board Of Education (SBOE) Objectives: 1,2,3,4,7,8,9 Effective School Correlates: 2,3,4,6 ISD Strategies: 1,4,5,10,11,12,13</b>						
<b>Strategies/Activities</b>	<b>Resources</b>		<b>Performance</b>		<b>Evaluation</b>	
	<b>Materials/ Staff</b>	<b>Cost/ Funding</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Formative</b>	<b>Summative</b>
1. Demographic analysis to help identify students at-risk	Student Data		Principal Counselor	October Report to SBT-Spring	Student Records	Unrecovered Drop-Out Rate
2. Conduct a comprehensive needs assessment using disaggregated AEIS data	Time to conduct study		Grade Level Teachers Principal Counselor	October Report to SBT-Spring	Student Lists Campus/ District Goals	DIP
3. A student withdrawal process will be used that ensures adequate information is gathered about the reason for leaving	Counselor Registrar	SCE	Principal Counselor	On-going monitoring as needed	Withdrawal forms Tracking Documents Drop-Out List	Student Records
4. Use a systematic method of identifying and recovering student drop-outs	Counselor Registrar	SCE	Superintendent Principal Counselor	Report to SBT-Spring	Withdrawal forms Tracking Documents Drop-Out List	Final Drop-Out Report

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
5. Encourage parenting education program for students who are parents through Pregnancy Related Services (PRS)	Parenting Curriculum  Counselor	SCE	Counselor	Report to SBT-Spring	Student Participant List	Number of Students Served that Graduate or Obtain GED
6. Provide Homebound Services for students as needed through PRS, Spec. Ed., or 504 services	Teachers  Counselor	SCE	Principal  Counselor  Spec. Ed. Director	Report to SBT-Spring	Homebound Roster	Number of Homebound Students Promoted or Graduated
7. Continue offering Tech Prep courses that provide a vocational/technical background, and job training as well as give college credit	Tech Prep Support	Carl Perkins  Tech Prep	Superintendent  CATE Instructors	Report to SBT-Spring	Tech Prep Articulated Agreements	Student Participant Roster  College Credits Earned
8. TAKS acceleration is made available for students via computer lab and study skills classes	Computer Lab  Software		Principal	Monitor Each Six-Weeks  Report to SBT-Spring	Student Work Portfolio  Student Assessments	Spring TAKS
9. Allow semester exam exemptions for eligible students, grades 9-12	Grade and Attendance Reports		Principal	Monitor Each Six-Weeks  Report to SBT-Spring		Semester Exemption List
10. Implement Character Counts Curriculum	Resource Guide  Parent/ Community Volunteers	Title I	Counselor	Monitor Each Six-Weeks  Report to SBT-Spring	Lesson Plans	Program Survey of Results  Yearly Discipline Notice Total

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
11. Actively identify LEP students and monitor academic progress	LEP Services  Home Language Survey		Principal  ESL Coordinator  LPAC Members	September and as needed	Student Records  ESL Student List	Annual LEP evaluations  Student Achievement
12. Early ESL intervention services provided for PK-1 students a. testing b. tutorials	ESL Teacher  LPAC	State Bilingual/ESL	Principal  ESL Coordinator	September and as needed	Pre-Assessment Skills Checklist	Progress Report to Parents
13. Drop-out students will complete questionnaire	Survey Sheet		Registrar	Prior to Withdrawal  Report to SBT-Spring	Completed Survey	# of Drop-Outs
14. Utilization of an attendance accountability process a. compulsory attendance laws b. parent notification c. appeal process for excessive absences	Parent Conferences	Local	Principal  Attendance Clerk	Daily Monitoring  Report to SBT-Spring	Daily Attendance Records  Copies of Letters  Attendance Committee Agendas	Annual Attendance and Drop-Out Rate

**Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued**

**Goal #4-College Entrance Exam Participation and Performance**

Motley County ISD will achieve the state “acknowledged” standard by increasing the number of seniors taking a college entrance exam and increasing the percentage of students scoring at or above criterion.

**COLLEGE ENTRANCE EXAMS**

Performance Objective

At least 80% of graduates (all students and each student group) will take a college entrance exam with 50% or more examinees meeting or exceeding the criterion score (SAT-1110; ACT-22.)

