

Joaquin ISD 2015-2016

District Improvement Plan

2015-2016 School Year

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Cogburn, Ashley	Non-Teaching Professional	Joaquin ISD	9-2016
Carrington, Kathy	Non-Teaching Professional	Joaquin ISD	9-2017
Harvey, Judy	Business Representative	Joaquin ISD	9-2016
Blount, Betty	Business Representative	Joaquin ISD	9-2017
Leggett, Debbie	Community Representative	Joaquin ISD	9-2016
Balkcom, Kay	Community Representative	Joaquin ISD	9-2017
McDaniel, Shelley	Parent Representative	Joaquin ISD	9-2017
Hughes, Melanie	Parent Representative	Joaquin ISD	9-2016
Russell, Amanda	High School Teacher	Joaquin High School	9-2017
Silvey, Lynn	High School Teacher	Joaquin High School	9-2016
McDaniel, Ann	Junior High Teacher	Joaquin Jr High School	9-2017
Gates, April	Junior High Teacher	Joaquin ISD	9-2016
Umbrell, heaven	Elementary Teacher	Joaquin Elementary School	9-2017
Neal, Rondalyn	Elementary Teacher	Joaquin Elementary School	9-2016

Names of People Responsible For Implementation

Name	Title	Campus / District
	Organization Chair or President	Joaquin ISD
Barr, Debra	Kindergarten Teacher	Joaquin Elementary School
Elliott, Shonda	Kindergarten Teacher	Joaquin Elementary School
Barton, Lisa	Librarian	Joaquin ISD
Belrose, Ronnie	School Board Secretary	Joaquin ISD
Blackwell, Lindsey	Elementary PEIMS Coordinator	Joaquin Elementary School
Bumback, Joel	Director of Finance	Joaquin ISD
Childress, Kay	Transition Specialist	Joaquin ISD
Coan, Bert	Truancy Officer	Joaquin ISD
Cockrell, Selisha	District Migrant Personnel	Joaquin ISD
Carpenter, James	Band Director	Joaquin ISD
Corrales, Yesenia	LPAC Coordinator	Joaquin ISD
Duck, Jared	Instructional Aide	Joaquin Elementary School
Brittain, Kathy	PK Teacher	Joaquin Elementary School
Evans, Melissa	Junior High/High School PEIMS Coordinator	
McCann, Steven	Athletic Director	Joaquin ISD
Scruggs, Sherry	Elementary Principal	Joaquin Elementary School
Graves, Amber	Math Intervention Teacher	Joaquin Elementary School
Gray, Terri	Junior High Principal	Joaquin Jr High School
Carrington, Kathy	Homeless Liaison	Joaquin ISD
Carrington, Kathy	Special Education Director/Special Programs	Joaquin ISD
Jackson, Jimmy	Transportation Director/District Safe Schools Coor	Joaquin ISD
Dickerson, Loyce	Reading Aide	Joaquin Elementary School
Jackson, Jimmy	High School Principal	Joaquin High School

Names of People Responsible For Implementation

Name	Title	Campus / District
Barton, Sarah	PLATO Teacher	Joaquin High School
Lawson, Mike	PLATO Teacher	Joaquin High School
King, Portia	Nurse	Joaquin ISD
Martin, Chris	Instructional Aide	Joaquin Elementary School
McCann, Jennifer	Webmaster	Joaquin ISD
Cockrell, Joyce	Instructional Aide	Joaquin Elementary School
McCann, Jennifer	Community Liaison	Joaquin ISD
Cockrell, Selisha	LPAC Coordinator	Joaquin ISD
May, Lori	Early Literacy Lab	Joaquin Elementary School
Oliver, Landon	Technology Director	Joaquin ISD
Trent, Kasi	Junior High/High School Counselor	
Strong, Judy	Director of Food Services	Joaquin ISD
Vergo, Donna	Director of Human Resources	Joaquin ISD
Rambin, Ashley	Elementary Counselor	Joaquin Elementary School
Worsham, Phil	U.I.L. Coordinator	Joaquin ISD
Worsham, Phil	Superintendent	Joaquin ISD
	Region VII Migrant Personnel	Joaquin ISD

Highly Qualified Teachers

Goal:

	2010	2011	2012	2013	2014
Joaquin Elementary	100.00	100.00	100.00	100.00	100.00
Joaquin High School	100.00	100.00	100.00	100.00	100.00
Joaquin ISD	100.00	100.00	100.00	100.00	100.00
Joaquin Junior High	100.00	100.00	100.00	100.00	100.00

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Attendance

Attendance

Goal:

	2006	2007	2008	2009	2010	2011	2012	2013	2014
All Students	95.20	95.30	95.40	94.90	94.50	94.70	94.90	94.30	94.60
African American	95.90	95.80	95.90	93.90	94.30	94.70	96.40	96.10	95.70
Hispanic	97.70	97.80	96.60	96.90	95.80	96.60	96.70	95.20	96.20
Two or More Races	0.00	0.00	0.00	0.00	0.00	89.80	84.20	96.20	96.51
White	95.00	95.10	95.30	94.70	94.30	94.40	94.70	94.00	94.20

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Dropouts

Dropouts

Goal:

	2006	2007	2008	2009	2010	2011	2012	2013	2014
All Students	1.50	0.90	0.90	1.20	0.30	0.50	0.90	0.00	0.00
African American	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Economically Disadvantaged	2.10	2.00	1.70	1.80	0.00	0.90	2.00	0.00	0.00
Hispanic	0.00	0.00	5.90	0.00	0.00	0.00	5.00	0.00	0.00
Limited English Proficient	0.00	0.00	16.70	0.00	0.00	0.00	0.00	0.00	0.00
Special Education	3.40	3.20	0.00	3.00	0.00	0.00	4.80	0.00	0.00
White	1.70	1.00	0.70	1.30	0.00	0.00	0.50	0.00	0.00

STAAR

Grade: **4th, 7th**

STAAR Writing

	2013	2014	2015
All Students	69.00	78.00	81.00
African American	79.00	100.00	100.00
Economically Disadvantaged	64.00	73.00	80.00
Hispanic	66.00	74.00	100.00
White	69.00	77.00	78.00

Grade: **5th, 8th-12th**

STAAR Science

	2013	2014	2015
All Students	83.00	83.00	85.00
African American	71.00	75.00	100.00
Economically Disadvantaged	80.00	81.00	83.00
English Language Learners	0.00	0.00	63.00
Hispanic	81.00	71.00	70.00
White	86.00	86.00	87.00

Grade: **3rd-12th**

All Subjects

STAAR

	2013	2014	2015
All Students	83.00	85.00	85.00
African American	85.00	80.00	93.00
Economically Disadvantaged	79.00	82.00	83.00
English Language Learners	58.00	62.00	63.00
Hispanic	79.00	82.00	78.00
Special Education	77.00	79.00	47.00
Two or More Races	0.00	73.00	100.00
White	84.00	87.00	85.00

Grade:**3rd-12th**

STAAR Reading

	2013	2014	2015
"All Students"	86.00	86.00	89.00
African American	85.00	77.00	95.00
Economically Disadvantaged	81.00	83.00	89.00
English Language Learners	50.00	43.00	72.00
Hispanic	79.00	79.00	88.00
Special Education	86.00	84.00	50.00
White	88.00	89.00	89.00

Grade:**8th-12th**

STAAR Social Studies

STAAR

	2013	2014	2015
All Students	77.00	78.00	73.00
Economically Disadvantaged	69.00	73.00	68.00
Hispanic	81.00	77.00	57.00
White	77.00	79.00	76.00

Grade:**9th-12th**

STAAR Mathematics

	2013	2014	2015
All Students	91.00	91.00	82.00
Economically Disadvantaged	88.00	87.00	70.00
White	91.00	91.00	87.00

About Joaquin ISD

Mission Statement:

Joaquin ISD students will be provided the opportunity to develop the ability to think logically, independently and creatively, and to communicate effectively in a safe environment.

Motto:

Striving for Excellence

Grade Span:

PK - 12

Enrollment:

701

Highly Qualified Status:

100% HQ Teachers

Accountability Ratings:

2015 State Accountability Summary:

Joaquin ISD: Met Standard

Joaquin High School: Met Standard

Joaquin Junior High: Met Standard

Joaquin Elementary: Met Standard

Demographics

2012 - 2013 Enrollment:

2 – Early Childhood (4 years old)
32 – Prekindergarten
68 – Kindergarten
60 – First Grade
52 – Second Grade
49 – Third Grade
51 – Fourth Grade
58 – Fifth Grade
47 – Sixth Grade
51 – Seventh Grade
56 – Eighth Grade
66 – Ninth Grade
50 – Tenth Grade
55 – Eleventh Grade
49 – Twelfth Grade

2012 - 2013 Ethnic Distribution:

36 (4.8%) – African American
111 (14.9%) – Hispanic
582 (78.0%) – White
3 (0.4%) – American Indian
4 (0.5%) – Asian
1 (0.1%) – Pacific Islander
9 (1.2%) – Two or More Races

2012 - 2013 Student Groups:

439 (58.8%) – Economically Disadvantaged
48 (6.4%) – English Language Learners
13 (1.6%) – Students with Disciplinary Placements
305 (40.9%) – Students Meeting "At-Risk" Criteria

2012 – 2013 Students per Teacher:

22.7 – Kindergarten
20.0 – Grade 1
17.4 – Grade 2
16.2 – Grade 3
25.5 – Grade 4
19.2 – Grade 5
17.6 – Grade 6

11.9 – English/Language Arts
20.3 – Foreign Languages
14.9 – Mathematics
14.6 – Science
14.3 – Social Studies

2012 - 2013 Student Enrollment by Program:

48 (6.4%) - Bilingual/ESL Education
255 (34.2%) - Career and Technical Education
27 (3.6%) - Gifted and Talented Education
96 (12.9%) - Special Education

Federal Requirements - Schoolwide Program

In accordance with the revised (10/12/09) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following ten federally required components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that—
 - (A) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);
 - (B) use effective methods and instructional strategies that are based on scientifically based research that—
 - (1) strengthen the core academic program in the school;
 - (2) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - (3) include strategies for meeting the educational needs of historically underserved populations;
 - (C)(1) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - (a) counseling, pupil services, and mentoring services;
 - (b) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - (c) the integration of vocational and technical education programs; and
 - (2) address how the school will determine if such needs have been met; and
 - (D) are consistent with, and are designed to implement, the State and local improvement plans, if any.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

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8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal Requirements - Schoolwide Program Components

Joaquin ISD conducts a Title I Schoolwide Program on the Elementary campus. The Schoolwide Components are addressed in the District Improvement Plan under the following goals.

1. A comprehensive needs assessment of the entire school.
 - Goal #2: District Performance Objectives Strategy
 - Goal #2: Foundation Program and Support Strategy
 - Goal #5: Needs Assessment and Data Review Strategy
2. Schoolwide reform strategies.
 - Goal #2: Accelerated Instruction Strategy
 - Goal #3: Dropout Prevention Program Strategy
3. Instruction by highly qualified teachers.
 - Goal #5: Recruitment and Retention Initiatives Strategy
4. High-quality and ongoing professional development for teachers, principals and paraprofessionals.
 - Goal #5: Professional Development Program Strategy
 - Goal #5: Recruitment and Retention Initiatives Strategy
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Goal #5: Recruitment and Retention Initiatives Strategy
 - Goal #5: Professional Development Program Strategy
6. Strategies to increase parental involvement.
 - Goal #1: Parent and Community Involvement Strategy
 - Goal #1: Evaluation of the Parent Involvement Program Strategy
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs.
 - Goal #2: Transition from Early Childhood programs to Kindergarten Activity
8. Measures to include teachers in the decisions regarding the use of academic assessments.
 - Goal #1: District Planning and Decision Making Committee Activity
9. Activities to ensure that students shall be provided with effective, timely additional assistance.
 - Goal #2: Accelerated Instruction Strategy
 - Goal #2: Foundation Program Strategy
10. Coordination and integration of Federal, State and local services and programs including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.
 - Goal #4: Career Guidance and Counseling Strategy
 - Goal #6: Technology Integrated Curriculum Strategy
 - Goal #7: Drug Use, Violence Prevention and/or Intervention Programs and Activities Strategy
 - * Goal #7: Coordinated School Health Program
 - * Goal #7: Safe Schools Initiative Strategy

Needs Assessment Summary

Joaquin ISD received a State Accountability Rating of Met Standard from TEA in 2015. The Met Standard Rating requires that the district met or exceeded the target score on Student Achievement, Student Progress, Closing Performance Gaps and Postsecondary Readiness.

Student Strengths and Needs:

Note: Passing Rates on the STARR tests in 2015 were at Phase-in 1 Level II.

Reading/ELA: 89% of All Students met the passing standard in Reading. Passing rates for other subgroups ranged from 95% for African American students to 50% for Special Education students.

Math: The passing standard for the STAAR Math test for grades three through eight has not been established. Passing rates are for those students who participated in the Algebra I End of Course exam. 82% of All Students met the passing standard in Math. Passing rates for other subgroups ranged from 87% for White students to 70% for Economically Disadvantaged students.

Writing: Fourth grade students and seventh grade students participated in the STAAR Writing test in 2015. 81% of All Students met the passing standard in Writing. Passing rates for other subgroups ranged from 100% for African American and Hispanic students to 78% for White students.

Science: Fifth grade students and eighth grade through twelfth grade students participated in the STAAR Science tests in 2015. 85% of All Students met the passing standard in Science. Passing rates for other subgroups ranged from 100% for African American students to 63% for English Language Learners.

Social Studies: Eighth grade through twelfth grade students participated in the Social Studies tests in 2015. 73% of All Students met the passing standard in Social Studies. Passing rates for other subgroups ranged from 76% for White students to 57% for Hispanic students.

Interventions: Joaquin ISD has programs at every grade level in place to address the identified needs of its students.

Tutorials are provided during the school day and before and after school in the core subject areas for students at risk of failing a class or failing a STAAR test.

Joaquin Elementary provides both Reading and Math Pullout Programs designed to provide interventions that will allow students to be academically successful. An Early Literacy Lab provides strategies focusing on the early grades that will boost early reading skills. Individualized Instruction is also provided on an as needed basis by a Reading Aide. English Language Learners are supported by the ESL program, which includes an ESL instructional aide. A Prekindergarten program is provided to students who meet the state criteria.

Joaquin Junior High students having difficulty in Reading, ELA, Mathematics, or Science are provided with supplemental assistance through intervention classes.

Joaquin High School has several programs in place to address the identified needs of its students. ELA, Math, and Social Studies Intervention classes are provided to high school students who are having difficulty. A Credit Recovery program is offered to students through the PLATO program.

Faculty and Staff: 100% of the staff at Joaquin ISD is highly qualified. Professional development is encouraged for the staff, particularly focusing on areas where students are performing below district expectations. Stipends are available for staff who are in high need areas. Teachers are given the opportunity to participate in professional development through the Region VII, Math & Science Consortium. Local and supplemental funds provide opportunities for travel to conferences, as well as stipends for attendance outside of duty hours and performance pay.

Attendance: Attendance rates for all students at Joaquin ISD improved slightly from 11-12 to 12-13, as did most of the subpopulations. The campuses have several activities in place that are designed to encourage attendance. These include attendance incentives, parent notifications and counseling services.

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Dropout Rate: The dropout rate at Joaquin High School for ninth through twelfth graders is 0.9% in 2011-2012. Several programs, including parental involvement activities and counseling programs are in place to ensure the campuses achieve or maintain the 0% dropout rate.

