

Priority Charter Schools

District Improvement Plan

2019-2020

Accountability Rating: B



Mission Statement

To provide a quality educational program, with traditional and individual learning opportunities.

To create a sense of community that celebrates/appreciates diversity and empowers all students to become productive citizens within our global society.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Academic Achievement	8
District Processes & Programs	12
Perceptions	13
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: Provide student achievement at the highest levels to meet A-F accountability.	17
Goal 2: Maintain fiscal responsibility and design/implement a facilities plan that addresses current and future needs of the district in order to fulfill the vision, mission, beliefs, and goals adopted by the board.	21
Goal 3: Improve communication between all stakeholders and the district.	22
Goal 4: Secure and retain an effective staff that is reflective of and responsive to the District's student body.	23
Goal 5: Ensure quality academic programs that sustain and promote academic excellence.	27
Goal 6: Ensure a quality CTE, GT, and Dual Credit program on all campuses.	30
Goal 7: Sustain a safe and secure environment.	32
Planning and Decision Making Committee	33

Comprehensive Needs Assessment

Revised/Approved: January 28, 2020

Needs Assessment Overview

1. Coordination of planning for instruction, budgeting, and expenditures to improve services for at-risk students and low achieving students.
2. Learning opportunities and supplemental instructional materials to address achievement data and individual student needs.
3. Improved instruction in Reading, Math, and Science to move toward student growth in all indices.
4. Math instructional strategies and supplemental materials to improve all domain (1-3) scores.
5. Improved documentation of tutoring and accelerated instruction participation and feedback, including entrance and exit criteria.

Priority Charter Schools

6. Effective research-based instructional materials to expand supplemental instruction and time

7. Supplemental materials for tutoring, RTI, and Guided Reading. Classroom libraries need to be much stronger to meet the needs of all levels of readers as well as a wider variety of genres.

Demographics

Demographics Summary

2019-20 District Student Information

District Name: PRIORITY CHARTER SCHOOLS

(014803)

County Name: BELL

Student Information	----- District -----	
	Count	Percent
Total Students	791	100.0%
Students by Grade:		
Early Childhood Education	0	0.0%
Pre-Kindergarten	87	11.0%
Kindergarten	73	9.3%
Grade 1	74	9.4%
Grade 2	68	8.6%
Grade 3	62	7.9%
Grade 4	67	8.5%
Grade 5	67	8.5%
Grade 6	80	10.1%
Grade 7	48	6.1%
Grade 8	54	6.8%
Grade 9	42	5.3%
Grade 10	39	4.9%
Grade 11	16	2.0%

Grade 12	12	1.5%
Ethnic Distribution:		
African American	139	17.6%
Hispanic	210	26.6%
White	359	45.5%
2019-20 District Student Information		
American Indian	4	0.5%
Asian	27	3.4%
Pacific Islander	5	0.6%
Two or More Races	45	5.7%
Economically Disadvantaged	455	57.7%
Non-Educationally Disadvantaged	334	42.3%
Section 504 Students	68	8.6%
English Learners (EL)	40	5.1%
Students w/ Disciplinary Placements (2017-18)	0	0.0%
Students w/ Dyslexia	21	2.7%
At-Risk	415	52.6%
Students w/ Disabilities by Type of Primary Disability:	97	
Total Students with Disabilities		
By Type of Primary Disability		
Students with Intellectual Disabilities	42	43.3%
Students with Physical Disabilities	19	19.6%
Students with Autism	6	6.2%
Students with Behavioral Disabilities	30	30.9%

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Students with Non-Categorical Early Childhood	0	0.0%
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
	17	18.9
Elementary:		
Kindergarten		
Grade 1	15.5	18.8
Grade 2	18.6	18.7
Grade 3	17.5	18.9
Grade 4	14.3	19.2
Grade 5	14	21.2
Grade 6	18.4	20.4
2019-20 District Student Information		
Secondary:		
English/Language Arts	7.8	16.6
Foreign Languages	3.3	18.9
Mathematics	7.7	17.8
Science	8.7	18.9
Social Studies	6.5	19.3

Demographics Strengths

Ethnic breakdowns are consistent with the previous year and continue to somewhat equal distribution.

At-risk numbers and categories are consistent.

