

AUBREY ISD

District Improvement Plan

2015/2016

"A Great Place to Learn"



Aubrey ISD
415 Tisdell Lane, Aubrey, TX 76227
940-668-0060

AUBREY ISD

Mission

The mission of Aubrey ISD is to provide an exemplary education to all students in a positive environment and to set high expectations for both students and teachers alike.

Vision

"A Great Place to Learn"

Nondiscrimination Notice

AUBREY ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

AUBREY ISD Site Base

Name	Position
Bass, Tasha	AHS Teacher
Bradley, Melody	MES Parent
Brock, Mary	BES Teacher
Burton, Sarah	MES Parent
Cardwell, Tammy	AMS Teacher
Chauncey, Tracy	AHS Parent
Clark, Valerie	AMS Teacher
Deaver, Lisa	AHS Teacher
Forrester, Diane	BES Teacher
Gallagher, Brandee	AHS Teacher
Gilbreath, Jennifer	AMS Teacher
Gillum, Lezlie	MES Teacher
Hazen, Jennifer	Librarian
Hellman, Tabitha	BES Teacher
Johnson, Kathi	EBLC Teacher
Lahmann, Liz	BES Parent
Lott, Connie	Brockett Principal
Lowman, Jana	Monaco Principal
Mc Call, Dianah	AMS Teacher
Mc Nabb, Terrie	Assistant Superintendent
Molinar, Monica	ESL Coordinator
Morales, Luz	BES Teacher
Niemczyk, Tammy	AHS Community Member
Pierce, Lisa	AMS Parent
Polk, Kelly	AMS Parent
Ranton, Misti	MES Teacher
Reid, Robbie	BES Community Member
Sanders, Deborah	Superintendent
Saylor, Shannon	HS Principal

AUBREY ISD Site Base

Name	Position
Schmitz, Jaye	AHS Parent
Scribner, Steve	AHS Business Member
Shearer, Heather	BES Business Member
Siggers, Courtney	MES Parent
Smith, Haven	BES Parent
Smith, Jennifer	AMS Parent
Wilbert, Mariah	MES Teacher
Wilson, Betty	AMS Business Member
Wimbrough, Penny	AHS Teacher
Wooley, Carol	SST Coordinator
Wright, Karen	AMS Principal

District Standardized Test Results

Comprehensive Needs Assessment

Demographics

Demographics Strengths

See Attachment

Demographics Weaknesses

See Attachment

Demographics Needs

See Attachment



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 2nd-8th grades- Highest Attendance Rates
- Overall District mobility reflected a positive 4% rate.
- Student to Teacher ratio has remained at a consistent rate.
- We decreased our High School retention rate by 29%
- 100% Graduation Rate for 2013-2014.
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Needs

- Increase district attendance rates
- Increase Pre-K attendance rate- lowest of all grades
- Offer student oriented incentives for 10-12th attendance.
- Develop a mentorship program or target those students to early identify those at
- Identify the cause of the mobility rate.
- Identify the underlying causes of High School withdrawals in an exit survey to generate data for improvement and retention.
- Ensure that we are providing diversity lessons/ programs for both teacher and student to address our diversifying student populations. .
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Summary of Needs

- Increase district attendance rates
- Increase Pre-K attendance rates.
- Offer students in grades 10-12 incentives to attend school
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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

See Attachment

Student Achievement Weaknesses

See Attachment

Student Achievement Needs

See Attachment



Comprehensive Needs Assessment

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

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|--|---|
| <ul style="list-style-type: none"> ● Elem Failure Reports (incomplete) <hr/> <ul style="list-style-type: none"> ● TELPAS Reports <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> | <ul style="list-style-type: none"> ● Mrs. Lowman to report on Monaco <hr/> <ul style="list-style-type: none"> ● SRA/TPRI Reports <hr/> <ul style="list-style-type: none"> ● Aubrey ISD Prelim STAAR Scores 2014-2015 <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> |
|--|---|

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Telpas: Most elem teachers ARE ESL certified

- TPRI: both schools are similar and indicate growth in general

- SRA: Hispanic student average score is equal to or greater than the average score.

- 3rd grade STAAR Reading scores are great!

- We're above state average in all subject areas and all grade levels.

- Parent involvement - We had a fabulous parent volunteer who came to help our ELLs.

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Needs

- Telpas: More intensive ESL support for teachers (building strategies) and students at early elem levels

- Reading: build more vocabulary through ELL strategies (word walls / cognate focus / pictures /etc) in all subject areas.

- SRA: Dyslexia and sped support all grades need support. 2nd grade ESL. 4th/5th grade: African American population is low.

- 4th Grade Writing STAAR: Large gender gap - need more writing for boys.

- Need more expository writing practice campus wide even though only tested in 4th grade

- We need to become increasingly aware of the needs of our ELLs

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Summary of Needs

- We need to raise the score on expository writing

- We need to become increasingly aware of the needs of our students with regards to the ever changing student demographics and strive to meet those needs.



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
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- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

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|---|--|
| <ul style="list-style-type: none"> ● SAT / ACT Results <hr/> <ul style="list-style-type: none"> ● Starr Data <hr/> <ul style="list-style-type: none"> ● Failure List for 9 weeks / Semester <hr/> <ul style="list-style-type: none"> ● TELPAS <hr/> <ul style="list-style-type: none"> ● Starr Readiness Assessments <hr/> | <ul style="list-style-type: none"> ● Graduation Rates <hr/> <ul style="list-style-type: none"> ● Failures at MS and HS <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> |
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See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Do well compared to state/national score

- Level 3 US History was at 40%

- English 2 Advance way above state ave.

- 7th Grade Writing is very good

- TELPAS numbers all look very good

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Needs

- Improve minority participation in SAT / ACT

- Improve level 3 level advance for writing

- Improve amount of 5/6 on essay portion in grade 7

- Improve amount of 5/6 on essay portion in English 1 and 2

- Improve Social studies results

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Summary of Needs

- Improve minority participation in SAT / ACT

- Improve level 3 level advance for writing

- Improve amount of 5/6 on essay portion in grade 7

- Improve amount of 5/6 on essay portion in English 1 and 2

- Improve MS Social studies results

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Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

See Attachment

School Culture and Climate Weaknesses

See Attachment

School Culture and Climate Needs

See Attachment



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
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Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

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|--------------------------------|---------|
| ● Attendance Records 2012-2015 | ● _____ |
| ● Staff Survey | ● _____ |
| ● Student Survey | ● _____ |
| ● Discipline Report | ● _____ |
| ● Parent Survey | ● _____ |

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- No significant decline in attendance across the district

- Overall staff is satisfied with environment, principals, administration, and paraprofessionals, Staff feels supported at work

- HS students agree/strongly agree parents and teachers communicate; teachers care; teachers make them feel

- MS students agree/strongly agree they are helpful and welcoming to each other; are challenged by teachers to do their

- BES/MES agree/strongly agree that parents are welcome and communicate with teachers; staff is supportive and

- Students on all campuses understand safety and emergency procedures

- Campuses practice safety drills and students feel comfortable with procedures

- Parents are satisfied with preparation for the next level; happy with teacher-child interaction; feel welcome; campus and district online communication; felt their children were safe

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Needs

- Boost Attendance in Pre-k

- Boost Attendance in High School

- More encouragement for staff to complete survey

- High school students report there is a serious problem with alcohol, tobacco, and drug use

- High school students report that they are concerned about weapons , although a low %.

