

Anthony Independent School District
District Improvement Plan
2016-2017

Comprehensive Needs Assessment

Demographics

Demographics Summary

The current enrollment in Anthony ISD as of September 2016 is 863 students. 428 Students are enrolled in Anthony Elementary, grades PK-5; 204 are enrolled in Anthony Middle School, grades 6 - 8; 231 Students are enrolled in Anthony High School grades 9 - 12. The 2015-2016 school year ended with the following demographics: male students - 51.96%, and female 48.04%; 96% Hispanic/Latino, .33% Black or African American, 3.32% White.

Demographics Strengths

Anthony ISD maintains a low staff to student ratio.

There has been increased parental and community engagement participation.

The TEAM approach for all administrators, includes central office administration who work closely together to focus on student achievement.

Anthony ISD is a bi cultural community.

Anthony ISD identifies and serves all qualifying GT Students.

All teachers receive the required GT training.

Anthony ISD provides Bilingual/ESL programs to supplement and support students who are limited English proficient.

Anthony ISD offer Dual Credit classes in: English, Math, government and Economics, Psychology and Sociology and Speech

Princeton Review courses to support College Readiness, are offered at Anthony High School

Demographics Needs

District committee have identified the following needs:

RTI should be consistent with interventions providing staff with Professional Development.

Early identification of at risk students with a consistet intervention and support process needs to be maintained

Need more technology readily available to the students within the classroom settings.

Parenting classes need to be expanded

Resources and District support for LEP students

Support Special Education and Bilingual Education to increase academic achievement

Look at the possibility of additional CTE coursework to increase student enrollment

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers as well as paraprofessional employed in Anthony ISD are Highly Qualified. The district actively participates in job fairs and professional development strategies to maintain the Highly Qualified status and to retain teachers and staff. Leadership Team closely evaluates professional development needs to maintain a highly trained staff.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices





Goals
















Goal 1: To improve student academic performance at all grade levels as measured by local, state, and federal accountability measures.

Performance Objective 1: Improve the academic performance of all students and student subgroups, by the percentage to be equal to or greater than the standards established by TEA in each content area for the accountability system.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Analyze 2016 Eduphoria STAAR/EOC performance data reports and data to monitor all students progress.	1, 2, 3, 8, 9	Instructional Coaches, Principals, PLCs, Faculty	(1) Implementation: Review of data and unit assessment data beginning of the year and on planning days. (2) Impact Measured by: Documentation of Data collected by teachers i.e. heat maps, student groupings; other student inventory sheets				
				Funding Sources: 255 - Title II, PT A - \$0.00			
2) Students who are at risk based on the data from Universal Screening, benchmarks, and STAAR/EOC scores below acceptable levels, will receive accelerated instruction based on their areas of weakness.	1, 2, 3, 8, 9, 10	Principal, Instructional Coaches; Faculty	(1) Implementation: Disaggregation of state accountability data (2) Impact Measured by: Tutoring sign in sheets Computer based log in information Unit assessment data (form.) STAAR/EOC results.				
				Funding Sources: 199 - State Compensatory Ed - \$33,000.00			












3) Target lowest quartile of students in each core content using screeners, formative and summative data to participate in remediation activities (RTI) developed by the district/campus starting in September 2016	1, 2, 8, 9, 10	Principal, Teachers PLCs	(1) Implementation: Unit assessment data monitored by principal, and grade level/content staff. Weekly at PLC meetings and quarterly during planning days-Aug.- June of the 2016-2017 school year. Interventions shall begin in September 2016. (2) Impact Measured by: Unit assessment data (formative) and STAAR/EOC results (summative). Intervention logs submitted to superintendent monthly beginning October 8. Documents submitted after each team planning day to principal and reviewed at PLC weekly.				
				Funding Sources: 199 - State Compensatory Ed - \$0.00			
4) The district will support class size reduction based on needs for smaller group instruction.	1, 2, 5, 8, 9, 10	Teacher	(1) Implementation: Beginning of 15-16 school year (2) Impact Measured by: Class Rosters				
				Funding Sources: 211 - Title I, PT A - \$0.00, 199 - State Compensatory Ed - \$0.00			
5) The district will support the need for additional monitoring, and classroom management, for classrooms with high enrollment.	1, 2, 5, 8, 9, 10	Paraprofessional	(1) Implementation: Ongoing (2) Impact Measured by: Para assignment and schedule				
				Funding Sources: 199 - State Compensatory Ed - \$0.00			
6) The district will support the use of technology integration for differentiated instruction, project based learning, and accelerated instruction.	1, 2, 3, 8, 9, 10	Leadership Team	Observed during Instructional Coordinator support as well as Principal walk throughs.				
				Funding Sources: 211 - Title I, PT A - \$200.00, 199 - State Compensatory Ed - \$0.00			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: To improve student academic performance at all grade levels as measured by local, state, and federal accountability measures.

