

Schleicher County ISD

District Improvement
Plan

2017-2018

January 8, 2018
Date of School Board Approval



Schleicher County ISD – Vision Statement

SCISD Graduates: Educated, Empowered, and Equipped *for an ever-changing world.*

Schleicher County ISD – Mission Statement

To attain this vision, the mission of SCISD is to provide all students with a meaningful and challenging education in a safe, supportive environment. As a team of educators, parents and community, we are dedicated to building a strong academic and personal foundation to ensure that each student has the opportunity to realize their full potential.

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Planning and Decision Making Committee

| Name | Position Parent, Business, Community, Teacher, etc | Signature |
|------------------|--|-----------|
| Perry Graves | HS Principal | |
| Ezra Walling | MS Principal | |
| Michael Rudewick | ES Principal | |
| Michael Johnson | Athletic Director/Teacher | |
| Lindsey Caudle | Teacher | |
| Luann Shipman | Librarian/Teacher | |
| Maggie Martinez | ESL Teacher | |
| Debbie McBride | Special Education Teacher | |
| Lyndi O'Neil | Counselor | |
| William Robledo | Teacher | |
| Robert Gibson | Superintendent | |
| Kim-et Nelson | Community Member | |
| Joe McGee | Parent | |
| Mason Vaughn | Business | |
| Sharon Spinks | District Staff/Teacher | |

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on October 11, 2017.

| Participants in Attendance | Data Sources Examined |
|---|---|
| <i>Robert Gibson, Superintendent</i> | <div style="border: 1px solid black; padding: 10px;"> <p> <i>AEIS Federal Accountability Data for AYP State Assessment Data—disaggregated (i.e. AEIS IT) District PEIMS reports PBMAS reports Dropout and School Leaver data—disaggregated District retention data District discipline referral data Parent, Community, Teacher, and /or Student input Student attendance data Benchmark testing data Referral percentages for students in Special Education SAT/ACT data Truancy data Teacher retention data</i> </p> </div> |
| <i>Perry Graves, HS Principal</i> | |
| <i>Ezra Walling, MS Principal</i> | |
| <i>Michael Rudewick, ES Principal</i> | |
| <i>Michael Johnson, Athletic Director</i> | |
| <i>William Robledo, Classroom Teacher</i> | |
| <i>Lyndi O’Neil, Counselor</i> | |
| <i>Lindsey Caudle, Classroom Teacher</i> | |
| <i>Kim-et Nelson, Community Member</i> | |
| <i>Joe McGee, Parent</i> | |
| <i>Maggie Martinez, ELL Teacher</i> | |
| <i>Mason Vaughn, Business</i> | |
| <i>Sharon Spinks, District Staff</i> | |

Comprehensive Needs Assessment: Summary of Findings

| Identified Areas of Strength and Concern | |
|--|---|
| Areas of Strength | Data Source |
| Overall District Math Performance | TAPR Reports |
| Algebra I, Biology, US History EOC | TAPR Reports |
| Highly Qualified Staff | T-TESS, TAPR Reports |
| Technology Infrastructure and Hardware | Technology Director |
| Advanced Course/Dual Credit Options | Course Catalog, Student Transcripts |
| CTE Participation | PEIMS |
| Areas of Concern | |
| <i>Literacy – Reading, Writing</i> | <i>State Accountability (TAPR)</i> |
| <i>Performance gap between EcoDis students and Non-EcoDis students</i> | <i>State Accountability (TAPR), STAAR Performance Reports</i> |
| <i>Parent and community partnerships</i> | <i>Administrative evaluations</i> |
| <i>Professional development</i> | <i>T-TESS</i> |
| <i>Increase percentage of students meeting or exceeding progress from one year to the next across content areas</i> | <i>STAAR performance reports</i> |
| In this plan, the term “student groups” refers to students who are H, W, AA, ED, Migrant, LEP, G/T, and Special Education (modify as necessary) | |