SCE At Risk Profile

Students At Risk of Dropping out of School
2014-2015

Joaquin ISD, Grades PK – 12
Enrollment – 723

At Risk Criteria

1. Students who were not advanced from one grade level to the next for one or more school years (Grades PK - 12)
 - a. Number meeting this criteria: 90
 - b. Percent of population: 12%

2. Students in grades 7 - 12 who did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding school year:
 - a. Number meeting this criteria: 17
 - b. Percent of population: 2%

3. Students that "Did Not Meet the Standard" and have not scored at or above 110% of the passing score on the same instrument for the following:
 - a. STAAR Reading or EOC English I or II:
 - i. Number meeting this criteria: 71
 - ii. Percent of population: 10%

 - b. STAAR Math or EOC Algebra I:
 - i. Number meeting this criteria: 48
 - ii. Percent of population: 7%

 - c. STAAR Writing:
 - i. Number meeting this criteria: 50
 - ii. Percent of population: 7%

 - d. STAAR Science or EOC Biology:
 - i. Number meeting this criteria: 39
 - ii. Percent of population: 5%

 - e. STAAR Social Studies or EOC US History:
 - i. Number meeting this criteria: 38
 - ii. Percent of population: 5%

4. Students not performing satisfactorily on a readiness test or assessment instrument administered during the current school year (Grades PK - 3):
 - a. Prekindergarten:
 - i. Number meeting this criteria: 10
 - ii. Percent of population: 1%

 - b. Kindergarten:

- i. Number meeting this criteria: 7
 - ii. Percent of population: 1%
- c. First grade:
- i. Number meeting this criteria: 35
 - ii. Percent of population: 5%
- d. Second grade:
- i. Number meeting this criteria: 37
 - ii. Percent of population: 5%
- e. Third grade:
- i. Number meeting this criteria: 30
 - ii. Percent of population: 4%
5. Students who are pregnant or are parents:
- a. Number meeting this criteria: 13
 - b. Percent of population: 2%
6. Each student who has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year:
- a. Number meeting this criteria: 2
 - b. Percent of population: < 1%
7. Students of limited English proficiency, as defined by Section 29.052 (Grades PK - 12):
- a. Number meeting this criteria: 49
 - b. Percent of population: 7%
8. Students who are in the custody or care of the Department of Protective and Regulatory Services or have been referred:
- a. Number meeting this criteria: 3
 - b. Percent of population: <1%
9. Students who are homeless, as defined by 42 U.S.C. Section 11302:
- a. Number meeting this criteria: 34
 - b. Percent of population: 5%
10. Each student who resided in the previous school year or in the current school year in a residential placement facility in the district:
- a. Number meeting this criteria: 1
 - b. Percent of population: <1%

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Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin ISD students. (TI, A SW #6, #8) [TEC §4.001 (b) (1)]						
Objective(s): PK-12 There will be an overall, year-long increase in Joaquin ISD parents and community members participating in the educational process and educational support strategies and activities. (TI, A SW #6)						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Inclusion of parents in the development, review, and evaluation of the campus and district improvement plans through Site-Based Decision Making Committee - Through their participation in the DPDMC and SBDMCs, parents are an integral part in the District Improvement Plan (DIP) and Campus Improvement Plan (CIP) development, review and evaluation process.	8/2015 - 7/2016	Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson Community Liaison - Jennifer McCann	Local Funds - Time Contributions of Parents and Committee Members		Parents are equal partners in their students' education.	Documentation :District and Campus Improvement Plans - - 05/16: Updated DIP and CIPs that reflect the educational system of Joaquin ISD.
Activity: District Planning and Decision Making Committee (DPDMC) (TI, A SW #8) - As directed by Board policy, the DPDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)] Under the supervision of the district's Superintendent and the chair of the Joaquin ISD (DPDMC), the SBDMCs will play an integral role in the planning, development and evaluation of the educational system of Joaquin ISD campuses. Through the activities of the SBDMCs, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Joaquin ISD. Parents will be notified of the special programs and support programs available to their students.	8/2015 - 5/2016	Superintendent - Phil Worsham	Local Funds - Time Contributions of Committee Members	Documentation :Agendas, Sign-in Sheets, Minutes - - 12/15: The Board of Trustees and Superintendent, or designee, will review the minutes of prior SBDMC meetings, analyzing the efficiency and productivity of the Committees, recommending revisions to Board policies and procedures to ensure a positive impact.	The DPDMC and the SBDMCs, using the comprehensive needs assessment data, designed and refined an educational system that served the needs of all students of Joaquin ISD.	Criterion-Referenced Test :STAAR Tests - - 08/16: The district and campuses earn the state accountability rating of Met Standard.

Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin ISD students. (TI, A SW #6, #8) [TEC §4.001 (b) (1)]						
Objective(s): PK-12 There will be an overall, year-long increase in Joaquin ISD parents and community members participating in the educational process and educational support strategies and activities. (TI, A SW #6)						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Title I, Part A Schoolwide Assistance - Joaquin ISD, through the activities of the Superintendent and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the DPDMC are cognizant of the regulations governing the same, understands the ten components of a Title I Schoolwide Program and includes these components in the Joaquin ISD DIP.	7/2015 - 5/2016	Superintendent - Phil Worsham	Federal - Title I, Part A - SECCA, Inc Consulting Services \$3,415.00			
Strategy: School Board Meetings - Parents and Community Members are invited to the monthly Joaquin ISD School Board meetings, to ensure their access to participation in the educational system of Joaquin ISD.	6/2015 - 5/2016	School Board Secretary - Ronnie Belrose	Local Funds - Radio Announcements, Website and Public Posting on Administration Door		Parents are equal partners in their students' education.	Documentation :Agendas, Sign-in Sheets, Minutes - Monthly increase in participation by both parents and community members at the Joaquin ISD School Board meetings.

Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin ISD students. (TI, A SW #6, #8) [TEC §4.001 (b) (1)]						
Objective(s): PK-12 There will be an overall, year-long increase in Joaquin ISD parents and community members participating in the educational process and educational support strategies and activities. (TI, A SW #6)						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Parent and Community Support Organizations - Myriad parent and community school support organizations are available in which parents and community members may become active stakeholders in the educational system of Joaquin ISD. The events and programs include: * PTO Meetings with Parent Volunteers * Award Assemblies * Grandparents' Day * Thanksgiving Program (Kindergarten and 1st grade) * STAAR Carnival * Kindergarten Graduation * Prekindergarten End-of-Year Ceremony * Field Day * Awards Day * Pep Rallies * FFA * Band Boosters * Athletic Boosters * Tailgate Parties * Volunteer Opportunities	8/2015 - 5/2016	Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson	Local Funds - Time Contributions of Staff and Volunteers	Documentation :Parent Contact Logs - 12/15: Increase in the participation of parents and community members in the educational system of Joaquin ISD.	Parents are equal partners in their students' education.	Documentation :Parent Contact Logs - 05/16: Increase in the participation of parents and community members in the educational system of Joaquin ISD.

Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin ISD students. (TI, A SW #6, #8) [TEC §4.001 (b) (1)]						
Objective(s): PK-12 There will be an overall, year-long increase in Joaquin ISD parents and community members participating in the educational process and educational support strategies and activities. (TI, A SW #6)						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Evaluation of the Parent Involvement Program (TI, A SW #6) - Parents participate in the evaluation of the campus' Parental Involvement Program. At this time, parents review the Title I, Part A Parental Involvement Policy and Compact between the school, parents and the student. At this time, parents may choose to vote to amend either.	May 2016	Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson	Local Funds - Time Contributions of Parents, Staff and Faculty	Documentation :Parent Involvement Policy - 08/15: Begin the school year with an approved campus Parental Involvement Policy and School, Parent, Student Compact for distribution to parents, faculty and staff.	A Parental Involvement Policy that reflects the philosophy of and commitment to the education of the Joaquin ISD students.	Documentation :Parent Involvement Policy - 05/16: Parents have participated in an evaluation of the Parental Involvement Policy and School, Parent, and Student compact as reflected by meeting sign-in sheets, agendas, and minutes.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: LEA support in the development of campus performance objectives and alignment with the District Plan: - Through the assistance provided by the chair of the DPDMC and the dissemination of the District Improvement Plan, the LEA provides the campus Site Based Decision Making Committees (SBDMCs) with guidance in setting their performance objectives. They base district-wide performance objectives on data available through the comprehensive needs assessment process. In turn, each campus has set campus performance objectives reflective of their students' unique needs. (TI, A SW #1)</p>	<p>6/2015 - 8/2015</p>	<p>Superintendent - Phil Worsham Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson</p>	<p>Local Funds - Time Contributions of DPDMC and SBDMCs</p>	<p>Documentation :Agendas, Sign-in Sheets, Minutes - 08/15: The DPDMC and SBDMCs have adopted formal and informal assessment instruments and an assessment calendar for the current school year.</p>	<p>Increased Student Achievement</p>	<p>Informal Assessment :Classroom Assessments - 05/16: Individual student's and student groups' performance in line with district expectations.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Joaquin ISD participates in the State-Developed Testing Program that is consistent with the regulations of No Child Left Behind (NCLB).</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) tests will measure Math and Reading (grades 3 – 8), Writing (grades 4 and 7), Science (grades 5 and 8) and Social Studies (grade 8).</p> <p>The STAAR program for high school will measure English Language Arts (ELA), Math, Science and Social Studies through the 5 End-Of-Course (EOC) assessments.</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p> <p>Students are referred to the Student Support Team (SST) if they demonstrate chronic difficulties unresponsive to intervention strategies. The Team includes the School Counselor, Principal and appropriate Special Programs staff.</p>	<p>8/2015 - 5/2016</p>	<p>Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson</p>	<p>Local Funds - Assessment Instruments and Testing Materials \$1,900.00</p>	<p>Formal and Informal Assessments :Classroom Assessments - 12/15: 80% of students will pass campus benchmark tests.</p>	<p>Increased Student Achievement</p>	<p>Informal Assessment :Classroom Assessments - 05/16: 90% of students will pass campus benchmark tests.</p> <p>Criterion-Referenced Test :STAAR Tests - 05/16: 100% of students in grades 3-12 will pass appropriate grade level and subject area STAAR tests.</p>
<p>Activity:</p> <p>STAAR Incentives - Staff will schedule a number of STAAR incentives throughout the year to encourage students to do their best on the tests. Examples of incentives include drawings for money and trips, based on benchmark performances.</p>	<p>9/2015 - 6/2016</p>	<p>Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson</p>	<p>Local Funds - Stickers, Pencils and Parties</p>		<p>Increased Student Achievement</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students in grades 3-12 will pass appropriate grade level and subject area STAAR tests.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>STAAR Parental Involvement - Parents are invited to a workshop to discuss the STAAR testing program and what they can do to help their child pass these assessments. This information is disseminated by the classroom teachers to the parents.</p>	<p>1/2016 - 6/2016</p>	<p>Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson</p>	<p>Coordinated Funds - Time Contributions of Staff and Faculty</p>		<p>Increased Student Achievement</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students in grades 3-12 will pass appropriate grade level and subject area STAAR tests.</p>
<p>Strategy:</p> <p>Foundation Program and Support (TI, A, SW #1, #9): - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's TEKS that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.</p>	<p>8/2015 - 5/2016</p>	<p>Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson</p>	<p>Local Funds - Instructional Resources \$39,500.00</p> <p>Local Funds - Math Resources \$1,000.00</p> <p>Local Funds - Science Resources \$1,900.00</p> <p>Local Funds - Art Resources \$2,800.00</p>	<p>Informal Assessment :Classroom Assessments - 01/16: K-Grade 2: 80% of all students and all student groups will score within district expectations on the TPRI.</p> <p>Grades 1-5: 80% of all students and all student groups will score at, or above, grade level on the STAR Reading and Math Diagnostic Assessments.</p> <p>Grades 3-12: 80% of all students and all student groups will achieve a passing score on each appropriate TEKS-based assessment.</p>	<p>All students and all student groups academically succeed as the educational system meets the needs of all students.</p>	<p>Formal and Informal Assessments :Classroom Assessments - 05/16: K-Grade 2: 90% of all students and all student groups will score at least "Developed" on the TPRI.</p> <p>Grades 1-5: 90% of all students and all student groups will score at, or above, grade level on the STAR Reading and Math Assessments.</p> <p>Criterion-Referenced Test :STAAR Tests - 05/16: Grades 3-12: 100% of all students and all student groups will pass each grade level and subject area STAAR test.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Assessment - Kindergarten - A Teacher-Made Developmental Skills Checklist is administered to determine the developmental skills level of students and to identify students meeting the State-adopted "at-risk" criteria.</p> <p>Reading: The Texas Primary Reading Inventory (TPRI) is administered to Kindergarten students in September, January and April to determine student progress in the acquisition of reading readiness and reading skills. The TPRI is a diagnostic/prescriptive tool mandated by the State.</p> <p>Reading: At least twice a year, the STAR Reading Diagnostic assessment is taken by each student to determine reading grade equivalents and individual student progress in skills development.</p> <p>Math: Joaquin Elementary is using AIMS WEB for Math assessment and measuring student's progress.</p>	<p>8/2015 - 4/2016</p>	<p>Kindergarten Teacher - Debra Barr Kindergarten Teacher - Shonda Elliott</p>	<p>Local Funds - Time Contributions of Kindergarten Teachers</p>	<p>Formal and Informal Assessments :Classroom Assessment - - 01/16: 80% of all students will score "Developed" on the TPRI.</p> <p>80% of all students will demonstrate mastery on age-appropriate math skills.</p>	<p>Kindergarten students with the prerequisite developmental skills to enter first grade and be successful.</p>	<p>Formal and Informal Assessments :Classroom Assessment - - 05/16: 90% of all students will score "Developed" on the TPRI.</p> <p>90% of all students will demonstrate mastery on age-appropriate math skills.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Assessment - Grades 1 - 2 - Reading: The TPRI is administered to students in September, January and April to measure reading readiness and reading skills. The TPRI is a diagnostic/prescriptive tool that teachers use to individualize instruction. The results are also used to determine which students meet the State-adopted "at-risk" criteria.</p> <p>Reading: At least twice a year, the STAR Reading Diagnostic assessment is taken by each student to determine reading grade equivalents and individual student progress in skills development.</p> <p>Math: AIMS WEB is used at the beginning of the year to determine math strengths and deficiencies.</p>	<p>8/2015 - 5/2016</p>	<p>Elementary Principal - Sherry Scruggs</p>	<p>Local Funds - Assessment Instruments</p>	<p>Formal and Informal Assessments :Classroom Assessment - - 01/16: 80% of all 1st and 2nd graders will score at least "Developed" on the TPRI.</p> <p>80% of all 1st and 2nd graders will demonstrate mastery on age-appropriate math skills.</p>	<p>Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.</p>	<p>Formal and Informal Assessments :Classroom Assessment - - 05/16: TPRI - 90% of all 1st and 2nd graders will score at least Developed on the TPRI.</p> <p>90% of all 1st and 2nd graders and will score at, or above, grade level on the STAR Reading assessment.</p> <p>90% of all students will demonstrate mastery on age-appropriate math skills.</p>

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 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assessment - Grades 3 - 12 - Grade 3: Classroom teachers review 2nd grade TPR, STAR Reading and Math Inventory results to determine students' entry-level skills.</p> <p>Grades 3 - 8: At least twice a year, the STAR Reading Diagnostic assessment is taken by each student to determine reading grade equivalents and individual student progress in skills development.</p> <p>Grade 7: Classroom teachers review 6th grade STAR Reading and Math Inventory results to determine students' entry-level skills.</p> <p>Grades 3 - 8: Spring STAAR scores are used to determine students' entry-level skills (TEKS attainment).</p> <p>Grades 9 - 12: Spring STAAR EOC scores are used to determine students' entry-level skills (TEKS attainment).</p>	<p>8/2015 - 5/2016</p>	<p>Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson Junior High/High School Counselor - Kasi Trent Elementary Counselor - Ashley Rambin</p>	<p>Local Funds - Assessment Instruments and Testing Materials</p>	<p>Formal and Informal Assessments :Classroom Assessment - - 01/16: 80% of all Students will score "at grade-level" on the STAR Reading and Math Diagnostic Assessments.</p> <p>80% of "all students in grades 3-11 will achieve a passing score on each Benchmark test.</p>	<p>Increased Student Achievement</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students in grades 3-12 will pass appropriate grade level and subject area STAAR tests.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Multi-Sensory and Experiential Learning - The Prekindergarten Program relies heavily on multi-sensory and experiential approaches to instruction and learning. Centers provide multi-sensory and experiential guided activities tied to specific developmental and academic learning areas. Example of Centers include:</p> <ul style="list-style-type: none"> * Blocks Center * Math Manipulative Center * House Center * Literacy Center * Art Center * Computer Center * Monthly Current Event Center <p>Teachers use the multi-sensory Frog Street curriculum and Ready Bodies Learning Minds program.</p>	8/2015 - 5/2016	PK Teacher - Kathy Brittain	Local Funds - Time Contributions of PK Staff	Formal and Informal Assessments :Classroom Assessment - - Each 6-Weeks: 90% of the students will master the appropriate developmental skills, as indicated by teacher records.	Educationally disadvantaged students with the skill acquisition for Kindergarten.	Formal and Informal Assessments :Classroom Assessment - - 05/16: 90% of all Students will master the State's PK Goals.
<p>Activity: Transition from Early Childhood programs to Kindergarten [TI, A SW #7] - 1) PK students and their parents participate in the Kindergarten Roundup activities held at Joaquin Elementary.</p> <p>2) During the last six weeks of school, the PK teachers introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize them with the academic elements of Kindergarten.</p> <p>3) The PK staff works with students on behavioral and hygiene issues with repetitive exercises ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.</p>	3/2016 - 5/2016	PK Teacher - Kathy Brittain Kindergarten Teacher - Debra Barr Kindergarten Teacher - Shonda Elliott	Local Funds - Time Contributions of PK/Kindergarten Staff	Informal Assessment :Classroom Assessments - - 6 Weeks Progress Reports will indicate increased skill levels and appropriate behavior and hygiene.	Students and parents familiarized with the Joaquin Elementary Kindergarten program. Students with the behavioral skills and hygiene practices prerequisite for success in Kindergarten.	Formal and Informal Assessments :Classroom Assessment - - 05/16: 90% of all Students will master the State's PK Goals.