Performance Objective 2: The district will provide a standards-based curriculum that addresses EOC/STAAR Readiness and Supporting Standards, English Language Proficiency Standards and College and Career Readiness Standards.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All campus staff will utilize a Eduphoria management system, to disaggregate data in order to drive instruction and remediation on individual students and student groups, including Readiness and Supporting Standards, ELPs, and College Career Readiness Standards.	1, 2, 3, 4, 8, 9, 10	Faculty, PLCs	(1) Implementation: Utilization of the Eduphoria plan review conducted by principals. All content area staff will be required to follow scope and sequence as well as utilization of unit assessments. (2) Impact Measured by: Assessment data posted in Eduphoria based upon YAG outline				
2) Teachers will utilize the information provided in the TRS IFD and complete the Performance assessments to ensure that all supporting and readiness standards are addressed appropriately in the lessons.	1, 2, 3, 8, 9	Principals, Teachers	(1) Implementation: Weekly in lesson plans (2) Impact Measured by: Principals will monitor for compliance in lesson plan reviews				
3) All grade levels and content areas will utilize the Year At A Glance (YAG) in order to ensure that appropriate pacing.	1, 2, 3, 4, 8, 9, 10	Teachers, Principal, Instructional Coaches,	(1) Implementation: Principals will monitor weekly through review of lesson plans and discussions at PLC's with grade level/content teachers. Teachers will self- monitor and in groups through PLC's. (2) Impact Measured by: Lesson plans, PLC notes, Instructional Coach reports, Leadership agendas, data in Eduphoria.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							








Goal 1: To improve student academic performance at all grade levels as measured by local, state, and federal accountability measures.

Performance Objective 3: The district will provide professional development for all staff that concentrates on the planning and delivery of instruction and instructional strategies (5E-model, balanced literacy model, SIOP strategies, differentiation of instruction, vocabulary development, writing in the content areas, and short formative assessment).

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Professional Development will be provided for all staff on ELPS and SIOP strategies	1, 2, 3, 4, 6, 7, 9, 10	Superintendent, Instructional Coaches	(1) Implementation: Evaluations provided to staff after training. Principal observation of teacher instruction and lesson planning. Identify target students to show improvement. (2) Impact Measured by: Evaluation instrument after training, lesson plans on CSCOPE identifying differentiation of instruction, assessment data on targeted students. Decrease in number of students referred to RTI committee and Special Programs.				
				Funding Sources: 211 - Title I, PT A - \$0.00, 263 - Title III LEP - \$0.00, 199 - General - \$0.00, 255 - Title II, PT A - \$0.00			
2) Professional development for District Initiatives Balanced Literacy, differentiation of instruction, writing in the content area , and use of formative/summative assessments, PBL, Feedback.	1, 2, 3, 4, 6, 8, 9, 10	Superintendent, Instructional Coaches, Principal, Teachers,	(1) Implementation: Administrative observation of instruction, monitoring of lesson plans, and conferences with administrators to review implementation of all programs on the campus. (2) Impact Measured by: Evaluations, walk throughs, lesson plans, conference notes, leadership agendas, PLC agendas.				
				Funding Sources: 211 - Title I, PT A - \$0.00, 255 - Title II, PT A - \$0.00			
3) Provide professional development opportunities for staff including: Content Specific Training, RTI, differentiated instruction strategies and Figure 19, Process Standards , GT, Technology.	1, 2, 3, 4, 5, 7, 8, 9, 10	Superintendent, Principal, Instructional Coaches, Dir. Sp. Programs	(1) Implementation: Staff surveys after completion of training modules. Trainings to be scheduled as presenters and time slots can be arranged prior to end of first semester. (2) Impact Measured by: Staff surveys after training and at end of year final survey.				
				Funding Sources: 211 - Title I, PT A - \$0.00, 255 - Title II, PT A - \$0.00			

<p>4) Three (3) planning days will be provided to assist grade levels and departments in planning collectively for instruction.</p>	<p>1, 2, 3, 4, 8, 10</p>	<p>Superintendent Principal, Instructional Coaches, Teachers</p>	<p>(1) Implementation: Groups will submit a document indicating activities and planning for the next 6 week period at the conclusion of each planning session. Monitoring by campus administrator.</p> <p>(2) Impact Measured by: Submitted task completion forms. Lesson plans submitted through Eduphoria Forethought.</p>				
<p>Funding Sources: 199 - General - \$0.00, 211 - Title I, PT A - \$0.00</p>							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: To improve student academic performance at all grade levels as measured by local, state, and federal accountability measures.