Student Academic Achievement

Student Academic Achievement Summary

STAAR	Math % Met Standard	Reading/ELA % Met Standard	Writing % Met Standard	Science % Met Standard	Social Studies % Met Standard
	2019	2019	2019	2019	2019
All Students	78%	67%	64%	66%	62%

Reading 2019	All Students (District)	H	W	AA	Asian	Two or More Races	Am. Indian	ED	Spec. Ed.	ELL
3 rd Grade % Met Standard	69%	88%	74%	50%	100%	57%	*	71%	25%	100%
4 th Grade % Met Standard	65%	47%	79%	50%	0	100%	*	57%	29%	0%
5 th Grade % Met Standard	89%	92%	96%	69%	100%	100%	*	86%	80%	75%
6 th Grade % Met Standard	68%	55%	86%	33%	100%	75%	*	68%	38%	67%
7 th Grade % Met Standard	55%	27%	58%	67%	50%	80%	*	55%	18%	0
8 th Grade % Met Standard	67%	75%	71%	17%	50%	75%	*	63%	55%	33%

Math 2019	All Students (District)	H	W	AA	Asian	Two or More Races	Am. Indian	ED	Spec. Ed.	ELL
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3rd Grade % Met Standard	62%	61%	70%	45%	0	100%	*	66%	29%	0
4th Grade % Met Standard	51%	50%	44%	67%	0	75%	*	49%	25%	40%
5th Grade % Met Standard	83%	80%	87%	70%	100%	75%	100%	84%	60%	60%
6th Grade % Met Standard	73%	62%	81%	50%	100%	100%	*	69%	60%	100%
7th Grade % Met Standard	55%	36%	71%	17%	50%	80%	*	55%	18%	0
8th Grade % Met Standard	62%	42%	76%	0	50%	75%	*	50%	18%	67%
Writing 2019	All Students (District)	H	W	AA	Asian	Two or More Races	Am. Indian	ED	Spec. E d.	ELL
4th Grade % Met Standard	52%	53%	49%	60%	50%	50%	*	45%	8%	60%
7th Grade % Met Standard	66%	50%	74%	60%	50%	80%	*	64%	18%	0
Science 2019	All Students (District)	H	W	AA	Asian	Two or More Races	Am. Indian	ED	Spec. E d.	ELL
5th Grade % Met Standard	60%	39%	77%	33%	50%	75%	100%	52%	25%	20%

8th Grade % Met Standard	61%	50%	71%	0	50%	100%	*	46%	18%	75%
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Social Studies 2019	All Students (District)	H	W	AA	Asian	Two or More Races	Am. Indian	ED	Spec. Ed.	ELL
8th Grade % Met Standard	43%	42%	51%	0	50%	33%	*	35%	18%	50%

	Drop Out Data				Completion Data			
	2017-2018		2019-2020		2017-2018		2019-2020	
All Students	0%		0%		100%		100%	

The comprehensive, intensive, accelerated instruction program at this district/campus ... consists of after school tutorials for students at-risk, incorporated extended learning time into master schedule, added additional math, and purchased core materials in test preparation.

Areas of Concern:

Reading, Math, Science, & Writing Proficiency State Accountability & Local Assess. Data (All Student Groups)

Student Academic Achievement Strengths

District Improvement Required Rating F to a B! (2017 Accountability Ratings)

Comprehensive Student Monitoring Processes and Resources (DMAC)

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District Processes & Programs

District Processes & Programs Summary

Areas of Concern:

Special Programs Training – (Helping students in ESL, Dyslexia, & Special Education) for General Educ. Staff (Staff Survey)

Coordinated Professional Development for all teachers & staff (Staff Survey)

Comprehensive Writing Curriculum (State Accountability & Local Assessment Data)

Enrichment Programs for all students (Athletics, Art, Chess, etc.) (Parent, Student, & Staff Surveys)

District Wide Discipline i.e. Campus Discipline Policies/Procedures (Parent and Staff Surveys)

Communication i.e. Parent and Teacher (Parent & Staff Surveys)

Professional Development for all Staff (Staff Survey)

District-wide Records Management Process (Staff Survey)

Beginning Teacher Support (Staff Survey)

Program Evaluation Tools for Support Services & Inst. Programs (Staff Surveys, PBMAS, Federal Grant Requirements)

District Processes & Programs Strengths

Quality educational programs for students/parents (Parent Survey)

District Community Partnerships (TEACH Quest, Community Colleges, MOU Agreements)

Perceptions

Perceptions Summary

Perceptions Strengths

Student attendance is above state average at 94%. (PEIMS Attendance Summary)

Teacher to Student Engagement (Teachers Care) (Parent Survey)

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress, and participation data
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

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Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Other additional data

Goals

Goal 1: Provide student achievement at the highest levels to meet A-F accountability.