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 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Accelerated Instruction [TI, A SW #2, #9] - Joaquin ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable the students to perform at grade level at the conclusion of the next regular school term.	8/2015 - 5/2016	Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson	Coordinated Funds - Time Contributions of Staff State - State Compensatory Education (SCE) - Supplemental Instructional Resources <p style="text-align: right;">\$1,200.00</p>	Formal and Informal Assessments :Classroom Assessment - 01/16: 80% of the "At-Risk" students will pass TEKS-based Benchmark testing.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - 05/16: 100% of students in grades 3-12 will pass appropriate grade level and subject area STAAR tests.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Assessment--"At-Risk" Students: - Joaquin ISD follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081(d) – Revised 2013] For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who: (1) was not advanced from one grade level to the next for one or more school years; (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester; (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument; (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year: * PK - 3 did not perform satisfactorily on a readiness test	8/2015 - 5/2016	Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson	Local Funds - Assessment Instruments and Testing Materials	Formal and Informal Assessments :Classroom Assessment - - 12/15: 80% of the students meeting the state-adopted criteria will demonstrate accelerated improvement, as reflected on informal assessments.	Increased student performance of target population and reduction in dropout rates once students reach junior and senior high grade levels.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all students and all student groups will achieve a passing score on the appropriate grade level and subject area STAAR tests.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>or assessment instrument administered during the current school year;</p> <p>* PK, K scored at or below 40% on the Locally Designed Pre-Test;</p> <p>* Grade 1 scored at or below 90% on the Texas Primary Reading Inventory (TPRI) and/or a score of .05 on the STAR Reading Diagnostic Test;</p> <p>* Grades 2 - 3 scored one or more years below grade level on the STAR Reading Diagnostic Test;</p> <p>(5) is pregnant or is a parent;</p> <p>(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;</p> <p>(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;</p> <p>(8) is currently on parole, probation, deferred prosecution, or other conditional release;</p> <p>(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;</p> <p>(10) is a student of limited English proficiency, as defined by Section 29.052;</p> <p>(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a</p>						

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Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>school official, officer of the juvenile court, or law enforcement official;</p> <p>(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or</p> <p>(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.</p> <p>Activity: Early Literacy Lab - The Early Literacy Lab Teacher will pull students in kindergarten through second grade demonstrating difficulty in reading at grade-level for supplemental assistance. The teacher, with the help from an aide, uses different teaching modalities and learning styles to accelerate students' attainment of the TEKS.</p>	<p>8/2015 - 5/2016</p>	<p>Elementary Principal - Sherry Scruggs Early Literacy Lab - Lori May</p>	<p>State - State Compensatory Education - Time Contributions of Early Literacy Lab Aide FTE: 1.00 \$23,434.42</p> <p>Federal - Title I, Part A - Time Contributions of Early Literacy Lab Teacher FTE: 1.00 \$58,997.61</p>	<p>Formal and Informal Assessments :Classroom Assessment - - 12/15: 80% of the at-risk students in prekindergarten will attain appropriate developmental stage scores on teacher-designed and commercial assessments.</p> <p>80% of the at-risk students in kindergarten through second grade will attain grade-appropriate reading scores on the TPRI.</p>	<p>Increase number of students permanently removed from the at-risk roster.</p>	<p>Formal and Informal Assessments :Classroom Assessment - - 05/16: 90% of the at-risk students in prekindergarten will attain appropriate developmental stage scores on teacher-designed and commercial assessments.</p> <p>100% of the at-risk students in kindergarten through second grade will attain grade-appropriate reading scores on the TPRI.</p>
<p>Activity: Before and After School Tutorial Program - Students identified as at-risk and students demonstrating difficulties in the acquisition of the TEKS have the opportunity to participate in both before and after school tutorials. This provides students with immediate assistance, when they actually demonstrate the problem to ensure that they do not lose valuable instructional time.</p>	<p>8/2015 - 5/2016</p>	<p>Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson</p>	<p>State - State Compensatory Education - Extra Duty Pay for Tutorials \$13,341.90</p>	<p>Formal and Informal Assessments :Classroom Assessment - - 12/15: 80% of all students and all student groups will achieve passing scores in all core subject areas.</p>	<p>Reduce retention rates to no more than 110% of the state average for grade levels currently above the state average.</p>	<p>Formal and Informal Assessments :Classroom Assessment - - 05/16: 90% of all students and all student groups will achieve passing scores in all core subject areas.</p>

District Improvement Plan
Joaquin ISD 2015-2016

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]

Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Classroom Support - Paraprofessionals provides supplemental reading and math assistance to students in PK through 5th grade, as dictated and supervised by the foundation teachers.</p>	8/2015 - 5/2016	Elementary Principal - Sherry Scruggs	State - State Compensatory Education - Time Contributions of Instructional Aides FTE: 2.00 \$39,081.50	Formal and Informal Assessments :Classroom Assessment - - 12/15: 80% of all students and all student groups will achieve passing scores in all core subject areas.	Increased Student Achievement	Formal and Informal Assessments :Classroom Assessment - - 05/16: 90% of all students and all student groups will achieve passing scores in all core subject areas.
<p>Activity: Supplemental Reading Program - Elementary students will be able to participate in a supplemental Reading program in order to improve independent reading skills. Students will receive assistance using scientifically research-based reading strategies and activities.</p>	8/2015 - 5/2016	Elementary Principal - Sherry Scruggs Early Literacy Lab - Lori May	State - State Compensatory Education - Time Contributions of Reading Aide FTE: 0.44 \$9,256.01 Federal - Title I, Part A - Time Contributions of Reading Aide FTE: 0.56 \$12,971.49	Formal and Informal Assessments :Classroom Assessment - - 01/16: K-Grade 2: 80% of all students and all student groups will score "Developed" on the TPRI. Grades 1-5: 80% of all students and all student groups will score at or above grade level on the STAR Reading Assessment.	Students will master the Reading TEKS for their appropriate grade level.	Formal and Informal Assessments :Classroom Assessment - - 05/16: K-Grade 2: 100% of all students and all student groups will score "Functional" on the TPRI. Grades 1-5: 100% of all students and all student groups will read on grade level, as demonstrated by STAR Reading Scores.
<p>Activity: Accelerated Math Program - Through the Accelerated Math Program, Joaquin Elementary teachers provide supplemental and intensive math instruction during small group instruction using scientifically research-based strategies and activities.</p>	8/2015 - 6/2016	Elementary Principal - Sherry Scruggs Math Intervention Teacher - Amber Graves	Federal - Title I, Part A - Time Contributions of Math Teacher FTE: 1.00 \$47,986.81	Formal and Informal Assessments :Classroom Assessment - - 01/16: Grades 1-5: 80% of all students and all student groups will score on grade level on the STAR Math Assessment.	Reduction in retention rates and increased performance on STAAR Math	Formal and Informal Assessments :Classroom Assessment - - 05/15: 100% of all students and all student groups will score on grade level on the STAR Math Assessment. Criterion-Referenced Test :STAAR Tests - - 05/16: Grades 3-5: 100% of all students will attain a passing score on appropriate grade level STAAR Math tests.

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 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Math Intervention - Supplemental accelerated instruction will be offered in Math for students in grades 6-8 who are having difficulty in a math class, received a failing grade in the previous year's Math course or are in danger of not passing the STAAR Math tests. Students will be provided small group or individualized instruction to supplement the regular classroom instruction.	8/2015 - 5/2016	Junior High Principal - Terri Gray	State - State Compensatory Education - Time Contributions of Math Teachers FTE: 1.57 \$70,028.39 State - State Compensatory Education - Substitutes for SCE Teachers \$54.43	Formal and Informal Assessments :Classroom Assessment - - 01/16: 80% of the "At-Risk" students in the sixth through eighth grades will attain passing scores on benchmark Math Tests.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of At-Risk students participating in the supplemental Math classes will achieve a passing score on the STAAR Math test.
Activity: Reading/English Language Arts Intervention - Students in grades 6-8 who exhibit weak reading skills will attend supplemental Reading/ELA classes. The classes will emphasize integrating decoding and comprehension skills so students will acquire the skills needed to understand written materials in a meaningful context. Students are given opportunities to apply reading strategies to a variety of practical situations that will enable them to use and practice reading and study skills daily.	8/2015 - 5/2016	Junior High Principal - Terri Gray	State - State Compensatory Education - Time Contributions of Reading Staff FTE: 0.43 \$21,097.06	Formal and Informal Assessments :Classroom Assessment - - 01/16: 80% of the "At-Risk" students in the sixth through eighth grades will attain passing scores on Reading/ELA benchmark tests.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of At-Risk students participating in the supplemental Reading/ELA classes will achieve a passing score on the STAAR Reading tests.
Activity: Science Intervention -Supplemental accelerated instruction will be offered in Science for students who are having difficulty in a science, received a failing grade in the previous year's Science course or are in danger of not passing the STAAR Science test. Students will be provided small group or individualized instruction to supplement the regular classroom instruction.	8/2015 - 5/2016	Junior High Principal - Terri Gray	State - State Compensatory Education - Time Contribution of Science Teacher FTE: 0.14 \$6,226.54	Informal Assessment :Classroom Assessment - - 12/15: 80% of the "At-Risk" students will attain passing scores on Science benchmark tests.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of "At-Risk" students in eighth grade will meet minimum expectations on the STAAR Science test.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: PLATO Lab - Students who have failed a previous administration of STAAR will work on the PLATO Lab system every day for 30 minutes or have a scheduled remediation/tutorial class.</p> <p>PLATO is an interactive, educational software program that instructs all levels of students in areas covering reading, writing, mathematics, science, social studies, life skills, career skills, and ESL.</p> <p>PLATO courseware modules contain tutorials, drills, applications, problem solving activities, reviews, practice, and mastery tests. PLATO is a user-friendly operation and students have the ability to work at an individual pace.</p>	8/2015 - 5/2016	High School Principal - Jimmy Jackson PLATO Teacher - Sarah Barton PLATO Teacher - Mike Lawson	State - State Compensatory Education - PLATO Maintenance Agreement \$15,000.00 State - State Compensatory Education - Time Contributions of PLATO Lab Instructor FTE: 0.29 \$11,019.78	Formal and Informal Assessments :Classroom Assessment - - 12/15: 90% of the "At-Risk" students participating in the PLATO Lab will be performing within their grade-level TEKS Objectives.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/16 100% of all Students will attain a passing score on each grade-appropriate and subject area STAAR EOC Test.
<p>Activity: Core Subject Area Remediation Class - Students who are at risk of either failing a core subject area class or an EOC exam will receive additional assistance through these Remediation classes. Students will participate in small group and individual instruction.</p>	8/2015 - 5/2016	High School Principal - Jimmy Jackson	State - State Compensatory Education - Time Contributions of Teachers FTE: 0.57 \$28,668.27	Informal Assessment :Classroom Assessments - - 12/15; 80% of students participating in the classes will improve their skills and achieve a passing score on TEKS-based benchmark assessments.	Increased student achievement	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of the students will meet minimum expectations on the appropriate STAAR EOC exams.

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 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Special Education Program - Joaquin ISD shall provide special education services to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	5/2015 - 5/2016	Special Education Director/Special Programs - Kathy Carrington Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson	State - Special Education Block Grant - Time Contributions of Special Education Director State - Special Education Block Grant - Special Education Resources <p style="text-align: right;">\$3,000.00</p> State - Special Education Block Grant - Contracted Special Education Services <p style="text-align: right;">\$14,500.00</p>	Formal and Informal Assessments :Classroom Assessment - 12/15: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities having every opportunity to meet their full educational potential.	Criterion-Referenced Test :STAAR Tests - 05/16: 100% of all Students will attain a passing score on each appropriate grade level and subject area STAAR test.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Assessment--Special Education Students: - 1) A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>2) The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line.</p> <p>3) Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>4) Through the Special Education staff at Joaquin ISD and appropriate district-level staff, a Student Intervention Committee will consistently evaluate student needs, using this data to refer students to appropriate services.</p> <p>5) Students in grades 3 – 11 receiving Special Education services will participate in the Texas Assessment program. The individual student's ARD committee will determine the appropriate assessment.</p> <p>6) The diagnostic staff will</p>	<p>8/2015 - 9/2016</p>	<p>Special Education Director/Special Programs - Kathy Carrington</p>	<p>State - Special Education Block Grant - Assessment Instruments/Evaluations \$3,800.00</p> <p>State - Special Education Block Grant - Special Education Counseling Resources \$300.00</p>	<p>Documentation :Student Records - - 12/15: Joaquin ISD will have put 100% of all referrals for Special Education Services through the process in compliance with federal regulations and Commissioner's Rules.</p>	<p>Joaquin ISD completes Initial Evaluations and Reevaluations in a legal and timely manner so Special Education Services are not delayed, once referral is deemed appropriate.</p>	<p>Documentation :Student Records - - 06/16: Joaquin ISD will have put 100% of all referrals for Special Education Services through the process in compliance with federal regulations and Commissioner's Rules.</p>

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 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>evaluate each student with a disability at least once every three years within the specified timeline for reevaluation, with more frequent assessments as needed.</p> <p>Activity:</p> <p>Special Education Resource and Mainstream Settings - As dictated by their ARD Evaluations, teachers serve special education students in self-contained or departmentalize resource settings and/or mainstream into the general population for instruction.</p> <p>The inclusion program is designed so that the special education students benefit from direct instruction from the general education subject content teachers.</p> <p>Students that require small group instruction, a quiet place to work, or more one-on-one instruction, may utilize available unscheduled content mastery and pull out resources.</p> <p>A Life Skills unit is available at the High School.</p>	<p>8/2015 - 5/2016</p>	<p>Special Education Director/Special Programs - Kathy Carrington Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson</p>	<p>Federal - IDEA-B Preschool - Time Contributions of PPCD Aide FTE: 0.47 \$8,074.72</p> <p>Federal - IDEA-B Formula - Time Contributions of Special Education Staff FTE: 4.00 \$139,094.90</p> <p>State - Special Education Block Grant - Time Contributions of Special Education Staff \$287,156.00</p>	<p>Formal and Informal Assessments :Classroom Assessment - - 12/15: 100% of students with disabilities will meet their mastery percentages, as dictated by their IEPs.</p>	<p>Students with disabilities have every opportunity to meet their full educational potential.</p>	<p>Formal and Informal Assessments :Classroom Assessment - - 05/16: 100% of students with disabilities will meet their mastery percentages, as dictated by their IEPs.</p>

District Improvement Plan
Joaquin ISD 2015-2016

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Related Services - Joaquin ISD provides appropriate "related services" to students with disabilities as dictated by their ARD Evaluations.</p> <p>These services include occupational therapy, physical therapy, speech therapy, visuall impaired contracted services and counseling services. The service providers consist of employees of Joaquin ISD or contractors with JISD.</p>	8/2015 - 5/2016	Special Education Director/Special Programs - Kathy Carrington	Federal - IDEA-B Formula - Contracted Instruction for the Visually Impaired <p style="text-align: right;">\$500.00</p> Federal - IDEA-B Formula - Contracted Speech Therapy <p style="text-align: right;">\$500.00</p> State - Special Education Block Grant - Contracted Speech Services <p style="text-align: right;">\$40,000.00</p> State - Special Education Block Grant - Contracted Occupational and Physical Therapy <p style="text-align: right;">\$19,000.00</p>	Documentation :Student Records - - 12/15: 100% of students with disabilities on the Joaquin Campuses receive related services as dictated in their IEPs.	Students with disabilities participate in an educational process that ensures they will have the same opportunity to meet the same challenging state content and student performance standards that the state expects all children to meet.	Documentation :Student Records - - 06/16: 100% of students with disabilities on the Joaquin Campuses have received related services as dictated in their IEPs.
<p>Activity: Adaptive Behavior Center - The purpose of the Adaptive Behavior Center is to provide a structured intervention program designed to assist student with a pattern of persistent misbehavior. The ABC is a self-contained behavior classroom where students are provided a free appropriate public education within a structured setting. The classroom program will help students strengthen academic, behavior and social skills needed to make a successful transition back to their home campus.</p> <p>The ABC uses a level system from Entry level to Level 4 that allows students to earn increasing amounts of privileges and points. At Level 4, students begin transition activities, including a behavior contract, which will allow them to return to the home campus.</p>	8/2015 - 5/2016	Special Education Director/Special Programs - Kathy Carrington Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson	Local Funds - Time Contributions of ABC Staff		Decrease in ISS and DAEP Placements for Special Education Students.	Documentation :Discipline Records - - 05/16: Fewer Discipline Referrals for Special Education Students.