<b>State Board Of Education (SBOE) Goals:1,2 SBOE Objectives: 1,2,3,4,6 Effective School Correlates: 2,4,5,6 ISD Strategies: 1,2,5,12,13</b>						
<b>Strategies/Activities</b>	<b>Resources</b>		<b>Performance</b>		<b>Evaluation</b>	
	<b>Materials/ Staff</b>	<b>Cost/ Funding</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Formative</b>	<b>Summative</b>
1. Continue to implement TEKS at all grade levels	Curriculum Guides and materials  TEKS		Principal  Teachers	Monitored Weekly	Regularly Scheduled Department Meetings  Lesson Plans	Vertical Alignment  Class Syllabi
2. Address specific student needs based on data gathered from disaggregated TAKS scores and End of Course (EOC) exams	TAKS and EOC Reports	Title I	Principal	October	Six-Weeks Student Performance Records  Department Meetings	Annual Student Performance Reports  Spring TAKS
3. Provide instruction in critical thinking and problem- solving skills across the curriculum	Instructional Materials	Title I	Teachers  Principal	Monitored Each Six-Weeks	Six-Weeks Student Performance Records  Department Meetings	Annual Student Performance Reports  Lesson Plans  PDAS

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
4. Inform and involve parents in course selection and registration process; encouraging all high school students to complete the SBOE recommended plan for graduation	Newspaper Announcement  College Brochures  Campus Bulletin		Counselor	Spring Pre-Registration Meeting	Parent Contact  Conference Logs	Sign-In Sheets  Records of Parent Involvement  Parent Surveys
5. Encourage all students to take the PSAT or PLAN test during classroom discussions and school-wide announcements	PSAT/PLAN Bulletin and Information		Counselor  Teachers	End of Second Six-Weeks	PSAT/PLAN Registration Report	PSAT/PLAN Participant List
6. Communicate college and career opportunities in all academic areas	Career Education Materials  Ground Hog shadowing  Tech Prep Career Day	Local	Counselor  Teachers	End of Each Semester	Lesson Plans	Inclusion of Career and College Education in Syllabi

**Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued**

**Goal #5-Special Programs**

Motley County ISD will improve instructional focus for students in special programs.

**SPECIAL PROGRAMS**

Performance Objective

Academic programs will be provided that meet the needs of all students.

State Board Of Education (SBOE) Goals:1,2 SBOE Objectives: 1,3,5,9 Effective School Correlates: 2,5,7 ISD Strategies: 5,6,8,12,13						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
1. Continue Title I school-wide programs in all grades	Title I School-wide Compact  Campus Programs	Title I-Part A  Title V	Superintendent	April	Program Schedules	Program Assessments
2. Monitor the performance of students at-risk and provide acceleration and intervention strategies	Teachers  ESC-17		Principal  Spec. Ed. and ESL Staff	Monitor Each Six-Weeks  Report to SBT-Spring	Report Cards  Student Assessments	Spring TAKS  Graduation Rate
3. Provide advanced instruction, grades PK-12, for identified GT students	TEKS Part –Time GT teacher  GT Training	State GT  ESC-17 GT CO-OP	Principal  Teachers	Monitor Each Six-Weeks  Report to SBT-Spring	Student Participant List	Lesson Plans  Student Portfolios

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
4. Provide appropriate placement of students in special education	Spec. Ed. Diagnostician	Spec. Ed.	Spec. Ed. Director	Annual ARDS	Individual. Educational Plan (IEP)	Annual ARD Minutes  Number of Qualifying Students
5. Provide staff development in the area of instructional modifications for students in spec. ed., 504, and the dyslexia program	Spec. Ed. Diagnostician  ESC-17  Educational Consultants	Spec. Ed.	Spec. Ed. Director  Title 1 Reading Teacher  Principal	During School Year	Staff Development Evaluations  Classroom Strategies	Staff Development Sign-In Sheets and Agendas  PDAS
6. Provide staff development in the areas of pre-referral and intervention strategies for students to be tested for the spec. ed., 504, ESL and dyslexia program	Spec. Ed. Diagnostician  Principal  Spec. Ed. Teachers	Spec. Ed.	Spec. Ed. Director  ESC 17  Principal	During School Year	Staff Development Evaluations  Classroom Strategies	Staff Development Sign-In Sheets and Agendas  PDAS
7. Provide training for personnel to ensure a range of options and groupings are being offered to students in the spec. ed., 504, ESL and dyslexia programs	Spec. Ed. Diagnostician  Principal  Spec. Ed. Teachers	Spec. Ed.	Spec. Ed. Director  Title 1 Reading Teacher  Principal	August	Staff Development Evaluations  Classroom Strategies	Staff Development Sign-In Sheets and Agendas  PDAS
8. Develop materials and resource packets that inform and provide guidance to students and parents regarding transition planning	Transition Coordinator	Spec. Ed.	Spec. Ed. Director	August and as needed	Transition Flyers	Number of Flyers Handed Out
9. Provide a multisensory age appropriate dyslexia program for all eligible students	Reading Classroom  Classroom Materials	Title I	Title 1 Reading Teacher	Monitor Each Three-Weeks	Lesson Plans  Student Assessments	Student Rosters  List of Services