Performance Objective 1: By June 2020, 72% of all students and each student group, including special program students tested, will pass all portions of the state assessment in reading, math, science and social studies. **Evaluation Data Source(s) 1:** State tests and ARD expectations

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide tutorial times for students who are at risk of failure in core subject areas and special education students twice a week throughout the school year	Core subject teachers, Principals and Superintendent	Improved six weeks grades Reduced failure rate				
2) Provide extended learning time for all students everyday throughout the school year	All teachers, Principals	Improved student achievement core and elective classes Reduce failure rate				
3) Increased job-embedded professional development training for all teachers math and reading (CORE- Mathematics)	All teachers, Principals, Superintendent, Instructional Coaches	Improve student performance Reduce failure rate Increase teacher capacity with research-based instructional strategies				
4) Meet each six weeks with each campus administrator for protocols to review Goals in District and Campus Improvement Plan	Superintendent and Principals	Increased STAAR scores; campus success in meeting campus targeted goals and objectives				
5) Teachers and campus principals will participate in professional learning communities activities	Superintendent Principal, Director of Academics, Instructional Coach	Increased STAAR scores; campus success in meeting campus targeted goals and objectives				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews	
			Formative	Summative

		Nov Jan Mar			June
6) Provide training in lesson plan development and vertical alignment	Superintendent, Principal, Instructional Coach, Director of Academics	Increase STAAR scores; campus success in meeting campus and targeted goals and objectives			

Goal 1: Provide student achievement at the highest levels to meet A-F accountability.


Performance Objective 2: By June 2020, all of ethnicity, socio-economic, and language gaps in the special population program placements will be reduced by 10%.

Evaluation Data Source(s) 2: State tests, ARD Expectations, and campus/district student growth measures


Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monitor needs assessment for gaps and inequities in instruction for special populations, sub-populations with help of data rooms and PLC interactions.	Superintendent, Special Programs Dept., Principals, Director of Academics	Protocol agendas, STAAR score disaggregation, staff development and comprehensive needs assessment.				
2) Reduce the gap in scores between performance of special and regular students, including underserved populations such as ESL, African-American, and Hispanic students.	Superintendent Principals, Assistant Superintendent of Academics	Aligned STAAR scores among sub-populations as evidenced from TAPR reports compared from year to year				
3) Increase the number of underrepresented students in the Gifted and Talented program, AP/Pre-AP programs, P-TECH	All teachers, Principals, Superintendent	PEIMS report designating sub-populations in the Gifted and Talented program.				
4) Provide staff development for all staff in the areas of working with students who are two or more instructional levels behind and in all core subject areas. In addition, paraprofessional support to achieve better student outcomes.	Superintendent, Assistant Superintendent of Academics, Director of Academics Principals	Fewer at risk students and increased STAAR scores				
5) Provide consultants to work with special programs department and staff to implement effective teaching strategies: Math instruction, ELPS training; LPAC; SIOP training, Autism, and IEP development	Superintendent, Special Programs Dept., Principals	Increase student success				
6) Provide ESL strategies for secondary and elementary teachers to ensure that all LEP students, PreK-12, master the district standards: differentiate and modify instruction; appropriate pacing of curriculum content; provide materials appropriate to the level of English proficiency	Superintendent, Principals, Special Programs Dept., Instructional Coach	Increase student success as measured by diagnostic and reports from ESL department				


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) Establish college-going atmosphere on campuses K-12	Principals, Assistant Superintendent of Academics	College paraphernalia in the form of posters, flags, reinforces, and information to parents				
8) The Special education program will provide extra tutors to help with increase STAAR performance for special education students	Director of Special Programs	STAAR scores for Special education students				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Maintain fiscal responsibility and design/implement a facilities plan that addresses current and future needs of the district in order to fulfill the vision, mission, beliefs, and goals adopted by the board.


Goal 3: Improve communication between all stakeholders and the district.

Performance Objective 1: By June 2020, at least 51% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Evaluation Data Source(s) 1: School records indicate that at least 43% of students' parents/family members participated in partnership in education opportunities.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide state assessment results to parents in a language they can understand	Superintendent, Principal	Parents receive reports of assessment results				
2) Provide parents with various options to attend community and school related events/activities	Superintendent, Principal Parent Liaison	Increase parental and community involvement				
3) Have at least two community partnerships with school	Superintendent, Principal, Parent Liaison	Increase community partnerships to enhance overall district culture and student academic performance				



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

Goal 4: Secure and retain an effective staff that is reflective of and responsive to the District's student body.