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 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Transition Services - Joaquin ISD provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111; TAC §89.1055</p> <p>Beginning at age 12 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.</p> <p>When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.</p>	<p>8/2015 - 5/2016</p>	<p>Special Education Director/Special Programs - Kathy Carrington</p>	<p>Local Funds - Time Contributions of Transition Coordinator</p>		<p>Students with disabilities are involved in a comprehensive and holistic educational system and process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet, and that their transition from school to work will provide them equitable opportunities to become self-sufficient.</p>	<p>Documentation :Student Records - - 05/16: Monitoring of students participating in Transition activities indicate that all elements are being implemented as dictated by regulation and IEPs.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Child Find Effort - Child Find Activities are primarily implemented at the district level, but all staff are involved in the effort. Joaquin ISD puts forth a comprehensive and proactive effort to find anyone needing Special Education services. Activities for Child Find include: * regional television commercial, * countywide--contact each school district and talk with each contact person, * developing a comprehensive Child Find Calendar to ensure all contacts are made, i.e., nursing homes, home schools, private schools; and activities are conducted, i.e., training surrogate parents, notifying doctors' offices, hanging Child Find Posters.	8/2015 - 5/2016	Special Education Director/Special Programs - Kathy Carrington	State - Special Education Block Grant - Child Find Resources		100% of the students eligible for Special Education assistance have been identified and are receiving required services within the required time frames.	Documentation :School Records - - 05/16: 100% of the activities posted on the Child Find Calendar completed. Any child found to need services referred as required.
Strategy: Special Education Continuous Improvement Plan (CIP) - Joaquin ISD entered the School Improvement Program in 2011 due to the aggregation of some student groups at the district level failing to make Adequate Yearly Progress in Math and Reading. The district has put strategies, initiatives and activities in place to improve the performance of those students.	8/2015 - 5/2016	Special Education Director/Special Programs - Kathy Carrington	Coordinated Funds - Time Contributions of Staff and Faculty	See Activities Below.	The district will receive the state Accountability rating of Met Standard in 2016.	See Activities Below.

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 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Data Driven Instructional Decisions - Staff will use Accucess Reading, Writing and Math diagnostic, prescriptive remediation program and Programs such as Kuta Math and Blue Pelican Math for higher level questions.</p> <p>Professional development will be provided on communicating high expectations and differentiating strategies and techniques to fit the needs of the students.</p>	8/2015 - 5/2016	Special Education Director/Special Programs - Kathy Carrington	Local Funds - Time Contributions of Staff and Faculty	Formal and Informal Assessments :Classroom Assessment - - 12/15: 80% of all students will achieve passing scores in all core subject areas.	An increase in the number of students who participate in the regular STAAR testing program.	Criterion-Referenced Test :STAAR Tests - - 05/16: An increase in the number of students who participate in STAAR testing program.
<p>Activity: Targeted Professional Development - Professional Development will be provided in the following areas: Region VII DMAC RtI suite will be used district-wide with professional development on the RtI process with focus on the Elementary campus. Emphasis will be placed on Tier 1, 2 and 3 strategies and the use of differentiated instruction in the classroom.</p>	8/2015 - 5/2016	Special Education Director/Special Programs - Kathy Carrington Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson	State - State & Local Funds - Time Contributions of Staff and Faculty		Fewer students will be referred for Special Education Services.	Documentation :Student Records - - 05/16: A recution in the the number of referrals to Special Education.
<p>Activity: Classroom Support - Special Education Director, Diagnostician and ARD Committees will monitor student's goals and objectives to assure teachers are writing standard based IEPs using benchmark testing along with other assessments. Goals and objectives will be written based on enrolled grade level TEKS. Principals will be responsible for grade alignments of grade level TEKS.</p>	8/2015 - 5/2016	Special Education Director/Special Programs - Kathy Carrington	Coordinated Funds - Time Contributions of Special Education Staff	Formal and Informal Assessments :Classroom Assessment - - 12/15: 80% of all students will achieve passing scores in all core subject benchmark tests.	Decrease in the number of Special Education students who take the STAAR Accomodated test.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all students and all student groups will achieve passing scores on appropriate grade level and subject area STAAR tests.

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 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Least Restrictive Environment - Joaquin ISD ensures that students with disabilities are educated with non-disabled peers in the least restrictive environment. Intervention strategies and activities for students not progressing as they should are prescribed, monitored and refined. Once an ARD is considered to be necessary, myriad issues are addressed:</p> <p>1) Supplementary aids and services are:</p> <ul style="list-style-type: none"> * specified in each student's IEP; * based on student need; * consistently implemented; and * result in placement in less restrictive settings. <p>2) Placement decisions are driven by student need and LRE considerations.</p> <p>3) The ARD committee annually considers the general education setting and/or curriculum first when placement decisions are made.</p> <p>4) Staff will be trained on Least Restrictive Environment, with the goal of increasing the inclusion time of all students.</p>	<p>8/2015 - 5/2016</p>	<p>Special Education Director/Special Programs - Kathy Carrington</p>	<p>State - State & Local Funds - Time Contributions of Staff and Faculty</p>		<p>Students with disabilities have every opportunity to meet their full educational potential.</p>	<p>Formal and Informal Assessments :Classroom Assessment - - 05/16: Increase in the amount of time special education students are in inclusion classes.</p>
<p>Activity: Adaptive Behavior Center - The purpose of the Adaptive Behavior Center is to provide a structured intervention program designed to assist student with a pattern of persistent misbehavior.</p> <p>Staff will receive continuing staff development on the behavior center, as well as training in Behavior RtI.</p>	<p>8/2015 - 5/2016</p>	<p>Special Education Director/Special Programs - Kathy Carrington</p>	<p>State - State & Local Funds - Time Contributions of Staff and Faculty</p>		<p>Decrease in ISS and DAEP Placements for Special Education Students.</p>	<p>Documentation :Discipline Records - - 05/16: Fewer Discipline Referrals for Special Education Students.</p>

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 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy: English as a Second Language (ESL) Program - Joaquin ISD offers an ESL Program whose goal is to enable limited English proficient students to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods. The ESL Program shall emphasize the mastery of English language skills, as well as Mathematics, Science and Social Studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.</p>	<p>8/2015 - 5/2016</p>	<p>Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson LPAC Coordinator - Yesenia Corrales LPAC Coordinator - Selisha Cockrell</p>	<p>Local Funds - Time Contributions of Staff and Faculty Federal - Title III, Part A LEP - Region VII SSA \$4,972.00</p>	<p>See Activities Below</p>	<p>Students exiting LEP designation by LPAC. Narrowing the achievement gap between LEP students and non-LEP students.</p>	<p>See Activities Below</p>

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 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assessment--Limited English Proficient (LEP) Students - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.</p> <p>Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of English language learners (ELLs).</p> <p>The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to LEP students in grades K-12. In grades K-1, TELPAS includes holistically rated listening, speaking, reading and writing assessments. In grades 2-12, this includes multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments.</p> <p>The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of a limited English proficiency (LEP) student who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p>	<p>8/2015 - 5/2016</p>	<p>Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson LPAC Coordinator - Yesenia Corrales LPAC Coordinator - Selisha Cockrell</p>	<p>Local Funds - Assessment Instruments/Evaluations \$300.00</p>	<p>Informal Assessment :Oral Language Proficiency Test - - 12/15: 80% of the students served in the ESL Program met LPAC expectations based on results of an oral language proficiency test.</p>	<p>Significant increase in LEP students' oral language proficiency, as assessment results help LPAC determine appropriate ESL placement.</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of ESL students taking the STAAR in English and/or Spanish will achieve a passing score.</p>

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 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Modifications for Limited English Students - All students have a Home Language Survey in their permanent record folders signed by the parents.</p> <p>Based on LPAC prescription, LEP students in Elementary participate in an intensive 30-minute/day ESL pullout program with the purpose of developing competence in English. Teachers administer extra time for students needing an additional dose to adequately progress. The program provides a developmental sequence of English instruction in listening, comprehending, speaking, reading and writing by using appropriate ESL Program curriculum. Teachers use technology to accelerate the development of all language skills.</p> <p>Students at the Junior High and High School are served through daily, one period, pullout ESL sessions and content-based ESL classes which integrate ESL instruction with subject matter instruction.</p> <p>The ESL Teacher and classroom teachers collaborate regarding appropriate instruction for the LEP students, including modification methods and strategies for instruction of the core curriculum.</p>	<p>8/2015 - 5/2016</p>	<p>Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson</p>	<p>Local Funds - ESL Resources \$800.00</p> <p>Local Funds - Time Contributions of ESL Aide \$5,454.00</p>	<p>Informal Assessment :Oral Language Proficiency Test - - 12/15: 80% of the LEP students will score within LPAC expectations on an Oral Language Assessment instrument and any other appropriate assessment prescribed by the LPAC.</p>	<p>Students exiting LEP designation by LPAC</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all LEP students will achieve a passing score on the grade-appropriate STAAR test in English or Spanish, as prescribed by the LPAC.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: LEP Exit Criteria - The following exit criteria must be met in order to change an identified LEP student to a non-LEP status. The student's oral and written language proficiency development must be taken into account by the LPAC when making determinations regarding student LEP status in conjunction with one of the following two criteria: 1) A student who has been determined as LEP must score at or above the 40th percentile on the language arts and reading portions (only) on the Stanford 10, or 2) The student meets State performance standards on the reading and writing portions (when available) of the English Language criterion referenced test (STAAR). A student must receive a Rating of Advanced High on TELPAS Writing when STAAR Writing is not available. The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC. (TI, A SW #2, #9)	8/2015 - 5/2016	LPAC Coordinator - Yesenia Corrales LPAC Coordinator - Selisha Cockrell	Coordinated Funds - Time Contributions of Staff and Faculty	Informal Assessment :Oral Language Proficiency Test - - 12/15: 80% of the LEP students will score within LPAC expectations on an Oral Language Assessment instrument and any other appropriate assessment prescribed by the LPAC.	Students exiting LEP designation by LPAC.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all LEP students will have achieved a passing score on the grade-appropriate STAAR tests in English or Spanish, as prescribed by the LPAC.

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 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Outreach to Parents of Limited English Proficient (LEP) students - Joaquin ISD faculty and staff proactively meet with parents of LEP students to inform them of how they can participate in their children's education and help their children learn English.</p> <p>Parents are provided with the opportunity to use the Rosetta Stone language program to aide in the acquisition of the English language.</p> <p>The school provides communication in an understandable format and in the parent's primary language.</p>	8/2015 - 5/2016	Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson	Coordinated Funds - Time Contributions of Staff and Faculty Local Funds - Region VII Rosetta Stone Coop \$500.00	Formal and Informal Assessments :Classroom Assessment - - 12/15: In a comparison of assessment data of LEP and non-LEP students, LEP students make equitable academic gains.	Increased Student Achievement	Formal and Informal Assessments :Classroom Assessment - - 05/16: 90% of prekindergarten LEP students will achieve the state-defined prekindergarten goals. 90% of LEP students in kindergarten through second grade will read on grade level. Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all LEP students will pass all sections of the appropriate grade level and subject area STAAR test.
<p>Activity:</p> <p>Required Notification under Title III, Part A - Title III, Part A--English Language Acquisition, Language Enhancement and Academic Achievement Act.</p> <p>Within 30 days of beginning school, parents of participating children will receive the required information under §3302 of Title III, Part A.</p> <p>Within two weeks of late identification and/or entry into the Language Instruction Education Program, parents will receive the required information under §3302 of Title III, Part A.</p> <p>Joaquin ISD will also notify parents within 30 days if the district fails to meet the Annual Measurable Achievement Objectives for Title III, Part A.</p>	8/2015 - 5/2016	Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson	Local Funds - Cost of Paper, Copying and Postage		Increased Student Achievement	Documentation :Student Records - - 05/16: Student records indicate that the district has dutifully notified parents regarding situations that could impact their children's education.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Migrant Needs Assessment - The Migrant Needs Assessment will promote the academic, social and inter-personal communication of enrolled migrant student from PK through 12th Grade for success and on-time graduation according to the Statewide Delivery Plan and Comprehensive Needs Assessment.</p> <p>All teachers and migrant contacts will look at all grade levels of Data, Local and State Assessments, Course History, Grades and credits to ensure the success of the migrant student.</p>	7/2015 - 6/2016	District Migrant Personnel - Selisha Cockrell	Coordinated Funds - Time Contributions of Staff and Faculty		Migrant students experience the same success as their non-migrant peers.	Formal and Informal Assessments :Classroom Assessments - 05/16: The needs of enrolled Migrant students have been identified and appropriate strategies applied.
<p>Activity:</p> <p>Pre-School Assessments - Pre-School students (ages 3-5) are given assessments of their readiness skills. Enrolled students are assessed within the first 60 days of school. Students who are served through home based contact (books, activities, parent involvement) will be served as of date of birth (DOB) for three year olds.</p> <p>Assessments will include Early Childhood Checklists, Circle E or Teacher Formative Evaluations.</p>	8/2015 - 10/2015	District Migrant Personnel - Selisha Cockrell	Coordinated Funds - Time Contributions of Staff and Faculty		Pre-School Migrant students are received appropriate interventions to ensure their success in school.	Formal and Informal Assessments :Classroom Assessment - - 10/15: All students have been assessed and their needs identified.
<p>Activity:</p> <p>Assessment Grades 1 and 2 - Migrant students in grades one and two are given assessments to measure their academic mastery of basic skills.</p> <p>Assessment instruments will include the TPRI, STAR assessments, Universal Screeners and/or Local Rubrics.</p>	8/2015 - 5/2016	District Migrant Personnel - Selisha Cockrell	Coordinated Funds - Time Contributions of Staff and Faculty		Student deficiencies are identified and addressed through the assessment process.	Formal and Informal Assessments :Classroom Assessment - - 05/16: All first and second grade Migrant students will demonstrate mastery of basic skills.