Summary of Findings - Narrative

The Comprehensive Needs Assessment meeting (10/11/2017) provided opportunity for close evaluation of SCISD successes and areas of need by a representative group of stakeholders. The needs assessment reviewed pertinent data and input from all involved on the following topics: Demographics, Student Achievement, School Culture and Climate, Staff Quality, Curriculum and Instruction, Family and Community Involvement, School Context and Organization, and Technology. For each topic, district strengths and areas of need were identified and discussed. In the area of Demographics, strengths include small class size compared to state averages, attendance rate, graduation rate, and CTE enrollment. A review of the data show a high percentage of economically disadvantaged and minority students. Identified needs include additional exposure of students to experiences, culture, and opportunity beyond our community, filling in gaps in experience and understanding that may exist. Additionally, improvement in communication with parents of minority families was expressed as a need. Student Achievement successes include math and science performance of the district. Both are, overall, above state and region averages. SCISD offers more advanced courses than comparable sized districts in the region and provides students with many dual-credit options. Needs identified include increased and intensive focus on literacy skills of reading and writing in tested areas as well as across content. Another identified need is decreasing gaps in performance between economically disadvantaged students and non-economically disadvantaged students. Successes in the area of School Culture and Climate reviewed include low discipline referrals, safe learning environment with high expectations of classroom and student behavior, high percentage of student involvement, and an overall respectful environment for all. Needs include facility upgrades, especially the elementary campus, bridging lapses in communication or collaboration between campuses and grade levels to create an improved whole district team atmosphere among staff. Staff Quality strengths include highly qualified staff, leadership support, and opportunity for advancement. Needs include professional development that aligns with classroom and campus/district needs and vision, professional conference attendance with teams of teachers, and ongoing learning as all teachers stay current and relevant in their craft. There are identified needs in formalized mentorship of new teachers and for increasing teacher leadership in sharing strategies, skills, and experience in team collaboration and teacher-lead training. Family and Community involvement successes include increased communication via website, social media, and remind app, PTO organizations in elementary and middle schools, and high rate of family support of student activities. Needs include improved translation availability, consistency and accuracy in website communication, continued community involvement of staff, and increased parent involvement in voluntary capacities on campuses. Need for improved community/business partnerships to expose students to careers was identified. Success in Curriculum and Instruction includes consistent identification of daily objectives and goals listed on board in each classroom. SCISD has a TEKS aligned curriculum and benchmarking/assessment process to guide instruction throughout the year. Needs include training and availability of new instructional strategies/ideas, increased challenge and engagement for all students at all levels, increased relevance and “real-world” extensions of classroom topics, research and critical thinking skills, needs for developing student personal skills beyond the curriculum that will lead to their success (soft skills, character skills, social skills, professional skills). School Context and Organization saw success in the size of district lending easily to successful communication among leadership, high accessibility, and comfort of staff with leadership. This allows for an environment that allows for taking risks and trying innovative methods. One identified need is for a yearly student and staff engagement/perception survey. Last, Technology infrastructure, software, devices, and tools are readily available and robust. Needs identified include increasing staff development on effective use of technology professionally and in instruction, increased expectation for staff and students to use technology in appropriate ways, and increased course options in technology relevant areas in high demand in work force.

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District/Campus \$661,762

*Goal_1__, Obj._1__ *Goal_2__, Obj._1__ *Goal_3__, Obj._1__ *Goal_4__, Obj._1__

Total FTEs funded through SCE at this District/Campus 9

The process we use to identify students at risk is:

At the beginning of the school year, review of each student's folder by campus personnel, including counselor, principal and other office staff, evaluating each At-Risk criteria set forth in the PEIMS Data Standard. Each is then verified and then re-evaluated by District PEIMS Coordinator each six weeks.

The process we use to exit students from the SCE program who no longer qualify is:

At the beginning of the school year, review of each student's folder by campus personnel, including counselor, principal and other office staff, evaluating each At-Risk criteria set forth in the PEIMS Data Standard. Students meeting none of these criteria are exited, and then re-evaluated by District PEIMS Coordinator each six weeks.