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
10. Offer CATE programs for all students, grades 9-12	CATE Instructors		Principal	April	Student Rosters	Student Transcripts
11. Increase student participation in academic UIL activities, grades K-12	UIL Materials	UIL Fund	Principal  UIL Sponsors	October	UIL Practice Rosters	Participation List  Spring UIL Results
12. Expand distance-learning opportunities	ITV Classroom  South Plains College  Instructors	Title II Part D Local	Superintendent  Counselor	May	Class List  Master Schedule	Class Roster
13. Provide services for homeless students	ESC-17		Counselor  Principal	Ongoing Evaluation	Participant List	Number of Homeless Students Promoted or Graduated
14. Identify and recruit migrant students	Bi-lingual Registration Materials ESC-17		Registrar  Counselor	August and as needed	Student Schedules	Participant List  Parent Surveys
15. Allow TAKS exemptions for recent immigrants	LPAC Committee		Principal  ESL Coordinator	August and as needed	Enrollment Forms  Student Records	TAKS Exemption List

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
16. Identified at-risk students will be served through the Title I School-wide program	40% or higher Free-Reduced lunches required		Principal Counselor	August -July	Benchmark Tests  Attendance Rosters	Spring TAKS  Student Achievement  Reduction in Drop-Out Rate
17. Teachers will complete annual survey of program effectiveness in order to recommend goals and improvements in the areas of: s. staff development t. staffing u. instructional programs, esp. those involving special populations v. parent involvement w. eliminating economic, gender and racial bias x. student assessment	Survey instrument  All ISD staff members		Superintendent Principal	Spring	Faculty Meetings  Staff Input/ Communication  Student Progress	Completed Survey/ Recommendations  Student Achievement Levels

**Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued**

**Goal #6-Technology**

Motley County ISD will integrate technology into the classrooms.

## TECHNOLOGY

Performance Objective

The opportunities for staff and students to use computer-based instruction; computer-assisted instruction and exploration of new technology will be increased.

<b>State Board Of Education (SBOE) Goals:1,2,3,4 SBOE Objectives: 1,2,4,6,8,9 Effective School Correlates: 1,2,4,5,6,7 ISD Strategies: 1,9,12,13</b>						
<b>Strategies/Activities</b>	<b>Resources</b>		<b>Performance</b>		<b>Evaluation</b>	
	<b>Materials/ Staff</b>	<b>Cost/ Funding</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Formative</b>	<b>Summative</b>
1. Inform teachers and staff of technology training available through vendors, Webcasts, ITV, Video Recordings, Online Courses, ESC17 workshops, and Rolling Plains Consortium professional development opportunities	ITV Lab & Cart; Computer Labs, TV/DVD Equipment; Specified software for content areas and for district wide use	Local Funds, Federal Funds, Vision2020 Grant, T3 Grant, Rolling Plains Consortium Funds	Rolling Plains Consortium Program Director; MCISD Administration; MCISD Technology Coordinator	September 2010 through August 2011	Schedules of Webcasts, ITV session, TETN session, Online Course Trainings; ESC17 Workshops; Rolling Plains Consortium calendar of professional development	Evaluate usage and determine changing needs
2. Provide training and assistance in the use of content area software and hardware	TV Lab & Cart; Computer Labs, TV/DVD Equipment; and content area software; Rosetta Stone, TechKnowdge, Connected Tech; Type to Learn; Adobe CS3 Suite; textbooks and incorporated software	Local Funds, Federal Funds, Vision2020 Grant T3 Grant, Rolling Plains Consortium Funds	MCISD Technology Coordinator; Teachers from local district and other districts within the Rolling Plains Consortium; ESC17 staff; Vendors	September 2010through August 2011	Training Schedules	Training Evaluation