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 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Assessment Grades 3 through 11 - Migrant students in grades three through eleven are assessed based on their achievement on the state assessments. Based on the previous year's performance, students will receive accelerated instruction during the school day and extended day and/or summer school assistance as needed. Resposne to Intervention (Rtl) procedures are in place and used if appropriate.</p> <p>Progress Monitoring Data, State assessments and Data Disaggregation Reports are used to evaluate studet's progress.</p>	8/2015 - 5/2016	District Migrant Personnel - Selisha Cockrell	Coordinated Funds - Time Contributions of Staff and Faculty	Formal and Informal Assessments :Classroom Assessment - - 12/15: 80% of Migrant students will attain passing scores on benchmark tests.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of Migrant students will achieve a passing score on each grade appropriate STAAR test.
<p>Activity:</p> <p>Assessment Middle School - Middle School Migrant students are given various assessments to determine what challenges they face, both academically and non-academically. These assessments are given at the beginning of the school year or when a migrant student is enrolled and include report cards, test scores, benchmarks, progress monitoring, discipline reports, parent contacts and information from the Rtl process.</p> <p>This information is shared with the staff so they can be better prepared to assist students with both academic and non-academic needs.</p> <p>Parents are also contacted and updated throughout the year with information reagarding their child's needs and how those needs are being met.</p>	8/2015 - 5/2016	District Migrant Personnel - Selisha Cockrell	Coordinated Funds - Time Contributions of Faculty and Staff	Formal and Informal Assessments :Classroom Assessment - - 12/15: 80% of students will achieve a passing score on each benchmark tests.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of Migrant students will achieve a passing score on each grade appropriate and subject area STAAR test.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Migrant High School Student Assessments - Needs assessment data for high school students indicate academic concerns. These assessments include transcript reviews, state assessment results, NGS reports and end of course evaluations.</p> <p>Students who are having difficulty staying on track for graduation are offered additional assistance through tutorials, intervention classes and computer assisted credit accrual.</p>	<p>8/2015 - 5/2016</p>	<p>District Migrant Personnel - Selisha Cockrell</p>	<p>Coordinated Funds - Time Contributions of Faculty and Staff</p>		<p>Increased student performance and reduction in dropout rates at the high school level.</p>	<p>Formal and Informal Assessments :Classroom Assessment - - 05/16: 100% of Migrant students have appropriate credit accrual and are on track to graduate.</p>
<p>Activity: Migrant Parental Support - Parents of Middle School migrant students are provided with information that will help increase their awareness of both academic and non-academic needs.</p> <p>Parents of all Migrant students are provided with information that will allow them to provide homework assistance to their students.</p> <p>Communications with parents will take many forms throughout the school year, including electronic communication when appropriate, information meetings, assistance from local organizations and use of school facilities.</p> <p>Parent contact is monitored through phone logs, home visit logs, sign-in sheets for parent activities and activity rosters.</p> <p>Family Needs Assessments are done to determine the needs of the student whether it be medical, school supplies or clothing.</p>	<p>8/2015 - 5/2016</p>	<p>District Migrant Personnel - Selisha Cockrell</p>	<p>Coordinated Funds - Time Contributions of Faculty and Staff</p>		<p>An increase in the academic achievement of Migrant students due to parent involvement.</p>	<p>Documentation :Parent Contact Logs - - 05/16: Parent contact logs, sign-in sheets and activity logs show an increase in the involvement of Migrant parents.</p>

District Improvement Plan
Joaquin ISD 2015-2016

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Migrant Program - Joaquin ISD provides information and services to a small number of students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment.	8/2015 - 5/2016	Special Education Director/Special Programs - Kathy Carrington District Migrant Personnel - Selisha Cockrell	Coordinated Funds - Time Contributions of Staff and Faculty	See Activities Below.	Migrant students experience the same success as their non-migrant peers due to parental involvement in the education process.	See Activities Below.
Activity: Supplemental Language and Instructional Assistance - Migrant students will receive accelerated language assistance from a trained paraprofessional. Tutorials will be provided on an as needed basis for Migrant students having difficulty in core subject areas.	8/2015 - 5/2016	Special Education Director/Special Programs - Kathy Carrington	Federal - Title I, Part C Migrant - Time Contributions of ESL Aide FTE: 0.70 <p style="text-align: right;">\$15,954.57</p> Federal - Title I, Part C Migrant - Tutorial Assistance <p style="text-align: right;">\$6,511.06</p> Federal - Title I, Part C Migrant - Supplemental Instructional Supplies <p style="text-align: right;">\$504.00</p>	Informal Assessment :Oral Language Proficiency Test - - 12/15: 80% of the Migrant LEP students will score within LPAC expectations on an oral language assessment instrument and any other appropriate assessment prescribed by the LPAC.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all Migrant students will achieve a passing score on the grade-appropriate STAAR test in English or Spanish, as prescribed by the LPAC.
Activity: Migrant Educational Program Participation - Through Joaquin ISD and the Regional Educational Service Center's (ESC) Migrant Staff, parents of migrant students participate in educational programs designed to address the needs of their students. Transportation is provided, and communication is provided in the parents' home language.	8/2015 - 5/2016	Special Education Director/Special Programs - Kathy Carrington District Migrant Personnel - Selisha Cockrell	Local Funds - Classes for Migrant Parents	Formal and Informal Assessments :Classroom Assessment - - 12/15: In a comparison of assessment data of migrant and non-migrant students, migrant students make equitable academic gains.	Migrant students experience the same success as their non-migrant peers due to parental involvement in the education process.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of migrant students in grades 3–12 will pass all appropriate grade level and subject area STAAR tests.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Priority For Services (PFS) Action Plan - The PFS Action plan goal is to provide Priority Services to Migrant students in grades three through twelve who failed one or more sections of the State Assessment, ARD Exempt, absent or were not enrolled in a Texas school during the assessment period of their grade level and have their school interrupted during the previous or current regular school year.</p> <p>PFS services are provided to students in grades K through two who are designated LEP in the NGS system, or have been retained, or are overage for their current grade level and have their school interrupted during the previous or current regular school year.</p> <p>Title I, Part C can be utilized only after all other funding sources have been considered and additional services are still needed.</p> <p>All PFS migrant students are provided with Federal, State and local programs and services such as</p> <ul style="list-style-type: none"> * STAAR Remediation * ESL services * Computer Assisted instruction * Pull Out classes * Special Education Interventions * Tutorials * Remediation Plans <p>Migrant students will be served who are at risk of failing due to the following:</p> <ul style="list-style-type: none"> * Educational continuity * Mobility * Language barriers * Cultural differences * Attendance * Socio-economic issues * Over-age status * Failing grades * Failing state assessments 	<p>7/2015 - 6/2016</p>	<p>Special Education Director/Special Programs - Kathy Carrington District Migrant Personnel - Selisha Cockrell</p>	<p>Coordinated Funds - Time Contributions of Staff</p>	<p>Informal Assessment :Classroom Assessments - 12/15: In a comparison of assessment data of migrant and non-migrant students, migrant students make equitable academic gains.</p>	<p>Increased Student Achievement</p>	<p>Criterion-Referenced Test :STAAR Tests - 05/16: 100% of migrant students in grades 3–12 will pass all appropriate grade level and subject area STAAR test.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>* Partial credits</p> <p>Activity: New Generation System (NGS) Report - The NGS PFS report will be printed and reviewed monthly to identify migrant children and youth who require priority access to MEP services.</p> <p>The updated report, along with criteria and PFS response form will be provided to campus principals and/or counselors.</p> <p>Activity: PFS Response Form - A completed PFS response form provides documentation of academic services provided to the migrant student. The PFS report will be returned to the MEP coordinator within 5 days of receipt.</p> <p>Activity: PFS Parent Contacts - Parents of PFS Migrant students are contacted by the district's Title I Migrant staff and updated on the academic progress of their students at the end of each grading period. They are encouraged to participate in educational programs designed to address the needs of their students.</p> <p>Activity: Formal Reports - The district submits grades to the ESC 7 MEP to be entered into the NGS system. This data includes: * Fall and Spring semester grades for grades 9-12 * End of Year grades for grades 6-8 * late enrollment or early withdrawal</p>	<p>Monthly</p> <p>Monthly</p> <p>7/2015 - 6/2016</p> <p>12/2015 - 6/2016</p>	<p>District Migrant Personnel - Selisha Cockrell</p> <p>District Migrant Personnel - Selisha Cockrell</p> <p>District Migrant Personnel - Selisha Cockrell</p> <p>District Migrant Personnel - Selisha Cockrell</p>	<p>Local Funds - NGS PFS Report</p> <p>Local Funds - NGS Report and PFS Response form</p> <p>Local Funds - Parent Contact Log</p> <p>Local Funds - State Assessment Report</p>		<p>PFS Migrant students are provided with instructional services as needed in a timely manner.</p> <p>PFS Migrant students are provided with instructional services as needed in a timely manner.</p> <p>Parents involved in their student's education.</p> <p>Increased Student Achievement</p>	<p>Documentation :School Records - - 06/16: Records indicate that the NGS PFS report was accessed and reviewed monthly.</p> <p>Documentation :PFS Response Form - - By the end of each month, the PFS Response form will be completed and submitted to Region VII and/or District Migrant personnel.</p> <p>Documentation :Parent Contact Logs - - 05/16: Joaquin ISD has completed Parent Contact Log on file.</p> <p>Documentation :NGS Formal Assessment Report - - Before July 15th, results of the state assessments have been entered in NGS for PFS students.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Ancillary Services - The Family Needs checklist will be used to ascertain and meet the instructional and social supplemental needs of PFS students. Services could be provided by social workers and community social services/agencies. Services will be documented in the NGS Supplemental Services Report.	7/2015 - 6/2016	District Migrant Personnel - Selisha Cockrell	Local Funds - Family Needs Checklist		Ensure that all PFS students are provided with appropriate social services as needed.	Documentation :Student Records - - 05/16: Supplemental services that have been provided to PFS students have been entered into NGS.
Activity: A Bright Beginning - Migrant families with 3 or 4 year old children not enrolled in school will be offered A Bright Beginning program, which is an in-home preschool program. Children are eligible once they turn 3 until they are eligible to enroll in the district.	8/2015 - 5/2016	District Migrant Personnel - Selisha Cockrell	Coordinated Funds - Time Contributions of Staff and Faculty		Increased Student Achievement	Documentation :A Bright Beginning Documentation - - 05/16: The program documents which students are participating in the program.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Identification and Recruitment (ID&R) Action Plan - The ID&R Action Plan will assist the district to actively identify and recruit eligible migrant children and youth who:</p> <ul style="list-style-type: none"> * are enrolled or reside in our school district according to all applicable federal laws and regulations * qualify for appropriate educational services * meet requirements of: <ul style="list-style-type: none"> * State Comprehensive Needs Assessment * Statewide Service Delivery Plan * NCLB Consolidated Federal Grant application, Title I, Part C <p>The objective of this plan is to ensure all eligible migrant children and youth residing in the district are properly identified, recruited and effectively served through</p> <ul style="list-style-type: none"> * instructional services * supplemental services such as health, clothing, school materials and referrals for social services * Parent advisory council to empower parents to advocate at home and at school for their children's academic success. 	<p>7/2015 - 6/2016</p>	<p>District Migrant Personnel - Selisha Cockrell</p>	<p>Coordinated Funds - Time Contributions of Faculty and Staff</p>		<p>Migrant Students and properly identified, recruited and served.</p>	<p>See Activities Below</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity: ID&R Professional Development - District Migrant Staff will meet federal requirements for annual ID&R training, will participate in the online training within three weeks of the training being posted and receive the required TEA certification.</p> <p>Any new ESC or district Migrant staff will also participate in the online training.</p> <p>As updates in the identification and recruitment process become available, district migrant staff will participate in professional development activities to ensure staff will be able to accurately and effectively identify migrant students.</p>	<p>Fall 2015</p>	<p>Special Education Director/Special Programs - Kathy Carrington</p>	<p>Local Funds - ID&R Training Manual and TEA Presentation</p>		<p>All appropriate staff has received the required training.</p>	<p>Documentation :School Records - - 09/15: All District Migrant Staff receive required TEA Certificate.</p>
<p>Activity: Development of ID&R Action Plan - The Migrant Education Program Advisory Council will develop a Needs Assessment Plan, Priority for Service Action Plan template, and ID&R Action Plan template through the ESC7 MEP Advisory Council Workshop.</p>	<p>9/2015 - 4/2016</p>	<p>District Migrant Personnel - Selisha Cockrell</p>	<p>Coordinated Funds - Time Contributions of Staff and Faculty</p> <p>Local Funds - ID&R Plan Template</p> <p>Local Funds - Priority for Services Action Plan template</p>		<p>2015-2016 ID&R and PFS Action Plans</p>	<p>Documentation :School Records - - 09/15: ID&R Action plan and PFS Action plan have been revised and updated in the District Improvement Plan.</p>

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 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Recruitment Activities - Recruitment activities are designed to identify children who are under the age of 22, have crossed district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity.</p> <p>The required Family survey is given to every family annually upon enrollment. The surveys are screened for eligibility beginning in August and throughout the school year. Previously eligible Migrant students are verified through NGS/MSIX.</p> <p>Late Enrollment/Early Withdrawal Forms and/or PEIMS reports are used to track students' attendance.</p> <p>Out of School Youths (OYS) will be actively recruited by several means. * meetings with community members, churches and Chambers of Commerce where flyers and handouts can be distributed. * employer surveys will be conducted to help identify OYS. * Booths will be present at local and community festivals to provide flyers, handouts and other information.</p>	<p>7/2015 - 6/2016</p>	<p>District Migrant Personnel - Selisha Cockrell</p>	<p>Local Funds - Family Surveys</p>		<p>Migrant Students identified in a timely manner.</p>	<p>Documentation :School Records - - 06/16: Completed Surveys are maintained for two years and the screening process has been completed on each family.</p> <p>Documentation :School Records - - 06/16: Out of School Youth Surveys have been completed.</p>

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 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Certificate of Eligibility (COE) - Certificates of Eligibility are completed and reviewed, then the data is entered into the NGS Online system.</p> <p>Residency verification for current Migrant students who are have not made a new qualifying move during the current reporting period is completed and for two year olds turning three who are now eligible for services.</p> <p>School records will be used to verify enrollment and parent signature obtained for unenrolled youth.</p>	<p>7/2015 - 6/2016</p>	<p>District Migrant Personnel - Selisha Cockrell</p>	<p>Local Funds - COE Documents</p>		<p>Migrant students identified in a timeley manner.</p>	<p>Documentation :School Records - - 06/16: Eligibility documentation is entered in the NGS Online System within 5 days of parent signature.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Quality Control and Evaluation - Maintain a strong system of Quality Control by following protocols outlined in the ID&R Manual: * forward COE's with more than one comment to ESC for review Work with ESC to provide training support to MEP recruiters, designated reviewers and other NEP staff as specific needs are observed throughout the year. Annual evaluation of the ID&R program conducted by analyzing data through completed NGS forms. Maintain updated active and inactive records. Ensure records are retained for seven years. Coordinate with the ESC for annual eligibility validation through re-interview process according to instructions set forth by TEA. Recruiter will be in contact with growers regarding hiring practices, crops and growing seasons. Maps for the recruiters will be developed. Coordinate and network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	7/2015 - 6/2016	District Migrant Personnel - Selisha Cockrell Region VII Migrant Personnel -	Coordinated Funds - Time Contributions of Staff and Faculty		Migrant Students identified in a timely fashion.	Documentation :School Records - - 06/16: Quality Control documentation returned to TEA. Evaluation of Migrant Education program completed.