- Although students at each campus report that bullying is addressed, there is an occurrence

- Although parents are encouraging higher education at th HS, students appear less motivated

- Although a low percentage, students reported awareness of weapon possession on and off campus

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Summary of Needs

- HS and MS focus on a comprehensive and continual education program covering prevention, addiction, and intervention in relation to tobacco, drugs, and alcohol.

- Continue to educate parents on importance of daily attendance.

- Continued encouragement for secondary students to pursue post-secondary education/career readiness programs.

- Reporting the knowledge or awareness of weapons on campus

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Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

See Attachment

Staff Quality, Recruitment and Retention Weaknesses

See Attachment

Staff Quality, Recruitment and Retention Needs

See Attachment



Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

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|--|--|
| <ul style="list-style-type: none"> ● Employee Certification Report <hr/> ● Job Satisfaction Survey <hr/> ● Staff Mobility Stability Attendance <hr/> ● Failure Report <hr/> ● New Teacher Academy <hr/> | <ul style="list-style-type: none"> ● Plan for Teacher Quality <hr/> ● <hr/> ● <hr/> ● <hr/> ● <hr/> |
|--|--|

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- knows expectations of job

- opportunity to do best daily

- have needed materials and equipment

- praised & recognition by supervisors

- positive work environment

- great support staff

- athletic absences are low

- District saw a SPED need at MES and address it with additional staff

- New teacher support

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Needs

- more satisfaction survey participation

- 12% teacher left district

- need for knowledge on special programs

- Extended leave days high

- more PD for new Math TEKS based on failures

- vertical PLT between 8th & 9th teachers to address transition to High School

- Refresher Academy for teachers after a set number of years in the district

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Summary of Needs

- more PD for new Math TEKS based on failures

- vertical PLT between 8th & 9th teachers to address transition to High School

- more teacher participation in satisfaction survey

- Refresher Academy for teachers after a set number of years in the district

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Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

See Attachment

School Context and Organization Weaknesses

See Attachment

School Context and Organization Needs

See Attachment



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Reading, math, and science all above state average.

- Appropriate responsibilities delineated between counselor and new assistant
Teachers loved the beginning of the year sessions. Could we have a list of availabilities before the inservice days.

- Great enrichments given to GT students.

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- Communication improved greatly.

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- We loved when the high school students came and read to the elementary students.

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Needs

- Analyze placement in inclusion versus resource needs.

- Reduce class sizes at the middle school and high school levels.

- Need for focus on ESL writing. EOC
- Science scores low for SPED.

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- Need for high school students to come to elementary campuses: mentors, pep rallies, presence for school unity.

- Counselors bringing in more career professionals to incorporate awareness for students.

- GT teacher going into the third and fourth grade classrooms to present a critical thinking lesson to the whole class once a 6 weeks or 9 weeks.

- Staff development needed on differentiation.
We see a gap in data from the ESL pull out program needs to reflect yearly progress.

- More paraprofessionals needed for student support: all levels.

- Strategies needed for students with severe discipline issues.

Summary of Needs

- Analyze placement in inclusion versus resource needs.

- Need for focus on ESL writing.

- We see a gap in data from the ESL pull out. The program needs to reflect yearly progress.

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- Staff development needed on differentiation.

 - GT teacher going into the third and fourth grade classrooms to present a critical thinking lesson to the whole class once a 6 weeks or 9 weeks.

 - Counselors bringing in more career professionals to incorporate awareness for students. All levels, college or career options.

 - More paraprofessionals needed for student support: all levels.

 - EOC Science scores low for SPED.

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Comprehensive Needs Assessment

Technology

Technology Strengths

See Attachment

Technology Weaknesses

See Attachment

Technology Needs

See Attachment



Comprehensive Needs Assessment

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
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Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

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|--|--|
| <ul style="list-style-type: none"> ● 8th grade Tech Assesement <hr/> <ul style="list-style-type: none"> ● 21st Century Learning Report <hr/> <ul style="list-style-type: none"> ● Tech Policy & Procedures <hr/> <ul style="list-style-type: none"> ● AISD Inventory Report <hr/> <ul style="list-style-type: none"> ● Tech Work Orders <hr/> | <ul style="list-style-type: none"> ● Clarity Bright Bites <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> |
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See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- high passing rate on Tech Assessment

- Tech PD day

- tech support response help

- high percentage of students with technology at home

- Teacher access to devices

- Teachers think tech use is important

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Needs

- Intergration throughout all curriculum on all grade levels

- more % of advanced students on assessment

- improve critical thinking

- 1:1 student devices or lower ratio

- higher expectations for integrating technology

- more technology PD on integration

- more advanced tech in classrooms to stay current

- more PD of 4Cs

- Integration specialist

- address inequality of students that do not have technology outside of school

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Summary of Needs

- 1:1 student devices or lower ratio

- more PD, higher teacher expectations on integration, or Integration Specialist

- improve critical thinking

- Intergration throughout all curriculum in all grade levels

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Comprehensive Needs Assessment Data Sources

ACT/SAT Data
Community Demographics
Community Input
Discipline Referrals
District Policies
Drop-out Rates
Expulsion/Suspension Records
Failure Lists
Graduation Records
Highly Qualified Staff
Homeless Students
Maintenance Records
Mobility Rates
Multi-Year Trends
Parent Participation
Parental Involvement Policy
PBM Risk Levels
PEIMS Reports
Promotion/Retention Rates
Report Card Grades
Safe Schools Checklist
Special Programs Evaluations
Special Student Populations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Standardized Tests
Survey and Interviews of Students/Staff/Parents
Teacher Turnover Rates

AUBREY ISD

Goal 1. Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.