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
3. Provide training and assistance in the use of student recovery, remediation and/or enrichment software and hardware	Computer Labs; Kurzweil, Odysseyware , A+ and Study Island software, Qwizdom (web-based)	Past Grants, Vision2020 Grant, T3 Grant, SPED funds, and Ari-Ami funds	MCISD Technology Coordinator; Teachers from local districts; Vendors	September 2010 through August 2011	Curriculum Alignment Documents  Classroom Observations	Increased student Achievement
4. Provide staff development and assistance in the use of technology for TAKS review and benchmarks	Computer Labs; WebCT, Odysseyware,	Past Grants	MCISD Technology Coordinator; Teachers from local districts; ESC17; Vendors	September 2010 through August 2011	Student TAKS Testing	Completion of TAKS testing online
5. Provide professional development on implementation of Technology Application TEKS into curriculum	Computer Labs; InfoSource; Thinkfinity; Connected Tech	Past Grants, Vision2020 Grant, T3 Grant	MCISD Technology Coordinator; Teachers from local district and other districts within the Rolling Plains Consortium; ESC17 staff; Vendors	September 2010 through August 2011	Classroom Observations and Lesson Plans	Lesson Plans
6. Provide staff development and assistance to ensure all staff members meet SBEC technology applications standards	Computer Labs; InfoSource;	Past Grants	MCISD Technology Coordinator; Teachers from local district and other districts within the Rolling Plains Consortium; ESC17 staff;	September 2010 through August 2011	Use of technology by staff	Developed documents; classroom activities

<b>Strategies/Activities</b>	<b>Resources</b>		<b>Performance</b>		<b>Evaluation</b>	
<b>Materials/ Staff</b>	<b>Cost/ Funding</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Formative</b>	<b>Summative</b>	
7. Provide training and assistance in the use of technology utility software for more efficient course and school management.	Computer Labs; RSCCC: Business and Student software; TxGradebook; Novell; Requisition System software	Past Grants, Local Funds	MCISD Technology Coordinator; skilled local personnel; ESC17, District Technician	September 2010 through August 2011	Use of technology by staff for school records and reports	Increased efficiency in record keeping
8. Provide the technology necessary for online TAKS testing as required by the state	Pearson	State provided	MCISD TAKS Coordinator; MCISD Technology Coordinator; TEA workshops	TAKS Test Schedule	TAKS Test; AEIS-IT Disaggregation Reports	TAKS Results
9. Staff and students will be introduced and receive just-in-time training on the implementation of new technologies	Web 2.0; Smartboards, Interwites, Projectors, Elmos	Past Grants, Vision2020 Grant; T3 Grant	MCISD Technology Coordinator; Skilled local personnel; Vendors; ESC 17 workshops; TechPrep workshops	September 2010 through August 2011	Use of technology by staff and students	Classroom activities

**Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued**

**Goal #7-School Safety**

Motley County ISD will maintain a safe and disciplined environment conducive to student learning.

**SCHOOL SAFETY**

Performance Objective

Programs that contribute to the growth of self-discipline and respect for others will be developed and supported, as well as those that keep students and staff members free from the threat of harm.

<b>State Board Of Education (SBOE) SBOE Objectives: 1,2,5,7 Effective School Correlates: 3,4,6,7 ISD Strategies: 1,4,6,12</b>						
<b>Strategies/Activities</b>	<b>Resources</b>		<b>Performance</b>		<b>Evaluation</b>	
	<b>Materials/ Staff</b>	<b>Cost/ Funding</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Formative</b>	<b>Summative</b>
1. Maintain the MCISD Crisis Management Plan; evaluating and updating each year	Local Plan	SCE	Superintendent Principal Counselor	August and as needed	Document ongoing editing	Completed Crisis Management Plan
2. Provide staff development relating to school violence prevention and intervention, drug abuse and suicide presentation; conflict management, and classroom management, district discipline policy and code of conduct.	ESC-17	Local	Principal Counselor	August	Staff Development Agendas and Sign-in Sheets	Staff Development Surveys
3. Students with severe disciplinary problems will be placed in MCS DAEP	MCS DAEP Facility Instructor	Local	Superintendent Principal	As assigned	Record of AEP placements	Number of students placed and offenses committed
4. Regularly scheduled fire, tornado and evacuation drills will be conducted	All Staff Members		Principal	Monthly	Drill Schedule	Yearly Drill Reports

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
5. Plan and hold safety training for faculty and students with community volunteers.	Local volunteers		Teachers Principal	On going	Plans	Program agendas
7. Crisis Management Team will be organized and trained in Crisis Prevention Intervention Techniques	ESC-17		Principal	August	CMT Membership List  CPI Training Schedule	CMT Participants  Faculty Survey  Incident Report

**Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued**

**Goal #8-Parent Involvement**

Motley County ISD will increase the number of opportunities for parent involvement.