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 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Family and Community Relations and Coordination - The Parent Advisory committee (PAC) will distribute parent questionnaires and gather data. Fall and spring semester meetings will be conducted based on the data gathered.</p> <p>The district will involve the community through meetings with Chambers of Commerce, churches, community members and businesses. Community members will be invited to PAC meetings.</p> <p>Services provided to families include school supplies and summer reading materials.</p>	<p>7/2015 - 6/2016</p>	<p>District Migrant Personnel - Selisha Cockrell</p>	<p>State - Local & - Time contributions of PAC members</p>		<p>Migrant Students and properly identified, recruited and served.</p>	<p>Documents :Parent Contact Log - - 05/16: Documents indicate participation of parents and community members.</p>
<p>Strategy:</p> <p>Dyslexia Program - Joaquin ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence or sociocultural opportunity.</p> <p>(2) "Related disorders" include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability.</p>	<p>8/2015 - 5/2016</p>	<p>Special Education Director/Special Programs - Kathy Carrington</p>	<p>Local Funds - Informal Assessments, Program Resources</p>	<p>See Activities Below</p>	<p>Students participating in the Dyslexia Program will perform as well as their non-Dyslexic peers.</p>	<p>See Activities Below</p>

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 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Assessment--Dyslexic Students and those with Related Disorders - Campus policy dictates that the district tests students with referrals for Dyslexia and related disorders as early as kindergarten, taking into consideration developmental guidelines. Once receiving referral for testing, teachers test students within mandated timelines.	8/2015 - 5/2016	Special Education Director/Special Programs - Kathy Carrington Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson	Local Funds - Assessment Instruments/Evaluations \$750.00	Formal and Informal Assessments :Classroom Assessment - - 12/15: 90% of the referred students will have made appropriate progress through their participation in the Dyslexia Program, as reflected in report card grades.	Joaquin ISD will not delay Dyslexia Services to students, will accurately diagnose students' needs, and special programs and modifications reflect the needs of each student.	Formal and Informal Assessments :Classroom Assessment - - 05/16: K: 100% of dyslexia students and students with related disorders will attain an age-appropriate score on the TPRI. Grades 1-5: 100% of dyslexia students and students with related disorders will attain a score at or above grade level on the STAR Reading Assessment. Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of the students who have previously participated in a Dyslexia Program will attain a passing score on the Reading/ELA STAAR Test.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Accommodations for Dyslexic Students - Joaquin ISD's program for students identified as Dyslexic, or having a related disorder, is a structured multisensory, bihemispheric skill-level program in grades K-12 and a monitoring and accommodation program for students previously served through a Dyslexia program in Joaquin ISD, or any other school district, to ensure the Dyslexia or related disorder is not hampering the student's academic performance. [TEC 38.003]	8/2015 - 5/2016	Special Education Director/Special Programs - Kathy Carrington Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson	Local Funds - Time Contributions of Staff	Formal and Informal Assessments :Classroom Assessment - - 12/15: 80% of the students who have previously participated in a Dyslexia Program will achieve no less than a score equivalent to a numeric grade of 80 on each appropriate English Language Arts TEKS-based assessment.	Increased Student Achievement	Formal and Informal Assessments :Classroom Assessment - - 05/16: K: 100% of dyslexia students and students with related disorders will attain an age-appropriate score on the TPRI. Grades 1-5: 100% of dyslexia students and students with related disorders will attain a score at or above grade level on the STAR Reading Assessment. Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of the students who have previously participated in a Dyslexia Program will attain a passing score on the Reading/ELA STAAR Test.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include: Change student seating as needed for the situation, adapt environment to avoid distractions, provide notebooks for organization, lighting accommodations or non-verbal behavior cues (cue cards).</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the Texas Essential Skills and Knowledge.</p>	<p>4/2015 - 5/2016</p>	<p>Special Education Director/Special Programs - Kathy Carrington Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson</p>	<p>Local Funds - Time Contributions of Staff and Faculty</p>		<p>All students and all student groups academically successful as the Educational System meets the needs of all students.</p>	<p>Documentation :Student Records - 05/16: The Special Programs Director will ensure that the district meets the individual needs of 100% of the students identified as 504, and gives them timely and appropriate assistance.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Gifted and Talented (G/T) Program - Joaquin ISD has adopted a process for identifying and serving gifted and talented students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.	8/2015 - 6/2016	Special Education Director/Special Programs - Kathy Carrington Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson	Local Funds - Time Contributions of Staff and Faculty \$12,576.00	Documentation :Student Records - Six Weeks: 100% of the identified G/T students are being served as prescribed and in compliance with the TEC.	G/T students graduating within the top 10% of their class.	Criterion-Referenced Test :STAAR Tests - 05/16: 100% of all G/T students will have passing scores on the STAAR tests.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assessment - Gifted and Talented Students - Students go through a nomination and assessment process for Honors identification that includes at least 3 criteria (both qualitative and quantitative measures) with data gathered by the G/T Identification Committee. The Identification Committee is composed of 3 local district or campus educators who have received training in the nature and needs of gifted students [19 TAC 89.1(4)]. Assessment instruments include:</p> <ol style="list-style-type: none"> 1. Standardized Test Scores 2. K, 1 Portfolio Samples (collected on all K and 1st Graders) * Portfolio samples will be scored by staff trained in portfolio screening. 3. Cognitive Abilities Scores * Joaquin ISD second graders will be given a cognitive abilities test at the beginning of the second six weeks of the school year. Cognitive abilities scores may be obtained from second grade results (if present and tested with Joaquin ISD), the student's previous school(s) records (if scores are documented), or by administering an individual cognitive ability test (if scores don't already exist or if Campus Selection Committee deems necessary). 4. Teacher Survey 5. Parent Survey 6. Student Product/Writing Sample * The 2nd-12th grade student product/sample, if used, will be 	<p>8/2015 - 5/2016</p>	<p>Special Education Director/Special Programs - Kathy Carrington Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson</p>	<p>State - State Gifted and Talented Block Grant - Assessment Instruments/Evaluations \$1,400.00</p>	<p>Documentation :Counselor's Records - - 12/15: Counselor's records indicate all students referred for consideration have completed the process in a timely manner, and teachers serve those identified as GT within their regular education class.</p>	<p>The district identifies GT students in a timely basis and provides the appropriate educational program and enrichment activities to ensure maximum performance.</p>	<p>Formal and Informal Assessments :Classroom Assessment - - 05/16: 100% of the GT students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>scored individually by two staff members/individuals trained in holistic scoring. If there is a discrepancy in the two scores of 2 or more, a third scorer will be used and the top two scores will be taken.</p> <p>Activity:</p> <p>Modifications for G/T Students - The Gifted and Talented (G/T) Program at Joaquin ISD offers differentiated instruction to identified G/T students in Language Arts, Math, Science and Social Studies, within the regular Foundation Program. Teachers assign students independent projects, group projects with G/T peers and projects with non-G/T students, as indicated in teacher lesson plans. The G/T Teacher provides supervision for all projects.</p> <p>G/T sessions consist of a pullout session for 30-minutes weekly at the elementary campus and daily one period classes at the secondary campuses. The G/T Teacher combines some grade levels during the pullout sessions. During the G/T sessions, students participate in field trips and community projects and services.</p> <p>Honors classes that are offered to G/T students include * College English III and IV * Pre-Calculus * Spanish III and IV * Anatomy and Physiology.</p> <p>Pre Calculus is also offered as a Pre-AP (Advanced Placement) class.</p>	<p>8/2015 - 5/2016</p>	<p>Special Education Director/Special Programs - Kathy Carrington Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson</p>	<p>Local Funds - Instructional Resources \$600.00</p> <p>Local Funds - G/T Student Travel \$250.00</p>	<p>Formal and Informal Assessments :Classroom Assessment - - 01/16: The G/T Teacher's records indicate that 90% of G/T students perform in line with district expectations.</p>	<p>The G/T Teacher meets the educational needs of G/T students as indicated on teacher and parent surveys, and teacher grade reports.</p>	<p>Formal and Informal Assessments :Classroom Assessment - - 05/16: 100% of G/T students will meet district expectations, as documented in teacher's records of grades on special projects and exemplary academic performance in the foundation classroom.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Dual Credit Program - Students have the opportunity to obtain dual credit for high school and college through Panola College and Stephen F. Austin State University. Dual Credit Classes that are available include: * English III and IV * Spanish III * Anatomy and Physiology.	8/2015 - 5/2016	High School Principal - Jimmy Jackson	Local Funds - Textbooks for College Classes <p style="text-align: right;">\$275.00</p>		Students will graduate with college credits.	Formal and Informal Assessments :Classroom Assessment - - 05/16: 100% of students attaining dual credit for the courses they participated in.
Strategy: Career and Technology Education (CTE): - Joaquin ISD offers CTE programs at the High School level in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level. Academic TEKS are integrated into the Career and Technology TEKS through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.	8/2015 - 5/2016	High School Principal - Jimmy Jackson	State - State Career and Technology Education Block Grant - Time Contributions of CTE Staff <p style="text-align: right;">\$202,576.00</p> Local Funds - CTE Resources <p style="text-align: right;">\$47,800.00</p> Federal - Title I, Part C Carl Perkins - CTE Federal Consortium <p style="text-align: right;">\$7,994.00</p>	Formal and Informal Assessments :Classroom Assessment - Six Weeks: 90% of CTE participants with six-weeks CTE Report Card grades equivalent to a numeric score of 80.	Students fulfilling the State's expectations.	Formal and Informal Assessments :Classroom Assessment - Six Weeks: 90% of CTE participants with six-weeks CTE Report Card grades equivalent to a numeric score of 80.
Strategy: Ancillary Services - Joaquin ISD provides Ancillary Services, or "related services," to students to ensure that variables beyond their control do not compromise academic performance and to ensure that support programs fill in any gaps in the educational process.	8/2015 - 5/2016	Superintendent - Phil Worsham	Coordinated Funds - See Individual Activities	See Activities Below	Increased Student Achievement	See Activities Below

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Counseling and Guidance Programs - The School Counselor is responsible for:</p> <ul style="list-style-type: none"> * 1:1 review of STAAR scores with students scoring below district expectations, * 1:1 and small group counseling sessions, * Focused informal groups—behavior and attendance, * Assistance with testing coordination, * Class presentations on health, communication, drug and alcohol abstinence, behavior and safety related issues, * STAAR presentations, * Responsive services, * Parent Training, and * Individual student planning. <p>The Counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to:</p> <ul style="list-style-type: none"> * Diagnostic/Prescriptive Services, * Coordination of Services- -Academic and Related Services, * Child Find Activities, * ARDs, * Parent Training, * Student Planning and Transition Services, and * Training Joaquin ISD Foundation Staff on Modifications for Special Education Students. 	<p>8/2015 - 5/2016</p>	<p>Junior High/High School Counselor - Kasi Trent Elementary Counselor - Ashley Rambin</p>	<p>Local Funds - Time Contribution of Counseling Staff \$50,801.00</p> <p>Federal - Title I, Part A - Time Contributions of Counselor FTE: 1.00 \$46,905.82</p> <p>Local Funds - Region VII Data Management and Assessment \$6,994.00</p> <p>Local Funds - Counseling Supplies and Materials \$800.00</p> <p>Local Funds - Counseling Travel and Dues \$1,000.00</p>	<p>Documentation :Counselor's Records - - 12/15: The Counselor's records and semi-annual reports to the principals and Central administration indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.</p>	<p>Issues related to the Counseling and Guidance will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.</p>	<p>Formal and Informal Assessments :Classroom Assessment - - 05/16: Increase in the number of students receiving passing scores on Informal inventories: TPRI, STAR Assessment, STAAR, Oral Language Proficiency tests, and STAAR Alternate.</p>

District Improvement Plan
Joaquin ISD 2015-2016

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): PK-12 Refer to 2015-2016 Summative Evaluations.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Library Services - A comprehensive Library Program is available to all Joaquin ISD students for research, Accelerated Reader, checking out books, Internet Access, independent study, career investigation, on-line assessments and other Library-related initiatives. The library program also aids with benchmarking process.</p>	8/2015 - 5/2016	Librarian - Lisa Barton	<p>Local Funds - Time Contributions of Library Staff \$2,184.00</p> <p>Local Funds - Contracted Software \$1,200.00</p> <p>Local Funds - Library Books and Supplies \$3,000.00</p>	<p>Formal and Informal Assessments :Classroom Assessment - - 12/15: All Joaquin ISD students have access to a library on a regularly scheduled basis.</p> <p>Librarian and teacher records indicate that at least 80% of the students have participated in Library activities.</p>	Increased Student Achievement	<p>Formal and Informal Assessments :Classroom Assessment - - 05/16: All Joaquin ISD students have access to a library on a regularly scheduled basis.</p> <p>Librarian and teacher records indicate that at least 100% of the students have participated in Library activities.</p>
<p>Activity:</p> <p>Social-Services for Homeless - Students meeting the federal Homeless criteria will receive supplemental services through the Title I, Part A Schoolwide and State Compensatory Education Program, as well as the Local program, as needs are identified.</p>	8/2015 - 5/2016	Homeless Liaison - Kathy Carrington	Federal - Title I, Part A - Set-Aside Funds \$495.00	<p>Documentation :Student Records - - 12/15: The needs of Homeless students identified and rectified expeditiously so each student does not miss any valuable instructional time by disruptions to the educational process.</p>	Homeless students successfully engaged in the educational system.	<p>Documentation :Student Records - - 05/16: The needs of Homeless students identified and rectified expeditiously so each student does not miss any valuable instructional time by disruptions to the educational process.</p>

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2)[TEC §4.001 (b)(3)]						
Objective(s): PK-12 6/2016: 100% of the Joaquin High School Seniors will have earned a high school diploma.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings. Joaquin campuses will focus on intervention and proactive strategies for students with previous attendance problems to insure improvement in their behavior.	8/2015 - 5/2016	Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson Truancy Officer - Bert Coan	Local Funds - Attendance Awards \$9,500.00 Local Funds - Time Contributions of Truancy Officer \$17,170.00	Documentation :Attendance Records - 01/16: Attendance Rates will top 97% for all Students.	Through the use of positive reinforcements, Joaquin ISD faculty will encourage academic growth and increased student attendance.	Documentation :Attendance Records - 05/16: Attendance Rates will top 97% for all Students.
Activity: Desktop Messaging Center - Joaquin ISD will prescribe a comprehensive attendance policy to decrease the number of student absences and late arrivals. Through a Desktop Message Center made available to each campus, parents will be advised that their student is absent or tardy, or has excessive absences. An Attendance Officer is available for follow-up services.	8/2015 - 5/2016	Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson	State - State & Local Funds - Time Contributions of Staff and Faculty	Documentation :Attendance Records - - 12/15: 97% attendance rate for all students.	97% attendance rate for all students and all student groups	Documentation :Attendance Records - - 05/16: 97% attendance rate for all students.
Activity: Parent TXConnect - Joaquin ISD will improve Parent TXConnect to give parents and guardians online access to grades and student attendance information. This will encourage parents to get involved in the education of their children. A link is provide for Parent TXConnect on the District web site. Teachers will contact parents by phone when there are concerns about grades, attendance and discipline.	8/2015 - 5/2016	Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson	Coordinated Funds - Time Contributions of Staff and Faculty	Formal and Informal Assessments :Classroom Assessment - - 12/15: 90% of all Students will achieve no less than an 80 in all core subject areas. Decrease Absences and Late Arrivals.	Increased Student Achievement	Formal and Informal Assessments :Classroom Assessment - - 05/16: 90% of all Students will achieve no less than an 80 in all core subject areas. Decrease Absences and Late Arrivals.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2)[TEC §4.001 (b)(3)]						
Objective(s): PK-12 6/2016: 100% of the Joaquin High School Seniors will have earned a high school diploma.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Pregnancy and Parenting Related Services: - PEP is an alternative education program for students at Joaquin High School and who are pregnant or who are parents. This program offers basic courses in language arts, mathematics, social studies, and GED-Prep. Any student who is pregnant is eligible to receive Pregnancy Related Services (PRS) as verified by a responsible campus official (administrator, nurse, or counselor); a physician or nurse midwife licensed to practice in the U.S.; or a nurse practitioner. Joaquin ISD will continue to identify and collect documentation on pregnant students. Documentation will include verification of pregnancy; copies of ARDs and IEPs, if applicable; PRS entry date; date of delivery, and PRS exit date. The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff, and parents. Counseling services include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities, and coping skills.	8/2015 - 5/2016	Junior High/High School Counselor - Kasi Trent Nurse - Portia King	State - State Compensatory Education (SCE) - Extra Duty Pay for PRS/Homebound Teacher \$1,539.45		0.0% Dropout Rate. On-Time Credit Accrual.	Formal and Informal Assessments :Classroom Assessment - - 05/16: 0.0% Dropout Rate. On-time Credit Accrual.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2)[TEC §4.001 (b)(3)]

Objective(s): PK-12 6/2016: 100% of the Joaquin High School Seniors will have earned a high school diploma.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: University Interscholastic League (U.I.L.): - UIL activities are available to Joaquin ISD students to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents, social skills and leadership.	7/2015 - 7/2016	U.I.L. Coordinator - Phil Worsham	Local Funds - Time Contributions of Extracurricular Staff <p style="text-align: right;">\$189,236.00</p> Local Funds - Extracurricular Contracted Services <p style="text-align: right;">\$38,900.00</p> Local Funds - Extracurricular Supplies and Awards <p style="text-align: right;">\$35,500.00</p> Local Funds - Extracurricular Insurance, Travel, Awards and Fees <p style="text-align: right;">\$65,441.00</p>		0.0% Dropout Rate.	Documentation :School Records - - 05/16: 0.0% Dropout Rate.