*Optional for Title I Schoolwide schools:
At SCISD, School State Compensatory Funds are used to support Title I initiatives.*

**State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades 3-8**

| STAAR | Math % Met Standard | | | Reading/ELA % Met Standard | | | Writing % Met Standard | | | Science % Met Standard | | | Social Studies % Met Standard | | |
|----------------------|------------------------|------|------|-------------------------------|------|------|---------------------------|------|------|---------------------------|------|------|----------------------------------|------|------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| Students At-Risk | 79 | 62.2 | 82.8 | 79 | 74 | 69.9 | 92 | 65 | 58 | 90 | 79 | 76 | 94 | 72 | 56 |
| Students Not At-Risk | 94 | 86 | 66 | 94 | 90 | 66 | 86 | 95 | 58 | 84 | 86 | 81 | 79 | 94 | 73 |
| STAAR | Math % Met Standard | | | Reading/ELA % Met Standard | | | Writing % Met Standard | | | Science % Met Standard | | | Social Studies % Met Standard | | |
| | 2016 | | | 2016 | | | 2016 | | | 2016 | | | 2016 | | |
| Students At-Risk | | | | | | | | | | | | | | | |
| Students Not At-Risk | 77 | | | 94 | | | 94 | | | 84 | | | 97 | | |

| <i>ELA EOC Assessments 2017</i> | | | |
|--|----------------|-----------------|------------------|
| | Minimum | Level II | Level III |
| English I Reading | | 78 | |
| English I Writing | | 65 | |
| English II Reading | | 67 | |
| English II Writing | | 74 | |
| English III Reading | | | |
| English III Writing | | | |
| <i>Mathematics EOC Assessments</i> | | | |
| | Minimum | Level II | Level III |
| Algebra I | | 88 | |
| Geometry | | | |
| Algebra II | | | |
| <i>Science EOC Assessments</i> | | | |
| | Minimum | Level II | Level III |
| Biology | | 84 | |
| Chemistry | | | |
| Physics | | | |
| <i>Social Studies EOC Assessments</i> | | | |
| | Minimum | Level II | Level III |
| World Geography | | | |
| World History | | | |
| US History | | 89 | |

| | Drop Out Data | | | Completion Data | | |
|-----------------------------|---------------|-----------|-----------|-----------------|-------------|-------------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| Students At-Risk | 0% | 0% | 0% | 100% | 100% | 100% |
| Students Not At-Risk | 0% | 0% | 0% | 100% | 100% | 100% |

The comprehensive, intensive, accelerated instruction program at this district consists of after school tutorials for students at-risk, an additional tutorial/RTI period during the day on all three campuses to provide additional remediation time in math, language arts, science and history, and allow time for counseling to reduce the risk for student dropping out of school.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year 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
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
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.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

| |
|--|
| Program/Funding Source |
| Federal Programs |
| Title 1, Part A |
| Title I, Part C (Migrant) |
| Title II, Part A (TPTR) |
| Title VI, Part B Rural/Low Income |
| Carl Perkins |
| |
| State Programs/Funding Source |
| Career/Technology Education |
| State Compensatory Education |
| Dyslexia |
| Gifted/Talented |
| Special Education |
| Bilingual/ESL Program |
| Local Programs/Funding Source |
| |
| |
| |
| |

| Required 10 Components for Title I Schoolwide Campuses |
|---|
| 1. Comprehensive Needs Assessment |
| 2. Scientifically based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards |
| 3. Instruction by highly qualified teachers |
| 4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others |
| 5. Strategies to attract high-quality highly qualified teachers |
| 6. Strategies to increase parental involvement |
| 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs |
| 8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program |
| 9. Effective, timely additional assistance for students that experience difficulty mastering state standards |
| 10. Coordination and integration of Federal, State, and local services and programs |

Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs.

Objective 1: By May 2018, 87% of all students and each student group, including Special Education students tested, will meet established standards on the state assessment and an increase of 5% in students who meet and master grade level.

Summative Evaluation: 87% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

| | | | | | | | | | | | |
|----------------|--------------|----|----|----|----|---------|-----|-----------|----|------|--------|
| Data 2016-2017 | All Students | H | W | AA | ED | Migrant | LEP | Spec. Ed. | GT | Male | Female |
| % Met Standard | 78 | 74 | 89 | | 72 | | | | | | |

| Activity/Strategy | *Title 1 School wide Component (#1-10) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title, | Evidence of Implementation | Evidence of Impact |
|--|--|------------------------------------|--------------------------|--|-----------------------------------|--|
| Provide tutorial times for students who are at risk of failure in core subject areas. | 2, 9 | Core subject teachers Principal | Ongoing beginning August | Local Funds, SCE | Master Schedule, BEST Schedules | Improved six weeks grades Reduced failure rate |
| Provide flexible, focused small group instruction (RTI, PrimeTime) in the core subject areas research based strategies and data based decisions. | 2, 9 | Core subject teachers Principal | Every 6 weeks review | Local Funds, SCE | RTI team meeting agenda and notes | Improved performance on concept specific aligned assessment |
| Implement instructional strategies and practices to raise expectations for student achievement and higher order thinking. | 2, 9 | Core subject teachers Principal | On-going Aug-May | Local | Lesson Plans | Increased students who Meet/Master Grade Level Student success as evidenced by walkthrough documentation. |