**PARENT INVOLVEMENT**

Performance Objective

Programs that increase the size and scope of parent involvement in school activities and the learning process will be developed and increased in number.

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
1. Develop plan for increasing the parent involvement in the area of student learning and the decision-making process	Parents  Counselor		Superintendent  Principal  Reading Coordinator  SBT	August	Parent Survey  SBT Election	Parent Surveys  SBT Membership Roster
2. Annual notification to parents of legislative updates regarding opportunities available to the top 10% graduates, the Texas Grant program, college admission requirements and financial aide	Information Flyers/ Brochures		Counselor	August	Number of Information Flyers Sent Out  Agendas	Sign-In Sheets  Parent Surveys
3. Develop a weekly plan to keep parents informed	Newspaper School Website		Principal Superintendent	Entire year	Community and Parent Response	Community and Parent Response

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
4. Back-to-School Night a. Title I Information b. AEIS Report c. Student Success Initiative d. Handbooks/Forms e. SBDM f. "Meet and Greet" g. Pick-up Report Cards h. Reading First Report	Counselor MCPC  Handouts  PowerPoint Presentations	Title I  Local	Principal	August	Agenda	Sign-In Sheets
5. Annually evaluate the participation of parents and community members in school functions	MCPC Teachers		Superintendent  Principal	May	Sign-In Sheets Conference Logs MCPC Membership	Student Achievement  Parent Surveys  # of parents at events
6. Parent-Teacher conferences will be held each Fall for those students who took the state-academic assessment during the previous school year; goals and strategies will be discussed	Teacher  Parents  Counselor  TAKS results		Principal	September- October	Parent Conference Logs	Increased Student Achievement  TAKS Results
7. Parents will receive report cards every six-weeks and progress reports every three-weeks	Progress Reports  Report Cards		Principal  Teachers	Every third and sixth week of each grading period	Progress Reports  Report Cards	Increased Student Achievement  TAKS Results
<b>Strategies/Activities</b>	<b>Resources</b>		<b>Performance</b>		<b>Evaluation</b>	

	<b>Materials/ Staff</b>	<b>Cost/ Funding</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Formative</b>	<b>Summative</b>
8. All school communications, such as announcements, flyers and grade reports will be made available in both English and Spanish	Spanish Translation Software		Principal	August -May	Bi-lingual Announcements, Flyers, Memos, Grade Reports  Parent Surveys	Increased Parent Involvement  Positive Parent Responses
9. Proper nutrition guidelines and healthy-eating habit information will be sent to all families during the school year	Information Flyers	Local	Cafeteria Manager	Throughout year	Nutritional Information Flyers	Parent Feedback  Improved Student Nutrition
10. Parents of GT students will meet annually to review the GT program and make recommendations for improvement	ESC-17 Staff  GT Coordinator		Principal  Counselor	May	Agenda  Parent Survey	Increased Student Achievement  Parent Recommendations
11. A district-wide Parent Involvement Policy will be developed with the collaboration of parents and staff members	Parents  Community Members  School Staff		Principal	December	Meeting Agendas  Minutes	Completed Parent Involvement Policy
14. Parent involvement trainings will be planned and implemented with the collaboration of parents and staff members	ESC-17  Parents  Community Members  School Staff	Title I	Principal	October -May	Parent Staff Development Schedule  Training Sign-In Sheets	Parent Survey  Training Minutes

**Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued**

**Goal #9-PBM Risk Factors**

Programs with PAS/DAS risk levels of 3 or 4 will be improved so risk levels will drop to 2 or below.

**PBM RISK FACTORS**

Performance Objective

Each program area on the Overall PBM Risk Levels report, indicating a level of 3 or more will be studied and intervention strategies will be developed that address identified concerns, thus dropping risk levels to 2 or below.