Performance Objective 4: Campuses will implement Response to Intervention Program which provides a structure whereby staff can identify and target specific students and their learning deficiencies.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The district will utilize an RTI system to provide accelerated instruction to students who are struggling.	1, 2, 3, 4, 8, 9, 10	Principals, Instructional Coaches Special Programs	(1) Implementation: Review of status in January and survey staff on understanding of district RTI process. (2) Impact Measured by: Documented through consistent forms, RTI committee meetings notes, leadership agendas.				
Funding Sources: 199 - General - \$0.00							
2) All teachers (100%) will be expected to demonstrate/document utilization of differentiated instruction for all struggling students (Tier I, II and III)	1, 2, 3, 9, 10	Principal, Teachers	(1) Implementation: Committee review of documentation provided by teacher when reviewing potential need for Tier 2 interventions. Documentation of strategies and timelines are required as students are recommended to committee. (2) Impact Measured by: Increase in state scores for special populations, (i.e., GT AND ELL performing at Advanced.) Document Lesson plans				
3) Support Campus need for Summer School Remediation based on STAAR/EOC Data.	1, 2, 3, 8, 9, 10	Principals; Teachers	(1) Implementation: STAAR/EOC Data (2) Impact Measured by: Summer School Rosters				
Funding Sources: 211 - Title I, PT A - \$0.00, 199 - State Compensatory Ed - \$0.00							
4) Provide systematic, researched based reading interventions in addition to regular instruction for students struggling in reading and math for PK-12	1, 2, 3, 4, 7, 9	Special Programs Director; Principals; Instructional Coaches	(1) Implementation: Daily/weekly interventions for students (2) Impact Measured by: Check progress, every 3 weeks				
Funding Sources: 211 - Title I, PT A - \$0.00, 199 - State Compensatory Ed - \$0.00							










5) Instructional software to support reading and math interventions, in grades PK through 12.	1, 2, 3, 4, 7, 9, 10	Special Programs Director; Principals; Instructional Coaches	(1) Implementation: Students are evaluated daily basis as they progress through program. Student progress is reported and graphed monthly. (2) Impact Measured by: Documented through software reports and reading grade improvement.				
	Funding Sources: 211 - Title I, PT A - \$0.00, 199 - State Compensatory Ed - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: To improve student academic performance at all grade levels as measured by local, state, and federal accountability measures.

Performance Objective 5: Provide resources to improve student performance for all ELL and SPED students as identified through PBMAS in all content areas.

Evaluation Data Source(s) 5:

Summative Evaluation 5:











Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will use ELPS and SIOP strategies to ensure student progress to high proficiency levels in TELPAS.	1, 2, 3, 4, 6, 7, 8, 9, 10	Special Programs, Principal	(1) Implementation: ELPS strategies cited in classroom and lesson plans Monitored weekly by teachers and principal (2) Impact Measured by: TELPAS ratings in Spring of 2016 and documentation in lesson plans as to strategies utilized.				
				Funding Sources: 199 - General - \$0.00			
2) The bilingual program will use a Bi-literacy model in order to enhance English language proficiency skills at an earlier stage in the educational process	1, 2, 3, 7, 9, 10	Principal, Teachers, Superintendent, Special Programs	(1) Implementation: Administrator monitoring of instruction to ensure transition to early acquisition of English language skills. Increased number of bilingual students taking the English accountability exams. Increased percentage of students advancing on the TELPAS exam. (2) Impact Measured by: Eduphoria Forethought Lesson plans, classroom observations, accountability data.				
				Funding Sources: 263 - Title III LEP - \$0.00			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: To improve student academic performance at all grade levels as measured by local, state, and federal accountability measures.

Performance Objective 6: Plan for and support transition 100% of pre-school students to elementary schools.

Evaluation Data Source(s) 6:

Summative Evaluation 6:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Elementary staff will coordinate learning activities between the Head Start Program and students not served by Head Start by providing shared services, recruiting activities, training for parents and orientation activities for parents and children.	7, 8, 10	Superintendent, Principal,; Paraprofessional Teachers,; Special Programs,	(1) Implementation: Scheduling of monthly meetings between campus and Head Start, planning meetings between program teachers as can be scheduled, planning meetings with parents. (2) Impact Measured by: Meeting minutes, schedule of meetings, and schedule of recruiting and orientation activities.				
				Funding Sources: 199 - General - \$0.00, 199 - State Compensatory Ed - \$0.00			
2) Provide Title I preschool program for 3 year old students.	1, 3, 7, 10	Principal, Teachers	(1) Implementation: Increased percentage of kindergarten students speaking and reading English. (2) Impact Measured by: ADA reports, report cards, local assessments.				
				Funding Sources: 211 - Title I, PT A - \$0.00			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: AISD will provide a safe and drug free environment in well-maintained facilities through the implementation of facility and safety planning and training.