Objective 1. Each campus will recognize student/school achievements each nine weeks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each campus will come up with a list of achievements to celebrate during the year. (Target Group: All) (NCLB: 4)	Counselor(s), Principal, Teacher(s)	Sept 2015		Summative - A list of achievements that were celebrated.
2. A ceremony is set up each nine weeks and publicized to the campus and parents. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal	End of each nine weeks	(S)Local Funds - \$1,000	Summative - An event calendar and a parent announcements.

AUBREY ISD

- Goal 1.** Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.
- Objective 2.** Attendance at athletic events, band concerts, and open houses will increase by 25%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold one pep rally by the HS at the elementary campuses and middle school by February 2016. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Athletic Director, Cheer Sponsor, Principal	Fall 2015		Formative - Calendar that includes the Pep Rallies.
2. Establish a committee per campus to promote school spirit. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal	September 2015	(S)Local Funds - \$1,000	Summative - Agendas and minutes from four committee meetings.
3. Design and promote a special "Friday" spirit shirt. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent(s), Athletic Director, Band Director, Spirit Parent	August 19, 2015	(S)Local Funds - \$2,000	Summative - % of Staff and Students who wear their spirit shirts each Friday.
4. Have representatives from high school and middle school groups (Athletics, Band, BETA, etc) visible at the lower grades. For example, opening doors at elementary car drop off, attending elementary pep rallies, athletes for literacy, etc. (Target Group: All) (NCLB: 4)	Athletic Director, Band Director, Principal, Student Council Sponsors	August 2015 - May 2016		Summative - Event calendars, photos, parent surveys
5. Monitor attendance at campus open houses, band and theater performances and home athletic events.	Athletic Director, Principal, Student Council Sponsors, UIL / Academic Sponsors	August 2015 - May 2016		Summative - Ticket sales, sign in sheets

AUBREY ISD

- Goal 1.** Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.
- Objective 3.** One field trip per grade level will be connected to careers discussed and explored in the student's lessons.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Grade level teachers will plan lessons together to discuss career options that will fit in with their curriculum. (Title I SW: 3) (Target Group: All) (NCLB: 4,5)	Principal, Teacher(s)	By Oct. 2015	(L)Library Resources, (L)Materials	Summative - Lesson plans with connecting careers.
2. Grade level and subject area teachers will meet to set up a field trip with some type of career connection to take place prior to May. (Title I SW: 3) (Target Group: All) (NCLB: 4,5)	Principal, Teacher(s)	Oct. 2015	(L)Library Resources	Summative - Written evaluation of the experience by the students.
3. All campuses will set aside at least one day per semester to promote careers. (Title I SW: 3) (Target Group: All) (NCLB: 4,5)	Counselor(s), Principal	August 2015 - May 2016	(L)Library Resources, (L)Materials, (S)Local Funds - \$2,000	Summative - Agendas or event plans

AUBREY ISD

- Goal 1.** Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.
- Objective 4.** AISD will promote a safe school environment with 98% of students reporting they feel safe at school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. AISD will update the emergency operations plan and train all staff on procedures. (Title I SW: 4) (Target Group: All) (NCLB: 4)	Assistant Superintendent(s), Chief of Police, Principal, Teacher(s)	August 2015- Dec 2015	(S)Local Funds - \$2,000	Summative - Copy of the plan.
2. Provide Date Violence Training for Administrators, Counselors and Teachers. (Title I SW: 4,10) (Target Group: All) (NCLB: 4)	Assistant Superintendent(s), Counselor(s)	August 2015 - Feb. 2016		Summative - Training agendas
3. Provide Date Violence Training for students through their regular schedule. (Target Group: 9th, 10th, 11th, 12th) (NCLB: 4)	Counselor(s), Principal	January 2016 - April 2015	(L)Materials	Summative - Lesson Plans
4. Promote National Teen Dating Violence Awareness and Prevention Week. (Title I SW: 3) (Target Group: 9th, 10th, 11th, 12th) (NCLB: 4)	Counselor(s), Principal	January 2016 - April 2016	(L)Materials	Summative - Student Surveys
5. District Police Chief is present and available to all campuses. (Title I SW: 9) (Target Group: All) (NCLB: 4)	Chief of Police, Superintendent(s)	August 2015 - May 2016	(S)Local Funds - \$60,000	Summative - Surveys, calendars, schedule of events
6. The District Police Chief will meet with all students at the middle/elementary campuses to discuss his and his K-9's role in the district. (Target Group: All) (NCLB: 4)	Chief of Police, Superintendent(s)	August 2015 - Decr 2015	(L)Materials	Summative - Calendar of events
7. District Police Chief will conduct at least one class per semester for students on the awareness of prevention, addiction, and intervention in relation to tobacco, alcohol, and drug use. (Target Group: 9th, 10th, 11th, 12th, 5th, 6th, 7th , 8th)	Chief of Police, Counselor(s), Principal	August 2015-May 2016		Summative - Agenda / Class presentations
8. District Police Chief will offer at least one parent informational meeting during the school year regarding prevention, addiction, and intervention for tobacco, alcohol, and drug use. (Target Group: All) (NCLB: 4)	Chief of Police, Counselor(s), Principal	August 2015-May 2016	(L)Materials	Summative - Sign in sheets

AUBREY ISD

- Goal 1.** Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.
- Objective 4.** AISD will promote a safe school environment with 98% of students reporting they feel safe at school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Provide staff development for addressing the needs of students for Discipline management, Violence Prevention, Crisis Management (EOP), Bullying, drug awareness and prevention program, Differentiated instruction, Anger management and other areas as deemed necessary. (Title I SW: 4) (Target Group: All) (NCLB: 4)	Assistant Superintendent(s), Principal	July 2015 - July 2016	(F) Title IIA Principal and Teacher Improvement - \$31,000	Summative - sign - in sheets, presentation agendas, evaluations

AUBREY ISD

- Goal 1.** Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.
- Objective 5.** 50% of teachers will sponsor an extracurricular/co-curricular club or organization to create a positive learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each campus will publicize availability and promote participation in academic competitions to students and parents. (Title I SW: 6) (Target Group: All) (NCLB: 4,5)	Principal	August 2015 - May 2016	(L)Stipends	Summative - Notices
2. Each campus will publish and post an activity guide. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal, UIL / Academic Sponsors	September, 2015		Summative - Final Product of the published guide

AUBREY ISD

Goal 2. Support a “whole”-student approach to education to prepare students for life.