| | | | | | | |
|---|------|--------------------------------|-----------------|-------|-------------------------------|-------------------------|
| Give benchmark assessments two times per year to monitor student attainment of TEKS/SE | 2, 8 | Principal, Instructional Staff | Ongoing Aug-May | Local | Eduphoria Aware, Lesson Plans | Eduphoria Aware |
| Provide student access to supplemental programs which monitor and assess progress for STAAR, ACT, SAT | 2, 8 | Principal, Instructional staff | Ongoing Aug-May | Local | Lesson plans, Program reports | STAAR, ACT, SAT Reports |

***Identify the Title 1 Schoolwide Component that the activity/strategy addresses if applicable. This column will help ensure that the 10 Components for schoolwide schools have been addressed. Delete the column if desired.**

Goal 2: In SCISD 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties. The LEA will recruit and retain highly qualified teachers.

Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

| | | | |
|----------------|---|-----------------------------|--------------------------------------|
| Data 2016-2017 | % Classes taught by Highly Qualified Teachers | % Highly Qualified Teachers | % Highly Qualified Paraprofessionals |
| | 100 | 100 | 100 |

| Activity/Strategy | Title 1 Schoolwide Component | Person(s) Responsible | Timeline | Resources Local Funds | Evidence of Implementation | Evidence of Impact |
|--|------------------------------|------------------------------------|----------------------------|--------------------------------------|--|--|
| Retain certified staff by providing a portion of health benefits, continuing step increase for teachers up to 25 years, offering yearly stipends for advanced degrees. | 3, 5 | Central Office Staff | Fall 2020 | Local Funds | Pay checks, payroll records, TAPR Report, Benefits package, | Increased student performance on benchmark assessments and STAAR tests |
| Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. | 3 | Principal, Human Resources Dept. | Beginning of each semester | | Equity Report, AEIS | Low income and minority students are taught by HQ teachers |
| Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals | 3,4 | Principal, Staff Development Dept. | End of each semester | ESC 15, Local Funds, Title II Part A | PD Sign In sheets or PD hours T-TESS Eval, Strive Eduphoria | Increased student performance on benchmark assessments and STAAR tests |

Goal 3: All students in SCISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2018 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by _5 % as measured by PEIMS and number of discipline referrals.

Objective 2: Continually maintain safe classrooms and safety procedures for emergency situations

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

| | |
|----------------------|--------------|
| Data 2016-2017 | All Students |
| Discipline/Incidents | 8 |

| Activity/Strategy | Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title, | Evidence of Implementation | Evidence of Impact |
|--|---|------------------------------|-------------------|---|---|---|
| Conduct assembly/training with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, violence including date violence, harassment, alcohol and drug use. | 10 | Principal Counselor | Ongoing Aug - May | TABC Local Law Enforcement Regional agencies, Counselor | Scheduling, email communication with presenters | Reduction in PEIMS and discipline referrals |
| Maintain a discipline tracking system to include SPED trends and expand disciplinary options. | 10 | Principal, PEIMS Coordinator | Ongoing Aug - May | Local | Discipline logs | Discipline Log, PEIMS Data |

| | | | | | | |
|--|----|-----------|---------------|-------|------------|-------------------|
| Update and distribute current safety procedures in classrooms and conduct safety drills as required. | 10 | Principal | Aug-September | Local | Classrooms | Yearly Inspection |
|--|----|-----------|---------------|-------|------------|-------------------|

Goal 4: All students in SCISD will graduate from high school and will be College and Career ready.

Objective 1: By May 2018, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of 100%.