Performance Objective 1: Create a positive learning environment for all students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:











Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor and review the District Policy (FFI Local), District Student Code of Conduct, and Employee Handbook in reference to Bullying as per the state law.	1, 2, 6, 8, 10	Asst. Superintendent, Principal, School Board, Counselors,	(1) Implementation: Post and review handbooks on website annually by Sept. of 2015. Board Policy by Jan. 2016 (2) Impact Measured by: Posting on district website and approval in Board meeting agenda.	✓	✓	✓	
2) In cooperation with the Anthony Police Department, contract for two School Resource Officers to serve the elementary and secondary campuses on a daily basis throughout the school year when students are present.	1, 8, 10	Superintendent, Principal	(1) Implementation: Meeting agendas, events planned throughout the year to include training of students on a quarterly basis by SRO, daily logs maintained by SRO, principal observations. (2) Impact Measured by: Schedule of events/trainings conducted, sign in sheets, and annual evaluation by principals.	✗	✗	✗	
Funding Sources: 199 - General - \$0.00							
3) Provide training and intervention programs on various social topics as follows: character education, cyber bullying, gangs, violence, tolerance, sexual harassment for students, staff, and parents throughout the course of the school year.	1, 2, 3, 6, 7, 9, 10	Counselors; SRO, Guest Speakers	(1) Implementation: Training schedule for the year submitted in September and copies of training agendas and intended audience as trainings occur. (2) Impact Measured by: Completed schedule of trainings with sign-in sheets	🟡	🟡		
Funding Sources: 199 - General - \$0.00							
							

Goal 2: AISD will provide a safe and drug free environment in well-maintained facilities through the implementation of facility and safety planning and training.

Performance Objective 2: The district will develop and maintain a district-wide Positive Behavior Support Initiatives as required by TEC 89.101

Evaluation Data Source(s) 2:

Summative Evaluation 2:











Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide an In-School Suspension Program to address the needs of identified students to keep them in the school environment.	1, 2, 3, 9, 10	Principal, ISS Teacher	(1) Implementation: Program description and number of students needing placement in each of the programs. Review of discipline referral data from prior years at the end of the year. Data entered to PEIMS system to be reported at the end of the year. (2) Impact Measured by: Discipline Referrals				
				Funding Sources: 199 - General - \$0.00			
2) The district will utilize PBIS campus support teams and train teams in Crisis Prevention Intervention	1, 2, 9, 10	Dir. Special Programs; Principals	(1) Implementation: Training agendas for teams by September 2016 (2) Impact Measured by: Sign in sheets; agendas; training certificates				
				Funding Sources: 199 - General - \$0.00			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: AISD will provide a safe and drug free environment in well-maintained facilities through the implementation of facility and safety planning and training.

Performance Objective 3: Address improvements identified in the Facilities Assessment, and ensure that all grounds and facilities are maintained and clean on a daily basis, and compliant with ADA regulations.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Development of short term (current year) facility projects based on priority of need and anticipated funding.	1, 6	School Board, Superintendent, Admin, Principal, Maintenance	(1) Implementation: Listing of projects to be undertaken. (2) Impact Measured by: Work order status as documented in School Dude.				
				Funding Sources: 199 - General - \$0.00, 461 - TASB Grant - \$0.00			
2) Maintain all facilities and grounds on a daily basis to ensure safety.	1	Superintendent, Maintenance	(1) Implementation: Equipment inventories and supply requests submitted by September. Performance schedules and daily monitoring schedule/instrument developed by October. Quarterly checks of monitoring logs. (2) Impact Measured by: Monitoring logs and purchase orders for equipment and supplies				
				Funding Sources: 199 - General - \$0.00			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: AISD will provide a safe and drug free environment in well-maintained facilities through the implementation of facility and safety planning and training.

Performance Objective 4: Provide a safe environment for students and staff through appropriate planning and training

Evaluation Data Source(s) 4:

Summative Evaluation 4:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Support the continuation of District/Campus Emergency Operations Plans with the Police Department for the Town of Anthony.	1, 2, 4, 5, 6, 10	Asst Superintendent Maintenance Manager	(1) Implementation: Initial EOP document approved by Board annually. (2) Impact Measured by: Schedule of meetings, agendas, and final document in conjunction with training schedule for students and staff.				
				Funding Sources: 199 - General - \$0.00			
2) Annual review and practice with students and staff of the Student Code of Conduct, fire drills, lockdown drills, evacuation drills, and other appropriate safety training.	1, 5, 6, 10	Principal, Transportation, Food Service	(1) Implementation: Staff development and scheduling of orientation sessions with students. Completion of required drills. Fire Drills monthly, safety drills one per semester. Review of safety drills with students and staff completed by November, 2015. (2) Signed and submitted documents as required by each activity.				
				Funding Sources: 199 - General - \$0.00			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: AISD will attract, train, and retain highly qualified professionals for all positions in order to provide high quality classroom instruction and instructional support.