Objective 1. All student populations will achieve 90% mastery on all STAAR tests or maintain 15 percentage points above the state average on each test.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide extended learning opportunities for students not mastering the curriculum at elementary through tutorials, summer school, extended day, reading strategies, and multi-sensory training. (Title I SW: 1,2,3,8,9,10) (Target Group: H, ECD, ESL, Migrant, SPED, AtRisk, 504) (NCLB: 1,2,5)	Counselor(s), Principal, Teacher(s)	August 2015- July 2016	(S)Local Funds, (S)State Compensatory - \$378,432	Summative - Tutorial lists and attendance, summer school enrollment, special programs attendance, STAAR results, benchmark results.
2. Provide extended learning opportunities for students not mastering curriculum at the Middle and High Schools through extended day, tutorials, accelerated classes, summer school. (Title I SW: 1,2,3,8,10) (Target Group: H, ECD, ESL, Migrant, SPED, AtRisk, 504) (NCLB: 1,2,5)	Counselor(s), Principal, Teacher(s)	August 2015 - July 2016	(S)Local Funds, (S)State Compensatory - \$70,478	Summative - Tutorial lists and attendance, accelerated class rosters, summer school enrollment.
3. Continue to early identify students in need of assistance and continue intervention strategies such as literacy groups. (Title I SW: 1,2,3,8,10) (Target Group: H, ECD, AtRisk) (NCLB: 1,2,5)	ELA/Math Coordinator, Principal, Teacher(s)	Aug.2015,Sept.2015, Oct. 2015, Nov. 2015	(F)Title I - \$45,247, (S)Local Funds - \$6,288	Summative - Tier I and II lists and rosters for intervention strategies, RTI Information
4. Provide intensive instructional support to identified at-risk students. (Such as: employ instructional aides, provide CM/Inclusion for 504/at-risk students, provide a certified teacher in DAEP, and provide inclusion support by ESL teacher.) (Title I SW: 1,2,3,8,10) (Target Group: H, ECD, ESL, SPED, AtRisk, 504) (NCLB: 1,2,5)	ELA/Math Coordinator, Principal, Special Ed Teachers, Teacher(s)	August 2015 - July 2016	(S)State Compensatory - \$144,873	Summative - Test scores, retention rates, campus reort cards, grade reports, discipline records, master schedule.
5. Provide a Student Support Team Coordinator and an ELA/Math Teacher Leader to model and monitor instruction. (Title I SW: 1,2,3,4) (Target Group: AtRisk) (NCLB: 3)	Assistant Superintendent(s)	August 2015 - May 2016	(F)Title I - \$26,100, (S)State Compensatory - \$52,970	Summative - Walkthroughs, RTI Reports, Sped Referrals, Grades.
6. Enhance writing and reading alignment throughout all grade levels. (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1)	Assistant Superintendent(s), ELA/Math Coordinator, Principal	August 2015 - May 2016		Summative - PLC Committee minutes, Sign-in sheets, standardized test results, walk-throughs.

AUBREY ISD

Goal 2. Support a “whole”-student approach to education to prepare students for life.

Objective 1. All student populations will achieve 90% mastery on all STAAR tests or maintain 15 percentage points above the state average on each test.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Increase student understanding of expository text across subject areas in grades K-10. (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1)	Assistant Superintendent(s), ELA/Math Coordinator, Principal, Teacher(s)	August 2015 - May 2016		Summative - standardized test scores, SRA's
8. All teachers offer tutorials outside of the school day. (Title I SW: 1,2,3) (Target Group: H, ECD, ESL, Migrant, SPED, AtRisk, 504) (NCLB: 1,2,5)	Counselor(s), Principal, Teacher(s)	Spring 2016	(S)Local Funds - \$100,000	Summative - tutoring logs and attendance standardized test results.
9. Incorporate a wide variety of tutorial techniques, such as Khan Academy, Study Island, etc... (Title I SW: 1,2,3,10) (Target Group: H, ECD, ESL, Migrant, SPED, AtRisk, 504) (NCLB: 1,2,5)	Principal, Teacher(s)	Jan 2016 - May 2016	(L)Library Resources, (L)Materials, (S)Local Funds	Summative - walkthroughs
10. Continue to add professional and paraprofessional staff to increase student success and to support at-risk students in addition to decreasing the number of personnel shared across campuses. (Title I SW: 10) (Target Group: AtRisk) (NCLB: 1)	Superintendent(s)	August 2015	(S)Local Funds - \$240,000	Summative - standardized test results for at-risk students
11. Reinstate math COOP in all grades to support math TEKS.	Assistant Superintendent(s)	Sept. 2015 - May 2016	(S)Local Funds - \$5,000	Summative - Agendas
12. Increase literacy across the curriculum to include professional development for non-ELA teachers in the area of writing.	Assistant Superintendent(s), Principal	August 2015 - May 2016	(L)Materials	Summative - Agendas, Calendar of events
13. Target English Language Learners and Economically Disadvantaged student populations with instructional strategies such as one-on-one and small group tutoring. (Title I SW: 1,2,3,10) (Target Group: H, ECD) (NCLB: 1,2,5)	Principal, Teacher(s)	Aug. 2015- May, 2016	(L)Materials	Summative - STAAR, SRA, TPRI results
14. Schedule parent conferences based on benchmark scores and class achievement. (Title I SW: 6) (Target Group: H, ECD, AtRisk) (NCLB: 1,2,5)	Principal, Teacher(s)	Jan. 2016		Summative - Calendar

AUBREY ISD

Goal 2. Support a “whole”-student approach to education to prepare students for life.

Objective 1. All student populations will achieve 90% mastery on all STAAR tests or maintain 15 percentage points above the state average on each test.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
15. Professional Learning Communities work to vertically align curriculum and to analyze data to ensure instruction increases student learning. (Title I SW: 1,2,3,4) (Target Group: All) (NCLB: 1,2,5)	Assistant Superintendent(s), PLC Leader	Sept, Oct, Nov. Dec. 2015	(L)Wednesday Staff Development	Summative - Agendas, STAAR, SRA, TPRI results
16. Support English Language Learners and Economically Disadvantaged student populations with instructional strategies such as vocabulary word walls, cognates, and picture walls across academic areas.	Principal, Teacher(s)	Aug. 2015 - May 2016	(L)Materials	Summative - STAAR, SRA, TPRI results
17. Continue the employment of a Language Arts specialist in grades K-5 to support high quality instruction of reading and writing provided for students.	Assistant Superintendent(s)	Aug. 2015 - May 2016	(F)Title I	Summative - Calendar, payroll

AUBREY ISD

Goal 2. Support a “whole”-student approach to education to prepare students for life.