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
1. Increase student participation in all CATE programs according to PBM indicators.	Counselor Teachers		Superintendent Principal		Master Schedule	Class Rosters
2. Decrease number of economically disadvantaged students in CATE: Offer more non-CATE elective opportunities to economically disadvantaged students	Elective Certified Teachers		Superintendent Principal		Master Schedule	Class Rosters
3. Decrease number of special education students in CATE: Offer more non-CATE elective opportunities to special education students	Elective Certified Teachers		Superintendent Principal	August -May	Master Schedule	Class Rosters
4. Balance the number of students identified as GT in the elementary grades to those in secondary school: Develop GT selection criteria that adequately identifies elementary students; retest previously identified students in the 5 <sup>th</sup> and 8 <sup>th</sup> grades to ensure proper student placement	Counselor  GT Testing Materials	GT	Principal	October	GT Identification Matrix	GT Student List

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/ Staff	Cost/ Funding	Person Responsible	Timeline	Formative	Summative
5. Increase the number of economically disadvantaged students identified as GT: Develop GT selection criteria (esp. nonverbal means) that adequately identifies economically disadvantaged students; retest previously identified students in the 8 <sup>th</sup> grade to ensure proper student placement	Counselor  GT Testing Materials	GT	Principal	October	GT Identification Matrix	GT Student List
6. Increase the number of secondary GT students enrolled in university level courses Dual Credit Classes	ITV Classroom Computers  SPC Agreement  ESC-17		Principal  Counselor	August	Master Schedule	Class Enrollment List
7. Decrease the number of students identified as special education: Create and utilize a Pre-Referral Committee that shares intervention strategies with the regular education teacher and parents, and closely monitors student needs before a special education referral is initiated	Pre-Referral Committee		Principal	August -May	Committee Meeting Minutes  Special Education Referral Requests	Number of New Referrals/ Placements

**Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinued**

# PUBLIC EDUCATION MISSION, GOALS AND OBJECTIVES

The **mission** of public education of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parent involvement in the school is essential for the maximum educational achievement of a child.

Public Education Academic **Goals**: To serve a foundation for a well-balanced and appropriate education

1. The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language
2. The students in the public education system will demonstrate exemplary performance in the understanding of science
3. The students in the public education system will demonstrate exemplary performance in the understanding of social studies
4. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics

The **objectives** of public education are:

1. Parents will be full partners with educators in the education of their children
2. Students will be encouraged and challenged to meet their full educational potential
3. Through enhanced drop-out prevention efforts, all students will remain in school until they obtain a high school diploma
4. A well-balanced and appropriate curriculum will be provided to all students
5. Qualified and highly effective personnel will be recruited, developed and retained
6. The state's students will demonstrate exemplary performance in comparison to national and international standards
7. School campuses will maintain a safe and disciplined environment conducive to student learning
8. Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve learning
9. Technology will be implemented and used to increase the effectiveness of student learning, instructional learning, instructional management, staff development and administration

# EFFECTIVE SCHOOL CORRELATES

## **1. Instructional Leadership**

The Superintendent/Principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents, community and students. The Superintendent/Principal actively promotes a positive, supportive environment; guides collaborative planning; monitors instruction to ensure effective implementation of campus plans; secures appropriate resources; and appraises staff performance to provide professional growth.

## **2. Instructional Focus**

A clear and well-defined instructional focus is based on the shared belief by all district/campus staff that all students can learn. A commitment to this belief results in innovative, coordinated instructional practices that prevent socioeconomic, language, or cultural differences from impeding student progress. All staff prioritizes instruction as the primary activity of the school, and they use a variety of proven instructional techniques to ensure success for each student. Collaborative instructional planning and shared decision-making among district staff are focused on expected, realistic outcomes for students that are specified in measurable terms, with incremental timeline and designated evaluative criteria and procedures.

## **3. District Climate**

A positive district climate is characterized by safety, orderliness, cleanliness, clear and reasonable disciplinary rules, systems for rewarding student behavior, and special support for at-risk students. In districts with positive climates, teachers demonstrate collegiality, open communication, and support for shared professional growth, and consistent enforcement of collaboratively established rules for safety and student self-responsibility. Students are rewarded for both academic and citizenship accomplishments.

## **4. Teacher Behavior and High Expectations**

In effective districts, teachers consistently demonstrate high expectations regarding the ability of all students to learn, regardless of economic, cultural, or learning differences. Higher-level thinking skills are taught to all students, and innovative scheduling and instructional strategies are used to ensure that all students progress according to their individual mastery of expected knowledge and skills. District guidance programs are based on the expectation that all students will graduate, and staff members understand and prevent the detrimental effects of low attendance rates, and high rates of failure and retention. Teacher and administrators value equity and demonstrate overt, positive behavior toward all students, regardless of gender, race and socioeconomic status.