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)]
 Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Career Guidance and Counseling (TI, A SW #10) - The counselors will assist students in monitoring and understanding their own development. Areas addressed include:</p> <p>* Education: Acquisition of study skills and choosing appropriate programs and services;</p> <p>* Career: Need for positive work habits, career awareness and investigations of opportunities;</p> <p>*Personal-Social: Development of healthy self-concepts and development of adaptive and adjusted social behavior.</p> <p>The Counselors will be responsible for disseminating the following information to students, students' teachers and students' parents:</p> <p>1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.);</p> <p>2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56;</p> <p>3) The need for students to make informed curriculum choices to be prepared for success beyond high school;</p> <p>4) Source of information on higher education; and</p> <p>5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits.</p>	<p>8/2015 - 5/2016</p>	<p>Junior High/High School Counselor - Kasi Trent Elementary Counselor - Ashley Rambin</p>	<p>Coordinated Funds - Time Contributions of Counselors</p> <p>Local Funds - Career Software \$300.00</p>	<p>Formal and Informal Assessments :Classroom Assessment - 12/15: Lesson plans will detail activities that will provide information about career opportunities.</p>	<p>Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.</p>	<p>Documentation :Student Records - 05/16: An increased number of students enrolling in higher education and receiving financial aid as compared to the previous year.</p>

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Classroom instruction is also integrated with activities that emphasize career opportunities and staff members will spend time with individual students discussing careers and career paths. Career Investigation is offered through classroom instruction by means of interdisciplinary, thematic or other appropriate instructional modules or arrangements.</p>						

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #1, #3, #4, #5) [TEC §4.001 (b) (6) (9)]						
Objective(s): PK-12 100% of all teachers and paraprofessionals will be considered highly qualified by the end of the 2015-2016 school year (aligned with the state goal of 100%).						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: SBDMC Involvement in Needs Assessment Process: - Through the SBDMC, and the support of the DPDMC, teachers participate in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the campuses. This ensures that PD supports both the district and Campus Improvement Plans. Annual Needs Assessment results indicate a need for: * Training and mentorships for new teachers; * PD in specialized areas—i.e. teaching limited English proficient students, G/T students, students meeting the State adopted "at-risk" criteria, students with disabilities, Migrant students; and * Periodic training for teachers in how to identify difficulties and to provide assistance to individual students.	8/2015 - 5/2016	Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson	Local Funds - Time Contributions of Faculty and Staff	Documentation :Professional Development Documents - - 08/15: The SBDMCs will have designed a PD program that meets the needs of the Joaquin ISD campus-level faculty.	A Professional Development program that ensures a positive impact on student performance by ensuring that professionals have the prerequisite skills to teach "All" students.	Documentation :Professional Development Documents - - 04/16: The District Coordinator has reviewed the list of PD activities, determining that 100% of the teachers have participated in activities that support their individual needs.

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #1, #3, #4, #5) [TEC §4.001 (b) (6) (9)] Objective(s): PK-12 100% of all teachers and paraprofessionals will be considered highly qualified by the end of the 2015-2016 school year (aligned with the state goal of 100%).						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: PD - Curriculum Alignment and Development: - Through participation in the Region VII ESC Curriculum and Professional Development consortiums, the faculty of Joaquin ISD is trained in the following: * TEKS as a Vertical Alignment Tool * Instructional activities tied to the TEKS and STAAR * Vertical Alignment Support through software integrating TEKS and STAAR * Texas Reading Initiative Curriculum Structure * Differentiating Instruction, incorporating Science and Social Studies curriculum and TEKS into Reading/Language Arts * Multicultural Curriculum: Example - expose ESL teacher to various workshops at Region VII ESC.	8/2015 - 6/2016	Special Education Director/Special Programs - Kathy Carrington Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson	Local Funds - Time Contributions of Curriculum Director \$12,964.00	Formal and Informal Assessments :Classroom Assessment - - 12/15: An increase in student scores on class assignments, unit and six weeks tests, midyear TEKS-based tests.	Students' scores on assessment instruments will increase as appropriate curriculum choices are made and a refinement of same is complete.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all Students will attain a passing score on each grade-appropriate STAAR Test.
Activity: PD - Technology: - A priority of Joaquin ISD is the integration of technology into instruction and instruction enriched by technology. PD activities support this initiative with the district Technology Trainer conducting in-house training and with the Region VII ESC presenting workshops and seminars for all staff that choose to participate.	8/2015 - 6/2016	Elementary Principal - Sherry Scruggs Technology Director - Landon Oliver	Local Funds - Professional Development Travel and Registration - Technology \$250.00 State - Local and - Video Conferencing \$3,550.00		Teachers using technology as an instructional tool to accelerate student learning.	Formal and Informal Assessments :Classroom Assessment - - 05/16: Principal's classroom observations indicate that 80% of all classroom teachers are integrating technology into weekly instructions.

District Improvement Plan
Joaquin ISD 2015-2016

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #1, #3, #4, #5) [TEC §4.001 (b) (6) (9)]						
Objective(s): PK-12 100% of all teachers and paraprofessionals will be considered highly qualified by the end of the 2015-2016 school year (aligned with the state goal of 100%).						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Professional Development - Core Subject Areas - Joaquin ISD is a member of the Region VII, ESC Academic Content Consortium. Teachers have access to all of the seminars, workshops and lectures in core subject areas presented through this consortium. The ESC's programs focus on scientifically research-based strategies and activities.</p>	8/2015 - 7/2016	Superintendent - Phil Worsham Elementary Principal - Sherry Scruggs	State - Local & - Academic Content Consortium <p style="text-align: right;">\$8,512.00</p> State - Local & - Contracted Professional Development <p style="text-align: right;">\$24,870.00</p> Local Funds - Professional Development Travel and Registration <p style="text-align: right;">\$15,800.00</p>	Formal and Informal Assessments :Classroom Assessment - - 12/15: An increase in each student's score, on appropriate assessment instruments, as dictated above under the Campus' Assessment Program, demonstrating the special skills of professionals and paraprofessionals.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students in grades 3-12 will pass appropriate grade level and subject area STAAR tests.
<p>Activity:</p> <p>PD - Assessment - The Joaquin ISD Professional Development Program will be evaluated to ensure that the program as a whole and individual activities have a positive impact on student achievement.</p> <p>Professional development activities will have sufficient intensity and duration to ensure that teachers and support staff develop the prerequisite skills required of their position. Participants will attend follow-up activities.</p>	8/2015 - 6/2016	Elementary Principal - Sherry Scruggs Special Education Director/Special Programs - Kathy Carrington	Local Funds - Time Contributions of Staff	Formal and Informal Assessments :Classroom Assessment - - 12/15: A direct correlation between increased student achievement and professional development training is established.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of all students will attain a passing score on each grade-appropriate and subject area STAAR test.

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #1, #3, #4, #5) [TEC §4.001 (b) (6) (9)] Objective(s): PK-12 100% of all teachers and paraprofessionals will be considered highly qualified by the end of the 2015-2016 school year (aligned with the state goal of 100%).						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Recruitment and Retention Initiatives [TI, A SW #3, #4, #5]: - Faculty recruitment strategies are primarily implemented at the Central Administration level. Teachers will be recruited through University and College Job Fairs, networking through Principal's Academy and through TEPSA, as well as through the ESC. Joaquin ISD participates in the Region VII ESC Personnel Service Cooperative to ensure they recruit, train and retain highly qualified teachers. All certificates and/or transcripts will be reviewed prior to employment. Activity: Retention Activities - Joaquin ISD pays a stipend to Teachers in critical shortage areas. These include Math, Science and Foreign Language.	7/2015 - 6/2016	Director of Human Resources - Donna Vergo	Local Funds - Travel Expenses, Materials	Documentation :School Records - 08/15: Personnel Roster will indicate that "All" Faculty meet the NCLB "Highly Qualified" criteria.	100% Highly Qualified Faculty.	Documentation :School Records - 01/16: Personnel Roster will indicate that "All" Faculty meet the NCLB "Highly Qualified" criteria.
Activity: Teacher Qualifications - Joaquin ISD notifies parents at the beginning of the school year about the availability of teachers' qualifications in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.	7/2015 - 6/2016	Director of Human Resources - Donna Vergo	Federal - Title II, Part A - Critical Area Stipends \$32,078.49	Documentation :School Records - - 08/15: Retention of 100% Highly Qualified, High-Need Teachers.	100% highly qualified staff by federal standards.	Documentation :School Records - - 05/16: Retention of 100% Highly Qualified, High-Need Teachers.
	August 2015	Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson	Local Funds - Cost of Paper, Copying and Postage		Increased Student Achievement	Documentation :School Records - - 12/15, 05/16: Student records indicate that the district has dutifully notified parents regarding situations that could impact their children's education.

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #1, #3, #4, #5) [TEC §4.001 (b) (6) (9)] Objective(s): PK-12 100% of all teachers and paraprofessionals will be considered highly qualified by the end of the 2015-2016 school year (aligned with the state goal of 100%).						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Assignment of Child to a non-Highly Qualified Teacher - Joaquin ISD notifies parents when they assign a student for 30 or more consecutive days to a core academic subject area teacher who is not highly qualified in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.	8/2015 - 5/2016	Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson	Local Funds - Cost of Paper, Copying and Postage		Increased Student Achievement	Documentation :School Records - - 05/16: Student records indicate that the district has dutifully notified parents regarding situations that could impact their children's education.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW #10) [TEC §4.001 (b) (10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Plan and Program - Joaquin ISD has developed, and continues to update, the district's Technology Plan, designed from the framework provided through the State's "Long-Range Plan for Technology." The goal--To enhance students' acquisition of knowledge and skills through technology. TEA's STaR Chart is used to plan the direction of our Technology Program and assess Joaquin ISD's "School Technology Readiness."	5/2015 - 6/2016	Technology Director - Landon Oliver	State - Local & - Time Contributions of Technology Staff \$47,206.00	Documentation :School Records - 12/15: In-line with STaR Chart and Technology Plan Projections.	The Technology Program in Joaquin ISD is in-line with STaR Chart and Technology Plan Projections.	Documentation :School Records - 06/16: In-line with STaR Chart and Technology Plan Projections.
Strategy: Technology Enriched Curriculum (TI, A SW #10) - Classroom teachers and the School Librarian will provide technology-enriched curriculum utilizing the vast array of on-line educational and educational-research sites, including those that are research forums, informational, teacher-facilitated, University - facilitated and federal - facilitated to name just a few.	5/2015 - 6/2016	Technology Director - Landon Oliver Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson	Local Funds - Technology Supplies and Materials \$30,000.00	Documentation :School Records - 12/15: Appropriate hardware and software will be available in classrooms, labs and libraries so that teachers may integrate technology into instruction.	Increased Student Achievement	Documentation :Professional Development Documents - 05/16: Review of the professional development activities and PDAS annotations indicate that 100% of the faculty has received the prerequisite training for the successful utilization of technology as an instructional tool.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW #10) [TEC §4.001 (b) (10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Policies - Every Joaquin ISD faculty member, student and parent having access to Joaquin ISD computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form. Joaquin ISD is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Joaquin ISD has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Joaquin ISD School Board Policy CQ (Local).	8/2015 - 5/2016	Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson Technology Director - Landon Oliver	Local Funds - Local Technology Policies	Documentation :Student Records - 08/15: 100% of the students in Joaquin ISD that will have access to the Internet will have an Acceptable Use Policy and Parental Permission form signed and on file.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documentation :Student Records - 06/16: No incidents of students breaking the Acceptable Use Policy.

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Objective(s): PK-12 A decline of discipline referrals from 2014-2015 to 2015-2016. A 10% decrease in incidents of school violence using the Principals' 2014-2015 reports as baseline data.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Coordinated School Health Program (CSHP) (TI, A SW #10) - The CSHP of Joaquin ISD is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving students' overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote 	<p>8/2015 - 5/2016</p>	<p>Superintendent - Phil Worsham</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Formal and Informal Assessments :Classroom Assessment - 12/15: 80% of students passing all benchmark and health-related assessments.</p> <p>Decrease in health-related risk behaviors.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Formal and Informal Assessments :Classroom Assessment - 05/16: 90% of students passing all health-related end of year assessments.</p> <p>Decrease in health-related risk behaviors.</p> <p>Criterion-Referenced Test :STAAR Tests - 05/16: 100% of students in grades 3-12 will pass appropriate grade level and subject area STAAR assessments.</p>

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>optimum overall student health and social development; and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>Activity:</p> <p>School Health Advisory Council (SHAC) - The board established a local SHAC to assist the district in ensuring that local community values appear in the health education instruction. SHAC duties include recommending the following:</p> <ol style="list-style-type: none"> 1. The number of hours of instruction provided in health education 2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease and type 2 diabetes through coordination of health education, physical education and activity, nutrition services, parental involvement and instruction to prevent the use of tobacco 3. Appropriate grade levels and methods of instruction for human sexuality instruction 4. Strategies for integrating the curriculum components specified above with the following elements in a coordinated school health program: <ul style="list-style-type: none"> * School health services * Counseling and guidance services * A safe and healthy school environment * School employee wellness (TEC §28.004(c)) 	<p>8/2015 - 5/2016</p>	<p>Superintendent - Phil Worsham</p>	<p>Local Funds - Time Contributions of Committee Members</p>		<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :School Records - - 05/16: Local Board Policies reflect all new mandated medical and health-related policies, as well as Joaquin ISD's specific policies.</p>

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy: Health Services - In order to ensure that all students receive primary health care services and understand the importance of preventative care, Joaquin ISD offers health services designed to evaluate, safeguard and advocate health among students. These services include immunizations and routine screenings for the prevention of illness and the appraisal of students' overall health. Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.</p>	<p>8/2015 - 5/2016</p>	<p>Nurse - Portia King</p>	<p>Local Funds - Time Contributions of Nurse FTE: 1.00 \$40,283.00</p> <p>Local Funds - Vaccines \$1,500.00</p> <p>Local Funds - Nursing Resources \$2,850.00</p>		<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :School Records - 05/16: Decrease in health-related risk behaviors.</p>

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity: School Based Medicaid - Through the School Health and Related Services Program (SHARS), Joaquin ISD may obtain Medicaid reimbursements for specified health services for students in Special Education. These services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services, and special transportation. In order to be eligible, students must meet the following requirements:</p> <ul style="list-style-type: none"> * be Medicaid eligible; * be under 21 years of age; * meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA); and * have Individual Education Plans (IEPs) that prescribe the needed services. 	<p>8/2015 - 5/2016</p>	<p>Nurse - Portia King</p>	<p>Local Funds - Time Contributions of Nurse FTE: 1.00</p>		<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :School Records - - 05/16: 100% of eligible students will have access to health-related services and health-related information regarding Medicaid.</p>

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 Objective(s): PK-12 A decline of discipline referrals from 2014-2015 to 2015-2016. A 10% decrease in incidents of school violence using the Principals' 2014-2015 reports as baseline data.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Safe Schools Initiatives TI, A SW #10): - The health and safety of Joaquin ISD students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Joaquin ISD will provide at least one Automated External Defibrillator (AED) at each campus, and at least one employee trained in AED use is required to be present at all UIL athletic practices and competitions. In addition, various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on an off campus, including professional development, drug and violence prevention, child abuse prevention, and the student code of conduct.</p> <p>In an effort to promote "Safe Schools" Joaquin ISD will promote special initiatives and activities that support Safe Schools. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * Campus Safety Rules * Campus Dress and Discipline Codes * Regularly scheduled fire, lockdown, tornado and other emergency drills * Safety and Security Audits * Security Devices and Personnel such as ID Tags and School Resource Officer (SRO) 	8/2015 - 5/2016	Superintendent - Phil Worsham	Local Funds - Time Contributions of Faculty and Staff		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :Discipline Records - 05/16: Decrease in discipline referrals and health-related risk behaviors in comparison to the previous year.