Objective 2. All student populations will maintain 97% attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Track student attendance and refer excessive absences to the truancy officer. (Title I SW: 1) (Target Group: AtRisk) (NCLB: 5)	Chief of Police, PIEMS Coordinator, Principal, Registrar	August 2015-May 2016	(S)Local Funds	Summative - average daily attendance, court documents, referral records.
2. Provide materials to parents about attendance requirements for optimum learning and funding along with health prevention strategies. (Title I SW: 6) (Target Group: AtRisk) (NCLB: 4,5)	Assistant Principal(s), School Nurse	August 2015 - May 2016	(S)Local Funds	Summative - average daily attendance, health prevention materials and resources
3. Create an incentive program at all campuses to improve attendance, including but not limited to exemptions from quarterly exams, earn sport event passes, tie into High School CHAP Cup, school incentive for greatest growth by campus. (Title I SW: 6) (Target Group: AtRisk) (NCLB: 4,5)	Principal	August 2015-May 2016	(S)Local Funds - \$2,000	Summative - attendance reports
4. Utilize and provide training on programs such as TSDS Dashboard to create watchlists for attendance and grades.	Assistant Principal(s), Director of Technology, Principal, Registrar, Teacher(s)	August 2015-August 2016	(S)Local Funds	Summative - Generate usage reports to determine the program's effectiveness across the district.

AUBREY ISD

Goal 2. Support a “whole”-student approach to education to prepare students for life.

Objective 3. 70% of all eligible students will take ACT, SAT, or TSI and score at or above state criteria.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate SAT/ACT/TSI practice problems within the curriculum at high school. (Title I SW: 1) (Target Group: H, ECD, GT) (NCLB: 1,2,5)	Principal, Teacher(s)	August 2015 - May 2016	(L)Materials	Summative - SAT/ACT/TSI Score Reports, class grades, lesson plans.
2. Offer PSAT or similar programs for middle school students to assist in ACT/SAT preparation. (Title I SW: 1) (Target Group: H, ECD, GT) (NCLB: 1,2,5)	Counselor(s), Principal	December 2015		Summative - tests completed and parents notified of results
3. Increase number of minority participants on the ACT, SAT, or TSI.	Counselor(s), Principal	August 2015-May 2016		Summative - Test completion; test results
4. Encourage AISD staff member to become test administrator for the SAT/ACT to make Aubrey High School a testing site.	Counselor(s), Principal	August 2015 - May 2016		Summative - Test location; number of testing administrators

AUBREY ISD

Goal 2. Support a “whole”-student approach to education to prepare students for life.

Objective 4. Dropout rate will be 0% for all student populations and completion rate will be at or above 95%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide mentors for at-risk students. (Title I SW: 9) (Target Group: AtRisk) (NCLB: 4,5)	Counselor(s), Principal	August 2015 - May 2016		Summative - Failure lists, discipline referrals, mentor time logs.
2. Continue the "Choices" Program at the high school for at-risk students. (Title I SW: 1,2,9,10) (Target Group: AtRisk) (NCLB: 5)	Principal, Teacher(s)	August 2015 - May 2016	(S)Local Funds, (S)State Compensatory - \$55,000	Summative - Graduation rates from "choices" program

AUBREY ISD

Goal 2. Support a “whole”-student approach to education to prepare students for life.

Objective 5. All campuses in Aubrey ISD will provide career education for 100% of the student population according to the developmental level through the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Require 90% of students to master technology skills at grade 8. (Title I SW: 1,2) (Target Group: All) (NCLB: 5)	Campus Technology Coordinator, Principal, Teacher(s)	May 2016	(S)Local Funds	Summative - Grade 8 technology assessment, Star Chart, BrightBytes Survey, Student Surveys.
2. Incorporate career education into the curriculum to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. (Title I SW: 1,3) (Target Group: AtRisk) (NCLB: 5)	Counselor(s), CTE Director, Principal, Teacher(s)	August 2015 - May 2016	(F)Carl Perkins Funds - \$15,000	Summative - Lesson plans, PDAS evaluations
3. Provide information to Middle/High school students, teachers, counselors, and parents about: higher education admissions and financial aid opportunities, the TEXAS grant program established under Subchapter M, Chapter 56, the need for students to make informed curriculum choices to be prepared for success beyond high school. (Title I SW: 1,6) (Target Group: All) (NCLB: 5)	Counselor(s), CTE Director	March 2015 - May 2016		Summative - TAPR, Meeting agendas, minutes, materials, sign in sheets, College acceptance records, Counselor records.
4. Counselors hold at least one personal parent-student meeting beginning at grade 8 regarding their personal growth plan. (Title I SW: 1,6) (Target Group: AtRisk) (NCLB: 5)	Counselor(s), Principal	February 2016	(S)Local Funds - \$1,000	Summative - Agenda, meeting minutes, personal growth plans

AUBREY ISD

Goal 2. Support a “whole”-student approach to education to prepare students for life.

Objective 6. Each campus will develop and implement one service project that will benefit their community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A committee meeting will be held to discuss what type of service projects will benefit the community. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal	Nov. 2015		Summative - Agenda and Minutes of the meetings.
2. Each campus will select and implement one service project. (Title I SW: 1,6) (Target Group: All) (NCLB: 4)	Principal	April 2016		Summative - A one page summary of the project and the benefits to the students and community.

AUBREY ISD

Goal 2. Support a “whole”-student approach to education to prepare students for life.

Objective 7. All Aubrey ISD campuses will provide 100% of students with opportunities for leadership skill development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement and coordinate programs that will provide opportunities for upper grade levels to interact as leaders for lower grade levels. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Counselor(s), Principal, Teacher(s)	August 2015 - May 2016		Summative - Event Calendar and plans
2. Each campus will provide opportunities for students to develop and practice leadership skills.(examples student council, FCCLA, FFA etc.) (Title I SW: 1) (Target Group: All) (NCLB: 4)	Counselor(s), Principal, Teacher(s)	August 2015 - May 2016		Summative - Organization minutes and participation roster

AUBREY ISD

Goal 2. Support a “whole”-student approach to education to prepare students for life.

Objective 8. Monitor 100% of the students in transitioning between grade-level/campuses for ease of student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide vertical PLT meetings between transitional grade-levels. (Target Group: All)	Principal, Teacher(s)	August 2015-May 2016		Summative - Failure Reports; Student Survey; Teacher Survey; Disciplinary Reports
2. Provide teachers opportunities to observe transitional grade-levels.	Principal, Teacher(s)	August 2015-May 2016		Summative - Teacher Survey

AUBREY ISD

Goal 3. Continually review growth to ensure district resources support a quality education.