## **5. Assessment**

Staff members of effective districts frequently assess student performance using multiple types of measures to determine whether intended outcomes are being achieved. District needs assessment is conducted for planning and goal-setting using data on the academic excellence indicators and other performance measures, including appropriate indicators for special needs populations. Grade, subject, classroom, gender, ethnicity, economic status and special program placement of students desegregate the data.

## **6. Parental and Community involvement**

Effective districts frequently and systematically inform parents and community members about school events and issues. Parents and citizens participate in district planning activities, and receive clear, accurate feedback regarding the effectiveness of school programs and service. Procedures for parent and community involvement in school planning and activities are clearly communicated in appropriate language to ensure that all segments of the community are welcomed. Staff members provide parents and community members with techniques for helping students learn.

## **7. District Resource Allocation**

District resources are allocated equitably and efficiently to meet the identified needs of the specific student population. The district budget allocates resources for personnel and programs to provide necessary services for special needs students, and to address priorities identified in the district improvement plan. District guidelines are followed for the generation and management of additional resources such as those from parent-teacher organizations, booster clubs, and fundraisers.

***These correlates provide the research-based authority for effective district planning, decision-making, implementation and evaluation.***

## **COMMUNITY AND SCHOOL STRATEGIES**

1. We will energize and integrate all sectors of our diverse community into partnerships supporting the district's mission and objectives.
2. We will form a lasting partnership with each graduate and maintain knowledge of his/her progress to assess future program needs.
3. We will continue analysis and addressing of facility needs.
4. We will create better district and community communication.
5. We will design appropriate alternative programs for students with special needs.
6. We will employ and retain effective employees at MCISD.
7. We will develop a comprehensive staff development program.
8. We will implement an annual cycle of program evaluation.
9. We will restructure the instructional program, establishing benchmarks, maximizing flexibility and students success.
10. We will establish a safe, disciplined school environment.
11. We will implement programs that will promote community service, individual worth, and community values and respect for others.
12. We will foster significant involvement of all students and parent in the educational process.
13. We will increase the emphasis of technology in educating students.

## **SPECIAL PROGRAMS/SPECIAL POPULATIONS**

**The following special programs and special populations will be included in the 2010-2011 school-wide programs:**

- ◆ Gifted and Talented (State)
- ◆ IDEA-B Formula and Pre-School
- ◆ Economically Disadvantaged
- ◆ ESL/Bilingual (State and Federal)
- ◆ Title I, Part A
- ◆ Title II, Part D
- ◆ Title IV (SDFSC)
- ◆ Carl Perkins (Federal)
- ◆ Gender inequities
- ◆ Ethnic groups
- ◆ Title III (Technology)
- ◆ State Compensatory Education
- ◆ State Special Education
- ◆ Title II, Preparing and Training Teachers and Principals
- ◆ Title V (Innovative Strategies)
- ◆ CATE (State)
- ◆ Students at-risk
- ◆ State Technology Allotment

## **FUNDING SOURCES**

**The following state, local and federal funding sources will be coordinated during the 2009-2010 school year in order to support district programs for the academic achievement of all students:**

- ◆ Title I, Part A                      All children meet state content and performance standards
- ◆ Title II, Part A                    Teacher and Principal Training and Recruitment
- ◆ Title II, Part D                    Technology
- ◆ Title IV                             Safe and Drug-Free Schools and Communities
- ◆ Title V                              Innovative Education Program Strategies
- ◆ Title VI                             Flexibility and Accountability
- ◆ Carl D. Perkins Vocational and Applied Technology Education (CATE)  
    Vocational Courses
- ◆ Individuals with Disabilities Education Act (IDEA), Part B  
    Special Education
- ◆ State Compensatory Education  
    Programs/Strategies for Students At-Risk
- ◆ State Technology Funds        Technology
- ◆ Bilingual/English as a Second Language (ESL)  
    ESL Programs/Strategies
- ◆ Gifted and Talented (GT)        GT Programs/Strategies