District Improvement Plan
Joaquin ISD 2015-2016

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Objective(s): PK-12 A decline of discipline referrals from 2014-2015 to 2015-2016. A 10% decrease in incidents of school violence using the Principals' 2014-2015 reports as baseline data.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities [TI, A SW #10] - The staff of Joaquin ISD recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the campus Counselors and Principals, using the data to plan specific programs and activities.</p> <p>Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * National Red Ribbon Week * Student Assemblies to enhance Drug/Alcohol Awareness * Drug Dogs * D. A. R. E. * Just Say No * Dating Violence Policy (see Board Policy FFH-Local) 	<p>8/2015 - 5/2016</p>	<p>Junior High/High School Counselor - Kasi Trent Elementary Counselor - Ashley Rambin Elementary Principal - Sherry Scruggs Junior High Principal - Terri Gray High School Principal - Jimmy Jackson</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Documentation :Agendas, Sign-in Sheets, Minutes - - 08/15: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year.</p>	<p>A Drug-Free Student Body, Faculty and Staff</p>	<p>Documentation :Counselor's Records - - 05/16: Counselor's Summary Report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse.</p>

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity: Disciplinary Alternative Education Program (DAEP) - The Student Code of Conduct containing information regarding student discipline shall be distributed at the beginning of the school year to students and parents, teachers, and administrators.</p> <p>The DAEP serves grades 9th – 12th and younger as needed. Students who have violated the district code of conduct will be placed in the DAEP. Computer assisted instruction and counseling services will be provided for any student who is at risk of dropping out of school. The DAEP is offered through a shared service arrangement with Center ISD.</p>	<p>8/2015 - 5/2016</p>	<p>Superintendent - Phil Worsham</p>	<p>State - State Compensatory Education - Contracted DAEP CO-OP fee \$26,000.00</p>	<p>Informal Assessment :Classroom Assessments - - 12/15: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion. Maintain classroom assignments through DAEP instructional arrangement.</p>	<p>A safe and disciplined school environment for all students, staff, and community members.</p>	<p>Documentation :Discipline Records - - 05/16: Policies in place that help provide uniform and unbiased outcomes to any situation that may arise.</p>

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<p>Activity:</p> <p>Child Sexual Abuse and other Maltreatment of Children - The district has established a plan for addressing child sexual abuse and other maltreatment of children. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).</p> <p>Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.</p> <p>A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of</p>	<p>8/2015 - 5/2016</p>	<p>Superintendent - Phil Worsham</p>	<p>Local Funds - Time Contributions of Staff and Faculty</p>	<p>Documentation :School Records - - 08/15: Sexual Abuse policy has been distributed to staff, parents and students.</p>	<p>Staff, parents and students have an increase awareness of issues regarding the sexual abuse and other maltreatment of children.</p>	<p>Documentation :School Records - - 05/16: Sexual Abuse policy will have been implemented.</p>

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Objective(s): PK-12 A decline of discipline referrals from 2014-2015 to 2015-2016. A 10% decrease in incidents of school violence using the Principals' 2014-2015 reports as baseline data.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.</p> <p>As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.</p> <p>The following Web sites might help you become more aware of child abuse and neglect: http://www.childwelfare.gov/pubs/factsheets/signs.cfm http://sapn.nonprofitoffice.com http://www.taasa.org/member/materials2.php http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml</p> <p>Reports may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at http://www.txabusehotline.org). Precinct 3 Constable, and/or Shelby County Sheriff Department</p>						

District Improvement Plan
Joaquin ISD 2015-2016

Goal: 7 Joaquin ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW #10) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]
Objective(s): PK-12 A decline of discipline referrals from 2014-2015 to 2015-2016. A 10% decrease in incidents of school violence using the Principals' 2014-2015 reports as baseline data.

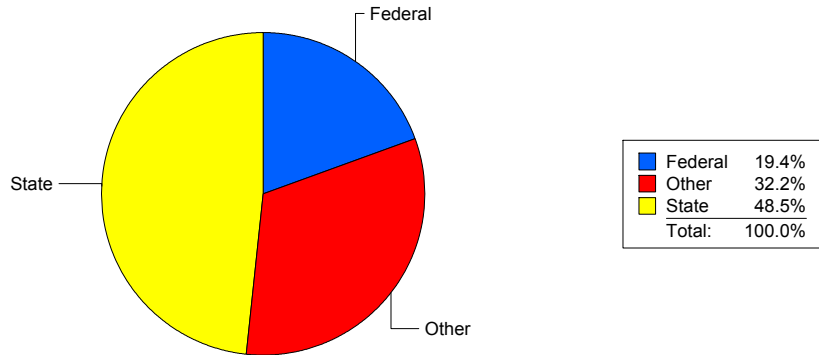
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy: Emergency Action Plan: - Staff will continue to be trained on the Emergency Action Plan, as revisions and updates are made to same. All new staff members will be trained.</p>	<p>7/2015 - 6/2016</p>	<p>Director of Human Resources - Donna Vergo</p>	<p>Local Funds - Time Contributions of DPDMC</p>	<p>Documentation :School Records - 12/15: The Emergency Action Plan will have been utilized during Mock Emergencies to ensure that refinements that are needed have been made and that all of the staff has had the prerequisite practice to ensure each feels comfortable with the Plan.</p>	<p>Emergencies will be addressed in a professional, expeditious and effective manner.</p>	<p>Documentation :School Records - 06/16: Joaquin ISD will continue to have an effective Emergency Action Plan and Crisis Response Team to meet all safety needs.</p>

Goal: 7 Joaquin ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW #10) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s): PK-12 A decline of discipline referrals from 2014-2015 to 2015-2016. A 10% decrease in incidents of school violence using the Principals' 2014-2015 reports as baseline data.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Counseling Responsive Services (TI, A SW #10) - The counselors will conduct responsive services in prevention and intervention areas. Areas of focus will include:</p> <ul style="list-style-type: none"> * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education <p>The counselors and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior 	<p>8/2015 - 5/2016</p>	<p>Junior High/High School Counselor - Kasi Trent Elementary Counselor - Ashley Rambin</p>	<p>Coordinated Funds - Time Contributions of Counselors</p>	<p>Documentation :Counselor's Records - 12/15: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :Counselor's Records - 05/16: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.</p>

Funding Values By Program



District Improvement Plan
Joaquin ISD 2015-2016

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
IDEA-B Formula		
Time Contributions of Special Education Staff	4.00	\$139094.90
Contracted Instruction for the Visually Impaired	0.00	\$500.00
Contracted Speech Therapy	0.00	\$500.00
IDEA-B Preschool		
Time Contributions of PPCD Aide	0.47	\$8074.72
Title I, Part A		
SECCA, Inc Consulting Services	0.00	\$3415.00
Time Contributions of Early Literacy Lab Teacher	1.00	\$58997.61
Time Contributions of Counselor	1.00	\$46905.82
Set-Aside Funds	0.00	\$495.00
Time Contributions of Reading Aide	0.56	\$12971.49
Time Contributions of Math Teacher	1.00	\$47986.81

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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part C Carl Perkins		
CTE Federal Consortium	0.00	\$7994.00
Title I, Part C Migrant		
Time Contributions of ESL Aide	0.70	\$15954.57
Tutorial Assistance	0.00	\$6511.06
Supplemental Instructional Supplies	0.00	\$504.00
Title II, Part A		
Critical Area Stipends	0.00	\$32078.49
Title III, Part A LEP		
Region VII SSA	0.00	\$4972.00
		\$386,955.47
Other	<u>FTE</u>	<u>DollarValue</u>
See Individual Activities	0.00	\$0.00
Coordinated Funds		
Time Contributions of Counselors	0.00	\$0.00
See Individual Activities	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
Time Contributions of Counselors	0.00	\$0.00
See Activities	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Faculty	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
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Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Local Funds		
Time Contributions of Counselor	0.00	\$0.00
Cost of Paper, Copying and Postage	0.00	\$0.00
Cost of Paper, Copying and Postage	0.00	\$0.00
Time Contributions of Nurse	1.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Committee Members	0.00	\$0.00
Professional Development Travel and Registration	0.00	\$15800.00
Time Contributions of Staff	0.00	\$0.00
Priority for Services Action Plan template	0.00	\$0.00
ID&R Training Manual and TEA Presentation	0.00	\$0.00
Instructional Resources	0.00	\$600.00
G/T Student Travel	0.00	\$250.00
Textbooks for College Classes	0.00	\$275.00
Time Contribution of Counseling Staff	0.00	\$50801.00
ID&R Plan Template	0.00	\$0.00
Family Surveys	0.00	\$0.00
COE Documents	0.00	\$0.00
Assessment Instruments/Evaluations	0.00	\$750.00
Time Contributions of Staff	0.00	\$0.00
Region VII Data Management and Assessment	0.00	\$6994.00
Counseling Supplies and Materials	0.00	\$800.00
Counseling Travel and Dues	0.00	\$1000.00
Time Contributions of Library Staff	0.00	\$2184.00
Contracted Software	0.00	\$1200.00
Library Books and Supplies	0.00	\$3000.00
Time Contributions of Extracurricular Staff	0.00	\$189236.00
Extracurricular Contracted Services	0.00	\$38900.00
Extracurricular Supplies and Awards	0.00	\$35500.00
Extracurricular Insurance, Travel, Awards and Fees	0.00	\$65441.00
Time Contributions of Faculty and Staff	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Curriculum Director	0.00	\$12964.00
Professional Development Travel and Registration - Technology	0.00	\$250.00
Region VII Rosetta Stone Coop	0.00	\$500.00
Cost of Paper, Copying and Postage	0.00	\$0.00
Assessment Instruments/Evaluations	0.00	\$300.00
ESL Resources	0.00	\$800.00
Time Contributions of ESL Aide	0.00	\$5454.00
Classes for Migrant Parents	0.00	\$0.00
NGS PFS Report	0.00	\$0.00
NGS Report and PFS Response form	0.00	\$0.00
Parent Contact Log	0.00	\$0.00
State Assessment Report	0.00	\$0.00
Family Needs Checklist	0.00	\$0.00
Time Contributions of ABC Staff	0.00	\$0.00
Time Contributions of Transition Coordinator	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Stickers, Pencils and Parties	0.00	\$0.00
Travel Expenses, Materials	0.00	\$0.00
Time Contributions of Parents, Staff and Faculty	0.00	\$0.00
Time Contributions of Parents and Committee Members	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Technology Supplies and Materials	0.00	\$30000.00
Local Technology Policies	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Nurse	1.00	\$40283.00

Funding Values By Program

Other		<u>FTE</u>	<u>DollarValue</u>
Local Funds			
Vaccines		0.00	\$1500.00
Nursing Resources		0.00	\$2850.00
Time Contributions of Faculty and Staff		0.00	\$0.00
Time Contributions of DPDMC	Within Contract Time	0.00	\$0.00
Time Contributions of Kindergarten Tachers		0.00	\$0.00
Assessment Instruments		0.00	\$0.00
Assessment Instruments and Testing Materials		0.00	\$0.00
Assessment Instruments and Testing Materials		0.00	\$0.00
Time Contributions of PK Staff		0.00	\$0.00
Time Contributions of PK Staff		0.00	\$0.00
Time Contributions of PK/Kindergarten Staff		0.00	\$0.00
Assessment Instruments and Testing Materials		0.00	\$0.00
Informal Assessments, Program Resources		0.00	\$0.00
Time Contributions of Staff and Faculty		0.00	\$0.00
Time Contributions of Staff and Faculty		0.00	\$12576.00
Time Contributions of Community Liaison		0.00	\$0.00
Radio Announcements, Website and Public Posting on Administration Door		0.00	\$0.00
Time Contributions of Staff and Volunteers		0.00	\$0.00
Salary, Supplies, Website, Phone System	--Coordinated Funding includes Title IV, SDFSCA	0.00	\$0.00
Time Contributions of Parents, Staff and Faculty		0.00	\$0.00
Time Contributions of DPDMC and SBDMCs	Within Contract Time	0.00	\$0.00
Assessment Instruments and Testing Materials		0.00	\$1900.00
Instructional Resources		0.00	\$39500.00
Math Resources		0.00	\$1000.00
Science Resources		0.00	\$1900.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Art Resources	0.00	\$2800.00
Time Contributions of Staff and Faculty	0.00	\$0.00
CTE Resources	0.00	\$47800.00
Attendance Awards	0.00	\$9500.00
Time Contributions of Truancy Officer	0.00	\$17170.00
Career Software	0.00	\$300.00
Time Contributions of Principals and Staff	0.00	\$0.00
		\$642,078.00
State	<u>FTE</u>	<u>DollarValue</u>
Local &		
Time Contributions of Technology Staff	0.00	\$47206.00
Time contributions of PAC members	0.00	\$0.00
Academic Content Consortium	0.00	\$8512.00
Contracted Professional Development	0.00	\$24870.00
Local and		
Video Conferencing	0.00	\$3550.00
Special Education Block Grant		
Child Find Resources	0.00	\$0.00
Contracted Speech Services	0.00	\$40000.00
Contracted Occupational and Physical Therapy	0.00	\$19000.00
Time Contributions of Special Education Staff	0.00	\$287156.00
Assessment Instruments/Evaluations	0.00	\$3800.00
Special Education Counseling Resources	0.00	\$300.00
Contracted Special Education Services	0.00	\$14500.00

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
Special Education Block Grant		
Time Contributions of Special Education Director	0.00	\$0.00
Special Education Resources	0.00	\$3000.00
State & Local Funds		
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
State Career and Technology Education Block Grant		
Time Contributions of CTE Staff	0.00	\$202576.00
State Compensatory Education		
Time Contributions of PK Teacher	0.50	\$27371.36
Time Contributions of Early Literacy Lab Aide	1.00	\$23434.42
Time Contributions of Math Teachers	1.57	\$70028.39
Substitutes for SCE Teachers	0.00	\$54.43
Time Contributions of Reading Staff	0.43	\$21097.06
PLATO Maintenance Agreement	0.00	\$15000.00
Time Contributions of PLATO Lab Instructor	0.29	\$11019.78
Time Contributions of Teachers	0.57	\$28668.27
Extra Duty Pay for Tutorials	0.00	\$13341.90
Time Contributions of Instructional Aides	2.00	\$39081.50
Time Contributions of Reading Aide	0.44	\$9256.01
Time Contribution of Science Teacher	0.14	\$6226.54
Contracted DAEP CO-OP fee	0.00	\$26000.00

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State Compensatory Education (SCE)		
Extra Duty Pay for PRS/Homebound Teacher	0.00	\$1539.45
Time Contributions of PK Aide	1.00	\$0.00
Supplemental Instructional Resources	0.00	\$1200.00
Time Contributions of PK Aide	1.00	\$18421.97
State Gifted and Talented Block Grant		
Assessment Instruments/Evaluations	0.00	\$1400.00
		<hr/>
		\$967,611.08
	Grand Total:	\$1,996,644.55