Objective 1. The building statistics including, but not limited to, enrollment, classroom occupancy, and teacher to student ratio will be reported by the principals to the superintendent (or designee) on a monthly basis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a list of enrollment numbers by grade level at principal meetings. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal	Aug 2015 - May 2016		Summative - A report from PEIMS on student enrollment.
2. Provide a list of classrooms and the number of students using each during the school day per semester. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal	Sept. 4, 2015, Dec. 18, 2015, May 2, 2016		Summative - Reports from the principals turned in by the due dates.
3. Provide a list of actual student to teacher ratios in each classroom during the school day per semester. (Title I SW: 1) (Target Group: All) (NCLB: 4)	PIEMS Coordinator	September 2015, December 2015, May 2016		Summative - A report from PIEMS on student enrollment

AUBREY ISD

Goal 3. Continually review growth to ensure district resources support a quality education.

Objective 2. Chief Financial Officer and Assistant Superintendent of Buildings will contact area city offices, county offices, and utility districts to research possible new developments and projections within the Aubrey ISD attendance zone quarterly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Obtain reports of new development plans from city offices, county offices, and utility districts. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent of Buildings, Chief Financial Officer	October 2015, January 2016	(S)Local Funds - \$1,000	Summative - Reports presented to the school board and community, meeting dates, sign in sheets.
2. Hold quarterly growth workshops. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent of Buildings, Chief Financial Officer, Superintendent(s)	Quarterly	(S)Local Funds - \$1,000	Summative - Reports reported to school board, board agenda and minutes.

AUBREY ISD

Goal 3. Continually review growth to ensure district resources support a quality education.

Objective 3. All student populations will be provided cultural awareness training throughout the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide guidance to students about cultural awareness through their regular schedule. (Title I SW: 10) (Target Group: All) (NCLB: 4)	Counselor(s), ELL Coordinator	September 2015 - May 2016	(L)Library Resources, (L)Materials	Summative - Lesson Plans
2. Provide diversity training for teachers and staff.	Principal, Professional Development Director	August 2015-July 2016	(S)Local Funds - \$1,000	Summative - Sign in sheets Agenda

AUBREY ISD

Goal 3. Continually review growth to ensure district resources support a quality education.

Objective 4. Develop a comprehensive Instructional Materials Plan to ensure a quality education for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Enlist additional members to the Instructional Materials and Technology Committees. (Title I SW: 1,6) (Target Group: All) (NCLB: 4)	Director of Technology, Principal	October 2015	(L)Materials	Summative - Committee Roster to Technology Director Meeting agenda, minutes and sign in sheets
2. Conduct joint meetings of the Instructional Materials and Technology Committees. (Title I SW: 1,2,6) (Target Group: All) (NCLB: 4)	Director of Technology, Instructional Materials and Technology Committee	October 2015	(L)Materials	Summative - Meeting attendance log Agenda
3. Develop a comprehensive Instructional Materials Plan. (Title I SW: 1,2,6) (Target Group: All) (NCLB: 4)	Director of Technology, Instructional Materials and Technology Committee	December 2015	(L)Materials	Summative - The comprehensive Plan, meeting minutes, agendas, sign ins.
4. Incorporate additional cross-curricular computer-based assignments including computer labs for online writing. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2)	Campus Technology Coordinator, Teacher(s)	August 2015-May 2016		Summative - Lesson plans, computer lab logs, standardized test results.

AUBREY ISD

Goal 3. Continually review growth to ensure district resources support a quality education.

Objective 5. Update technology to include additional software programs, additional technology devices, and increase the number of computers per student to enhance student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Take SRA online to become more familiar with online tests. (Title I SW: 8) (Target Group: All) (NCLB: 1)	Assistant Superintendent(s), Campus Technology Coordinator, CTE Director	May 2016	(L)Materials	Summative - SRA results
2. Increase student-to-computer ratio to technology devices. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,4)	Director of Technology, Principal, Superintendent(s)	August 2015 - May 2016	(S)Local Funds - \$500,000	Summative - Technology hardware report
3. Increase cross-curricular computer use by providing each teacher with a portable technology device. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,4)	Director of Technology, Principal, Superintendent(s)	January 2016	(S)Local Funds - \$100,000	Summative - Inventory of portable devices
4. Improve internet speed by adding additional access points. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Chief Financial Officer, Director of Technology, Superintendent(s)	September 2016	(S)Local Funds - \$25,000	Summative - Documentation of access points, technology records.
5. Increase keyboarding skills in lower grades to help foster success on on-line tests. (Title I SW: 3) (Target Group: All) (NCLB: 1,4)	Principal, Teacher(s)	August 2015 - May 2016	(L)Materials	Summative - computer class grades and test results
6. Research the need for a trained Integration Specialist on the district and/or each campus to integrate technology in all curricular areas.	Director of Technology, Principal, Superintendent(s)	August 2015-May 2016	(S)Local Funds	Summative - Technology Assessment; lesson plans; technology survey; teacher survey

AUBREY ISD

Goal 3. Continually review growth to ensure district resources support a quality education.

Objective 6. Based on student needs and increasing enrollment, the district will research the need for additional support programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Acquire additional support staff as student enrollment increases, i.e. specialized support staff, instructional coaching, and co-teaching. (Title I SW: 1,5) (Target Group: All) (NCLB: 4)	Chief Financial Officer, Superintendent(s)	August 2015	(S)Local Funds - \$150,000	Summative - enrollment records, student to teacher ratios, special ed records.
2. Research increasing staff for special programs, i.e. Spanish elective at MS and/or art at elementary. (Title I SW: 1,5) (Target Group: All) (NCLB: 1,4)	Chief Financial Officer, Superintendent(s)	December 2015		Summative - student teacher ratios, master schedules, course offerings.

AUBREY ISD

Goal 3. Continually review growth to ensure district resources support a quality education.

Objective 7. 100% of teachers recruited, hired, and retained are highly qualified.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Offer a competitive pay steps base on similar area school districts.	Chief Financial Officer, Superintendent(s)	April-July	(S)Local Funds, (S)State Compensatory	Summative - Survey of similar area school districts
2. Offer incentive bonuses to encourage teacher retention.	Chief Financial Officer, Superintendent(s)	August 2015-July 2016	(S)Local Funds, (S)State Compensatory	Summative - Salary schedule; teacher retention reports
3. Increase salary steps as district grows.	Chief Financial Officer, Superintendent(s)	August 2015		Summative - Salary schedule

AUBREY ISD

Goal 4. Proactively communicate through a variety of media with parents and the community to encourage involvement and partnership in education.