## MOTLEY COUNTY SCHOOL TAAS / TAKS SCORES 1996-2005

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
<b>READING</b>											
<i>All Students</i>	76.1%	79.6%	88.0%	85%	83.2%	83.3%	89.7%	87%	80%	81%	
<i>Anglo</i>	80.5%	84.3%	91.5%	94.7%	92.8%	88.5%	93.3%	93.8%	85%	83%	
<i>Afric.-American</i>	66.7%	*	*	50%	*	83.3%	*	*	*	*	
<i>Hispanic</i>	56.3%	58.8%	83.3%	55.6%	59.1%	70%	81%	73.7%	67%	73%	
<i>Econ. Disadv.</i>	70%	70.7%	81.1%	76.8%	75.8%	75.5%	88.2%	83.3%	76%	78%	
<b>WRITING</b>											
<i>All Students</i>	70.2%	93.6%	94.7%	81%	87.8%	73.5%	91.7%	81.8%	83%	100%	
<i>Anglo</i>	72.2%	93%	93.8%	87.1%	86.5%	84%	93.8%	85.7%	83%	100%	
<i>Afric.-American</i>	*	*	*	*	*	*	*	*	*	*	
<i>Hispanic</i>	62.5%	*	100%	71.4%	90.9%	42.9%	87.5%	71.4%	87%	*	
<i>Econ. Disadv.</i>	59.3%	87%	90.5%	72%	84.4%	52.9%	86.7%	87.5%	83%	100%	
<b>MATH</b>											
<i>All Students</i>	77%	86.4%	89.1%	91.2%	93%	89.6%	95.6%	77.5%	81%	81%	
<i>Anglo</i>	82.8%	89.2%	93%	92.2%	93%	90.2%	97.8%	79.7%	82%	80%	
<i>Afric.-American</i>	55.6%	*	*	66.7%	100%	83.3%	*	*	*	*	
<i>Hispanic</i>	62.5%	76.5%	83.3%	94.7%	91.7%	90%	90.5%	81.8%	86%	88%	
<i>Econ. Disadv.</i>	71.7%	77.6%	86.8%	89.5%	92.5%	84.6%	94.1%	74.6%	78%	79%	

<b>SOC. STUDIES</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<i>All Students</i>	83.3%	50%	73.7%	83.3%	85.7%	47.1%	100%	87.9%	94%	94%
<i>Anglo</i>								88.0%	92%	99%
<i>Afric.- American</i>								*	*	*
<i>Hispanic</i>								100%	*	99%
<i>Econ. Disadv.</i>								85%	90	90%
<b>SCIENCE</b>										
<i>All Students</i>								75.0%	92%	74%
<i>Anglo</i>								80%	99%	82%
<i>Afric.- American</i>								*	*	*
<i>Hispanic</i>								71.4%	*	67%
<i>Econ. Disadv.</i>								66.7%	86%	71%
<b>ENGLISH/LA</b>										
<i>All Students</i>								65%		
<i>Anglo</i>								68.8%		
<i>Afric.- American</i>								*		
<i>Hispanic</i>								*		
<i>Econ. Disadv.</i>								44.4%		

	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>SDAA II</b>										<b>62%</b>
<b>ATTENDANCE</b>	<b>96.6%</b>	<b>97.3%</b>	<b>96.9%</b>	<b>97.1%</b>	<b>96.4%</b>	<b>96.6%</b>	<b>96.7%</b>			
<b>COMPLETION</b>								<b>100%</b>	<b>100%</b>	
<b>DROP-OUT</b>	<b>0%</b>	<b>2.7%</b>	<b>1.3%</b>	<b>0%</b>	<b>0.8%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	
<b>SAT/ACT (AT CRITERION)</b>	<b>30.8%</b>	<b>6.3%</b>	<b>7.7%</b>	<b>20%</b>	<b>18.8%</b>	<b>8.3%/</b>	<b>7.7%</b>			

\*Numbers too small for evaluation

Percentage that met standard on 2007 and 2008 TAKS Tests

	2008	2007
<b>Reading/ELA</b>		
All Students	92%	91%
African Amer	-	100%
Hispanic	80%	94%
White	96%	90%
Econ Disadv	89%	85%
<b>Writing</b>		
All Students	91%	88%
African Amer	-	-
Hispanic	33%	86%
White	100%	88%
Econ Disadv	86%	91%
<b>Social Studies</b>		
All Students	77%	88%
African Amer	-	100%
Hispanic	63%	67%
White	83%	89%
Econ Disadv	72%	88%
<b>Mathematics</b>		
All Students	77%	78%
African Amer	-	100%
Hispanic	55%	53%
White	83%	83%
Econ Disadv	71%	75%
<b>Science</b>		
All Students	57%	87%
African Amer	-	100%
Hispanic	30%	75%
White	65%	88%
Econ Disadv	50%	87%