Performance Objective 1: Recruit and train the most highly qualified applicants for all positions in the Anthony ISD.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop and submit to Board salary schedules for all employee groups that are competitive with regional districts and the market.	3, 10	Superintendent, School Board, Human Resources,	(1) Implementation: Analysis of area salaries conducted by the finance department with recommendations to the Superintendent, and approval by the Board of Directors. (2) Impact Measured by: Board approved salary schedule	✓	✓	✓	
Funding Sources: 199 - General - \$0.00							
2) Provide appropriate orientation for all new staff, staff development, and mentoring for all new instructional hires prior to the start of their assignment and during the year. Training for instructional staff shall include instructional strategies, data management, and curriculum implementation.	1, 2, 3, 4, 5, 10	Superintendent; Principal, Instructional Coaches,	(1) Implementation: Development of orientation procedures for each department, agendas for professional development for instructional staff, ongoing out of district professional development activities as approved by supervisors. Scheduled as needed or as outline on professional development calendar. (2) Impact Measured by: Posted agendas, in-service sign in sheets, district PD calendar.	✓	✓	✓	
Funding Sources: 199 - General - \$0.00							
3) Participate in regional job fairs, post all vacancies to the district website and utilize local employment venues to solicit job candidates.	1, 2, 3, 5, 10	Human Resources,	(1) Implementation: Posting of vacancies as vacancies occur. (2) Impact Measured by: Review of personnel HQ documents	⦿	⦿		
Funding Sources: 199 - General - \$0.00, 255 - Title II, Part A - \$500.00							
							










Goal 3: AISD will attract, train, and retain highly qualified professionals for all positions in order to provide high quality classroom instruction and instructional support.

Performance Objective 2: Provide appropriate, relevant, and timely professional development for staff members as per district instructional needs, board policy, and individual development needs.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide professional development activities as required by district instructional initiatives.	4, 9, 10	Superintendent, Principal, Instructional Coaches, Teachers	(1) Implementation: Development of district professional development calendar (June 2015), (Region 19 workshop calendar and participation of staff. (2) Impact Measured by: Teachers will submit In-service verification document at end of year for personnel file and will register on Eduphoria				
				Funding Sources: 199 - General - \$0.00, 211 - Title I, PT A - \$3,000.00, 255 - Title II, PT A - \$3,500.00			
2) Provide certified staff with 24 hours of training as per board policy in the areas of instruction (12), GT (6), Technology (6) during the scheduled in-service days	1, 2, 3, 4, 5, 10	Superintendent, Instructional Coaches	(1) Implementation: Professional development calendar established in June 2016. (2) Impact Measured: Staff in-service logs submitted to personnel file.				
				Funding Sources: 199 - General - \$0.00			
3) Schedule three instructional planning days for each grade level/department to plan instruction cooperatively.	1, 2, 4, 5, 10	Superintendent; Leadership Team; Principals	(1) Implementation: Monitoring of planning days by principals and instructional coaches with review of planning accomplishments submitted by group. (2) Impact Measured by: End of year survey of staff regarding effectiveness and necessity of planning days in the coming year. Agendas				
				Funding Sources: 199 - General - \$0.00			

4) Provide support for personnel wishing to expand their areas of certification in Bilingual/ESL, advanced degrees and other certifications that will enhance learning opportunities for students.	1, 2, 3, 4, 5, 10	Superintendent, Principal, Human Resources	(1) Implementation: Training opportunities offered by district in Spring 2017 towards bilingual/ESL certification. (2) Impact Measured: Number of staff members gaining additional certification or degrees.				
Funding Sources: 255 - Title II, PT A - \$0.00, 199 - General - \$0.00							
5) Attend training and conferences that address state and/or federal compliance issues.	1, 4, 10	Finance and Special Programs Director; Director of Finance	(1) Implementation: Grant applications and compliance reports filed on time with no findings. Annual Financial Report. (2) Impact Measured by: Grant applications, compliance reports, and certificates of completion.				
Funding Sources: 199 - General - \$5,000.00, 211 - Title I, PT A - \$800.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: AISD will attract, train, and retain highly qualified professionals for all positions in order to provide high quality classroom instruction and instructional support.