Objective 1. Aubrey ISD staff will communicate with parents weekly through at least one form of electronic media.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide status updates on Aubrey Schools Facebook page for special announcements. (Title I SW: 1,6) (Target Group: All) (NCLB: 4)	Principal, Teacher(s), Webmaster	August 2014 - July 2015	(L)Materials	Summative - Parent Surveys Facebook posts
2. Provide e-mail blasts to parents. (Title I SW: 1,6) (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	August 2014 - May 2015	(L)Materials	Summative - Parent Surveys Copies of emails
3. Keep websites updated. (Title I SW: 1,6) (Target Group: All) (NCLB: 4)	Principal, Teacher(s), Webmaster	August 2014 - May 2015	(L)Materials	Summative - Parent Surveys Teacher webpages
4. Encourage parents to sign up for reminder apps when possible. (Title I SW: 1,6) (Target Group: All) (NCLB: 4)	Principal, Teacher(s), Webmaster	August 2014 - May 2015	(L)Materials	Summative - Parent Survey List of users
5. Allow parents to select form of communication (electronic vs hard copy). (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	August 2014	(L)Materials	Summative - Forms signed by parents
6. Communicate need for involvement in the parent survey. (Title I SW: 1,6) (Target Group: All) (NCLB: 4)	Assistant Superintendent(s), Principal, Teacher(s)	Spring 2015	(L)Materials	Summative - Results of the Parent Involvement Survey
7. Seek parent feedback on the functionality of the mobile website. (Target Group: All)	Webmaster	August 2015-May 2016		Summative - Parent surveys
8. Coaches will keep schedules, event details, and results updated in Rank One.	Athletic Director, Cheer Sponsor, Head Coach	August 2015- 2016	(L)RankOne	Summative - Rank One postings Parent Surveys

AUBREY ISD

Goal 4. Proactively communicate through a variety of media with parents and the community to encourage involvement and partnership in education.

Objective 2. At least 90% of all parents at all campuses (grades 1-12) are signed up for parent portal.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide passwords, instructions, and personnel available at meet the teacher night, registration, parent conferences, and/or curriculum nights for parents to access parent portal. (Title I SW: 1,6) (Target Group: All) (NCLB: 4)	Principal, Registrar	August 2015 - October 2015	(L)Materials	Summative - Record of Parent Portal users Sign-in sheets
2. Monitor the use of Parent Portal. (Title I SW: 1,6) (Target Group: All) (NCLB: 4)	Registrar	August 2015-May 2016	(L)Materials	Summative - Record of Parent Portal users
3. Provide a variety of parent trainings regarding district electronic resources such as Parent Portal, Study Island, Rank One, Remind 101, etc. (Title I SW: 1,6) (Target Group: All) (NCLB: 4)	Director of Technology, Principal	August 2015 - May 2016	(L)Materials	Summative - Sign in sheets Parent Survey Training evaluations

AUBREY ISD

Goal 4. Proactively communicate through a variety of media with parents and the community to encourage involvement and partnership in education.

Objective 3. AHS students will be exposed to college and career opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. AHS will host a college night.	Counselor(s), Principal	Spring 2016	(S)Local Funds - \$200	Summative - Sign in sheets
2. AHS will host a FAFSA night for parents.	Counselor(s), Principal	Spring 2016	(S)Local Funds - \$200	Summative - Sign in sheets
3. Provide a translator for college and career readiness informational sessions.	Counselor(s), Principal	August 2015-2016	(S)Local Funds - \$200	Summative - Sign in sheets Agenda

AUBREY ISD

Goal 5. Ensure professional growth for leadership and staff.

Objective 1. All teachers will attend a minimum of four hours of technology training either during the school year or for an in-lieu day.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principals will develop a plan for all teachers to attend technology training. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Assistant Superintendent(s), Principal	August 2015-July 2016	(S)Local Funds - \$2,000	Summative - Certificates Sign in sheets In lieu forms Training agendas
2. Teachers will be encouraged to offer a technology session for their colleagues. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Assistant Superintendent(s), Principal	August 2015-July 2016	(S)Local Funds - \$800	Summative - Teacher sign in sheets Document teachers leading sessions
3. Teachers will participate in textbook training for new or current textbooks with technology components.	Assistant Superintendent(s), Core Subject Teachers, Principal	August 2015 - August 2016		Summative - Department Chair led in August staff development with PLC follow-up Teacher sign-in sheet

AUBREY ISD

Goal 5. Ensure professional growth for leadership and staff.

Objective 2. All secondary personnel will be trained in "Capturing Kids Hearts" by Summer 2016.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Secondary principals will revisit Capturing Kids Hearts training two times per semester. (Title I SW: 4) (Target Group: All, AtRisk) (NCLB: 4)	Counselor(s), Principal	August 2015-July 2016		Summative - Agenda Meeting sign in sheets Parent and Student Surveys
2. Secondary principals will track the number of office referrals to determine program effectiveness. (Title I SW: 1) (Title I TA: 2) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Principal	August 2015-July 2016		Summative - Discipline data
3. All high school personnel will participate in Capturing Kids Hearts Recharge. (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	August 2015	(S)Local Funds - \$20,000	Summative - Sign in sheets Certificates

AUBREY ISD

Goal 5. Ensure professional growth for leadership and staff.

Objective 3. All teachers will be trained on the use of parent communication tools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Train teachers on the use of parent communication tools, such as TSDS, parent portal, e-alerts, Rank One, and Remind. (Title I SW: 4) (Target Group: All) (NCLB: 1,4)	Assistant Superintendent(s), Principal	August 2015	(L)Materials	Summative - Survey results Workshop sign ins, agendas
2. Train MS/HS teachers on the use of Naviance. (Title I SW: 4) (Target Group: All, CTE) (NCLB: 1)	Counselor(s)	August 2015-July 2016	(L)NAVIANCE	Summative - Naviance data Sign-in sheets

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Goal 5. Ensure professional growth for leadership and staff.