Performance Objective 1: By June 2020, a sound, focused staff development plan is in the place to enhance effective curriculum delivery that improves the performance of all students including, special education, LEP and those identified as at risk


Evaluation Data Source(s) 1: A well -planned staff development program will result in increased student performance and a reduction in the at-risk student population, special education, LEP, and low performing groups.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews
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			Formative			Summative
			Nov	Jan	Mar	June
1) Review and revise the mission for the staff development program	Superintendent, Assistant Superintendent of Academics, Principals	Mission statement complete				
2) Schedule staff development for teachers with a primary focus on TEKS and STAAR teaching strategies in core subjects and based on student achievement data	Principals, Assistant Superintendent of Academics, Superintendent	observations of successful implementation, improved scores, and walk-throughs				
3) Provide teachers, principals, and other administrators with sustained, intensive, classroom-focused professional development to address the learning needs of all students, particularly in the areas of PLCs (Professional Learning Community) teacher-created common assessments, and STAAR	All teachers, Principals, Superintendent, Instructional Coach Assistant Superintendent of Academics Director of Academics	Increased student success as measured by STAAR and TPRI				
4) Provide an overview of curriculum and instruction implementation to all special education and campus instructional support staff.	Superintendent, Assistant Superintendent of Academics, Principals, Instructional Coach	Sign-in sheets; training evaluations				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) Train instructional staff in the following areas: TEKS, G/T, 504, Dyslexia, Technology and Teaching strategies.	Principals, Superintendent, Instructional Coach, Special Programs Dept.	Credit of attendance recorded in workshop, training agendas				

6) Provide training to teachers in grades K-8 on balanced literacy (Open Court and SRA Flex)	Principals, Superintendent, Instructional Coach, Assistant Superintendent of Academics	Sign-in sheets for attendance, agenda of the training session, observations of successful implementation documented				
7) Provide ongoing training in bullying including prevention of and education concerning harassment and unwanted physical aggression	Principals, Director of Student Services	Credit of attendance recorded: analyze discipline incidents reports for reduction in bullying reported.				
8) Provide professional development to district and campus personnel on the implementation of RTI	Principals, Superintendent, Special Programs Dept., Instructional Coach	Professional development attendance documents				
						


Goal 4: Secure and retain an effective staff that is reflective of and responsive to the District's student body.

Performance Objective 2: 100% of instructional staff will implement strategies that improve student success as a result of high quality professional development, mentorship, and performance monitoring.

Evaluation Data Source(s) 2: Student success specific to targeted areas of staff development and increased teacher retention.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide meaningful, scientific, research-based professional development for all support staff, teachers, and paraprofessionals.	Assistant Superintendent of Academics Principals Instructional Coach	Increased student performance on local & state assessments				

2) Maintain instructional staff documentation for all principals/teachers regarding the teacher/principal credentials aligned to their grade level/content employment assignment.	Principal Teachers Human Resources	Increased student performance on local & state assessments				
3) Develop & disseminate a district-wide professional development calendar to teachers, support staff and administrators.	Principal Director of Academics Human Resources	Increased student performance on local & state assessments				
4) Provide beginning teacher mentoring program.	Director of Academics Principal	Increased teacher performance per employee evaluation. Increased student performance on local & state assessments. Walkthroughs. Staff Survey Teacher retention data				
						


Goal 4: Secure and retain an effective staff that is reflective of and responsive to the District's student body.

Performance Objective 3: 100% of employees will implement strategies that improve their skills and capacity as a result of high quality professional development and performance monitoring by the end of the 2019-2020 school year.

Evaluation Data Source(s) 3: Increased employee capacity/success specific to targeted areas of prof. development and increased staff retention.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide meaningful, scientific, research-based professional development for all level support staff, teachers, & administrators.	Principal Assistant Superintendent of Academics	Employee Performance Evaluations/Reviews				

2) Develop and implement district-wide employee summative/formative evaluation instrument.	Superintendent Principal HR	Staff Survey Teacher retention data				
3) Implement PEIMS data entry process for recording/scanning/monitoring student/financial data and documentation.	Principal Admin. Asst. Director of Student Services	Reduction in PEIMS errors Staff Survey				
						

Goal 5: Ensure quality academic programs that sustain and promote academic excellence.

Performance Objective 1: By June 2020, at least 51% of all ESL students will meet scale score passing rate on state assessments in reading, writing, math, science, and social studies

Evaluation Data Source(s) 1: School records indicate that at least 44% of ESL students' met standard

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Open ended responses will be used in core subjects to work on expository writing	Superintendent, Principal Special Programs Dept.	STAAR scores				
2) Staff development provided in the areas of ESL strategies	Superintendent, Principal Special Programs Dept.	Calendar of events, sign-in sheets				
3) Track student data	Superintendent, Principal, Special Programs Dept.	STAAR scores				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 5: Ensure quality academic programs that sustain and promote academic excellence.