Performance Objective 3: Provide federally mandated employee updates as well as leadership and recognition opportunities for all employees.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All employees will be provided with the required training/information on discrimination, harassment, retaliation, bullying, suicide prevention, child abuse/neglect, drug free workplace, safety, compensation and mandatory postings.	2, 5, 10	Superintendent, Human Resources	(1) Implementation: Agenda developed for all staff. In-service by August 2016 (2) Impact Measured by: Sign off by staff to be filed in personnel file.	✓	✓	✓	
				Funding Sources: 199 - General - \$0.00			
2) Campus staff members will be expected to serve on a district or campus level committee during the school year.	1, 2, 6, 10	Superintendent, Principal	(1) Implementation: Listing and schedule of district/campus committees and opportunity for staff to volunteer. (2) Impact Measured by: Listed of committee members and sign off for participation in committee meetings.				
				Funding Sources: 199 - General - \$0.00			
3) Continue the support staff of the month, teacher of the quarter, teacher of the year, and employee recognition activities and culminating banquet.	4, 5	Superintendent, Principal	(1) Implementation: Recognitions monthly for support staff, quarterly for teachers (2) Impact Measured by: Culminating employee recognition banquet and selection of teachers of the year.				
				Funding Sources: 199 - General - \$0.00			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Provide and maintain effective, integrated technology systems that support classroom instruction, operations, communication, and training for students, staff and parents.

Performance Objective 1: The district will ensure that the instructional staff and students have access to the updated equipment to effectively perform their duties and responsibilities.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All teachers will be equipped with a desktop computer or laptop that can manage all internet and software demands.	1, 2, 3, 5, 9	Superintendent, Principal, Technology Dept.	(1) Implementation: Maintain Physical Inventory and replace/update laptops every 5 years (2) Impact Measured by: Inventory of computer equipment at year end.				
Funding Sources: 199 - General - \$0.00							
2) All software applications, computers and classroom technological equipment, will be maintained and updated on a regular basis and ensure secure accessibility for all users.	1, 2, 5, 8, 9, 10	Superintendent, Principal, Technology Dept.	(1) Implementation: Maintain Physical Inventory and replace/update computers every 7 years and other technology equipment as needed. (2) Impact Measured by: Inventory of computer equipment at year end.				
Funding Sources: 199 - State Compensatory Ed - \$0.00, 211 - Title I, PT A - \$0.00							
3) Professional development for instructional staff on effective utilization of hardware and software to support and guide instruction.	1, 3, 4, 5, 8, 9	Superintendent, Instructional Coaches, Technology Dept.	(1) Implementation: Individual training as approved by Principals. (2) Impact Measured by: Schedule of technology training and participant lists. Registration on Eduphoria				
Funding Sources: 199 - State Compensatory Ed - \$0.00, 211 - Title I, PT A - \$0.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Provide and maintain effective, integrated technology systems that support classroom instruction, operations, communication, and training for students, staff and parents.

Performance Objective 2: The district will provide professional development opportunities for all staff to meet policy requirements and will ensure that the Technology TEKS are being addressed at the appropriate level for all students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) District will provide six (6) hours of technology professional development for the current school year to allow teachers to complete the mandatory hours of training	1, 2, 3, 4, 5, 8, 10	Superintendent, Principals; Instructional Coaches	(1) Implementation: In-service date scheduled along with appropriate agenda. Technology in-service for all staff in January to focus on specific hardware and software training for staff. (2) Impact Measured by: Agendas and sign-in sheets, registration on Eduphoria Workshop				
				Funding Sources: 199 - General - \$0.00			
2) Teachers will be provided with the Technology TEKS for their particular assignment and will develop appropriate instructional planning .	1, 2, 3	Principal, Admin; Instructional Coaches	(1) Implementation: Completion of training and issuing of TEKS for each grade span. (2) Impact Measured by: Walkthroughs, teacher lesson plans, agendas and sign-in sheets				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Provide and maintain effective, integrated technology systems that support classroom instruction, operations, communication, and training for students, staff and parents.