Objective 4. Each teacher and principal will be trained in Special Education Process, Rtl, SST, 504, STAAR testing, and ARD Decision Making.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During the fall, all staff will be trained in ELL, Special Education, SST, 504, and ARD decision-making. (Title I SW: 4) (Target Group: ESL, SPED, AtRisk, 504) (NCLB: 1)	Assistant Superintendent(s), Principal	August 2015		Summative - Agenda Sign in sheets 100% staff signed
2. Before state testing all staff involved in the process will be trained in testing policies and regulations. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Assistant Superintendent(s), Counselor(s), Principal, Student Services Coordinator	January - April 2016	(S)Local Funds - \$300	Summative - Sign in sheets, agenda 100% of teachers trained.
3. Provide CPI training for a diverse group of personnel outside of special education at each campus and inform all teachers of those trained in CPI. (Title I SW: 4) (Target Group: SPED) (NCLB: 4)	Principal, Special Ed Teachers	August 2015-July 2016	(L)Personnel, (L)Special Education Coop	Summative - Certificates of Training for campus teachers

AUBREY ISD

Goal 5. Ensure professional growth for leadership and staff.

Objective 5. All new teachers will attend the AISD New Teacher Academy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers new to AISD will be assimilated to the expectations of the district. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1)	Assistant Superintendent(s), Principal	July 2015-May 2016	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds - \$30,000	Summative - 100% of teachers attend AISD New Teacher Academy. Academy sign in, agenda Assistant Superintendent Observation records Mentor lists New Teacher Meeting agenda and sign ins

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2015/2016 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

Appendices:

Appendix A: State Compensatory Education and FTE's

Appendix B: Staff Development Plans

Appendix C: Migrant Improvement Plan

Appendix A: State Compensatory Education and FTE's

Appendix B: 2014-2015 Professional Development Plans

Appendix C: Migrant Program Priority for Service Action Plan

2015-2016 Priority for Service (PFS) Action Plan

ESC REGION 11 MIGRANT EDUCATION PROGRAM SSA DISTRICTS

<p>Goal(s): Identify and provide services to migrant learners who are failing or at risk of failing to meet the State’s content and performance standards and whose education has been interrupted during the regular school year.</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> • Identify migrant learners who enroll late and withdraw early and provide supplemental services to each learner when no other school district services are available. • Identify migrant learners who are missing significant amounts of instructional time due to late enrollment and/or excessive absences. • Provide supplemental information to parents on how to collaborate with school staff and access resources in order to provide timely attention and appropriate interventions for their children. • Use data to plan the Priority for Services Action Plan (PFS) for 2015-2016 academic year and assist the district with supplemental services not provided by other federal or non-federal programs.
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Required Activities	Timeline	Person(s) Responsible	Documentation
On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.		NGS Specialist	PFS Reports
Print and review the New Generation System (NGS) Priority for Service (PFS) learner report monthly	15 th day of every month for 2015-2016	NGS Specialist	NGS generated reports
Submit the PFS to the district SSA contact for distribution to appropriate staff	20 th day of every month for 2015-2016	NGS Specialist	Copy of sent email(s)
Before the first day of school, develop a PFS Action Plan for serving PFS learners. The plan must clearly articulate criteria for defining learner success, including timelines for achieving stated goals and objectives.			
Send PFS Action Plan to District to attach to DIP	August 12, 2015	MEP Coordinator	Copy of sent email(s)
The PFS Action Plan must include the following:			
1. The Title I Migrant Coordinator will provide each campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.			
Submit the PFS to the district SSA contact for distribution to appropriate staff	20 th day of each month in 2015-2016	NGS Specialist	Copy of sent email(s)
Send letter with copy of PFS report for their child(ren) with request for meeting with parent	20 th day of each month in	MEP Consultant, NGS	Copies of letter sent

	2015-2016	Specialist	
Collaborate with counselors each reporting period in developing a personal graduation plan for PFS learners	September 2015 – May 2016	MEP School Liaison Consultant, MEP Consultant	Time and Effort reports, travel logs, graduation plan
2. When, in your school year calendar, the district's Title I Migrant Coordinator, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.			
Contact parent to notify of child's PFS status inform of intervention options.	September 2015 – May 2016	MEP School Liaison Consultant, MEP Consultant	Copies of letter sent
Meet with PFS migrant parents and school staff to explain how PFS learners are identified and what services are available for these learners	As requested by parent or school staff	MEP School Liaison Consultant, MEP Consultant	Copies of letter sent
3. How the district's Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these learners in Migrant Education Program activities.			
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP)	September 2015 – May 2016	MEP consultant, School Liaison Consultant	District policy and procedures
Work with project and SSA districts in creating an extracurricular club/leadership event specific to migrant learners designed to help learners develop effective learning and study skills	September 2015 – May 2016	MEP consultant, School Liaison Consultant, School Planning Group	Agenda, roster, minutes of meeting
Provide PFS learners and their parent(s) prior notice for upcoming Migrant Education Program (MEP) events.	September 2015 – May 2016	MEP consultant, School Liaison Consultant, School Planning Group	Copy of fliers, emails
4. How the district's Title I Migrant Coordinator will ensure that Priority for Service learners receive priority access to instructional services, as well as social workers and community social services/agencies.			
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant learners with late entry/early withdrawal	September 2015 – May 2016	NGS Migrant School Liaison Consultant, NGS Specialist	E-mails
Monitor NGS course completion for PFS learners with late entry and early withdrawal	September 2015 – May 2016	NGS Migrant School Liaison Consultant, NGS Specialist	Learner transcript, NGS reports
Provide Parent Advisory Meetings in different areas throughout the school year	September 2015 – May 2016	NGS Migrant School Liaison Consultant, Migrant Recruiters	Agenda, roster, mileage reimbursement forms, minutes of meeting
Provide contact information regarding social service agencies and healthcare providers available in their area.	September 2015 – May 2016	NGS Migrant School Liaison Consultant, Migrant Recruiters	Telephone log, mileage reimbursement, time and effort reports
5. What federal, state and local programs service Priority for Service learners?			
Meet (or communicate) with district staff to ensure learners participate in school services offered	September 2015 – May 2016	Migrant School Liaison Consultant, Migrant Consultant	Telephone log, mileage reimbursement, time and effort reports, emails
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning when not provided by ISD	September 2015 – May 2016	Migrant School Liaison Consultant, Migrant Consultant	Budget records
Use migrant funds to pay for tutor to provide supplemental instruction or facilitate distance learning courses	September 2015 – May 2016	Migrant School Liaison Consultant, Migrant Consult.	Budget records, tutor time logs
Share and coordinate secondary credit accrual practices with receiving states through services provided by the Texas Migrant Interstate Program (TMIP).	September 2015 – May 2016	Migrant School Liaison Consultant, Migrant	Agenda, roster, email, telephone log