Objective 2: All SCISD students will graduate College and Career ready

Summative Evaluation: Dropout rate of less than 1% and a completion rate of 90%.

| | | | | | | | | | | | |
|----------------|--------------|---|---|----|----|---------|-----|----------|----|------|--------|
| Data 2016-2017 | All Students | H | W | AA | ED | Migrant | LEP | Spec.Ed. | GT | Male | Female |
| Dropout Report | 100 | | | | | | | | | | |

| Activity/Strategy | Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title | Evidence of Implementation | Evidence of Impact |
|---|--------------------------------------|---|----------------------|---|---|---|
| Provide credit recovery program and/or acceleration program for students at-risk for failure/drop out | 2,9 | Principal Designated teachers | End of each semester | Local Funds, SCE | Transcripts, Program Reports | Successful completion of course work to recover credits |
| Provide STAAR remediation during summer for At-Risk students who failed the state assessment | 2, 9 | Principal, Summer School staff | June-July | Local funds, SCE, Title IA | Summer school rosters, transcripts | STAAR Results |
| Maintain robust CTE programs, Advanced Courses, and Counseling program | 10 | Principals, CTE teachers, Honors/AP teachers, Counselor | Ongoing | Local Funds, CTE State Funds, Perkins | Course catalog, Student engagement surveys, CTE enrollment, counselors calendar and log | Graduate post-secondary success |

Goal 5: Parents and Community will be partners in the education of students in SCISD.

Objective 1: By May 2018, at least 90% of all students’ parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation: School records indicate that at least 90% of students’ parents/family members participated in partnership in education opportunities.

| Activity/Strategy | Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title | Evidence of Implementation | Evidence of Impact |
|---|---|--|--------------------------------------|--|--|--|
| Provide State assessment results to parents in a language they can understand | 6 | Principal, Teachers | Within 10 days of receipt of reports | Reports from testing company. | Copies of materials presented to parents | Parents receive reports of assessment results |
| Provide two “Parent Conference Days” within the SCISD School Calendar for mandatory teacher/parent conferences for all parents to attend. | 6, 10 | Counselors, Principals, Superintendent | October 13 | Title 1 State and local funds PTA funds Parent Liaison Web based resources Community agencies | School Calendar, Campus Schedules, Parent Sign-in sheets from teachers | Sign-in sheets for each teacher’s class listing parents who attended the conferences |
| Host “Meet the Teacher”/Orientation night for parents | 6 | Principals, Teachers, Counselor | August | Local funds | Newspaper/Social Media, Parent sign-in sheets | Feedback from attendees, teachers, and students |

| | | | | | | |
|---|---|---|---------------|-------------|-------------------------------|-----------------------------|
| Host award assemblies celebrating student achievement, inviting parents and community | 6 | Principals, Counselor, Teachers | September-May | Local Funds | Calendar, Newspaper articles, | Parent and Community Survey |
| District and Campuses will provide ongoing information via website and social media. | 6 | Principals, District Coordinator, Technology Director | Ongoing | Local Funds | Website and Social Media | Parent and Community Survey |

Goal 6: SCISD will incorporate appropriate technology to maximize learning, prepare students for 21st century careers, and provide teachers with tools for professional management.

Objective 1: By 2020, 100% of all teachers and students, including special education and students at-risk, have access to and training in technology tools necessary for 21st century teaching and learning.

Summative Evaluation: SCISD inventory records indicate that teachers have computer(s), mobile devices, and projection options. Students have available computer access in classes and BYOD options, professional development sign-in sheets, course options and lesson plans.

| Activity/Strategy | Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources Local Funds, State, SCE, Title | Evidence of Implementation | Evidence of Impact |
|--|---|---|-----------------|--|---|---|
| Integrate technology to improve academic performance and technology experience of all students. | 10 | Principals, District Coordinator, Teachers | Ongoing Aug-May | Local Funds, SCE Funds | Lesson Plans, Program Reports, Computer Labs schedules | 8 th Grade Tech Literacy Test results, CTE Technical course participation, Classroom products involving technology |
| Provide technical and pedagogical training for teachers in the use of technology in teaching and learning. | 10 | Principals, District Coordinator | Ongoing Aug-May | Local Funds, SCE Funds, ESC 15 | Staff Development documentation, Lesson Plans, email correspondence/calendar scheduling | Student products, teacher proficiency |
| Teach grade level Technology Applications TEKS (Grades 2-8) | 3 | Principals, District Coordinator, Instructional staff | Ongoing Aug-May | TEKS, Learning.com, Computer Labs | Course schedule | 8 th grade Tech Literacy testing |