Performance Objective 3: The district will provide various software applications and programs to enhance the instructional and support functions of the district including to provide an appropriate professional development to ensure that programs are implemented with fidelity.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The district will continue using the TEKS RESOURCE SYSTEM (on-line curriculum) in all core content areas.	1, 2, 3, 8, 10	Superintendent Principal, Teachers, Instructional Coaches	(1) Implementation: Monitoring of lesson plans & assessment data weekly. (2) Impact Measured by: End of year review of assessment data for unit assessments and STAAR/EOC data	✓	✓	✓	
				Funding Sources: 199 - State Compensatory Ed - \$0.00			
2) Continue the use of Eduphoria data planning and assessment web-based management software system to be utilized by all instructional staff on a daily basis to monitor the implementation of the curriculum and determine interventions for students in need.	1, 2, 3, 8, 9	Superintendent Principal, Teachers, Instructional Coaches	(1) Implementation: Weekly intervention strategies implemented as a result of data analysis. Documentation of data review by campus administration and PLC meetings on a weekly basis. (2) Impact Measured by: STAAR/EOC and TRS unit assessments. Documented utilization through intervention identification for groups and individual students.	✓	✓	✓	
				Funding Sources: 199 - General - \$0.00			
3) The district will purchase and provide various software instructional applications and programs that are research based and meet state and district standards for effective instructional support.	1, 2, 9, 10	Principal, Special Programs, Teachers	(1) Implementation: List of identified software instructional support resources that address deficiencies identified by the formative and summative data. (2) Impact Measured by: EOC/STAAR, Exit Level Tests, Formative and Summative Assessments	✓	✓	✓	
				Funding Sources: 199 - State Compensatory Ed - \$0.00			

4) The district will maintain the School Messenger Notification System to support attendance related issues, parental and community involvement related initiatives, and staff notification.	1, 2, 5, 6	Super-intendent, Principal	(1) Implementation: Usage report. improved attendance, increase parental participation				
	Funding Sources: 211 - Title I, PT A - \$0.00			(2) Impact Measured by: Usage report.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Utilize effective communication practices to promote parents' active involvement in their child's education, build partnerships with business and government entities, and to keep the community informed of the activities of the district.

Performance Objective 1: Parent involvement will continue to increase by 2% for the 2015-2016 school year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The district will require campuses to hold two parent teacher conferences per school year.	1, 6, 10	Principal, Teachers	(1) Implementation: Scheduled of event with specific outcomes. (2) Impact Measured by: Sign-in sheets.				
2) Parent representatives on all advisory committees at the campus and district level	1, 6	Superintendent Principal	(1) Implementation: Establishment of district and campus committees with membership criteria, meeting dates, sign in sheets, and agendas. (2) Impact Measured by: Agenda and sign in sheets at end of year.				
3) The district website will be maintained with current information . Communication will be available in English/Spanish.	6	Superintendent, Campus Staff, Support Service, Special Programs	(1) Implementation: Review website weekly. (2) Impact Measured by: Review website weekly.				
4) Parent orientations and training on special topics to include, and other topics suggested by parents.	6	Parent Involvement Coordinator, Counselor, Principal	(1) Implementation: Survey parents and Schedule trainings for parents with parent liaison. (2) Impact Measured by: Sign-in sheets of attendees.				
Funding Sources: 211 - Title I, PT A - \$5,500.00							
5) All campuses and departments will utilize the School Messenger and INTAND to communicate events and school functions.	6	Technology Dept., Superintendent	(1) Implementation: Log of messages sent with campuses required to send of messages on weekly basis. (2) Impact Measured by: Log of messages sent				
Funding Sources: 211 - Title I, PT A - \$1,905.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Utilize effective communication practices to promote parents' active involvement in their child's education, build partnerships with business and government entities, and to keep the community informed of the activities of the district.

Performance Objective 2: Build partnerships with businesses and government entities.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Acquire sponsors to support specified events for the district and individual campuses or organizations.	6	Superintendent, Admin, Sponsor,	(1) Implementation: List of organizations and events requiring support. (2) Impact Measured by: List of organizations and events requiring support.				
2) Collaborate and utilize Region 19, UTEP, and other educational entities for the professional development of faculty and staff.	1, 3, 4, 5	Superintendent, Principal, Teachers	(1) Implementation: Monthly campus team meetings and identified professional development. (2) Impact Measured by: Documentation of activities conducted with institutions.				
Funding Sources: 255 - Title II, PT A - \$0.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Utilize effective communication practices to promote parents' active involvement in their child's education, build partnerships with business and government entities, and to keep the community informed of the activities of the district.

Performance Objective 3: Maintain open communication, keeping the community informed of the activities of the district.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilization of the marquee, flyers, websites and school messenger to promote student success and district/town events	1, 6, 10	Admin, Campus Staff, Technology Dept., Superintendent, Asst. Super	(1) Implementation: Weekly updates to marquee. Information flyers to parents for events. Website. (2) Impact Measured by: Documentation of marquee messages for the year. Copies of flyers. Website documentation.				
				Funding Sources: 199 - General - \$0.00, 211 - Title I, PT A - \$0.00			
2) Administration maintain visibility and communication with community and parents		Principals, Parent Involvement Coordinator	(1) Implementation: Annual Parent Surveys; website; newsletters; correspondence (2) Impact Measured by: Survey results, Observations; parent participation sign in sheets				
				Funding Sources: 199 - General - \$0.00			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 6: To provide a structured developmental guidance and counseling program that will increase student's self-esteem, academic success, and college/career readiness.