Performance Objective 2: By June 2020, at least 73% of all special education students will meet scale score passing rate on state assessments in reading, writing, math, science, and social studies

Evaluation Data Source(s) 2: School records indicate that at least 68% of students' met standard

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Special education students tracked and monitored	Superintendent, Principal Assistant Superintendent of Academics	Special Education STAAR scores				
2) Provide staff development for Special Education staff in core subjects	Superintendent, Principal Assistant Superintendent of Academics Special Programs Dept.	Lesson Plans and walk-throughs showing evidence of professional development implementation				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 5: Ensure quality academic programs that sustain and promote academic excellence.

Performance Objective 3: By June 2020, at least 75% of all students will meet scale score passing rate on state assessments in reading, writing, math, science, and social studies

Evaluation Data Source(s) 3: School records indicate that at least 64% of students' met standard

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Track students' progress in all subjects	Superintendent, Principal	Writing samples, benchmark data, and CBAs				
2) Vocabulary emphasized and aligned at PLCs	Superintendent, Principal	STAAR scores				

Goal 6: Ensure a quality CTE, GT, and Dual Credit program on all campuses.


Performance Objective 1: 100% of campuses will provide comprehensive Gifted & Talented, Dual Credit, & Career & Technical Education programs by end of 2019-2020 school year.

Evaluation Data Source(s) 1: 100% of campuses will provide comprehensive Gifted & Talented, Dual Credit, & Career & Technical Education programs by end of 2019-2020 school year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Purchase and utilize assessment tools to identify eligible students for GT program in grades K-8.	Principal Special Programs Dept.	PEIMS reports for GT enrollment and participation. Student Assessment Data.				
2) Develop, implement, & communicate district- wide policies, procedures, program evaluation, and eligibility protocols for GT program.	Principal Special Programs Dept.	GT Program Evaluation Parent/Student Surveys				
3) Provide professional development for GT coordinators and core teachers (Grades K-8).	Principal Curriculum Coord. Campus GT Coordinator	Progress Monitoring and Student Participation & Performance Data. Student success as evidenced by walkthrough.				
4) Provide GT curriculum & resources for Grades K-8.	Core subject teachers Principal	Progress Monitoring and Student Participation & Campus				
5) Provide flexible, focused in-class instruction & supports to participating students, utilizing GT curriculum and resources.	Core subject teachers Principal, Special Programs Dept.	Progress Monitoring and Student Participation & Performance Data Student success as evidenced by walkthrough.				
6) Develop, implement, & communicate district- wide policies, procedures, program evaluation, and eligibility protocols for Dual Credit program for grades 9-12.	Core subject teachers Principal Director of Academics	Progress Monitoring and Student Participation & Performance Data Dual Credit Program Evaluation. Parent/Student Surveys PEIMS Student Reports				

7) Develop, implement, & communicate district- wide policies, procedures, program evaluation, and eligibility protocols for CTE	Principal Director of Academics	Progress Monitoring and Student Participation & Performance Data Dual Credit Program Evaluation.				
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Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews	
			Formative	Summative
			Nov Jan Mar	June
				





Goal 7: Sustain a safe and secure environment.

Performance Objective 1: By May 2020, the number of incidents involving disciplinary concerns to include truancy, physical violence, class disruption, bullying, harassment, and drug/alcohol use, will be reduced by 10% as measured by PEIMS and number of discipline referrals.

Evaluation Data Source(s) 1: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct assembly with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, physical violence, harassment, drugs/alcohol, & truancy.	Principal Counselor	Reduction in PEIMS and discipline referrals				
2) Provide character education curriculum activities to all student groups. (PBIS)	Principal Counselor Teachers Director of Student Services	Reduction in PEIMS and discipline referrals				
3) Implement PEIMS data entry Process for recording/scanning/monitoring student referrals/discipline data and documentation.	Principal Admin. Asst.	Reduction in PEIMS and discipline referrals				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Planning and Decision Making Committee

Committee Role	Name	Position
Administrator	Dr. Scott Moger	Superintendent
Administrator	Dr. Derrick Love	Assistant Superintendent

Administrator	Cher Nickerson	Principal
Administrator	Michele Kelsay	Principal
Administrator	Berkeisha Scott	Principal
Administrator	Corinna Capraun	Principal
Parent	Robin Osburn	Parent
District-level Professional	Daphne Glover	Business Manager
Administrator	Devra Shipp	Principal