Performance Objective 1: Facilitate students services to support and enhance student academic success as measured by graduation and employment rates.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide educational resources associated with child abuse prevention and reporting.	2, 4, 5, 6, 7, 9, 10	Counselors; Parent Involvement Coordinator	(1) Implementation: Annual training Ongoing monitoring (2) Impact Measured by: Lessons, Professional Dev. Sign in sheets; certificates of training				
Funding Sources: 199 - General - \$0.00							
2) Designate counselors to work with at risk students	2, 6, 9, 10	Counselors	(1) Implementation: Ongoing counselor logs (2) Impact Measured by: Parent Logs LPACS				
Funding Sources: 199 - State Compensatory Ed - \$0.00							
3) Provide public information on the benefits and availability of Career Technology and Education	1, 2, 10	Counselors Parent Involvement Coordinator	(1) Implementation: Newspaper ads; brochures (2) Impact Measured by: Copies of print; lessons				
Funding Sources: 199 - General - \$0.00							
4) Enhance the CATE curriculum, seek out resources for more opportunities and funding	1, 9, 10	Director Special Programs	(1) Implementation: Assess through leadership teams and discussions. (2) Impact Measured by: Enhanced CATE curriculum choices				
Funding Sources: 199 - General - \$0.00							
5) Counselors will keep students informed about Post Secondary Education and the application processes and FAFSA.	1, 6, 9, 10	Counselors	(1) Implementation: Student feedback; College Applications; Scholarships information; FAFSA nights (2) Impact Measured by: Sign in Sheets; Agendas; Presentations				

6) Provide support for Career Investigations	1, 6, 9, 10	Counselors	(1) Impact Measured by: Student Registration and participation in Career Cruising or similar programs				
			(2) Impact Measured by: Registration numbers				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 7: To facilitate and effectively coordinate the academic alignment among all campuses in Anthony ISD.

Performance Objective 1: Strengthen vertical and horizontal alignment to facilitate academic and instructional communication between campuses and departments as measured by an increase in overall student assessment performance and academic achievement.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct weekly Leadership Team Meetings	2, 8, 10	Superintendent	(1) Implementation: Weekly participation; goal setting; discussions (2) Impact Measured by: Agendas, meeting notices				
2) Plan and coordinate Summer Leadership Academy	2, 8, 10	Superintendent	(1) Implementation: Goals; Plans for implementations; district timelines (2) Impact Measured by: agendas				
Funding Sources: 199 - General - \$0.00							
3) Provide resources for campus administration to implement PLCs	2, 8, 10	Superintendent	(1) Implementation: Administrator's requests as needed (2) Impact Measured by: PLC agendas				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

District Funding Summary

255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3		255.41.6399	\$500.00
				Sub-Total	\$500.00
199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	5	1			\$0.00
1	6	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00

3	2	5		199.41.6411.00.750	\$5,000.00
3	3	1			\$0.00
3	3	2			\$0.00
3	3	3			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
4	3	2			\$0.00
5	3	1			\$0.00
5	3	2			\$0.00
6	1	1			\$0.00
6	1	3			\$0.00
6	1	4			\$0.00
7	1	2			\$0.00
Sub-Total					\$5,000.00

199 - State Compensatory Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		199.11.6xxx.00.999.7.30	\$33,000.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	6	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	3	1			\$0.00

4	3	3			\$0.00
6	1	2			\$0.00
Sub-Total					\$33,000.00

211 - Title I, PT A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	6	Title I	211.11.6299.00.999	\$200.00
1	3	1			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	6	2			\$0.00
3	2	1		211.13.6411.00	\$3,000.00
3	2	5		211.21.6xxx.00.999	\$800.00
4	1	2			\$0.00
4	1	3			\$0.00
4	3	4			\$0.00
5	1	4		211.61.6xxx.xx	\$5,500.00
5	1	5		211.61.6299.00.xxx	\$1,905.00
5	3	1			\$0.00
Sub-Total					\$11,405.00

255 - Title II, PT A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	3	1			\$0.00
1	3	3			\$0.00

3	2	1		255.13.6xxx.00.999; 255.11.6112.00.999	\$3,500.00
3	2	4			\$0.00
5	2	2			\$0.00
Sub-Total					\$3,500.00
263 - Title III LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	5	2			\$0.00
Sub-Total					\$0.00
461 - TASB Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$53,405.00